



ONEIDA HERKIMER MADISON BOCES

ANNUAL MEETING

APRIL 3, 2019

2019



Oneida • Herkimer • Madison

BOCES

Mission Statement

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

Message from the Board

The Cooperative Board of Oneida-Herkimer-Madison BOCES invites you to participate in the Annual Meeting to be held on Wednesday, April 3, 2019, in the Howard D. Mettelman Learning Center located on Middle Settlement Road in New Hartford.

Chapter 293 of the Laws of 1993, the BOCES Reform Act, requires that the Annual Meeting be held to review the proposed BOCES budget. In addition, candidates for the cooperative board will be introduced. In conformance with the law, the cooperative board has designated Tuesday, April 23, 2019, 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, 2019. 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, 2020.

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,

Elaine M. Falvo, President
Steve Boucher, Vice President
Michelle Anderson
Doreen Corbin
Evon M. Ervin
John A. Griffin

Charlene Hartman
Michael J. Moore
Gary P. Nelson
Dr. Gary W. Porcelli
John J. Salerno
Russell Stewart

Cooperative Board of the Oneida-Herkimer-Madison BOCES

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BOCES Cooperative Board



Elaine M. Falvo
President
New Hartford



Steve Boucher
Vice President
Remsen



Michelle Anderson
Oriskany



Doreen Corbin
Brookfield



Evon M. Ervin
Utica



John A. Griffin
Sauquoit



Charlene Hartman
Westmoreland



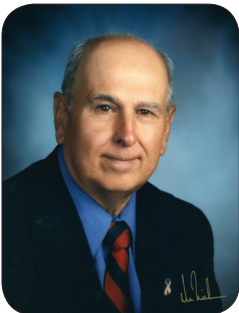
Michael J. Moore
Clinton



Gary P. Nelson
Holland Patent



Dr. Gary W. Porcelli
New York Mills



John J. Salerno
Whitesboro



Russell Stewart
Waterville



Jacklin G. Starks
Interim
District Superintendent

Component Board Members

Bernard Whitacre (president), Jeffrey Beehm (vice president), Dawn Brean, Sean Karn, Valerie Nolan

Brookfield (1)

Mary Lou Lauchert (president), Timothy Thomas (vice president), Megan Burdick, Sam Catterson, Melinda Leising, Luke Perry, Erica Shaw

Clinton (2)

Richard Allen (president), Lydia Berez-Kelly (vice president), Dr. Noel Gaige, Michael Garrett, Kathy Smyth

Holland Patent (3)

John Jadhon (president), Pamela King (vice president), Annette Bean, Beth Coombs, Linda Lark, Cindy Chan Phillips, James Stephens

New Hartford (4)

Jacqueline Edwards (president), Steven King (vice president), Alicia Albright, Kristen Hubley, Michelle Jordan, Dr. Gary W. Porcelli, Janet Wroblecki

New York Mills (5)

Amy Mayo (president), Adam Kernan (vice president), Michelle Anderson, Robyn Appler, Carl Graziadei, Esq., Therese Hanna, Brian Judycki

Oriskany (6)

Mary Lou Allen (president), James Reilly (vice president), Sonya Murray, Brian Parent, Mark Williams

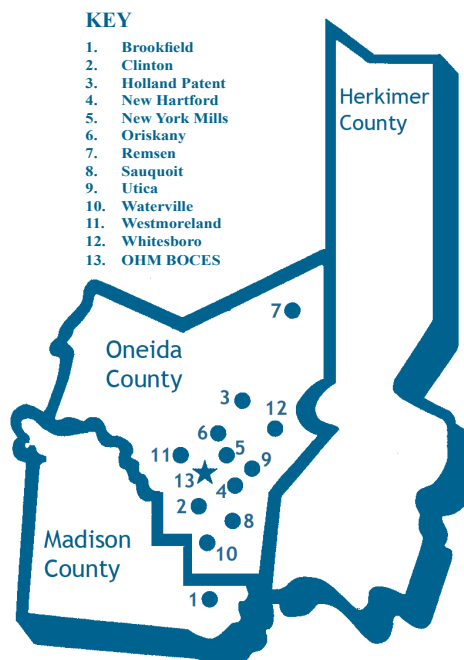
Remsen (7)

Dawn Miller (president), Anthony Nicotera (vice president), Michele Brennan-Vuocolo, Ron Critelli, Jim Dever, Todd Nelson, Christine Weber Mangini

Sauquoit Valley (8)

Louis D. LaPolla (president), Donald Dawes (vice president), Evon M. Ervin, Joseph Hobika, Anthony LaPolla, Christopher J. Salatino

Utica (9)



Russell Stewart (president), Stephen Stanton (vice president), Linda Hughes, Mark Mowrey, Susannah Quayle, Steve Turner, Roberta Williams

Waterville (10)

John Acee (president), Joseph Vanderhoff (vice president), Katrina Bratge, Christine Calogero, Heather Johnson, Pamela Murphy, Denise Szarek

Westmoreland (11)

Michael Head (president), Brian McQueen (vice president), Edward Blake, Donald H. Henderson, Jonathan Henderson, Thomas Schoen, Jr., Steven Szatko

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 classrooms to serve students with special educational needs. The rental charge for such a classroom is \$3,200. Districts also receive \$8,500 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

*Example: **School Communications** - 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.*



Bridges students learn about firetrucks during a fire safety presentation.

TABLE 1
BOCES STATE AID RATIO

SCHOOL DISTRICT	ACTUAL 2017-18	ACTUAL 2018-19	ESTIMATED 2019-20
BROOKFIELD	.719	.739	.763
CLINTON	.692	.689	.728
HOLLAND PATENT	.742	.747	.738
NEW HARTFORD	.677	.645	.666
NEW YORK MILLS	.648	.613	.630
ORISKANY	.681	.692	.700
REMSSEN	.624	.624	.622
SAUQUOIT VALLEY	.761	.770	.783
UTICA	.899	.898	.907
WATERVILLE	.780	.781	.765
WESTMORELAND	.773	.761	.774
WHITESBORO	.725	.740	.742
AVERAGE	.727	.725	.735

Budget Information

DISTRIBUTION OF RESOURCES BY FUNCTION 2019-2020

TOTAL: \$65,252,103

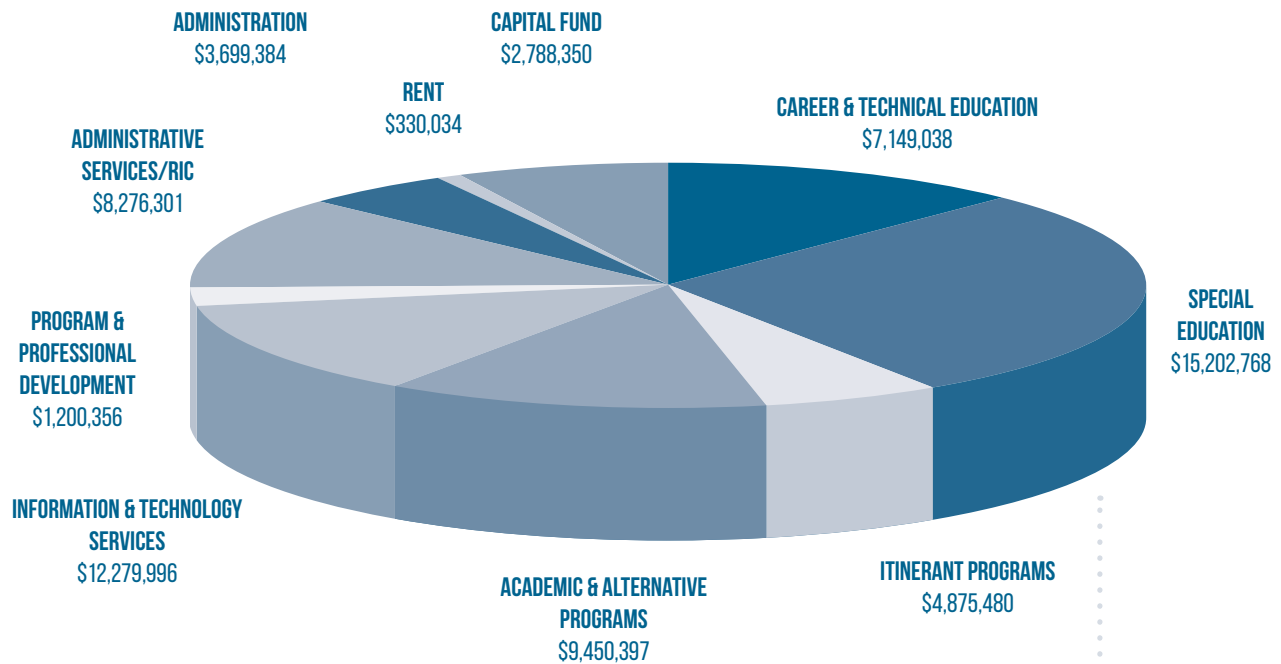


FIGURE 1

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 \$15,202,768 (**23 percent**).

State Trooper Conners visits Animal Science with his bloodhound.

Budget Information

DISTRIBUTION OF RESOURCES BY OBJECT 2019-2020

TOTAL: \$65,252,103

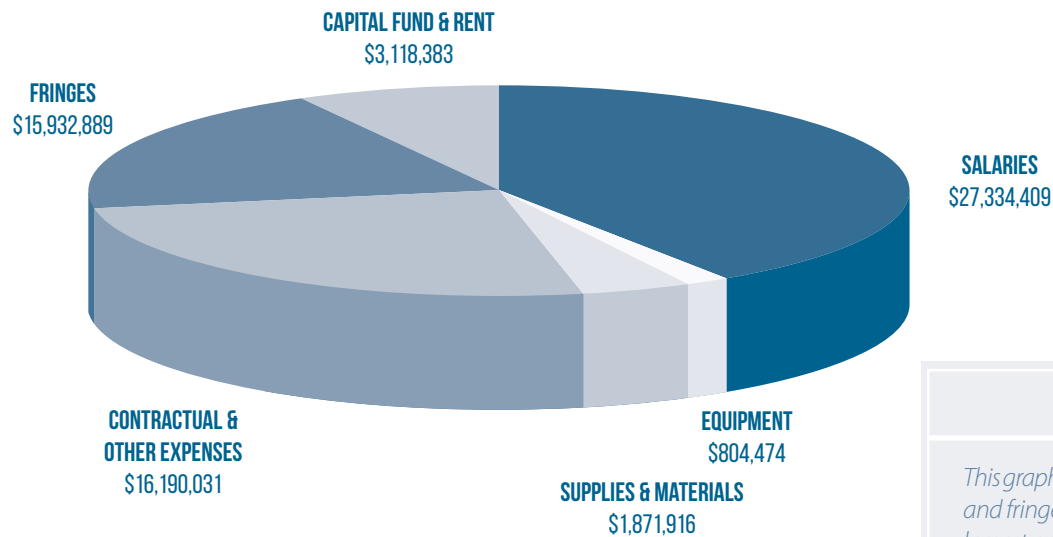


FIGURE 2

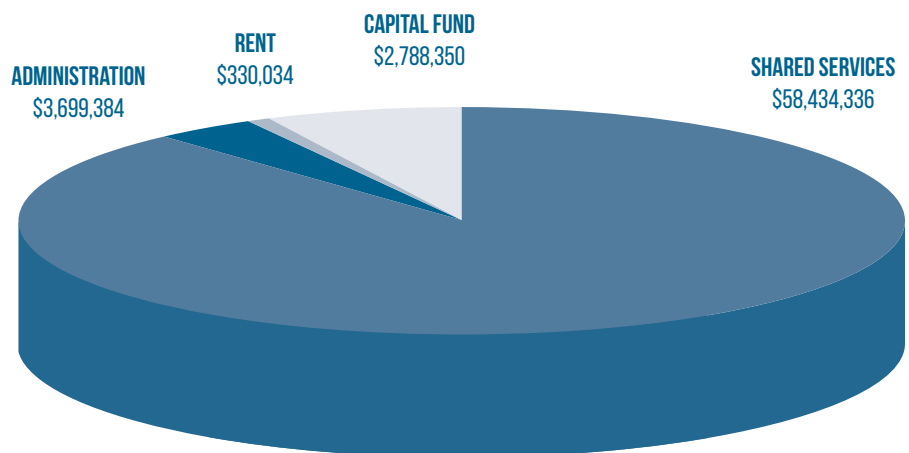
This graph illustrates that salaries and fringe benefits make up the largest portion of the budget.

DISTRIBUTION OF APPROPRIATIONS 2019-2020

TOTAL: \$65,252,103

FIGURE 3

Capital fund and rent represent 5.0 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

BROOKFIELD	216	0.88%
CLINTON	1,318	5.39%
HOLLAND PATENT	1,495	6.11%
NEW HARTFORD	2,751	11.24%
NEW YORK MILLS	588	2.40%
ORISKANY	631	2.58%
REMSEN	436	1.78%
SAUQUOIT VALLEY	1,084	4.43%
UTICA	10,648	43.51%
WATERVILLE	845	3.45%
WESTMORELAND	991	4.05%
WHITESBORO	3,471	14.18%
TOTAL	24,474	100%

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.



P-TECH student participates in a virtual reality presentation.

Rental Facilities

LOCATION OF RENTED FACILITIES 2018-2019

LOCATION	# OF CLASSROOMS	ANNUAL RENT	PROGRAM USE
NEW HARTFORD	3	\$9,600.00	SPECIAL EDUCATION
SAUQUOIT VALLEY	6	\$19,200.00	SPECIAL EDUCATION
WATERVILLE	9	\$28,800.00	SPECIAL EDUCATION
WESTMORELAND	5	\$16,000.00	SPECIAL EDUCATION
UTICA	45	\$19,575.00	SUMMER SCHOOL
REMSSEN	1	\$435.00	SUMMER SCHOOL
BROOKFIELD	1	\$435.00	SUMMER SCHOOL
ORISKANY	1	\$435.00	SUMMER SCHOOL
WATERVILLE	2	\$870.00	SUMMER SCHOOL
REMSSEN	1	\$435.00	SUMMER SCHOOL
NEW YORK MILLS	1	\$435.00	SUMMER SCHOOL
WHITESBORO	20	\$4,360.00	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
REMSSEN	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 (CBB REALTY, LLC)	29,651 SQ. FT.	\$202,516.00	INFORMATION & TECHNOLOGY
TOTAL		\$315,096.00	

RENT SUMMARY	UNIT COST	ANNUAL COST
23 CLASSROOMS- SPECIAL EDUCATION	\$3,200.00	\$73,600.00
52 CLASSROOMS-SUMMER	\$435.00	\$22,620.00
20 CLASSROOMS- SUMMER ELEMENTARY	\$218.00	\$4,360.00
12 CLASSROOMS- DISTANCE LEARNING	\$1,000.00	\$12,000.00
BRODOCK PRESS (CBB REALTY, LLC)		\$202,516.00
TOTAL		\$315,096.00

PROGRAM COST SUMMARY	UNIT COST	ANNUAL COST
23 CLASSROOMS- SPECIAL EDUCATION	\$8,500.00	\$195,500.00
52 CLASSROOMS-SUMMER	\$300.00	\$15,600.00
20 CLASSROOMS- SUMMER ELEMENTARY	\$150.00	\$3,000.00
TOTAL		\$214,100.00

Administration and Capital

ADMINISTRATION AND CAPITAL BUDGET

ADMINISTRATION BUDGET 001	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$312,886.07	\$319,032.05
NON-INSTRUCTIONAL 160	\$578,202.09	\$605,965.69
EQUIPMENT 200s	\$6,000.00	\$8,000.00
SUPPLIES AND MATERIALS 300s	\$22,002.11	\$20,807.78
CONTRACTUAL AND OTHER EXPENSES 400s	\$374,566.73	\$370,730.00
FRINGES 800s	\$446,376.00	\$419,620.66
TOTAL DIRECT EXPENSES	\$1,740,033.00	\$1,744,156.18
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$102,760.06	\$105,740.10
R.A.N. INTEREST 700	\$140,000.00	\$60,000.00
OTHER POST RETIREMENT 898	\$1,598,960.00	\$1,679,000.00
OTHER SERVICE PROGRAMS 960, 961, 962	\$108,379.08	\$110,487.34
TOTAL PROGRAM EXPENSES	\$3,690,132.14	\$3,699,383.62
CHARGES TO COMPONENTS	\$2,351,068.14	\$2,378,128.78
OTHER REVENUES	\$1,339,064.00	\$1,321,254.84
TOTAL PROGRAM REVENUES	\$3,690,132.14	\$3,699,383.62
CAPITAL / RENT BUDGET 002		
PAYMENTS TO DASNY	\$2,753,149.36	\$2,788,349.74
RENT 470	\$326,966.03	\$330,033.70
TOTAL CAPITAL / RENT EXPENSES	\$3,080,115.39	\$3,118,383.44
CHARGES TO COMPONENTS	\$3,062,115.39	\$3,100,383.44
OTHER REVENUES	\$18,000.00	\$18,000.00
TOTAL REVENUE	\$3,080,115.39	\$3,118,383.44

District Superintendent

RESOURCES

The District Superintendent serves as the field representative of the Commissioner of Education and as the Executive Officer of the BOCES. As the Commissioner of Education's representative, the District Superintendent acts as a consultant to 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 10-county area into sharper focus for the improvement of student educational performance.

District Superintendent's Compensation

The Oneida-Herkimer-Madison Board of Cooperative Educational Services is currently conducting a search for a new District Superintendent to replace Mr. Howard D. Mettelman who retired on July 1, 2018. The Board has advertised a salary range of up to \$166,762. A portion of this salary, \$43,499, to be paid by the State Education Department and is not included in the BOCES budget. The total compensation breakdown outlined below represents 2017-2018 salary and benefit calculations.



STATE SALARY	\$43,499
BOCES SALARY	\$123,263
BENEFITS	
RETIREMENT	\$17,710
SOCIAL SECURITY	\$10,904
HEALTH INSURANCE	\$20,209
WORKERS' COMPENSATION	\$1,001
UNEMPLOYMENT INSURANCE	\$100
TOTAL COMPENSATION	\$216,685

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



P-TECH & Bridges students make a donation to CNYVOC

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:

PROGRAM COSERS

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

Advertising Design & Multimedia Productions

Animal Science

Auto Body Repair

Auto Body & Auto Technology Occupations

Automotive Technology - NATEF

Conservation

Construction Trades

Cosmetology

Cosmetology Retailing

Criminal Justice

Culinary Arts

Early Childhood Education

Electricity & HVAC

Emerging Technologies & Cyber Security

Food Service Occupations

MiTech

Multi-Occupations

New Visions:

Business Management, Communications,

Education, Engineering, Health,

Legal Professions, Nanotechnology,

Performing Arts, Veterinary Science

Nurse Assistant

Outdoor Power & Recreational Equipment

P-TECH OHM

Welding

Highlights

- One OHM BOCES student held the position of Area 2 Vice President for the SkillsUSA student organization. The VP attended the National Leadership and Skills Conference in Louisville, K.Y., last summer and the Washington Leadership Training Institute in Washington D.C. in the fall.
- Nearly 40 students in grades 7-10 attended summer camps at the Career and Technical Education Center last summer. Camps included Creative Cooking, Self Enhancement and Introduction to Cybersecurity/Policing Procedures (combined class).
- Seniors in Criminal Justice participated as role players in the Excelsior Challenge at the State Preparedness Training Center in Oriskany. Students watched as Law Enforcement Special Response Teams from across the state navigated a series of role playing exercises based on real world scenarios.
- Students from the Construction Trades and Electricity/HVAC programs at CTEC are currently building an addition on the Conservation Learning Center. Construction Trades students framed the new area and then built walls and faceplates. Electricity students are installing conduit and wire in the structure. Students appreciate the opportunity to apply their skills and knowledge in this authentic, on-campus project.
- Cosmetology students visited Sitrin and the Masonic Nursing Home in December to provide manicures and welcomed conversation to the residents. The adults greatly appreciated the services provided and the time spent with the students.
- In November, four current and seven graduates of Emerging Technologies and Cyber Security participated in the CNY Hackathon at Mohawk Valley Community College. The CNY Hackathon is a regional intercollegiate offensive/defensive cybersecurity competition designed to improve the state of computer science and cybersecurity education. Students participate in challenges that task each team with penetrating a target to take control or defending their systems from attackers in order to maintain control.
- For the second year in a row, OHM BOCES won the Area 2 SkillsUSA "Community Service Project Award." CTEC students donated nearly three thousand hygiene and non-perishable food items for local veterans during the "Feed Our Vets" campaign.

Instructional Programs

CAREER AND TECHNICAL EDUCATION

	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$2,948,409.32	\$3,019,631.47
NON-INSTRUCTIONAL 160	\$201,001.44	\$194,246.09
EQUIPMENT 200s	\$79,189.26	\$15,000.00
SUPPLIES AND MATERIALS 300s	\$440,971.00	\$390,993.00
CONTRACTUAL AND OTHER EXPENSES 400s	\$165,353.50	\$285,597.24
FRINGES 800s	\$1,753,279.51	\$1,687,429.67
TOTAL DIRECT EXPENSES	\$5,588,204.03	\$5,592,897.47
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$1,472,056.51	\$1,514,746.15
OTHER SERVICE PROGRAMS 960, 961, 962	\$644,353.16	\$694,904.71
TOTAL PROGRAM EXPENSES	\$7,704,613.70	\$7,802,548.33
LESS TRANSFER CREDITS 970, 971, 972	\$697,571.00	\$653,510.00
NET EXPENSES	\$7,007,042.70	\$7,149,038.33
CHARGES TO COMPONENTS	\$6,559,860.00	\$6,752,327.00
OTHER REVENUE	\$447,182.70	\$396,711.33
TOTAL REVENUE	\$7,007,042.70	\$7,149,038.33



Voices

Dr. Stephen Grimm

Superintendent, Clinton Central School District, on Career and Technical Education

The programs our students have the option to take advantage of at the Career and Technical Education Center at the Oneida-Herkimer-Madison (OHM) BOCES, are state-of-the-art courses that we do not have the resources to provide to students on our own.

"The cutting edge, rigorous and relevant experiences the Career and Technical Education Center creates for our students are extremely important," says Dr. Stephen Grimm, superintendent of the Clinton Central School District. "Students have the opportunity to fully participate in careers that interest them."

Some of the programs the Career and Technical Education Center offers includes, construction trades, criminal justice, cyber security, electricity, New Visions and welding.

"Our district cannot provide the range and variety of programs to our students without our partnership with OHM BOCES and the Career and Technical Education Center," says Grimm. "We are so fortunate to have such interesting hands- and minds-on programs available to our students."

The vision of the Clinton Central School District is to prepare students through engaging, meaningful and challenging learning opportunities delivered by motivated and inspired professionals, and supported through collaborative partnerships with family, businesses, civic organizations and institutes of higher education.

"The Career and Technical Education Center's programs increase our capacity to follow through on the promise of our district vision for students by providing all of these learning opportunities using highly effective teachers who partner with local businesses, and higher education to deliver 21st Century knowledge and curriculum that will benefit our students for many years to come," Grimm added.

Instructional Programs

CAREER AND TECHNICAL EDUCATION

Consultant Committee Members

Advertising Design

Lynne Browne
Scot Connor
Jessica Donley
Howard Potter
Kirk Tupaj

Agriculture

John Calidonna
Robert Cardamone
Keith Joslin
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
James Harris
Tom Johnson
John Murphy
Frank Vetrone
Kurt Zimmerman

Automotive Service

Sam Arcuri
Sam Arcuri Jr.
Larry Bohling
Brian Cieplenski
Chuck Obernessor
Jordan Schreppel

Construction

Sam Celia
Fran Hardy
Mark Harjung
Larry Kozlowski
Luke Lewis
Tim Linck

Robert Luckina
Richard Ouimette

Cosmetology

Dionne Bever
Holly Ellis
Marie Golden
Mary Tamacera

Criminal Justice

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

Culinary Arts/Food Service

Erin Brewer
Joann DeTraglia
David Flihan
Gerald Greene
Terry Soron
Thomas Wells

Early Childhood

Katelyn Adams
Cevita Brown
Dawn Maggiolino
Paula Moore
Mary Beth Piejko
John Pawloski
Elizabeth Reardon
Veronica Smithson

Electricity

Paul Collis
Pat Costello
Richard Waters
John Welter

Emerging Technologies

Art Lelio
Joseph Giordano
Jake Mihevc
James Rice
Robert Schuyler
Warren Tabolt

Health Occupations

Nancy Caputo

Michelle Cole
Joan Farmer, RN
Cristin Kirkland
Kathleen Perra
Melissa Rathbun
Margaret Collea-Urtz
Colette Wilk

Multi-Occupations

Anne Bonsted
Deanne Cobb
Gerald Greene
Jackie Lapertosa
Joanne Martin
Monica Mielnicki

New Visions:

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

Kathleen Aiello
Susan Carlson
Jean Palmer
Steven Pecheone

Welding

Mathew Gamela
Robert Roser
Greg Sydoriv

BOCES ADVISORY COUNCIL

• • •

*Jack J. Boak Jr.
Susan Carlson
Doreen Corbin
Patrick Costello
Dana Dornburgh
Gerald Greene
Michelle Hall
Christopher Hill
Mary Henderson
David Mathis
Shane McGovern
Allene Monaghan
Casey Napoli
Jean Palmer
Dr. Gary W. Porcelli
Donald Ryan
John J. Salerno
Alice Savino
Erica Schoff
Jackie Snizek
David Stayton
Russell Stewart
Philip M. Williams*



FFA students bringing baskets of apples to the cider press.

Instructional Programs

SCHOOL TO CAREER PROGRAMS

The **School to Career** programs provide career development and work-based learning experiences which inspire and enable students to make informed decisions about post-secondary and career opportunities.

The **School and Business Alliance** promotes partnerships with business enterprises, labor, community agencies, component school districts and regional colleges that forecast emerging workforce needs; enlighten students to 21st Century professional skills and citizen responsibilities; provide career development experiences that connect students with industry professionals; and empower students to successfully transition into post-secondary studies and career pathways.

The **Regional Program for Excellence** designs unpaid internships for highly motivated junior and senior students from the Oneida and Herkimer BOCES component districts. Individualized 72-hour internships provide students with the opportunity to explore career choices while building professional skills.

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)

Tech Prep (574.08)

Career Specialist (574.09)

Health Careers (574.12)



Students and a table host at the SABA Breakfast Celebration.

Instructional Programs

SCHOOL TO CAREER PROGRAMS

Highlights

- Student interest to participate in a 20-hour internship rose from 1,320 students in 2016-2017 to 1,586 in 2017-2018.
- School and Business Alliance and Regional Program for Excellence partnered with 267 business , collegiate and community organizations to provide 7,891 student career experiences.



Voices

Rocco Migliori

Superintendent, Westmoreland Central District, on School to Careers

The Oneida-Herkimer-Madison (OHM) BOCES' School-to-Career Programs is providing students in the Westmoreland Central School District with opportunities to learn and understand the 21st Century skills necessary to be college, career and citizen ready.

"The high quality, real world opportunities offered through School-to-Career Programs help our students understand the world of work, decide on a career and post-secondary studies and transition into the workplace," Rocco Migliori, superintendent of the Westmoreland Central School District, said. "It's preparing students to be respectful, productive citizens in a diverse and evolving society."

The partnerships that OHM BOCES has established with local businesses, community agencies, component school districts and colleges allows School-to-Career Programs to offer an array of career exposure that individual school districts would be unable to provide on their own.

Through collaboration with local businesses and industry partners, students are exploring their interests and strengths while learning about careers available in our region. This helps students determine a career path, or decide what may be or may not be for them.

Migliori sees the important role specific programs like the School and Business Alliance, Regional Program for Excellence, CTE Internships and Tech Prep play in preparing students for life after high school.

"The knowledge and motivation that our students are gaining through School-to-Careers' college and career tours, career shadowing and career fairs is endless," Migliori explained. "We're seeing positive impacts in scholastic achievement by giving our students' these unique opportunities to foster their creativity, independence and innovation."

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.



PROGRAM COSERS

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12:1:1 Adjustment (203)
12:1:1 School Based (204)
ARC Programs (206)
.020 School to Work/Mentoring
.030 STRIDE
.040 College Works Foundation
.050 Options Middle School
.060 Life After High School
.070 YES
.090 Options High School
12:1:4 Multiply Disabled Program (209)
12:1:4 Developmental Program (209)
CPSE Coordinator (560)
Vocational Assessment (575)
Transition Planning (707)
1:1 Teaching Assistant (708)

SUMMER PROGRAMS

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

Bridges student performing in the Grease production.

Instructional Programs

BRIDGES-SPECIAL EDUCATION

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 12:1:4 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 12:1:4 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 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).

PROGRAM COSERS

8:1:2 Program (201)
12:1:1 Adjustment (203)
12:1:1 School Based (204)
12:1:4 Multiply Disabled Program (209)
12:1:4 Developmental Program (209)
CPSE Coordinator (560)
Vocational Assessment (575)

SUMMER PROGRAMS

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



Students at the Bridges Prom night.



Bridges student performing in the Bridges talent show.

Instructional Programs

BRIDGES-SPECIAL EDUCATION

	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$4,724,122.15	\$4,870,130.19
NON-INSTRUCTIONAL 160	\$134,385.63	\$142,605.30
EQUIPMENT 200s	\$26,132.83	\$102,714.64
SUPPLIES AND MATERIALS 300s	\$233,872.10	\$143,060.65
CONTRACTUAL AND OTHER EXPENSES 400s	\$3,960,062.47	\$764,305.29
FRINGES 800s	\$3,176,078.80	\$2,858,660.90
TOTAL DIRECT EXPENSES	\$12,254,653.98	\$8,881,476.97
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$702,502.42	\$722,874.99
OTHER SERVICE PROGRAMS 960, 961, 962	\$5,883,781.75	\$5,838,145.94
TOTAL PROGRAM EXPENSES	\$18,840,938.15	\$15,442,497.90
LESS TRANSFER CREDITS 970, 971, 972	\$247,550.00	\$239,730.00
NET EXPENSES	\$18,593,388.15	\$15,202,767.90
CHARGES TO COMPONENTS	\$17,918,481.15	\$14,634,877.90
OTHER REVENUE	\$674,907.00	\$567,890.00
TOTAL REVENUE	\$18,593,388.15	\$15,202,767.90



Bridges students visit the Utica Zoo.

Instructional Programs

BRIDGES-SPECIAL EDUCATION

Highlights

8:1:2 Program and 12:1:1 Program

- Recognizing that relationships constitute an integral part of the Bridges Program, a group of staff members began researching more mindful practices to strengthen relationships and instruction. This led to the discovery of The Positivity Project (P2), a not-for-profit group that partners with schools to promote positive relationships and skills for students. P2 began with one partner school in Liverpool, N.Y. In 2015, when Bridges became a partner school it was one of 188 partner schools in 19 states. The mission of P2 is **“to empower America’s youth to build positive relationships and to understand, appreciate, and exemplify the character strengths in us all.”** Many of our Bridges students have spent their school careers being identified as “different,” or unable to be in a “regular school.” We viewed the opportunity to become a partner school as a tool to develop the positive traits and attitudes in our students.
- The P2 team (an administrative intern, two teachers, and two social workers) asked staff to complete a character survey to identify their top trait. Each staff member was then given a card identifying their trait, this card was placed with the staff’s name badge so that it was prominently displayed. In January, the team asked the staff to present students with the same character survey that staff completed without explaining the context to students. This achieved the goal of building students’ curiosity and fostering discussions of who shared common traits. Implementing P2 has given Bridges and the P2 team the opportunity to collaborate with School Communications, the Safety Office, and the Facilities Office. Working with other OHM Departments allowed for the team to complete many of our objectives in house with the support of our colleagues.



Voices

Bruce Karam

Superintendent, Utica City School District, on Bridges

The Utica City School District prides itself on providing excellent educational opportunities for all students in the district. One exemplary program is the Bridges program for special needs students that is operated in partnership with our regional BOCES.

“The Bridges program at the Oneida-Herkimer-Madison (OHM) BOCES affords us the opportunity to offer high-quality programs to students with special needs,” says Bruce Karam, Superintendent of the Utica City School District. “Our department works with the expert staff at the OHM BOCES to enable our diverse learners to access the programs that will benefit them the most.”

According to Superintendent Karam, OHM BOCES provides comprehensive programs and services for special needs students in a cost-effective manner that benefits all districts.

“OHM BOCES serves students from all of its component districts, allowing the Utica City School District to combine its resources with that of the 11 other districts,” explains Karam. “Without the ability to share these important services, we would not be able to provide the highly specialized curriculum that our special needs students deserve and greatly benefit from.”

This is just one way the OHM BOCES aligns directly with the mission of the Utica City School District, which stresses the importance of providing a quality education for a diverse student population in a safe and orderly environment and in a way that is fiscally responsible to the community.

“We are able to provide our students the programs that best suit them in an environment with teachers and staff whose specialized training effectively meets their needs,” adds Karam. “Our partnership with the Oneida-Herkimer-Madison BOCES enables us to prepare our students for a successful future with a high-quality education designed to meet their particular needs.”

Instructional Programs

ACADEMIC AND 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), 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.



Students make fudge during their Home Economics class at New York Mills Union Free School.

PROGRAM COSERS

Transitional Planning (206)
.020 School to Work/Mentoring
.030 STRIDE
.040 Foundations
.050 Options Middle School
.060 Life After High School
.070 YES
.090 Options High School
Business (302)
Art (303)
Guidance (305)
Technology (306)
English (307)
Physical Education (308)
Health (309)
Nurse Practitioner (310)
Advanced Social Studies (311)
School Physician (312)
School Psychologist (313)
School Social Worker (314)
Speech Therapy (315)
Visually Impaired (316)
Hearing Impaired (318)
Physical Therapy (321)
Occupational Therapy (322)
Home Economics (Family & Consumer Science) (325)
ESL Teacher (326)
Math (328)
Science (329)
Special Programs Coordinator (330)
School Media Specialist (331)
Consultant Teacher (334)
Teacher Learning Disabled/Special Ed. (335)
Gifted and Talented (336)
Spanish (337)
Music (338)
French (339)

Instructional Programs

ACADEMIC AND RELATED/ITINERANT SERVICES

	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$3,286,948.46	\$3,485,170.36
NON-INSTRUCTIONAL 160	\$733,893.73	\$737,122.40
EQUIPMENT 200s	\$5,875.00	\$0.00
SUPPLIES AND MATERIALS 300s	\$58,301.06	\$65,056.51
CONTRACTUAL AND OTHER EXPENSES 400s	\$1,294,385.44	\$696,512.35
FRINGES 800s	\$1,996,662.39	\$1,975,014.83
TOTAL DIRECT EXPENSES	\$7,376,066.08	\$6,958,876.45
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$0.00	\$0.00
OTHER SERVICE PROGRAMS 960, 961, 962	\$316,776.95	\$354,235.03
TOTAL PROGRAM EXPENSES	\$7,692,843.03	\$7,313,111.48
LESS TRANSFER CREDITS 970, 971, 972	\$2,597,892.92	\$2,437,631.72
NET EXPENSES	\$5,094,950.11	\$4,875,479.76
CHARGES TO COMPONENTS	\$4717,728.02	\$4,514,350.88
OTHER REVENUE	\$377,222.09	\$361,128.88
TOTAL REVENUE	\$5,094,950.11	\$4,875,479.76



Speech teacher Rachel Garguilo works on a project with students.

Instructional Programs

MIDDLE SETTLEMENT ACADEMY

PROGRAM COSERS

Alternative Education (408)
Alternative to Suspension Program (408.01)

Alternative Education

The Alternative Education Program, located at Middle Settlement Academy, offers students the opportunity to obtain a 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.

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 a referral 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.

	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$3,747,765.84	\$3,972,977.87
NON-INSTRUCTIONAL 160	\$523,730.09	\$499,418.21
EQUIPMENT 200s	\$20,927.00	\$47,500.00
SUPPLIES AND MATERIALS 300s	\$138,717.29	\$115,000.44
CONTRACTUAL AND OTHER EXPENSES 400s	\$1,194,407.15	\$531,995.84
FRINGES 800s	\$2,205,014.48	\$2,353,609.43
TOTAL DIRECT EXPENSES	\$7,830,561.85	\$7,520,501.79
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$398,974.17	\$410,544.42
OTHER SERVICE PROGRAMS 960, 961, 962	\$1,678,020.14	\$1,570,830.47
TOTAL PROGRAM EXPENSES	\$9,907,556.16	\$9,501,876.68
LESS TRANSFER CREDITS 970, 971, 972	\$77,070.20	\$51,480.00
NET EXPENSES	\$9,830,485.96	\$9,450,396.68
CHARGES TO COMPONENTS	\$9,253,380.34	\$9,127,115.68
OTHER REVENUE	\$577,105.62	\$323,281.00
TOTAL REVENUE	\$9,830,485.96	\$9,450,396.68

Instructional Programs

MIDDLE SETTLEMENT ACADEMY

PROGRAM COSERS

6:1:2 Program Grades K-12 (216)
Test Assessing Secondary Completion - TASC (411)
Regional Summer School (428)

6:1:2 Program - Grades K-12

This program is designed for students whose emotional and behavioral needs require a setting that is closely supervised. Classrooms deliver academic instruction infused with a social/emotional curriculum. The program provides a management system that offers highly intensive interventions. Students are placed through a referral process and recommendation from the district's Committee on Special Education.

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.

Regional Summer School

BOCES Regional 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 Regional Summer School allows students to:

- 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.



MSA Students visit North Star Orchards.

Instructional Programs

MIDDLE SETTLEMENT ACADEMY

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 2017-2018 school year, 31 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. The elementary summer school component provided instruction in English Language Arts and mathematics to 213 students in grades Pre-K-6 during the summer of 2018.
- The total enrollment in the 2018 Regional Summer School Program was 2,011 students. In addition, 104 students completed the driver education program.



Voices

Chuck Chafee

Superintendent, Waterville Central School District, on Middle Settlement Academy

The Waterville Central School District aims to serve the community by preparing each student to be a successful and productive contributor to society. Through their partnership with the Alternative Education Program at the Oneida-Herkimer-Madison (OHM) BOCES, Waterville is able to ensure that even those students who haven't found success in a traditional school setting, are making positive strides toward preparing for their future.

"I can't stress enough, how important it is that the Alternative Education Program provides a compassionate, family-like learning environment for our students," says Chafee. "The program complements our district's goals to provide standards-based instructional programs geared toward enabling all of our students to meet the challenges of the future with confidence and compassion."

The Alternative Education Program at OHM BOCES serves as an extension of students' home districts providing a structured environment to help students stay engaged in learning while obtaining a high school diploma and developing skills necessary to succeed in life.

"OHM BOCES' ability to offer high-quality instruction that's focused on supporting each student's ability to achieve at the highest levels is invaluable to our district," says Chafee. "The program provides a positive and practical environment and innovative experiences that maximize learning."

Chafee adds, "By combining resources with other local school districts through the OHM BOCES, we can offer a wider selection of interesting and challenging pathways to meet our students' individual needs. This partnership is even more valuable today due to the continued financial constraint placed upon us by an underfunded foundation formula."

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 Database 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	\$1,854
PRINTING SERVICES	\$1,373,454	\$1,098,763	\$445,816
AV EQUIPMENT REPAIR	\$193,534	\$127,301	\$32,749
SCHOOL COMMUNICATION	\$263,977	\$155,971	\$39,223
MEDIA TECHNOLOGY SERVICES	\$2,500,000	\$649,415	\$148,250

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

Computer Instruction (317)
 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)
 Learning Technologies (510)
 Science Center (518)
 Model Schools (538)
 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)
 Telecommunications (628)
 School Library System (891)

Information and Technology

	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$1,616,031.71	\$1,541,915.99
NON-INSTRUCTIONAL 160	\$3,024,552.96	\$3,031,860.24
EQUIPMENT 200s	\$766,057.11	\$462,627.49
SUPPLIES AND MATERIALS 300s	\$3,013,171.29	\$594,703.72
CONTRACTUAL AND OTHER EXPENSES 400s	\$5,904,643.43	\$4,387,134.14
FRINGES 800s	\$2,429,678.17	\$2,449,323.15
TOTAL DIRECT EXPENSES	\$16,754,134.67	\$12,467,564.73
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$125,842.98	\$126,523.43
OTHER SERVICE PROGRAMS 960, 961, 962	\$965,423.71	\$890,032.75
TOTAL PROGRAM EXPENSES	\$17,845,401.36	\$13,484,120.91
LESS TRANSFER CREDITS 970, 971, 972	\$1,205,727.51	\$1,204,124.90
NET EXPENSES	\$16,639,673.85	\$12,279,996.01
CHARGES TO COMPONENTS	\$12,910,791.27	\$10,526,575.95
OTHER REVENUE	\$3,728,882.58	\$1,753,420.06
TOTAL REVENUE	\$16,639,673.85	\$12,279,996.01



Voices

Dr. Brian Bellair

Superintendent, Whitesboro Central School District, on Information and Technology

Over the years, the Oneida-Herkimer-Madison (OHM) BOCES has played an integral role in the Whitesboro Central School District's ability to provide high-quality programs to its students and staff.

According to the Whitesboro Central School's Superintendent, Dr. Brian K. Bellair, BOCES Information and Technology staff is extremely knowledgeable and highly skilled.

"Securing this service through BOCES gives us access to individuals in the field of IT who have the skills and abilities necessary to integrate and expand the use of technology in our programs," says Bellair. "Technology is an essential teaching and learning tool in today's classroom. Today's students come to school having already accessed and used technology in their daily lives."

Not only does BOCES' Information and Technology Department help address ever-changing technology in the classroom, it also allows the Whitesboro Central School District to do so in a more effective and efficient manner.

"BOCES is a much more cost-effective way for us to provide this service," says Bellair. "Generating BOCES aid on eligible expenses drives down the cost of obtaining and maintaining current technologies."

The services provided by BOCES' Information and Technology Department directly correlate with the Whitesboro Central School District's mission, "To inspire, cultivate, and empower all learners to maximize their potential." Dr. Bellair believes that students and staff are more motivated and engaged when provided access to current technological tools and programs.

Dr. Bellair adds, "Technology changes so rapidly, it would be virtually impossible for our District to stay current without BOCES. They have the resources necessary to evaluate emerging technology and develop timelines and replacement cycles to ensure our students and staff have access to high-quality hardware and software."

Information and Technology

Highlights

- Twenty-one school districts are part of our Distance Learning program, which consists of full language sequences in American Sign Language and Mandarin Chinese as well as dual-credit courses in Psychology and Sociology. Nearly 750 students from across New York state are enrolled in these courses that are taught by our 13 full-time New York state certified teachers. In addition, we offer schools around the State the opportunity to use our Checkpoint A and B language exams to allow their students to earn high school language credit while enrolled in middle school, meet the language requirement for an advanced Regents diploma, and use our Checkpoint B examination in replacement of a Regents examination in the Multiple Pathways to Graduation program. Last year, more than 15,000 students from across New York state took one of our four NYSED-approved examinations. At present, OHM BOCES is one of two organizations to produce a State-approved Spanish Checkpoint B examination and we are the only NYSED-approved producer of Chinese, French and Italian Checkpoint B examinations.
- The Science Center has grown to support 49 Districts and 124 School Buildings across 10 BOCES. The dual standard-aligned 24 kit kindergarten through fifth grade hands-on program has been designed for the transition to the approved New York State Science Learning Standards. Recently adopted and promoted by the Nassau BOCES Center for Online Learning across Long Island, the program is disseminated through the Learning Management System Agilix Buzz and supports opportunities for blended and personalized instruction.
- The Managed IT CoSer supports 13 component districts by providing both technical support staff as well as networking and classroom technologies. The Managed IT team consists of a team of 35 staff that supports all of the IT needs within our school districts. One key component to our service is project consultation and project management. Our team did the planning, procurement, implementation and support of several high-end projects including complete wired and wireless network overhauls in many of our component districts. The Managed IT service has also been instrumental in helping districts move to 1:1 computing using Chromebooks and the Google Education Suite platform. We have seen an increase in participation in the service and look to continue to grow and advance our skillset to better serve our component districts.
- The Oneida/Herkimer School Library System (SLS) is the state's only combined SLS, serving both the Herkimer BOCES component districts and the Oneida-Herkimer-Madison BOCES component districts. We continue to coordinate a four BOCES interlibrary loan through the union catalogue, the Extended Interlibrary Loan that extends our borrowing reach across the United States, as well as the Cooperative Collection Development, Online Resources, and Virtual Reference Library CoSers. To strengthen students' foundations in information literacy to prepare all students to become discerning citizens in a digital world the SLS has prioritized three curriculum supporting initiatives, a regional K-6 Understandings and Skills Matrix, a 3-12 research continuum that identifies research skills at each grade level, and a credit bearing high school level course to teach students information literacy skills.
- Printing Services purchased and installed a coil-making machine to more efficiently make spiral binds on booklets. The copier area was also revamped, which included replacing 15-year-old machines with two smaller, more efficient machines. Staff continue to be cross trained. Split shifts were utilized to meet summer printing demands, which resulted in no weekend overtime.



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, General Supervision and Coordination Administrators, 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 New York State Education Department's agenda, providing training to the educators in our component districts. This service will continue to provide training and support in the Next Generation Learning Standards, Data Driven Instruction and Teacher/ Leader Effectiveness and ESSA implementation.

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 and the implementation of ESSA.
- 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 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

Teachers gain professional development at a PPD Writing Workshop.

Program & Professional Development

	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$717,053.40	\$451,197.57
NON-INSTRUCTIONAL 160	\$33,373.00	\$35,185.00
EQUIPMENT 200s	\$2,000.00	\$2,000.00
SUPPLIES AND MATERIALS 300s	\$145,493.90	\$120,396.00
CONTRACTUAL AND OTHER EXPENSES 400s	\$722,404.78	\$439,287.77
FRINGES 800s	\$217,612.55	\$165,776.90
TOTAL DIRECT EXPENSES	\$1,837,937.63	\$1,213,843.24
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$33,923.04	\$34,906.81
OTHER SERVICE PROGRAMS 960, 961, 962	\$34,677.09	\$37,184.75
TOTAL PROGRAM EXPENSES	\$1,906,537.76	\$1,285,934.80
LESS TRANSFER CREDITS 970, 971, 972	\$83,579.00	\$85,579.00
NET EXPENSES	\$1,822,958.76	\$1,200,355.80
CHARGES TO COMPONENTS	\$1,722,778.66	\$1,200,355.80
OTHER REVENUE	\$100,180.10	-
TOTAL REVENUE	\$1,822,958.76	\$1,200,355.80

PROGRAM COSERS

Curriculum Supervision
 Coordination (332)
 General Supervision and
 Coordination (355)
 Performing Arts (405)
 School/Curriculum Improvement
 Service (521.01)
 Regional Scoring (521.03)
 Study Council at Syracuse
 University (521.04)
 Assessment Development (521.05)
 Leadership Coaches (521.06)
 Planning and Grants Service (522)



Voices

Dr. Joanne Shelmidine

Superintendent, New York Mills Union Free School District, on Program & Professional Development

The Oneida-Herkimer-Madison (OHM) BOCES' Program and Professional Development (PPD) Division has been a crucial resource for the New York Mills Union Free School District, helping it to support the continuous learning of students and staff throughout the last several years.

PPD provides workshops by local and national experts, as well as updates in best practices and, according to Dr. Joanne Shelmidine, superintendent of the New York Mills UFSD, it makes the district's teachers and administrators more effective in their roles preparing students to be college, career and citizen successful.

"PPD has been a great benefit to the teachers, administrators and school personnel in our district," says Shelmidine. "In an educational landscape that's constantly changing and evolving, PPD allows us to make sure that we stay at the forefront of new curriculum, instruction and assessment techniques."

As a smaller district, New York Mills would be challenged to designate a staff member to work solely on program and professional development, but with PPD from OHM BOCES the district is able to cost-effectively participate in vital professional development opportunities in a diverse array of subject areas.

"To have high standards for our students, we must also hold ourselves to the same high standards of becoming life-long learners," explains Shelmidine. "Through OHM BOCES, our educators are gaining and improving the knowledge and skills important to their individual positions and our students' success."

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.

	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$111,628.60	\$75,104.57
NON-INSTRUCTIONAL 160	\$1,154,339.24	\$1,220,472.91
EQUIPMENT 200s	\$10,000.00	\$16,800.00
SUPPLIES AND MATERIALS 300s	\$28,641.72	\$32,175.55
CONTRACTUAL AND OTHER EXPENSES 400s	\$6,890,896.97	\$6,460,113.17
FRINGES 800s	\$591,510.31	\$674,131.82
TOTAL DIRECT EXPENSES	\$8,787,016.84	\$8,478,798.02
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$40,093.96	\$41,256.68
OTHER SERVICE PROGRAMS 960, 961, 962	\$45,102.28	\$42,699.39
TOTAL PROGRAM EXPENSES	\$8,872,213.08	\$8,562,754.09
LESS TRANSFER CREDITS 970, 971, 972	\$276,783.83	\$286,452.84
NET EXPENSES	\$8,595,429.25	\$8,276,301.25
CHARGES TO COMPONENTS	\$8,077,951.54	\$7,775,812.49
OTHER REVENUE	\$517,477.71	\$500,488.76
TOTAL REVENUE	\$8,595,429.25	\$8,276,301.25

PROGRAM COSERS

Shared Business Official (345)
 Shared Facilities Director (380)
 Computer Services (601)
 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)
 Bus Coordination (612)
 Facilities Services (613)
 Personnel Clerk (614)
 Policy Planning (615)
 Employee Assistance Program (616)
 Teacher Recruitment Service (617)
 Employee Benefits Coordination (618)
 Cooperative Purchasing (619)
 Safety Inspection and DASA (620)
 Insurance Consortium (621)
 Regional Bus Radio (622)
 State Aid Planning Service (623)
 School Food Service (626)
 Records Management (627)



Dedication ceremony for the Howard D. Mettelman Learning Center

Administrative Services

ADMINISTRATIVE AND REGIONAL INFORMATION SERVICES

Highlights

- Safety Services – The Safety Office provides comprehensive Safety/Risk Management programs for each of the 12 component school districts under the Oneida-Herkimer-Madison BOCES and eight of the school districts under the Madison Oneida BOCES. These offerings include: consultative services and assistance with Safety, Emergency Management, and the New York State Dignity for All Students Act, for all applicable local, state and federal health and safety regulations, building inspections, testing, reporting and auditing for subscribing school districts and BOCES.
- On Nov. 14, 2018, the Oneida-Herkimer-Madison BOCES Cooperative Board renamed the Learning Center, The Howard D. Mettelman Learning Center in honor of the recently retired District Superintendent. Since its doors opened in March of 2010, 6,826 events have been hosted with 308,169 people in attendance. The monthly average equates to 72 events with 3,203 people.
- Food Services – Within the 15-school consortium, 7,500 lunches and 2,200 breakfasts are served daily in 32 school buildings. The service employs 190 people. The program continually maintains its responsiveness to individual School District needs, such as the implementation of the Community Eligibility Provision (CEP) at the BOCES Complex, where all students are provided meals free of charge. Other examples include facilitation of Farm-to-School activities in support of several School Districts' initiatives, and implementing online meal prepayment programs in response to specific District requests.



Voices

Robert Nole

Superintendent, New Hartford Central School District, on Administrative Services

Collaboration and utilization of shared administrative services through the Oneida-Herkimer-Madison BOCES have played a large role in the success of the New Hartford Central School District.

"Administrative services exemplify the potential for reducing costs on back-office functions so that our resources can remain where they should -- supporting classroom instruction and student services," says Bob Nole, superintendent of the New Hartford Central School District. "By providing our district with high quality, cost-effective administrative services, OHM BOCES allows our district administration and staff to maintain their focus on student success."

The Administrative Services Division offers a wide range of support services designed to increase efficiency, save time and money and eliminate duplication of staff, facilities and equipment. In addition to business, personnel and maintenance operations, Administrative Services also houses the School Safety, Food Services and Records Management departments.

OHM BOCES' Administrative Services allows districts to stay up-to-date and compliant with the newest guidelines, regulations and state laws -- a task that many districts struggle to keep up with on their own. Nole appreciates the specialized knowledge and eagerness to collaborate that Administrative Services brings to his district.

"Administrative services does everything they can to work together with our district to optimize efficiency and enhance cost savings," explains Nole. "Their accuracy, consistency and customization of services continues to be a crucial asset for the support services of our district."

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.

	2018-2019 CURRENT APPROPRIATIONS	2019-2020 PRELIMINARY ESTIMATES
APPROPRIATIONS PERSONNEL		
INSTRUCTIONAL 150	\$2,014,261.90	\$2,115,909.63
NON-INSTRUCTIONAL 160	\$957,347.05	\$1,016,463.06
EQUIPMENT 200s	\$178,456.85	\$149,832.36
SUPPLIES AND MATERIALS 300s	\$400,881.25	\$389,722.43
CONTRACTUAL AND OTHER EXPENSES 400s	\$2,126,549.41	\$2,194,355.42
FRINGES 800s	\$1,688,996.38	\$1,670,321.60
TOTAL DIRECT EXPENSES	\$7,366,492.84	\$7,536,604.50
TRANSFER CHARGES		
OPERATIONS & MAINTENANCE 950	\$45,950.31	\$47,282.87
OTHER SERVICE PROGRAMS 960, 961, 962	\$864,902.59	\$826,138.36
TOTAL PROGRAM EXPENSES	\$8,277,345.74	\$8,410,025.73
LESS TRANSFER CREDITS 970, 971, 972	\$8,277,345.74	\$8,410,025.73
NET EXPENSES	\$0.00	\$0.00



David Stayton speaks about retiring co-worker Michelle Vivaqua at Staff Recognition Ceremony.

Oneida-Herkimer-Madison BOCES



VISIT US ON THE WEB

www.oneida-boces.org



Culinary students prepare food for the Saturday Showcase held at CTEC.

Notes

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Notes

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Notes

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Proudly serving the following component school districts:

Brookfield
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Notice of Non-Discrimination

The Board of Cooperative Educational Services of Oneida, Herkimer and Madison Counties 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; and provides equal access to the Boy Scouts and other designated youth groups. Any alleged grievances or inquiries should be reported to the Supervisor of Human Resources at 315.793.8576, Oneida-Herkimer-Madison BOCES, Box 70, 4747 Middle Settlement Road, New Hartford, NY 13413-0070. E-mail: complaints@oneida-boces.org.



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