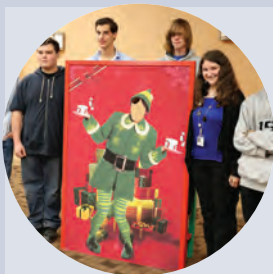
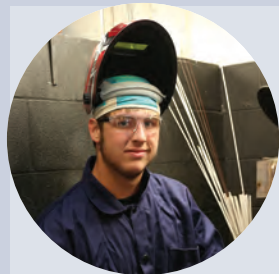


# ONEIDA-HERKIMER-MADISON BOCES

"Achieving Excellence in Our Schools"



Annual Meeting  
April 15, 2015



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 15, 2015, 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 28, 2015, 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, 2015. 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, 2016.

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,

*Gary P. Nelson, President*  
*Dr. Gary W. Porcelli, Vice President*  
*Steve Boucher*  
*Margaret Buckley*  
*Shirley Burtch*  
*Doreen Corbin*

*Elaine M. Falvo*  
*John A. Griffin*  
*Charlene Hartman*  
*Michael J. Moore*  
*John J. Salerno*  
*Russell Stewart*

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

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# BOCES Cooperative Board



Gary P. Nelson  
President  
*Holland Patent*



Dr. Gary W. Porcelli  
Vice President  
*New York Mills*



Steve Boucher  
*Remsen*



Margaret Buckley  
*Utica*



Shirley Burtch  
*Oriskany*



Doreen Corbin  
*Brookfield*



Elaine M. Falvo  
*New Hartford*



John A. Griffin  
*Sauquoit*



Charlene Hartman  
*Westmoreland*



Michael J. Moore  
*Clinton*



John J. Salerno  
*Whitesboro*



Russell Stewart  
*Waterville*



Howard D. Mettelman  
*District Superintendent*

# Component Board Members

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

Mary Lou Lauchert (president), Courtney Zollar (vice president), Megan Burdick, Amy Franz, William Huggins, Erica Shaw, Timothy Thomas *Clinton (2)*

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

John Jadhon (president), Paul Piotrowski, (vice president), Ed Flemma, Pam King, Lisa B. Philipson, Beth Soggs, James Stephens *New Hartford (4)*

Jacqueline Edwards (president), Dr. Gary W. Porcelli (vice president), Jonathan Fiore, Steve King, Richard Ross, Rick Surprenant, Traci Welch *New York Mills (5)*

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

James Reilly (president), Brian Parent (vice president), Sonya Murray, Timothy Skermont Sr., Mark Williams *Remsen (7)*

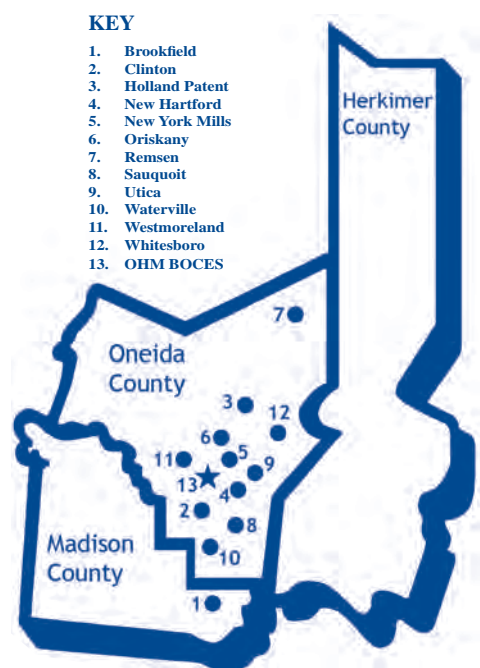
Kim Overrocker (president), Anthony Nicotera (vice president), Joseph P. Bottini, Jim Dever, Mark Evans, Lisa S. Frost, Dawn Miller *Sauquoit Valley (8)*

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

Bud Dorr (president), Roberta Williams (vice president), Jamie Crandall, Jennifer Neff, Susannah Quayle, Russell Stewart, Steve Turner *Waterville (10)*

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

Thomas Schoen Jr. (president), Michael Head (vice president), Edward Blake, Michael Geller, Steven Farr, John Harmon Jr., Brian McQueen *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 88 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 and is accessible on the BOCES website at [www.oneida-boces.org](http://www.oneida-boces.org)

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

| School District | Actual<br>2013-14 | Actual<br>2014-15 | Estimated<br>2015-16 |
|-----------------|-------------------|-------------------|----------------------|
| Brookfield      | 0.779             | 0.780             | 0.756                |
| Clinton         | 0.672             | 0.667             | 0.688                |
| Holland Patent  | 0.729             | 0.733             | 0.729                |
| New Hartford    | 0.629             | 0.632             | 0.643                |
| New York Mills  | 0.659             | 0.641             | 0.638                |
| Oriskany        | 0.776             | 0.771             | 0.758                |
| Remsen          | 0.628             | 0.651             | 0.631                |
| Sauquoit Valley | 0.759             | 0.758             | 0.752                |
| Utica           | 0.887             | 0.881             | 0.888                |
| Waterville      | 0.789             | 0.790             | 0.790                |
| Westmoreland    | 0.770             | 0.770             | 0.773                |
| Whitesboro      | 0.730             | 0.720             | 0.719                |
| <b>Average</b>  | <b>0.734</b>      | <b>0.733</b>      | <b>0.730</b>         |



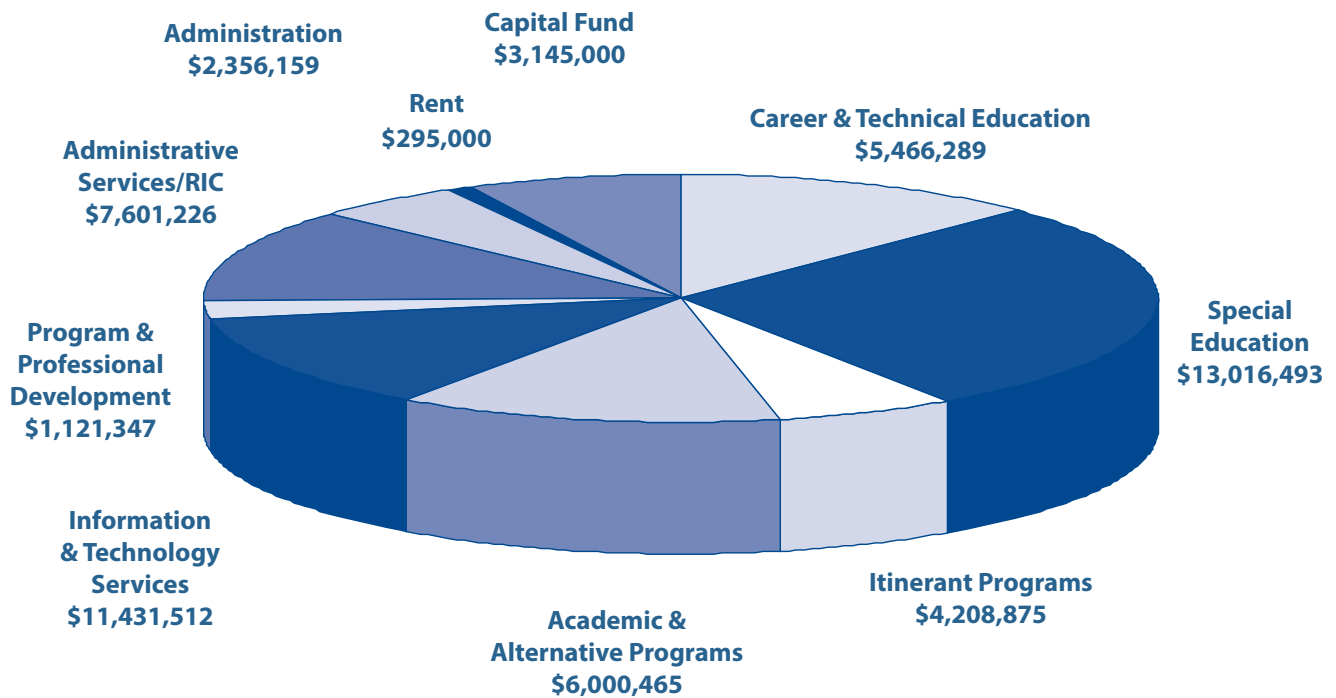
*Middle Settlement Academy students work together using a microscope during class.*

*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 2015-2016

**Total: \$54,642,366**



*Outdoor Power Equipment students speak with eighth graders visiting the Career and Tech Center for 8th Grade Activity Day.*

### Figure 1

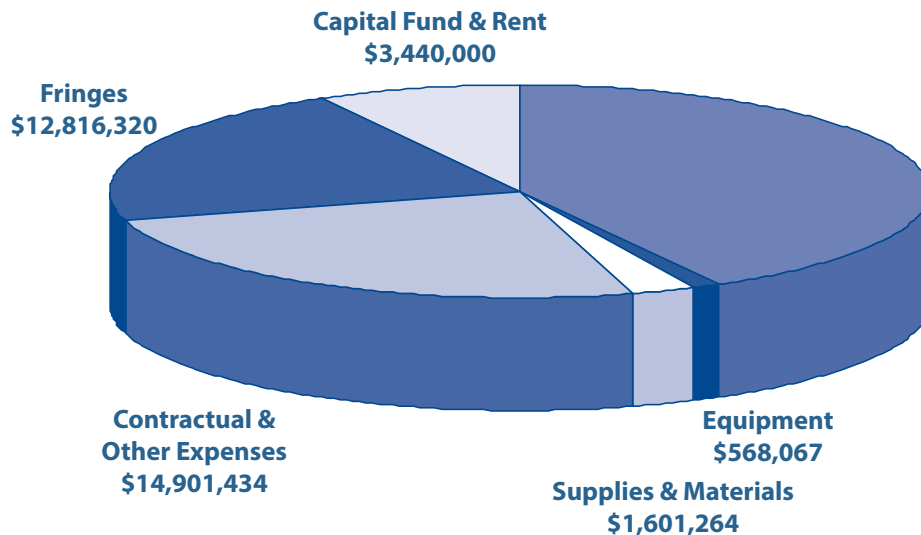
*Shows distribution of the BOCES budget by divisions within BOCES. Special Education programs comprise the largest percentage of the BOCES budget with a total budget of \$13,016,493 (24 percent).*



# Budget Information

## Distribution of Resources by Object 2015-2016

**Total: \$54,642,366**



**Figure 2**

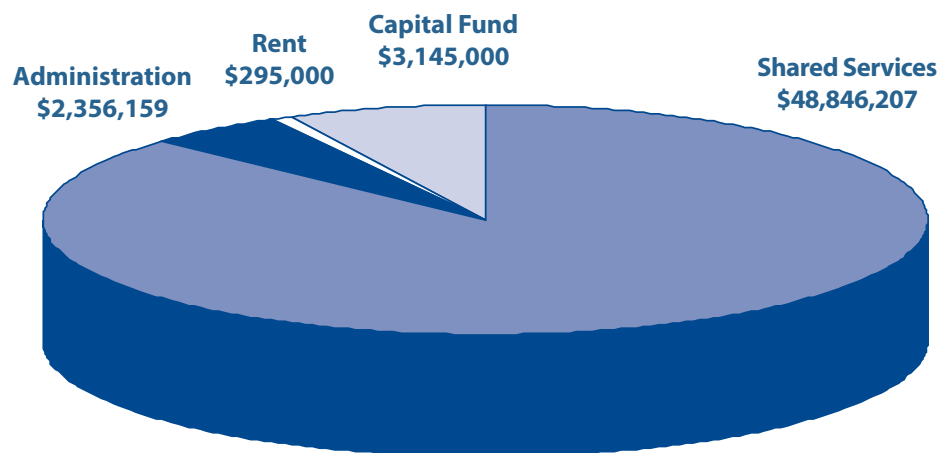
*This graph illustrates that salaries and fringe benefits make up the largest portion of the budget.*

## Distribution of Appropriations 2015-2016

**Total: \$54,642,366**

**Figure 3**

*Capital fund and rent represent 6.3 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 9).*



# Budget Information

## Resident Weighted Average Daily Attendance

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

| School District | 2012-2013     |             |
|-----------------|---------------|-------------|
|                 | RWADA         | % RWADA     |
| Brookfield      | 259           | 1.07%       |
| Clinton         | 1,379         | 5.68%       |
| Holland Patent  | 1,621         | 6.67%       |
| New Hartford    | 2,875         | 11.84%      |
| New York Mills  | 650           | 2.68%       |
| Oriskany        | 700           | 2.88%       |
| Remsen          | 470           | 1.94%       |
| Sauquoit Valley | 1,098         | 4.52%       |
| Utica           | 9,706         | 39.96%      |
| Waterville      | 906           | 3.73%       |
| Westmoreland    | 1,059         | 4.36%       |
| Whitesboro      | 3,563         | 14.67%      |
| <b>Total</b>    | <b>24,286</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.



Hala Al Hallaq, Utica, works with Laborers' Local 35 worker Jeffrey Doxtater during the School & Business Alliance's Construction Career Day.

# Rental Facilities

## Location of Rented Facilities 2014-2015

| 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                       | 6               | \$17,400.00         | Handicapped              |
| Sauquoit Valley                    | 20              | \$8,700.00          | Summer School            |
| Utica                              | 45              | \$19,575.00         | Summer School            |
| Waterville                         | 1               | \$435.00            | Summer School            |
| Oriskany                           | 1               | \$435.00            | Summer School            |
| Brookfield                         | 1               | \$435.00            | Summer School            |
| Poland                             | 1               | \$435.00            | Summer School            |
| Holland Patent                     | 8               | \$1,744.00          | Summer Elementary        |
| Sauquoit Valley                    | 6               | \$1,308.00          | Summer Elementary        |
| Waterville                         | 8               | \$1,744.00          | Summer Elementary        |
| Whitesboro                         | 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<br>(CBB Realty, LLC) | 27,329 Sq. Ft.  | \$163,974.00        | Information & Technology |
| <b>Total</b>                       |                 | <b>\$275,173.00</b> |                          |

| Rent Summary                       |   | Unit Cost         | Annual Cost         |
|------------------------------------|---|-------------------|---------------------|
| 21 Classrooms-<br>Handicapped      | @ | <b>\$2,900.00</b> | <b>\$60,900.00</b>  |
| 69 Classrooms-Summer               | @ | <b>\$435.00</b>   | <b>\$30,015.00</b>  |
| 38 Classrooms-Summer<br>Elementary | @ | <b>\$218.00</b>   | <b>\$8,284.00</b>   |
| 12 Classrooms-Distance<br>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>\$275,173.00</b> |

| Program Cost Summary               |   | Unit Cost         | Annual Cost         |
|------------------------------------|---|-------------------|---------------------|
| 21 Classrooms-<br>Handicapped      | @ | <b>\$7,500.00</b> | <b>\$157,500.00</b> |
| 69 Classrooms-Summer               | @ | <b>\$300.00</b>   | <b>\$20,700.00</b>  |
| 38 Classrooms-Summer<br>Elementary | @ | <b>\$150.00</b>   | <b>\$5,700.00</b>   |
| <b>Total</b>                       |   |                   | <b>\$183,900.00</b> |

# Administration and Capital

## Administration and Capital Budgets

| <b>Administration Budget 001</b>     | <b>2014-2015<br/>Current<br/>Appropriations</b> | <b>2015-2016<br/>Preliminary<br/>Estimates</b> |
|--------------------------------------|---|--|
| <b>Appropriations</b>                |   |  |
| <b>Personnel</b>                     |   |  |
| Instructional 150                    | \$271,275.57 .....                              | \$271,216.00                                   |
| Non-instructional 160                | \$499,464.54 .....                              | \$516,190.78                                   |
| Equipment 200's                      | \$7,500.00 .....                                | \$7,500.00                                     |
| Supplies and Materials 300's         | \$11,487.83 .....                               | \$10,500.00                                    |
| Contractual and Other Expenses 400's | \$327,125.85 .....                              | \$330,275.00                                   |
| Fringes 800's                        | \$412,533.42 .....                              | \$414,150.20                                   |
| <b>Total Direct Expenses</b>         | <b>\$1,529,387.21 .....</b>                     | <b>\$1,549,831.98</b>                          |
| <b>Transfer Charges</b>              |   |  |
| Operations & Maintenance 950         | \$90,020.00 .....                               | \$91,820.40                                    |
| Dormitory Authority 480              |   |  |
| D.A. Fee 480                         |   |  |
| R.A.N. Interest 700                  | \$160,000.00 .....                              | \$160,000.00                                   |
| Other Post Retirement 898            | \$1,120,000.00 .....                            | \$1,250,000.00                                 |
| Other Service Programs 960, 961, 962 | \$206,783.54 .....                              | \$204,506.85                                   |
| <b>Total Program Expenses</b>        | <b>\$3,106,190.75 .....</b>                     | <b>\$3,256,159.23</b>                          |
| Less Credits from Other Funds        | \$808,000.00 .....                              | \$900,000.00                                   |
| <b>Total Administration</b>          | <b>\$2,298,190.75 .....</b>                     | <b>\$2,356,159.23</b>                          |
| Charges to Components                | \$2,143,190.75 .....                            | \$2,216,159.23                                 |
| Other Revenue                        | \$155,000.00 .....                              | \$140,000.00                                   |
| <b>Total Revenue</b>                 | <b>\$2,298,190.75 .....</b>                     | <b>\$2,356,159.23</b>                          |
| <b>Capital/Rent Budget 002</b>       |   |  |
| Payments to DASNY                    | \$3,145,000.00 .....                            | \$3,145,000.00                                 |
| Rent 470                             | \$285,000.00 .....                              | \$295,000.00                                   |
| <b>Total Capital/Rent Expenses</b>   | <b>\$3,430,000.00 .....</b>                     | <b>\$3,440,000.00</b>                          |
| Charges to Components                | \$3,412,490.00 .....                            | \$3,422,000.00                                 |
| Other Revenues                       | \$17,510.00 .....                               | \$18,000.00                                    |
| <b>Total Revenue</b>                 | <b>\$3,430,000.00 .....</b>                     | <b>\$3,440,000.00</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             | \$ 29,183 |
| Social Security        | \$ 9,616  |
| Health Insurance       | \$ 17,917 |
| Workers' Compensation  | \$ 667    |
| Unemployment Insurance | \$ 259    |
| Total Compensation     | \$224,404 |

# 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



*Career and Tech students Anthony Campola and Christian Alequin, Middle Settlement Academy, work on a project in their Auto Technology class.*



# 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  
Conservation  
Construction Trades  
Cosmetology  
Criminal Justice  
Culinary Arts  
Early Childhood Education  
Electricity & HVAC  
Emerging Technologies & Cyber Security

Food Service Occupations  
Multi-Occupations  
New Visions:  
    Business Management, Communications,  
    Education, Engineering, Health, Legal Professions,  
    Nanotechnology, Performing Arts, Veterinary  
    Science  
Nurse Assistant  
Outdoor Power & Recreational Equipment  
    Technology  
P-TECH  
Sophomore Seminar  
Welding

### Program Cosers

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

## highlights

- **Pathways in Technology Early College High School (P-TECH), a new course offering an integrated high school and college curriculum focusing on STEM, will be offered during the 2015-2016 school year.**
- **Enrollment in the Culinary Arts program increased to allow for two full-time classes to be offered to district students.**
- **MiTech, an advanced exploration and skills development program for 10th grade students with academic needs preparing to enter traditional career and technical education courses, will be offered during the 2015-2016 school year.**
- **81% of the 2013-2014 graduates reported plans to continue their education at the post-secondary level.**
- **Students from the Construction Trades and Electricity/HVAC programs assisted in reconstruction of the old PPD building on campus.**
- **Four 8th/9th grade week-long camps will be offered during the 2015 summer including Engineering Explorations, Introduction to Computer Technologies, Photography/Graphic Design and Self Enhancement.**

# Instructional Programs

## Career and Technical Education

|                                      | 2014-2015<br>Current<br>Appropriations | 2015-2016<br>Preliminary<br>Estimates |
|--------------------------------------|--|---------------------------------------|
| <b>Appropriations Personnel</b>      |  |                                       |
| Instructional 150                    | \$2,230,257.20.....                    | \$2,291,396.77                        |
| Non-instructional 160                | \$202,151.44.....                      | \$201,592.04                          |
| Equipment 200's                      | \$155,112.00.....                      | \$46,500.00                           |
| Supplies and Materials 300's         | \$364,238.69.....                      | \$226,753.87                          |
| Contractual and Other Expenses 400's | \$161,039.65.....                      | \$129,184.48                          |
| Fringe 800's                         | \$1,475,227.20.....                    | \$1,485,870.57                        |
| <b>Total Direct Expenses</b>         | <b>\$4,588,026.18 .....</b>            | <b>\$4,381,297.73</b>                 |
| <b>Transfer Charges</b>              |  |                                       |
| Operations & Maintenance 950         | \$1,268,063.00.....                    | \$1,293,424.26                        |
| Other Service Programs 960, 961, 962 | \$592,767.46.....                      | \$613,754.27                          |
| <b>Total Program Expenses</b>        | <b>\$6,448,856.64 .....</b>            | <b>\$6,288,476.26</b>                 |
| Less Transfer Credits 970, 971, 972  | \$853,291.00.....                      | \$822,187.00                          |
| <b>Net Expenses</b>                  | <b>\$5,595,565.64 .....</b>            | <b>\$5,466,289.26</b>                 |
| Charges to Components                | \$5,309,546.04.....                    | \$5,309,546.06                        |
| Other Revenues                       | \$286,019.60.....                      | \$156,743.20                          |
| <b>Total Revenue</b>                 | <b>\$5,595,565.64 .....</b>            | <b>\$5,466,289.26</b>                 |



*Dave Langone, Superintendent Whitesboro  
Central School District, discusses Career and Technical Education*

The Oneida-Herkimer-Madison (OHM) BOCES Career and Technical Education Center (CTE) provides many opportunities for many of our Whitesboro students. The center enables students to learn 21st century skills, including problem solving, teamwork and communication - all skills that a student must develop to eventually be successful in the real world. It also allows our students to receive hands-on learning in state-of-the-art classrooms. Additionally, CTE offers a large number of highly beneficial educational programs that cannot be offered by many area school districts due to staff and budget constraints.

Some of the programs offered by CTE include Advertising Design, Multimedia Productions, Auto Body Repair, Culinary Arts, Construction Trades and Welding. CTE offers many paths that a student can choose to pursue.

The Whitesboro Central School District works to ensure that each and every student achieves his or her personal goals that contribute to the greater good of society, or in other words, becomes college, career and life ready. I can without doubt say that the OHM BOCES CTE Center is preparing our students to meet those goals. Students are developing positive employment attitudes, job seeking skills and are becoming more familiar with career opportunities. Most importantly, our students are actually becoming mechanics, chefs, cosmetologists, electricians and other types of professionals.

Whitesboro looks forward to sending many of its students to the OHM BOCES CTE Center and hearing of their many successes.

# Instructional Programs

## Career and Technical Education

### Consultant Committee Members

#### **Advertising Design**

Lynne Browne  
Scot Connor  
Robert Keats  
Howard Potter  
Kirk Tupaj

#### **Agriculture**

John Calidonna  
Robert Cardamone  
Dennis O'Neill  
John Stiefvater  
Jonathan Tibbitts

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

##### **Veterinary Science**

Deborah Furner  
Brittany Carpenter  
Robin Kaminski  
Lisa & Tom Meekins  
Justyna Meenan  
Jessica Price

#### **Auto Body Repair**

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 Cieplinski  
Chuck Obernessor  
Jordan Schreppel

#### **Construction**

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

#### **Cosmetology**

Dionne Bever  
Brianna Davis  
Holly Ellis  
Marie Golden  
Donna Grippe  
Mary Tamacera  
Julee Will

#### **Criminal Justice**

Enrico D'Alessandro  
Deputy Chief Peter Caruso  
Michael Colangelo  
James Masucci

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

Joann DeTraglia  
David Flihan  
Gerald Greene  
Thomas Wells

#### **Early Childhood**

Cevita Brown  
Dawn Maggiolino  
Paula Moore  
Mary Beth Piejko  
John Pawloski  
Veronica Smithson

#### **Electricity**

Paul Collis  
Pat Costello  
Richard Waters  
John Welter

#### **Emerging Technologies**

Art Lelio  
Robert Schuyler

#### **Health Occupations**

Nancy Caputo  
Michelle Cole  
Joan Farmer, RN  
Kathleen Perra  
Margaret Collea-Urtz  
Colette Wilk

#### **Multi-Occupations**

Deanne Cobb  
Shari Gattari  
Gerald Greene  
Jackie Lapertosa  
Joann Marshall  
Joanne Martin  
Carol Watros

#### **New Visions:**

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

Kathleen Aiello  
Susan Carlson  
Pamela Hollenback  
Jean Palmer  
Steven Pecheone

#### **Welding**

Mathew Gamela  
Robert Roser  
Greg Sydorw

### BOCES Advisory Council

Kristie Bailey  
Mark Barbano  
Susan Carlson  
Doreen Corbin  
Patrick Costello  
Christopher Hill  
Mary Henderson  
Anthony Malagese  
David Mathis  
Shane McGovern  
Howard D. Mettelman  
Casey Napoli  
Jean Palmer  
Judy Petroski  
Dr. Gary W. Porcelli  
Donald Ryan  
John J. Salerno  
Alice Savino  
Jackie Snizek  
David Stayton  
Michelle Vivacqua  
Philip M. Williams  
Jodie Wyckoff

# Instructional Programs

## School to Career Programs

The **School to Career** programs provide students with opportunities to practice 21st Century skills necessary to be college, career and citizen 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 appropriate activities that includes career speakers and tours, job shadowing, internships, 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** encourages students 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)



*Stephanie Odin, New Hartford, left, and James Crowe, Waterville, right, work with a mechanic, center, at Clinton Tractor during a School and Business Alliance Shadow Day.*

# Instructional Programs

## School-to-Career Programs

### highlights

- In its 24th year, the School and Business Alliance collaborates with our District, Collegiate and Business partners to broaden our career development student services in response to the rigors of the 21st Century workplace.
- In 2013-2014, the number of students who completed a 20 hour minimum internship through the OHM BOCES and Districts' programs rose from 470 to 965.
- While Health Careers continues to hold the top career choice for Oneida County students, the School to Career Programs are witnessing increased student interest in chemical engineering, physics, cyber security and bio-medical engineering.



*Rocco Migliori, Superintendent Westmoreland Central School District, discusses School & Business Alliance*

VOICES

Oneida-Herkimer-Madison (OHM) BOCES allows our school district to offer a variety of essential programs to our students that we could not possibly offer alone. The School and Business Alliance (SABA) is one of those programs.

SABA has provided every student in our district with multiple opportunities to shadow a professional, perform a 20 hour internship, attend a career day at the Utica School of Commerce and participate in career seminars and in Career and Technical Education Activity Day.

SABA also helps students meet certain challenges. Many students struggle with selecting a college major and even a career path. Often, they really don't understand a particular field and the specific requirements needed to enter it and have limited knowledge about many different types of careers. SABA provides students with the necessary information to understand and sift

through different career types and by expanding their horizons, helps many determine what they like and don't really like, or what they want to do with their life just a couple of years down the road.

As a smaller district, we don't have the resources to build, administer and maintain a program of SABA's magnitude. Simply put, we all have a mission to graduate kids who are college, career and citizen ready. SABA provides opportunities for all students to develop skills in each of those areas.

In closing, SABA provides a great model of what school, business and community partnerships are really all about. The SABA Board of Directors is a dedicated group of hard working individuals looking to give back to the community. They work tirelessly on behalf of all kids, providing opportunities to earn a multitude of real work experiences. I thank OHM BOCES and SABA for all that it does for our school district and beyond.



# 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 cognitive, 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. 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 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 School Based Program (204) is designed to provide programs to meet the diversified social-emotional, academic, and vocational needs of children who are mildly intellectually disabled, moderately intellectually disabled, 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 Developmental 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 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

### Program Cosers

(201) 8:1:2 Program  
 (203) 12:1:1 Adjustment  
 (204) 12:1:1 School Based  
 (206) ARC Programs  
     .020 Transition  
     .030 STRIDE  
     .040 College Works/  
         Foundation  
     .050 Options  
     .060 College Works  
         Year 1  
     .070 YES  
     .080 Life After H.S.  
     .090 Super Seniors  
 (209) 12:1:3 Multiply  
     Disabled Program  
 (209) 12:1:3  
     Developmental Program  
 (560) CPSE Coordinator  
 (575) Vocational  
     Assessment  
 (707) Transition Planning  
 (708) 1:1 Teaching  
     Assistant

### Summer Programs

(825) Related Services  
 (826) 1:1 Teaching  
     Assistant  
 (831) Moderate Program  
 (832) Multiply Disabled/  
     Developmental  
 (834) 8:1:2 Program



# Instructional Programs

## Bridges–Special Education

### Program Cosers

- (201) 8:1:2 Program
- (203) 12:1:1 Adjustment
- (204) 12:1:1 School Based
- (206) ARC Programs
  - .020 Transition
  - .030 STRIDE
  - .040 College Works/  
Foundation
  - .050 Options
  - .060 College Works  
Year 1
  - .070 YES
  - .080 Life After H.S.
  - .090 Super Seniors
- (209) 12:1:3 Multiply  
Disabled Program
- (209) 12:1:3 Autism  
Program
- (560) CPSE Coordinator
- (575) Vocational  
Assessment
- (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) 8:1:2 Program

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).



*Bridges Teaching Assistant Debra Huebner reads to students in Debbie Orlowski's class.*

# Instructional Programs

## Bridges–Special Education

|                                      | 2014-2015<br>Current<br>Appropriations | 2015-2016<br>Preliminary<br>Estimates |
|--------------------------------------|--|---------------------------------------|
| <b>Appropriations</b>                |  |                                       |
| <b>Personnel</b>                     |  |                                       |
| Instructional 150                    | \$3,676,309.22 .....                   | \$3,807,929.11                        |
| Non-instructional 160                | \$115,644.75 .....                     | \$119,551.00                          |
| Equipment 200's                      | \$15,115.10 .....                      | \$32,876.18                           |
| Supplies and Materials 300's         | \$87,096.41 .....                      | \$67,861.92                           |
| Contractual and Other Expenses 400's | \$1,442,649.77 .....                   | \$706,710.83                          |
| Fringe 800's                         | \$2,349,990.93 .....                   | \$2,246,010.90                        |
| <b>Total Direct Expenses</b>         | <b>\$7,686,806.18 .....</b>            | <b>\$6,980,939.94</b>                 |
| <b>Transfer Charges</b>              |  |                                       |
| Operations & Maintenance 950         | \$609,909.00 .....                     | \$622,107.18                          |
| Other Service Programs 960, 961, 962 | \$6,142,629.77 .....                   | \$5,688,880.88                        |
| <b>Total Program Expenses</b>        | <b>\$14,439,344.95 .....</b>           | <b>\$13,291,928.00</b>                |
| Less Transfer Credits 970, 971, 972  | \$266,630.00 .....                     | \$275,435.00                          |
| <b>Net Expenses</b>                  | <b>\$14,172,714.95 .....</b>           | <b>\$13,016,493.00</b>                |
| Charges to Components                | \$13,576,137.30 .....                  | \$12,466,202.50                       |
| Other Revenues                       | \$596,577.65 .....                     | \$550,290.50                          |
| <b>Total Revenue</b>                 | <b>\$14,172,714.95 .....</b>           | <b>\$13,016,493.00</b>                |

## highlights

The OHM BOCES Special Education Summer Program is a continuation of the 2014-15 school year programs for eligible disabled students and is mandated by Part 200 Commissioner's Regulations. This extension is intended to prevent regression of skills acquired by the student during the regular school year. Students who will be enrolled in the program will have the six week program identified by their Individual Education Plans and will have the recommendation approved by their local school district's Committee on Special Education and Board of Education, as required by law.

The Committee on Special Education annually reviews every student's Individual Education Plan and makes recommendations for summer programming as well as the next school year's program to best meet the needs of disabled children. Districts will be charged a basic tuition rate plus the cost of related services for each student, which is reimbursable through the STAC process at a preapproved rate.

In order to meet the Regulations of the Commissioner of Education as specified under Part 200, data and documentation used within a justification is required for all students being recommended for 12 month programming/ extended school year. Both quantitative and qualitative information is reviewed by the CSE Committee to substantiate the need for providing 12 month services.

Students to be considered for the 12 month special education program and services must meet the following criteria:

- Students with severe multiple disabilities, whose program consists primarily of habilitation and treatment. As in the past, for the students with severe multiple disabilities, who are in programs consisting of primarily of habilitation and treatment such as the 12:1:3 Multiply Disabled, regression documentation is *not* required.
- Students who, in order to prevent *substantial regression*, exhibit the need for a 12-month special service and/ or program provided in a structured learning environment as determined by the CSE.
- Students whose management needs are determined to be highly intensive and require a high degree of individualized attention and intervention.
- Additionally, substantial regression needs to be documented if found for *each* recommended related service (Speech, OT, PT, TVI, Counseling and TOD).

# Instructional Programs

## Bridges–Special Education



*Bridges students perform The Lion King over the summer.*



*Chuck Chafee, Superintendent Waterville Central School District, discusses Special Education*

Oneida-Herkimer-Madison (OHM) BOCES continues to provide small districts, like Waterville, with many great educational opportunities for our students. One of the services Waterville benefits from through OHM BOCES is Special Education.

Because of the variety of programs the OHM BOCES Special Education Division offers, we are able to appropriately place students with disabilities in programs, while keeping the least restrictive environment at the forefront and maximizing students' opportunity and potential for success. The staff at OHM BOCES, along with Ann Capecelatro, our CSE chair, strives to align programs and services to meet the individual needs of each student.

OHM BOCES also continues to provide Waterville and other school districts dealing with limited resources the ability to maximize savings through the "power of sharing." Often, smaller districts do not require the full time equivalent of related service providers (Speech, Physical, Occupational and Vision Therapy, ESL and School Psychological services), therefore, utilizing OHM BOCES' itinerant services results in a more cost-effective solution. Additionally, Ellen Mahanna, principal of OHM BOCES Special Education Programs, facilitates monthly

meetings for all regional Committee on Special Education chairpersons. These meetings serve as a platform for collegial conversations, as well as an opportunity to disseminate regulation updates from the State Education Department. Moreover, Ken Ford, director of Information and Technology, and his colleagues, have offered support in maximizing instruction and gaining access to the curriculum for our students with disabilities. Obviously, the people at OHM BOCES live the "whatever it takes" mission statement as it relates to customer service. Simply put, OHM BOCES provides districts like Waterville the ability to deliver students an academic program that would otherwise be unaffordable.

In closing, the mission of the Waterville Central School District is to, "Prepare each student to be a successful and productive member of society." OHM BOCES' vast array of programs and services allows our district to successfully fulfill that mission for our students! Lastly, Waterville looks forward to continuing the collaborative relationships built with OHM BOCES and sharing services to benefit all stakeholders, most importantly, our students.

# Instructional Programs

## Related/Itinerant Services

Consideration should be given to securing an Itinerant position through BOCES anytime a school district's anticipated need is for a 0.6 FTE or less.

Itinerant services and academic center-based programs are possible whenever two or more districts wish to participate in any instructional support service category.

BOCES shared service budgets include costs for personnel and mileage reimbursement. The budget for equipment and supplies are shared between participating school districts.

The following is a list of some of the academic services that are currently provided: Art, Technology, Family and Consumer Science (FACS), Math, English as a Second Language (ESL), Health, and Foreign Languages: Chinese, Spanish, and French.

Many component school districts need therapeutic services on a part-time basis. Through Itinerant Services, therapists are available in such disciplines as psychology, social work, occupational therapy, physical therapy, and speech.

In addition, teachers of the deaf and hearing impaired and teachers of the blind and visually impaired services are offered. Each district is charged on a formula basis for teacher salaries, fringe benefits and some supplemental equipment, supplies, travel and/or related contracted services.

Additional program areas can be added whenever two or more districts share the service. Aid is limited to a maximum of a 0.6 full time employee.

### Program COSERS

- (302) Business
- (303) Art
- (305) Guidance
- (306) Technology
- (307) English
- (308) Physical Education
- (309) Health
- (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
- (325) Home Economics
- (326) ESL Teacher
- (328) Math
- (329) Science
- (330) Special Programs Coordinator
- (331) School Media Specialist
- (334) Consultant Teacher
- (335) Teacher Learning Disabled/Special Ed.
- (336) Gifted and Talented
- (337) Spanish
- (338) Music
- (339) French



*Remsen students partake in a Psychology and Sociology Distance Learning class taught by Mr. James Davis.*



# Instructional Programs

## Related/Itinerant Services

|  | 2014-2015<br>Current<br>Appropriations | 2015-2016<br>Preliminary<br>Estimates |
|--|--|---------------------------------------|
| <b><i>Appropriations Personnel</i></b> |  |                                       |
| Instructional 150                      | \$4,050,301.13.....                    | \$3,618,860.02                        |
| Non-instructional 160                  | \$630,585.29.....                      | \$622,806.77                          |
| Equipment 200's                        | \$18,681.48.....                       | \$56,362.50                           |
| Supplies and Materials 300's           | \$37,209.11.....                       | \$50,604.54                           |
| Contractual and Other Expenses 400's   | \$297,790.36.....                      | \$232,264.04                          |
| Fringe 800's                           | \$2,873,481.87.....                    | \$2,414,210.59                        |
| <b>Total Direct Expenses</b>           | <b>\$7,908,049.24 .....</b>            | <b>\$6,995,108.46</b>                 |
| <b><i>Transfer Charges</i></b>         |  |                                       |
| Operations & Maintenance 950           | \$0.00.....                            | \$0.00                                |
| Other Service Programs 960, 961, 962   | \$226,456.18.....                      | \$279,321.23                          |
| <b>Total Program Expenses</b>          | <b>\$8,134,505.42 .....</b>            | <b>\$7,274,429.69</b>                 |
| Less Transfer Credits 970, 971, 972    | \$3,910,071.21 .....                   | \$3,065,554.59                        |
| <b>Net Expenses</b>                    | <b>\$4,224,434.21 .....</b>            | <b>\$4,208,875.10</b>                 |
| Charges to Components                  | \$3,765,651.79.....                    | \$3,896,912.40                        |
| Other Revenues                         | \$458,782.42.....                      | \$311,962.70                          |
| <b>Total Revenue</b>                   | <b>\$4,224,434.21 .....</b>            | <b>\$4,208,875.10</b>                 |



*Alternative Education students conduct an experiment using balloons at the OHM BOCES campus.*

# 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.

### Program Cosers

Alternative Education  
(408.01)  
Summer School (428)  
GED Programs (411)

## 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 one 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.

|  | 2014-2015<br>Current<br>Appropriations | 2015-2016<br>Preliminary<br>Estimates |
|--|--|---------------------------------------|
| <b><i>Appropriations Personnel</i></b> |  |                                       |
| Instructional 150                      | \$1,904,526.02 .....                   | \$1,934,900.45                        |
| Non-instructional 160                  | \$511,198.38 .....                     | \$403,192.41                          |
| Equipment 200's                        | \$19,704.01 .....                      | \$10,500.00                           |
| Supplies and Materials 300's           | \$83,760.12 .....                      | \$52,872.70                           |
| Contractual and Other Expenses 400's   | \$388,047.07 .....                     | \$321,166.07                          |
| Fringe 800's                           | \$1,460,614.50 .....                   | \$1,427,018.60                        |
| <b>Total Direct Expenses</b>           | <b>\$4,367,850.10 .....</b>            | <b>\$4,149,650.23</b>                 |
| <b><i>Transfer Charges</i></b>         |  |                                       |
| Operations & Maintenance 950           | \$344,618.00 .....                     | \$351,510.36                          |
| Other Service Programs 960, 961, 962   | \$1,612,177.50 .....                   | \$1,550,119.22                        |
| <b>Total Program Expenses</b>          | <b>\$6,324,645.60 .....</b>            | <b>\$6,051,279.81</b>                 |
| Less Transfer Credits 970, 971, 972    | \$40,098.48 .....                      | \$50,815.32                           |
| <b>Net Expenses</b>                    | <b>\$6,284,547.12 .....</b>            | <b>\$6,000,464.49</b>                 |
| Charges to Components                  | \$6,035,221.12 .....                   | \$5,838,654.24                        |
| Other Revenue                          | \$249,326.00 .....                     | \$161,810.25                          |
| <b>Total Revenue</b>                   | <b>\$6,284,547.12 .....</b>            | <b>\$6,000,464.49</b>                 |



# Instructional Programs

## Test Assessing Secondary Completion - TASC

The TASC Program prepares students 16 to 21 years of age, who transfer from regular secondary programs, to take the Test Assessing Secondary Completion (formerly known as the GED). Students attend class a minimum of 12 hours per week to prepare for this test. Students may also be enrolled in approved Career and Technical Education courses. Parental and school district permission is required to enroll in this program.

### Program Cosers

Test Assessing Secondary Completion - TASC (411)  
Summer School (428)

## Regional Summer School

BOCES Summer School offers an elementary component and junior/senior high programs. Junior/senior high programs include all course offerings, driver education, alternative education summer school and a Regents tutorial program to assist students in preparation for the August Regents exams. BOCES Summer School lets students:

- Enrich their education through additional secondary school courses;
- Make-up work they failed or were unable to take during the regular school year;
- Satisfy post-secondary school entrance requirements; and
- Improve their competencies in basic skills.

Course offerings are based on projections from participating schools. Students from participating districts may also take walk-in Regents Examinations with school district approval and proper identification.



*An Alternative Education student shakes hands with OHM BOCES District Superintendent Howard Mettelman at the 2014 Middle Settlement Academy Graduation Ceremony.*

# 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 2013-2014 school year, 32 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 2014 Regional Summer School Program was 1,737 students. In addition, 73 students completed the driver education program, and 405 students were enrolled in the Regents tutorial program, and 1,209 students took Regents Examinations or Regents Competency Tests.



*Bruce Karam, Superintendent Utica City School District, discusses Alternative Education*



Our relationship with Oneida-Herkimer-Madison (OHM) BOCES has been very beneficial to the Utica City School District and to our students. Specifically, the Alternative Education Program offered through OHM BOCES provides a place for students to learn in a smaller environment; thus effectively meeting their individualized educational needs.

The Alternative Education Program also provides students with a flexible learning environment where students can work at their own pace as they accumulate the necessary credits toward graduation. Many times, students find that this type of experience is more beneficial rather than the traditional high school setting. Over the years, our students in attendance at the Alternative Education Program have found a great deal of success and their participation in the program has enabled them to graduate on time and build a solid foundation for future success.

In general, OHM BOCES has afforded us an opportunity to share services with other component districts, thus saving operational costs. This has been very important over the past several years as we have faced a very difficult fiscal climate characterized by large budget deficits and the resulting cutbacks and staff layoffs in our district. Alternative Education through OHM BOCES saves operational costs, as well.

The Alternative Education Program offered at OHM BOCES is much more cost effective than running a large scale program such as this in district. Hiring the number of staff that it would take to run this type of program would be cost prohibitive. It would also be very difficult for our district to find a location for this program and to pay the overhead costs associated with occupying another building. The reimbursement we receive through OHM BOCES, along with the educational benefits for our students, makes it a very effective way to offer this service.

In closing, the Alternative Education Program at OHM BOCES is especially adept at tailoring their alternative programs to meet the unique needs of students. It offers students an environment where they can learn at their own pace and meet the rigors of New York state's high school graduation requirements, which entails that schools work to insure that all of their students are college and career ready when they leave high school.

We look forward to continuing to work with OHM BOCES in the future.

# 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, Science Center, 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.

| Service                      | Outside Agency | BOCES Cost  | School District Cost After Aid |
|------------------------------|----------------|-------------|--------------------------------|
| Portable Planetarium Service | \$65,100       | \$25,480    | \$1,904                        |
| Printing Services            | \$881,033      | \$1,504,826 | \$575,684                      |
| AV Equipment Repair          | \$172,976      | \$135,301   | \$34,454                       |
| School Communication         | \$181,300      | \$137,352   | \$33,360                       |
| Media Technology Services    | \$105,087,360  | \$641,917   | \$148,565                      |

Examples of these cost saving estimates are as follows:

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)  
 On-site 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)  
 Science Center (518)  
 Telecommunications (628)  
 Learning Technologies (510)

# Information and Technology

|                                      | 2014-2015<br>Current<br>Appropriations | 2015-2016<br>Preliminary<br>Estimates |
|--------------------------------------|--|---------------------------------------|
| <b>Appropriations Personnel</b>      |  |                                       |
| Instructional 150                    | \$1,340,769.33 .....                   | \$1,135,740.37                        |
| Non-instructional 160                | \$2,614,485.25 .....                   | \$2,539,884.66                        |
| Equipment 200's                      | \$2,293,276.53 .....                   | \$224,201.57                          |
| Supplies and Materials 300's         | \$1,408,092.69 .....                   | \$820,673.23                          |
| Contractual and Other Expenses 400's | \$4,650,946.07 .....                   | \$4,743,885.27                        |
| Fringe 800's                         | \$2,372,289.76 .....                   | \$2,171,169.33                        |
| <b>Total Direct Expenses</b>         | <b>\$14,679,859.63 .....</b>           | <b>\$11,635,554.43</b>                |
| <b>Transfer Charges</b>              |  |                                       |
| Operations & Maintenance 950         | \$84,521.00 .....                      | \$86,211.42                           |
| Other Service Programs 960, 961, 962 | \$789,210.94 .....                     | \$926,782.62                          |
| <b>Total Program Expenses</b>        | <b>\$15,553,591.57 .....</b>           | <b>\$12,648,548.47</b>                |
| Less Transfer Credits 970, 971, 972  | \$1,032,300.86 .....                   | \$1,217,036.01                        |
| <b>Net Expenses</b>                  | <b>\$14,521,290.71 .....</b>           | <b>\$11,431,512.46</b>                |
| Charges to Components                | \$10,235,040.97 .....                  | \$10,148,269.67                       |
| Other Revenues                       | \$4,286,249.74 .....                   | \$1,283,242.79                        |
| <b>Total Revenue</b>                 | <b>\$14,521,290.71 .....</b>           | <b>\$11,431,512.46</b>                |



*Robert Nole, Superintendent New Hartford  
Central School District, discusses Information and Technology*

Oneida-Herkimer-Madison (OHM) BOCES' Information and Technology (IT) Division plays an integral role in the overall success of our district. Information and Technology provides staff and services information technology maintenance and support, district staff professional development, new technology review and recommendations, equipment quotes and procurement, technology testing and repair and library media services.

These services have contributed to the success of our district by providing teachers, students and staff the tools necessary to teach and grow in the constantly changing technological world. In addition, Information and Technology is able to more efficiently provide a plethora of services by leveraging regional resources. It would be challenging and inefficient for our district to duplicate those services in our district, particularly when BOCES is able to meet those unique needs with quality services.

Not only does Information and Technology provide our district critical and quality services, but the professionalism and knowledge of the IT staff provides the New Hartford Central School District with support and services that contribute to efficient management. No matter the difficulty of a task, Information and Technology personnel address matters timely and professionally, providing solutions to complex problems. Maintaining and upgrading computers, software, network systems and multi-media technology is also a continuous challenge. Information and Technology provides staff and services necessary to meet and exceed those challenges.

In closing, the programs and services offered by Information and Technology help to support our district mission by providing comprehensive services and opportunities to our school community. From the School Library Service to the School Communication Service, instruction is enhanced and affordable communication services help to keep our community informed. Again, many of the services offered would be impossible for our district to support on its own.

We are impressed by the full spectrum of services provided by Information & Technology and look forward to maintaining our great relationship.



# Information and Technology



*Pat Skelly, School Library System, reads to students at the Richfield Springs Central School District during Mid-York Library's Regional Read.*

## highlights

- **BOCES IT Managed Services** provides IT staffing to 11 of our component school districts (33 staff). This staffing service provides highly qualified Information and Technology specialists with a wide array of expertise and services.
- **Distance Learning** broadcasts 51 classes every day to 25 different schools throughout New York state, including Mandarin Chinese, MVCC dual-credit Psychology and Sociology, and American Sign Language. We have also successfully distributed NYS Common Core resources along with regionally developed teacher resources digitally throughout the state to well over 750 teachers.
- **Twenty five school districts and 36 BOCES programs** are served by **Printing Services**. More than 20 million impressions were run last year, with more than 18 million quick copy impressions and more than 2 million print impressions.
- There were **98,767 curriculum resources** circulated from the Media Library. In addition, 93,372 titles were streamed. So far this school year, 723 teacher training sessions were held from July 2014 to February 2015. There are now 3,902 multiple book copy titles available and 639 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 **Science Center** currently serves 21 districts across a four BOCES region. More than 3,500 kits of our 37, K-6 kit titles will be delivered in 2013-2014. Development that reflects shifts in the Common Core and Next Generation Science Standards is ongoing.

# Program & Professional Development

The Program and Professional Development Division supports the continuous learning and capacity building of the teachers, administrators and support staff in the component districts. This work reaches into the classrooms and supports all students through our work with their teachers and leaders. The division assists administrators, teachers and school personnel in applying curriculum, improving instruction, utilizing data and forms of assessment to improve student achievement.

Program and Professional Development Services include the School and Curriculum Improvement Service, Curriculum Consultants, Leadership Coaches, Performing Arts, Arts in Education, Data Analysis, APPR Lead Evaluator Initial Certification and Recertification, Forensics, Regional Scoring Service for 3-8 ELA assessments, 3-8 Math assessments, 4 & 8 Science Assessments, Regents Exams in 11 subject areas, Local Assessment projects, Planning and Grants, Inter-rater Reliability training and monthly Leadership Meetings for Principals and District Leaders.

The team in the Program and Professional Development division has played a critical role in implementing the Regents Reform Agenda, providing training to the educators in our component districts. This service will continue to provide training and support in the Common Core Learning Standards, Data Driven Instruction and Teacher/ Leader Effectiveness.

The Performing Arts service integrates the arts within the curriculum. Through BOCES, performances are scheduled at participating schools. Concert tickets and other educational opportunities are provided to area students as well.

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



## highlights

- Leadership coaches provide the participating component districts with experienced leaders that collaborate with current school leaders to improve and support the school's goals.
- Provide support and guidance to districts regarding the APPR requirements and resulting district plans as well as re-submissions of the plans.
- PPD provides ongoing leadership training and monthly networking opportunities for school administrators as well as Leadership Research Institutes.
- PPD organized and executed regional scoring for more than 11,000 assessments for grades 3-8.
- PPD organized and executed regional scoring for the following Regents Exams in August, January and June:
  - ELA - English
  - Algebra
  - Algebra 2/Trigonometry
  - Geometry
  - Global History
  - U.S. History
  - Living Environment
  - Earth Science
  - Physics
  - Chemistry
- Administers a Strengthening Teacher and Leader Effectiveness grant for five component districts.

*Program and Professional Development participants listen to a speaker during the Strengthening Teachers in Leaders Effectiveness Grant presentation.*



# Program & Professional Development

|                                      | 2014-2015<br>Current<br>Appropriations | 2015-2016<br>Preliminary<br>Estimates |
|--------------------------------------|--|---------------------------------------|
| <b>Appropriations</b>                |  |                                       |
| <b>Personnel</b>                     |  |                                       |
| Instructional 150                    | \$441,638.92.....                      | \$335,171.83                          |
| Non-instructional 160                | \$29,497.00.....                       | \$30,883.00                           |
| Equipment 200's                      | \$2,500.00.....                        | \$2,000.00                            |
| Supplies and Materials 300's         | \$110,462.70.....                      | \$115,600.00                          |
| Contractual and Other Expenses 400's | \$505,216.81.....                      | \$424,281.38                          |
| Fringe 800's                         | \$279,590.91.....                      | \$194,295.14                          |
| <b>Total Direct Expenses</b>         | <b>\$1,368,906.34 .....</b>            | <b>\$1,102,231.35</b>                 |
| <b>Transfer Charges</b>              |  |                                       |
| Operations & Maintenance 950         | \$29,704.00.....                       | \$30,298.08                           |
| Other Service Programs 960, 961, 962 | \$46,476.45.....                       | \$48,903.50                           |
| <b>Total Program Expenses</b>        | <b>\$1,445,086.79 .....</b>            | <b>\$1,181,432.93</b>                 |
| Less Transfer Credits 970, 971, 972  | \$57,967.25.....                       | \$60,085.94                           |
| <b>Net Expenses</b>                  | <b>\$1,387,119.54 .....</b>            | <b>\$1,121,346.99</b>                 |
| Charges to Components                | \$1,324,927.54.....                    | \$1,121,346.99                        |
| Other Revenue                        | \$62,192.00.....                       | \$0.00                                |
| <b>Total Revenue</b>                 | <b>\$1,387,119.54 .....</b>            | <b>\$1,121,346.99</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)



*Dr. Kathleen Davis, Superintendent Holland Patent Central School District, discusses Program & Professional Development*

The Holland Patent Central School District continues to rely on Oneida-Herkimer-Madison (OHM) BOCES to provide a plethora of shared services. Program and Professional Development (PPD) is one of many services which has provided our staff with the opportunity to prepare students for life.

PPD allows for consistent and pervasive implementation of professional development which targets regionally shared vision and goals. The strength of collaboration and training allows for educators to share ideas, build on best practices and grow from learning from others.

BOCES provides a path for us to partner with area schools to build capacity and pool resources and expertise. The district mission is to prepare students for life. Our embraced quote is, "Success is the only option." Success can only happen with teamwork and collaboration. BOCES is the model for the concept of regional collaboration. I believe that without BOCES, our programming for students would not be as enriched and success wouldn't be an option for all.

The implementation of the CCS and CC Assessment has been a big undertaking. BOCES has allowed for our educators to come together for training, support and collaboration to successfully implement modules, develop assessments, train and to score exams. It has been a wonderful journey knowing we have a strong partnership with BOCES as our guide.

Over the past 13 years as a superintendent, I have watched the BOCES PPD department guide and provide strong leadership for new superintendents to allow for consistency and the quality of programming to remain strong in the region. It has been a pleasure to be a part of this regional team.



# Administrative Services

## Administrative and Regional Information Services

This budget area function includes the cost of the Safety Service and Inspection Program, Dignity Act Services, 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.

*Matthew Bashant, science program specialist, works with local educators during the Semi High Tech U training last summer.*



### 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)

|                                      | 2014-2015<br>Current<br>Appropriations | 2015-2016<br>Preliminary<br>Estimates |
|--------------------------------------|--|---------------------------------------|
| <b>Appropriations Personnel</b>      |  |                                       |
| Instructional 150                    | \$0.00                                 | \$0.00                                |
| Non-instructional 160                | \$1,231,841.73                         | \$1,005,755.31                        |
| Equipment 200's                      | \$22,295.00                            | \$22,500.00                           |
| Supplies and Materials 300's         | \$22,770.08                            | \$19,592.00                           |
| Contractual and Other Expenses 400's | \$6,559,896.68                         | \$6,130,754.71                        |
| Fringe 800's                         | \$756,868.00                           | \$602,973.61                          |
| <b>Total Direct Expenses</b>         | <b>\$8,593,671.49</b>                  | <b>\$7,781,575.63</b>                 |
| <b>Transfer Charges</b>              |  |                                       |
| Operations & Maintenance 950         | \$35,126.00                            | \$35,828.52                           |
| Other Service Programs 960, 961, 962 | \$65,859.05                            | \$69,746.53                           |
| <b>Total Program Expenses</b>        | <b>\$8,694,656.54</b>                  | <b>\$7,887,150.68</b>                 |
| Less Transfer Credits 970, 971, 972  | \$277,908.50                           | \$285,925.00                          |
| <b>Net Expenses</b>                  | <b>\$8,416,748.04</b>                  | <b>\$7,601,225.68</b>                 |
| Charges to Components                | \$7,636,945.04                         | \$7,199,078.01                        |
| Other Revenue                        | \$779,803.00                           | \$402,147.67                          |
| <b>Total Revenue</b>                 | <b>\$8,416,748.04</b>                  | <b>\$7,601,225.68</b>                 |

# Administrative Services

## Administrative and Regional Information Services

### highlights

- Food Services – Within the 14-school consortium, 7,600 lunches and 1,850 breakfasts are served daily in 28 school buildings. The service employs 170 people.
- The Central Business Office (CBO) was established in 1992 to provide our component districts with efficient and cost-effective business office operations. Prior to the creation of the CBO, each school district was responsible for processing its own payroll, accounts payable and bookkeeping. When the service was implemented, six districts contracted with OHM BOCES for CBO services.

CBO has now expanded to provide services to nine school districts. Each CBO staff member is cross-trained in all functions in order to provide uninterrupted quality services to its participating districts. CBO is a dynamic program, growing and changing to meet the evolving needs of the school districts; to implement new technologies; and to comply with state and federal regulations. On average, CBO processes approximately 18,000 accounts payable checks and 48,000 payroll checks per year for our participating school districts.

- The Learning Center – On March 1, 2010, the Oneida-Herkimer-Madison BOCES opened the doors to The Learning Center. Since then 3,444 events have been hosted with 160,647 people in attendance. The monthly average equates to 59 events with 2,770 people attending.

Events have consisted of meetings, workshops, conferences, awards ceremonies, graduations and staff-related gatherings. The Center has been used by the BOCES, component districts, educational institutions, the State Education Department and other outside entities.



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

VOICES

As a small school district, we could not possibly provide the depth and breadth of programs now in place without Oneida-Herkimer-Madison (OHM) BOCES. From the instructional side to the business side, we do a better job for our students, staff and school community because of all that our BOCES has to offer.

As for the business side, the New York Mills Union Free School District greatly utilizes administrative services of all kinds, through OHM BOCES. Some of these services come from the BOCES Safety Office. The Safety Office assists us with the completion of required inspections in a timely manner and works with us on our District Facilities Health and Safety Committee.

The Transportation and Maintenance Office has assisted us with the training and testing of bus drivers and bus monitors.

The Community of Resources and Expertise (CORE) helps provide our students a safer and healthier school environment due to training and technical assistance with violence prevention strategies, alcohol and drug prevention activities, mental health services and positive behavioral intervention supports (PBIS).

New York Mills also utilizes a number of other administrative services. The OHM BOCES Human Resources Office assists us with teacher certification issues and questions. Records Management helps us with records retention requirements and transfers older documents into electronic records. OHM BOCES' Food Services coordinates and serves breakfast and lunch for our students each day. Additionally, New York Mills is part of the OHM BOCES insurance consortium, which helps to keep insurance costs down through cooperative group purchasing of this important employee benefit.

Finally, the Central Business Office provides us with additional staff through BOCES so that the district can comply with the required segregation of financial duties. They assist us with payroll checks, check reconciliation, warrants, financial statements and federal and state reporting. OHM BOCES is crucial for our school district's long term sustainability. Working with BOCES has proven to be very cost effective for this small school district.

In closing, we are all dealing with diminishing resources and increasing requirements while still doing our very best to offer the very finest education to our students. OHM BOCES allows our school district to offer more comprehensive, high quality programs than we ever could alone. As a result, our school district successfully "helps students become motivated, responsible, caring individuals by providing resources and a safe, supportive environment which encourages students to pursue excellence."

# 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.

|                                      | 2014-2015<br>Current<br>Appropriations | 2015-2016<br>Preliminary<br>Estimates |
|--------------------------------------|--|---------------------------------------|
| <b>Appropriations Personnel</b>      |  |                                       |
| Instructional 150                    | \$1,397,997.05 .....                   | \$1,561,450.58                        |
| Non-instructional 160                | \$854,113.16 .....                     | \$918,760.25                          |
| Equipment 200's                      | \$110,095.16 .....                     | \$165,627.21                          |
| Supplies and Materials 300's         | \$223,146.30 .....                     | \$236,805.55                          |
| Contractual and Other Expenses 400's | \$1,834,374.48 .....                   | \$1,882,912.10                        |
| Fringe 800's                         | \$1,286,328.44 .....                   | \$1,350,620.77                        |
| <b>Total Direct Expenses</b>         | <b>\$5,706,054.59.....</b>             | <b>\$6,116,176.46</b>                 |
| <b>Transfer Charges</b>              |  |                                       |
| Operations & Maintenance 950         | \$6,045.00 .....                       | \$6,165.90                            |
| Other Service Programs 960, 961, 962 | \$752,210.11 .....                     | \$848,934.33                          |
| <b>Total Program Expenses</b>        | <b>\$6,464,309.70.....</b>             | <b>\$6,971,276.69</b>                 |
| Less Transfer Credits 970, 971, 972  | \$6,464,309.70 .....                   | \$6,971,276.69                        |
| <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>                         |

*Meghan Nowak  
(center), Whitesboro,  
receives an award at  
the 2014 Skills USA  
competition.*









## Notes

[illegible]

# Notes

[illegible]

## Notes

[illegible]

[illegible]

*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.



Oneida • Herkimer • Madison

**BOCES**

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

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