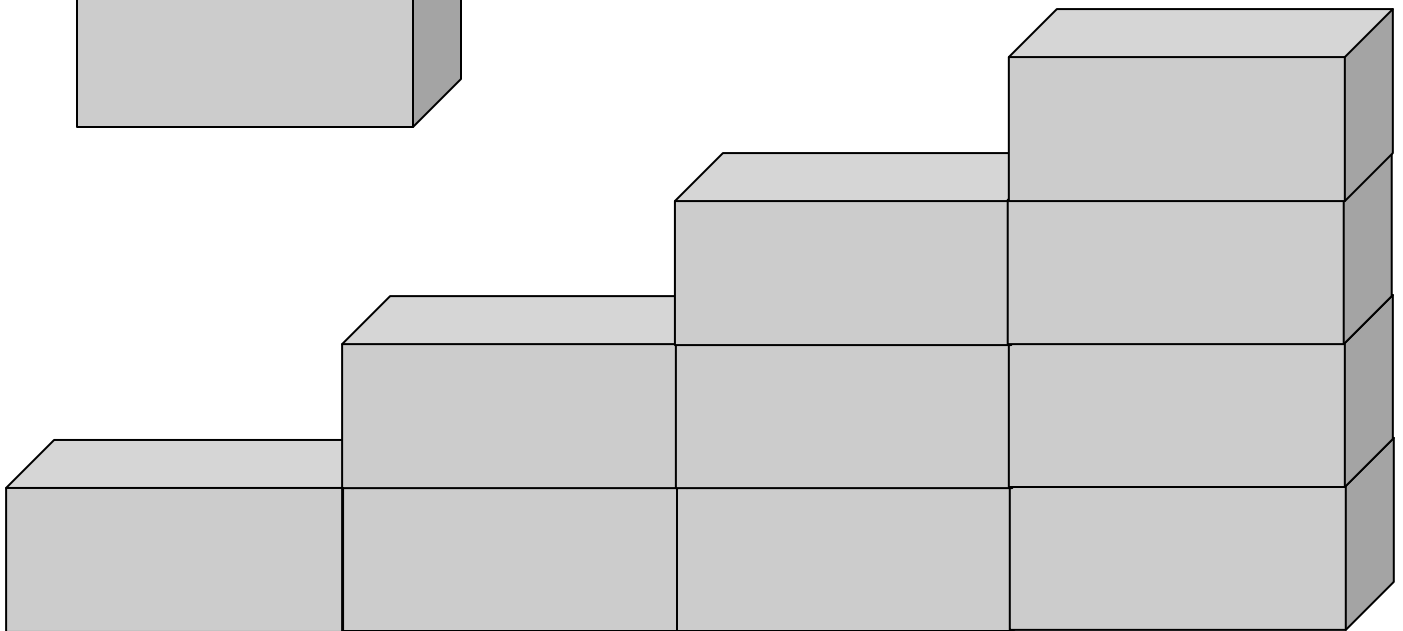
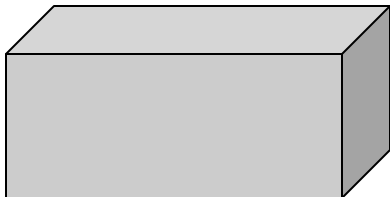




**Building**

**Capacity**



**Turning a fiscal crisis into a sustainable future.**

# US Department of Education's Four Assurances



College- and career-ready standards and high quality, valid, and reliable assessments for all students, including ELLs and students with disabilities

Pre-K to higher education data systems that meet the principles in the America COMPETES Act

Teacher effectiveness and equitable distribution of effective teachers

Intensive support and effective interventions for lowest-performing schools

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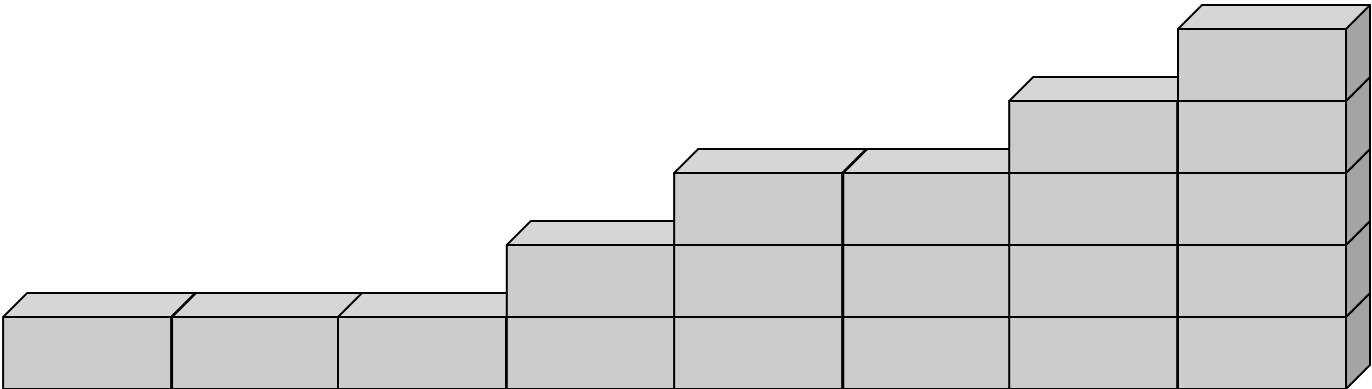
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# Introduction

The challenges of leading and moving a system are never easy. There's plenty of advice and an abundance of models that promise dramatic changes in a short time period if only we adhere to the advice. Of course, it doesn't work that way. Slow and steady usually wins the race even in the face of accountability, NCLB, and the lists printed in the newspaper.

Add to that the times in which we now live. Our fiscal situation is unlike any we've seen in our lifetime. The way through this, we know, is education. Not everyone shares this vision, however, so the fiscal constraints tighten. Many of us froze our budgets, contemplated reductions in force, scaled-back programs, and decreased professional development. This paradoxical response is a result of the severity of the situation despite what we know about education and the future of our society.

Enter the *American Recovery and Rebuilding Act of 2009* (ARRA) — one of our federal government's responses to the economic climate. Included in the ARRA is money for education via three avenues: Title IA, IDEA Part B, and fund stabilization. The challenge to us, as we receive this money, is to use it in ways that build our systems' capacity.

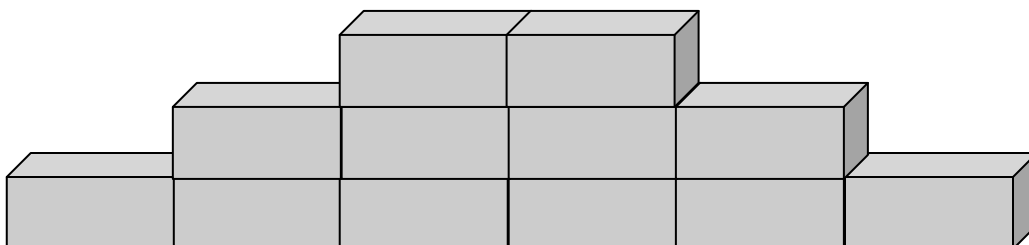
- American Recovery and Reinvestment Act**
- Spend quickly to save and create jobs.
  - Ensure transparency and accountability.
  - Thoughtfully invest one-time funds.
  - Advance effective reforms.

The Onondaga-Cortland-Madison BOCES (OCM BOCES) and the Central New York Regional Information Center (CNYRIC) have the experience and expertise to work with our school districts to provide guidance, support, and programming in a collaborative and cooperative effort to maximize the efficiency and effectiveness of all of our efforts to build capacity and raise student achievement to unprecedented levels. According to the April 6, 2009, webcast from NYSED "State Funding for Education and the ARRA," any purchases of BOCES services which have generated aid in the past will continue to do so with the ARRA funds.

In the following pages you will find a short explanation of the stimulus package. A description of OCM BOCES and CNYRIC programs that specifically align with the stated federal and state guidelines has been developed by our staff under the leadership of Assistant Superintendent Jeff Craig. Please review it and challenge us with your ideas.



Jessica Cohen, District Superintendent



# American Recovery and Reinvestment Act (ARRA)

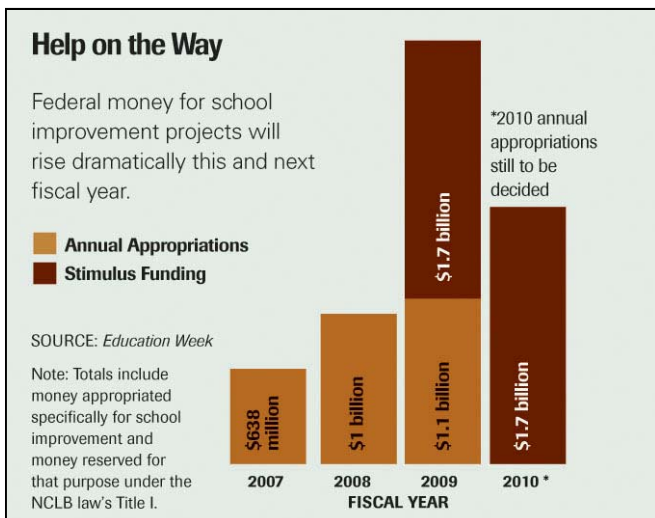
In response to the poor national and international economies, the government of the United States of America approved the *American Recovery and Reinvestment Act of 2009*, commonly referred to as “ARRA” or “the stimulus package.” Details of the stimulus package have been slowly emerging during the past couple of months. Initially, three education-centric foci have emerged from the funding: the State Fiscal Stabilization Fund (SFSF), Title IA, and Individuals with Disabilities Education Act (IDEA, Part B). These three funding streams are in addition to existing federal funds and must be used by September 30, 2010.

**American Recovery and Reinvestment Act**

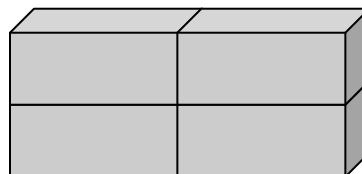
- Approximately \$100 Billion
- On top of FY09 and FY10 appropriations
- One time infusion MUST be used wisely
- Sustainable reforms without falling off “funding cliff”

The majority of education-related money in the stimulus package is intended to be used by the state, and in turn districts, to avert layoffs and stimulate job creation. Beyond that, the United States Department of Education has said that the stimulus money should be used to fund improvements in teacher effectiveness as well as to offer additional support to underperforming and poor schools. The legislation authorizing the funding mentions building the capacity of systems’ capability to sustain initiatives and improvements beyond the period of funding. Specifically, the law requires states to show:

- Improvements in teacher effectiveness and commitments that all schools have highly qualified teachers;
- Progress toward college and career-ready standards and rigorous assessments that will improve both teaching and learning;
- Improvements in achievement in low-performing schools, by providing intensive support and effective interventions in those schools; and
- That they can gather information to improve student learning, teacher performance, and college and career-readiness through enhanced data systems that track progress.

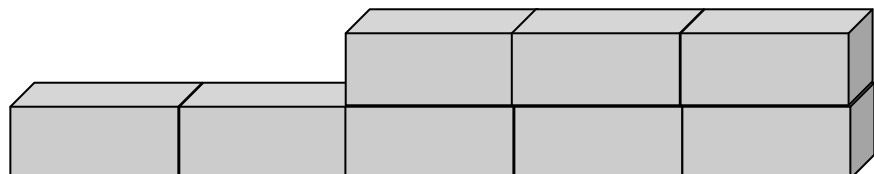


New information is emerging each day as federal and state officials work out the details of the stimulus package and how and when exactly the funds will be distributed. We have been told that there will be an extra level of transparency and “unprecedented accountability” that will be required. Separate budgets will likely have to be maintained for regular and ARRA-sourced funds.



# American Recovery and Reinvestment Act (ARRA)

<b>ARRA Categorical Aid Projections</b>			
<b>Based on the 2009-2010 Legislative Budget Projections, March 31, 2009</b>			
District	IDEA Part B	Title IA	Total
Baldwinsville Central School District	\$ 758,640	\$ 138,150	\$ 896,790
Cazenovia Central School District	\$ 194,488	\$ 27,807	\$ 222,295
Chittenango Central School District	\$ 298,780	\$ 64,194	\$ 362,974
Cincinnatus Central School District	\$ 90,624	\$ 67,348	\$ 157,972
Cortland City School District	\$ 455,123	\$ 220,817	\$ 675,940
De Ruyter Central School District	\$ 79,525	\$ 23,524	\$ 103,049
East Syracuse-Minoa Central School District	\$ 538,499	\$ 123,063	\$ 661,562
Fabius-Pompey Central School District	\$ 100,213	\$ 27,843	\$ 128,056
Fayetteville-Manlius Central School District	\$ 497,203	-	\$ 497,203
Homer Central School District	\$ 314,971	\$ 97,622	\$ 412,593
Jamesville-Dewitt Central School District	\$ 440,466	\$ 71,728	\$ 512,194
LaFayette Central School District	\$ 132,224	\$ 24,553	\$ 156,777
Liverpool Central School District	\$ 1,022,384	\$ 270,421	\$ 1,292,805
Lyncourt Union Free School District	\$ 58,322	\$ 23,666	\$ 81,988
Marathon Central School District	\$ 118,393	\$ 39,936	\$ 158,329
Marcellus Central School District	\$ 233,896	\$ 34,315	\$ 268,211
McGraw Central School District	\$ 88,554	\$ 30,033	\$ 118,587
North Syracuse Central School District	\$ 1,311,258	\$ 318,241	\$ 1,629,499
Onondaga Central School District	\$ 129,531	\$ 33,428	\$ 162,959
Solvay Union Free School District	\$ 210,554	\$ 80,602	\$ 291,156
Syracuse City School District	\$ 3,559,118	\$ 4,512,619	\$ 8,071,737
Tully Central School District	\$ 136,261	\$ 36,978	\$ 173,239
West Genesee Central School District	\$ 605,447	\$ 104,447	\$ 709,894
Westhill Central School District	\$ 229,694	\$ 64,149	\$ 293,843



# American Recovery and Reinvestment Act (ARRA)

The New York State Council of School Superintendents (NYSCOSS) assembled a collection of information from the USDOE that offers advice to school districts. Included in that information is a description of how LEAs may use their Title I Part A and IDEA Part B recovery funds. These funds must be used in a manner consistent with regulations and guidelines. The NYSCOSS document cautions school districts, due to the short-term availability of these additional funds, to: "...focus these funds on short-term investments with the potential for long-term benefits, rather than make ongoing commitments that they might not be able to sustain once recovery funds are expended." In other words: *supplement, not supplant.*

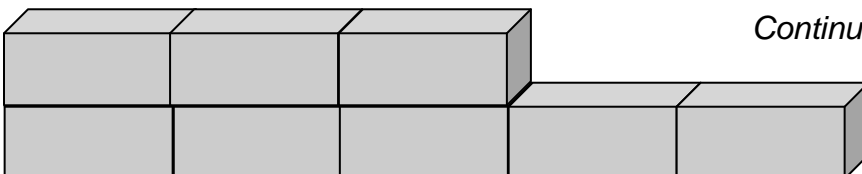
**Here are some uses that the USDOE (March 7, 2009) identified as consistent with Title IA and ARRA (with consultation with non-public schools in your district):**

- Establishing a system for identifying and training highly effective teachers to serve as instructional leaders in Title I schoolwide programs and modifying the school schedule to allow for collaboration among the instructional staff;
- Establishing intensive, year-long teacher training for all teachers and the principal in a Title I elementary school in corrective action or restructuring status in order to train teachers to use a new reading curriculum that aggressively works on improving students' oral language skills and vocabulary or, in some other way, builds teachers' capacity to address academic achievement problems;
- Strengthening and expanding early childhood education by providing resources to align a district-wide Title I pre-K program with state early learning standards and state content standards for grades K–3 and, if there is a plan for sustainability beyond 2010–11, expanding high-quality Title I pre-K programs to larger numbers of young children;
- Providing new opportunities for Title I schoolwide programs for secondary school students to use high-quality, online courseware as supplemental learning materials for meeting mathematics and science requirements;

The National Staff Development Council has recommended these strategies to assist school districts in meeting the objectives outlined by the US Department of Education:

- Prepare more instructional coaches by developing the knowledge and skills necessary to support improved educator practice and student learning.
- Prepare more teacher leaders to advance the NSDC definition of professional development.
- Contract with one or more external consultants to provide one-on-one technical assistance to principals to create new master schedules that enable collaborative teacher teams to engage in professional learning two or more times each week.
- Identify and support demonstration sites to serve as models of excellence in implementing effective professional learning.
- Provide two-years of intensive coaching and instructional leadership support for principals in low-performing schools.
- Provide two-years of intensive technical assistance and support for leadership teams in low-performing schools.
- Conduct a Professional Learning Audit; organize a local task force to critically review and assess the purpose, form, and results from professional development in the school district.

*Continued on next page...*



# American Recovery and Reinvestment Act (ARRA)

**Additional uses that the USDOE (March 7, 2009) identified as consistent with Title I and ARRA (continued from previous page):**

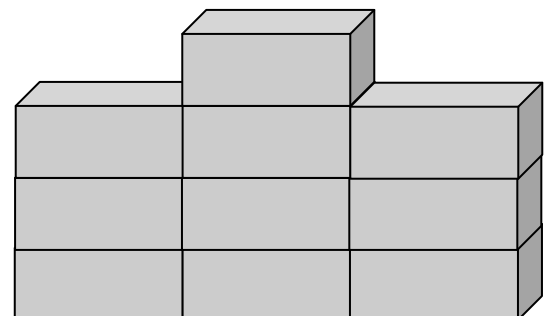
- Using longitudinal data systems to drive continuous improvement efforts focused on improving achievement in Title I schools;
- Providing professional development to teachers in Title I targeted assistance programs on the use of data to inform and improve instruction for Title I eligible students;
- Using reading or mathematics coaches to provide professional development to teachers in Title I targeted assistance programs; and
- Establishing or expanding fiscally sustainable extended learning opportunities for Title I eligible students in targeted assistance programs, including activities provided before school, after school, during the summer, or over an extended school year.

Mechanisms for Accountability
<ul style="list-style-type: none"> <li>• Quarterly reporting on ARRA funds</li> <li>• How the funds are used</li> <li>• Jobs created or saved</li> <li>• Tax increases averted</li> <li>• School-by-school lists of expenditures</li> </ul>

**Here are some uses that the USDOE (March 7, 2009) identified as consistent with IDEA, Part B and ARRA:**

- Provide intensive district-wide professional development for special education *and* regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing and science
- Provide school-wide professional development in positive behavioral supports (PBIS) to improve outcomes for students with disabilities
- Develop or expand the capacity to collect and use data to improve teaching and learning
- Obtain state-of-the-art assistive technology devices and provide training in their use to enhance access to the general curriculum for students with disabilities.
- Hire transition counselors to work with employers and develop job placements.
- *Up to 15% of IDEA Part B funds may be spent on early intervention with general education students.*

**The challenge to school districts, then, is to use the additional categorical, short-term funding in a manner that will use the next two years to build the capacity of the district, its leaders and its teachers.**





# Leveled Literacy Intervention

## **Program Description:**

Leveled Literacy Intervention (LLI) is an early intervention literacy program designed by Fountas and Pinnell. It is

- A short-term program designed to bring children up to grade-level performance in as little as 18–24 weeks
- Intense, focused small group instruction in reading and writing
- Supplementary intervention program (Tier 2 or 3)
- Designed for young children who struggle with reading and writing
- Presently, lessons and resources exist for the kindergarten, first and second grades. Additional grades will be introduced, eventually extending through 5th or possibly 8th grade)
- Designed to be used with small, homogeneous groups of young children who are below grade-level in reading and writing
- Intended for low-achieving students who are not receiving other supplementary instruction.
- Inclusive of English Language Learners; specific adjustments and accommodations are included in the program for such children.

## **How this builds capacity:**

If districts purchase the materials (LLI Kits and Benchmark Assessment) now, and have the teachers trained during the next two years, everything will be in place for the intervention to continue even after the extra ARRA Title IA and IDEA funding goes away.

## **Costs:**

The pricing of the training and continuing support is dependent on reaching a critical mass of participation in the BOCES. Interested schools/districts will form a committee to determine a pricing structure that is equitable and allows for adequate program function.

In addition to training, LLI kits would have to be purchased, ranging in price from the Benchmark Assessment System (if needed) for \$250 to the Blue System (2nd grade) for \$2250.

:

**Jeff Craig, 315.433.2627, [jcraig@ocmboces.org](mailto:jcraig@ocmboces.org)**

## ITD / E-Learning Connect

### **Program Description:**

The Instructional Technology & Design team has launched a new effort to meet district needs in the area of E-Learning. Training and support for video streaming, video conferencing, classroom collaborations, virtual field trips, Internet 2, and web 2.0 tools is the central focus. The “E-Learning Connect” service expands the traditional definition of distance learning to include video conferencing in the classroom through the use of mobile cameras.

### **How this builds capacity:**

E-Learning initiatives already underway may be geared specifically to Title I districts to assist with improving student achievement, teacher effectiveness, and the quality of curriculum support. By utilizing the latest mobile video conferencing technologies and content management systems, the following activities would build and strengthen a district’s e-learning capacity:

- Enhancing instruction through classroom collaborations and virtual field trips
- Accessing instruction not otherwise available (Latin, Mandarin, ASL)
- Providing a forum for teacher-to-teacher networking
- Delivering BOCES-provided professional development
- Accessing asynchronous online coursework to supplement existing instruction

### **Costs:**

The cost of the E-Learning Connect CoSer for 2009-2010 is \$2900 per district, which includes 2 days of onsite support, and unlimited access to a centralized BOCES resource to connect teachers, build programs, and facilitate instructional integration.

**Rick Pollard, 315.433.2652, [rpollard@cnyric.org](mailto:rpollard@cnyric.org)**

# Computer-Based Literacy Support

## **Program Description:**

Instructional technology support for literacy initiatives across all grades and content areas is provided through this important service. Districts have access to a variety of research-based applications to allow for effective literacy program development, monitoring, and assessment. Reporting tools provide district personnel with valuable data to monitor student progress, identify strengths and weaknesses in the curriculum, and improve student achievement.

## **How this builds capacity:**

Reading First districts and other Title I districts will look to BOCES to provide continued support for the various instructional technologies that support their ongoing literacy efforts. Research-based literacy programs such as *Earobics*, *Read180*, *Fast ForWord*, and *DIBELS* are at the core of many literacy programs, and require intense professional development to implement and sustain properly. BOCES services geared to assist districts in building capacity for ongoing, effective literacy programs could include application licensing and support, training, curriculum integration support, and data analysis.

## **Costs:**

Costs would vary depending on the application, but would include a base fee that covers training, hosting, and support, and a licensing fee that is paid directly to the application provider. Professional training services beyond what would be included in the base fee would be billed at a per diem rate of \$800, or in larger blocks at a lesser rate.

**Rick Pollard, 315.433.2652, [rpollard@cnyric.org](mailto:rpollard@cnyric.org)**

# Data Warehouse/Data Analysis

## **Program Description:**

The Data Warehouse program offers professional development services in data analysis and facilitation support for districts either through a DW Support CoSer, or districts can contract on a per diem basis for data analysis, report development, and data facilitation assistance. This service is helpful to districts that need to look at longitudinal data to drive continuous improvement efforts in curriculum, professional development, and student achievement.

## **How this builds capacity:**

### Customized Reporting: Support and Consultation

- Assist districts in designing or creating reports to share data with teachers, board members, or community members for comparative and trend analyses
- Provide graphs illustrating district performance on the New York State English Language Arts, Mathematics, and Graduation performance as compared to other districts in the region, across the state, and/or as compared with similar schools

### Custom Report Development

- Design and create custom reports for district use
- Provide data to analyze student performance and achievement and evaluate the success of programs
- Coordinate the collection of district student achievement and assessment data

### Data Analysis and Data Facilitation: Support and Consultation

- Introduce district to models of effective data analysis and assist districts in establishing procedures and protocols to utilize data on a regular basis (guide establishment of data teams, share templates and models of data analysis reports and graphs)
- Provide training to data facilitation leaders in district to encourage and support data conversations in district
- Work closely with building and department leaders to utilize data as it affects instruction and to identify strengths and weaknesses in programs
- Work closely with district and building administrators to develop data teams, implement a data analysis process, and facilitate data conversations to improve teaching and learning
- Work closely with district personnel to analyze formative and benchmark assessments on a regular basis

### Data Analysis and Facilitation

- Work with district staff to review and analyze data in district on a regular basis
- Establish data teams and facilitate discussion among members
- Build capacity within data teams to expand use of data to improve student achievement (model and offer training in both data facilitation and data analysis tool use)
- Facilitate data conversations and lead data-driven dialogue among colleagues through the structures of district, grade level, and department meetings

## **Costs:**

Pricing varies per project, additional days available at a per diem rate of \$1150.

**Don DeJohn, 315.433.2217, [ddejohn@cnyric.org](mailto:ddejohn@cnyric.org)**

# Leading Groups: Effective Strategies for Building Professional Community

## Program description:

Join Laura Lipton and Bruce Wellman for a stimulating, collegial learning institute designed for administrators and teacher leaders. This three-day seminar provides practical frameworks and effective strategies for developing and facilitating collaborative groups and conducting productive and satisfying meetings. Whether you are launching a new initiative, maintaining a present initiative, or trying to restart a stalled one, this is where you'll learn how to get things moving in a positive and productive direction.

This seminar offers effective approaches for developing professional communities that interact skillfully to clarify goals, solve problems and make decisions. Explore roles, responsibilities and intentions of group leaders in developing capacities and accelerating learning for groups and group members.

There will be follow-up during the subsequent year to help you keep things moving.

## How this builds capacity:

No matter what your building and district leadership is working on, the increased confidence and effectiveness in designing and managing group work will pay dividends in both the short and long term. The skills for framing group purposes, processes and outcomes will prove useful in any circumstance. Participants will have a verbal and non-verbal tool kit for effective group leadership.

## Costs

This three-day session is scheduled for July 29, 30 & 31.

### Component Districts

\$570 per person (\$190 per day)

*\$500 if registered by 6-1-09*

### Non-Component Districts

\$645 per person (\$215 per day)

*\$600 if registered by 6-1-09*

Jeff Craig, 315.433.2627, [jcraig@ocmboces.org](mailto:jcraig@ocmboces.org)

# Instructional Coaching Institute

## **Program description:**

This five-day seminar presents patterns and practices for creating and sustaining lead teacher and coaching relationships with others. The institute offers practical tools, templates and technical tips for educators who support others in improving their instructional practice. We will explore a continuum of interaction, from consulting (sharing expertise and providing technical assistance) to collaboration (planning and problem-solving) to coaching (non-judgmental interaction which supports reflection and develops professional capacities). Literacy, numeracy, and other instructional coaches will have the expertise to effectively work with individuals and groups to increase the application of instructional best practices and formative assessment.

## **How this builds capacity:**

- Skills for applying a set of templates for structuring purposeful planning and reflecting conversations
- A toolkit for effective communication, including non-verbal subtleties, and verbal complexities
- Increased expertise in guiding professional problem-solving process
- Structures and protocols for facilitating data-driven collaborative inquiry

## **Costs:**

5-day session

### **Component Districts**

\$950 per person plus \$27 for book (\$190 per day)

### **Non-Component Districts**

\$1050 per person plus \$27 for book (\$210 per day)

Jeff Craig, 315.433.2627, [jcraig@ocmboces.org](mailto:jcraig@ocmboces.org)

# Instructional Theory into Practice (ITIP)

## **Program description:**

This workshop establishes the cause and effect relationship between teaching and learning and presents instructional skills and models that facilitate student achievement. Participants also study and practice a repertoire of research-based skills and strategies that translate effective decision-making into instructional practice.

ITIP is based on the theory of instruction derived from the work of Dr. Madeline Hunter and on the current research on learning. The workshops establish the cause and effect relationship between teaching and learning. It presents instructional skills and models to facilitate student achievement. Participants also study and practice a repertoire of research-based skills and strategies that translate effective decision making into instructional practice.

## **How this builds capacity:**

Administrators share a common language and approach toward teaching and learning that becomes the basis for all conversation and school improvement work.

### **Costs (Complete 4-Day Workshop):**

#### **Dates:**

July 21-22 and  
August 18-19, 2009

#### **Component Districts**

\$760 per person

#### **Non-Component Districts**

\$860 per person

#### **Target Audience:**

Grades K-12 Teachers and  
Administrators

### **Costs (2-Day ITIP for Leaders):**

#### **Dates:**

July 7 and 8, 2009

#### **Component Districts**

\$380 per person

#### **Non-Component Districts**

\$430 per person

#### **Target Audience:**

Any Grades K-12  
Educational Leaders

Jeff Craig, 315.433.2627, [jcraig@ocmboces.org](mailto:jcraig@ocmboces.org)

# Getting a Grip on Grade Level Meetings

## Structures and Strategies to Support Meaningful Conversations around Instructional Practice and Student Learning

### Program description:

With time as our enemy, grade-level meetings can be an oasis, providing opportunities for worthwhile professional conversations focused on teaching and learning. This two-day split session will explore structures and strategies to make your grade-level meetings more productive. That way discussions can center on important issues related to the business of educating students.

There will be special emphasis on how grade-level teams can look at student work and other forms of formative assessment in order to make collaborative decisions about instruction.

### How this builds capacity:

- Develop strategies to deal with the most common blocks to running a successful meeting
- Gain a better understanding of group dynamics
- Engage in discussions relevant to adult learning
- Learn management skills for designing effective meetings
- Understand structures and strategies that support meaningful conversations around instructional practice and learning
- Understand structures and strategies that support meaningful conversations around instructional practice and learning

### Costs:

2-day session

#### Component Districts

\$380 per person plus book fee (\$190 per day)

#### Non-Component Districts

\$430 per person plus book fee (\$215 per day)

Jeff Craig, 315.433.2627, [jcraig@ocmboces.org](mailto:jcraig@ocmboces.org)



# CETAS (Comprehensive Educational Technical Assistance Services)

## Program description:

**CETAS** is consultation and support designed to assist school districts with students who require more specialized academic, behavioral, and technological interventions to promote successful student outcomes. The goal of CETAS is to collaborate with school districts in order to provide support for students in typical learning environments. CETAS can assist with applying newly learned skills in “real” classroom situations by providing follow-up, coaching, and consultation. CETAS also offers training and implementation of Assistive Technology (AT). Knowledgeable professionals will work collaboratively with school district personnel and their students to promote academic success through the effective use of technology.

## How this builds capacity:

**CETAS** provides district-based support for staff, administration, students, and families with the goal of building capacity in districts in order to maintain students in their home schools. This support is provided in the following ways:

- Changing classroom climate to be more proactive
- Responding effectively to students with challenging behavior
- Classroom observation feedback and consultation
- Effective FBA/BIP development
- Crisis Intervention Training
- Coaching for paraprofessionals and specialized workshops
- Specialized Problem Solving
- Assistive technology

## Costs:

CoSer 547-CETA

In District Support Fees:     \$325 Half day  
                                              \$649 Full day

Large Region-Wide Workshops: \$125 per seat

**David Karam, 315.453.4652 dkaram@ocmboces.org**

# PBIS Training for Schools

## Program description:

This series of modules is designed to assist district/school-based teams to develop, review and refine systems for providing learning-centered support for students. District/school-based teams will action-plan for implementing these supports. Modules follow a sequence. As a result of this program, participants will:

- understand the framework of Learning-Centered support
- understand how a tiered (logic) model can effectively and efficiently assist a district responding to academic and behavioral needs
- organize data systems
- identify existing state and desired state of academic and behavioral supports
- design a responsive learning-centered system of support

Module 1: Identify systems that exist to support students

- This module will provide participants with an overview of learning-centered support systems (academic and behavioral) and provide an opportunity to identify the support systems that are in place. Also, participants will become more familiar with the theory and philosophy behind a responsive model to academic and behavioral support.

Module 2: Evaluating existing systems (pre-requisite: Module 1)

- This module will provide district/school-based teams with information about data analysis (district data digging) connected directly to interventions. After the data review, districts/schools will identify what's working for students and what's not working.
- Teams will develop a continuum of support for student behavioral and academic success. Teams will also use data to determine which interventions best support student need.

Module 3: Develop a Refined Learning-Centered System of Support (pre-requisite Module 2)

- This module is designed to provide district/school-based teams with support for writing the plan for learning-centered student support systems. There will be focused support for teams by the group facilitators.
- Review and technical assistance for writing and submitting plans

## How this builds capacity:

Positive Behavioral Interventions and Supports (PBIS) is a systems approach to preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that support staff to teach and promote positive behavior in all students. By reducing behavioral problems, PBIS creates and maintains safe learning environments where teachers can teach and students can learn.

## Costs:

Module 1 – July 20-21, 2009

Module 2 – October 20-21, 2009

Module 3 – November 17-18, 2009

## Component Districts

\$190 per person per day

## Non-Component Districts

\$215 per person per day

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*Committed to Your Success*

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