

## Superintendent's Dashboard

### April 22, 2016

- The Organizational Study Committee met on April 6, 6:30 PM. The report and recommendations will be ready for Board review in June. I would like to schedule a workshop meeting in July at our next meeting to have a full discussion of next steps as it relates to facilities.
- APPR negotiations continue and good progress was made at the last meeting. T We have scheduled two additional meetings into May. SED has eliminated the requirement to apply for an additional extension. It will automatically be given. However, they have cautioned that this will be the last extension and that if districts do not have an approved plan by September 1<sup>st</sup>, they will lose State aid for the 15-16 and 16-17 school years. If we fail to meet the deadline, we will lose approximately \$1,000,000. The next meeting will be held on May 2.
- As a reminder, our second meeting in April will be held on Wednesday, April 27. I have attached two (2) WFL BOCES Budget documents for your review. The May meeting will remain on May 10, and will commence directly after the budget presentation. Mr. Bischooping, District Superintendent, and his staff will also be attending the May 10th meeting to present program information. The second meeting in May will be May 24<sup>th</sup>.
- Two weeks ago I reported that we were not going to hold elementary and middle school summer school. This decision was made prior to the elementary school being designated as a Local Assistance Plan School. Since receiving this designation, and considering the input we have had from staff and community, we believe we should offer summer school to our 2-5 grade students (6-12 grade students will continue similar programs as in the past at Red Creek). The elementary program will run for 4 weeks, 4 days a week for 2.5-3 hours per day. We have omitted K-1 as we believe Reading Recovery will ultimately support those kids in the event they reach first grade with a deficit. However, we will still be visiting schools this summer to revise our program in the future to meet the needs of our students.
- In addition to Linda and Drew, Nicholas Porter and Rodney Terrien turned in petitions to run for the Board.
- The advisory committee to hire the new HS Principal has met and interviews will be conducted the last week in April. I hope to have a recommendation to the Board on the night of the May 10<sup>th</sup> meeting. We had 18 applicants with 4 or 5 possessing the requisite experiences and certifications to be considered.

- Bob Magin and I are asking if any of you know of community organizations that will have us in order to present the budget proposal. If you have an organization with a contact person that you could recommend we will reach out and meet with any and all of them. It is critical that we speak to as many residents as possible regarding the proposed budget.
- I have requested a quote from Dr. Thomas Ramming to conduct an efficiency study on our current staffing levels. This would provide invaluable information as we head into teacher negotiations and it is important that we are able to share certain parts of the report to advocate for the continued, incremental academic progress of our students. It will also compliment the information we receive from the special education study, providing a general education perspective as well. This study would be BOCES aidable.
- There have been no further disruptions to the instructional day at the high school. It has been business as usual. I have attached a copy of Paul Benz's notes from his meeting last week with the concerned students.
- We had a parent request her home-schooled daughter attend ½ time Kindergarten for socialization purposes. The District's attorney advised us not to allow this and we notified the parent. This parent may choose to speak to the Board in the near future. I just wanted you to be aware in the event you are asked individually.

If you have any questions or concerns, please contact Ed or me. Also, if you email Ed or me a questions or request for information, please copy the entire Board as other members may have the same question.

Enjoy your weekend.

### **UPCOMING EVENTS:**

- \*4-27-16 BOE Meeting, 6:00 PM (\*Wednesday Meeting to approve BOCES Budget)  
Negotiations Committee Meeting 5:15 PM prior to BOE Meeting
- 5-6-16 Regional Special Olympics @ NRWHS
- 5-10-16 BOE Meeting, 6:00 PM, Budget Hearing and District Superintendent, Scott Bischooping, will attend to discuss BOCES programs



On April 12, 2016 our Board of Education held its annual meeting. We heard from students who attend our new P-TECH Program and students from our New Visions Health Therapy Programs at Finger Lakes Tech & Career Center. We also received a status report on the BOCES Strategic Plan, and information on the proposed administration and program budgets for 2016-2017. You will have an opportunity to vote on Part I of the administration budget and candidates for the BOCES Board on April 27, 2016.

Given the state of our economy, mandates, property tax cap, and slow growth in State aid, the BOCES Board of Education realized how important it is to be judicious in our spending while working diligently to serve students and the component districts. Our budget work for 2016-2017 is evidence of this effort and includes staffing and other cuts and the use of reserves across all budgets. On behalf of the Board and staff, I want to provide a synopsis of budget information shared at our annual meeting.

**Administration** – This overall budget will be 1.76% higher than the current level. The increase for the operating portion (Part 1) of this administration budget on which you will vote is 3.98%. In 1999-2000 we charged \$7 per student below the statewide average for all BOCES, but by 2010-2011 (latest figures available) the difference had grown to \$17 below the State average. The Capital and Rental portion (Part 2) of the administration budget is a zero increase and is at last year's level. By law Part 2 is not voted on by the component boards.

**Career/Technical Education** – This budget will be increased from 2015-16 by \$239,316 or 2.58%. The tuition increase is \$329 per student for the 2016-2017 school year.

**Special Education** – This budget will be decreased by 2.8% from current year. Tuitions range from an increase of 2.2% to 2.33%, based on enrollment projections. If additional students enroll beyond projections, it will drop the per student tuition cost further.

**Staff Development** – This preliminary budget will be an increase of \$39,084 or 2.99%. Purchases by districts of these services occur throughout the year and make budgeting uncertain. There will be no increase in the core charge of \$7,936.

**Educational Technology Services** – This budget is an increase of \$302,827 or .79% for 2016-2017. Mr. Bischooping and his staff have relied on our superintendents and their standing committees for recommendations on each of the programs, their enrollment projections and proposed budgets. Because we are your service agency, knowing our customers' program and service requirements has been essential in order to budget appropriately.

Below is a link to our Regional Budget Presentation and BOCES Annual Meeting booklet, which can be accessed on-line.

Regional Budget Presentation: <http://www.wflboces.org/about.cfm?subpage=1475>

Annual Meeting Booklet:

<http://www.wflboces.org/files/filesystem/2016%20annual%20meeting%20book.pdf>

If you have any questions, please let me know via e-mail at [tmeyn@happinesshouse.org](mailto:tmeyn@happinesshouse.org).



# Executive Budget 2016-17

What Happened to Your District  
WFL BOCES COMPONENTS



01/11/16	COUNTY	AA(A10122) 00 2015-16 GAP ELIMINATION ADJUSTMENT	AB(CL0024) 00 2016-17 GEA RESTORATION	GEA 2016-17	GEA RESTORATION %	GEA RESTORATION PER STUDENT
CANANDAIGUA	Ontario	-839147	304975	-534172	36%	\$87
CLYDE-SAVANNAH	Wayne	-3218	3218	0	100%	\$4
DUNDEE	Yates	-3131	3131	0	100%	\$5
EAST BLOOMFIEL	Ontario	-289276	114643	-174633	40%	\$128
GANANDA	Wayne	-233085	87525	-145560	38%	\$86
GENEVA	Ontario	-92442	92442	0	100%	\$41
GORHAM-MIDDLES	Ontario	-682481	255412	-427069	37%	\$210
HONEOYE	Ontario	-381151	132728	-248423	35%	\$206
LYONS	Wayne	-3569	3569	0	100%	\$4
MANCHSTR-SHRTS	Ontario	-253020	101232	-151788	40%	\$123
MARION	Wayne	-292570	114773	-177797	39%	\$155
N. ROSE-WOLCOT	Wayne	-4753	4753	0	100%	\$4
NAPLES	Ontario	-167933	75301	-92632	45%	\$108
NEWARK	Wayne	-56507	56507	0	100%	\$27
PALMYRA-MACEDO	Wayne	-506951	199748	-307203	39%	\$106
PENN YAN	Yates	-570725	223683	-347042	39%	\$155
PHELPS-CLIFTON	Ontario	-598539	244731	-353808	41%	\$159
RED CREEK	Wayne	-3114	3114	0	100%	\$3
ROMULUS	Seneca	-212137	79980	-132157	38%	\$207
SENECA FALLS	Seneca	-391700	155422	-236278	40%	\$120
SODUS	Wayne	-6856	6856	0	100%	\$6
VICTOR	Ontario	-789373	269556	-519817	34%	\$62
WATERLOO CENT	Seneca	-77119	77119	0	100%	\$47
WAYNE	Wayne	-537407	191947	-345460	36%	\$84
WILLIAMSON	Wayne	-353324	132816	-220508	38%	\$125



01/11/16	COUNTY	E(FA0197) 00 2016-17 FOUNDATION AID	E(FA0198) 00 2015-16 FOUNDATION AID	Difference 2015-16 Foundation & 2016-17 Exec. Budget	FOUNDATION AID INCREASE PER STUDENT
CANANDAIGUA	Ontario	17133380	17099182	34198	\$10
CLYDE-SAVANNAH	Wayne	9175957	9025236	150721	\$183
DUNDEE	Yates	7130389	7051948	78441	\$114
EAST BLOOMFIEL	Ontario	5915269	5873567	41702	\$46
GANANDA	Wayne	5315420	5251873	63547	\$63
GENEVA	Ontario	18245543	18039889	205654	\$91
GORHAM-MIDDLES	Ontario	9764807	9756027	8780	\$7
HONEOYE	Ontario	5374639	5374639	0	\$0
LYONS	Wayne	9136627	8900997	235630	\$251
MANCHSTR-SHRTS	Ontario	5130189	5030983	99206	\$120
MARION	Wayne	7907803	7818671	89132	\$120
N. ROSE-WOLCOT	Wayne	11503279	11384877	118402	\$96
NAPLES	Ontario	4594067	4581105	12962	\$19
NEWARK	Wayne	18958885	18662157	296728	\$142
PALMYRA-MACEDO	Wayne	11529494	11386031	143463	\$76
PENN YAN	Yates	9945818	9945818	0	\$0
PHELPS-CLIFTON	Ontario	12850324	12695440	154884	\$101
RED CREEK	Wayne	9299887	9131713	168174	\$186
ROMULUS	Seneca	3416483	3416483	0	\$0
SENECA FALLS	Seneca	8024821	7950878	73943	\$57
SODUS	Wayne	10820768	10678277	142491	\$134
VICTOR	Ontario	10975976	10919283	56693	\$13
WATERLOO CENT	Seneca	14444399	14143925	300474	\$183
WAYNE	Wayne	10366208	10329024	37184	\$16
WILLIAMSON	Wayne	7531566	7451832	79734	\$75



01/11/16

COUNTY

FOUNDATION AID  
INCREASE PER  
STUDENT

GEA  
RESTORATION  
PER STUDENT

TOTAL  
FOUNDATION  
AID & GEA  
RESTORATION  
AID CHANGE PER  
STUDENT

2016-17 GEA  
PER STUDENT  
EXECUTIVE  
PROPOSAL

CANANDAIGUA	Ontario	\$10	\$87	\$96	-\$152
CLYDE-SAVANNAH	Wayne	\$183	\$4	\$187	\$0
DUNDEE	Yates	\$114	\$5	\$118	\$0
EAST BLOOMFIEL	Ontario	\$46	\$128	\$174	-\$195
GANANDA	Wayne	\$63	\$86	\$149	-\$144
GENEVA	Ontario	\$91	\$41	\$132	\$0
GORHAM-MIDDLES	Ontario	\$7	\$210	\$218	-\$352
HONEOYE	Ontario	\$0	\$206	\$206	-\$386
LYONS	Wayne	\$251	\$4	\$255	\$0
MANCHSTR-SHRTS	Ontario	\$120	\$123	\$243	-\$184
MARION	Wayne	\$120	\$155	\$275	-\$240
N. ROSE-WOLCOT	Wayne	\$96	\$4	\$100	\$0
NAPLES	Ontario	\$19	\$108	\$127	-\$133
NEWARK	Wayne	\$142	\$27	\$169	\$0
PALMYRA-MACEDO	Wayne	\$76	\$106	\$182	-\$163
PENN YAN	Yates	\$0	\$155	\$155	-\$241
PHELPS-CLIFTON	Ontario	\$101	\$159	\$260	-\$230
RED CREEK	Wayne	\$186	\$3	\$189	\$0
ROMULUS	Seneca	\$0	\$207	\$207	-\$342
SENECA FALLS	Seneca	\$57	\$120	\$177	-\$183
SODUS	Wayne	\$134	\$6	\$140	\$0
VICTOR	Ontario	\$13	\$62	\$74	-\$119
WATERLOO CENT	Seneca	\$183	\$47	\$230	\$0
WAYNE	Wayne	\$16	\$84	\$100	-\$152
WILLIAMSON	Wayne	\$75	\$125	\$199	-\$207





01/11/16	COUNTY	FOUNDATION AID OVER /UNDERFUNDED	J(PC0257) 00 2014-15 PUBLIC ENROLLMENT EST.	J(PC0257) 00 2015-16 PUBLIC ENROLLMENT EST.	ENROLLMENT CHANGE 2015-16 TO 2016-17 PROPOSAL
CANANDAIGUA	Ontario	-\$1,329,724	3583	3523	-60
CLYDE-SAVANNAH	Wayne	-\$1,986,224	815	824	9
DUNDEE	Yates	-\$351,478	735	691	-44
EAST BLOOMFIEL	Ontario	-\$164,078	926	897	-29
GANANDA	Wayne	-\$1,628,131	1033	1013	-20
GENEVA	Ontario	-\$4,331,128	2171	2255	84
GORHAM-MIDDLES	Ontario	\$859,850	1212	1214	2
HONEOYE	Ontario	\$2,026,269	622	644	22
LYONS	Wayne	-\$3,691,551	894	939	45
MANCHSTR-SHRTS	Ontario	-\$1,554,238	830	824	-6
MARION	Wayne	\$1,624,990	754	741	-13
N. ROSE-WOLCOT	Wayne	-\$1,509,553	1278	1232	-46
NAPLES	Ontario	\$112,205	716	697	-19
NEWARK	Wayne	-\$4,987,398	2084	2089	5
PALMYRA-MACEDO	Wayne	-\$4,259,025	1926	1884	-42
PENN YAN	Yates	\$1,242,012	1487	1441	-46
PHELPS-CLIFTON	Ontario	-\$1,942,176	1645	1538	-107
RED CREEK	Wayne	-\$2,634,727	928	906	-22
ROMULUS	Seneca	\$949,964	390	386	-4
SENECA FALLS	Seneca	-\$1,304,089	1291	1294	3
SODUS	Wayne	-\$2,232,366	1097	1065	-32
VICTOR	Ontario	-\$7,402,971	4298	4381	83
WATERLOO CENT	Seneca	-\$4,707,434	1652	1640	-12
WAYNE	Wayne	-\$1,365,120	2298	2280	-18
WILLIAMSON	Wayne	-\$152,559	1074	1066	-8



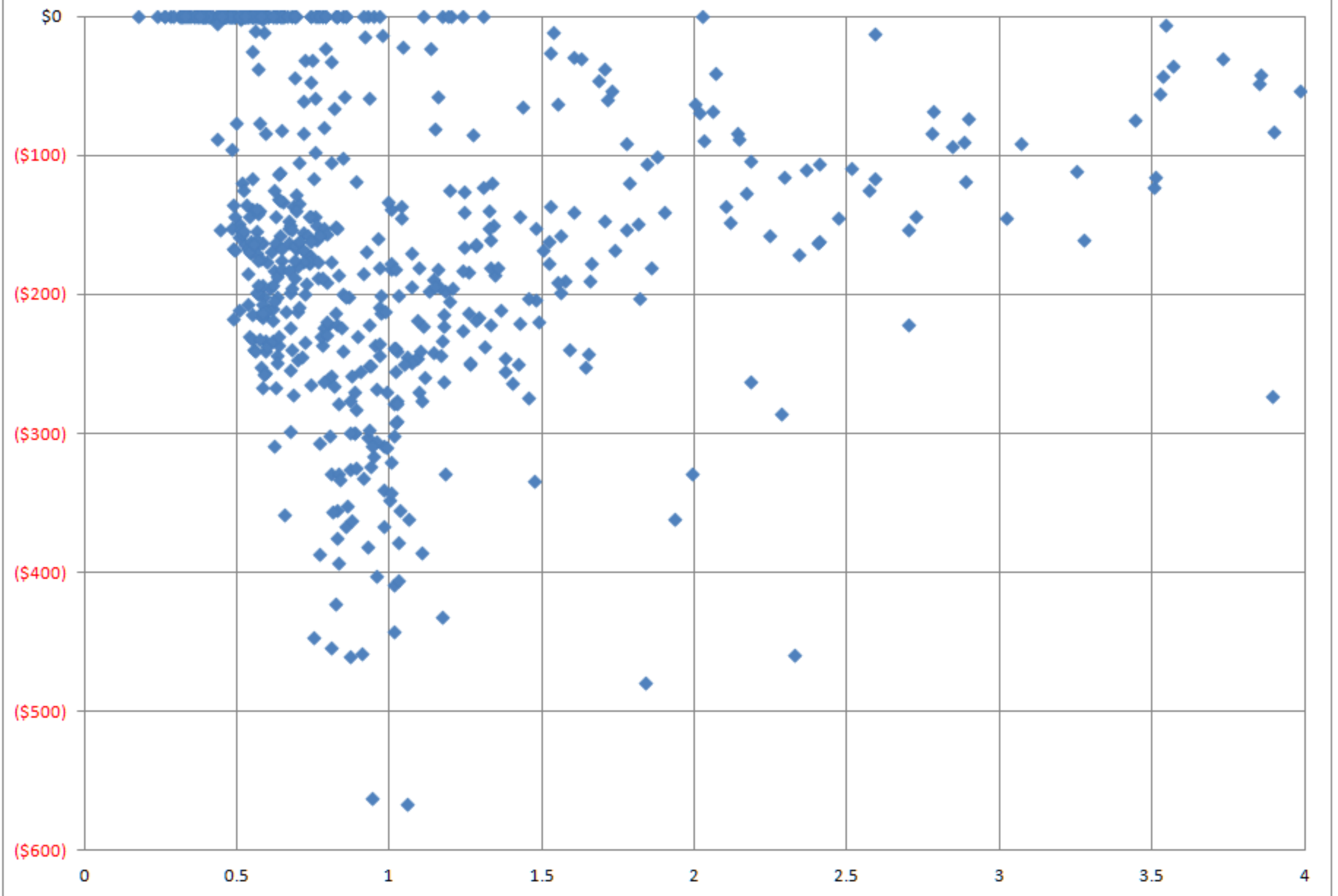
COUNTY

CWR Decile  
1=Poorest  
10=WealthiestFRPL Decile  
1=Poorest  
10=WealthiestG(WM0180) 05  
PUPIL WEALTH  
RATIO (PWR)H(WM0181) 05  
ALTERNATE  
PUPIL WEALTH  
RATIO (APWR)I(WM0182) 05  
COMBINED  
WEALTH RATIO  
(CWR) FOR 16-17  
AIDM(PC0260) 04  
LUNCH %, K-6,  
3-YEAR AVG.

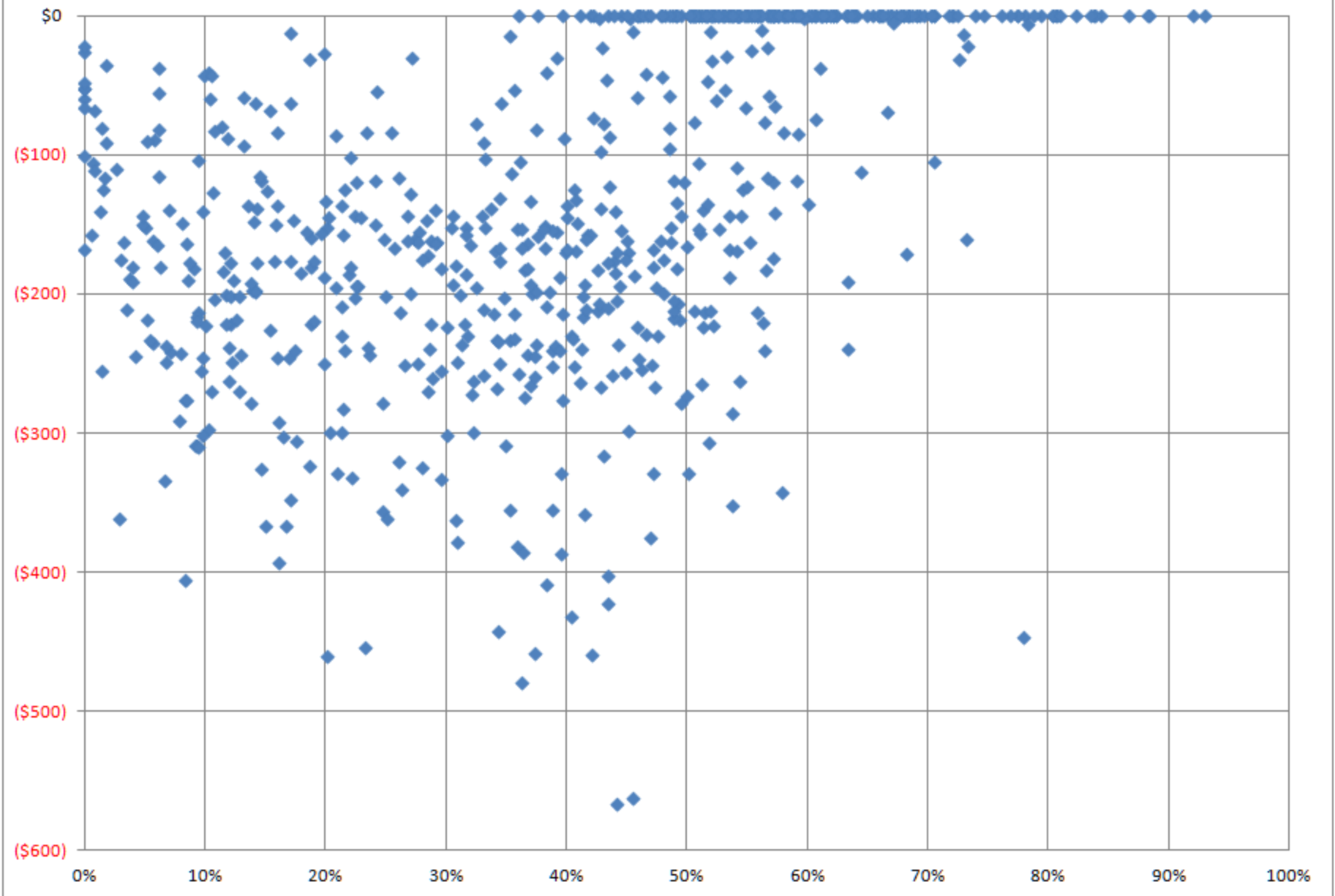
01/11/16

CANANDAIGUA	Ontario	6	7	0.87	0.79	0.83	0.33
CLYDE-SAVANNAH	Wayne	1	4	0.37	0.45	0.41	0.51
DUNDEE	Yates	4	2	0.81	0.49	0.65	0.63
EAST BLOOMFIEL	Ontario	5	7	0.63	0.73	0.68	0.32
GANANDA	Wayne	3	8	0.44	0.65	0.54	0.27
GENEVA	Ontario	3	1	0.54	0.58	0.56	0.64
GORHAM-MIDDLES	Ontario	6	3	1.05	0.68	0.86	0.54
HONEOYE	Ontario	8	6	1.28	0.93	1.10	0.36
LYONS	Wayne	1	2	0.33	0.44	0.39	0.64
MANCHSTR-SHRTS	Ontario	3	5	0.48	0.60	0.54	0.44
MARION	Wayne	3	6	0.48	0.64	0.56	0.39
N. ROSE-WOLCOT	Wayne	4	1	0.69	0.49	0.59	0.65
NAPLES	Ontario	7	6	1.31	0.68	1.00	0.37
NEWARK	Wayne	1	3	0.39	0.48	0.44	0.56
PALMYRA-MACEDO	Wayne	2	6	0.48	0.57	0.53	0.37
PENN YAN	Yates	8	3	1.49	0.72	1.10	0.56
PHELPS-CLIFTON	Ontario	3	6	0.49	0.60	0.54	0.40
RED CREEK	Wayne	1	4	0.48	0.41	0.45	0.51
ROMULUS	Seneca	7	2	1.20	0.82	1.01	0.58
SENECA FALLS	Seneca	4	5	0.56	0.68	0.62	0.43
SODUS	Wayne	2	1	0.53	0.50	0.51	0.80
VICTOR	Ontario	7	9	0.81	0.98	0.89	0.15
WATERLOO CENT	Seneca	2	3	0.46	0.50	0.48	0.53
WAYNE	Wayne	6	7	0.81	0.77	0.79	0.30
WILLIAMSON	Wayne	3	5	0.54	0.63	0.58	0.43

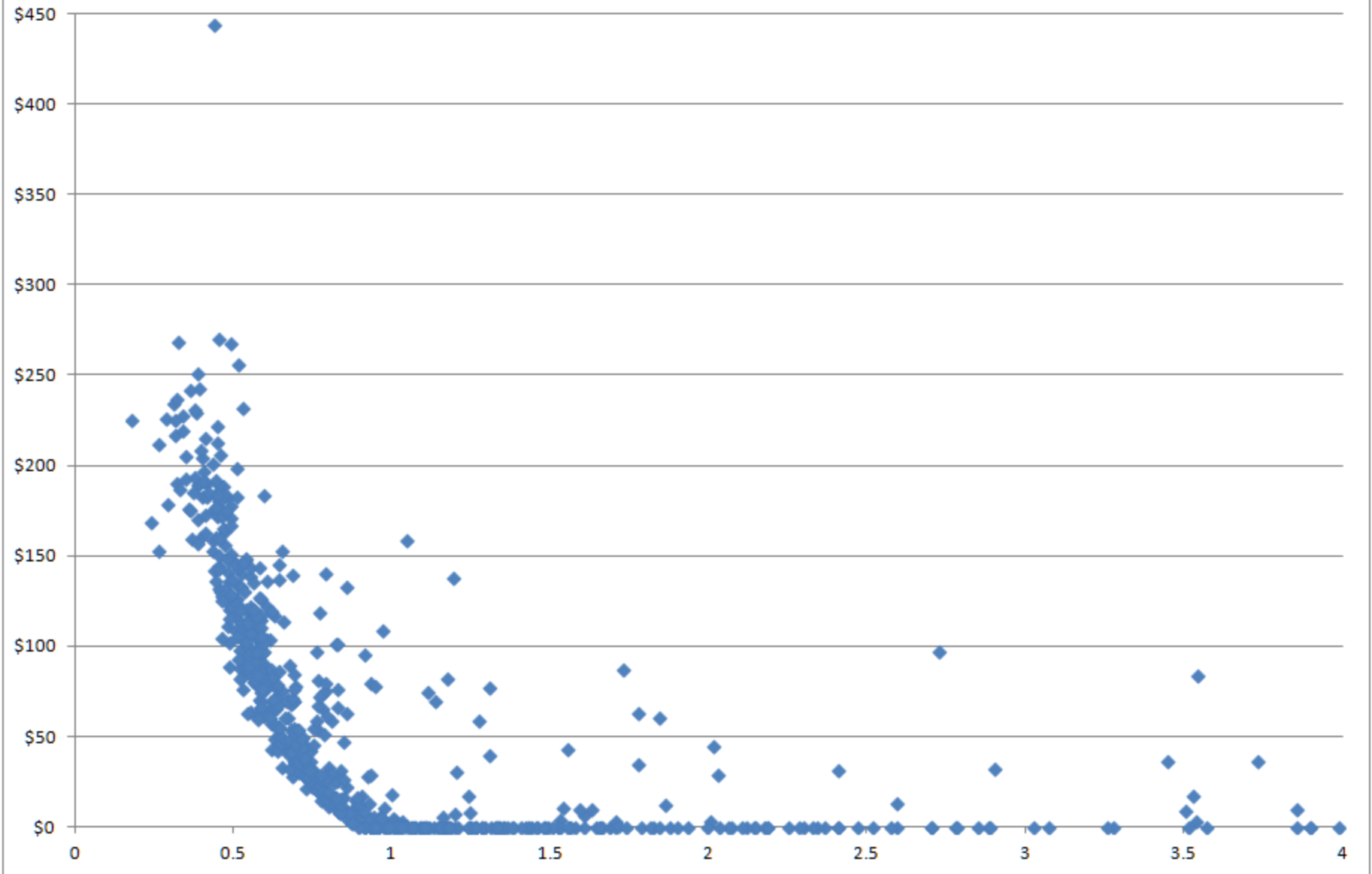
## 2016-17 GEA PER STUDENT EXECUTIVE BUDGET BY CWR



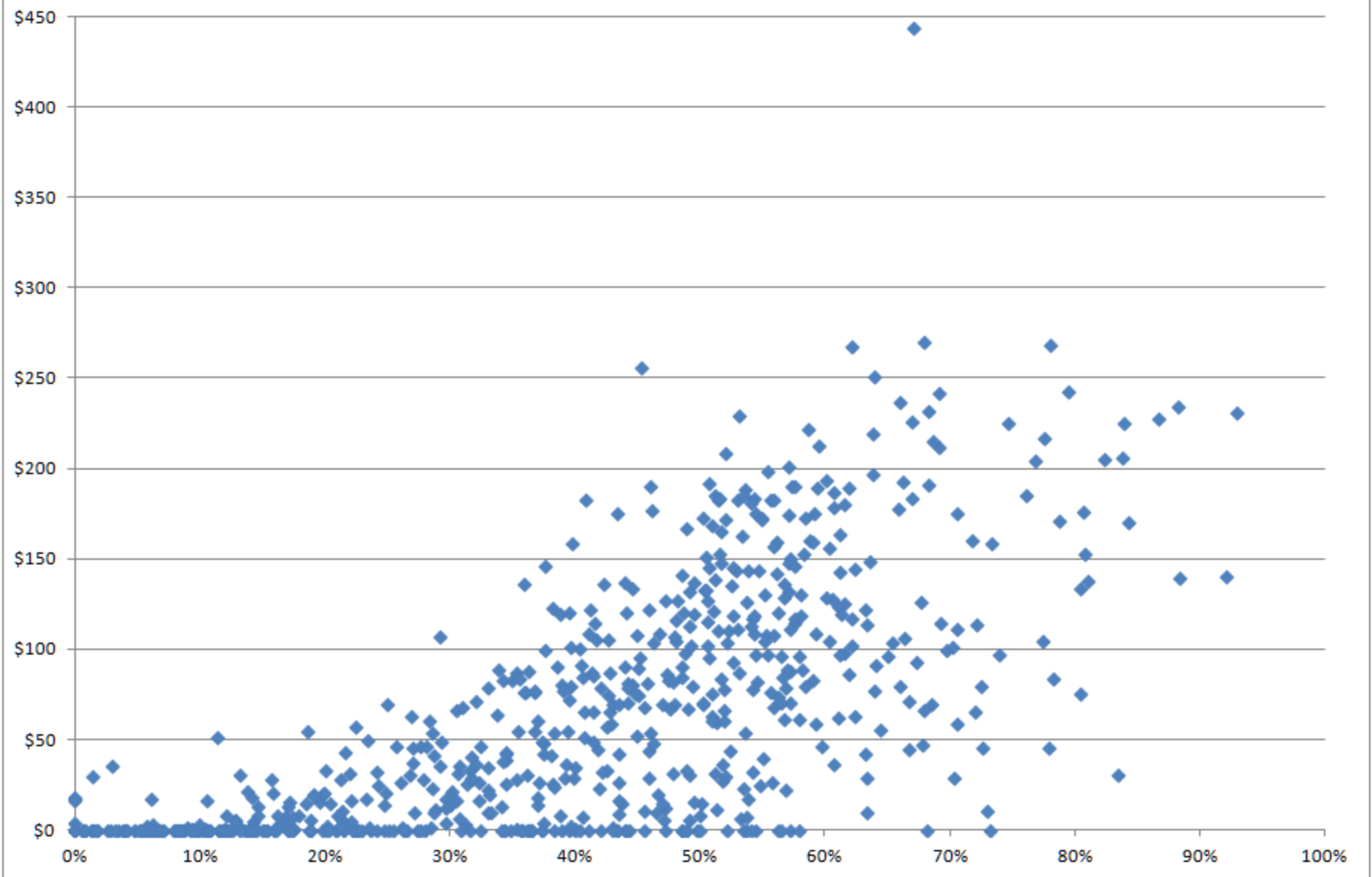
## 2016-17 GEA PER STUDENT EXECUTIVE BUDGET BY FRPL



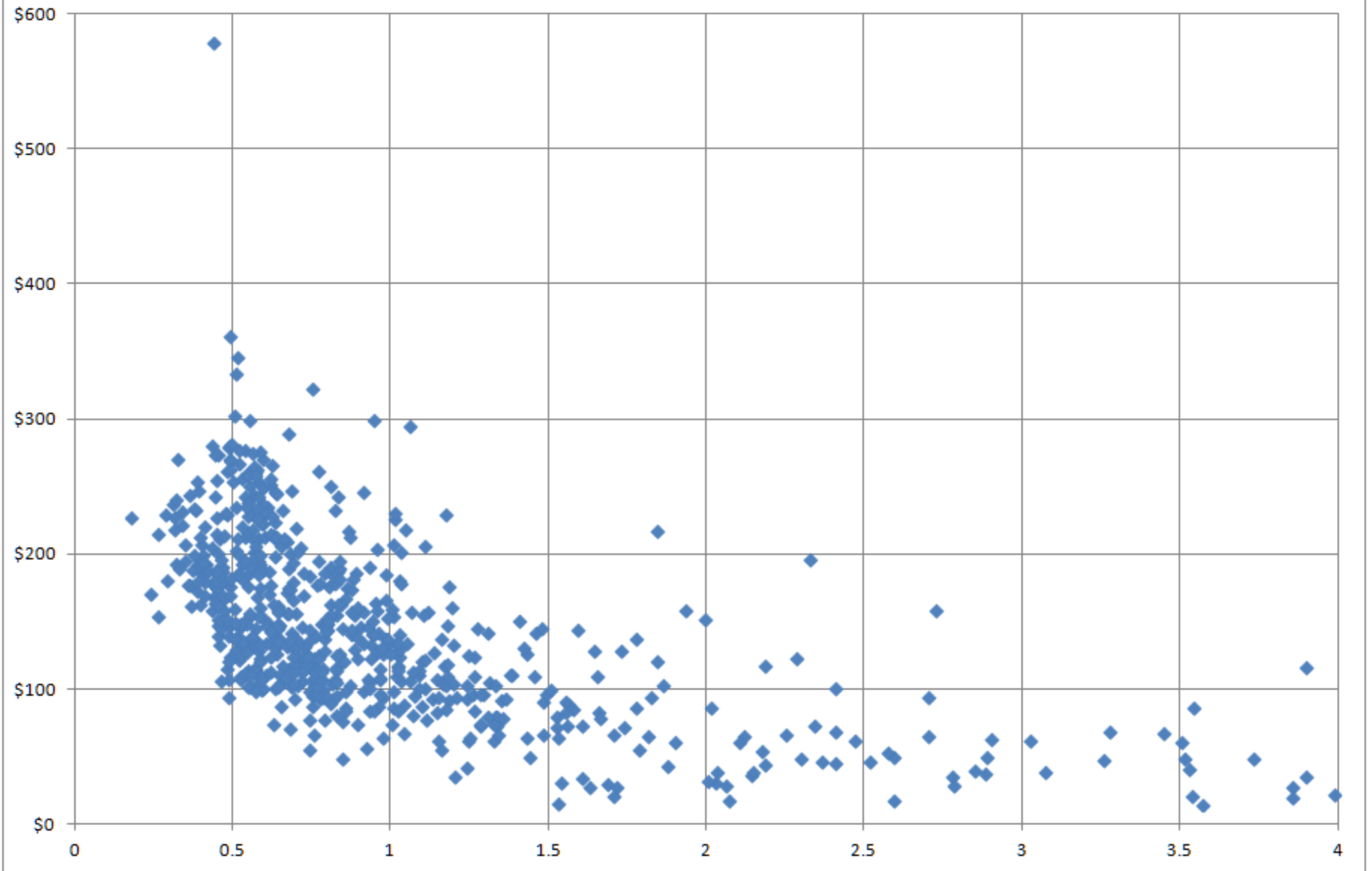
## 2016-17 FOUNDATION AID INCREASE PER STUDENT EXECUTIVE BUDGET BY CWR



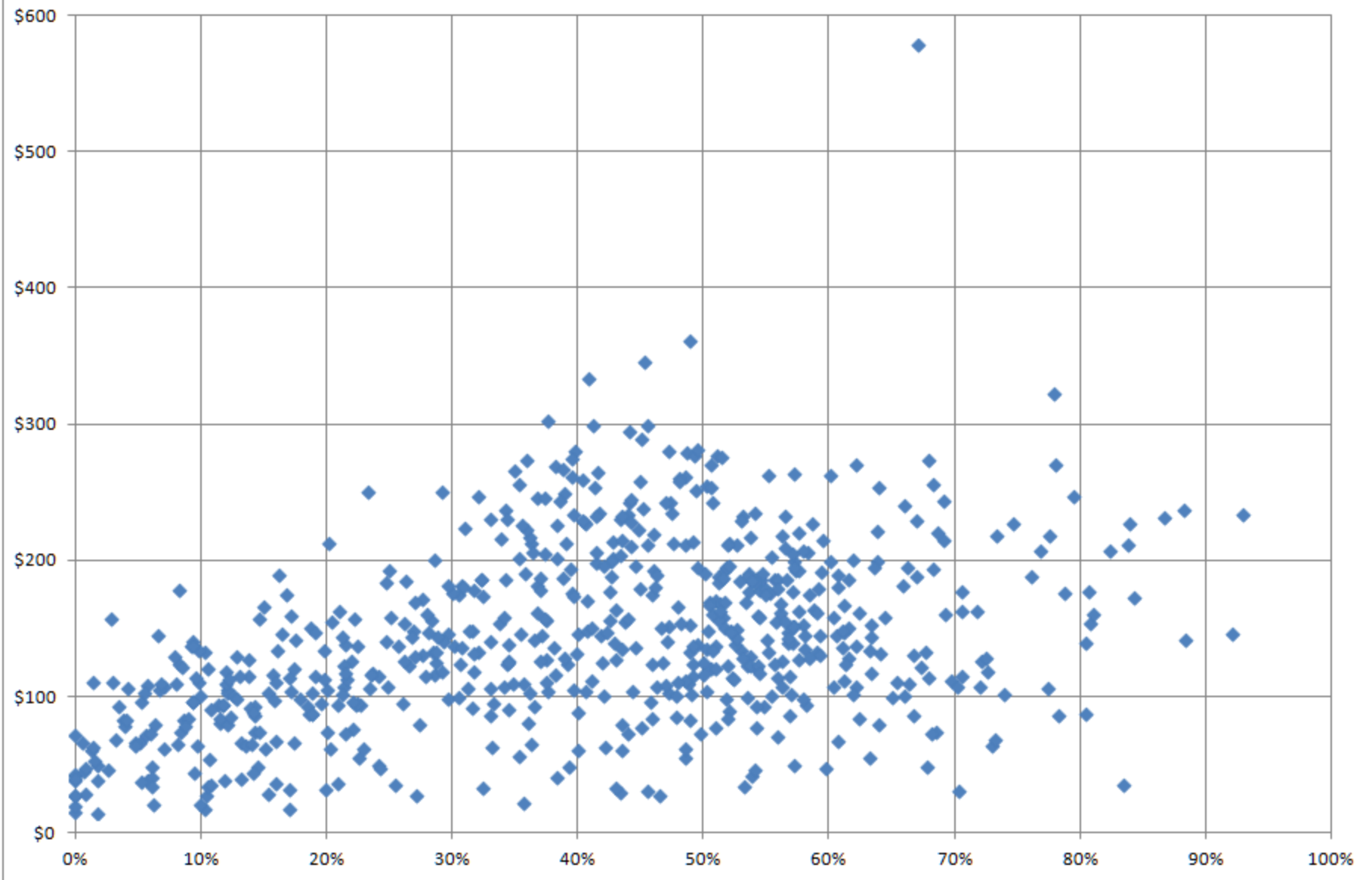
# 2016-17 FOUNDATION AID INCREASE PER STUDENT EXECUTIVE BUDGET BY FRPL



## 2016-17 TOTAL FOUNDATION AID & GEA RESTORATION AID CHANGE EXECUTIVE BUDGET PER STUDENT BY CWR

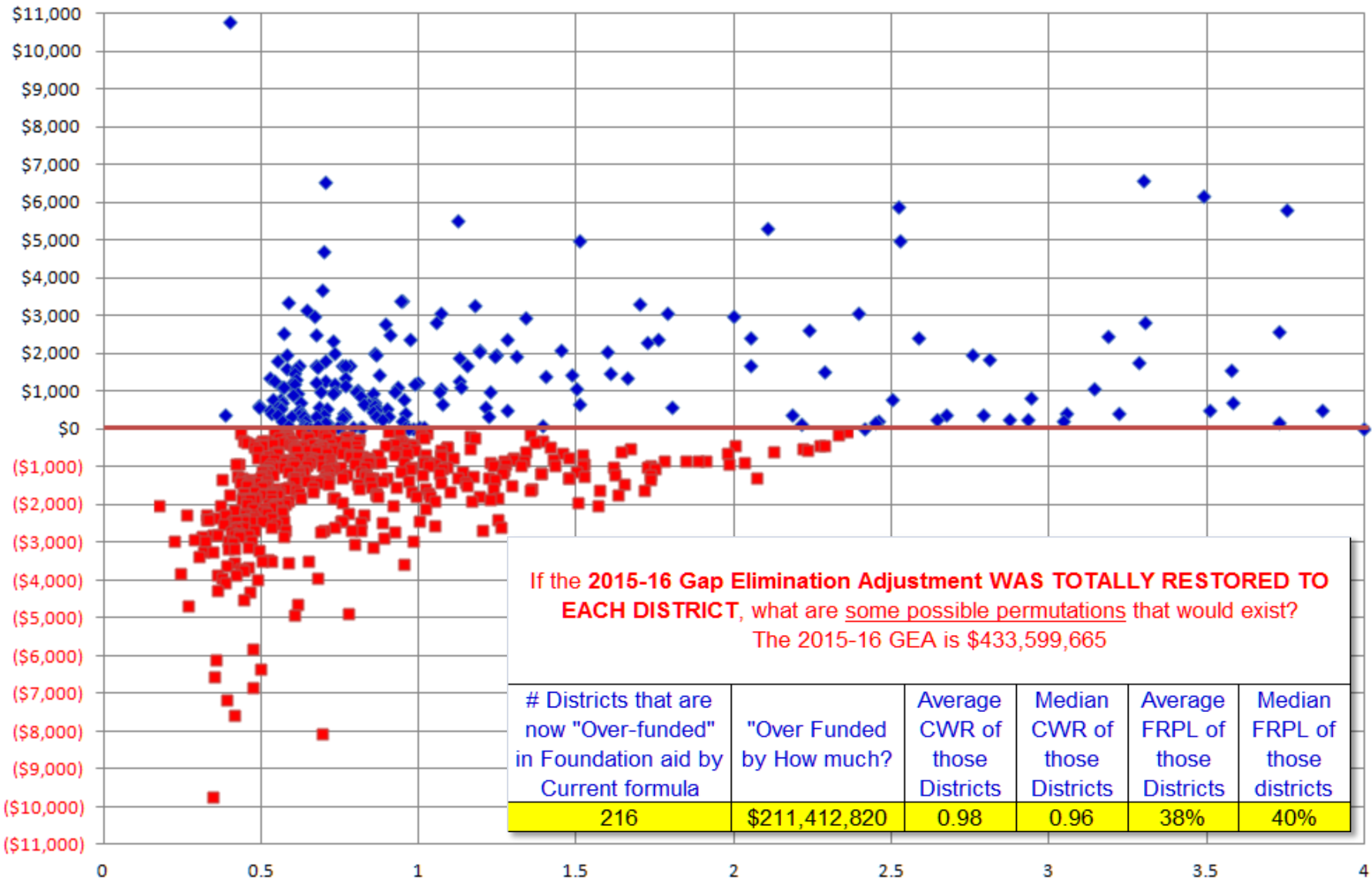


## 2016-17 TOTAL FOUNDATION AID & GEA RESTORATION AID CHANGE EXECUTIVE BUDGET PER STUDENT BY FRPL

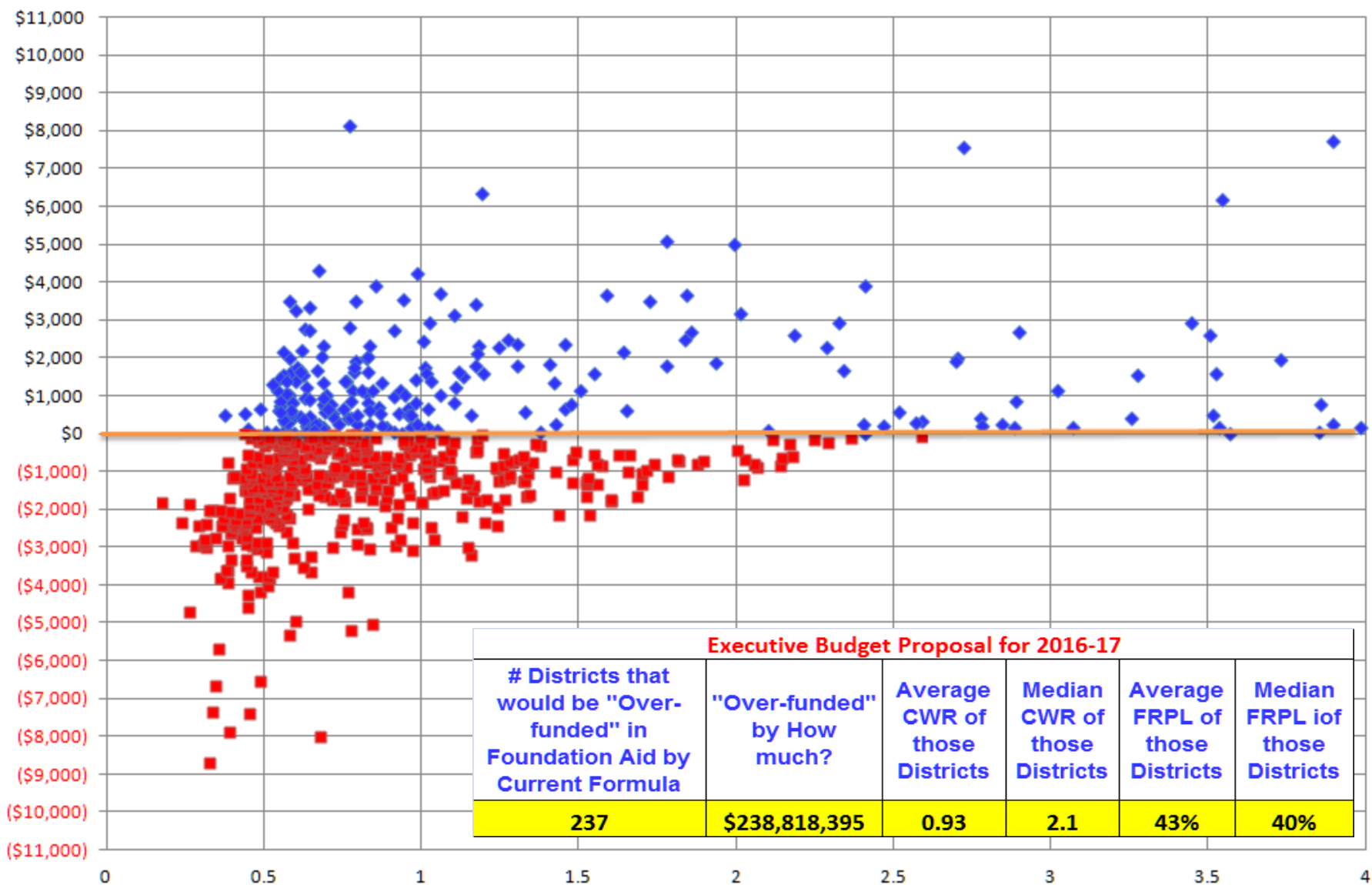




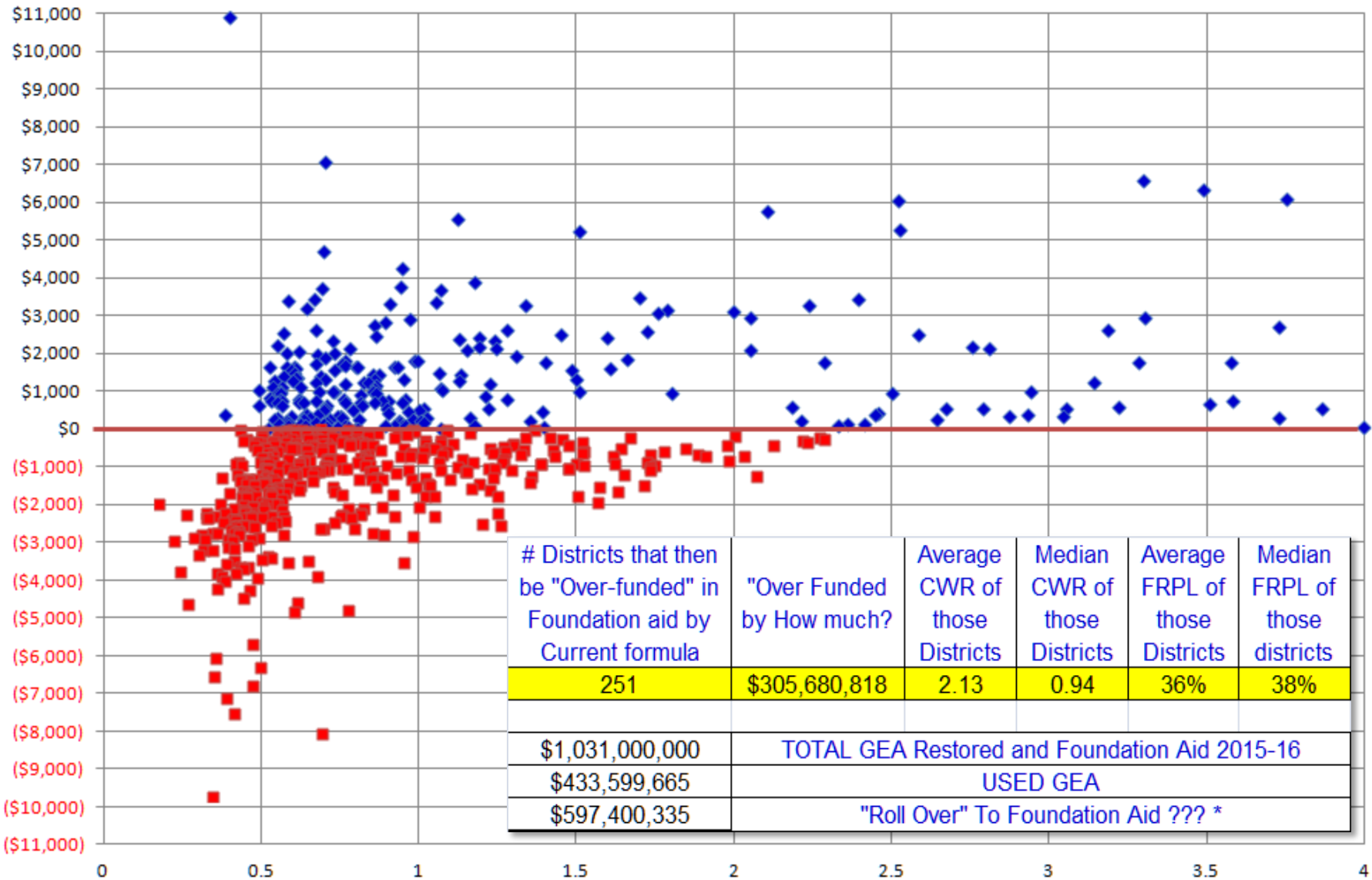
# OVER/UNDER FULL FOUNDATION AID for 2015-16 PER STUDENT CURRENT



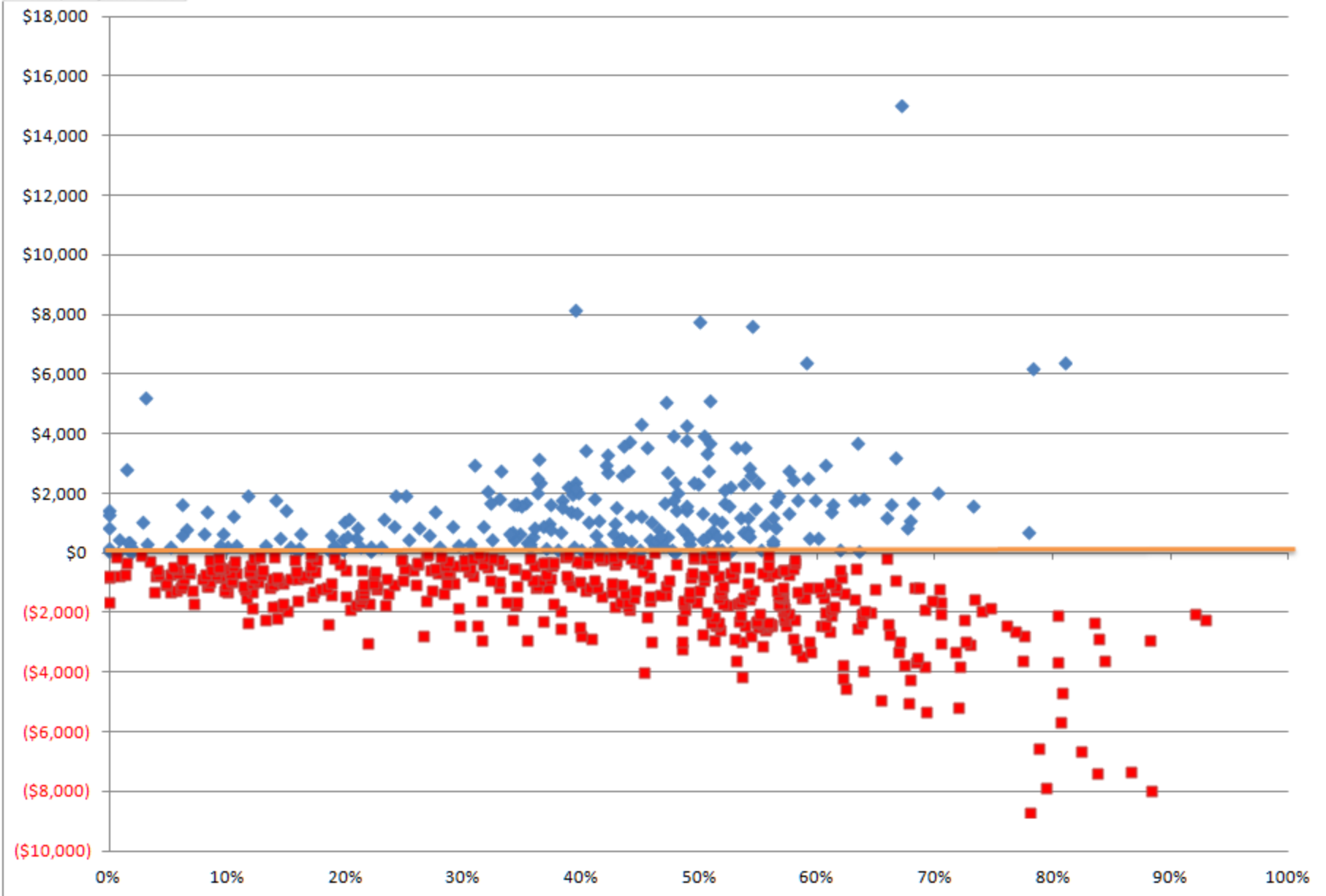
## FOUNDATION AID OVER /UNDERFUNDED 2016-17 EXECUTIVE BUDGET PER STUDENT BY CWR



## OVER/UNDER FULL FOUNDATION AID for 2015-16 PER STUDENT ROLL GEA OVER TO FOUNDATION AID



## FOUNDATION AID OVER /UNDERFUNDED BY FRPL



# The Mindset of Change

Transformation begins in the hearts, minds and the guts of leaders

The pace of change is moving faster than anyone could have predicted. Mobile technology is putting learning into the hands of students whether teachers and administrators like it or not. Where teachers are open to transformative, differentiated and personalized learning, their classes are alive. Children move over to being in charge of their own learning path. Formal research may not yet “prove” better outcomes but feedback from instructors and parents is resoundingly positive in every corner of the U.S., from big city districts to small rural ones.

In a recent panel discussion with middle and high school students, all at the table admitted to “teaching” their teachers about technology and use of apps in class. One 11th grader had developed her own virtual reality app for learning and was giving it to her friends. Another 10th grader said he comes to class with a phone, iPad and laptop. Then he held up his Apple Watch as an example of his connectivity.

Controlling connectivity is not even worth discussing. The conversation is about how to bring this shift to all students equally, and see to it that the professional development piece is in place for the teachers.

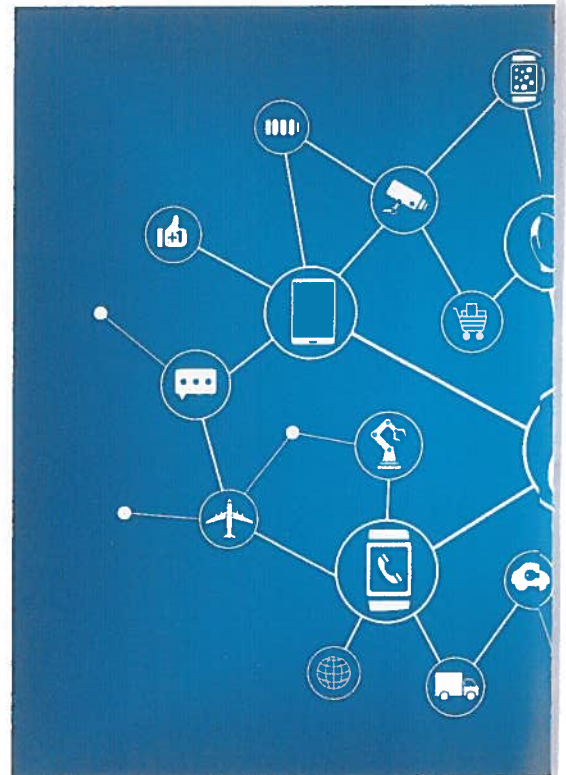
## Where it’s happening

Eric Godfrey is the Superintendent of Buckeye Union High School District. His is a smaller rural district with 4,200 students. “Just the transition in and of itself has been a hurdle, from selecting the device, to purchasing the device, to deploying the device, that’s one side – that’s the nifty ‘stuff’ piece. But then you need the PD module to train the teachers and get buy-in from them as well as the principals. Then you have to work through being able to utilize that tool and all the digital curriculum and apps that come with it, appropriately in the classroom to change how we teach and engage kids.

“The challenge now—with the excitement of it being our ‘year zero’ as I call it—is how we are going to affect student achievement the way we want. How are we going to quantify it and prove that these devices, content and this initiative is returning on the investment?”

Across the nation Superintendents and their cabinets are taking the brave step into the new world and even if they aren’t making promises, the expectation is there. What’s it going to do for our kids and their education?

How to gauge the effect of digital resources is difficult. “Research on technology’s impact on K-12 achievement is limited and mixed, partly because it’s difficult to isolate the role of technology from other things that occur in a classroom,” says Elliot Soloway,



a University of Michigan professor who studies technology use in schools. “A major report from the OECD (Organization for Economic Co-operation and Development) in 2015 showed countries that made large investments in technology for education did not see improved results on certain tests”, a result that Soloway says reflects the need to adjust teaching and learning as technology is introduced.

In Shelby County Schools, where they have a student body of 116,000 students and 6,800

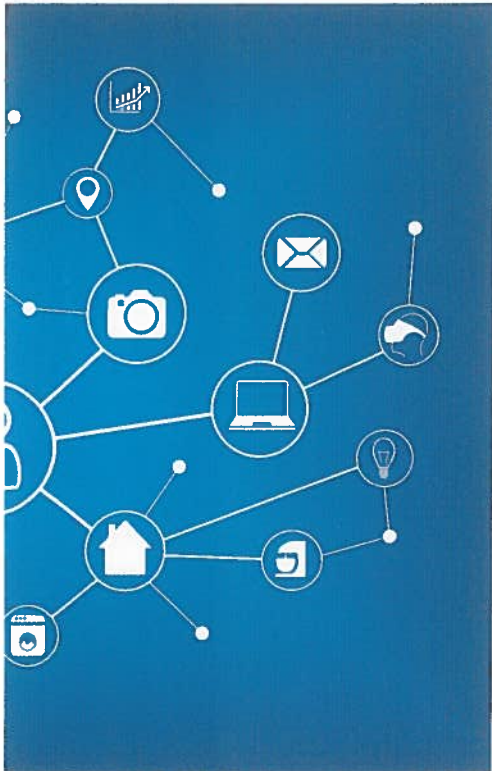
*Center Diagram:  
As educators, are we harnessing the power of a connected world for better outcomes? With the internet students make connections across classes, subjects, places, people, and time. They remix, repurpose, and transform information into new things, and they do it with others through collaboration or crowdsourcing.*



teachers, Mr. Cleon Franklin, the Director of Virtual Learning, pointed up that it requires a community based solution. There can no longer be different silos with, for example, curriculum and technology living apart. "We sit down and we hammer out issues. As a leader in this time you have to be everyone's champion and support them to give the teachers and principals strength."

The ultimate goal in Shelby is personalized learning. The conversation isn't about if kids learn differently, it's about how to facilitate that personalized learning environment, how to make the change with everyone invested across the whole environment of a child's world.

"Our ultimate goal is personalization," stated Franklin. "But realistically we don't have enough digital artifacts for personalization. Personalization means, given a choice, one child wants to read about cars, another wants to listen and write music, and another wants to build and code robots. Do you have



enough to cover the whole gamut? And our answer is 'no'. So it's the question of how to amass enough digital artifacts that you can do the shift to personalization. Without some serious help we are some 5 to 7 years away from personalization. We would like to do it sooner, but, given what we have, that is realistic of where we are."

## Where do we stand?

A national cross-section survey of 541 executive level respondents found that the

top five barriers to adoption of digital curriculum are:

- 1) instructional design/curriculum design professional development;
- 2) digital curriculum systems training;
- 3) classroom pedagogy professional development;
- 4) inadequate budget to transition; and
- 5) teacher device use training.

In the coming year 80% of teachers will be increasing their use of ed-tech in the classroom. To further support that statistic, a 2013 Pew Research Survey of 2,462 Advanced Placement (AP) and National Writing Project (NWP) teachers found that digital technologies had helped them in teaching their middle school and high school students.

However, at the same time, the Pew survey found that 75% of AP and NWP teachers have new demands to their lives because of the internet and digital tools, stating that these tools have had a "major impact" by increasing the range of content and skills about which they must be knowledgeable. 41% report a "major impact" on their lives by requiring more work on their part to be an effective teacher.

Education company solutions with PD modules and implementation programs will be instrumental in helping those teachers move forward and embrace digital content.

Further driving the demand for digital curriculum and technology are parents. According to the 2011 Project Tomorrow report, Learning in the 21st Century:

- 87% of parents think that effectively implementing technology to enhance instruction is important to student success.
- 89% want their kids in classes where mobile devices are used.

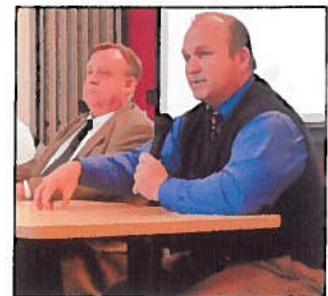
"It's like that rock going downhill," said Superintendent Godfrey. "Those that don't want to get in, they're going to get rolled over and left behind because it's going too fast and going too well and kids are going to be the beneficiaries of it. We're in the kid business. And this is good business for kids."



### References:

- 2015 Learning Counsel national online survey of education leaders , <http://www.pewinternet.org/2013/02/28/how-teachers-are-using-technology-at-home- and-in-their-classrooms/>
- [http://www.tomorrow.org/speakup/pdfs/SU11personalizedLearning\\_Students.pdf](http://www.tomorrow.org/speakup/pdfs/SU11personalizedLearning_Students.pdf)

Below:  
Cleon Franklin,  
Director of Virtual  
Learning, Shelby  
County Schools



Above:  
Eric Godfrey,  
Superintendent, Buckeye  
Union High School District