

# ONEIDA-HERKIMER-MADISON BOCES

"Achieving Excellence in Our Schools"



Annual Meeting - April 3, 2013





Oneida  
Herkimer  
Madison  
BOCES

# Mission Statement

The mission of the Oneida-Herkimer-Madison BOCES is to provide innovative leadership, programs, and services in response to the emerging educational needs of our school districts.



# Message from the Board

The Cooperative Board of Oneida-Herkimer-Madison BOCES invites you to participate in the Annual Meeting to be held on Wednesday, April 3, 2013, in the Learning Center located on Middle Settlement Road in New Hartford.

Chapter 293 of the Laws of 1993, the BOCES Reform Act, requires that the Annual Meeting be held to review the proposed BOCES budget. In addition, candidates for the cooperative board will be introduced. In conformance with the law, the cooperative board has designated Tuesday, April 23, 2013, as the date when each component school district will schedule a regular or special meeting of their boards of education for the purposes of electing candidates to seats on the Oneida-Herkimer-Madison BOCES Cooperative Board and to vote on the tentative administration portion of the BOCES budget. The budget presented at the Annual Meeting is based on projected district commitments to services based on historical data.

The final budget will be approved by the BOCES board as a result of commitments by districts on May 1, 2013. After this date, any changes made to the budget are made through adjustments to the contract. Unlike a school district, the BOCES budget is continually changing and is not complete until June 30, 2014.

Career and Technical Education costs are based on a three-year historical average rather than a per-student tuition basis. This results in more efficient budget planning for both the component schools and BOCES. Special Education tuition is calculated on a per-student basis. The basic rate for the Special Education programs does not include related services for speech, visual or hearing disabilities, occupational therapy, physical therapy, counseling, or driver education. If a child's Individualized Education Program (IEP) requires any of these services, the cost is added to the base tuition on an individual basis. The tuition is dependent on the number of students in a class/program. As class enrollment becomes smaller, the cost per child increases significantly.

If you have any questions, please feel free to call the BOCES Business Office for information at 315.793.8566.

Sincerely,

*John A. Griffin, President*  
*Gary P. Nelson, Vice President*  
*Margaret Buckley*  
*Shirley Burtch*  
*Doreen Corbin*  
*Elaine M. Falvo*

*Charlene Hartman*  
*William H. McDonald*  
*Michael J. Moore*  
*Dr. Gary W. Porcelli*  
*John J. Salerno*  
*W. Craig Tilbe*

**Cooperative Board of the Oneida-Herkimer-Madison BOCES**

# Table of Contents

BOCES Cooperative Board	4
Board Members of Component Districts	5
Budget Information	6-9

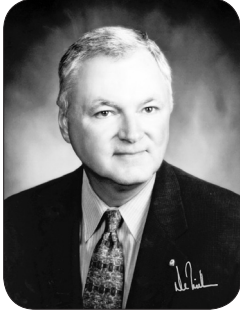
## Appropriations

Distribution by Function	7
Distribution by Object	8
Distribution of Appropriations	8
RWADA	9
Rented Facilities	10

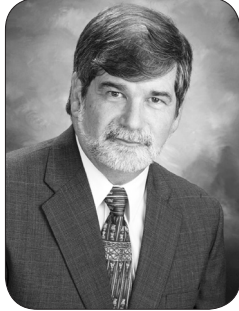
## Programs

Administration/Capital	11
District Superintendent	12-13
Career & Technical Education	14-16
School-to-Career	17-18
Bridges - Special Education	19-22
Itinerant Programs	23
Alternative Education	24-25
Information & Technology	26-28
Program and Professional Development	29-30
Administrative and Regional Services	31-32
Internal Services	33

# BOCES Cooperative Board



John A. Griffin  
President  
*Sauquoit*



Gary P. Nelson  
Vice President  
*Holland Patent*



Margaret Buckley  
*Utica*



Shirley Burtch  
*Oriskany*



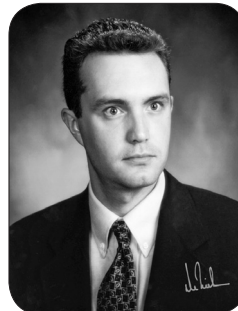
Doreen Corbin  
*Brookfield*



Elaine M. Falvo  
*New Hartford*



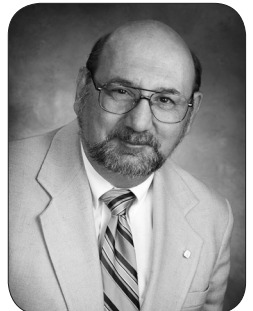
Charlene Hartman  
*Westmoreland*



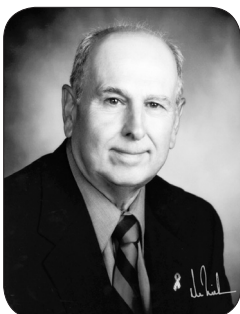
William H. McDonald  
*Renssen*



Michael J. Moore  
*Clinton*



Dr. Gary W. Porcelli  
*New York Mills*



John J. Salerno  
*Whitesboro*



W. Craig Tilbe  
*Waterville*



Howard D. Mettelman  
*District Superintendent*

# Component Board Members

Bernard Whitacre (president), Jeffrey Beehm (vice president), Daniel Autwarter, Gerry Elliott, Ryan Rogers *Brookfield (1)*

Mary Lou Lauchert (president), Michael Wade (vice president), Amy Franz, William Huggins, Jim Korfonta, Kristen Sullivan *Clinton (2)*

Anne McGahey (president), Karen Evans (vice president), Richard Allen, Traci Boris, Dr. Everett Stalker, Michaleigh Moylan (student representative) *Holland Patent (3)*

Andrew Ward (president), Kim Luker (vice president), Paul Piotrowski, John Jadhon, Lisa B. Philipson, Beth Soggs, James Stephens *New Hartford (4)*

Jacqueline Edwards (president), Dr. Gary W. Porcelli (vice president), Richard Ross, Gary Markowicz Sr., Richard Radomski, Gail Rice, Janet Wroblecki *New York Mills (5)*

Shirley Burtch (president), Donald Rothdiener II (vice president), Tad Beaver, Charles Courtney, Carl Graziadei, Esq., Patrick Hoehn, William VanShufflin *Oriskany (6)*

Steve Boucher (president), Donna Clark (vice president), John Gates, Raymond Hamlin, Timothy Skermont Sr. *Remsen (7)*

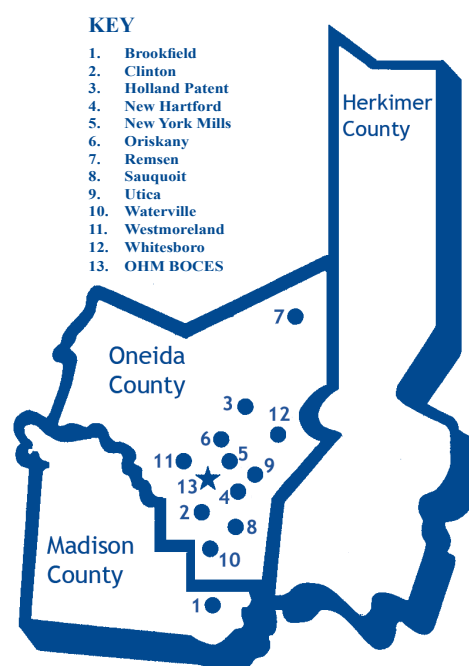
Kim Overrocker (president), Anthony Nicotera (vice president), Joseph P. Bottini, Mark Evans, Lisa S. Frost, Dawn Miller, Dr. Marc D. Ritter *Sauquoit Valley (8)*

Christopher J. Salatino (president), Louis D. LaPolla (vice president), Margaret Buckley, Donald Dawes, Evon Ervin, Barry Goodwin, Michele Mandia *Utica (9)*

Russell Stewart (president), Roberta Williams (vice president), Bud Dorr, Colleen Emerson, Bill Lachmann, Shana Pughe, Susannah Quayle *Waterville (10)*

John Acee (president), Joseph Vanderhoff (vice president), Mitchell Lemaire, Kelly Flint, Charlene Hartman, Heather Johnson, Glen Masner *Westmoreland (11)*

Thomas Schoen Jr. (president), Michael Head (vice president), Edward Blake, Raymond Cooney, Michael Geller, Steven Farr, John Harmon Jr. *Whitesboro (12)*



*(Numbers on map of the region correspond to the districts above.)*

# Budget Information

The BOCES budget is comprised of more than 100 individual service budgets offered by the Oneida-Herkimer-Madison BOCES and cross contracts with other BOCES across the state.

Table 1, below, shows BOCES state aid ratios over the last three years. Utica, which has the highest BOCES aid ratio, receives back in BOCES aid more than 89 cents for every dollar spent in the previous year. This aid is on those services that are BOCES aidable. Some services, such as special education, are aided through other state aid formulas.

The majority of programs offered by BOCES are housed in facilities at Middle Settlement Road. The rented facilities chart on page 10 lists other sites of BOCES programs, including rental to school districts for handicapped classrooms. The rental charge for a handicapped classroom is \$2,900. Districts also receive \$7,500 in ancillary costs per classroom for related services.

Summer school space is rented for \$435 per classroom, or \$218 for an elementary summer school class.

The BOCES budget is influenced by two major factors:

- the cost of those services; and
- the amount of services a district requests.

For those wishing an in-depth discussion of BOCES services, a companion guide titled “BOCES Service Directory” is available from the business office.

**Table 1**  
**BOCES State Aid Ratio**

School District	Actual 2011-12	Actual 2012-13	Estimated 2013-14
Brookfield	0.824	0.788	0.779
Clinton	0.709	0.696	0.672
Holland Patent	0.784	0.753	0.729
New Hartford	0.658	0.658	0.629
New York Mills	0.660	0.658	0.659
Oriskany	0.810	0.792	0.776
Remsen	0.716	0.697	0.628
Sauquoit Valley	0.805	0.788	0.759
Utica	0.893	0.886	0.887
Waterville	0.821	0.799	0.789
Westmoreland	0.804	0.788	0.770
Whitesboro	0.766	0.750	0.730
<b>Average</b>	<b>0.771</b>	<b>0.754</b>	<b>0.734</b>



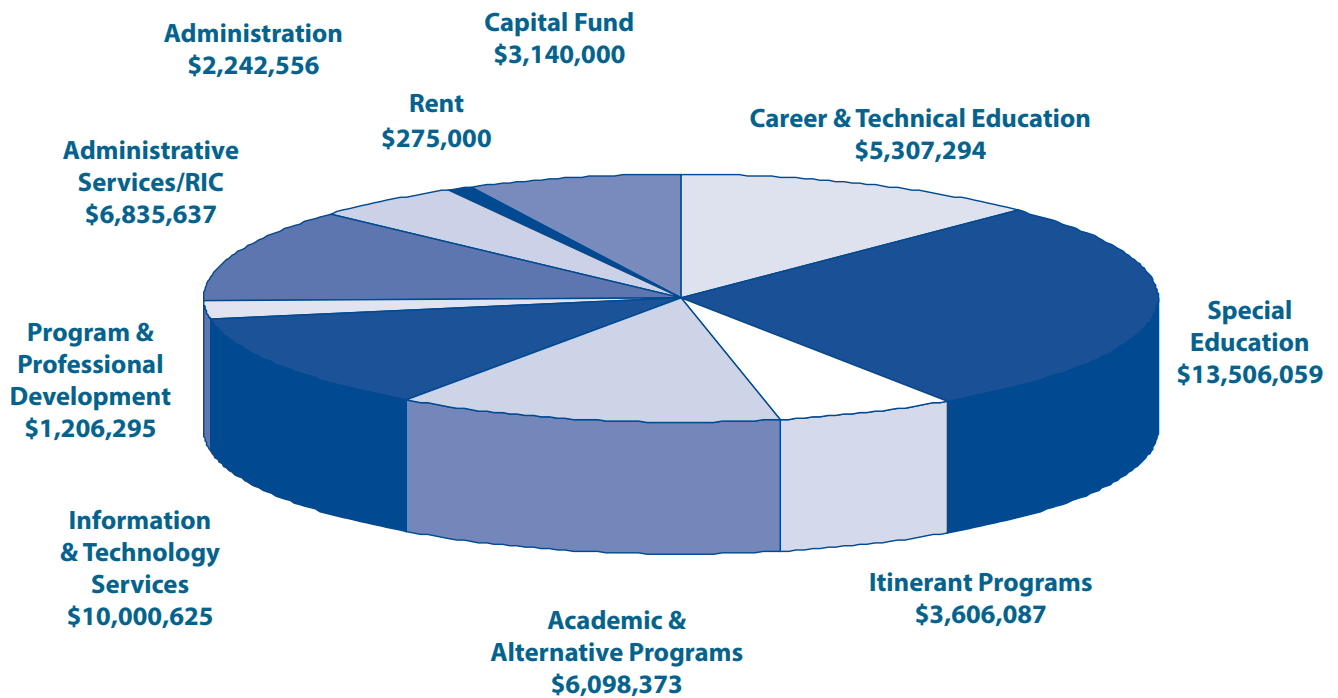
*A student in the Animal Science program poses with a class subject.*

*Example: **School Communication** - If the aid ratio is 70 percent and a district contracts for a district newsletter for \$600, the net cost (after state aid) would be \$180.*

# Budget Information

## Distribution of Resources by Function 2013-2014

**Total: \$52,217,926**



*An OHM BOCES student works on a project in the Electricity program.*

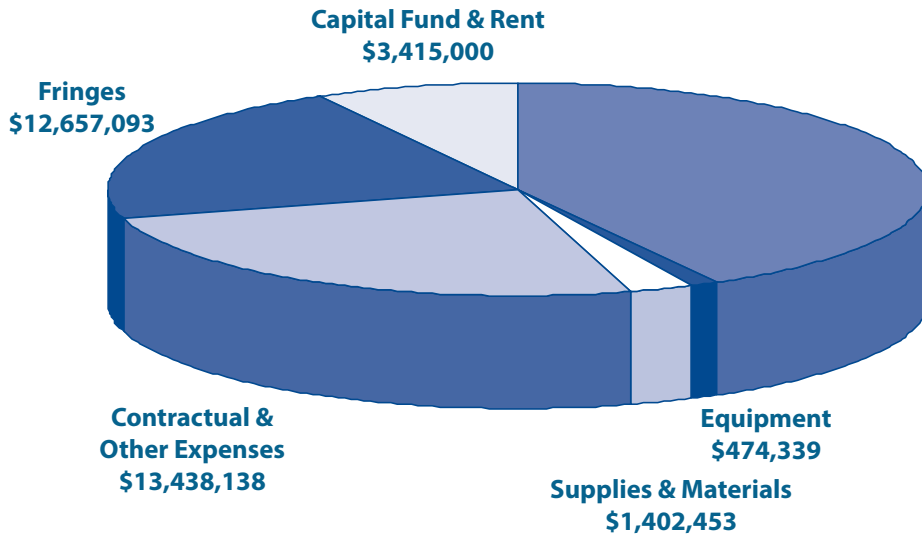
### Figure 1

*Shows distribution of the BOCES budget by divisions within BOCES. Special Education programs comprise the largest percentage of the BOCES budget with a total budget of \$13,506,059 (26 percent).*

# Budget Information

## Distribution of Resources by Object 2013-2014

Total: \$52,217,926



**Figure 2**

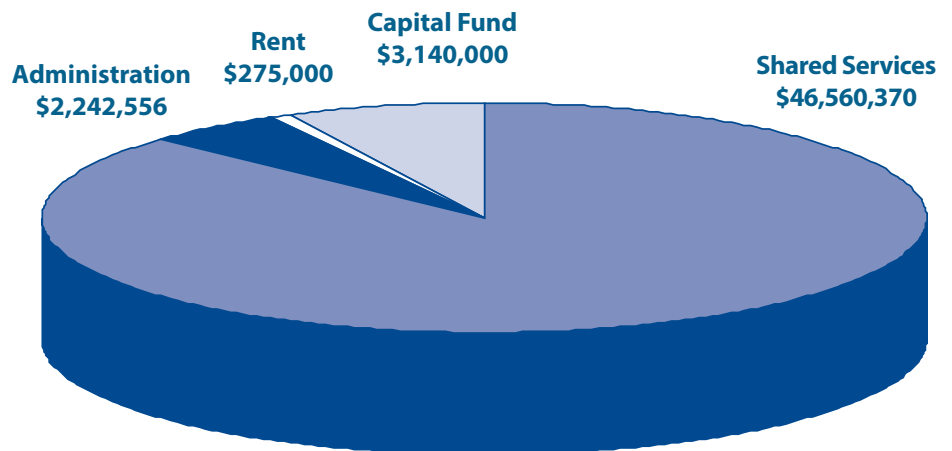
*This graph illustrates that salaries and fringe benefits make up the largest portion of the budget.*

## Distribution of Appropriations 2013-2014

Total: \$52,217,926

**Figure 3**

*Capital fund and rent represent 6.5 percent of the total budget. These costs, plus the cost of BOCES administration, are distributed among the component school districts based on a district's Resident Weighted Average Daily Attendance - RWADA (see page 10).*



# Budget Information

## Resident Weighted Average Daily Attendance

### Impact of Changing RWADA Upon Apportionment of Charges to Components

School District	2010-2011	
	RWADA	% RWADA
Brookfield	246	0.99%
Clinton	1,495	6.04%
Holland Patent	1,698	6.86%
New Hartford	2,871	11.59%
New York Mills	636	2.57%
Oriskany	733	2.96%
Remsen	505	2.04%
Sauquoit Valley	1,146	4.63%
Utica	9,703	39.18%
Waterville	925	3.74%
Westmoreland	1,081	4.36%
Whitesboro	3,724	15.04%
<b>Total</b>	<b>24,763</b>	<b>100%</b>

**Figure 4**

*This chart shows the RWADA for component districts. Those districts that have an increase in RWADA or an increase in student enrollment would pay a proportionately larger share of the administration, capital and rent costs.*

*This percentage is used for determining the distribution for administration, rent, and capital fund and is the basis for charging component districts for some of the BOCES programs.*



*Holland Patent students take pictures with DJ S-Dot from KISS FM during a CORE event.*



*Students in the Food Service Occupations Program work on culinary arts.*

# Rental Facilities

## Location of Rented Facilities 2012-2013

Location	# of Classrooms	Annual Rent	Program Use
New Hartford	3	\$8,700.00	Handicapped
Sauquoit Valley	5	\$14,500.00	Handicapped
Waterville	7	\$20,300.00	Handicapped
Westmoreland	7	\$20,300.00	Handicapped
New Hartford	20	\$8,700.00	Summer School
Utica	45	\$19,575.00	Summer School
Waterville	2	\$870.00	Summer School
Oriskany	1	\$435.00	Summer School
Brookfield	1	\$435.00	Summer School
Holland Patent	6	\$1,308.00	Summer Elementary
Sauquoit Valley	6	\$1,308.00	Summer Elementary
Waterville	6	\$1,308.00	Summer Elementary
New York Mills	16	\$3,488.00	Summer Elementary
Brookfield	1	\$1,000.00	Distance Learning
Clinton	1	\$1,000.00	Distance Learning
Holland Patent	1	\$1,000.00	Distance Learning
New Hartford	1	\$1,000.00	Distance Learning
New York Mills	1	\$1,000.00	Distance Learning
Oriskany	1	\$1,000.00	Distance Learning
Remsen	1	\$1,000.00	Distance Learning
Sauquoit Valley	1	\$1,000.00	Distance Learning
Utica	1	\$1,000.00	Distance Learning
Waterville	1	\$1,000.00	Distance Learning
Westmoreland	1	\$1,000.00	Distance Learning
Whitesboro	1	\$1,000.00	Distance Learning
Brodock Press	27,329 Sq. Ft.	\$163,974.00	Information & Technology

---

<b>Total</b>	<b>\$277,201.00</b>
--------------	---------------------

Rent Summary	Unit Cost	Annual Cost
22 Classrooms-Handicapped @	<b>\$2,900.00</b>	<b>\$63,800.00</b>
69 Classrooms-Summer @	<b>\$435.00</b>	<b>\$30,015.00</b>
34 Classrooms-Summer Elementary @	<b>\$218.00</b>	<b>\$7,412.00</b>
12 Classrooms-Distance Learning @	<b>\$1,000.00</b>	<b>\$12,000.00</b>
Brodock Press (CBB Realty, LLC)		<b>\$163,974.00</b>
<b>Total</b>		<b>\$277,201.00</b>

Program Cost Summary	Unit Cost	Annual Cost
22 Classrooms-Handicapped @	<b>\$7,500.00</b>	<b>\$165,000.00</b>
69 Classrooms-Summer @	<b>\$300.00</b>	<b>\$20,700.00</b>
34 Classrooms-Summer Elementary @	<b>\$150.00</b>	<b>\$5,100.00</b>
<b>Total</b>		<b>\$190,800.00</b>

# Administration and Capital

## Administration and Capital Budgets

<b>Administration Budget 001</b>	<b>2012-2013 Current Appropriations</b>	<b>2013-2014 Preliminary Estimates</b>
<b>Appropriations Personnel</b>		
Instructional 150	\$263,705.84.....	\$263,953.81
Noninstructional 160	\$507,701.50.....	\$518,991.13
Equipment 200's	\$6,500.00.....	\$7,500.00
Supplies and Materials 300's	\$10,523.65.....	\$10,500.00
Contractual and Other Expenses 400's	\$251,551.00.....	\$291,331.00
Fringes 800's	\$390,839.81.....	\$416,661.05
<b>Total Direct Expenses</b>	<b>\$1,430,821.80 .....</b>	<b>\$1,508,936.99</b>
<b>Transfer Charges</b>		
Operations & Maintenance 950	\$87,036.00.....	\$88,690.00
Dormitory Authority 480		
D.A. Fee 480		
R.A.N. Interest 700	\$170,000.00.....	\$164,350.00
Other Post Retirement 898	\$1,060,000.00.....	\$1,100,000.00
Other Service Programs 960, 961, 962	\$199,939.64.....	\$205,578.62
<b>Total Program Expenses</b>	<b>\$2,947,797.44 .....</b>	<b>\$3,067,555.61</b>
Less Credits from Other Funds	\$765,000.00.....	\$825,000.00
<b>Total Administration</b>	<b>\$2,182,797.44 .....</b>	<b>\$2,242,555.61</b>
Charges to Components	\$2,027,797.44.....	\$2,087,555.61
Other Revenue	\$155,000.00.....	\$155,000.00
<b>Total Revenue</b>	<b>\$2,182,797.44 .....</b>	<b>\$2,242,555.61</b>
<b>Capital/Rent Budget 002</b>		
Transfer to Capital 910	\$3,090,157.00.....	\$3,140,000.00
Rent 470	\$300,000.00.....	\$275,000.00
<b>Total Capital/Rent Expenses</b>	<b>\$3,390,157.00 .....</b>	<b>\$3,415,000.00</b>
Charges to Components	\$3,372,647.00.....	\$3,397,490.00
Other Revenues	\$17,510.00.....	\$17,510.00
<b>Total Revenue</b>	<b>\$3,390,157.00 .....</b>	<b>\$3,415,000.00</b>

# District Superintendent

## District Superintendent

The district superintendent serves as the field representative of the Commissioner of Education and as the executive officer of BOCES. As the commissioner's representative, the district superintendent acts as a consultant for individual districts and as a liaison between districts and the State Education Department.

### *Selection of Superintendents Service*

The district superintendent serves as a consultant to component school districts' boards of education. Upon request, the district superintendent is available to assist a component district in conducting a search for a new superintendent of schools.

### *Liaison Services*

Throughout the year, the district superintendent facilitates communication between districts and the State Education Department. This activity includes the interpretation and clarification of statewide initiatives, commissioner's regulations and Regents rules. An important element of this role includes serving on the executive committee of the Mid-State Regional School Support Center Consortium. This effort is intended to bring the resources of the State Education Department, BOCES, and local school districts in a ten-county area into sharper focus for the improvement of student educational performance.

### *District Superintendent's Compensation*

Compensation for the district superintendent is \$166,762. The state's portion of the district superintendent's salary, \$43,499, is not included in the BOCES budget.

State Salary	\$ 43,499
BOCES Salary	\$123,263
Benefits	
Retirement	\$ 19,745
Social Security	\$ 9,356
Health Insurance	\$ 18,350
Workers' Compensation	\$ 1,001
Unemployment Insurance	\$ 259
Total Compensation	\$215,473

# District Superintendent

## Consultation Services

The district superintendent stands ready to consult with local boards of education on a variety of educational issues:

- Board-administration relationships
- School boundaries
- Facilitation of non-BOCES and BOCES shared services
- School improvement activities
- School management and planning
- Joint bidding and purchasing
- School reorganization
- Joint recruiting efforts
- Special consultants appointed on an as-needed basis
- Specialized staff development
- State aid
- Transportation sharing/aid



*A student in the Career & Technical Education Center's Autobody Technology Center*

# Instructional Programs

## Career and Technical Education

The Career and Technical Education program serves students from the 12 component districts. The mission is to provide programs for secondary students of all ability levels that will develop vocational interest, skill, and good work attitudes. The extent of the program offerings is as follows:

Advertising Design/Multimedia Productions  
Animal Science  
Auto Body Repair  
Auto Body/Auto Technology Occupations  
Automotive Technology - NATEF  
Computer Network Security  
Conservation  
Construction Trades  
Cosmetology  
Criminal Justice  
Culinary Arts  
Cybersecurity  
Early Childhood Education  
Electricity/HVAC  
Food Service Occupations

Multi-Occupations  
Nail Technology and  
Waxing

New Visions:  
Business Management, Communications,  
Education, Engineering, Health, Legal  
Professions, Nanotechnology, Performing Arts,  
Veterinary Science

Nurse Assistant  
Outdoor Power/Recreational Equipment Technology  
Sophomore Seminar  
Welding

### Program Cosers

Career and Technical  
Education (101)  
Career Options -  
Special Needs (107)

## highlights

- In addition to the previous dual credit offerings of Computer Applications & Concepts and Personal Finance for eligible students in all programs, two new dual credit courses were offered including Introduction to Business and Principles of Marketing.
- Cyber Security modules were added to the Emerging Technologies program during the 2012-2013 school year; these included labs designed by students in the Utica College Cyber Security and Information Assurance program.
- Sophomore Seminar, a new program for 10th grade students, was successfully added during the 2012-2013 school year.
- Freshman Foundations, a 9th grade program, will be offered in the 2013-2014 school year.
- More than 600 visitors, including current and prospective students as well as community members, visited the Career and Technical Education Center's Saturday Showcase on February 2 to celebrate National CTE month.
- All traditional programs at CTE will be reviewed for re-approval by the State Education Department this summer.

# Instructional Programs

## Career and Technical Education

	2012-2013 Current Appropriations	2013-2014 Preliminary Estimates
<b>Appropriations Personnel</b>		
Instructional 150	\$2,118,732.77 .....	\$2,131,733.24
Noninstructional 160	\$201,423.30 .....	\$206,314.38
Equipment 200's	\$110,142.00 .....	\$105,805.59
Supplies and Materials 300's	\$387,856.00 .....	\$389,627.10
Contractual and Other Expenses 400's	\$162,672.02 .....	\$131,733.72
Fringe 800's	\$1,333,977.27 .....	\$1,366,743.26
<b>Total Direct Expenses</b>	<b>\$4,314,803.36 .....</b>	<b>\$4,331,957.29</b>
<b>Transfer Charges</b>		
Operations & Maintenance 950	\$1,226,029.00 .....	\$1,249,324.00
Other Service Programs 960, 961, 962	\$562,650.62 .....	\$555,415.19
<b>Total Program Expenses</b>	<b>\$6,103,482.98 .....</b>	<b>\$6,136,696.48</b>
Less Transfer Credits 970, 971, 972	\$821,779.00 .....	\$829,403.00
<b>Net Expenses</b>	<b>\$5,281,703.98 .....</b>	<b>\$5,307,293.48</b>
Charges to Components	\$5,124,667.49 .....	\$5,155,016.19
Other Revenues	\$157,036.49 .....	\$152,277.29
<b>Total Revenue</b>	<b>\$5,281,703.98 .....</b>	<b>\$5,307,293.48</b>

  
**VOICES**



*Bruce Karam, Superintendent Utica City School District, discusses Career and Technical Education*

With the 65th anniversary of BOCES approaching, Bruce Karam reflects on the alliance that BOCES and his district have shared. "This partnership has enabled us to provide meaningful programs that our students have benefitted from over the years," says Karam.

Karam states that the partnership with BOCES has had positive, long term effects at his district. "These students have graduated from high school and have been able to enter the workforce with a high level of technical skill. Many of these students have established themselves in prominent roles in career fields such as media, law, and a variety of entrepreneurial enterprises."

Karam commends the ability of CTEC to establish connections for students. "BOCES can hire certified experts in vocational fields. These experts are trained in cutting edge technology in their field of expertise and receive constant training as these career fields evolve," Karam states. He values the internships that CTEC provides, as they provide an opportunity for students to experience their career interests firsthand.

The Utica City School district seeks to engage all students in a productive education, no matter their learning style. Karam says, "Many of our students learn differently... Our partnership with BOCES insures that we have the ability to meet the needs of all of our students in a way that fulfills the state's reform agenda."

"I would like to personally extend a sincere thank you to Mr. Howard Mettelman, superintendent of the Oneida-Herkimer-Madison BOCES, along with his administration, faculty and staff for their commitment to our students..." says Karam. "Under Mr. Mettelman's leadership a strong partnership has been forged between our district and Oneida-Herkimer-Madison BOCES."

# Instructional Programs

## Career and Technical Education

### Consultant Committee Members

#### **Academics**

Susan Carlson  
Jennifer Phelan-Ninh  
Donna Rava

#### **Advertising Design**

Lynne Browne  
Robert Keats  
Howard Potter  
Kirk Tupaj

#### **Agriculture**

John Calidonna  
Robert Cardamone  
Douglas Martin  
Tom Meiningner  
Dennis O'Neill  
John Stiefvater  
Jonathan Tibbitts

#### **Animal Science/New Visions:**

##### **Veterinary Science**

Dr. Mark Falk  
Deborah Furner  
Brittany Gauthier  
Robin Kamainski  
Elizabeth Irons  
Lisa & Tom Meekins  
Noelle Perry  
Paula Russello

#### **Auto Body Repair**

Robert Brown  
Salvatore Bosco  
Thomas Bosco  
Fred Castronovo  
William Chromczak  
Tom Johnson  
John Murphy  
Frank Vetrone  
Kurt Zimmerman

#### **Automotive Service**

Sam Arcuri  
Larry Bohling  
Jerry Burdick  
Brian Cieplenski  
Chuck Obernessor  
Jordan Schreppel

#### **Construction**

Anthony Bartolotti  
Sam Celia  
Brady Endryk  
Robert Guthienz  
Fran Hardy  
Mark Harjung  
Larry Kozlowski  
Luke Lewis  
Tim Linck  
Robert Luckina  
Richard Ouimette

#### **Cosmetology**

Wendy Alexander  
Dionne Bever  
Sara Clark  
Brianna Davis  
Tammy Donato  
Holly Ellis  
Marie Golden  
Donna Grippe  
Ondrea Getz  
Mary Tamacera

#### **Criminal Justice**

Enrico D'Alessandro  
Deputy Chief Peter Caruso  
James Masucci

#### **Culinary Arts/Food Service**

Joann DeTraglia  
Gerald Greene  
Thomas Wells

#### **Early Childhood**

Arlene Brouillette, RN  
Cevita Brown  
Dawn Maggiolino  
Mary Beth Piejko  
John Pawloski

#### **Emerging Technologies**

William Barry  
Cathy Beane  
James A. Buyea  
Frederick Griffin  
Art Leilo  
Cherie Mullen  
Robert Schuyler  
Jay Staple  
Terry Wiley

#### **Electricity**

Paul Collis  
Pat Costello  
John Pughe  
Richard Waters  
John Welter

#### **Health Occupations**

Nancy Caputo  
Margaret Collea  
Joan Farmer, RN  
Connie Guarascio, RN  
Kathleen Perra  
Jennifer Walther  
Colette Wilk

#### **Multi-Occupations**

Deanne Cobb  
Kati Ferguson  
Shari Gattari  
Gerald Greene  
Jackie Lapertosa  
Jack Marcellus  
Joann Marshall  
Judy Petroski

#### **New Visions:**

##### **Business Management/ Communications/Education/ Engineering/Legal Professions/Nanotechnology/ Performing Arts**

Kathleen Aiello  
Robert Bluey  
Susan Carlson  
Jean Palmer  
Joanne Moskal  
Steven Pecheone

#### **Welding**

Mathew Gamela  
Anthony Malagese  
Robert Roser  
Greg Sydoriv

### BOCES Advisory Council

Kristie Bailey  
Mark Barbano  
Susan Carlson  
Doreen Corbin  
Patrick Costello  
Mary Annette Danella  
Deb Kimball  
Mary Henderson  
Anthony Malagese  
David Mathis  
Shane McGovern  
Howard D. Mettelman  
Casey L. Napoli  
Jean Palmer  
Judy Petroski  
Donald Ryan  
John J. Salerno  
Alice Savino  
Jackie Snizek  
Alicia Snow  
David Stayton  
Michelle Vivacqua  
Alec Voce  
Philip M. Williams  
Jodie Wyckoff

# Instructional Programs

## School-to-Career Programs

The **School to Career** programs provide students with opportunities to understand 21st Century skills necessary to be college, career and citizenship ready.

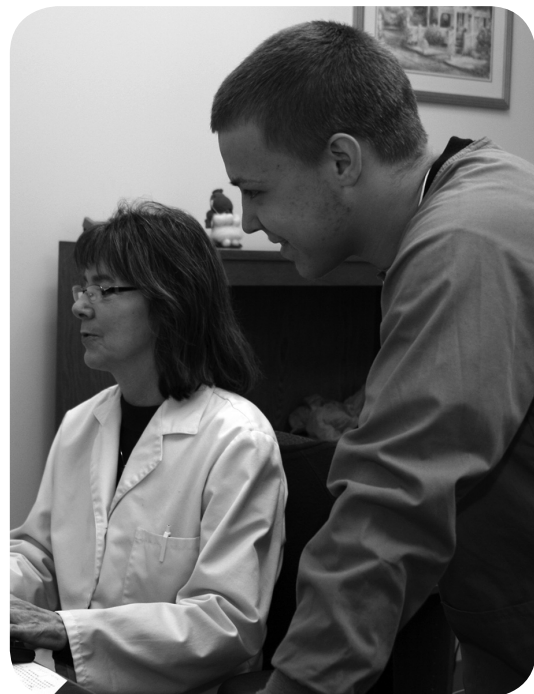
The **School and Business Alliance** provides career exploration opportunities to students in grades K-12 through direct interaction with professionals in the business, collegiate and not-for profit sectors. The School and Business Alliance staff meets with district representatives to select the appropriate activities from a menu of services that includes career speakers and tours, job shadowing, business tours, and career development classroom activities. Educator tours and shadowing are also arranged by the School and Business Alliance.

The **Regional Program for Excellence** designs unpaid internships for junior and senior students from the Oneida and Herkimer BOCES component districts. Individualized 72-hour internships are designed to open up the world of work for students to explore the challenges and opportunities presented by career decisions.

The **Tech Prep Program** offers students the opportunity to take challenging high school and college courses that will prepare them for highly-skilled careers. There are four Tech Prep curriculum areas available to high school students: technology, business, communications, and health. Following STEM initiatives, these courses help students develop an advanced set of workplace skills to prepare them for high-tech careers.

### Program Cosers

Regional Program for Excellence (420.01)  
Colgate Seminar Program (420.02)  
SABA Career Exploration (574)  
Summer Internships (574.06)  
Tech Prep (574.08)  
Career Specialist (574.09)  
Health Careers (574.12)



*School and Business Alliance students shadow at Senator Griffo's office and St. Elizabeth's.*

# Instructional Programs

## School-to-Career Programs

### highlights

- Between September 2009 and June 2012, business, collegiate and community organizations embraced the School to Career mission resulting in 194 new partners delivering career exploration to our students.
- The School-to-Career Program was recognized for its contribution to education by The Genesis Group and the MVEEC - Mohawk Valley Engineers' Executive Council.
- The School and Business Alliance has broadened the delivery of our career development strategies to our younger population and now 60 percent of students served through Career Days and Career Development in the classroom are in grades 4-10.
- The Regional Program for Excellence, now in its 27th year, is partnering with 208 mentors to provide internships to its student participants.



*Dave Langone, Superintendent Whitesboro  
Central School District, discusses School and Business Alliance*

VOICES

"The 65th anniversary of BOCES signifies the strength of an organization built on the concept of providing high quality shared services for the component school districts," says Dave Langone. "Shared services through BOCES have allowed districts to maximize resources and access diverse program offerings."

Specifically, the School and Business Alliance program "allows Whitesboro to take advantage of school to work experiences, job shadowing, college orientation and real life opportunities that help shape the students' goals for their future," Langone states.

"The School and Business Alliance program brings together businesses and school districts to form a strong partnership that allows students numerous opportunities."

In many instances, the Whitesboro School District would be unable to provide such opportunities for its students. "Due to limited resources, school districts do not have the capacity to offer the effective career exploration programs that can be coordinated by BOCES."

At Whitesboro Central School, it is the mission of the district to ensure that each student achieves his or her personal goals. "OHM BOCES programs consistently support our students in meeting the challenge of bringing their education from the classroom into their everyday experiences."

# Instructional Programs

## Bridges–Special Education

The program for children with disabilities offered by the Special Education Division can be divided into two classifications: special class and itinerant. The itinerant portion is included on page 23 of this budget document. Special classes for children who need programs for mental, physical, or emotional reasons are identified by the staffing ratios listed below.

The 8:1:2 Program (201) is designed for students with severe behavior management needs who cannot be maintained in a 12:1:1 setting. Center-based classrooms include 8:1:2 Life Skills, 8:1:2 Mental Health, and 8:1:2 Regents Preparation. Emphasis is on developing a student's emotional control and appropriate behavior in social and individual situations. Instructional programs are provided within a structured behavior modification program. Students in the 8:1:2 school-based setting have the opportunity to participate in mainstream subjects when possible and receive self-contained content instruction when necessary. Pre-vocational and career and technical education training is conducted throughout the program. Students participate fully in the state testing program.

The 12:1:1 Adjustment Program (203) is designed for students with behavior management needs who cannot be successful in a regular education classroom and who require a placement more restrictive than 15:1. Emphasis is on developing a student's emotional control and appropriate behavior in social and individual situations. Instructional programs are provided within a structured behavior modification program. Students participate in mainstream subjects where possible and receive self-contained content instruction when necessary. Pre-vocational and career and technical education training is conducted throughout the program. Students participate fully in the state testing program.

The 12:1:1 School Based Program (204) is designed to provide programs to meet the diversified social-emotional, academic, and vocational needs of children who are mildly mentally retarded, moderately mentally retarded, learning disabled, or emotionally disturbed who require more assistance than what can be provided in a resource room setting. They are able, with support, to manage a public school setting. They participate in mainstream subjects where possible and receive self-contained content instruction when necessary. Pre-Vocational and Career and Technical Education training is conducted throughout the program. Students participate in the state testing program.

The 12:1:3 Multiply Disabled Program (209) is designed to meet the needs of children with profound and multiple disabilities. Essential elements of the curriculum include gross and fine motor skills, self-help skills, language development skills, and socialization skills. Related services including speech therapy, physical therapy, occupational therapy, and therapy for the visually impaired and hearing-impaired. Students who participate in this program are working towards the Skills and Achievement Commencement Credential. The class includes up to 12 students with one teacher and one teaching assistant for every three students. Students participate in the alternate assessment program.

The 12:1:3 Autism Program (209) is designed for students with a classification of autism. The program consists of staff who are trained in structured teaching provided by the "Tim Academy." The core of the curriculum is based in TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) developed at the University of North Carolina, Chapel Hill. This is a research model for structured teaching that encourages professionals to understand and assess the characteristics of

### Program Cosers

- (201) 8:1:2 Program
- (203) 12:1:1 Adjustment
- (204) 12:1:1 School Based
- (209) 12:1:3 Multiply Disabled Program
- (209) 12:1:3 Autism Program

### Related/Itinerant Services

- (206) Transitional Planning and Implementation Services
- (303) Art
- (304) Driver Education
- (305) Guidance
- (306) Technology
- (308) Physical Education
- (309) Itinerant Health Teacher
- (310) Nurse Practitioner
- (312) School Physician
- (313) School Psychologist
- (314) School Social Worker
- (315) Speech Therapy
- (316) Visually Impaired
- (318) Hearing Impaired
- (321) Physical Therapy
- (322) Occupational Therapy
- (323) Diagnostic/Prescriptive Assessment

# Instructional Programs

## Bridges–Special Education

### **Related/Itinerant Services (cont.)**

- (325) Home Economics
- (326) ESL Teacher
- (327) Foreign Language Teacher
- (328) Itinerant Math Teacher
- (329) Itinerant Science Teacher
- (330) Special Programs Coordinator
- (331) School Media Specialist
- (334) Consultant Teacher
- (335) Special Education Resource Room
- (336) Gifted and Talented
- (338) Music Teacher
- (425) Incarcerated Youth
- (430) Non-Secure Detention
- (560) CPSE Coordinator
- (575) Vocational Assessment
- (705) Physical Therapy
- (707) Transition Planning
- (708) 1:1 Teaching Assistant

### **Summer Programs**

- (825) Related Services
- (826) 1:1 Teaching Assistant
- (831) Moderate Program
- (832) Multiply Disabled/ Autism
- (834) 8:1:1 Program

autism for each child and then develop instructional curriculum based on that assessment. The instructional curriculum is functionally based. It has academic, speech, language, occupational therapy, behaviorist, physical therapy, vocational, and social work services available based on individual needs. Located in the public school setting, mainstreaming will be available to areas where appropriate.

CPSE Coordinator (560): The preschool coordinator provides referral services for parents who have concerns about their preschool age children. Evaluations are scheduled to assess the cognitive, communicative, social, and motor development of preschool children. The parents are guided through the community process with the representative of their home school district. Program placement and related services are arranged in compliance with the child's Individualized Education Plan (IEP).



*A student works on an assignment in class.*

# Instructional Programs

## Bridges–Special Education

	2012-2013 Current Appropriations	2013-2014 Preliminary Estimates
<b>Appropriations</b>		
<b>Personnel</b>		
Instructional 150	\$4,134,760.76 .....	\$3,756,770.85
Noninstructional 160	\$106,521.09 .....	\$112,493.08
Equipment 200's	\$34,551.20 .....	\$22,601.14
Supplies and Materials 300's	\$109,243.34 .....	\$53,324.17
Contractual and Other Expenses 400's	\$1,830,189.83 .....	\$721,253.10
Fringe 800's	\$2,438,141.95 .....	\$2,292,202.62
<b>Total Direct Expenses</b>	<b>\$8,653,408.17 .....</b>	<b>\$6,958,644.96</b>
<b>Transfer Charges</b>		
Operations & Maintenance 950	\$589,695.07 .....	\$600,897.00
Other Service Programs 960, 961, 962	\$5,475,253.15 .....	\$6,215,377.17
<b>Total Program Expenses</b>	<b>\$14,718,356.39 .....</b>	<b>\$13,774,919.13</b>
Less Transfer Credits 970, 971, 972	\$235,270.00 .....	\$268,860.00
<b>Net Expenses</b>	<b>\$14,483,086.39 .....</b>	<b>\$13,506,059.13</b>
Charges to Components	\$13,532,375.50 .....	\$12,614,079.13
Other Revenues	\$950,710.89 .....	\$891,980.00
<b>Total Revenue</b>	<b>\$14,483,086.39 .....</b>	<b>\$13,506,059.13</b>



### Vocational Assessment for Students with Disabilities - Coser 575

The vocational assessment is provided as part of the OHM BOCES transition planning service. The BOCES Vocational Assessment for Students with Disabilities service identifies relevant vocational aptitudes, interests, work values and other worker traits of students to determine appropriate options for further career exploration, vocational remediation, general or specific vocational training, and/or employment. Projected levels of vocational functioning and residential support are included. The following activities may be a part of the vocational assessment process:

- Structured vocational assessment interview with a student
- Career interest and work value surveys
- Testing of other worker traits (physical demands, work temperaments, work conditions, etc.)
- Emotional and adaptive behavioral development
- Vocational aptitude testing general learning ability, verbal, numerical, spatial perception, form perception, clerical perception, motor coordination, finger dexterity, manual dexterity, eye-hand-foot coordination and color discrimination

The vocational assessment is used by teachers, social workers, counselors, and service providers to complete the required transition plan (Indicator 13) of each student's IEP, to assist in the formulation of accommodation and training strategies and to assist in realistic and appropriate vocational program placement.

# Instructional Programs

## Bridges–Special Education



*A student in the Special Education program works on a painting.*

VOICES



*Robert Nole, Superintendent New Hartford Central School District, discusses Bridges-Special Education*

Over the years, “BOCES and New Hartford have always enjoyed a very close relationship,” says Bob Nole. “Our core programs have been enhanced by our access to the range of BOCES services. We are able to provide our students with instruction and programming that would be impossible for the district to support on its own.”

The Special Education program has provided welcomed opportunities for students in New Hartford. “The BOCES Special Education Program provides component school districts with the specialized classrooms and services that are needed to meet the needs of all students, no matter what their challenges,” Nole states.

“In some cases, BOCES is much better positioned to provide the specialized supports and services needed to meet the needs of unique students. BOCES is able to more efficiently tailor those services by leveraging regional resources.”

At New Hartford CSD, meeting the needs of all students is a value that cannot be compromised. “As academic standards become more stringent, BOCES has allowed us to continue meeting diverse student needs by extending the range of programs we are able to offer,” says Nole.

Oftentimes, challenged students do not achieve their potential in typical classroom settings. In light of this, Nole says, “BOCES has been a vital partner in providing a specialized education for students who require a smaller instructional setting, those who require a higher level of support to get through the school day, and those who need vocational planning and training to prepare for life after school.”

# Instructional Programs

## Itinerant Programs

	2012-2013 Current Appropriations	2013-2014 Preliminary Estimates
<b><i>Appropriations Personnel</i></b>		
Instructional 150	\$3,139,784.98.....	\$3,768,425.59
Noninstructional 160	\$523,854.54.....	\$532,509.38
Equipment 200's	\$27,307.43.....	\$39,630.83
Supplies and Materials 300's	\$38,671.21.....	\$35,224.44
Contractual and Other Expenses 400's	\$59,425.30.....	\$148,723.63
Fringe 800's	\$2,036,168.57.....	\$2,527,630.36
<b>Total Direct Expenses</b>	<b>\$5,825,212.03 .....</b>	<b>\$7,052,144.23</b>
<b><i>Transfer Charges</i></b>		
Operations & Maintenance 950	\$0.00.....	\$0.00
Other Service Programs 960, 961, 962	\$210,644.55.....	\$213,471.64
<b>Total Program Expenses</b>	<b>\$6,035,856.58 .....</b>	<b>\$7,265,615.87</b>
Less Transfer Credits 970, 971, 972	\$2,390,741.18.....	\$3,659,528.47
<b>Net Expenses</b>	<b>\$3,645,115.40 .....</b>	<b>\$3,606,087.40</b>
Charges to Components	\$3,340,118.12.....	\$3,244,972.65
Other Revenues	\$304,997.28.....	\$361,114.75
<b>Total Revenue</b>	<b>\$3,645,115.40 .....</b>	<b>\$3,606,087.40</b>



*Students learn about career options during the Career & Technical Education Center's Job Fair in February.*

# Instructional Programs

## Alternative Education

The Alternative Education Program, located at Middle Settlement Academy, offers students the opportunity to obtain a regular high school diploma. The program is individualized in nature, focusing on flexible instructional approaches that will lead to student success. The curriculum is in alignment with the New York State Standards and provides students with the academic support services necessary to be successful on New York State Assessments. A behavior modification component is incorporated into the program to reinforce positive citizenship. Students also have the opportunity to obtain pre-employment skills through a school-to-career program, and Career and Technical Education.

In addition, this department oversees the Regional Summer School Program. Students from component school districts are able to participate in a full complement of course offerings including driver education, Regents tutorial, Regents exams, and at the elementary level, reinforcement in mathematics and English language arts.

## Alternative to Suspension Program

The Alternative to Suspension Program (ATSP) has been designed to address the needs of students who exhibit chronic disruptive behavior that interferes with classroom instruction. These students are not a danger to themselves or to others, but have made decisions that violate the district's Code of Conduct, and require removal from school for a brief period of time. The removal period may range from 1 to 10 days, depending on the action and the student's progress in the program.

In order to be accepted into the program the home school district representative must complete an application, and contact the program supervisor to determine if there is space available for the student. If the availability exists, it is the district's responsibility to ensure that the student brings school books and materials to class each day. The student, in turn, would receive full credit for all work completed while participating in the Alternative to Suspension Program.

	2012-2013 Current Appropriations	2013-2014 Preliminary Estimates
<b><i>Appropriations Personnel</i></b>		
Instructional 150	\$2,326,949.79	\$2,206,258.15
Noninstructional 160	\$348,241.54	\$391,406.90
Equipment 200's	\$21,412.35	\$28,604.00
Supplies and Materials 300's	\$83,266.05	\$75,053.29
Contractual and Other Expenses 400's	\$769,797.46	\$284,481.23
Fringe 800's	\$1,576,734.88	\$1,495,242.64
<b>Total Direct Expenses</b>	<b>\$5,126,402.07</b>	<b>\$4,481,046.21</b>
<b><i>Transfer Charges</i></b>		
Operations & Maintenance 950	\$333,208.00	\$339,539.00
Other Service Programs 960, 961, 962	\$855,666.92	\$1,317,466.82
<b>Total Program Expenses</b>	<b>\$6,315,276.99</b>	<b>\$6,138,052.03</b>
Less Transfer Credits 970, 971, 972	\$39,678.70	\$39,678.70
<b>Net Expenses</b>	<b>\$6,275,598.29</b>	<b>\$6,098,373.33</b>
Charges to Components	\$6,128,563.53	\$5,898,522.33
Other Revenue	\$147,034.76	\$199,851.00
<b>Total Revenue</b>	<b>\$6,275,598.29</b>	<b>\$6,098,373.33</b>

**Program Cosers**  
Alternative Education  
(408.01)  
Summer School (428)  
GED Programs (411)



*An Alternative Education student participates in the school-to-work program.*

# Instructional Programs

## Alternative Education

### highlights

- The Alternative Education Program is defined by the following characteristics: an awareness that success in school goes beyond academics; a student-centered environment that is conducive to learning, including smaller classes and a climate that fosters innovation; the building of relationships between students and staff; and programs and services that support a youth's academic and personal development. During the 2011-2012 school year, 30 students, enrolled in the Alternative Education Program, completed the requirements necessary to obtain a high school diploma.
- The Regional Summer School Program offers opportunities for enrichment and/or improvement for students in grades K-12. A kindergarten readiness program, designed for students entering kindergarten in the fall, is one of the many components of the summer school program.
- The total enrollment in the 2012 Regional Summer School Program was 1,800 students. In addition, 54 students completed the driver education program, and 409 students were enrolled in the Regents tutorial program.



*Rocco Migliori, Superintendent Westmoreland Central School District, discusses Alternative Education*

VOICES

"BOCES is celebrating 65 years of providing programs to the component districts that would not otherwise have been possible," says Rocco Migliori. "BOCES has been on the front edge in program development over the years – the program offerings have continued to evolve to meet the ever changing and emerging demands of the times."

"This program offers a much different type of educational experience for kids—one that we can't provide in the home districts," says Migliori. "The smaller class sizes, one-to-one attention when needed, access to Career and Technical Education programs, and flexible scheduling allow for an alternative to the traditional experiences a home school based program would provide."

BOCES also lends a hand in the interest of district spending. "BOCES is able to provide services in a much more economically efficient manner," says Migliori. "They combine students from multiple districts to fill and complete class sections."

"Some students just need a much less traditional approach in order to succeed," Migliori states, and BOCES is able to provide that environment.

At Westmoreland, "our mission is to provide a positive, academically challenging environment for all to become responsible, resourceful citizens," says Migliori. "Each of the BOCES programs offers that opportunity to our students."

# Information and Technology

The Information and Technology Division includes Learning Technologies, Portable Planetarium, Distance Learning, Media Library, Cooperative Music Library, Courier Service, Technical Repair Services, Musical Instrument Repair, Printing Services, School Library System, Online and On-site Data Base Services, Cooperative Collection Development, School Communication Service, Telecommunications, Telephone Interconnect, and Substitute Teacher Calling Service.

Each year, the Information and Technology Division provides school districts with a cost analysis for the various services in which they participate. This cost analysis, whenever possible, attempts to show schools a comparison of what these same services would cost school districts if they were obtained from an outside agency. Cost savings estimates are based on the supposition that school districts would have requested the same volume of service from an outside agency as they did with BOCES. Examples of these cost saving estimates are as follows:

Service	Outside Agency	BOCES Cost	School District Cost After Aid
Portable Planetarium Service	\$65,250	\$37,265	\$3,554
Printing Services	\$1,092,128	\$873,702	\$338,359
AV Equipment Repair	\$181,898	\$135,516	\$33,966
School Communication	\$155,325	\$117,566	\$26,988
Media Technology Services	\$120,464,736	\$628,645	\$140,600

These estimated cost savings are projected solely on service product usage (i.e., units repaired, service requests, materials handled, etc.) They do not in any way include the other values school districts receive from the service being provided by BOCES (i.e., consultant, in-service training, one location access, quick response to requests, customer relations, customized service, local control, etc.). It is through the close cooperation between BOCES and school districts that cost savings are realized in the area of Information and Technology Division services.

## Program Cosers

Portable Planetarium (415)  
 Distance Learning (438)  
 Educational Communications (502)  
 Media Library (502.01)  
 Cooperative Music Program (502.02)  
 Courier Service (502.03)  
 Technical Repair Service (504)  
 Audiovisual Repair (504.01)  
 Microcomputer Repair (504.02)  
 Musical Instrument Repair (504.03)  
 Printing Services (505)  
 Library Media Service/  
 School Library Service (576)  
 Regional Catalog (576.01)  
 Online Database and  
 Extended Interlibrary  
 Loan (576.02)  
 Onsite Database Access  
 (576.03)  
 Cooperative Collection  
 Development (576.04)  
 Library Automation (578)  
 Barcode Keying (578.02)  
 Regional Library  
 Automation Service  
 (578.21)  
 School Communication  
 Service (603)  
 Telephone Interconnect  
 (610)  
 Substitute Teacher Calling  
 Service (625)  
 School Library System (891)  
 Telecommunications (628)  
 Learning Technologies  
 (510)

# Information and Technology

	2012-2013 Current Appropriations	2013-2014 Preliminary Estimates
<b>Appropriations Personnel</b>		
Instructional 150	\$719,526.32 .....	\$753,795.96
Noninstructional 160	\$2,256,534.94 .....	\$2,346,767.85
Equipment 200's	\$1,282,996.69 .....	\$137,263.12
Supplies and Materials 300's	\$799,649.01 .....	\$593,441.01
Contractual and Other Expenses 400's	\$4,457,973.54 .....	\$4,395,530.96
Fringe 800's	\$1,792,829.83 .....	\$1,895,811.64
<b>Total Direct Expenses</b>	<b>\$11,309,510.33 .....</b>	<b>\$10,122,610.54</b>
<b>Transfer Charges</b>		
Operations & Maintenance 950	\$81,765.00 .....	\$83,275.00
Other Service Programs 960, 961, 962	\$707,561.16 .....	\$734,833.92
<b>Total Program Expenses</b>	<b>\$12,098,836.49 .....</b>	<b>\$10,940,719.46</b>
Less Transfer Credits 970, 971, 972	\$912,428.44 .....	\$940,094.57
<b>Net Expenses</b>	<b>\$11,186,408.05 .....</b>	<b>\$10,000,624.89</b>
Charges to Components	\$9,620,714.58 .....	\$8,871,655.28
Other Revenues	\$1,565,693.97 .....	\$1,128,969.61
<b>Total Revenue</b>	<b>\$11,186,408.55 .....</b>	<b>\$10,000,624.89</b>



*Kathleen Davis, Superintendent Holland Patent  
Central School District, discusses Information & Technology*

"Over the years, BOCES has played a large role in the lives of the students in the component districts," says Kathy Davis. Information and Technology services have been useful at Holland Patent CSD particularly in terms of online advancements. "We've been able to lean on BOCES for a variety of resources including technology services with Ken Ford, which have certainly grown. Now we're moving towards online assessments and collaboration in that area as well." Davis states, "With online learning platforms like Brainhoney, we can bring the outside world into the classroom."

Other services such as printing and communications are also beneficial. "The newsletter is always a positive PR piece for our district. Having that support through the collaboration with BOCES has helped us to be successful in that area," says Davis.

"We can't provide the level and intensity that our support folks need to have, especially in light of the new mandates with the state," says Davis. "The additional support that BOCES provides allows us to have experts on site that are continually trained."

Successful distance learning classes are also made possible thanks to a partnership with BOCES. Davis states, "There are courses we may want to offer, but we don't have enough students available to host a teacher on our own. Through the collaboration [with BOCES] we can regionally have a full class with an instructor, and we can do that over distance learning. We have maximized the use of our distance learning lab."

"Our goal is to have our students prepared for an ever-changing world," says Davis. "Working together on a regional level and in the tri-county BOCES, we've been able to provide opportunities to our students beyond the school walls, which has certainly had a positive impact on student learning."

# Information and Technology



*Students in the Emerging Technologies program work on a project.*

## highlights

- Technical Repair completed more than 920 regular repairs last year and more than 13,500 preventative maintenance requests.
- The Substitute Teacher Calling Service provided service to 2,145 teachers and more than 35,000 calls to fill 95.13 percent of 26,219 absences.
- Twenty seven school districts and 36 BOCES programs are served by Printing Services. More than 22.5 million impressions were run last year, with more than 18 million quick copy impressions and 4.5 million print impressions.
- There were 145,865 curriculum resources circulated from the Media Library. In addition, 84,783 titles were streamed. So far this school year, 869 teacher training sessions were held from July 2012 to December 2012. There are now 2,716 multiple book copy titles available and 622 audio books on CD and tape. Curriculum resources are now available to teachers and students in digital format on the Internet through the Media Library's digital services.
- The School Communication Service works with 25 school districts and the BOCES to produce print, online, video, and public relations materials. Last year, approximately 500 jobs were completed, including calendars, brochures, newsletters, handbooks, Web sites, photography, video production and more.

# Program & Professional Development

The Program and Professional Development Division supports the continuous learning of all students and staff. Workshops by local and national experts are offered, as well as updates in best practices. The division assists administrators, teachers and school personnel in applying curriculum, improving instruction, assessment techniques and ultimately, increasing student achievement.

Program and Professional Development Services include the School/Curriculum Improvement Services, Performing Arts, and Grant Writing.

The team at PPD plays a critical role in the Regents Reform Agenda, training the educators in our component districts. This service provides training and support in Common Core Learning Standards, the Data Driven Instruction cycle and School-Based Inquiry Teams and Teacher/Leader Effectiveness (APPR).

Performing Arts service integrates the arts within the curriculum. Through BOCES, performances are scheduled at participating schools. Concerts tickets and other educational opportunities are provided to area students as well. The Arts in Education Institute for teachers also is available.

Planning and Grants is designed to provide technical assistance and to draft applications, local research initiatives, reports and other specialized projects for component districts.

## highlights

- Creation of a Leadership Coaching program for principals.
- Provide support and guidance to districts regarding APPR requirements.
- PPD provides ongoing leadership training and networking opportunities for school administrators monthly and Principal Leadership Institutes.
- PPD maintains a professional library on campus for administrators and teachers, including professional journals, books and DVDs.
- PPD coordinated and implemented regional scoring for Regents exams and 3-8 for NYS ELA and Math Assessments.
- Differentiated Instruction training and mentors provided to teachers and administrators with follow-up mentorship provided by curriculum mentors.
- Common Core Learning Standards and Module Training provided by PPD Staff (Regional Network Team) and Common Core Ambassadors.
- Facilitate the development of local assessments as per required by approved APPR plans.
- Provide ongoing technical assistance in implementing the Regents Reform Agenda.



*Ken Slentz, Deputy Commissioner for the Office of P-12 Education at the New York State Education Department, speaks to teachers and administrators at the Middle Settlement Road complex.*

# Program & Professional Development

	2012-2013 Current Appropriations	2013-2014 Preliminary Estimates
<b>Appropriations Personnel</b>		
Instructional 150	\$515,939.89.....	\$453,028.08
Noninstructional 160	\$46,977.31 .....	\$33,724.93
Equipment 200's	\$0.00 .....	\$0.00
Supplies and Materials 300's	\$23,029.00.....	\$13,112.25
Contractual and Other Expenses 400's	\$552,133.78.....	\$356,585.52
Fringe 800's	\$289,116.46.....	\$286,717.65
<b>Total Direct Expenses</b>	<b>\$1,427,196.44 .....</b>	<b>\$1,143,168.43</b>
<b>Transfer Charges</b>		
Operations & Maintenance 950	\$28,721.00.....	\$29,266.00
Other Service Programs 960, 961, 962	\$34,747.60.....	\$38,860.84
<b>Total Program Expenses</b>	<b>\$1,490,665.04 .....</b>	<b>\$1,211,295.27</b>
Less Transfer Credits 970, 971, 972	\$5,000.00.....	\$5,000.00
<b>Net Expenses</b>	<b>\$1,485,665.04 .....</b>	<b>\$1,206,295.27</b>
Charges to Components	\$1,253,128.06.....	\$1,206,295.27
Other Revenue	\$232,536.98.....	\$0.00
<b>Total Revenue</b>	<b>\$1,485,665.04 .....</b>	<b>\$1,206,295.27</b>

## Program Cosers

Performing Arts (405)  
School / Curriculum Improvement Service (521.01)  
Forensics (521.02)  
Regional Scoring (521.03)  
Study Council at Syracuse University (521.04)  
Assessment Development (521.05)  
Leadership Coaches (521.06)  
Planning and Grants Service (522)



*Greg Kelahan, Superintendent Oriskany Central School District, discusses Program and Professional Development*

"One aspect of the Program and Professional Development Office that is very much appreciated is their responsiveness to our district's needs," says Greg Kelahan, superintendent of the Oriskany Central School District. Kelahan appreciates the assistance on various issues at Oriskany, such as building and district needs, "as well as regional initiatives that are of concern to all component districts." Kelahan states, "The staff's versatility is exceptional."

As BOCES celebrates its 65th anniversary, Kelahan recalls the role that BOCES has played in the success of Oriskany CSD. "As a small school district, we rely on BOCES to provide the high quality services we expect for our students

at an affordable price that is made possible through the sharing of services," he says.

"We certainly would not have been able to attend to the expectations [of the Regents Reform Agenda] without the guidance and support we received from BOCES," says Kelahan. "We have neither the resources nor the important relationships established with the policy makers that BOCES PPD staff members have to effectively and efficiently provide the vast amounts of training required."

Oriskany CSD, as part of its mission, places great emphasis on preparing its students for the "ever-changing world." BOCES has contributed substantially to this end. "This is not possible if we aren't vigilant in anticipating future needs," says Kelahan. "BOCES PPD keeps us three steps ahead – they help us prepare today for tomorrow's expectations."

# Administrative Services

## Administrative and Regional Information Services

This budget area function includes the cost of the Safety Service and Building Inspection Program, the state-mandated Basic and Advanced Bus Driver Training Program, Central Business Office, Teacher Recruitment Service, and School Food Service. State Aid Planning, Cooperative Bidding, and Policy Planning services are included as cross contracts, as are the multi-BOCES Labor Relations Services and computer services for management purposes, which are purchased on behalf of user districts from the Madison-Oneida BOCES Center.

*Teachers and administrators gather at Opening Day.*



	2012-2013 Current Appropriations	2013-2014 Preliminary Estimates
<b>Appropriations Personnel</b>		
Instructional 150	\$0.00	\$0.00
Noninstructional 160	\$945,532.63	\$1,020,475.20
Equipment 200's	\$26,600.20	\$30,000.00
Supplies and Materials 300's	\$36,355.40	\$26,214.97
Contractual and Other Expenses 400's	\$6,191,558.48	\$5,236,829.07
Fringe 800's	\$563,957.70	\$639,667.97
<b>Total Direct Expenses</b>	<b>\$7,764,004.41</b>	<b>\$6,953,187.21</b>
<b>Transfer Charges</b>		
Operations & Maintenance 950	\$33,959.00	\$34,603.00
Other Service Programs 960, 961, 962	\$60,374.31	\$62,346.33
<b>Total Program Expenses</b>	<b>\$7,858,337.72</b>	<b>\$7,050,136.54</b>
Less Transfer Credits 970, 971, 972	\$212,012.50	\$214,500.00
<b>Net Expenses</b>	<b>\$7,646,325.22</b>	<b>\$6,835,636.54</b>
Charges to Components	\$7,087,644.32	\$6,405,725.54
Other Revenue	\$558,680.90	\$429,911.00
<b>Total Revenue</b>	<b>\$7,646,325.22</b>	<b>\$6,835,636.54</b>

### Program Cosers

School Business  
Administrator (324)  
Labor Relations and  
Board Policy  
Development (602)  
Central Business Office  
(604)  
Staff Dev. - Transportation  
(607)  
Bus Driver Testing  
(607.03)  
Drug and Alcohol Testing  
(607.44)  
Energy Services  
Coordination (609)  
Buster the Bus (611.23)  
Facilities Services (613)  
Personnel Clerk (614)  
Employee Assistance  
Program (616)  
Teacher Recruitment  
Service (617)  
Employee Benefits  
Coordination (618)  
Safety Coordinator  
(620.01)  
Inspection Services  
(620.02-620.04)  
In-District Safety  
Specialist (620.05)  
Fingerprinting (635)  
Insurance Consortium  
(621)  
School Food Service (626)  
Records Management  
(627)  
Certification (629.01)  
Policy Planning (615)  
Cooperative Purchasing  
(619)  
Regional Bus Radio (622)  
State Aid Planning  
Service (623)

# Administrative Services

## Administrative and Regional Information Services

### highlights

- Food Services – Within the 11-school consortium, 7,000 lunches and 1,650 breakfasts are served daily in 30 school buildings. The service employs 170 people.
- OHM BOCES CORE - CORE began as a Safe Schools/Healthy Students grant serving 11 component districts through programs that promote social and emotional strategies, preventative programs and academic support. CORE is now expanding to serve the 33 OHM BOCES districts within Central New York. CORE offers many programs and services including Initial Response Team that is being implemented in nine of CORE's component districts. IRT uses a wraparound approach, known as Family Group Conferencing, which establishes collaboration between students, families, support services, Oneida County Probation, and school districts; more than 2,700 student and family contacts were made through the IRT model in 2012. When tracking the IRT data for the past three years, school districts implementing IRT also showed a steady decrease in PINS (Persons in Need of Supervision) referrals and an increase in overall student attendance.
- Central Business Office - The total number of payroll checks processed for BOCES and eight participating school districts for 2011-2012 was 47,112. The total number of accounts payable checks processed for six participating districts for 2011-2012 was 15,148.



*Kathy Houghton, Superintendent New York Mills Union Free School District, discusses Administrative Services*

"I am thrilled about the BOCES 65th Anniversary," says Kathy Houghton. "The Oneida-Herkimer-Madison BOCES was one of the first BOCES, and we are really proud of that."

"BOCES has allowed us to provide comprehensive services that we would not be able to supply on our own," Houghton states. "The quality of our program is immeasurably increased by our relationship with BOCES. It's a true team approach, and that's what BOCES is about—meeting students' needs through collaborative efforts."

Collaboration and shared services with BOCES have a large role in the success of the New York Mills district. "Administrative Services such as the Central Business Office provide us with a required segregation of duties," says Houghton. "Labor relations, board policy development, staff development for our transportation department, drug and alcohol testing, energy services, regional information center services and state aid planning all provide crucial support for our school district program."

"In cases of emergency, the safety department is a resource we can call for help and guidance. They assist with home/school communication, and help with various safety trainings and inspections."

"As a small district, we would never be able to cover all these areas without the assistance of BOCES" Houghton states. "It's great to have access to a wide variety of administrative areas. We can really turn to them when we need assistance."

VOICES

# Administrative Services

## Internal Services

The internal service activities are those which are fully transferred to other programs. These activities include Operations and Maintenance, Special Education, Administrative, Physical Therapy, and Program Transportation. These charges are transferred to other programs within the BOCES structure and are collected through tuition and other means of recapture.

	2012-2013 Current Appropriations	2013-2014 Preliminary Estimates
<b>Appropriations Personnel</b>		
Instructional 150	\$1,596,025.71 .....	\$1,507,338.06
Noninstructional 160	\$843,096.39 .....	\$826,916.31
Equipment 200's	\$82,541.37 .....	\$102,934.06
Supplies and Materials 300's	\$186,937.30 .....	\$205,956.07
Contractual and Other Expenses 400's	\$1,824,514.77 .....	\$1,871,669.98
Fringe 800's	\$1,337,225.66 .....	\$1,297,065.31
<b>Total Direct Expenses</b>	<b>\$5,870,341.20.....</b>	<b>\$5,811,879.79</b>
<b>Transfer Charges</b>		
Operations & Maintenance 950	\$5,844.00 .....	\$5,956.00
Other Service Programs 960, 961, 962	\$703,465.86 .....	\$716,603.69
<b>Total Program Expenses</b>	<b>\$6,579,651.06.....</b>	<b>\$6,534,439.48</b>
Less Transfer Credits 970, 971, 972	\$6,579,651.06 .....	\$6,534,439.48
<b>Net Expenses</b>	<b>\$0.00.....</b>	<b>\$0.00</b>
Charges to Components	\$0.00 .....	\$0.00
Other Revenue	\$0.00 .....	\$0.00
<b>Total Revenue</b>	<b>\$0.00.....</b>	<b>\$0.00</b>

*A culinary student demonstrates her skills at the 8th Grade Activity Day.*









*Proudly serving the following component school districts:*

Brookfield  
Clinton  
Holland Patent  
New Hartford  
New York Mills  
Oriskany  
Remsen  
Sauquoit Valley  
Utica  
Waterville  
Westmoreland  
Whitesboro



## Notice of Compliance

The Board of Cooperative Educational Services, Sole Supervisory District of Oneida, Herkimer and Madison Counties, hereby gives notice that it does not discriminate on the basis of sex, race, creed, color, national origin, marital status, religious affiliation, disability or age in the recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs; course offerings; and student activities. This policy is in compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the New York State Civil Rights Law 40-a-c and the New York State Human Rights (Article 15, Executive Law). Any alleged grievances should be reported to the Supervisor of Human Resources at (315) 793.8576, Oneida BOCES, Box 70, Middle Settlement Road, New Hartford, NY 13413-0070.



Box 70, 4747 Middle Settlement Road  
New Hartford, NY 13413  
(315) 793.8555  
[www.oneida-boces.org](http://www.oneida-boces.org)

Designed, produced, and printed by School Communication and Printing Services