



Administrative Services

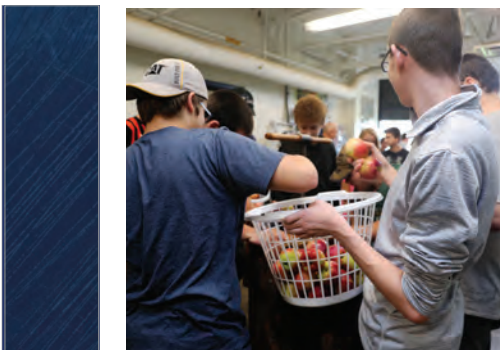
Information & Technology

Instructional Services

Program & Professional Development

SERVICE DIRECTORY

2019-2020



ACHIEVING EXCELLENCE IN OUR SCHOOLS



Oneida • Herkimer • Madison

BOCES



A Letter from the **Interim District Superintendent**

Dear Colleagues:

Service is the cornerstone of our mission at the Oneida-Herkimer-Madison BOCES. Service to students, our component school districts, Boards of Education, business and industry and the community at-large. As we embark on the planning for the 2019-2020 school year we look forward to new challenges and new opportunities to enhance educational opportunities throughout the region.

The services outlined in the Directory were developed in collaboration with our component districts' Superintendents of Schools and their staff. BOCES in its most basic form is a cooperative. By sharing resources we are able to provide a wide range of outstanding educational opportunities to our students, schools and community in a cost-effective manner. The basic premise is simple – together we can do more to ensure that our students are college, career and citizen ready.

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

Many thanks for your support and participation in the past. Together we can accomplish our mission and achieve excellence in our schools.

Sincerely,

A handwritten signature in blue ink that reads "Jacklin G. Starks".

Jacklin G. Starks
Interim District Superintendent

DIRECTORY



OUR MISSION

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.

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 as 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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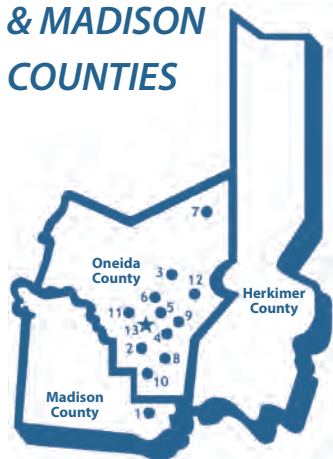
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Component District Superintendents

ONEIDA, HERKIMER & MADISON COUNTIES



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. OHM BOCES

Mr. James Plows

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Superintendent of Schools
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Mrs. Rebecca Dunkel-King

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Mr. Rocco Migliori

Superintendent of Schools
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Dr. Brian K. Bellair

Superintendent of Schools
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BOCES Administration & Budget Calendar



BOCES ADMINISTRATION

Interim District Superintendent

Jacklin G. Starks

Chief Operating Officer

Jack J. Boak Jr.

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Administrative Services

Charles Cowen

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Instructional Services

Christopher Hill

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Directors

Information & Technology

Scott Morris

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Program & Professional Development

Ann Turner

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Important Dates

March 25, 2019

Components submit nominations of candidates for BOCES Cooperative Board

April 3, 2019

Annual BOCES Meeting - Review of the 2019-2020 BOCES budget

April 23, 2019

BOCES election and budget vote in districts

May 1, 2019

Return of Request for Services for 2019-2020 to District Superintendent

July 1, 2019

Distribution of 2019-2020 service contracts

Cooperative Board of Education



Jacklin G. Starks
Interim District Superintendent

The District Superintendent serves as the field representative for 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.

The District Superintendent provides the following services: See page 7.



Elaine M. Falvo
- President -
New Hartford



Steve Boucher
- Vice President -
Remsen



Michelle Anderson
Oriskany



Doreen Corbin
Brookfield



Evon M. Ervin
Utica



John A. Griffin
Sauquoit



Charlene A. Hartman
Westmoreland



Michael J. Moore
Clinton



Gary P. Nelson
Holland Patent



Dr. Gary W. Porcelli
New York Mills



John J. Salerno
Whitesboro



Russell Stewart
Waterville

District Superintendent Services

DISTRICT SUPERINTENDENT 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 Opening Day.

Instructional Services



Christopher Hill
Assistant Superintendent

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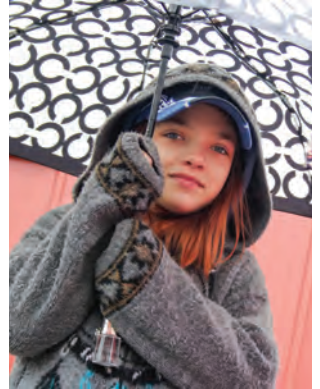
The Instructional Services Division provides support for the 12 component school districts by offering programs, services and personnel on a shared basis to assist districts in meeting their educational needs. The division consists of Special Education, Career and Technical Education, Alternative Education,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

ALTERNATIVE EDUCATION

6:1:2 PROGRAM GRADES K-12 (*COSER 216*)

This program is designed for students whose emotional and behavioral needs require a setting that is closely supervised. Classrooms deliver academic instruction infused with a social/emotional curriculum.

The program provides a management system that offers highly intensive interventions. Students are placed through a referral process and recommendation from the district's Committee on Special Education.



GRADES 6-12 (*COSER 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 New York State Standards.

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, 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.

TEST ASSESSING SECONDARY COMPLETION - TASC (COSER 411)

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

REGIONAL SUMMER SCHOOL (COSER 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 also take walk-in Regents Examinations with school district approval and proper identification.



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Supervising Principal

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Alternative Education

COSER 216

COSER 408

COSER 411

COSER 428



Instructional Services



David Stayton
Principal

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Career & Technical Education

COSER 101

CAREER & TECHNICAL EDUCATION PROGRAMS *(COSER 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

Certified 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.

HUMAN & PUBLIC SERVICES

Culinary Arts I & 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 & 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 spatter 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.

Career & Technical Education

Early Childhood Education I & 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 kindergarten classrooms, day-care centers or special education programs.



Cosmetology I & 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.

Cosmetology Retailing and Retail Operations

This program is designed to introduce students to the field of retailing and includes instruction on personal and professional skills including business management, communication, employability skills, healthy lifestyle habits, marketing, money management, personal appearance enhancement, phone etiquette, retail inventory, stress management and time and scheduling.

Nail Technology & Waxing

Nail specialists are a sought out, specialized component of the beauty industry. This program prepares students to become licensed nail specialists. Students learn the art of manicures, pedicures, natural and artificial nail enhancements including tips, wraps and acrylic overlay and sculptured nails. After skills have been developed to a professionally acceptable level, students perform nail and waxing techniques on patrons in a laboratory setting. Those who complete the training will meet the requirements to take the New York State Nail Specialist licensing examination and the New York State Waxing Technician licensing examination.

NATURAL & AGRICULTURAL SCIENCES

Conservation I & 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.

Instructional Services

David Stayton

Principal

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Career & Technical Education

COSER 101

ART/HUMANITIES

Advertising Design/Multimedia Productions I & 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 & 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.

Automotive Technology I & 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 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 & 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.

Construction Trades I & 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 & 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.

Outdoor Power/Recreational Equipment Technology I & 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.

Pathways in Technology Early College High School (P-TECH)

Pathways in Technology Early College High School (P-TECH) is a new course offering an integrated high school and college curriculum focusing on science, technology, engineering and mathematics (STEM), while also providing workplace skills including leadership, communication and problem solving. This program will enroll freshman in a flexible (four, five, or six-year) program combining academic rigor and career focus with graduates earning a high school diploma and an accredited associate's degree. Students will experience internships with P-TECH business and industry partners and, upon graduation, will be regarded as viable candidates for employment with these partnering agencies. Enrollment for this program will be conducted through an application process as detailed in the P-TECH grant guidelines.

Welding I & 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.



Instructional Services

David Stayton

Principal

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Career & Technical Education

COSER 101

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.



Career & Technical Education

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. English and social studies are also integrated into the curriculum.

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 microscopic 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.

ADDITIONAL SUPPORTIVE CAREER & 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

Instructional Services

David Stayton

Principal

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Career & Technical Education

COSER 107

COSER 417

COSER 868

ALTERNATE CREDIT BEARING CAREER & TECHNICAL EDUCATION PROGRAMS (*COSER 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, and social and safety skills needed to participate within the home and community.



MiTech (Modules of Integrated Technologies)

MiTech (Modules of Integrated Technologies) is a career exploration and skills development program for 10th grade students with academic needs who are preparing to enter traditional career and technical education programs. Students will engage in real life tasks allowing them to apply knowledge and information, accrue work-based learning hours, develop skills in craftsmanship, build self-esteem, and develop good work habits and work ethic. Students will receive English 10 and algebra credit, and two career and technical education credits. Program modules may include auto body repair, automotive technology, carpentry, culinary, horticulture, small engine repair and welding. Students will also have the opportunity to visit additional CTE courses to help them identify other courses of potential interest.

Auto Tech/Auto Body Repair Occupations

This program provides basic 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.

Career & Technical Education



Food Service Occupations

The Food Service program allows students 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.

EMPLOYMENT PREPARATION EDUCATION PROGRAM (*COSER 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.

BOCES CONSORTIUM OF CONTINUING EDUCATION (*COSER 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 TASC 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 services. Component school districts and BOCES share a commitment to providing lifelong learning opportunities to district residents.

ADULTS IN DAYTIME CAREER & TECHNICAL EDUCATION PROGRAMS (*COSER 868*)

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

Instructional Services



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Itinerant Services

COSER 302
COSER 303
COSER 305
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COSER 339

ITINERANT ACADEMIC PROGRAMS

BOCES shared service budgets include costs for personnel and mileage reimbursement. The budget for mileage 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 .6 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; Business; or Languages including Latin, Italian, Japanese, Russian, German, or Hebrew.

Business Teacher (COSER 302)

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

Art Teacher (COSER 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 (COSER 305)

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

Technology Teacher (COSER 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 (COSER 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 (COSER 308)

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

Health Teacher (COSER 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 (COSER 310)

The nurse practitioner must work under the supervision of a 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 (COSER 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.

Director of School Health Services (COSER 312)

The Director of School Health services supervises the work of the nurse practitioner, as well as, directs all health activities within the district. The Director of School Health Services will serve as a member of the Committee on Special Education under the authority of the Superintendent of Schools.

Itinerant Academic Services



Home Economics Teacher (COSER 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.

English as a Second Language Teacher (COSER 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 (COSER 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 (COSER 329)

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

Teacher of the Learning Disabled (COSER 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 (COSER 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.

Spanish Teacher (COSER 337)

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

Music Teacher (COSER 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 (COSER 339)

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

Instructional Services

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Itinerant Services

COSER 313

COSER 314

COSER 315

COSER 316

COSER 318

COSER 321

COSER 322

COSER 323

COSER 330

COSER 334

ITINERANT RELATED SERVICES

Many component school districts need therapeutic services on a part-time basis. Through Itinerant Related 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 .6 full-time employee.

School Psychologist (COSER 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 (COSER 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 (COSER 315)

Services of a teacher of 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.

Visually Impaired (COSER 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.

Itinerant Related Services



Hearing Impaired (COSER 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 (COSER 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 (COSER 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 (COSER 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 (COSER 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 (COSER 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



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School-to-Career Programs

COSER 420.01

COSER 420.02

COSER 574

COSER 574.01

COSER 574.06

COSER 574.08

COSER 574.09

COSER 574.12

RPE/COLGATE SEMINAR

REGIONAL PROGRAM FOR EXCELLENCE (*COSER 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 STEM, 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 (*COSER 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.



SCHOOL & BUSINESS ALLIANCE (SABA)

CAREER EXPLORATION (COSER 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 K-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 (COSER 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 assist students in developing career goals and motivating 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. CAREER PATHWAYS - TECH PREP (COSER 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, teacher training programs and connections with colleges and businesses.

B. CAREER SPECIALIST (COSER 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.

C. HEALTH CAREERS (COSER 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



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Special Education Programs & Services

COSER 201

COSER 203

COSER 204

COSER 209

SPECIAL EDUCATION PROGRAMS & SERVICES

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 (COSER 201)

Special Ed 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 30 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 two focal groups contained in the 8:1:2 program, which are as follows:

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 (COSER 203)

Waterville Central School District (Grades 4-12)

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 1 x 30 minutes weekly. 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 techniques. Pre-vocational and career and technical education training is conducted throughout the program. Students participate fully in the state testing program.

Special Education Programs & Services

12:1:1 PROGRAM (COSER 204)

School-Based (Grades K-12)

Up to 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 and receive the Skills and Achievement Commencement Credential.



12:1:4 MULTIPLY DISABLED PROGRAM (COSER 209)

Westmoreland Elementary School (Grades K-6) • Westmoreland Middle School (Grades 6 - 12)

Up to 12 students with 1 teacher and 4 teacher assistants

The 12:1:4 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.

12:1:4 DEVELOPMENTAL PROGRAM (COSER 209)

Westmoreland Elementary School (Grades K-5) • Ralph Perry Jr. High (Grades 6 - 9) • New Hartford Sr. High (Grades 9-12)

Up to 12 students with 1 teacher and 4 teacher assistants

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 therapy, 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.

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.

Instructional Services

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Special Education Programs & Services

COSER 236

COSER 831-834

COSER 206

COSER 575

COSER 707

COSER 708

CAREER AND COMMUNITY CONNECTIONS (COSER 236)

Career & Technical Education Center (Grades 10-12)

This program is designed for high school students enrolled in the 12:1:1 Mild and Moderate programs and the 12:1:4 Developmental 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.

SUMMER SCHOOL PROGRAMS - 12-MONTH PROGRAMMING (COSER 831-834)

OHMBOCES 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 (COSER 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.

Special Education Programs & Services

VOCATIONAL ASSESSMENT FOR STUDENTS WITH DISABILITIES (COSER 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.

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 (COSER 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 may include:
 - Pre-vocational training;
 - Shadowing, internships, guest speakers and occupationally related field trips;
 - Internships;
 - Skilled technical training;
 - Post-secondary exploration;
 - 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:
 - ACCESS VR
 - DDSO
 - ARC
 - HTC
 - RCIL
 - Case management through consumer-chosen agency
 - Post-secondary support services (campus based)
 - Residential support providers
 - Medicaid eligible supports

TEACHING ASSISTANT FOR STUDENTS IN BOCES PROGRAMS (COSER 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).



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Related Services

COSER 314

COSER 315

COSER 316

COSER 318

COSER 321

COSER 322

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 (COSER 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 & LANGUAGE SERVICES FOR STUDENTS IN BOCES PROGRAMS (COSER 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 (COSER 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 (COSER 318)

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

PHYSICAL THERAPY FOR STUDENTS IN BOCES PROGRAMS (COSER 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.

Special Education Programs & Services

OCCUPATIONAL THERAPY FOR STUDENTS IN BOCES PROGRAMS (*COSER 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.

COMMITTEE ON PRESCHOOL SPECIAL EDUCATION (CPSE) (*COSER 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.



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CPSE Services
COSER 560



Information & Technology

INFORMATION & TECHNOLOGY SCHOOL SERVICES

COMPUTER INSTRUCTION SERVICE (*COSER 317*)

The Computer Instruction Service provides offer a cost effective means for districts to expand classroom instruction and experiences for K-12 students in the Oneida-Herkimer-Madison BOCES region. These opportunities include keyboarding and basic computer skills, coding instruction, robotics, and programming. In the elementary levels, computer instructors will augment classroom instruction with computer specific instruction in coding or computer applications. In the secondary levels the computer instruction may consist of advanced classes in computer science or computer applications. Coding instructors in this service may provide these educational junctures as stand-alone courses or as supplemental instruction to another subject area.

PORTABLE PLANETARIUM SERVICE (*COSER 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. 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: astronomy, earth science, geography, social studies, navigation systems and multicultural lore that includes Greek mythology.

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



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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.



DISTANCE LEARNING (*COSER 438*)

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

The OHM BOCES Distance Learning service provides opportunities for interactive video-based courses, web-based instruction, and online learning. Online learning platforms can also be used to enhance instruction in face-to-face and video distance learning classes. Current course offerings in video distance learning are American Sign Language, Mandarin Chinese, and dual-credit Psychology and Sociology through Mohawk Valley Community College. Dual credit options are also available for several of our ASL and Mandarin Chinese courses as well.



EDUCATIONAL COMMUNICATIONS (*COSER 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.



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IT School Services

COSER 502.01

COSER 502.02

COSER 502.03

MEDIA TECHNOLOGY SERVICES (COSER 502.01)

BOCES Media Technology Services is uniquely qualified to provide school districts with copyright compliant, standards-aligned analog and digital media resources covering all curricular areas in PreK-12 grade levels. Through this service teachers and students have access to 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 vetted content, curriculum support and copyright compliance.

Our digital media platform utilizes single sign on technology for students and teachers to easily access and integrate more than 500,000 cataloged resources into curricula. These services include a robust offering of streaming digital media, multiple book classroom sets, a Padcaster traveling TV studio and virtual reality equipment, digital and audio multi-user books, and live streaming television. Examples of the products included in the service are Discovery Education, Learn 360, New Dimension Core Curriculum Content (CCC!), BrainPop Jr., World Almanac for Kids Online, and the OverDrive ebook platform. Professional development to support access and integration for the digital resources is included for all products offered through this service. Examples of trainings have included copyright compliance, media literacy, advanced searching techniques, and using digital resources to support shifts in New York state and national standards.

COOPERATIVE MUSIC PROGRAM (COSER 502.02)

The Cooperative Music Program enables participating school districts to cooperatively purchase sheet music for chorus, band and orchestra in addition to song books, solos and music CDs. This service allows teachers and students access to one of the largest sheet music libraries in New York and provides districts with a variety of music selections at a minimum cost. Benefits to school districts include a central location, maintenance and cataloging of collection by the media technology services staff, online catalog access, delivery by courier service, combined buying power from districts in six different BOCES, 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, and distributed by Media Technology Services.

An Advisory Council, made up of member district music teachers, works with the media staff to streamline services and organize professional development events. These events are at no additional cost to the districts. An additional benefit, optional to those schools participating in this program, is the purchase of cooperative collection development units. These units allow full control of purchase by the music teacher and the ability to house the music in the purchasing district for up to two years all while drawing state aid.

COURIER SERVICE - BASE SERVICE (COSER 502.03)

The Courier Service provides daily delivery and pickup for BOCES programs and component school districts in OHM BOCES and Herkimer BOCES. 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, Science Center materials and school district printing from BOCES Printing Services.

TECHNICAL REPAIR CENTER (COSER 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 (COSER 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 (COSER 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 (COSER 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.



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Related Services

COSER 504

COSER 504.01

COSER 504.02

COSER 504.03

Information & Technology



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IT School Services

COSER 505

PRINTING SERVICES (COSER 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 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.

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 (COSER 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.

ELEMENTARY SCIENCE PROGRAM (COSER 518)

Basic Service: State Standards Science Program (SSSP) – 24 NYSSLs aligned kits

The Science kit program provides the curricula and physical assets to support hands-on instructional materials for students in grades pre-K-6 and special education classrooms. The kits, which are delivered via the media service and replenished by the Science Center staff, provide enough materials for 24-30 students. The Science Center has rewritten its K-5 program to align with the NYS Science Learning Standards, and still support existing NYS Elementary and Intermediate standards. Kits enable students to develop 21st Century Skills supporting the three dimensions of science learning. Each Science Kit contains bagged lesson material, 24/7 access to related digital curricular resources, teacher video tutorials, and real time feedback and updates. The science kits further the goals and objectives of the New York State Learning Standards and prepare students for the science assessments. The curriculum revamp places significance towards the scientific practices and cross-cutting concept development as outlined in NGSS. Each kit is developed and regularly evaluated and updated by teams of K-12 teachers guided by the Science Center staff. Facilitated school year workshops are part of this program.



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COSER 538

COSER 576

COSER 578

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IT School Services

COSER 576.01

COSER 576.02

COSER 576.03

COSER 576.04

COSER 576.05

COSER 578.210

MODEL SCHOOLS (COSER 538)

The Model Schools Program assists school districts in planning and implementing effective integrations of instructional technology. The instructional support specialists, designers, professional developers, trainers, and consultants of OHM BOCES will collaborate with component school districts to establish and define a path toward successful and sustainable instructional technology integration through facilitation, implementation, assessment, and program evaluation support. The Model Schools Program will offer staff and curriculum development as it pertains to technology integration as on-going components of systematic school reform to improve student achievement. Some examples include planning and roll outs of Google Apps for Education, Buzz Learning Management System, and computer based test models. The services and software support offered includes opportunities for in person, web based synchronous, and/or asynchronous professional development.

SCHOOL LIBRARY SYSTEM (COSER 576)

Numerous library services are provided in the COSER including Regional Catalog, Expanded Interlibrary Loan, Online Database Access, Virtual Resource Library and Cooperative Collection Development. The School Library System provides additional resources for all districts as part of the base service.

REGIONAL CATALOG (COSER 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 (COSER 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 by utilizing library resources nationwide. Customized research is also conducted on any topic to meet the educational and informational needs of staff and students. In addition, large print books, audiobooks and books written in languages other than English can be borrowed to support student learning. The School Library System staff have access to online databases and institutions across the United States that are part of interlibrary loan consortia.

ONLINE RESOURCES (COSER 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 visual images to participating school libraries. The School Library System also offers professional development in online search strategies and technical support to library media personnel. Example subscriptions may include Brain Pop, Culturegrams, Worldbook Encyclopedia, Facts on File, NewsELA, Scholastic, and SIRS Researcher. Databases and electronic resources not currently on the renewal list may be requested for inclusion. Training on the use of databases is available for library staff, teachers, and students.

COOPERATIVE COLLECTION DEVELOPMENT (COSER 576.04)

This service coordinates the acquisition of additional library materials such as books and DVDs selected by a school's librarian and housed in individual school libraries. Resources are shared with component districts through the Regional Union Catalog (CIDER) and interlibrary loan. 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 make development of comprehensive library collections difficult for individual schools. This service allows schools in the region to build exemplary library collections, increasing the variety and availability of books available for interlibrary loan.

VIRTUAL RESOURCE LIBRARY (VRL) (COSER 576.05)

This service provides opportunity for districts to belong to a digital resource library built through the collective purchasing power of all members. This web-based digital collection is selected by a committee of librarians and teachers and is accessible by all students and staff from any computer with internet access. Multi-use, simultaneous-use ebooks and reference material allows for whole class usage. Examples of titles include *Facts on File Companion to Shakespeare*, *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*, *Religions of the World* and *Abnormal Psychology*.

LIBRARY AUTOMATION (COSER 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).

REGIONAL LIBRARY AUTOMATION SERVICE (COSER 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.



Information & Technology



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IT School Services

COSER 603

SCHOOL COMMUNICATION SERVICE (COSER 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, mobile apps and support through Blackboard. School Communications has two Certified Trainers on staff and can assist districts with their training needs. Districts receive assistance during initial set-up and continued support as they develop their websites.



TELEPHONE INTERCONNECT (COSER 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 (COSER 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.

TELECOMMUNICATIONS SERVICE (COSER 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

MODEL SCHOOLS PROGRAM (COSER 514.21) & COMMON LEARNING OBJECTIVES (COSER 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.



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COSER 625

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IT School Services

COSER 610

COSER 628

**Services from
Other BOCES**

COSER 514.21

COSER 515.21

Program & Professional Development



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PPD School Services

COSER 332

COSER 355

COSER 405

COSER 521

COSER 522

PROGRAM & PROFESSIONAL DEVELOPMENT SERVICES

School districts today face challenges on every front - revisions to the NYS Next Generation Learning Standards, compliance with the APPR, 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, career and citizen readiness for all students.

CURRICULUM, INSTRUCTION, AND ASSESSMENT COORDINATION (COSER 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 (COSER 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.

LEADERSHIP COACHES (COSER 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 co-teaching.

NYS Next Generation Learning Standards Support: Instructional coaches will work with teachers implementing NYS Literacy or Math Next Generation Learning Standards. 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, they can work with groups of teachers as they plan and deliver NYS Next Generation Learning Standard-aligned lessons and units.

GENERAL SUPERVISION & COORDINATION (COSER 355)

This service provides administrative services (supervision/coordination) to districts as a District Administrator with specific responsibilities and a job description/plan developed by the individual school district and the Program and Professional Development Division. Service must be shared with two districts.

ARTS-IN-EDUCATION (COSER 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.)
- **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 (COSER 521.01)

The work of this service aligns with the NYS Education Department's Agenda, which includes: Standards and Assessments, Data Systems, Great Teachers – Great Leaders and Turning Around Low Achieving Schools.

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

The PPD 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.
- NYS Standards and Curriculum Work.
- Regional Assessment Project.
- School Based Inquiry Team Protocols.
- Teacher and Principal Evaluations.
- Monthly Principal Meetings, Assistant Superintendent 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.



Program & Professional Development

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PPD School Services

COSER 521.03

COSER 521.04

COSER 521.05

COSER 521.010

COSER 521.011

COSER 521.012

COSER 522

REGIONAL SCORING (COSER 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 (COSER 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 (COSER 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.

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 (COSER 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.

DATA ANALYST (COSER 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 & LEADERSHIP DEVELOPMENT (COSER 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 Professional Standards for Educational Leaders (2015) 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 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.

INSTRUCTIONAL PLANNING & GRANT WRITING SERVICE (COSER 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



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Administrative Services

COSER 345

COSER 602

COSER 609

ADMINISTRATIVE SCHOOL 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.

SCHOOL BUSINESS ADMINISTRATOR (COSER 345)

A certified school business administrator is shared between two or more school districts to perform business administrative functions as requested by the school Superintendent.

LABOR RELATIONS AND BOARD POLICY DEVELOPMENT PROGRAM (COSER 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.



CENTRAL BUSINESS OFFICE (COSER 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. Central Business Office staff are trained in nVision and WinCap software applications. The Central Business Office provides districts with segregation of duties, knowledgeable staff, consistency between districts, and backup for financial operations.

ENERGY SERVICES COORDINATION (COSER 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.



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**Administrative
Services**

COSER 604



Administrative Services



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Administrative Services

COSER 607

COSER 640.229

COSER 613

STAFF DEVELOPMENT - TRANSPORTATION (COSER 607)

State certified SBDIs (School Bus Driver Instructors) conduct 30-hour basic and 10-hour advanced classes for School Bus Drivers. A separate class is provided for 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 (COSER 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 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.

FACILITIES SERVICES (COSER 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.



PERSONNEL CLERK (COSER 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 (COSER 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 (COSER 617)

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

EMPLOYEE BENEFITS COORDINATION (COSER 618)

This program offers employees an opportunity to pay for certain employee benefits or other expenses with pre-tax dollars, allowing the employee to reduce taxable income through a Section 125 Flexible Spending Plan. 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.

This program also offers Health Insurance Coordination services. Health and dental Consortiums are offered to allow school districts to aggregate their insurance risk and take advantage of combined purchasing. Personnel resources are provided to bill school districts for health insurance coverage and to pay insurance bills on behalf of the Consortiums.



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COSER 614

COSER 616

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COSER 620.01

COSER 620.02

COSER 620.04

COSER 620.041

COSER 620.05

COSER 620.06

COSER 620.07

SAFETY COORDINATOR (COSER 620.01)

This service provides assistance to school districts and BOCES in an advisory capacity to aid in compliance with local, state, and federal safety and health regulations. In the event of an inspection by any regulatory agency, a representative from the Safety Office will be made available to the school district or BOCES. The Safety Office also provides coordination, guidance, and/or recommendations to participating school districts and BOCES for various: trainings, workshops, and written plans that meet regulatory requirements and the individual needs of the district and BOCES.

Services that require external support or an enhanced level of service, not covered by the base, will be subject to an additional cost.

ASBESTOS (COSER 620.02)

The asbestos program provides inspection services and training in accordance with the Federal Asbestos Hazard Emergency Response Act (AHERA). This service includes: six month surveillances, triennial inspections (as required), and training for district staff and asbestos designees. All activities offered in this service are conducted by certified asbestos inspectors and management planners.

FIRE INSPECTIONS (COSER 620.04)

Certified code enforcement officials conduct annual fire inspections and assist school districts and BOCES with fire safety compliance and staff training. The Safety Office supplies districts and BOCES with fire inspection reports and maintains copies of the inspection.

FIRE SAFETY SERVICES (COSER 620.041)

In accordance with, the New York State Fire Code, National Fire Protection Association (NFPA) standards, and New York State Education Department, the fire safety services program offers the following to school districts and BOCES:

- inspection of all identified fire extinguisher equipment;
- servicing and tagging of all fire extinguishers;
- creation and update to floor plans for all identified fire extinguisher equipment; and
- completed reports for all fire extinguisher equipment identified at all district and BOCES buildings.

IN-DISTRICT SAFETY PROGRAM (COSER 620.05)

The Safety Office provides consultative assistance to ensure compliance for subscribing districts and BOCES on specific health and safety issues/initiatives. Assistance is provided for the development, update, or implementation of written plans and program requirements for various state and federal agencies. An annual audit of records will be completed to ensure that required record retentions schedules are met. In conjunction with the district/ BOCES, the Safety Office can ensure compliance with local, state and federal mandates.

Additional activities of the service include:

- attend and/or facilitate (if requested) safety committee meetings;
- coordinate and/or deliver various safety trainings;

- conduct evaluations of existing plans, policies, processes and protocols;
- create reports and summaries of items completed;
- create surveys and audits to ensure compliance with various regulatory agencies; and
- provide coordination for additional safety resources with outside agencies, as requested.

Consultative services regarding emergency management is also available, as requested. Activities include:

- review of plans, policies, procedures and practices;
- provide reports and recommendations on exiting procedures, policies and practices;
- perform evaluations on building and/or response protocols;
- coordinate and/or deliver trainings;
- assist with drills and tabletops; and
- provide coordination for additional emergency management resources with outside agencies, as requested.

DIGNITY ACT (DASA), BULLYING PREVENTION AND SCHOOL CLIMATE (COSER 620.06)

This service will provide consultative assistance, training, and district specific programming that is designed to foster a positive culture and climate. The role of the DASA Specialist/PBIS Coordinator is to assist the Dignity Act Coordinator in their role, maintain compliance, and assist with providing the district or BOCES with various techniques to provide a supportive environment for both students and staff that is free from discrimination, intimidation, taunting, harassment, and bullying (Dignity for All Students Act).

DIGNITY ACT CERTIFICATION COURSE (COSER 620.06)

This course is intended for school professionals that are seeking licensure, certification or re-certification. It is a six hour course (three hours online and three in person) that is approved by the State Education Department and is conducted by Safety Office personnel and legal professionals. Topics that are covered in this course include:

- legislation history,
- policy and code of conduct,
- staff training requirements,
- student instruction,
- reporting and response,
- risk and protective factors,
- general awareness of population,
- alternatives to progressive discipline, and
- techniques to create culture and climate reform.

INITIAL RESPONSE TEAM (IRT) (COSER 620.07) NON-AIDABLE

The Initial Response Team (IRT) is a diversion program rooted in the best-practice model of wrap-around, using the “strengths 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.

Safe Schools Healthy Student Specialists work closely with the youth, their family, the school district/BOCES and the 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.

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CHILD LIFE SERVICES (COSER 620.011) NON-AIDABLE

Child Life Services provides supportive counseling and education to reduce stress and anxiety for children going through a medical/surgical procedure, those who have parents that are suffering from a life threatening condition or any array of services to children surrounding a myriad of issues. Certified Child Life Specialists can be coordinated by the Safety Office for the following services:

- medical play therapy,
- coping techniques for anxiety and stress,
- grief and bereavement counseling, and
- nutrition/wellness education.

INSURANCE CONSORTIUM (COSER 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 (COSER 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 (COSER 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. Records Management provides for space savings, time savings, security and fixed file continuity. Consulting services, training workshops, and in-district services are also provided.

CERTIFICATION (COSER 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.

COOPERATIVE PURCHASING (COSER 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 (COSER 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.

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COSER 622



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. 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 & SERVICES

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

STUDENT INFORMATION SYSTEMS

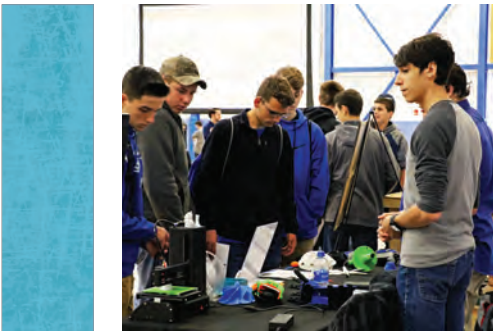
- SchoolTool, WinSchool/SMS, and SASIxp, eSchool Data, PowerSchool
- Classroom Grade Books & Attendance
- Teacher/Parent Home Access
- Discipline Tracking
- Mark Reporting (A603.040)
- Master Scheduling (A603.064)
- Transcript Data
- Student System Teacher Training Sessions
- Census (A603.030)
- ClearTrack200 & 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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