



L-R Matt Noga (Summit Teacher), Calvin Laning (Auburn)

Orenda Springs Field Trip

By: Tamera Dilmore
Summit Middle School

Would you trust your students or peers with your safety? Imagine being physically limited and trusting these individuals to lead you from tree to tree across a thin cable suspended approximately two feet off the ground.

THE TASK: To work as a team to transport the entire team from one tree to another via the cable.

THE PROBLEM: Three of our teammates were physically limited in some way: one was mute, a second had a broken arm, and a third was blinded.

Over the summer, a group of Summit Middle School students and teachers were faced with this task at Orenda Springs in

Marcellus, NY. The students were instantly motivated to solve this problem. They used their positive life skills in order to cooperate

(Continued on page 8)



L to R Cierria Sanders (Auburn), Suzanna Johnson (Auburn)

High School Diploma or GED: Vital In Today's Search for Employment

By Jennifer Kent-Isaacs, Adult GED Instructor



Jennifer Kent-Isaacs, Adult GED instructor teaches a mini lesson to her students.

It was no surprise to me and other educators when President Barack Obama wanted to address students of all ages on the importance of staying in school in order to get their education. In today's workplace, a high school diploma or GED is almost a requirement in order to find any kind of employment. More employers are starting to pay for, if necessary, and support their employees to go back to school.

As an adult GED instructor, I see many young adults realizing that they cannot support their families and/or themselves because the jobs available are extremely limited when one does not have his/her high school diploma. I also see many adults being laid off from their jobs and unable to find work due to a lack of education. As more American companies shut down completely or move out of the country, more people will be looking for jobs. Students who have worked in a factory for 20 years may not have needed a diploma for work, but now, in the 21st century, it is a must! Employers are starting to only look at applicants with at least

high school diplomas. Not having that diploma is a huge road block for job seekers.

Young adults in the middle and high school classrooms may not think they need a high school diploma, and that they will be able to find dream jobs out there on their own. Unfortunately, they will soon find out that they will not be able to find many jobs that are available unless they have a high school diploma at the very least. In today's economy, individuals cannot live on minimum wage and there are not many jobs for people without high school diplomas that pay well. There is a growing number of GED students who are either unemployed or those who fear they will soon join the unemployment line. They all are realizing that a GED or high diploma is needed to be a part of today's workforce.

I would say that 100% of my adult GED students all say that they wish they had stayed in school. They all say "if only they knew then what they know now!" I think this is why President Obama's speech was so

important for all educators. Sometimes it takes one person to say the things that every one else is thinking! On September 8, 2009, President Obama addressed students across America ranging in grade level from kindergarten to twelfth grade. President Obama wanted to stress to all students the responsibility that they each have for their own education. He explained to students that it is very important to stay in school so that they can land a good job. He said, “And no matter what you want to do with your life, I guarantee that you’ll need an education to do it.” It is evident that President Obama sees the value in education. “You cannot drop out of school and just drop into a good job. You’ve got to train for it and work for it and learn for it.” It is very hard to find a job that you will want to stick with for 20 or 30 years without a high school diploma or GED. As President Obama discussed with students, “There is no excuse for not trying. Where you are now doesn’t have to determine where you’ll end up.”

People around the country may find obtaining a high school diploma or GED very hard to achieve. However, I agree with President Obama whole heartedly when he said to the students, “The truth is, being successful is hard.” But the payoff is worth it in the end. It’s just plain and simple: a high school diploma or GED is necessary to work in any good job and it is never too late to go back and get your GED or high school diploma!

The adult GED program is held at The Center for Learning at 12 Allen Street in Auburn. Adult students receive individual and group instruction in the classroom that is catered to their individual needs. The youth GED program is held at the Cayuga-Onondaga BOCES Regional Education Center at 1879 West Genesee Street Road in Auburn, NY. Students receive daily instruction that is specific to the areas that they need to improve on in order to pass the GED exam.

Both the youth and adult GED programs are test-when-ready and the classes are centered on the student.



Youth GED students working on their individual assignments.

L-R: Travis LaCroix (Jordan-Elbridge), Loretta Holbert (Auburn) , Fred Freary (S. Cayuga), and Jeremiah Whitfield (Auburn)



Service Learning at AMS II

By Tanja Cosentino and Crystal Ponto, ELA/SS Teachers
Alternative Middle School II



L-R Kalyn Cooper (Auburn) and Kori Towsley (Moravia) display their Fall Harvest Fundraiser at the Center for Learning

The Cayuga-Onondaga BOCES Alternative Middle School Programs have merged together! The site formerly housed in Skaneateles joined the site located at the Center for Learning on Allen Street in Auburn. With these exciting changes, the faculty has spent many hours collaborating on a number of events for the 2009 – 2010 school year.

Events to look for in the upcoming months include a new and improved service-learning component where students will be working toward the common goal of improving the community in a variety of ways. Mrs. Cosentino's classes have chosen to raise funds and community awareness for our local animal shelter, the Finger Lakes SPCA of CNY. Mrs. Ponto's classes have chosen to collaborate with the Neighborhood House of Auburn. Students will be raising money with several events throughout the year including a Harvest Recipe Bread Basket fundraiser, a holiday ornament sale in December, and various flower sales throughout the year. Last year's service learning component of the AMS II programs were so successful that returning students were eager to continue the positive experience and share their knowledge of the program with new arrivals.

Both Mrs. Cosentino's and Mrs. Ponto's classes raised well over \$300 for their respective organizations! Our goal this year is to meet and surpass those numbers. With hard work and determination, students feel this is an attainable and worthy goal.



L-R Austin Greenwood (Moravia) and Zack Perun (Auburn) take a break from wrapping Fall Harvest Baskets

Kori Towsley from Moravia said, "Service learning is a good component of any classroom because helping others is a big part of growing up and because people feel needed when they help others, which boosts their self-esteem. I think that if we start helping out with things then others will help as well. As long as we all work together we can accomplish anything!"

By combining our energy and enthusiasm, it is clear we can accomplish great things by serving our community!



Kalyn Cooper (Auburn), Kori Towsley (Moravia), and Kaylee Smith (Jordan-Elbridge) wrap fundraiser baskets

Oodles of Moodle

By Professional Development Unit

Imagine teaching a course where students discuss ideas 24/7, create learning structures, exchange working drafts with teachers and peers (minus the paper), and utilize an electronic bulletin board to showcase acquired knowledge. You can stop imagining and join the Moodle Community. What is Moodle? Moodle stands for *Modular Object-Oriented Dynamic Learning Environment*, but, in general terms, it is a tool designed to help educators extend the time and space of their classrooms by creating online courses/websites with opportunities for rich interaction. Moodle is a “closed system” providing a “safe” environment for students to participate in contemporary online activities like forums, blogs, wikis, glossaries, and chats. It may also be used to guide students to resources such as web sites, course documents and class news.

Cayuga–Onondaga BOCES hosts a Moodle server which may be used by any district participating in the Model Schools COSER or the EETT service. Currently, there are over 200 courses hosted by teachers, administrators, and community groups, serving over 8,000 students. A Moodle course can connect students and teachers regionally/nationally/globally. Auburn students studying Italian have used Moodle forums to write in the language with their Italian

counterparts learning English. Students in Union Springs will use Moodle activities (forums, chats, wikis) to discuss and write about the book they are reading with a class in Westchester County. Fourth grade students in Cato have posted audio “Book Reviews”, based on their book reports, and shared them with fourth graders in Auburn, Union Springs, and Port Byron.

The stated philosophy of Moodle includes a constructivist and social constructionist approach to education, emphasizing that learners (and not just teachers) can contribute to the educational experience in many ways. Moodle promotes the student as a content creator, which aligns with WEB 2.0 learning and the 21st century skills needed for them to become functioning citizens. Professional Learning Communities are taking advantage of Moodle’s ability to link professionals together to collaborate, share, and develop without the constraints of face-to-face meetings. Moodle positions the students where they should be in the learning process, at the center. If you are not yet part of the “Moodle Community” and would like to join simply email Chris Klivak or Peter Grabowski in the Professional Development Unit at the following e-mail addresses:

cklivak@cayboces.org

pgrabowski@cayboces.org.



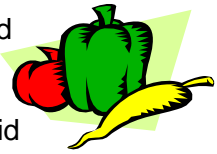
The Garden

By Vicki Servello, Special Education Supervisor

Early this spring, Penny Cook of Aurora Farms contacted BOCES with an idea. Her business would donate several varieties of tomatoes and peppers for the students to plant. The Day Treatment Program students jumped at the opportunity to get their hands dirty and actively engage in a project outside the classroom.

Students started the project by planning the size of the garden plot based on the number of plants and the needed space each plant required. Next, they had to turn the soil and add compost. Students and staff laid down a drip hose to eliminate water evaporation. Landscaping fabric was laid down to keep weeding to a minimum and again to help with water conservation. Once the foundation of the garden was completed, students measured out the required distance between the plants and began planting the tomatoes and peppers.

The garden flourished and despite the tomato blight that hit the region, due to the excessive rain, the crop did very well. Students picked tomatoes and peppers throughout the summer and into early fall. The tomatoes were used in the home economic classes in various recipes, and one of their favorite recipes was fried green tomatoes. Students raised money for school field trips, and one of the main ingredients for their success was the delicious tomatoes used as a garnish on the sandwiches they prepared and sold.



The whole department is grateful for the opportunity that Penny Cook presented to us, and a huge thank you goes out to her and her business at Half Acres.

Skill Building in Health Occupations

By Brooks Allen, Health Occupations I Student



Melissa Valder (Port Byron) dons personal protective equipment in the lab.

In life, we are all born with different purposes; some are born to be builders, some to be health care providers and others to be graphic designers. But we in the Health Related Occupations program at Cayuga-Onondaga BOCES, were born to be health

care providers, healers and nurses.

Everyday, the Health Occupations students come together (31 in all) and separate for either lab or lecture. In lecture, we gain

(Continued on page 7)

BOOKS, BOOKS, and More BOOKS

By Vicki Servello, Special Education Supervisor



Jeremiah Finley (Auburn) enjoys a new book.

The Day Treatment Program has been very blessed this year with an outpouring of community support. The program received seventeen boxes of wonder this fall from Waldenbooks, located in the Fingerlakes Mall.

When John Colvin, Jr. of Waldenbooks contacted me this summer about the possibility of books being donated to our program, I had no idea what was in store for the students. Then, one day in late September the

boxes of books arrived. It felt like Christmas had arrived early and Waldenbooks was the Santa. The students were delighted and enchanted as the new books started being unpacked. Ooh's and aah's spilled forth from the children as each new book peeked its way out the box and filled the air with joy. Thank you so much to Waldenbooks from all of us in the Special Education Department!



Joshua Robles (Auburn) peeks through his book.

Skill Building...

(Continued from page 6)

the underlying knowledge of why we perform care (theory) as well as the characteristics that health care professionals need to be successful. We also learn how to make a positive impact on those we care for. In lab, we learn the theory behind the skills that we perform.

Since September, we have been busy working, learning, and conditioning our skills in the lab in preparation for performing our skills at Mercy Health and Rehabilitation Center. We actively perform skills such as bed making, feeding, ambulation, and oral care to the residents. Our first visit at Mercy was an orientation with a walk-through of the clinical site. On our second visit the main

focus was therapeutic communication, feeding, ambulating, and assisting our resident's back to bed.

The students in the Health Occupations program look forward to making a positive contribution to our resident's lives as well as to the community that we serve.

Orenda Springs (con't)

(Continued from page 1)

and keep team members safe. After the activity, we learned that while only three of us were restricted, all of us have traits that are limiting in some way. While we can work to strengthen our weak life skills, we have other traits that are stronger to counteract our weaknesses. We were taught to offer up our weak traits and embrace our strengths. It is these traits that make us special.

The Summit School was immediately given the opportunity to test these newly discovered strengths on Orenda Springs' high ropes course. In a line, the very brave, not afraid to jump from an airplane without a parachute, stood at one end. At the other end stood those who were so tentative of heights they were afraid to jump. It was that second group who had the first opportunity to be hoisted 52 feet in the air by a rope at-

tached to a pulley and connected to the rest of our group. Others, who were braver, took flying leaps into the air "Superman" style. The final group, the fearless ones, cautiously ascended the same tree, 52 feet into the air. The daredevil then stood on a tiny platform waiting to soar through the air, hoping to grasp hands with the other person swinging like Superman.

Teachers and students attended this event on August 25, 2009 in an effort to foster cooperation and teamwork for the current school year. Orenda is an Iroquois belief that everything in the universe works together to give people strength. Orenda has given the Summit School the confidence, faith, and strength to overcome any obstacle. Have you ever felt the power of Orenda?



L to R: Suzzanna Johnson (Auburn), Cierria Sanders (Auburn), Gerry Thibault (Auburn), Matt Noga, Jim Keegan, Tony Fricano, Jon Becker, Anthony Stokes (Auburn)

The Office Of Personnel Relations Conducts Student Discipline Workshop

By Michaela Perrotto, Labor Relations Specialist

School Administrators deal with a myriad of issues in operating a school district. One of the less enjoyable roles of a school administrator is dealing with student discipline and related issues. If a student engages in misconduct that is serious enough, it could result in a student disciplinary hearing before the district's superintendent or a designated hearing officer.

On October 21, 2009, the Office of Personnel Relations (OPR) held a workshop for area school districts on the rights of students and parents regarding such hearings, as well as the grounds for discipline, how to conduct a student discipline hearing, forms of discipline, the hearing officer's decision, and appeals.

Additionally, the OPR staff addressed the issues associated with dealing with disruptive students, searches and seizures. Regarding searches and seizures, the workshop addressed the recent United States Supreme Court decision in *Safford Unified School District #1 v. Redding*, which involved a strip search of a thirteen-year-old student

suspected of possessing ibuprofen, in violation of the school's policy.

The Supreme Court had previously held that the standard of "reasonable suspicion" should be applied to determine whether individualized searches conducted by school officials are constitutional. This differs from the more stringent standard of "probable cause" required of police officers when conducting a search. In the *Redding* decision, the Supreme Court concluded that there was reasonable suspicion to search the student's backpack and outer clothing. However, the Court held that based on the circumstances, there was not sufficient information on which to justify a more intrusive strip search.

As can be seen from the above, it is greatly important that school administrators understand the law regarding student discipline and to act accordingly within its confines. The OPR staff was extremely pleased with the turn out at this workshop and believes that it will serve to promote appropriate discipline within schools.



New Visions Teacher Education Celebrates Cayuga Reads Wins

By Natalie Scavone, New Visions

The students of New Visions Teacher Education participated in the Cayuga Reads program this year and read *Pay it Forward* by Catherine Ryan Hyde. In addition to reading and participating with New Visions Legal Professions in a book talk sponsored by the CCC Library, all of the students entered submissions to the writing and art contest.

On October 21, a celebration event was hosted at Seymour Library, where four New Visions Teacher Education students took home prizes for their submissions. In fact, the poetry category was swept by three New Visions Teacher Ed. students!

Demetrius Milczakowskyj from Port Byron won the top honor with his untitled poem. After reading his poem, he accepted

his certificate and a Borders gift card prize. Christine Kehoe from Moravia took second place, and Christian Cobb from Port Byron captured third prize. Christian read his poem and claimed his Borders gift card.

In the art category, Julia DiMatteo from Auburn received second prize for her original drawing. Julia explained how the drawing captured Trevor's journey through his "pay it forward" experiment, with the ultimate goal of a better world for all, despite the tragedy in the novel. Congratulations to all the winners of the essay, poetry, and art competitions, and congratulations to the family members who were able to join in the celebration event.



L-R Christian Cobb, Natalie Scavone (New Visions Teacher), Demetrius Milczakowskyj at Seymour Library. Both students attend BOCES New Visions program and are enrolled at Dana L. West High School in Port Byron

Pay It Forward Poetry Winners

Pay It Forward, a magnificent plan
Give what you can to any troubled man.

Giving instead of receiving
Reach out and continue giving.

In due time, a payment forward
Will seem like a payment backward.

It may take years
But this will be clear.

The kindness of the heart
Will never be dark.

The kindness you do
Will always come back to you.

By Demetrius Milczakowskyj
First Place

I was having	a
Horrible day. Not that I'd had a	great
One in quite some time.	
I've learned to	deal
With it, accepting my lack	of
Success, lack of	generosity
In my time of need.	
Until, all of a sudden	
A man	came
Along and changed	my
Life. He simply saw me,	
On his	way
To somewhere, decided to	pay
Me, \$100.	
He gave no reason for	it
Just instructed me	
To pay it	forward.

By Christine Kehoe
Second Place

Whether you're old and frail
Or young and male,
Pay it forward.

No matter if you believe
Or if you achieve,
Pay it forward.

If you think you share
Or think you care,
Pay it forward.

No matter if you steal
Or if you kneel,
Pay it forward.

Whether you're big and tough
Or poor and rough,
Pay it forward.

Whether your end is near
Or love is a fear,
Pay it forward.

By Christian Cobb
Third Place

Congratulations to our September 2009
CTE Students of the Month



Taryn Cole
Union Springs High School
Health Related Occupations

&

Zack Dixon
Moravia High School
Computer Application Technology
& Web Design



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