

# SERVICE DIRECTORY

2014-2015



"Achieving Excellence in Our Schools"



Oneida • Herkimer • Madison

# BOCES

Instructional Services | Information & Technology | Program & Professional Development | Administrative Services

# Letter from the District Superintendent

## 2014-2015 Service Directory



Dear Colleagues:

As another year begins, the Oneida-Herkimer-Madison BOCES staff looks forward to working with you, our component districts.

I would like to thank our component school districts and the community for their support of our capital project. The collaboration and partnership you continue to provide enables our students to be college, career and citizen ready.



To continue to promote high student achievement, we have designed a vibrant array of dynamic, educationally focused programs and services described in this directory. We are constantly seeking new strategies to maximize our efficiency and provide cost-effective opportunities and options to our schools and community.

For more information on how BOCES can serve you, please contact the appropriate program administrator or call my office.

Thank you for your support and participation. Together we can accomplish our mission and achieve excellence in our schools.

Sincerely,

Howard D. Mettelman  
*District Superintendent*



### **Board of Cooperative Educational Services**

Sole Supervisory District

Oneida, Herkimer and Madison Counties

4747 Middle Settlement Road

New Hartford, NY 13413-0070

[www.oneida-boces.org](http://www.oneida-boces.org)





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The Oneida-Herkimer-Madison Board of Cooperative Educational Services was one of the first four BOCES established by the New York State Legislature in 1948. BOCES functions as a link between local schools and the State Education Department. Through the cooperative efforts of component school districts, BOCES offers a wide variety of educational and support services to public education agencies throughout the state.

The main campus of the Oneida-Herkimer-Madison BOCES is located in New Hartford, New York. The BOCES serves a supervisory district of 12 school districts: Brookfield, Clinton, Holland Patent, New Hartford, New York Mills, Oriskany, Remsen, Sauquoit Valley, Utica, Waterville, Westmoreland and Whitesboro. The BOCES provides a focal point for exchanging ideas and cooperative planning between superintendents, board members and other local school districts to improve the educational programs in the area. This service directory provides a listing of programs and services that are a product of this planning.

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## 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.

# Component Districts

## Component District Superintendents

### Mr. James Plows

*Superintendent of Schools*  
Brookfield Central School  
Brookfield, NY 13314  
899.3323

### Mr. Matthew Reilly

*Superintendent of Schools*  
Clinton Central School  
Clinton, NY 13323  
557.2253

### Mrs. Kathleen Davis

*Superintendent of Schools*  
Holland Patent Central School  
Holland Patent, NY 13354  
865.7244

### Mr. Robert Nole

*Superintendent of Schools*  
New Hartford Central School  
New Hartford, NY 13413  
624.1218

### Ms. Kathy Houghton

*Superintendent of Schools*  
New York Mills Union Free School  
New York Mills, NY 13417  
768.8127

### Mr. Gregory Kelahan

*Superintendent of Schools*  
Oriskany Central School  
Oriskany, NY 13424  
768.2058

### Dr. William Crankshaw

*Superintendent of Schools*  
Remsen Central School  
Remsen, NY 13438  
831.3797

### Mr. Ronald Wheelock

*Superintendent of Schools*  
Sauquoit Valley Central School  
Sauquoit, NY 13456  
839.6311

### Mr. Bruce Karam

*Superintendent of Schools*  
Utica City School District  
106 Memorial Parkway  
Utica, NY 13501  
792.2222

### Mr. Charles Chafee

*Superintendent of Schools*  
Waterville Central School  
Waterville, NY 13480  
841.3900

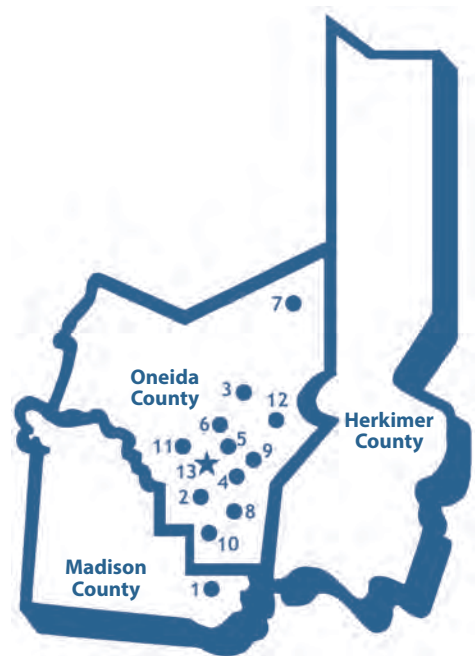
### Mr. Rocco Migliori

*Superintendent of Schools*  
Westmoreland Central School  
Westmoreland, NY 13490  
557.2601

### Mr. Dave Langone

*Superintendent of Schools*  
Whitesboro Central School  
Administration Building  
67 Whitesboro Street  
Yorkville, NY 13495  
266.3303

## Component Districts/BOCES



1. Brookfield
2. Clinton
3. Holland Patent
4. New Hartford
5. New York Mills
6. Oriskany
7. Remsen
8. Sauquoit Valley
9. Utica
10. Waterville
11. Westmoreland
12. Whitesboro
13. Oneida-Herkimer-Madison BOCES

# Budget Calendar/Administration

## BOCES Budget Calendar

### **March 24, 2014**

Components submit nominations of candidates for BOCES Board

### **April 2, 2014**

Annual BOCES Meeting - Review of the 2014-2015 BOCES budget

### **April 22, 2014**

BOCES election and budget vote in districts

### **May 1, 2014**

Return of Request for Services for 2014-2015 to District Superintendent

### **July 1, 2014**

Distribution of 2014-2015 service contracts

## **BOCES Administration**

### **District Superintendent**

Howard D. Mettelman  
315.793.8560

### **Assistant Superintendents**

#### **Administrative Services**

Thomas Dorr  
315.793.8566

#### **Instructional Services**

Mary Annette Danella  
315.793.8643

### **Directors**

#### **Information & Technology**

Kenneth Ford  
315.793.8503

#### **Program and Professional Development**

Noreen Nouza  
315.793.8573





# Cooperative Board

## Members



**Gary P. Nelson**  
President  
*Holland Patent*



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



**Margaret Buckley**  
*Utica*



**Shirley Burtch**  
*Oriskany*



**Doreen Corbin**  
*Brookfield*



**Elaine M. Falvo**  
*New Hartford*



**John A. Griffin**  
*Sauquoit*



**Charlene A. Hartman**  
*Westmoreland*



**William McDonald**  
*Remsen*



**Michael J. Moore**  
*Clinton*



**John J. Salerno**  
*Whitesboro*



**Russell Stewart**  
*Waterville*



**Howard D. Mettelman**  
*District Superintendent*

# District Superintendent Services

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 serves as a liaison between districts and the State Education Department, providing these services:

## Selection of Superintendents

The District Superintendent assists component boards of education in recruiting, screening and evaluating candidates for the position of Superintendent of Schools. The costs for this service are included in the BOCES administrative budget.

## Liaison

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.

## Consultation

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 consultant appointments
- Specialized staff development on an as-needed basis
- State aid
- Transportation sharing/aid







## Instructional Services

The Instructional Services Division provides support for the 12 component school districts by offering programs, services and personnel on a shared basis to assist districts in meeting their educational needs. The division consists of Special Education, Career and Technical Education, Alternative Education, School-to-Career and Itinerant Academic Programs.

**Mrs. Mary Annette Danella**  
*Assistant Superintendent*

# Instructional Services

## Alternative Education

### Contact:

**Coser 408**

**Mary Lourdes Tangorra**  
**Supervising Principal**  
**223.6030**  
[mtangorra@oneida-boces.org](mailto:mtangorra@oneida-boces.org)

### Alternative Education - Grades 6-12 (408)

The Alternative Education Program provides a comprehensive educational program for students who have not succeeded in the traditional classroom setting. In accordance with the New York State Alternative Education Guidelines, this program provides a continuum of services for students at risk of dropping out of school. The program is structured to meet the needs of each individual student. It provides a supportive learning environment that takes into account the fundamental need for social and emotional growth to occur in order for the academic objectives to be met. Reduced class sizes, learner-focused classrooms and an emphasis on teaming allows students the opportunity to focus on obtaining a high school diploma and developing the skills necessary to succeed in life. The main goal of the Alternative Education Program is to provide a positive school climate that will allow students to focus on improving academics, attendance and attitude. Students are generally referred to this program for inappropriate behavior, poor attendance, an indifference to academics and/or difficulty functioning in their home school environment. Based on the severity and complexity of the problems involved, each student is assigned to a social worker who will monitor his or her progress in the program and make appropriate referrals and recommendations when necessary.

This program is designed for students in grades six through 12. The program provides at-risk students with a supportive family-like atmosphere that, in turn, allows students the opportunity to succeed in an educational setting. The Alternative Education faculty recognizes the potential of the students being referred for programming and are committed to bringing out the best in each individual. Some defining characteristics of Alternative Education, as defined by the New York State Alternative Education Association, are as follows: 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; instructional methods that include not only direct instruction, but also allow for an individually paced curriculum and content that has personal relevance to students; the building of relationships with staff; a model that values and builds on the strengths of each student; and programs and support services that promote a student's academic and personal development.

Upon entry into the program, students will develop their educational goals with their guidance counselor and their personal goals with their social worker. High school students will earn credits for diploma requirements by taking courses that are in alignment with the New York State Standards.

# INSTRUCTIONAL SERVICES

## Alternative Education/ Regional Summer School

### Contact:

**Coser 408**

**Coser 411**

**Coser 428**

**Mary Lourdes Tangorra**  
*Supervising Principal*  
**223.6030**  
[mtangorra@oneida-boces.org](mailto:mtangorra@oneida-boces.org)

The program also features a behavior modification component that allows students to work collaboratively with faculty to enhance their social skills, their attitude toward school and their overall social and emotional well-being. Students are able to earn rewards and privileges based on their success with individual goals and academic achievement. As a result of this program, many students learn to value education and often plan to pursue post-secondary education after graduating.

High school students also may enroll in a half-day program at the Career and Technical Education Center to pursue vocational training. School-to-work, job shadowing, counseling and tutoring are other program components that are available to interested students.

### **High School Equivalency Program GED (411)**

The High School Equivalency Program GED is for students 16 to 21 years of age who transfer from regular secondary school programs. Students are enrolled a minimum of 12 hours per week to prepare for the high school equivalency examination. Students may also be enrolled in approved Career and Technical Education courses. Parental and school district permission is required to enroll.

### **Regional Summer School (428)**

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 take Regents exams upon proper referral and identification.





# INSTRUCTIONAL SERVICES

## Career & Technical Education Programs

### Contact:

#### Coser 101

**David Stayton**  
*Principal*  
**793.8647**  
[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

#### **Regular Secondary Career and Technical Education Programs (101)**

Thirty courses are offered for high school juniors and seniors to prepare them for employment, careers or post-secondary education. Students can select one-year and two-year course sequences (see course descriptions that follow).

Students attend one half-day at the Career and Technical Education Center or internship sites and one half-day in their home schools. Working with state-of-the-art equipment, students apply theory to a wide range of realistic work assignments in the Center's shops and laboratories. Positive employment attitudes, job seeking skills and familiarization with related career opportunities are stressed in addition to skill training.

#### **Health Services**

##### **Nurse Assistant**

This one-year course teaches students basic skills in the area of personal needs and develops the specialized skills required for patient comfort. After learning applied theory in the classroom, students practice nursing skills in the clinical laboratory in actual role-playing situations. Students then transfer their knowledge to the work environment, where they spend six weeks (100 clinical hours) gaining valuable experience. Once students complete the class, they are eligible to take the written and performance tests offered by New York State Department of Health to become a Certified Nurse Assistant.

# INSTRUCTIONAL SERVICES

## Career & Technical Education Programs

### Contact:

#### Coser 101

**David Stayton**  
**Principal**  
**793.8647**  
[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

#### Human and Public Services

##### Culinary Arts I and II

This program is designed for students interested in becoming commercial cooks for restaurants, hotels, hospitals or catering services. Cooking, menu planning, management skills, sanitation and safety practices and table service are covered in this program. Students receive practical experience preparing lunches, dinners and banquets for non-profit organizations. Each student also participates in an internship at a local restaurant or college dining facility. The program follows the ProStart curriculum, which is written by the National Restaurant Association.

##### Criminal Justice I and II

The two-year Criminal Justice program covers nearly all facets of public safety. The first year includes topics such as New York state penal, vehicle and traffic laws; criminal procedure law; accident investigation and reconstruction; incident command; fire fighting; criminal investigation; police patrol tactics; forensics; ballistics; cyber security; terrorism; firearm safety; and more. The second year introduces seniors to the popular field of forensic science. Topics include crime scene investigation; anthropology; hair, fiber, soil and blood splatter analysis; and practical, hands-on activities. This program is designed to better educate and prepare students to be successful in an increasingly technical and competitive career.

##### Early Childhood Education I and II

First-year Early Childhood Education students operate a laboratory nursery school under the direction of the program's teacher. The nursery school, located at the Career and Technical Education Center, gives students practical experience working with three- and four-year-old children. Second-year students gain practical experience working in two 10-week internships at local kindergartens, day-care centers or special education programs.

##### Cosmetology I and II

This program is designed to provide students with marketable skills to enter the field of cosmetology. Once the skills are acquired, students perform services for customers in a salon setting. With further training and experience, and upon completion of the required 1,000 hours, students are eligible to take the New York State Appearance Enhancement license exam.



# INSTRUCTIONAL SERVICES

## Career & Technical Education Programs

### Contact:

#### Coser 101

**David Stayton**

**Principal**

**793.8647**

[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

#### **Natural and Agricultural Sciences**

##### **Conservation I and II**

The Conservation program emphasizes the skills and knowledge required for success in the many conservation-related careers. The course is a blend of classroom instruction and hands-on outdoor learning, with the importance of a favorable work ethic stressed. Students acquire skills in forestry, fish and wildlife management, heavy equipment operation, timber harvesting, chain saw operation and maintenance, tree climbing, map and compass, GPS, surveying and more. In our greenhouse, students become skilled in hydroponics, aquaculture and plant propagation.

##### **Animal Science**

Students in the Animal Science program study animal behavior, safe handling and restraint, anatomy and physiology, small animal care and management, health and disease, nomenclature and veterinary terminology. Students will also visit sites to view first hand how animal science applies to a variety of jobs and occupations.

#### **Art/Humanities**

##### **Advertising Design/Multimedia Productions I and II**

This is a two-year course offering an overview of graphic arts fields including advertising, design, illustration, logo and symbol design, computerized graphic design, basic web page design and typography. First year students learn design principles, advertising and marketing theories, basic computer operations and introduction to design software packages. Second year students create independent design projects in areas of interest including audio production, video production, digital photography and web page design.

#### **Engineering/Technologies Trade and Technical**

##### **Auto Body Repair I and II**

The Auto Body Repair program offers students specialized training from an experienced auto body instructor. The course provides students with an overview of all facets of auto body repair. Topics range from small dent repair to custom painting, incorporating automotive welding and collision repair. Students will also create a portfolio to highlight their employability and improve business communication skills.

##### **Automotive Technology I and II**

Students in Automotive Technology learn to diagnose, service and repair many different systems in today's vehicles. Students also learn about computerized engine controls, emission controls, wheel alignment and





# INSTRUCTIONAL SERVICES

## Contact:

### Coser 101

**David Stayton**

**Principal**

**793.8647**

[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

how to perform New York state vehicle inspections. This NATEF (National Automotive Technician Education Foundation) certified program provides an excellent foundation to enter an automotive college program or the workforce.

### **Emerging Technologies and Cyber Security**

This two-year course teaches computer repair and basic networking fundamentals during the first year. This includes hardware and software installation, PC hardware devices and end user support, problem solving, troubleshooting, telecommunications protocols and network support. Second year students will learn advanced networking technologies and gain exposure to the field of information system security including issues faced by homes and businesses, the types of damage they may cause and prudent security measures to counteract them. Students will learn basic terminology involved in cyber security, describe various threats and identify potential security technologies to combat these threats. With today's emerging technologies, all types of businesses and industries face information system

security issues, making knowledge of computer security a high demand area. With further training and experience, students completing this program have the opportunity to take certification exams in A+, N+ and Security+, thereby greatly increasing their employment potential.

## Career & Technical Education Programs

### **Construction Trades I and II**

The Construction Trades program teaches basic skills in residential construction as students gain experience in foundation work, rough framing, roofing, siding, drywall, solar panel installation and our newly expanded modules of plumbing and masonry. Students learn how to use and maintain trade tools properly and safely and receive instruction in building codes, blueprint reading and the application of trade math. A great emphasis is placed on hands-on learning through various projects on and off campus.

### **Electricity/HVAC I and II**

Electricians install, maintain and troubleshoot electrical systems and equipment in homes, offices, institutions and industrial plants. Students learn residential, light commercial and industrial wiring through a variety of hands-on activities and projects. During the second year of the program, in addition to the Electricity II curriculum, students will also receive instruction in heating, ventilation and air conditioning (HVAC) and solar photovoltaics using state-of-the-art equipment.

### **Freshman Foundations**

Freshman Foundations was developed for ninth grade students who would benefit from a hands-on, experiential learning program. The program incorporates concepts of STEM (science, technology, engineering and math) and students will be exposed to a variety of career skills and content. This project-based class incorporates technology, engineering and problem solving wherein students apply scientific and mathematics principles in topics including aerodynamics, electronics, alternative energy and



# INSTRUCTIONAL SERVICES

## Contact:

**Coser 101**

**David Stayton**

**Principal**

**793.8647**

[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

woodworking. Through this unique learning environment students will make connections between academic achievement and their potential career, develop personal goals and a more positive attitude about their success, improve self-esteem and learn appropriate behaviors, and gain credits toward their high school graduation.

### **Outdoor Power/Recreational Equipment Technology I and II**

In the Outdoor Power/Recreational Equipment Technology program, students learn to repair, rebuild and tune up several basic types of engines. These engines can be found on equipment such as snow blowers, lawn mowers, rototillers, farm tractors, construction equipment, motorcycles, jet skis and snowmobiles. Students also learn metal skills, including electric arc, MIG and oxyacetylene welding.

### **Sophomore Seminar**

Sophomore Seminar was developed for tenth grade students who would benefit from a hands-on, ex-

## Career & Technical Education Programs

periential learning program. The program incorporates concepts of STEM (science, technology, engineering and math) and students will be exposed to a variety of career skills and content. This project-based class incorporates technology, engineering and problem solving wherein students apply scientific and mathematics principles in topics including bridge design, robotics, rocketry and woodworking. Through this unique learning environment students will make connections between academic achievement and their potential career, develop personal goals and a more positive attitude about their success, improve self-esteem and learn appropriate behaviors, and gain credits toward their high school graduation.

### **STEM Exploration**

STEM Exploration is designed for students interested in learning more about the careers of today and tomorrow. The purpose of the STEM Exploration program is to ignite, excite and prepare students for majors and careers in the high-demand fields of science, technology, engineering and mathematics. Students will be exposed to a wide variety of technology and engineering concepts throughout this course while applying mathematic and scientific principles through project-based learning activities. Students will develop innovation, collaboration, cooperation, 21st century and problem solving skills through hands-on projects in which academic concepts are coupled with real world application. In addition to STEM concepts and principles, students will explore STEM related fields and careers.



# Instructional Services

## Career and Technical Education Programs

### Contact:

Coser 101

**David Stayton**  
**Principal**

**793.8647**

[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

### **Welding I and II**

Welding students learn to construct and repair equipment, machinery, parts and piping by fusing metal parts together. Students follow layouts, blueprints, work orders and verbal directions using oxyacetylene, MIG, TIG or arc welding apparatus. When prepared, students can take a test required for specific welding certifications.

### **New Visions**

The purpose of New Visions is to give students a sense of closure to their high school education and a directed transition to their next level of professional development. All New Visions courses offer the opportunity for students to enroll in a dual-credit offering in collaboration with Mohawk Valley Community College. Students are awarded three college English credits at no additional cost.

### **New Visions: Business Management**

The New Visions Business Management program offers students the opportunity to explore a variety of business professions at local establishments. Students develop competencies useful

in a wide range of careers within the business field. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.

### **New Visions: Communications**

The New Visions Communications program gives students the opportunity to work in a variety of communications settings, which include public relations, marketing, journalism, television and radio. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.

### **New Visions: Education**

The New Visions Education program provides students the opportunity to explore all aspects of the education profession. Through internships, students will get to see first-hand what administrators, teachers, social workers, school psychologists, school counselors and other related staff do on a day-to-day basis. Instruction in the history and philosophy of education will be included in the curriculum, in addition to English and social studies.

### **New Visions: Engineering Technology**

New Visions Engineering Technology is an innovative program that gives high school seniors an in-depth look at the different areas of engineering before they enter college. Working with professionals in the field allows students to experience the daily work routine. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences.





# Instructional Services

## Career and Technical Education Programs

### Contact:

Coser 101

**David Stayton**  
**Principal**

**793.8647**

[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

#### **New Visions: Health Professions**

The New Visions Health Professions program is open to seniors who plan to enroll in post-secondary two- or four-year colleges to study in a health-related field. Students in the program explore a variety of health occupations on site at Faxton-St. Luke's Healthcare, St. Elizabeth's Medical Center, and other health facilities. Students develop competencies useful in a wide range of careers within the health field. Through observations within various departments, students learn what is required of a health professional on a daily basis. Also included in the curriculum is English and social studies.

#### **New Visions: Legal Professions**

The New Visions Legal Professions program provides an opportunity to explore a variety of legal professions at offices located in Oneida County. This program is designed to integrate English and social studies into the curriculum through a variety of learning experiences, as well as introducing students to law in private/public offices, city courts and family courts.

#### **New Visions: Nanotechnology**

New Visions Nanotechnology provides college-bound seniors an opportunity to explore the manufacturing of microscopical electronic components and to study topics including semiconductors, capacitors, inductors and conductors. Through internships, students may study potential new materials with applications in areas of medicine, electronics and energy production and their environmental

impact. This program is also designed to integrate high school credits of English and social studies into the curriculum.

#### **New Visions: Performing Arts**

New Visions Performing Arts is an emerging program designed for seniors interested in topics including art, dance, drama, music and stagecraft. Through internships, students may have the opportunity to investigate performance in front of an audience and/or behind the scenes where artists craft their work. This program is designed to integrate English and social studies into the curriculum through an examination of the history of performance art.

#### **New Visions: Veterinary Science**

This is a one-year program for seniors that offers the students the opportunity to explore the various aspects of veterinary science and the possible career options in the field. General areas of instruction include animal behavior, animal handling and restraint, species and breed identification, animal anatomy and physiology, basic lab techniques, animal care, animal welfare, animal health and disease. Students will participate in internship programs at various types of animal care facilities. Students wishing to pursue a college education in animal science will have to be exposed to the basic knowledge and terminology needed for majoring in animal science or veterinary medicine. High school Regents living environment (biology) and chemistry are highly recommended prerequisites for this course.

# Instructional Services

## Contact:

**Coser 101**

**Coser 107**

**Coser 417**

**David Stayton**  
**Principal**

**793.8647**

[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

### **Additional Supportive Career and Technical Services**

The following supportive services are available to all Career and Technical Education students:

- Internships/Job Placement
- Guidance Activities
- College Articulation Agreements
- College Credit Integration
- Integrated Academics
- Skills USA Membership
- Post Secondary Scholarships
- Supportive School-to-Work
- Academic Support

### **Non-Credit Bearing Career and Technical Education Programs (107)**

#### **Multi-Occupations**

The Multi-Occupations program is designed to provide students with disabilities the opportunity to explore career areas, develop appropriate work habits and attitudes and gain basic job skills through hands-on experience.

To meet students' individual needs, there are three program components that provide flexible progression for students 16 to 21 years of age. Each student selects a career option that meets his or her needs to become job ready and prepares the student for the transition to the world of work. Students participating in the Multi-Occupations program are provided with a variety of support services to assist them in achieving their individual goals. Clusters focus on employability, independent living, social and safety skills needed to participate within the home and community.

## **Career & Technical Education Programs**

### **Auto Tech/Auto Body Repair Occupations**

This program provides instruction in automotive technology and auto body repair. Students will learn to service and repair systems of vehicles as well as topics of small dent repair and custom painting.

### **Food Service Occupations**

The Food Service program allows students with special needs to receive basic instruction in the food service industry through select course offerings. Students learn theory and receive practical experience in quantity preparation for large groups and short-order cooking. Students must be 16 years old by Sept. 1 of that school year.

### **Employment Preparation Education Program (417)**

Adults who need preparation in either basic skills below the eighth grade level or preparation for obtaining a high school equivalency diploma for employment are provided individualized instruction in the Employment Preparation Education program. Also, an English as a Second Language class may be held for foreign-born adults who need to learn English and obtain a diploma. Classes operate 12 months per year during the day and evening. A home study program (GRASP) is available for those adults unable to attend a class site. Counseling services are provided.

This service is available through a cross-contract with Madison-Oneida BOCES.

# Instructional Services

## Contact:

**Coser 868**

**David Stayton**  
*Principal*  
**793.8647**  
[dstayton@oneida-boces.org](mailto:dstayton@oneida-boces.org)

### **BOCES Consortium of Continuing Education (868)**

The division of Adult and Continuing Education provides area residents with many opportunities for success. BOCES offers free and low tuition courses and services (vocational and avocational) that help adults earn their GED or high school diploma, learn new career skills and enhance their existing skills. BOCES works closely with public and private agencies, area employers and economic development groups to provide a comprehensive system of job training

## Career & Technical Education Programs

services. Component school districts and BOCES share a commitment to providing lifelong learning opportunities to district residents.

### **Adults in Daytime Career and Technical Education Programs (868)**

Adults are enrolled as tuition-paying students in the daytime Career and Technical Education courses on a "space available" basis.





# Instructional Services

## Itinerant Services for Academic Programs

### Contact:

**Coser 302**

**Coser 303**

**Coser 305**

**Coser 306**

**Coser 307**

**Coser 308**

**Jamie Sitera**  
**Coordinator of Special**  
**Programs and Projects**  
**793.8580**  
[jsitera@oneida-boces.org](mailto:jsitera@oneida-boces.org)

### **Itinerant Services for Academic Programs**

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

Itinerant services and academic center-based programs are possible whenever two or more districts wish to participate in that program.

Generally, anytime a school district's anticipated need is for a .60 FTE or less in any instructional support service category, consideration should be given to securing that position through BOCES.

The following is a list of some of the services that are not currently provided but could be provided if a need is identified by districts: General Education; Remedial Reading or Mathematics; Occupationally Related Math or Science; Social Studies; Business; Languages including Latin, Italian, Japanese, Russian, Chinese, German, or Hebrew; Advanced English; Foreign Language; or Social Studies.

### **Business Teacher (302)**

Services of a business teacher are available for secondary grades on an itinerant basis. This service is generally BOCES aidable.

### **Art Teacher (303)**

Services of an art teacher are available on an itinerant basis. The art program currently serves both grades K-6 and grades 7-12.

### **Guidance Counselor (305)**

Services of a guidance counselor are available on an itinerant basis for grades K-12.

### **Technology Teacher (306)**

Services of a technology teacher are available on an itinerant basis. The technology program can serve students in grades 7-12 through delivery of state-approved curricula. This service is generally BOCES aidable.

### **English Teacher (307)**

Services of an English teacher are available on an itinerant basis. The English program can serve students grades K-12 through delivery of state approved curricula. This service is generally BOCES aidable.

### **Physical Education Teacher (308)**

Services of a physical education teacher are available on an itinerant basis for regular K-12 physical education assignments. This service is generally BOCES aidable.



# Instructional Services

## Contact:

**Coser 309**

**Coser 310**

**Coser 311**

**Coser 312**

**Coser 325**

**Coser 326**

**Coser 328**

**Coser 329**

**Coser 335**

**Coser 336**

**Jamie Sitera**  
**Coordinator of Special**  
**Programs and Projects**  
**793.8580**  
[jsitera@oneida-boces.org](mailto:jsitera@oneida-boces.org)

### **Health Teacher (309)**

The services of a health teacher are available on an itinerant basis. The health program can serve students in grades K-12 through delivery of state-approved curricula. This service is generally BOCES aidable.

### **Nurse Practitioner (310)**

The nurse practitioner must work under the supervision of a physician. Most schools utilize the BOCES physician, but districts can participate in this service with their own physician. Preferred delivery mode is all-day assignments for three days or less per week, but half-day assignments can be accommodated. This service is generally BOCES aidable.

### **Social Studies Teacher (311)**

The services of a social studies teacher are available on an itinerant basis. The social studies program can serve students in grades K-12 through delivery of state-approved curricula. This service is generally BOCES aidable.

### **School Physician (312)**

Services of a physician are available to supervise the work of the nurse practitioner. Participation in this program is related to participation in the nurse practitioner program. This service is not aidable.

### **Home Economics Teacher (325)**

Services of a home economics teacher are available on an itinerant basis. Preferred delivery mode is all-day assignments for three days or less per week, but half-day assignments can be accommodated. This service is generally BOCES aidable.

## Itinerant Services for Academic Programs

### **English as a Second Language Teacher (326)**

The services of an English as a Second Language (ESL) teacher are available on an itinerant basis. The ESL program can serve students in grades K-12 through delivery of state-approved curricula. This service is generally BOCES aidable.

### **Mathematics Teacher (328)**

The services of a mathematics teacher are available on an itinerant basis. The mathematics program can serve students in grades K-12 through delivery of state-approved curricula. This service is generally BOCES aidable.

### **Science Teacher (329)**

The services of a science teacher are available on an itinerant basis. The science program can serve students in grades K-12.

### **Teacher of the Learning Disabled (335)**

Services of a teacher of special education are available on an itinerant basis. The delivery mode is usually a half-day, every day. The program must conform to Part 200 regulations. This service is excess cost aidable.

### **Gifted and Talented (336)**

Services of a teacher on an itinerant basis are available to provide programming for gifted and talented elementary students in participating districts. Identification of the students and the curriculum are determined by each participating district. The preferred delivery mode is all-day assignments for three days or less per week. This service is generally BOCES aidable.

# Instructional Services

## Itinerant Services for Academic Programs

### Contact:

**Coser 337**

**Coser 338**

**Coser 339**

**Coser 313**

**Coser 314**

**Coser 315**

**Jamie Sitera**  
**Coordinator of Special**  
**Programs and Projects**  
**793.8580**  
[jsitera@oneida-boces.org](mailto:jsitera@oneida-boces.org)

#### **Spanish Teacher (337)**

Services of a Spanish teacher are available on an itinerant basis for grades K-12. This service is generally BOCES aidable.

#### **Music Teacher (338)**

Services of a music teacher are available on an itinerant basis for grades K-12 and can include instrumental and vocal instruction. This service is generally BOCES aidable.

#### **French Teacher (339)**

Services of a French teacher are available on an itinerant basis for grades K-12. This service is generally BOCES aidable.

#### **Itinerant Services for Special Education Programs**

Many component school districts need therapeutic services on a part-time basis. Through Special Education Itinerant Services, therapists are available in such disciplines as psychology, social work, occupational 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 .60 full-time employee.

#### **School Psychologist (313)**

Services of a school psychologist are available on an itinerant basis. Preferred delivery mode is all-day assignments for three days or less per week, but half-day assignments can be accommodated.

This service is generally BOCES aidable, except for that portion spent with students with disabilities, which is excess cost aidable. In addition to the normal .60 FTE maximum, a .20 FTE can be secured for services to the Committee on Special Education. This is not BOCES aidable but is excess cost aidable. The BOCES school psychologist cannot be the chairperson of the Committee on Special Education.

#### **School Social Worker (314)**

Services of a school social worker are available on an itinerant basis. Preferred delivery mode is all-day assignments for three days or less per week, but half-day assignments can be accommodated. This service is generally BOCES aidable, except for that portion spent on students with disabilities, which is excess cost aidable.

#### **Speech (315)**

Services of a teacher of the speech and hearing impaired are available on an itinerant basis. Preferred delivery mode is all-day assignments for three days or less per week, but half-day assignments can be accommodated.

This service is generally BOCES aidable, except for that portion spent on students with disabilities, which is excess cost aidable.

# Instructional Services

## Itinerant Services for Academic Programs

### Contact:

**Coser 316**

**Coser 318**

**Coser 321**

**Coser 322**

**Coser 323**

**Coser 330**

**Coser 334**

**Jamie Sitera**  
**Coordinator of Special**  
**Programs and Projects**  
**793.8580**  
[jsitera@oneida-boces.org](mailto:jsitera@oneida-boces.org)

### **Visually Impaired (316)**

Services of a teacher of the visually impaired or a rehabilitation specialist for the visually impaired are available on an itinerant basis. Preferred delivery mode is all-day assignments for three days or less per week, but assignments can be aligned with a student's IEP recommendation for service. Committee on Special Education referrals should indicate the lowest frequency and maximum duration per week as appropriate to the student's needs. Daily service is possible. This service is excess cost aidable.

### **Hearing Impaired (318)**

Services of a teacher of the deaf and hearing impaired are available on an itinerant basis. The nature of this service generally precludes full-day assignments. Committee on Special Education referrals should indicate the lowest frequency and maximum duration per week as appropriate to the student's needs. Daily service is possible. This service is excess cost aidable.

### **Physical Therapy for Students in BOCES Programs (321)**

Physical therapy is provided for students with disabilities by licensed personnel who work with individual students. A program of gross motor skill development helps students achieve maximum physical and mental functioning in a school environment. This service is excess cost aidable.

### **Occupational Therapy (322)**

Occupational therapy is provided for students with disabilities by licensed personnel who work with individual students. A program of fine motor skill development helps students achieve maximum physical and mental functioning in a school environment. This service is excess cost aidable.

### **Diagnostic/Prescriptive Assessment (323)**

This service is available on a per assessment basis. It is provided by a registered occupational therapist (OTR) who evaluates non-disabled students to diagnose developmental deficits and to recommend further intervention. This service is BOCES aidable.

### **Special Programs Coordinator (330)**

The Special Programs Coordinator provides participating districts with a professional administrator to coordinate special programs on an itinerant basis.

The programs may include compensatory, special education, gifted and talented and others. This service is generally BOCES aidable for non-disabled students.

### **Consultant Teacher Services (334)**

This service is for districts that are returning students with disabilities back into the home school setting. It is also for students who are at-risk of needing special education and who, with the necessary support, might be able to remain in a regular education setting. A consultant teacher or a team of educational professionals provides services directly to the students and gives support to the regular classroom teachers.



# Instructional Services

## School-to-Career Programs- -RPE/Colgate Seminar

### Contact:

**Coser 420.01**

**Coser 420.02**

**Susan B. Carlson**

**Director**

**793.8529**

[scarlson@oneida-boces.org](mailto:scarlson@oneida-boces.org)

### **Regional Program for Excellence (420.01)**

The Regional Program for Excellence offers a cost-effective educational experience to high school students 16 years or older through professional internships in technology, the arts, business, government, science or human services. This program is available to students from Oneida and Herkimer BOCES component school districts. Students are placed with one to two mentors in the same or different areas of interest, as each student's program plan is established. Students use or are exposed to new technological equipment to gain a realistic view of professions and recognize the application of learned educational theory. As a result of these practical educational experiences that aid in closing the gap between preparation and application, students receive letters of recommendation from professionals for use with college applications.

During the summer session, students usually meet with mentors three hours per day for five weeks, gaining approximately 75 hours of work site contact. Students in the school year session, from October through early April, meet three hours per week for 24 weeks, for a total of 72 hours of participation.

### **Colgate Seminar Program (420.02)**

This program is taught by Colgate University professors on the Colgate campus. A series of 12 seminars are offered to high-ability students in junior and senior high school. The sessions are developed from a list of about 20-25 subjects and are held once a week during the months of September, October, November, January, February and March. Each cycle consists of three to five sessions and make-up sessions are offered. Students are notified of the subjects in advance and are requested to list their preference or interest.



# Instructional Services

## School-to-Career Programs- -School and Business Alliance

### Contact:

**Coser 574**

**Coser 574.01**

**Coser 574.06**

**Coser 547.08**

**Coser 574.09**

**Coser 574.12**

**Susan B. Carlson**  
**Director**

**793.8529**

[scarlson@oneida-boces.org](mailto:scarlson@oneida-boces.org)

### **School and Business Alliance (SABA) Career Exploration (574)**

The School and Business Alliance program helps schools implement college, career and citizen ready initiatives by providing an opportunity for students to interact with the business community. School and Business Alliance services are delivered directly to students (grades 4-12) in the home school.

The work site visits, career speakers, and career shadowing experiences available through the School and Business Alliance help students gather information to make informed career decisions.

As well as direct contact with local employers, the School and Business Alliance provides career awareness and exploration activities to help students investigate their futures. School and Business Alliance Career Exploration Specialists guide students in the development of individualized career plans and portfolios as outlined in the CDOS Learning Standards.

#### **I. Basic Service (574.01)**

The basic School and Business Alliance service is a career development continuum designed to help students make informed career decisions. Students participate in carefully planned career exploration activities including interest inventories, personality assessments and learning style reviews. These career activities help students develop career goals and motivate them to do better in school. All business connection activities have pre- and post-exercises. The business activities include college tours, career speakers, career days, career tours and shadowing.

### **II. Expanded School and Business Alliance Services**

#### **A. Summer Internships (574.06)**

Customized summer internships are six-week placements that allow high school juniors and seniors to explore their career possibilities. Students have the option of rotating between different business sites or completing the entire internship at one business. Fulfills BEDS question #22 (Business/Employer/Community Involvement).

#### **B. Career Pathways (Tech Prep) (574.08)**

Students completing a four-unit sequence in technology, business and/or health care receive a Career Pathways certificate. Other Career Pathways services include college math placement testing, teacher training programs and connections with colleges and businesses.

#### **C. Career Specialist (574.09)**

School and Business Alliance career exploration specialists are available on an itinerant basis. This service supports district activity by integrating career development into the curriculum. Career specialists provide career exploration activities, job readiness and curriculum enhancement.

#### **D. Health Careers (574.12)**

The health care industry is one of the career areas offering the most growth potential. To help students gain a better understanding of the multiple career opportunities in health care and to help them learn health care basics, the School and Business Alliance is offering a Health Careers program. Possible half-year courses include: Medical Terminology, Health Careers I, Health Careers II, Anatomy and Physiology and summer internship experience.

# Instructional Services

## Special Education- -Programs and Services

### Contact:

Coser 201

Coser 203

**Ellen Mahanna**  
**Principal**  
**793.8605**  
[emahanna@oneida-boces.org](mailto:emahanna@oneida-boces.org)

Special education programs are provided for children with disabilities in the least restrictive environment possible. Eight different school-age programs are offered to component school districts.

Related services of speech therapy, physical therapy, occupational therapy, visually-impaired training, hearing-impaired training and counseling are charged separately.

### **8:1:2 Program (201)**

#### **Special Education Center (Grades K-12)**

##### **Waterville Central School District (Grades K-12)**

*(up to 8 students with 1 teacher and 2 teacher assistants)*

This program is designed for students with severe behavior management needs who cannot be maintained in a 12:1:1 setting. IEP services must include a minimum counseling service of 1x30 minutes weekly. Instructional programs are provided within a structured behavior modification program. Time-out rooms are used as integral parts of the behavior modification program component. All staff members are trained in therapeutic crisis intervention techniques. Students participate fully in the New York state testing program. There are three focal groups contained in the 8:1:2 program, which are as follows:

#### **Center Based - Life Skills Program**

Designed for students with borderline/low cognitive functioning paired with intense behavior management needs. These students require a pre-vocational program focus.

#### **Center Based/School Based 8:1:2 Program**

Designed for students who can access the general education program (Regents track) with modifications and accommodations for intense behavior management needs. Classrooms are

located at the Special Education Center and Waterville Central School District.

#### **Center Based - Mental Health Program**

Designed for students who are diagnosed with mental illness and/or have significant mental health needs that seriously impact their school functioning. The students can be dually diagnosed and participate fully in the NYS testing program.

### **12:1:1 Adjustment Program (203)**

#### **Westmoreland Central School District (Grades 6-12)**

*(up to 12 students with 1 teacher and 1 teacher assistant)*

The 12:1:1 program is designed for students with behavior management needs who cannot be maintained in a regular education classroom and who require a placement more restrictive than 15:1. IEP related services must include a minimum counseling service of 1x30. Students participate in mainstream subjects when appropriate and receive self-contained instruction when necessary. 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. Time-out rooms are used as an integral part of the behavior program component. All staff members are trained in therapeutic crisis intervention

# Instructional Services

## Contact:

Coser 203

Coser 204

Coser 209

**Ellen Mahanna**  
**Principal**

**793.8605**

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techniques. Pre-vocational and career and technical education training is conducted throughout the program. Students participate fully in the state testing program.

### **12:1:1 Program (204)**

#### **School-Based (Grades K-12)**

*(upto 12 students with 1 teacher and 1 teacher assistant)*

There are two components to the 12:1:1 Program:

**The 12:1:1 Mild Program**, located at Sauquoit Valley Central School, meets the diversified needs of students with mild disabilities. Students require specialized instruction in the areas of social-emotional skills, academic development and career and technical education. The program utilizes career and technical programs and other outside agency programs to provide transition support services. Students participate in the state testing program and the Alternate Assessment program and receive the Skills and Achievement Commencement Credential.

**The 12:1:1 Moderate Program (Grades 9-12)**, located at the Special Education Center, is designed for students with moderate disabilities. Students require specialized instruction in all areas including social-emotional skills, physical skills, intellectual skills and adaptive living skills. The emphasis of the program is to assist the student in achieving his or her maximum potential in self-sufficiency skills. The program utilizes support services and transition services with community agencies and the Career and Technical Education Center. Annual yearly progress is measured by the scales of independent behavior (SIB-R). Students participate in New York State Alternate Assessment

## Special Education- -Programs and Services

and receive the Skills and Achievement Commencement Credential.

### **12:1:3 Multiply Disabled Program (209)**

#### **Westmoreland Elementary School (Grades K-6)**

#### **Westmoreland Middle School (Grades 6 - 12)**

*(upto 12 students with 1 teacher and 1 teacher assistant for every 3 students)*

The 12:1:3 program meets 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 and socialization skills.

Related services of speech therapy, physical therapy, occupational therapy, visually-impaired training and hearing-impaired training are charged separately.

### **12:1:3 Autism Program (209)**

#### **Waterville Elementary School (Grades K-5)**

#### **Ralph Perry Jr. High (Grades 6 - 9)**

#### **New Hartford Sr. High (Grades 9-12)**

This program 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, 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 ther-



# Instructional Services

## Special Education- -Programs and Services

### Contact:

**Coser 209**

**Coser 236**

**Ellen Mahanna**

**Principal**

**793.8605**

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apy, vocational and social work services available based on individual needs. The program is located in the public school setting to accommodate integration into the general education classes when appropriate. Diploma tracks include Regents, local and IEP diplomas.

Related services, including speech therapy, physical therapy, occupational therapy, visually impaired therapy and hearing-impaired therapy, are charged separately. Students take the NYS Alternate Assessment and receive the Skills and Achievement Commencement Credential.

### Career and Community Connections (236)

#### Special Education Center (Grades 9-12)

This program is designed for high school students enrolled in the 12:1:1 Mild and Moderate programs and the 12:1:3 Autism program as a half-day offering that allows student career exploration to develop social skills, job readiness skills and to learn how to participate appropriately within the community. The primary goal of the program is to provide students a smooth transition into post-secondary programs and/or employment. Students' individual IEP transition goals are addressed through a combination of classroom instruction and community work experiences throughout the school year.



# Instructional Services

## Special Education- -Programs and Services

### Contact:

**Coser 831-834**

**Coser 206**

**Coser 575**

**Ellen Mahanna**

**Principal**

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### **Summer School Programs (12-month Programming) (831-834)**

OHM BOCES provides summer school programs for school-age children. Summer school programs are a continuation of the school year program for eligible students and are mandated by Part 200 of the Commissioner's Regulations. This extension is intended to prevent regression of skills. The summer school program is six weeks during the months of July and August.

### **Transitional Planning and Implementation Services (206)**

Coser 206 is a Transitional Planning and Implementation Service option designed to meet the mandate of the Part 200 Commissioner's Regulations on the provision of transitional services to students with disabilities. Services available include:

1. Direct delivery of individualized student transition services, including but not limited to:
  - Career exploration including shadowing, internships and work tryouts;
  - Individualized job readiness skill building;
  - Post-secondary education exploration;
  - Travel training; and
  - Referral linkage for residential support, case management, family support and benefits counseling.
2. STRIDE (Self development, Time management, Resolution of conflicts, Interest exploration, Decision making, Ethics of employment) is a 15-hour, classroom-based workshop typically targeting 8th, 9th, and 10th graders. It is designed to facilitate active student involvement in their transition planning.

3. Technical Assistance is a staff development support service designed to assist districts with local level transition planning issues.

Most services are subcontracted with staff from the Arc of Oneida-Lewis County. Coser 206 is purchased by school districts.

### **Vocational Assessment for Students with Disabilities (575)**

The BOCES Vocational Assessment for Students with Disabilities service identifies relevant vocational aptitudes, interests, work values and other worker traits of students to determine appropriate options for further career exploration, vocational remediation, general or specific vocational training and/or employment. Projected levels of vocational functioning and residential support are included.

Depending on a school district's assessment request and the functional level of a student, the following activities may be a part of the vocational assessment process:

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

# Instructional Services

## Contact:

**Coser 575**

**Coser 707**

**Ellen Mahanna**

**Principal**

**793.8605**

*emahanna@oneida-boces.org*

The BOCES Vocational Assessment Services meet requirements of the Carl D. Perkins Vocational Education Act of 1985 regarding vocational assessment of disadvantaged students or students with disabilities and Part 200.4, b, 2, vi.

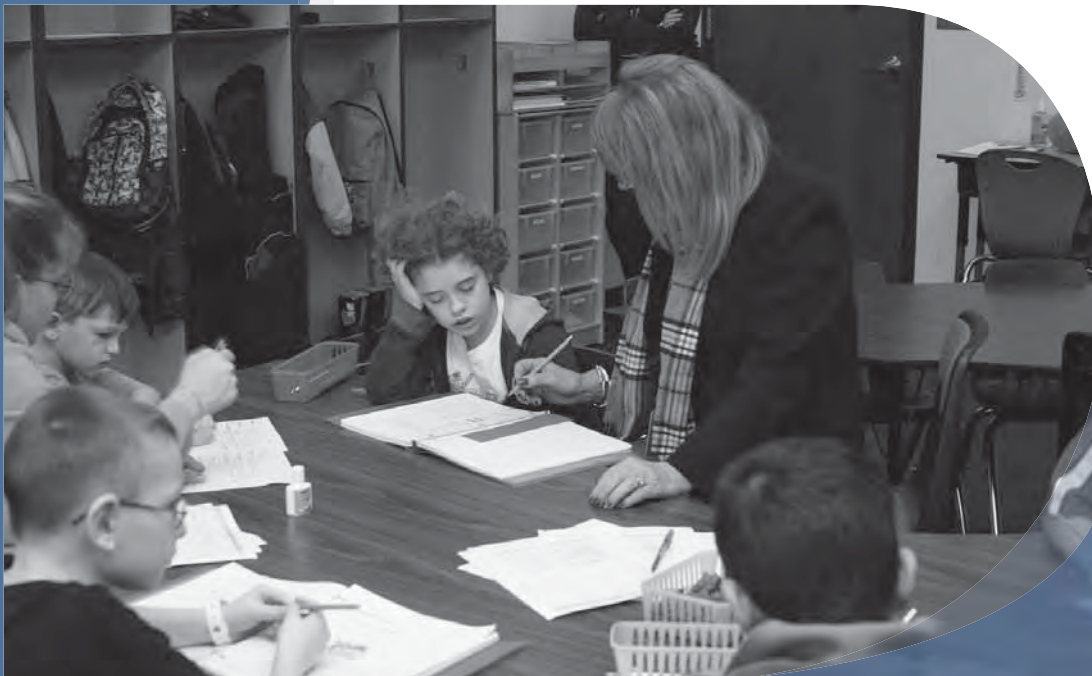
### **Transition Planning Services (707)**

All students age 15 and above in BOCES contract classes receive transition implementation services under Coser 707. Services may include but are not limited to:

1. Individualized guidance planning focused on exit goals.
2. Coordination of career exploration and development that may include:
  - Pre-vocational training;
  - Shadowing, internships, guest speakers and occupationally related field trips;
  - Internships;
  - Skilled technical training;
  - Post-secondary exploration;

## Special Education- -Programs and Services

- Work try-outs;
  - Community-based training/apprenticeships; and
  - Community-based competitive supported employment.
3. Referral to adult services providers needed to support students' transition to adult living. These service providers are recommended based on identified barriers to employment and residential goals and may include:
    - ACCES VR
    - DDSO
    - ARC
    - HTC
    - RCIL
    - Case management through consumer-chosen agency
    - Post-secondary support services (campus based)
    - Residential support providers
    - Medicaid eligible supports



# Instructional Services

## Contact:

### Coser 314

### Coser 315

### Coser 316

### Coser 318

### Coser 322

### Coser 321

**Jamie Sitera**  
*Coordinator of Special Programs and Projects*  
**793.8580**  
[jsitera@oneida-boces.org](mailto:jsitera@oneida-boces.org)

### Coser 708

**Ellen Mahanna**  
*Principal*  
**793.8605**  
[emahanna@oneida-boces.org](mailto:emahanna@oneida-boces.org)

### Coser 560

**Pamela Smoulcey**  
*CPSE Coordinator*  
**223.4727**  
[psmoulcey@oneida-boces.org](mailto:psmoulcey@oneida-boces.org)

## Special Education- -Programs and Services

### Related Services

The following are related services available to students in BOCES special education programs. The local Committee on Special Education determines the extent of services provided to students.

### Counseling for Students in BOCES Programs (314)

Counseling is provided for students in BOCES special education programs by certified personnel who work with individual students.

Special techniques and skills are used to achieve specified goals beneficial to the student and mutually accepted by both counselor and student.

### Speech and Language Services for Students in BOCES Programs (315)

Speech and language services for students with disabilities in BOCES programs are provided by certified personnel who work with individual students. Students may exhibit a communication disorder such as stuttering, impaired articulation or language or voice impairment.

### Visually Impaired Service for Students in BOCES Programs (316)

Visually impaired students with disabilities in BOCES programs receive instruction from certified personnel. This program treats visual impairment as a secondary disability.

### Hearing Impaired Service for Students in BOCES Programs (318)

Hearing-impaired students with disabilities in BOCES programs receive instruction from certified personnel. This program treats hearing impairment as a secondary disability.

### Occupational Therapy for Students in BOCES Programs (322)

Occupational therapy is provided for students with disabilities in BOCES

programs by licensed personnel who work with individual students. A program develops or maintains adaptive skills to achieve maximum physical and mental functioning of the student performing daily life tasks.

### Physical Therapy for Students in BOCES Programs (321)

Physical therapy is provided for students with disabilities in BOCES programs by licensed personnel who work with individual students. A program of gross motor skill development helps students achieve maximum physical and mental functioning in a school environment.

### Teaching Assistant for Students in BOCES Programs (708)

A teaching assistant is provided for students in BOCES special education programs, when requested by school districts, in accordance with a student's Individual Education Plan (IEP).

### Committee on Preschool Special Education (CPSE) (560)

The Committee on Preschool Special Education meets the requirements of Chapter 243 of the laws of 1989 for participating school districts. A shared coordinator works with parents, school district officials, Oneida, Herkimer, and Madison county officials and agencies conducting programs for preschool children to implement the Commissioner's Regulations for services to three- and four-year-old children with disabilities.

The coordinator will schedule meetings, follow through on process/procedures for placement and act as a liaison with parents.





## Information & Technology

The Information and Technology Center provides professional direction, staff development, educational media and related information services. These programs are provided to participating school districts in the most effective way, sharing in the development and cost of these services. All programs offer professional leadership, direction and consultation services.

**Mr. Kenneth Ford**

*Director*

[kford@oneida-boces.org](mailto:kford@oneida-boces.org)

793.8502

# Information & Technology

## School Services

### Contact:

#### Coser 415

**Loren M. Dachary**  
**Coordinator/Instructor**  
**793.8512**

[ldachary@oneida-boces.org](mailto:ldachary@oneida-boces.org)

#### Coser 438

**Dr. Deborah Bauder**  
**Coordinator**  
**793.8548**

[dbauder@oneida-boces.org](mailto:dbauder@oneida-boces.org)

#### **Portable Planetarium Service (415)**

The Portable Planetarium Service consists of a portable planetarium and a planetarium instructor who is trained in the setup and use of the planetarium. When a district contracts for the Portable Planetarium Service, the planetarium operator sets up the planetarium and offers six 45- to 50-minute presentations per day. The portable planetarium can accommodate 25 to 30 students and their teacher, per presentation. Teachers may choose a presentation from more than 18 available topics listed on the portable planetarium website [www.oneida-boces.org/planet](http://www.oneida-boces.org/planet). Each class may choose a different topic, or the same topic may be presented to a number of classes. Planetarium programs correlate with the New York State Education Department's STEM, social studies and ELA frameworks, and are in compliance with Regents, Academic Intervention Service mandates and the Common Core Curriculum.

Interdisciplinary topics available for presentation include art, astronomy, biology, earth science, humanities, foreign language,

Native American legends, social studies, multicultural lore, ocean currents, Greek mythology and weather.

The portable planetarium provides an interactive, visually demonstrative setting where hands-on, minds-on learning is encouraged. Check out the new Digital STARLAB!

#### **Distance Learning (438)**

The OHM BOCES Distance Learning Service is a cornerstone for the future development of expanded educational opportunities in this region.

The service creates a fiber-optic telecommunication network with the capacity to link all our component school districts, the BOCES complex and area colleges. Linkages with regional networks, other states, and even other countries enhance educational opportunities and promote a new sense of sharing and teamwork among both students and teachers in the region.

The OHM BOCES Distance Learning service provides opportunities for interactive video, web-based instruction, and online learning. The online learning platforms can also be used to enhance video distance learning classes. Current course offerings in video distance learning are American Sign Language, Mandarin Chinese, Psychology and Sociology.



# Information and Technology

## Contact:

**Coser 502**

**Coser 502.01**

**Coser 502.02**

**Patricia Skelly**  
**Supervisor**  
**793.8504**  
[pskelly@oneida-boces.org](mailto:pskelly@oneida-boces.org)

### **Educational Communications (502)**

The Educational Communications Center is comprised of three services: Media Technology Services, Cooperative Music and Courier. The center offers curriculum resources, professional leadership and direction to school districts for the integration of instructional technologies into the total educational program. Educational Communications promotes the blending of technology with access to instructional resources to achieve the highest quality instruction to maximize the teaching/learning process.

### **Media Technology Services (502.01)**

BOCES Media Technology Services is uniquely qualified to provide media and library services to school districts. Our sole mission is to provide the depth and breadth of materials that will meet the needs of educators while ensuring compliance with changing standards and mandates. The service offers to teachers and students the latest media and information delivery systems from digital video technologies to multiple copies of print resources. Media Technology Services is a strategic partner with participating school districts in providing content, curriculum and compliance.

Digital media services are just a click away for students and teachers. These services include live streaming television, Soundzabound music (royalty cleared), Teen Kids News, VITAL New York, Brain Pop Jr., Learn 360 and Defined STEM, New Dimensions Core Curriculum Content (CCC!), which include more than 116,000 digital videos, audio files, speeches, photos and images. The online catalog resources provide access to both teachers and students. The print library consists of 3,270 titles with an average of 30 or more copies of each. There are also more than 3,283 audio books and DVDs.

Our resources, digital and analog, cover all curricular areas from pre-K-12 and are aligned to the NYS Learning

## School Services

Standards. Professional development, at no additional cost to the district, is provided for such things as: integration of digital resources into SMART Board and other presentation tools, copyright compliance, media literacy, advanced searching techniques, using digital resources to meet the Common Core shifts, and using digital resources with handheld devices to name a few.

Media Services has developed an app that will allow clients access to selected streaming media from any mobile device. This expands access for students doing research as well as teachers using content for instruction.

### **Cooperative Music Program (502.02)**

The Cooperative Music Program enables participating school districts to cooperatively purchase choral, band, percussion, orchestral music, song books and music CDs that accompany the sheet music. The music library provides districts with a variety of music selections at minimum cost. Benefits to school districts include a central location, maintenance of collection by the media technology services staff, on-line catalog access, delivery by courier service, combined buying power of several districts and compliance with music copyright laws. In addition, the Herkimer County Music Educators' Association (HCMEA) and the Oneida County Music Educators' Association (OCMEA) sheet music collections are housed, maintained and distributed by Media Technology Services at no charge.

An Advisory Council, made up of member district music teachers, works with the media staff to streamline services and organize professional development events. These PD events are at no additional cost to the districts.

# Information and Technology

## Contact:

### Coser 502.03

**Patricia Skelly**  
**Supervisor**  
**793.8504**

[pskelly@oneida-boces.org](mailto:pskelly@oneida-boces.org)

### Coser 504

### Coser 504.01

### Coser 504.02

### Coser 504.03

**Kamil Rahme**  
**Supervisor**  
**793.8507**

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### Coser 505

**Kimberly Cimino**  
**Supervisor**  
**793.8510**

[kcimino@oneida-boces.org](mailto:kcimino@oneida-boces.org)

#### **Courier Service (502.03)**

##### **[Base Service]**

The Courier Service provides daily delivery and pickup for BOCES programs and component school districts in Herkimer and Oneida Counties. This service facilitates the transportation of curriculum resources (books, DVDs, CDs, etc.), sheet music, interlibrary loan of books, intra- and inter-school mail, distance learning course materials, equipment repaired by Technical Repair Service and school district printing from BOCES Printing Services.

#### **Technical Repair Center (504)**

The Technical Repair Center is comprised of three programs: Audiovisual Equipment Repair, Computer Repair and Musical Instrument Repair. School districts have the option of participating in either one or all of these programs. To receive aid on these services, the school district must participate in the Educational Communication Center's Courier Service.

#### **Audiovisual Repair (504.01)**

This program provides repair service for participating school districts' audio visual smart classrooms and video equipment. The service can take place either at the BOCES repair center or at the school site. School districts also have access to the repair technician for consultant services. Preventative maintenance for smart classrooms, audio and video equipment traditionally takes place during the summer months at the school site. Schools are billed separately for any replacement parts used to repair or maintain their equipment. Replacement parts are not aidable. The service provides for the pickup and delivery of equipment on a daily basis through the Educational Communication Center's Courier Service.

#### **Computer Repair (504.02)**

This program provides professional repair and preventative maintenance for district-owned instructional computer

and associated peripheral equipment. As with audiovisual repair, services can take place either at the repair center or at the school site. Computer preventative maintenance is performed on-site annually, based on a district's request. Since replacement parts used in the repair and maintenance of district-owned equipment are not aidable, districts will be billed separately for these items. Pickup and delivery of equipment is facilitated by the Educational Communication Center's Courier Service.

#### **Musical Instrument Repair Service (504.03)**

The Musical Instrument Repair Service provides repair service for all brass, woodwind, string and percussion instruments owned by a school district. Repair work is done either on-site or at the BOCES repair center, whichever is appropriate. Pickup and delivery of equipment are also provided on a daily basis through the Educational Communication Center's Courier Service. Replacement parts used in the repair of instruments are not aidable. In order to receive aid on this service, school districts must participate in the Educational Communications Center's Courier Service.

#### **Printing Services (505)**

Printing Services offers high quality digital printing and copying of newsletters, report cards, elementary yearbooks, ad books, letterheads, labels, posters, forms, agendas and much more. Photos can be scanned and reduced or enlarged to fit desired text.

Get accurate results by sending your original files by e-mail or CD-ROM. We support Adobe Acrobat (PDF) and Adobe InDesign and PageMaker softwares, as well as Microsoft Publisher and Word software (one-color documents only).

If you would prefer, you may contact our School Communication Service (603) and they will design and lay out your document for print.

## School Services



# Information and Technology

## School Services

### Contact:

#### Coser 505

**Kimberly Cimino**  
**Supervisor**

**793.8510**

[kcimino@oneida-boces.org](mailto:kcimino@oneida-boces.org)

#### Coser 510

**Scott Morris**  
**Coordinator**

**793.8586**

[smorris@oneida-boces.org](mailto:smorris@oneida-boces.org)

#### Coser 518

**Patricia M. Skelly**  
**Supervisor**

**793.8504**

[pskelly@oneida-boces.org](mailto:pskelly@oneida-boces.org)

Material can be printed in sizes from 1" x 1" to 12" x 18." Originals can be enlarged or reduced to fit a desired size. A variety of inks and papers are available (i.e., colored stock, NCR paper). Xerox copies, single-sided or double-sided copies, and single-color or multiple-color jobs can also be printed. Routine printing jobs (quick copy) can be printed and ready for delivery on the same day, if requested. Printing Services also provides transparencies, laser and plastic sign engraving.

The Educational Communication Center's Courier Service delivers the finished product.

Pricing for the Printing Service is based on materials used, number of impressions, bindery required and any other special handling (i.e., shipping). Sign engraving costs are based on size and lettering. All printing requests are aidable except for the paper and supplies. The portion not aided is normally calculated at 22 percent of the total cost. In order to receive aid on this service, school districts must participate in the Educational Communication Center's Base Service.

#### Instructional Technology Service (510)

This Coser provides computer-based services for instructional activities within the context of the New York State Long Range Technology Plan. This service

provides component districts with consultation, design and implementation of hardware, software and data network configuration. This service also provides component districts with the ability to participate in a shared data technician and follows the Model Schools Coser (6368) by providing training and staff development to support the instructional technology service.

#### Pre-K-6 Science/Math Program (518)

##### Basic Service:

##### State Standards Science Program (SSSP) – 34 kits

The science kits provide hands-on experiences for students in grades pre-K-6 and special education classrooms. The kits, which are delivered via the science courier service and replenished by the Science Center staff, provide enough materials for 30 students. They correlate to the New York State Science Core Curriculum Guides and the MST Learning Standards. Kits enable students to develop 21st Century Skills including critical thinking and problem solving, communication, collaboration, and creativity and innovation. Each Science Kit contains trade books, lessons-in-a-bag, and 24/7 access to related digital resources. The science kits further the goals and objectives of the New York State Learning Standards and prepare students for the science



# Information and Technology

## School Services

### Contact:

#### Coser 518

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**793.8504**  
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#### Coser 538

**Kenneth Ford**  
**Director**  
**793.8502**  
[kford@oneida-boces.org](mailto:kford@oneida-boces.org)

#### Coser 576

#### Coser 576.01

#### Coser 576.02

#### Coser 576.03

**Patricia M. Skelly**  
**Supervisor**  
**793.8504**  
[pskelly@oneida-boces.org](mailto:pskelly@oneida-boces.org)

assessments. The Science Center provides replenishment materials at cost for the performance assessment kits required by New York state for students. Kits are being refocused with a greater focus on Inquiry Based Learning and the STEM Initiatives. Teams of teachers are working with Science Center staff to expand kits being offered through 8th grade. These teams are also working on revising current kits.

In-depth summer and fall kit workshops for new teachers and those teachers changing grade level are included with this service. Additional Professional Development in content related areas is offered at no additional cost to the districts.

#### **Early Science Literacy Kits (Pre-K)**

Early science literacy kits for children ages four to six are available. Each kit services 20 students, includes teacher in-service and are delivered by the science courier. These hands-on science kit lessons are available at cost or can be BOCES aidable depending upon the grade level of the students.

#### **Model Schools (538)**

The Model Schools Program is designed to assist school districts in the effective integration of technology with instruction. The instructional designers, professional developers, trainers and consultants of OHM BOCES will coordinate the collaborative activities of component school districts to define their path toward instructional technology integration by facilitating, planning and assessment. They will offer staff and curriculum development as it pertains to technology integration as on-going components of systematic school reform to improve student achievement. Incorporated in the services and software offered will be professional development that guides implementation of instructional best practices and an assessment program to effectively analyze data.

#### **School Library System (576)**

Numerous library services are provided in this Coser including Regional Catalog, Online Database, Expanded Interlibrary Loan, Online Database Access, Virtual Reference Library, Cooperative Collection Development, and Overdrive Virtual Library for ePrint & audio books. The School Library System website ([www.oneida-boces.org/sls](http://www.oneida-boces.org/sls)) has many links to helpful resources for school districts.

#### **Regional Catalog (576.01)**

This service provides maintenance and development of the regional union catalog for the Oneida-Herkimer-Madison, Madison-Oneida, and Jefferson-Lewis County BOCES School Library Systems. The Web-based catalog is continuously updated so patrons have access to reliable data from the combined resources of 165 schools. Staff and students use the regional catalog in their school's library for instruction and to borrow resources in area schools through interlibrary loan.

#### **Expanded Interlibrary Loan Service (576.02)**

The expanded interlibrary loan service includes researching and requesting books and articles from sites outside the Oneida/Herkimer School Library System's component school districts. Customized research is also conducted on any topic to meet the educational and informational needs of staff and students. The School Library System staff has access to online databases and institutions across the United States that are part of interlibrary loan consortiums.

#### **Online Database Access (576.03)**

This service provides consortium pricing for the purchase of online electronic information and instructional resources including periodicals (many full text), newspapers, references and

# Information and Technology

## School Services

### Contact:

**Coser 576.03**

**Coser 576.04**

**Coser 578**

**Patricia M. Skelly**  
**Supervisor**

**793.8504**

[pskelly@oneida-boces.org](mailto:pskelly@oneida-boces.org)

visual images to participating school libraries. The School Library System also offers training in online search strategies and technical support to library media personnel. Example subscriptions may include EBSCOHost Limited, Tumblebooks, Grolier's Encyclopedia, ProQuest Direct and World Book. Databases not currently on the SLS list may be requested and SLS staff will contact the company for pricing. Training on the use of databases is available for library staff, teachers, and students.

### Virtual Reference Library (VRL) (576. 03)

This service provides opportunity for districts to belong to a digital reference library built through the collective purchasing power of all members. This Web-based digital reference collection, selected by a committee of librarians, is accessible by all students and

staff from any computer with Internet access. Teachers have the ability to have entire classes search one volume of a reference book all at the same time instead of being limited to one or two students per hardcover book. O/H SLS now offers an app for accessing databases from all mobile devices.

Examples of titles include World Book's Digital Library, Gale's Encyclopedia of World Biography, Encyclopedia of the Supreme Court of the U.S., Tumblebooks, Real-Life Math, Animal and Plant Anatomy, American Social Reform Movements Reference Library and Food: In Context.

### Cooperative Collection Development (576. 04)

This service coordinates the acquisition of and builds upon an already existing collection of materials (books, DVDs, etc.). Acquisitions are housed in individual school libraries.

The function of the school library collection is to support instruction and meet the informational needs of staff and students. Adequacy of school library funding and changes in curriculum content and course emphasis make development of comprehensive library collections difficult for individual schools. This service allows schools to build exemplary library collections and make these resources available to other schools through the regional union catalog and interlibrary loan. They are in turn, are able to draw on the resources of other participating school libraries.

### Library Automation (578)

The Library Automation Service is comprised of two programs: Data entry for the Regional Union Catalog and Regional Library Automation Service. Bibliographic data entry is provided by the Oneida/Herkimer School Library System. Regional Library Automation Service is provided by the Mohawk Regional Information Center (RIC).

**Virtual Reference Library**  
Brought to you by: Your School District and the Oneida/Herkimer BOCES School Library System.  
eReference Books available through your library for use anywhere you access the Internet.  
Fully searchable, multiple users, easy access ... ask your Library Media Specialist.

**Complete List of Titles in the Oneida/Herkimer Virtual Reference Library**

- American Decades - 11 volumes
- American Eras Primary Sources: Civil War and Reconstruction (1860-1870)
- American Social Reform Movements Reference Library - 5 volumes
- Animals and Plant Anatomy - 11 volumes
- Animals: A Visual Encyclopedia - (Dorling Kindersley)
- Animal Rights: A Reference Handbook
- Children's Illustrated Encyclopedia - (Dorling Kindersley)
- Cloud 9: 2.0 and How it works
- Crime Scene Investigations: Ballistics
- Earth Is Telling
- Eye Witness Bundle: Bugs - (Dorling Kindersley)
- Eye Witness Series: North American Indian - (Dorling Kindersley)
- Eye Witness History Series - (Dorling Kindersley) titles include: American Revolution, Arm & Amok, Castle, Civil War, Early Humans, Explains, Knight, Mythology, North American Indian, Olympics, Profile, Shipwreck, Titanic, Viking, WWI, WWII
- Encyclopedia of the Supreme Court of the United States - 5 volumes
- Encyclopedia of World Biography - 32 volumes
- Experiment Central: Understanding Scientific Principles Through Projects - 6 volumes
- Food: In Context - 2 volumes
- Gale Encyclopedia of Genetic Disorders
- Gale Encyclopedia of Mental Health
- Gale Encyclopedia of Science - 6 volumes
- Gale Encyclopedia of U.S. History: Government and Politics - 2 volumes
- Gale Encyclopedia of U.S. History: War - 2 volumes
- Gale Encyclopedia of World History: Government and Politics - 2 volumes
- Gale Encyclopedia of World History: War - 2 volumes
- Immigrants in American History: Arrival, Adaptation and Integration
- Introducing Issues with Opposing Viewpoints Series: Titles include: Energy Alternatives, Food Safety, Genetic Engineering, Global Warming, Health Care, Juvenile Crime, School Policies, Smoking, Standardized Testing, Video Games
- Jackie Robinson and the Integration of Baseball
- Junior Worldmark Encyclopedia of World Cultures
- Look Closer: Ocean - (Dorling Kindersley)
- Musicians & Composers of the 20th Century
- Mythology and Culture Workbook: Greek Mythology
- Novels for Students - 37 Volumes
- Nutrition & Health: Diet and Disease
- Nutrition & Health: Genetically Modified Foods
- Our Living World: Earth's Biomes - 7 volumes
- Poetry for Students - 19 Volumes
- Real Life Math - 3 Volumes
- Religions of the World: A Comprehensive Encyclopedia of Beliefs and Practices
- Safety: Health, Infection, Diseases & Conditions - 3 volumes
- The Science Behind Sports: Titles include: Basketball, Chess, Climbing, Figure Skating, Football, Gymnastics, Ice Hockey, Snowboarding, Soccer, Swimming, Track and Field
- Short Stories for Students - 35 volumes
- U.S. Presidents & Governors
- U.S. Encyclopedia of Biomes - 3 volumes
- U.S. Encyclopedia of World Mythology
- Writing the Critical Essay: An Opposing Viewpoints Guide - Issuing

**TumbleBooks Library** - Action and nonfiction eBooks for elementary level readers - now include video clips with select titles  
**TumbleBook Cloud** - Fiction and nonfiction eBooks for middle and high school level readers - now includes video clips with select titles  
**World Book Digital Library** (3 vol.) titles include - Early Peoples, Inventions & Discoveries, Living Green

**TUMBLEBOOK CLOUD**



# Information and Technology

## School Services

### Contact:

#### Coser 578.210

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#### Coser 603

**Jean Palmer**  
**Supervisor**  
**793.8610**  
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#### Coser 610

**Scott Morris**  
**Coordinator**  
**793.8586**  
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#### Coser 625

**Mary Sainsbury**  
**Supervisor**  
**793.8584**  
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#### **Regional Library Automation Service (578.210)**

The Regional Library Automation Service is provided through a cross-contract with the Mohawk Regional Information Center. This service provides for local area network installation, maintenance, updates, software installation and training, access to the regional library database for resource sharing and ongoing related support services.

#### **School Communication Service (603)**

Establishing an effective communication system between schools, parents and the community helps districts create higher academic standards and stronger partnerships. Beyond the day-to-day informational needs of school districts, the challenge is to develop a strategic communication program that reinforces the district's mission and the value of public education to society. In particular, parents need to understand the school's academic expectations for their children, know what resources are available to help their children be successful in school and understand the value of public education to society.

The School Communication Service provides expert staff in news media relations, graphic/visual arts, photography, publication design and layout, and website development.

Documents created are sent to Printing Services (505) for high-quality printing or copying.

The School Communication Service also provides school districts with the expertise to plan and develop a comprehensive public relations and communication program that begins with students, parents and teachers and reaches out to include the wider community. A professional and consistent approach to public information builds more active support from parents and community partners.

This service offers strategic communication planning services for building projects, budgets and other initiatives.

School Communications also offers districts web hosting and support through Schoolwires. School Communications has three Schoolwires Certified Trainers on staff and can assist districts with their training needs. Districts will receive assistance during initial set up and continued support as they develop their website.

#### **Telephone Interconnect (610)**

The BOCES coordinated Telephone Interconnect Service provides school districts with the ability to link telephone service through a virtual telephone network. As a result, schools have the ability to direct inward dial (DID) the Oneida-Herkimer-Madison BOCES and their counterparts in the service with either four- or five-digit dialing.

The financial benefits of this service for school districts include reduced line costs and the elimination of message unit costs within the network.

#### **Substitute Teacher Calling Service (625)**

Participating school district teachers and administrators can call an automated sub-calling system, or go online, 24 hours per day to report absences. The automated system will fill those vacancies. Qualified substitutes are placed in schools based on an approved list of substitutes provided to the service by the school district. Districts receive daily reports of teacher absences and substitute teachers used.



# Information and Technology

## School Services

### Contact:

#### Coser 628

**Scott Morris**  
**Coordinator**  
**793.8586**

[smorris@oneida-boces.org](mailto:smorris@oneida-boces.org)

### Services from Other BOCES

#### Coser 407

#### Coser 514.21

#### Coser 515.21

#### Telecommunications Service (628)

This Coser provides component districts with assistance in the identification, installation, evaluation and dissemination of technological tools (both hardware and software) that support the educational process at all levels. This service monitors and maintains the Wide Area Network connections within Oneida-Herkimer-Madison BOCES and is leveraged to analyze, design and implement strategies to deliver new services and technologies to our component districts efficiently.

#### Services from Other BOCES

#### Planetarium - Herkimer BOCES (407)

This service is offered on a program-by-program basis to all age groups. Classes are available for special education, K-12 and gifted and talented programs. Participating districts may send up to 60 children to each program. Teachers receive worksheets including program descriptions, suggested pre-visit activities for students and a vocabulary list. Teachers from participating districts may attend workshops at the planetarium and use science support equipment such as telescopes and spectrometers. All programs are designed using the New York state science curriculum as a guide and in conjunction with the District Planetarium Advisory Council. This service is available through a cross-contract with Herkimer BOCES.

#### Model Schools Program (514.21) and Common Learning Objectives (515.21)

This group of Coser services falls under the general category of Computer Services and is provided by a cross-contract with the Madison-Oneida BOCES Regional Information Center.

The Model Schools Program includes training to facilitate "tool software" integration and turnkey training.

Common Learning Objectives focuses on finding solutions for effective methods of technology integration to address common learning objectives.



## Program & Professional Development

School districts today face challenges on every front - new Common Core Learning Standards, compliance with the new APPR, new student assessments and the need to meet these challenges within a severely constrained fiscal environment.

Program and Professional Development provides programs that help raise student learning and achievement that are grounded in research. They are continuously benchmarked against best practices in education. All division services are delivered by professional staff with varied expertise working toward a common goal: **college and career readiness for all students.**

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*Director*

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793.8573

# Program and Professional Development

## School Services

### Contact:

**Coser 332**

**Coser 332.01**

**Coser 332.02**

**Coser 405**

**Joanna Keeler**  
**Coordinator**

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### **Curriculum, Instruction, and Assessment Coordination (332)**

This service hires professional staff for specialized services and coordinates the sharing of those staff members between two or more districts. These professionals assist participating districts in improving student achievement by providing professional development opportunities in instructional strategies, curriculum development, assessment techniques, data analysis and leadership.

Each district is charged on a formula basis for professional development services. School districts are responsible for purchasing equipment and supplies that will be retained in their district.

### **Curriculum Specialist (332.01)**

This in-district service focuses on strengthening instruction, raising standards and improving curriculum and assessment practices.

Consultants are matched to districts based on their staff development needs.

Teachers and administrators receive feedback, share best practices and exchange ideas from the curriculum specialists in workshops, one-on-one classroom coaching and small groups.

Districts are charged a daily rate.

### **Leadership Coaches (332.02)**

Coaching services provide on-going and job-embedded professional learning for educators. It is available in these strands (and others upon request):

Literacy Coaching: Coaches work with teams of teachers or individual teachers, providing planning, instructional, data and assessment support. Support is customized but may consist of facilitated meetings, training, observation and feedback, model lessons or coteaching.

- **CCLS Module Adopt or Adaptation Support:** Instructional coaches will work with teachers implementing CCLS Literacy or Math Modules. Coaches will support access to materials, scaffolding and

pacing instruction, facilitating data discussions to inform adjustments to instruction.

**Leadership Coaching:** Coaches work with building principals and assistant principals, helping them do their very demanding jobs more efficiently and effectively. Typically the coaching is delivered individually but it can also be provided to small groups of leaders.

**Teacher Coaching:** Coaches work with individual teachers or groups of teachers, providing mentorship, guidance, and model lessons for individual teachers. Also can work with groups of teachers as they plan and deliver Common Core-aligned lessons and units.

### **Arts-in-Education (405)**

This Arts-in-Education service provides a highly effective way for schools to provide arts and educational programs within their districts by bringing artists in or by going out to cultural venues. Arts-in-Education helps schools enrich students' lives by providing opportunities to experience the arts. This service is designed to provide resources for schools to integrate the arts throughout the Common Core Learning Standards.

There must be at least two districts requesting Arts-in-Education services for aid.

Examples of allowable arts integration activities:

- **Dance** (In-school workshops, assemblies by dance companies, field trips to dance performances.)
- **Theater** (In-school performances, field trips, technical support and equipment for school productions, workshops with actors/technicians.)
- **Author Visits/Storytelling** (In-school workshops and assemblies, field trips to book stores, museums or other venue where author will be available.)
- **Visual Art** (Field trips, residencies workshops/assemblies - sculpture installations, murals, bookmaking, filmmaking, etc.)

# Program and Professional Development

## School Services

### Contact:

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#### Coser 521.03

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#### Coser 521.04

#### Coser 521.05

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- **Musicals** (Guest conductors, choreographers, professional musicians who are working with students on a school musical and their materials and supplies.)
- **Writing Workshops** (In-school workshops, assemblies, field trips, competitions and festivals.)
- **Teacher Professional Development** (related to the Arts & Arts Integration)

Provides a cost-effective way for school districts to bring arts programs to their students.

#### **School/Curriculum Improvement Service (521.01)**

The work of this service aligns with the four pillars of the Regents Reform Agenda, which includes: Standards and Assessments, Data Systems, Great Teachers – Great Leaders and Turning Around Low Achieving Schools.

The goal of the Regents Reform Agenda is to prepare our students to be college and career ready. This multifaceted plan will close the achievement gap by implementation of the Common Core Learning Standards, implementing the Data Driven Inquiry Model, and a teacher and principal evaluation system that supports education effectiveness.

The PPD Network Team provides leadership and learning opportunities to educators in our component districts to ensure success. This division also provides a number of specialized services on a regional level as well as works with individual educators on customized projects. Examples include:

- Executive Coaching for School Leaders.
- Common Core State Standards and Curriculum Work.
- Regional Assessment Project.
- School Based Inquiry Team Protocols.
- Teacher and Principal Evaluations.
- Monthly Principal Meetings.
- Regional Superintendent Conference Day
- Curriculum Mentors (days can be contracted individually or in blocks).
- Targeted Instructional Strategies for

Classroom Teachers.

For an up-to-date listing of our workshops, please visit My Learning Plan at [www.oneida-boces.org/ppd/ppd.htm](http://www.oneida-boces.org/ppd/ppd.htm).

#### **Regional Scoring (521.03)**

Component districts may choose to be involved in our Regional Scoring Service. Cost per test is based on total number of tests scored. Assessments that are regionally scored include:

3-8 ELA Assessments  
3-8 Math Assessments  
Grade 4 Science Tests  
Grade 8 Science Tests  
January Regents Exams  
June Regents Exams  
August Regents Exams

#### **Study Council at Syracuse University (521.04)**

A membership organization including our component school districts. Its mission is "the promotion of educational excellence and supportive relationships between individual schools, school districts, educational agencies and the School of Education at Syracuse University through ongoing study and dissemination of evolutionary theory and practice." Based on assessments of needs and interests, services provided include conferences, issue-related long-term study seminars, and collaborative action research. The Council also creates and disseminates documents of interest to educators and hosts programs relevant to the work of member school boards.

#### **Regional Assessment Development (521.05)**

The Regional Assessment Development Project will include districts bringing their teachers together under the consultation of the PPD staff and/or consultants to procure and/or create assessment questions to be used to develop secure regional assessments for the growth and achievement needs of teacher evaluation under the new APPR requirements.



# Program and Professional Development

## School Services

### Contact:

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**Coser 521.010**

**Coser 521.011**

**Coser 521.012**

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**Director**

**793.8573**

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#### Phase Two Goals:

- A database of regionally developed assessment questions
- Post-Assessments in the designated content areas/courses and grade levels
- Guidelines for Administration and Scoring
- The creation of interim assessments to compliment the summative measures created and implemented by local districts

#### Basic Service (521.010)

Per SED Coser guidelines, general staff development services to districts required that BOCES establish a base-fee structure and that a district subscribe to the base service before a district can receive aid on staff development services. The fee is determined by the number of students in the district. Activities and benefits included in the base service are as follows:

- Aid for district staff attendance in shared district workshops
- Aid for in-district staff training / consultation by BOCES employees
- Aid for substitute teachers for participants attending half or full day training
- Aid for cooperative curriculum development projects involving at least two districts
- Successive sharing of consultants in district after shared activity
- Aid for Inquiry Based Data Driven Professional Development

BOCES network teams will also work with district inquiry teams to develop and enhance effective instructional practices that ensure student growth and enhance school climate. The process involves four distinct phases: 1) Self-Study Tool 2) Action Planning. 3) Implementation of Intervention 4) Assessment of Results. On-going facilitation by BOCES staff is provided.

#### RTTT Data Analyst (521.011)

PPD provides assistance to component school districts in Data Analysis linked to instructional practices. This includes the collection and analysis of school data, and assistance with analyzing, and interpreting New York state assessment data as well as common local formative and interim assessments. Custom service work consists of district or school-specific projects and includes state assessment error analyses, predictive studies, and survey construction and analysis, and program evaluation. Alignment of formative and interim assessments to the new Common Core Learning Standards and how they impact instruction can be addressed through this service. A structured approach to data analysis supports districts in their planning, adoption or confirmation of research-based instructional models, as well as develops a sustainable data-driven culture. Professional development opportunities support identified needs in school improvement and growth. This service is offered to component districts in partnership with the Mohawk Regional Information Center.

#### Lead Evaluator Recertification and Leadership Development (521.012)

This service provides districts with up-to-date information from the New York State Education Department regarding regulations, policies and assessments. Lead Evaluator Recertification workshops are held throughout the year.

PPD provides leadership services that are based on the Educational Leadership Policy Standards (ISLLC 2008) for School Leaders and are designed to meet the needs of our component school districts. Our services can assist your district with professional development of educational leaders. Our services include the following:

- BOCES Professional Development Council - District administrators who are responsible for leading curriculum and instruction come together monthly to

# Program and Professional Development

## School Services

### Contact:

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**Coser 522**

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discuss issues and best practices related to leadership in these areas, as well as shape regional opportunities for collaboration.

- Principals' Meetings - Our principals come together by level to discuss and learn about issues pertaining to education and educational leadership.
- Leadership Research Institute - Administrators are invited to participate in one or more focused seminars.
- Communication of correct and timely information.

### **Forensics (521.020)**

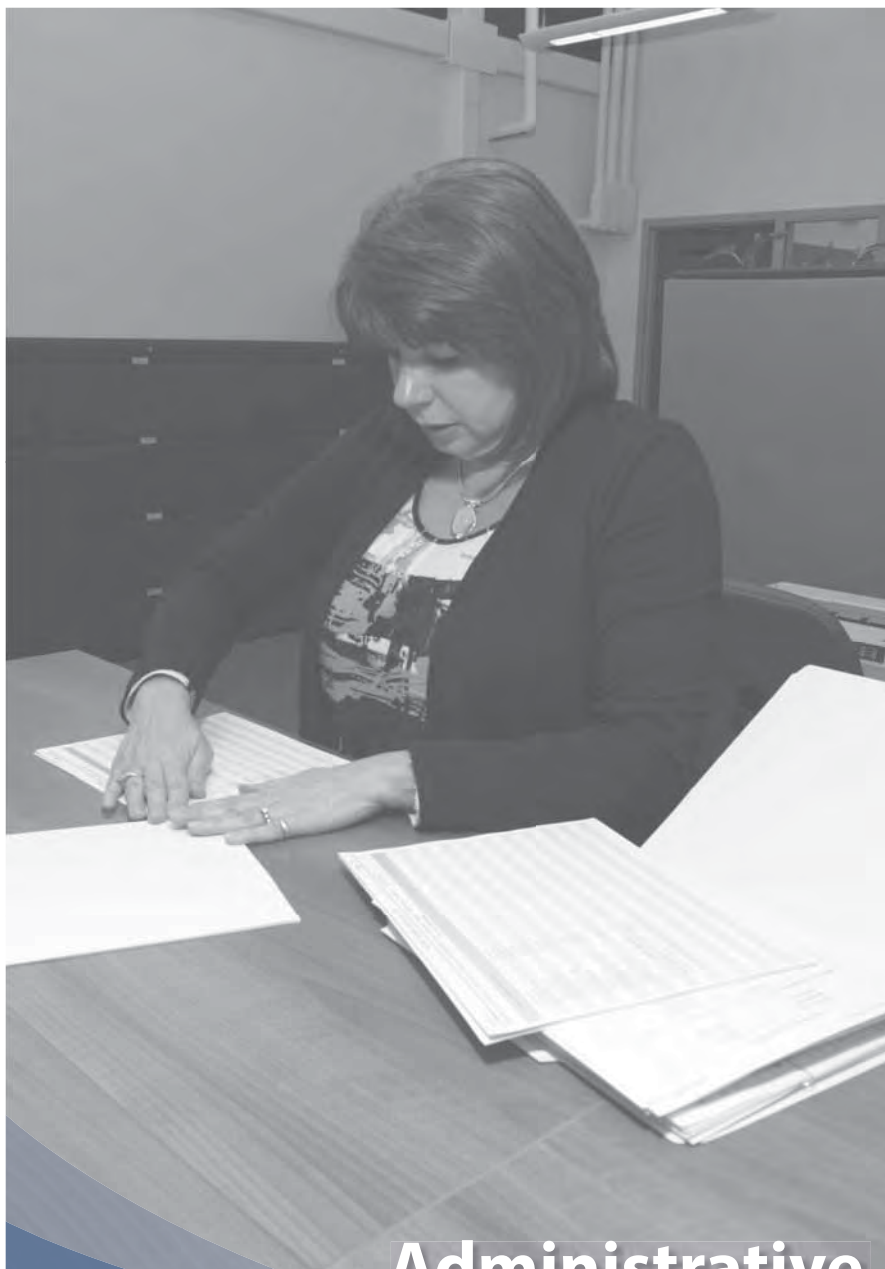
This hands-on competition provides high school students with the unique opportunity to conduct a full-scale investigation of a fictional crime. Student teams receive an elaborate and entertaining fictional murder-mystery scenario riddled with subtle clues and then a simulated crime scene containing real physical evidence (i.e., fingerprints, hair and fibers, documents). Throughout the competition, students are thoroughly evaluated. The winning team receives the Forensic Cup to display in its school.

### **Instructional Planning and Grant Writing Service (522)**

School districts continue to face difficult budget decisions that affect programs for students, and challenge staff to student ratios. Districts are looking for alternate ways to help support the programs they value for their students. There are grants at the federal, state, and local levels that are available to qualifying districts. PPD understands districts need assistance to identify grant opportunities they would potentially qualify for and help with cutting time out of already packed schedules for writing the grants. Our staff is dedicated to supporting our component districts in finding much needed funding opportunities. This is a BOCES aidable service for component districts.

This coser also assists districts, who choose to participate, assistance with internal planning related to instruction. Examples include curriculum and development projects, stipends for teachers working on curriculum and development of schedules and services.





## Administrative Services

The Administrative Services Division provides high quality, cost-effective services for component districts and BOCES. In addition to business, personnel and maintenance operations, this Division also houses the School Safety, Food Services and Records Management departments.

**Mr. Thomas Dorr**  
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# Administrative Services

## Contact:

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### **School Business Administrator (301.010)**

A certified school business administrator is shared between two school districts. This administrator supervises the business, accounting and payroll functions of local districts.

### **Primary Project Associates (503.010)**

Primary Project identifies children at risk of developing school adjustment difficulties in the normal school population in grades K-3. Primary Project is a preventative program designed to offset early school adjustment difficulties, which interfere with a child's efforts to be successful in the learning environment. A trained child associate whose activities with children are supervised by the school psychologist, school social worker, or certified elementary counselor sees children on a one-to-one and small group basis.

### **Child Life Services (503.020)**

Child Life Services has its roots in the hospital setting to provide supportive counseling and education to reduce stress and anxiety to children going through a medical/surgical procedure or to those who have parents who are suffering from a life threatening condition. Child Life Services are now available in the school setting to provide an array of services to children

## School Services

surrounding a myriad of issues. OHM BOCES will provide the coordination of the following child life services: medical play therapy, coping techniques for anxiety and stress, grief and bereavement counseling, nutrition and wellness education.

### **Labor Relations and Board Policy Development Program (602)**

The Personnel, Labor Relations and Board Policy Development Program services 20 school districts in a 10-county area. The program provides participating districts with representation and assistance in a variety of personnel and labor-related issues.

**Labor Relations** - Staff from the Personnel and Labor Relations program negotiate and administer collective bargaining agreements. They also provide in-service programs, research services, grievance representation and day-to-day employee relations consultations. A monthly C.P.I. report and annual instructional, non-instructional, administrative and other wage and benefit surveys are also part of the service. A quarterly negotiations *Issues and Answers* newsletter is published by the service.

**Board Policy Development** - Board Policy Development Program services include consulting services to help districts develop and maintain an effective policy manual. These services include comprehensive policy development, the appraisal, audit and revision of existing policy or an update service to respond to ad hoc requests of individual districts. All projects are individualized to meet the needs and desires of each district.





# Administrative Services

## Contact:

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### Coser 613

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### Central Business Office (604)

The Central Business Office offers participating school districts and Oneida-Herkimer-Madison BOCES a cost-effective system of recording financial data. The staff is trained in all aspects of business office operations. The Central Business Office provides participating districts and BOCES with bi-weekly payroll accounting, including preparation of payroll checks, trust and agency transfers and federal and state reports. Other financial services include preparation of trial balances, vendor checks, board reports, warrants, financial statements and check reconciliations. The Central Business Office also assists component school districts in maximizing revenue through an accounts receivable billing function.

### Staff Development - Transportation (607)

State certified SBDIs (School Bus Driver Instructors) conduct 30-hour basic and 10-hour advanced School Bus Monitor and Attendant Training. These courses are required for all school bus drivers and/or school bus monitors. People taking these courses qualify for DMV point reductions and insurance cost reduction.

### Drug and Alcohol Testing Service (640.229)

According to federal regulations, drug and alcohol testing had to be initiated by all districts by Jan. 1, 1996. The Drug and Alcohol Testing Service provides on-site random testing for

## School Services

alcohol and drugs to participating districts. The service, which is provided by a cross-contract with Jefferson-Lewis BOCES, also provides policy development, staff training, record keeping, contract administration and an employee assistance program.

### Energy Services Coordination (609)

A consortium of schools, towns, cities and other BOCES has been formed to purchase natural gas and electricity directly from marketers who then deliver to the local utility. The participants are billed by the consortium, which pays the marketer.

Pricing and delivery stability, coupled with many years of experience, provide the municipal customer with worry-free delivery of energy at significant savings.

### Facilities Services (613)

The Facilities Services program provides the opportunity for all component school districts to share both maintenance equipment and facilities maintenance at the lowest possible cost.

Districts gain access to equipment too expensive for many districts to own.

Shared facilities maintenance allows districts to contract with BOCES in specialty areas such as lawn maintenance and/or to cooperatively bid maintenance agreements for specialty contracts.



# Administrative Services

## School Services

### Contact:

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**Coser 618**

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#### **Personnel Clerk (614)**

This service provides a part-time personnel clerk to manage the record keeping and timely submission of forms and reports to the Civil Service Commission; initiate all advertising and posting of current vacancies; provide applicant tracking and file maintenance; initiate correspondence to all applicants; maintain permanent employee personnel files including both hard copy and computer files; track salary data, tenure, seniority and certification status; act as liaison with the Regional Teacher Certification Office; and provide general clerical support for all related matters.

#### **Employee Assistance Program (616)**

This service assists employees with medical and/or other problems that affect job performance by providing information, assessment, referral, planning, evaluation, follow-up and general case management. The program ensures confidential, professional assistance to employees in need.

#### **Teacher Recruitment Service (617)**

This service assists school districts with recruiting certified, administrative and substitute staff by providing centralized advertising and applicant pool services.

#### **Employee Benefits Coordination (618)**

The Section 125 program offers employees an opportunity to pay for certain employee benefits or other expenses with pre-tax rather than after-tax dollars, allowing the employee to lower taxation significantly. The following expenses are eligible under the flex-benefit plan:

- Group Insurance Premiums - The employee's share of payroll deducted premiums for health insurance, dental insurance, vision insurance, group term life insurance and disability income insurance.
- Medical Care Reimbursement Account - Insurance deductibles and co-payments, eye, dental, hearing care and several other non-covered health-related items.
- Dependent Care Reimbursement Account - Child or other dependent care, including nursery and child care center charges through a certified provider.



# Administrative Services

## Contact:

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### **Safety Coordinator (620.01)**

This service provides coordination and implementation of a safety program for school districts and BOCES to ensure compliance with local, state and federal safety and health regulations. These regulations are promulgated by the New York State Departments of Environmental Conservation (DEC), Labor (DOL), Health (DOH), and Education (SED) at the state level and the Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA) at the federal level. The Safety Office provides participating school districts and BOCES with training, workshops, written plans, surveys and audits to meet the requirements of the regulations as well as the individual needs of the school districts and BOCES. A representative of the Safety Office is available to a school district in the event of an inspection by any of the agencies listed above.

### **Inspection Services** **Asbestos (620.02)**

The Asbestos program provides training and inspection services in accordance with the federal Asbestos Hazard Emergency Response Act. Training programs are provided to custodial/maintenance staff and asbestos designees. Certified asbestos inspectors conduct routine six-month surveillances of all assumed and confirmed asbestos-containing materials within school buildings and triennial building inspections as required.

### **Visual Inspections (620.03)**

Certified codes enforcement officials perform annual visual inspections of all occupied buildings following the architect/engineer inspections required every fifth year under the Comprehensive Public School Safety Program. The Safety Office provides technical and computer assistance to schools in order to complete the necessary reports including the building condition survey and five-year plan.

## School Services

### **Fire Inspections (620.04)**

Certified codes enforcement officials conduct annual fire inspections and assist schools with compliance in regard to fire safety. The Safety Office supplies fire reports and maintains copies electronically.

### **In-District Safety Program (620.05)**

The Safety Office provides in-district assistance by coordinating training, conducting audits, assisting the district in complying with all health and safety mandates and can assist with facilitation of safety committee meetings. While one safety coordinator acts as the in-district lead, districts benefit from the expertise of all members of the safety office team to ensure all programs are implemented.

### **Dignity Act/Bullying Prevention** **(620.060)**

The legislative intent of The Dignity Act (July 1, 2012) is to provide public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment and bullying on school property, a school bus or at a school function. Furthermore, the Dignity Act prohibits harassment and discrimination of individuals based upon actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. OHM BOCES will provide technical assistance to districts to be in compliance with this law including annual training for Dignity Act Coordinators and other key district personnel.

Bully Proofing Your School (BPYS) is a nationally recognized curriculum-based school wide safety and bullying prevention program that deals with bullying and victimization for grades pre-k-12 promoting, civility, respect, responsibility and safety, therefore promoting positive attachment, increased attendance, and overall

# Administrative Services

## School Services

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academic achievement. OHM BOCES will provide training to district staff for effective BPYS implementation and conduct workshops for staff, students, parents and the community on Bullying trends, prevention and intervention techniques.

#### **School Climate Surveys (620.060)**

School Climate refers to the quality of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures. The school climate sets the tone for all of the learning and teaching done in the school environment. It is predictive of students' ability to learn and develop in healthy ways. OHM BOCES, in partnership with the National School Climate Center, will facilitate the administration of the CSCI (Comprehensive School Climate Inventory). This is a scientifically developed survey based on research and theory defining what contributes to positive climates for learning. It measures the shared perceptions of the school community and reveals how the populations whose perceptions were measured (e.g., students, school personnel and parents) feel about the school environment.

#### **Initial Response Team (IRT) (620.070)**

Initial Response Team (IRT) is a diversion program rooted in the best-practice model of wrap-around, using the "strength's based" principles and tenants of Family Group Conferencing. The program targets students who are experiencing significant truancy and/or have a pattern of incorrigible behavior which significantly impacts their ability to achieve academic success and increases the likelihood of Family Court involvement if not addressed.

Trained staff called Safe Schools Healthy Student Specialists work closely with the youth, their family, the school district and the Oneida County Probation Department to implement the program. Success of the IRT model is evidenced by historically marked improvements in attendance, discipline, and academic standing among youth who are served.

#### **Fingerprinting (635)**

The Safety Office fingerprint technician fingerprints prospective district employees at the Middle Settlement Road campus or the district when numbers warrant. The technician reviews employee paperwork, coordinates payment and maintains a database of those who have been printed. Results are communicated directly to the district by the State Education Department.



# Administrative Services

## School Services

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#### Coser 619

#### Coser 622

#### Coser 623

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#### Insurance Consortium (621)

BOCES operates a shared service designed to assist participating school districts in developing and/or maintaining insurance and risk management programs. Typical activities include the analysis of employee benefit programs and risk management practices, along with the implementation and development of specifications for individual district or group coverage.

#### School Food Service (626)

This service provides appealing, high-quality food for school breakfast and lunch for students and staff in component school districts. The service provides overall management of the entire shared food service program including hiring, training, supervision of staff, menu development, purchase, management and preparation of food.

#### Records Management (627)

Districts in New York state are required by law to identify and maintain records. This service offers a records management program to districts. The program utilizes micrographics and a computer-assisted retrieval (CAR) system for district records that have long-term value. It provides for space savings, time savings, security and fixed file continuity. Individual consulting services and training workshops are also provided.

#### Certification (629.01)

Serving as an extension of the Teacher Certification Division of the New York State Education Department, this program provides for the evaluation of credentials for individuals seeking certification as an education professional. Assistance, guidance and information are provided to those dealing with coaching, teacher assistant, initial and professional license situations.

#### Policy Planning (615)

This service is provided through Erie #1 BOCES. Their planning office provides board policy development plus a yearly update of policies.

#### Cooperative Purchasing (619)

School districts may cooperatively bid items such as custodial supplies, fuel oil, gasoline, bread, milk, ice cream and duplicator paper. Substantial cost savings are realized through bulk purchasing.

#### Regional Bus Radio System (622)

School districts in Madison, Oneida, and Herkimer counties have joined together to obtain a two-way radio system for school bus and maintenance use. At present, the system includes four repeaters servicing 16 districts with more than 1,000 radios. School districts are able to communicate from Syracuse to Little Falls and from Sherburne to north of Camden.

#### State Aid Planning Service (623)

This statewide service, run by the Questar III - RCG BOCES, is a management support service designed to assist educators in understanding and dealing with the present and future effects of changing fiscal policies in their school districts. The service's local office, located at Oneida-Herkimer-Madison BOCES, provides on-site support to local school districts to assist them in obtaining and maximizing state aid.

# Administrative Services

## School Services

### Regional Information Center

The Mohawk Regional Information Center's mission is "to effectively support technology solutions for all learners" within four BOCES regions: Herkimer, Jefferson-Lewis, Madison-Oneida and Oneida-Herkimer-Madison. Services are available for 52 school districts and four BOCES. For full descriptions, refer to a current Mohawk Regional Information Center Service Directory or [www.moric.org](http://www.moric.org). Some of the services available to local school districts include:

#### Instructional Technology

##### Integration Services

- Microcomputer Instructional Support (A507.501)
- Guidance Systems (A502)

##### General Technology Support Systems and Services

- WinSNAP (Cafeteria Management (A603.416)
- Document Retention
- Inventory Management and Work Order Systems
- Technology Planning
- MORIC HelpDesk

##### Student Information Systems

- SchoolTool, WinSchool/SMS, and SASIxp, eSchool Data, PowerSchool
- Classroom Grade Books & Attendance
- Teacher/Parent Home Access
- Discipline Tracking
- Mark Reporting (A603.040)
- Master Scheduling (A603.064)
- Transcript Data
- Student System Teacher Training Sessions
- Census (A603.030)
- ClearTrack200 & IEP Direct
- AIS Edge
- RTIm Direct
- Medicaid Data Entry
- NY State & NRT Test Scoring/Regents Scanning
- Data Warehousing for Statewide Data Collection (A603.090)
- Data Analysis
- Data Management Services

#### Financial Services

- Finance Manager & WinCap (A603)
- Payroll (A603.124)
- Accounting
- Human Resources
- Benefits (WinCap)
- Schedule/Salary Projections
- Accounts Receivable
- Purchasing/Accounts Payable (A603.113)
- Personnel (A603.130)
- General Ledger/Revenue (A603.140)
- Employee Attendance (A603.133)
- Budget Development & Maintenance (A603)
- Negotiations/Budget Projections
- Bidding
- GASB34

#### Technical Support Services

- SYSOP Training & Certification (A603.605)
- Novell Groupwise Setup and Training
- Extranet Services
- Citrix/Thin-Client Support Services
- Internet Access & Filtering
- Web Design & Hosting Services
- Remote Backup Service
- Laptop Encryption



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## 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.



**OHM BOCES**

### **Oneida-Herkimer-Madison BOCES**

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