

2025 | 2026

# SERVICE

## DIRECTORY

ONEIDA - HERKIMER - MADISON - BOCES







# District Superintendent

Dear Colleagues,

As we all plan for another school year, the Oneida-Herkimer-Madison BOCES looks forward to our continued collaboration with you, our component school districts.

We remain committed to our goal of providing innovative leadership, programs and services in response to the emerging needs of your districts and learners. With this in mind, we have designed the array of dynamic programs and services described in this directory.

We are constantly seeking new strategies to maximize the quality and cost-effectiveness of the programs and services we offer. It is vital that you continue to communicate with us and share your districts' insights and experiences with our OHM BOCES staff members so that the BOCES can continue to evolve and respond to meet your needs.

For more information on how the OHM BOCES can serve you or to discuss any ideas for new programs and services, please call me or contact the appropriate department supervisor.

Thank you for your support and participation. We are truly better when we work together!

Sincerely,



Patricia N. Kilburn, Ed.D.  
District Superintendent

Board of Cooperative Educational Services  
Sole Supervisory District  
Oneida, Herkimer and Madison Counties  
4747 Middle Settlement Road  
New Hartford, NY 13413-0070  
[www.oneida-boces.org](http://www.oneida-boces.org)



# Instructional Programs & Professional Learning

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The Oneida-Herkimer-Madison Board of Cooperative Educational Services was one of the first four BOCES established by the New York State Legislature in 1948. 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 Oneida-Herkimer-Madison BOCES, located in New Hartford, New York, celebrated its 75th anniversary in 2023. 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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## Our Vision

We strive to provide innovative leadership, programs and services in response to the emerging needs of our school districts and learners.

## Our Mission

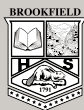
We are collaborators, working together and partnering with leaders in education, business, industry, government and the local community to promote inclusive educational and career opportunities and equitable access in order to prepare all of our learners for the dynamic world of today and tomorrow.

## Our Motto

We are better together. We are OHM BOCES!







## Component Districts

### Brookfield Central School District

**MR. RONALD PAVLUS**

Superintendent of Schools  
1910 Fairground Rd., Brookfield, NY 13314  
315.899.3323

### Utica City School District District

**DR. CHRISTOPHER SPENCE**

Superintendent of Schools  
929 York St., Utica, NY 13502  
315.792.2222

### Clinton Central School District

**MR. CHRISTOPHER CLANCY**

Superintendent of Schools  
75 Chenango Ave., Clinton, NY 13323  
315.557.2253

### Waterville Central School District

**DR. JENNIFER SPRING**

Superintendent of Schools  
381 Madison St., Waterville, NY 13480  
315.841.3900

### Holland Patent Central School District

**DR. CHERYL J. VENETTOZZI**

Superintendent of Schools  
9601 Main St., Holland Patent, NY 13354  
315.865.7244

### Westmoreland Central School District

**MR. ROCCO MIGLIORI**

Superintendent of Schools  
5176 State Route 233, Westmoreland, NY 13490  
315.557.2601

### New Hartford Central School District

**DR. COSIMO TANGORRA JR.**

Superintendent of Schools  
33 Oxford Rd., New Hartford, NY 13413  
315.624.1218

### Whitesboro Central School District

**DR. BRIAN K. BELLAIR**

Superintendent of Schools  
65 Oriskany Blvd. Suite 1, Whitesboro, NY 13492  
315.266.3303

### New York Mills Union Free School District

**MRS. MICHELE D. LAGASE**

Superintendent of Schools  
1 Marauder Blvd., New York Mills, NY 13417  
315.768.8127

### Oriskany Central School District

**MR. GREGORY CUTHBERTSON**

Superintendent of Schools  
1313 Utica St., Oriskany, NY 13424  
315.768.2058

### Remsen Central School District

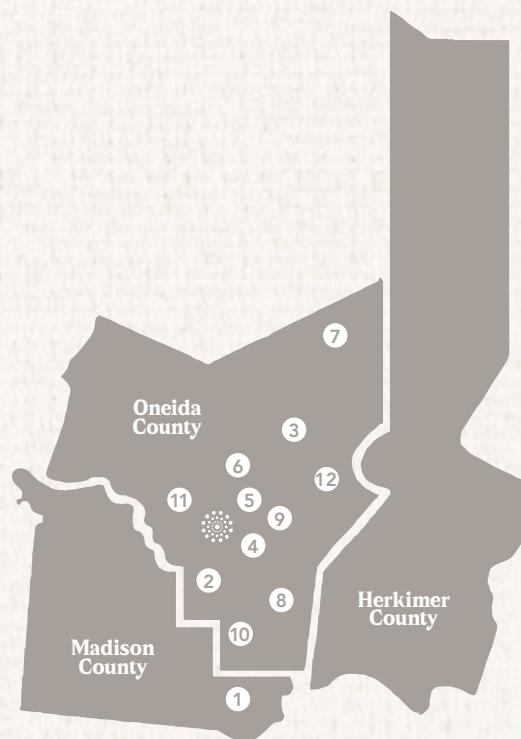
**MR. TIMOTHY JENNY**

Superintendent of Schools  
P.O. Box 406, Remsen, NY 13438  
315.205.4300

### Sauquoit Valley Central School District

**MR. DAVID STAYTON**

Superintendent of Schools  
2601 Oneida St., Sauquoit, NY 13456  
315.839.6311







O H M B O C E S

# Administration

**Scott Morris**  
Assistant Superintendent  
for Support Services  
315.793.8559

**Christopher Hill**  
Assistant Superintendent for Instructional  
Programs & Professional Learning  
315.793.8643

**Patricia N.  
Kilburn, Ed.D.**  
District Superintendent  
315.793.8560

## Important Dates

**MARCH 28, 2025**

Components submit nominations of candidates for BOCES Cooperative Board

**APRIL 2, 2025**

Annual BOCES Meeting  
Review of the 2025-2026 BOCES Budget

**APRIL 29, 2025**

BOCES Election & Budget Vote in Districts

**MAY 1, 2025**

Return of Request for Services for 2025-2026 Service Contracts

**JULY 1, 2025**

Distribution of 2025-2026 service contracts



# Cooperative Board of Education

ONEIDA - HERKIMER - MADISON BOCES



PRESIDENT

Michelle  
**ANDERSON**  
ORISKANY



VICE PRESIDENT

Gary P.  
**NELSON**  
HOLLAND PATENT



Steve  
**BOUCHER**  
REMSEN



Anthony J.  
**NICOTERA**  
SAUQUOIT



Elaine M.  
**FALVO**  
NEW HARTFORD



Dr. Gary W.  
**PORCELLI**  
NEW YORK MILLS



Michael H.  
**HEAD**  
WHITESBORO



Ryan  
**ROGERS**  
BROOKFIELD



Joseph H.  
**HOBICA, JR.**  
UTICA



Russell  
**STEWART**  
WATERVILLE



Heather  
**JOHNSON**  
WESTMORELAND



Timothy  
**THOMAS**  
CLINTON





# Patricia N. Kilburn Ed.D.

## DISTRICT SUPERINTENDENT

The District Superintendent serves as the field representative for the Commissioner of Education and as the Chief 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.

## 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 Programs & Professional Learning



**Christopher Hill**

ASSISTANT SUPERINTENDENT

315.793.8644 | [chill@oneida-boces.org](mailto:chill@oneida-boces.org)

The Instructional Programs and Professional Learning 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, Middle Settlement Academy, School-to-Career Programs, P-TECH, and Itinerant Academic Programs and Related Services; as well as Professional Learning, Leadership Development and Community School services.





**Vincent  
TRIPODI**  
PRINCIPAL  
315.223.6035  
vtripodi@oneida-boces.org

## Middle Settlement Academy Alternative Education Program

GRADES 7-12 | COSER 408

The Alternative Education Program is designed to offer specialized educational opportunities for students whose learning interests and unique learning styles differ from those typically found in a traditional school setting. In accordance with the New York State Alternative Education Guidelines, this program is structured to meet the individual needs of each student by offering smaller class sizes, assigned learning communities and individualized learning plans. The program 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. The instructional delivery model is in keeping with the NYS Learning Standards allowing students to work toward obtaining a high school diploma.

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 difficulty functioning in their home school environment which may present as inappropriate behavior, poor attendance and/or an indifference to academics. Based on the complexity of the student's needs, each student is assigned to a social worker who will monitor their progress in the program and make appropriate referrals and recommendations when necessary.

This program is designed for students in grades seven 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. 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. Job shadowing, counseling and tutoring are other program components that are available to interested students.

## Middle Settlement Academy (MSA)/Mohawk Valley Community College (MVCC) Pathways Partnership

COSER 408

The Middle Settlement Academy/Mohawk Valley Community College Pathways Partnership began in fall 2023. A component of the Alternative Education Program, it is designed specifically for students completing their senior year of high school.

The program, held on the MVCC Campus, allows students to immerse themselves in the community college experience while being supported by the MSA faculty and staff.

Through purposeful engagement with pathways to careers during their final year of high school, students will work to complete high school graduation requirements and engage in post-high school education, training and work opportunities. This program also allows for a soft transition to employers and/or higher education partners post-high school completion.

Students will work collaboratively with their teachers, school counselor and school social worker on the transitional planning that is necessary to ensure the high and sustained level of student support needed for success.

The partnership with MVCC will allow MSA students to complete educational training that can lead to high-tech careers in advanced manufacturing, and to also participate in certificate programs that can lead to employment in the areas of education, healthcare, and the skilled trades.

Students enrolled in this program need to maintain good attendance. All students will be enrolled in the MSA Senior Seminar course in order to enhance and support their social-emotional well-being and adequately prepare them for the opportunities made available to them through this partnership.





**Angela  
EVANS**

COORDINATOR OF ALT ED  
& SUMMER PROGRAMS

315.223.6070

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

## Regional Summer School

COSER 428

BOCES Summer School offers an elementary component and middle/senior high programs. Middle/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 did not pass, or were unable to complete 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.







**Michael  
HOOVER**

PRINCIPAL  
315.793.8647  
mhoover@oneida-boces.org

## CAREER & TECHNICAL EDUCATION PROGRAMS

### OVERVIEW - COSER 101

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

#### NURSING ASSISTANT

This 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

#### 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.

#### 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 other relevant areas of study. 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.





### **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 breakfast, lunches, dinners and banquets for non-profit organizations. Each student also participates in an internship at a local restaurant or college dining facility.

### **EARLY CHILDHOOD EDUCATION I & II**

Second 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 elementary classrooms, day-care centers or special education programs.



## **Natural & Agricultural Sciences**

### **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.

### **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.



## 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 & 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.

### 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 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 throughout the OHM BOCES campus. During the second year of the program, students will also receive instruction in solar photovoltaics using state-of-the-art equipment and hands on projects throughout campus.

### EMERGING TECHNOLOGIES & CYBER SECURITY I & II

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.



### 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.

### 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.



## New Visions

### COSER 101

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, including Personal Finance, College Foundations and English Composition.

### 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 professional educators 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.

### 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 Wynn Hospital 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. Students also receive dual-credit through MVCC for Medical Terminology.



### NEW VISIONS: LEGAL PROFESSIONS

The New Visions Legal Professions program provides an opportunity to explore a variety of legal professions 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: 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 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 Student Opportunities

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

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

## Alternative 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 14 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 9th and 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, develop skills in craftsmanship, build self-esteem, and develop good work habits and work ethic. Students have the opportunity to earn English and math 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.

### TRADES EXPLORATION

This program provides basic instruction in different trades with an emphasis on carpentry for students 16 years of age and older. Students will learn how to use tools, engage in woodworking projects, and learn about various elements of construction. A great emphasis is placed on hands-on learning through various projects that benefit the school community.

### FOOD SERVICE OCCUPATIONS

The Food Service program allows students 16 years of age and older 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.







## **BOCES Consortium of Continuing Education**

**COSER 868**

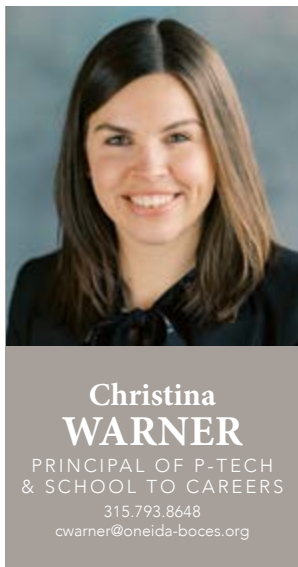
The division of Adult and Continuing Education provides area residents with many opportunities for success. BOCES offers free and low tuition courses and services (vocational and avocational) that help adults earn their GED or high school diploma, learn new career skills and enhance their existing skills.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





## PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (P-TECH)

### OVERVIEW - COSER 101

Pathways in Technology Early College High School (P-TECH) is an early college high school that integrates high school and college curriculum focusing on science, technology, engineering, art, and mathematics (STEAM), while also providing workplace skills including leadership, communication and problem-solving. This program will enroll freshmen 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 associates 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 is conducted through an application process in collaboration with the component districts we serve. Students have the opportunity to fulfill Regents diploma requirements (22 credits, Regents examinations) and earn 64 college credits in one of 12 P-TECH associate degree pathways.

### HIGH SCHOOL PREPARATION

Students will earn a Regents diploma by meeting New York State high school requirements. They will also take dual-credit courses affiliated with MVCC at the OHM BOCES taught by teachers at P-TECH OHM. Students will complete the majority of high school requirements at the OHM BOCES by their senior year. P-TECH OHM also offers college preparatory classes that are aligned with the degree pathways at MVCC and integrate professional skills required in the career pathways affiliated with each degree. MVCC instructors act as curriculum consultants to high school instructors to establish curriculum and instruction aligned to the college. Consultant committees have been established for each degree pathway that includes P-TECH staff, MVCC instructors, and industry partners to backwards design a six-year integrated scope and sequence that maps the progression of content and professional skills starting in students' first year of high school that scaffold to college courses and finally business and industry experience (job shadowing, internships, etc.).

### BUSINESS

Business courses offered include economics, personal finance, and a professional development and mentoring elective. Dual-credit business courses are also offered, including CF100 College Foundations Seminar, BM101 Survey of Economics, BM120 Principles of Economics and BM108 Personal Finance.

### ENGLISH

Students complete English 9,10,11 requirements and a Regents exam that is administered in 10th grade. Students' performance on the Regents exam replaces the college accuplacer exam for students to transition into college English courses. English 11 is an honors course that prepares students for success in MVCC EN101 and EN102 courses, taken at MVCC by students' senior year.

### MATH

Students take algebra in 9th grade, which culminates in a New York State Regents exam at the end of the school year. Students then take a non-Regents geometry class in 10th grade, followed by dual credit MA115 course their junior year. That course replaces the college accuplacer exam for students to transition into math courses offered in the provided degree pathways at MVCC.

### SCIENCE

Students begin their high school career taking living environment in 9th grade, which culminates in a New York State Regents exam at the end of the school year. In 10th grade, students take a non-Regents college preparatory chemistry course followed by a non-Regents college preparatory physics class in 11th grade.

### SOCIAL STUDIES

Students complete global I and II in their freshman and sophomore year followed by the global Regents exam. Students complete participation in government and US history in their junior year, which includes the US history Regents exam. Students take economics their junior year, as well.

### STEAM

The STEAM courses offered to students starting their freshman year include Intro to Coding, STEAM Concepts 9, STEAM Concepts 10, and dual-credit ET154 Computer Programming and MT140 Drafting and Design using AutoCAD/DDP, which also earns students their required high school art credit.



### ITINERANT SERVICES

Itinerant services are purchased to provide other high school required courses including PE, health, ENL and world languages.

### HIGHER EDUCATION

Students access college courses starting their freshman year of the program. Every student has a college advisor staffed by MVCC. A designated college coach staffed by P-TECH OHM is assigned to students who attend classes at MVCC. Students have assigned weekly meetings with their college coach and receive mentoring to support their needs at the college. The college coach is responsible for collaborating and communicating with the college advisor, college instructors, parents, students, and the P-TECH school counselor. There are currently 12 approved degree pathways students will choose from by the start of the senior year in the program:

- Business Administration
- Civil Engineering Technology
- Computer Aided Drafting: Architectural Mechanical
- Computer Applications Programming
- Computer Science
- Computer Science: Cybersecurity
- Electrical Engineering Technology
- Engineering Science
- Human Services
- Mechanical Engineering Technology
- Remotely Piloted Aircraft Systems
- Semiconductor Manufacturing Technology

### BUSINESS AND INDUSTRY

P-TECH OHM works collaboratively with Mohawk Valley EDGE to identify local businesses that align with the degree pathways available to students. The program now has more than 50 business partners who work directly with students in a variety of professional settings including: group mentoring, job site visits, 1:1 mentoring, job shadowing, paid and unpaid internships, and employment through the student workforce development program.







**Sarah  
WALKER**  
COORDINATOR OF  
SPECIAL PROGRAMS  
& PROJECTS  
315.223.4727  
swalker@oneida-boces.org

## ITINERANT ACADEMIC PROGRAMS

### OVERVIEW

Many component school districts need academic services on a part-time basis. Through Itinerant Academic Programs, teachers are available in such disciplines as technology, business, health and home economics. Academic center-based programs are possible whenever two or more districts wish to participate in that program. 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.

#### **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. This service is generally BOCES aidable.

#### **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.

#### **AIS Reading/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.

#### **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.

#### **FACS/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.

#### **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.



#### **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.

The following academic itinerant programs are available upon request as a shared service between two or more districts. Please contact Sarah Walker for additional information.

### **Business Teacher** COSER 302

Services of a business teacher are available for secondary grades on an itinerant basis. 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.

### **AIS Math/Math 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.

### **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.



**Heather  
GAETANO**  
COORDINATOR OF  
SPECIAL PROGRAMS  
& PROJECTS  
315.793.8596  
hgaetano@oneida-boces.org

## ENGLISH AS A SECOND LANGUAGE

### OVERVIEW

Many component school districts need academic services on a part-time basis. Through the Itinerant Academic Programs, English as a Second Language teachers are available whenever two or more districts wish to participate in that program.

### **English as a Second Language**

#### **COSER 326**

The services of an English as a Second Language (ESL) teacher are available on an itinerant basis. The program can serve students K-12 through delivery of state-approved curricula.

Additional options are available to component districts that may need professional development or consultation support for English as Second Language students.

Professional Development topics include Part 154 Regulations, ESL/ENL Identification Process, academic resources and support on the use of scaffolding and differentiation within the classroom.

English as a Second Language consultation services are also available to provide resources, support and a network for general education teachers, and special education teachers who may be working with ESL students in core content classes.





**Timothy ROWLAND**  
COORDINATOR OF  
SPECIAL EDUCATION  
315.223.4724  
trowland@oneida-boces.org

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.

### **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.

## **ITINERANT RELATED SERVICES**

### **OVERVIEW**

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.

### **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.



**Christina  
WARNER**

PRINCIPAL OF P-TECH  
& SCHOOL TO CAREERS  
315.793.8648  
cwarner@oneida-boces.org

## SCHOOL TO CAREER PROGRAMS

### OVERVIEW

The mission of the School to Career Programs is to provide career development and work-based learning experiences which inspire and enable students to make informed decisions about post-secondary and career opportunities.

### 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 STEAM, the arts, business, government, science or

human services. This program is available to students from Oneida and Herkimer Country 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

The program is taught by Colgate University professors on the college's campus. It provides a series of 12 seminars to academically motivated junior and senior students who are eager to explore advanced academic topics. 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/Basic Service

COSER 574.01

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

The basic School and Business Alliance programs 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.

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 SABA provides career awareness and exploration activities to help students investigate their futures. SABA Career Exploration Specialists guide students in the development of individualized career plans and portfolios as outlined in the CDOS Learning Standards.

### Expanded School & 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

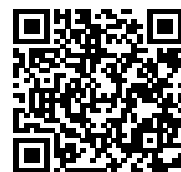
COSER 574.09

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.

### Links to Success

Empowering students with knowledge provides them with the information they need to make informed decisions about their future. The purpose of the Links to Success Roadmap is to educate students, teachers and families about current career fields, what careers exist within that field, and provide easy access to apply to local businesses and organizations. The connection to career information, as well as local opportunities, can be used to facilitate conversations with schools, students and families.

<https://www.oneida-boces.org/linkstosuccess>







**Ellen  
MAHANNA**  
PRINCIPAL  
315.793.8605  
emahanna@oneida-boces.org

## SPECIAL EDUCATION PROGRAMS & SERVICES

### OVERVIEW

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**

Up to 8 students with 1 teacher and 2 teacher assistants

**COSER 201**

**SPECIAL EDUCATION CENTER  
(GRADES K-12)**

**WATERVILLE CSD (GRADES K-12)**

Designed for students with behavior management needs who cannot be maintained in a 12:1:1 setting. IEP related services must include a minimum counseling service of 1 x 30. 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 utilizing positive behavioral intervention strategies. Reflection rooms are available for support as part of the behavior modification program. Therapeutic Crisis Intervention for Schools (TCIS) developed by Cornell University is utilized within the program. The educational curriculum is rigorous and prepares students to participate fully in the New York State Assessments. Pre-Vocational and Career and Technical Education is available. This program is designed for access to General Education when appropriate.

#### **CENTER-BASED MENTAL HEALTH PROGRAM**

Designed for students who participate in community-based mental health services while enrolled in an educational program. The student being linked to treatment providers, psychiatrists and therapists is integral to their success. IEP services include a minimum counseling of 1 x 30. Reflection rooms and Time Out rooms are available for support as part of the therapeutic program. This program is based on TCIS (Therapeutic Crisis Intervention for Schools) developed by Cornell University. The educational curriculum is rigorous and prepares students fully in the New York State Assessments. Pre-Vocational and Career and Technical Education training is available in the program. This program is designed to be an intensive therapeutic educational program for students with a mental health diagnosis.

#### **8:1:2+1 Program**

Up to 8 students with 1 teacher, 2 teacher assistants and 1 student manager

**COSER 201**

**SPECIAL EDUCATION CENTER (GRADES K-12)**

Designed for students with developmental disabilities, including autism spectrum, who require behavioral support. Students who are in the program demonstrate needs that are more intense than the 8:1:2+1 classrooms. In addition to a teacher, and two teaching assistants, a student behavior manager is assigned to the class to assist with behavior modification. Students benefit from structured teaching and a rich curriculum designed to meet students academic, therapeutic, social/emotional and behavioral needs.

#### **12:1:1 School-Based Program**

Up to 12 students with 1 teacher and 1 teacher assistant

**COSER 204**

**SAUQUOIT VALLEY CSD (GRADES K-12)**

The 12:1:1 Mild Program meets the diversified needs of students with 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.

#### **12:1:3+1 Multiply Disabled Program**

Up to 12 students with 1 teacher and 1 teacher assistant to three students

**COSER 209**

**SPECIAL EDUCATION CENTER (GRADES K-12)**

The 12:1:3+1 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.

#### **6:1:2**

Up to 6 students with 1 teacher and 2 teacher assistants

**COSER 216**

**SPECIAL EDUCATION CENTER (GRADES 3-12)**

The 6:1:2 program is designed for students who require the most restrictive learning environment. The student's management needs may be determined to be highly intensive, requiring a high degree of individualized attention and intervention. Behavioral supports include individual counseling provided by a certified school social worker. Reflection rooms are available for support as part of the behavior modification program. Therapeutic Crisis Intervention for Schools (TCIS) developed by Cornell University is utilized within the program. The instructional program focuses on meeting the emotional/behavioral needs of the student while addressing academic skills. Academics/ instruction are aligned with the NYS Learning Standards allowing students to work toward obtaining a high school diploma. This program provides students with smaller class sizes, curricular modifications and support, intensive adult support and a structured program with consistent routines, career and life skills training, as well as behavior management, crisis support and intervention.

## 12:1:3+1 Developmental Program

Up to 12 students with 1 teacher and 1 teacher assistant to three students  
COSER 209

RALPH PERRY JR. HIGH (GRADES 7 - 9)

NEW HARTFORD SR. HIGH (GRADES 10-12)

SPECIAL EDUCATION CENTER (GRADES K -12)

This program is designed for students with a classification of autism. The program consists of staff who are trained in structured teaching provided by the TIM Academy. The core of the curriculum is based in Treatment and Education of Autistic and related Communications Handicapped Children (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, physical therapy, vocational and social work services available based on individual needs. The programs are located in the public school setting to accommodate integration into the general education classes when appropriate.

## Summer School Programs - 12-month Programming

COSER 831-834

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





## Transitional Planning & 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.

## 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 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 includes 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).





**Timothy  
ROWLAND**  
COORDINATOR OF  
SPECIAL EDUCATION  
315.223.4724  
trowland@oneida-boces.org

## SPECIAL EDUCATION RELATED SERVICES

### OVERVIEW

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

In BOCES programs, visually-impaired students with disabilities 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.

### 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.







**Kevin HEALY**  
DIRECTOR OF  
EDUCATIONAL SERVICES  
315.223.4711  
khealy@oneida-boces.org

## PROFESSIONAL LEARNING

### OVERVIEW

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.

Professional Learning 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.

The PPL 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
- Monthly Principal Meetings, Assistant Superintendent Meetings, Assistant Principal Meetings
- NYS Standards and Curriculum Work
- Regional Superintendent Conference Day(s)
- Regional Assessment Project
- Curriculum Specialties (days can be contracted individually or in blocks)
- School Based Inquiry Team Protocols
- Targeted Instructional Strategies for Classroom Teachers
- Teacher and Principal Evaluations

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

## 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 ready for civic engagement. 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.

## 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.

## Curriculum, Instruction & 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 learning 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 Supervisors

### 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.

## 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 Next Generation 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, film making, 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 Learning (related to the Arts & Arts Integration)

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

## Data Analyst

### COSER 521.011

Professional Learning 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, survey construction and analysis, and program evaluation. Alignment of formative and interim assessments to the new Next Generation 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 (MORIC).

## 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 APPR requirements:

- 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

## Community School Resources

### COSER 545

The Oneida-Herkimer-Madison BOCES Community School COSER 545 represents a strategy for districts to organize resources so that academics, social and emotional needs, and medical and dental services and supports are integrated into the fabric of school culture. This strategy helps to remove obstacles to learning and serve the needs of the whole child, allowing teachers to teach and students to learn.

By aligning resources, the Community Schools COSER will result in improved student learning, stronger families and healthier neighborhoods. Specifically, the new COSER will improve students' social, emotional, physical and intellectual needs through a menu of services.





**Ann  
TURNER**

DIRECTOR OF PROGRAM  
& PROFESSIONAL  
LEARNING  
315.793.8573  
aturner@oneida-boces.org

## EDUCATION LEADERSHIP NETWORK

### OVERVIEW

Focusing on professional learning, networking, mentorship and coaching, the Education Leadership Network serves superintendents, assistant superintendents, principals, assistant principals, executive coaches, curriculum supervisors and teacher leaders. Examples of offerings include Leadership Research Institutes, Lead Evaluator of Teacher Trainings, Principal Evaluator Trainings, Executive Coaching Trainings and Virtual Meetings/Conversations.

### Executive Coaches & Curriculum Supervisors 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):

your district with professional development of educational leaders. Our services include the following:

- BOCES Professional Learning 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.

### 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 Learning Division. Service must be shared with two districts.

### 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.

PPL 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

### 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.



# Support Services



**Scott Morris**

ASSISTANT SUPERINTENDENT

315.793.8559 | [smorris@oneida-boces.org](mailto:smorris@oneida-boces.org)

**The Support Services Division provides high-quality, cost-effective services for component districts and BOCES. Support Services includes administrative along with information and technology functions.**

**The Division also coordinates the Oneida-Herkimer-Madison Health Insurance Trust and the Central New York School Employees Workers' Compensation Plan.**



# SUPPORT SERVICES

## OVERVIEW

The Support 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, Records Management and Information & Technology Services.

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 effect way, sharing in the development and cost of these services. All programs offer professional leadership, direction and consultation services.

### 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 & 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. This service is provided through a cross-contract with Madison-Oneida BOCES.

**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.

### 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. This service is provided through a cross-contract with Onondaga-Cortland-Madison BOCES.

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

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

### 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 WinCap and nVision software applications. The Central Business Office provides districts with segregation of duties, knowledgeable staff, consistency between districts and backup for financial operations.



**Margherita  
MANOIERO**

DEPARTMENT  
SUPERVISOR

315.793.8518  
mmanoiero@oneida-boces.org

## 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 provides confidential, professional assistance to employees in need.

## Employee Benefits Coordination

COSER 618

This program offers employees an opportunity to pay for certain employee benefits or other expenses with pre-tax dollars. 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.



## 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.

## 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.





**Michael**  
**COLANGELO**  
 DEPARTMENT  
 SUPERVISOR  
 315.793.8693  
 mcolangelo@oneida-boces.org

## Shared Facilities Director

COSER 380

This service provides a Facilities Director to be shared between two or more component districts. The Oneida-Herkimer-Madison BOCES will hire and manage staff to perform various duties relating to school buildings and grounds. This service is available to any component district upon application.

The cost will be charged on a per-day service. Cost of salary, fringe benefits, travel, staff development, supplies and materials are pooled and charged proportionately to each district based on the amount of service provided.

## 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.



## 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.

## 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.



**Patricia  
CERIO**

DEPARTMENT  
SUPERVISOR  
315.793.8693  
pcerio@oneida-boces.org

## Safety Coordinator

COSER 620.01

### COMPONENT SCHOOL DISTRICTS

This service provides to School Districts and BOCES assistance with the compliance with local, state and federal safety and health regulations promulgated by the NYS Departments of Environmental Conservation (DEC), Labor (DOL), Health (DOH), and Education (SED) and at the Federal level - the Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA). A representative from the Safety Service will be made available to a school district in the event of an inspection by any of the agencies listed above.

These activities of the service are provided to meet the requirements of the regulations as well as the individual needs of the districts.

This service also provides district-specific, 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 audit of records is completed to ensure that required record retentions schedules are met. With assistance from the district/BOCES, the Safety Service can ensure compliance with local, state and federal mandates.

All activities of the Safety Advisor COSER will be included in this service in addition to the activities of the service outlined in the Description of Services document.

Additional activities of the service include:

- Attend (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;
- Conduct various inspections, evaluations or walkthroughs;
- Create audits to ensure compliance with various regulatory agencies;
- Provide coordination for additional safety resources with outside agencies, as requested
- Provide a file system to store safety related documents.

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

- Review of plans, policies, procedures and practices;
- Coordinate and/or deliver trainings;
- Assist with drills and tabletops; and
- Provide coordination for additional emergency management resources with outside agencies, as requested.

Requests from School District and BOCES that require external support or an enhanced level of service can be requested and are subject to an additional cost.

## Child Life Services

COSER 620.011

### NON-AIDABLE

Crisis assistance is available to school districts and BOCES in the event of a crisis situation involving the death of a student or staff member by experts in the Child Life and Mental Health fields.

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 Service for the following activities:

- Medical play therapy;
- Coping techniques for anxiety and stress;
- Grief and bereavement counseling; and
- Nutrition/wellness education.

## Safety Advisor

COSER 620.012

### BASE SERVICE - NON-COMPONENT SCHOOL DISTRICTS

This service provides assistance, in an advisory capacity, to School Districts and BOCES to assist in the compliance with local, state and federal safety and health regulations promulgated by the NYS Departments of Environmental Conservation (DEC), Labor (DOL), Health (DOH), and Education (SED) and at the Federal level - the Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA). A representative from the Safety Service will be made available to a school district in the event of an inspection by any of the agencies listed above.

The Safety Service provides guidance, coordination and recommendations to School Districts and BOCES in various safety areas that also include:

- Access to various safety plans;
- Access to training (in-person) and online;
- Notifications about training opportunities;
- Notifications about regulatory changes;
- Access to SDS database/inventory;
- Access to services for fit testing, evaluations & exams and CPR/AED certification; and
- Access to various newsletters.

These activities of the service are provided to meet the requirements of the regulations as well as the individual needs of the districts. Services that require external support or an enhanced level of service, not covered by the base, will be subject to an additional cost.

## Asbestos Inspections

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/coordination of training for district staff and asbestos designees.

All activities offered in this service are conducted by certified asbestos inspectors and management planners.



## Identification and Reporting of Child Abuse and Maltreatment Course

### COSER 620.06

This two-hour course is intended for school professionals that are seeking licensure, certification or re-certification. It is approved by the State Education Department and is conducted by Safety Services personnel, either in-person or virtually.

Topics covered include:

- Background of the Child Protective Services System;
- Mandated Reporters;
- Legal Framework;
- What is Child Abuse and Maltreatment/Neglect?; and
- Case Scenarios - Exercises.

This course is offered as a separate service for the COSER and individuals who attend are responsible for self-registration and payment. Cost: \$25 per participant.

## Fire Inspections

### COSER 620.040

Certified code enforcement officials conduct annual fire inspections and assist school districts and BOCES with fire safety compliance and staff training. The Safety Service 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 identified fire extinguisher equipment;
- Servicing and tagging of all fire extinguishers;
- Creation and update to reports for identified fire extinguisher equipment; and
- Service reports for fire extinguisher equipment at district and BOCES buildings.

## Dignity Act/Bullying Prevention

### 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;
- Conduct an audit for school districts and BOCES;
- Assist the district and BOCES in maintaining compliance;
- Provide newsletters (Dignity Dispatch) with relevant and timely information;
- Provide training on a wide variety of topics;
- Provide and develop training programs specific to district and BOCES needs; and
- Assist districts and BOCES with providing various techniques to provide a supportive environment for both students and staff that is free from discrimination, intimidation, taunting, harassment, bullying and cyberbullying (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 Service 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.

This course is offered as a separate service from the COSER and individuals who attend are responsible for self-registration and payment. Cost: \$100.00 per participant.

## Safety Technician

### COSER 620.017

The Safety Technician Service provides Districts and BOCES compliance with Local, State and Federal safety and health regulations promulgated by the NYS Departments of Environmental Conservation (DEC), Labor (DOL), Health (DOH), and Education (SED) and at the Federal level, Environmental Protection Agency (EPA) and the Occupational Safety and Health Administration (OSHA).

The Safety Technician service provides an enhanced level of service to the District or BOCES through the efforts of the combined Safety Services team. Districts or BOCES who subscribe to this service will have technical assistance from the Safety Services team in order to meet the various LEA responsibilities. Support can be provided for further development and/or implementation of written plans and programs.

All activities of the Safety Coordinator and Safety Advisor COSER will be included in this service in addition to specific goals, initiatives and tasks outlined by the District or BOCES.

Activities of this service can include:

- Initiate, organize and/or conduct safety committee meetings;
- Initiate, coordinate and/or conduct various safety trainings;
- Initiate, coordinate and/or conduct evaluations of existing plans, policies, programs, processes and protocols;
- Initiate, coordinate and/or conduct various building safety inspections, evaluations or walk-throughs;
- Initiate, coordinate and/or conduct surveys and audits to ensure compliance with various regulatory agencies, plans and programs;
- Create and provide reports summaries of items completed; and
- Initiate and/or coordinate additional safety resources with outside agencies, as requested.

Technical assistance regarding emergency management will also be conducted. Activities can include:

- Evaluate, recommend and update plans, policies, procedures and practices;
- Create reports and recommendations on existing procedures, policies and practices;
- Initiate, coordinate and/or conduct evaluations on building and/or response protocols;
- Coordinate and/or deliver trainings;
- Initiate, coordinate and/or conduct drills and tabletops; and
- Coordinate additional emergency management resources with outside agencies, as requested.



**Kate  
DORR**

DEPARTMENT  
SUPERVISOR  
315.738.0848  
kdorr@oneida-boces.org

## School Food Service: Management

COSER 626.012

The School Food Management Service offers shared, regional expertise in management, leadership and support for school based federal Child Nutrition Programs. This COSER offers full-service management as well as customizable services including recipe development, nutrition analysis, menu planning, education and short- or long-term consultation and administrative review assistance for independently operated child nutrition programs.

## School Food Service: Logistics, Operations and Warehousing

COSER 626.00

The School Food Logistics, Operations and Warehousing Service provides full-service execution and regulatory responsibility for a district's food service program and is designed to reduce the challenges of providing school meals, as much as possible, for the participating district. The OHM BOCES will fully administer the program including:

- Hiring, training and supervision of all warehouse- and kitchen-level staff;
- Purchasing and storage of food and supplies;
- Maintenance of equipment, preparation of nutritionally compliant and appealing, high quality food served in school cafeterias;
- Budgeting, accounts payable and submission of claims to NYSED;
- Maintenance of student and staff accounts;
- Processing of Free and Reduced Meal Applications and/or Income Collection Forms.

This shared service provides districts the opportunity to join the OHM BOCES School Food Authority as recipient agencies. Schools that wish to participate must also concurrently participate in the School Food Service Management COSER.







**Greg M.  
SMITH**  
DEPARTMENT  
SUPERVISOR  
315.223.4793  
gsmith@oneida-boces.org

## 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 exists upon 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 allow us to make possible enhanced educational opportunities while promoting interconnectedness and teamwork among students and teachers alike.

## Equipment, Support & Maintenance

COSER 438.01

OHM BOCES provides customized solutions for a variety of distance learning implementations, ranging from classrooms to conference rooms to lecture halls and in sizes that vary from small huddle rooms to the most adaptive future-ready classrooms. Once equipped, the rooms that have transformed are programmed to connect to other sites easily and efficiently. As needed, our BOCES technicians provide responsive support to diagnose and solve any technical issues or requests that arise.

## Advanced Social Studies Courses

COSER 438.02

Interactive Video Courses in psychology and sociology bring opportunities for students to earn tuition-free, dual-credit from Mohawk Valley Community College (MVCC). Teachers are based at the OHM BOCES, while the students receive instruction from classrooms in their home district equipped with professional video conferencing technology. Each course runs for one semester and is offered both in the fall and spring every year. Synchronous video classes meet on Mondays, Wednesdays and Fridays at scheduled times. Class times are built around the bell schedules of participating schools and are oftentimes able to combine students from two schools together into a single class section. Both dual-credit courses meet both New York State requirements for .5 high school course credits, as well as collegiate requirements to earn three credit hours.

## Mandarin Chinese Courses

COSER 438.03

Daily, synchronous instruction is provided to students in participating school districts via the Interactive Video Courses Service. Chinese Language and Culture courses provide students, from across New York State, with the opportunity to learn Mandarin Chinese while also being introduced to Chinese history and culture. The Mandarin Chinese program has two distinct pathways for students:

- The Mandarin Chinese Course Sequence provides up to seven years of New York State and national, standards-based instruction in Mandarin Chinese. Students begin their language sequence in grade 6 or 7.
- The High School Elective courses in Mandarin Chinese afford students the opportunity to study Mandarin Chinese as elective courses for up to two years. Mandarin Chinese elective courses are dual-credit courses with Mohawk Valley Community College (MVCC) offering up to 12 credits, and can be completed either independently of their study in other language(s) OR to meet the minimum requirement of one credit in a World Languages course to earn a New York State Diploma.

## American Sign Language Courses

COSER 438.04

Students across New York State are afforded the opportunity to study American Sign Language for up to four years via OHM's American Sign Language (ASL) program. As part of our Interactive Video Course program, students in our ASL program receive synchronous, daily instruction. Each course level includes introduction to new vocabulary, lessons in grammar, Deaf history and lessons in the culture of Deaf people. Students who advance to ASL Level 3 and 4 will earn dual credit for successful completion of their coursework.

## Web-Based Video Conferencing

COSER 438.05

Participation in the Web-Based Video Conferencing Service affords districts the opportunity to connect people using Zoom Video Communications in a variety of modalities (video conference, webinars, chat, phone, etc.) and across devices and operating systems. Working through the OHM BOCES, districts are able to purchase various levels of Zoom licensing at consortium rates, be provided with an Education Law 2-d compliant contract, share the cost of expensive advanced licensing and either have their accounts managed by the OHM BOCES or choose to manage their own. Additionally, opportunities to purchase, install and support Zoom-compatible hardware make this service an exceptional value.

## Languages Other Than English (LOTE)

COSER 502.04

The LOTE Curriculum Program serves to produce Checkpoint examinations for World Language teachers in our region and around New York State. Since the June 2018 examinations, the OHM Checkpoint B examinations have been approved by NYSED for use in the Multiple Pathways to Graduation. Checkpoint B examinations in French, Italian and Spanish are created each January. Checkpoint A and B examinations in ASL, Chinese, French, Italian and Spanish are created and administered in participating schools around the state each June. The creation of each examination is BOCES-facilitated and teacher led. Professional development in support of these examinations is offered via monthly World Languages Network meetings.





**Jennifer  
PARZYCH**  
DEPARTMENT  
SUPERVISOR  
315.793.4758  
jparzych@oneida-boces.org

## Portable Planetarium Service

COSER 415

Envision a classroom where the marvels of the universe come alive through OHM BOCES Portable Planetarium. This portal to the stars, right within your school, gives students an unforgettable experience, sparking curiosity and igniting a passion for science through immersive and interactive content. Not only will students be able to learn, but they will be able to see science in a whole new way. The OHM BOCES Portable Planetarium provides presentations aligned to New York State Standards for various grade levels. The planetarium offers six 45-50-minute presentations per day and can accommodate 25-30 students and their teacher, per presentation. Teachers may choose a presentation from more than 18 available topics listed on the portable planetarium website at [www.oneida-boces.org/planet](http://www.oneida-boces.org/planet).

## Web-Based Instruction

COSER 438.015

Our web-based instruction services cater to blended and online learning environments, offering a variety of options for student success. This includes the Buzz Learning Management System, credit recovery and credit accrual options. The OHM Learning Network, NYS Learning Network and Vendor-provided courses are all included and supported, providing diverse learning opportunities for students.

The OHM Learning Network provides curriculum aligned with Next Generation Learning Standards, a K-6 Social Studies curriculum based on the New York State Social Studies Framework, and additional K-12 resources such as standards-aligned assessment test banks from New York State examinations and locally developed content. This ensures that districts have access to regionally developed curricula and Education Law 2-d compliant content vendors, offering a wide range of electives and supplemental curriculum, allowing districts to provide students with the flexibility they need to succeed. All vendors and courses are accessible through our Learning Management System, ensuring seamless integration and delivery.

Our goal is to support districts in offering a diverse range of courses and electives, promoting excellence and equity in education for all students.





## K-5 Science Program

### COSER 518

Imagine stepping into a world where science education is not just about textbooks and tests but about exploration, discovery and hands-on learning. Welcome to the OHM BOCES Science Center. A hub where K-5 science education is being revolutionized. Here at the OHM Science Center we believe that young minds are naturally curious and that science should be a thrilling journey. That is why we meticulously develop science kits that are not only aligned with the New York State Science Learning Standards, and are STEAM-based, but are also designed to ignite the spark of inquiry in every child. Each kit is a treasure chest filled with tools and materials that invite students to explore scientific concepts through real world experiments. From exploring the life cycle of plants to understanding the principles of simple chemistry, these kits cover a vast array of topics that are crucial for a solid scientific foundation. But we don't just stop at providing resources, we know that the backbone of any educational endeavor is its teachers. That's why the OHM Science Center is deeply committed to professional development. Our workshops are crafted to empower educators, providing them with the skills, knowledge and confidence to bring these science kits to life in their classrooms. Imagine a workshop where you as an educator get to be the student. You engage in the experiments, you ask questions and you learn the best strategies to inspire your students. It's hands-on learning for teachers designed by experts who understand the challenges and opportunities of teaching science to young learners. And our support doesn't end with the conclusion of a workshop, we offer ongoing curriculum support to ensure that teachers feel equipped and ready to tackle any challenge in the classroom. Whether it's integrating science with other subjects or adapting lessons for diverse learning needs, our team is here to assist you every step of the way. At the OHM BOCES Science Center we are not just providing tools and training, we are building a community of educators who share a passion for nurturing the next generation of scientists, engineers and innovators.



## Model Schools

### COSER 538

The Model Schools Program is designed to assist school districts in effectively integrating instructional technology for both face-to-face and remote learning environments. Our team of experienced instructional support specialists, designers, professional developers, trainers and consultants at OHM BOCES will work collaboratively with component school districts to establish a clear path towards successful and sustainable instructional technology integration. Through facilitation, implementation, assessment and program evaluation support, we ensure the optimal utilization of technology in enhancing student achievement.

The Model Schools Program offers comprehensive staff and curriculum development to support the seamless integration of technology as an ongoing component of systematic school reform. Examples of our services include planning and rollouts of Google Apps for Education, Buzz Learning Management System, Project-Based Learning and computer-based testing models.

Our program provides a variety of flexible professional development options, including in-person, web-based synchronous and asynchronous opportunities. This ensures that educators receive the training and support necessary to leverage technology effectively and improve student learning outcomes.

## Substitute Teacher Calling Service

### COSER 625

The Substitute Teacher Calling Service is a comprehensive solution that maintains the Frontline Absence and Management System for participating school districts. This system empowers district faculty and staff to report and request absences, with qualified substitutes automatically assigned to fill vacancies.

Employees have the flexibility to report absences 24/7 through an automated sub-call system, smartphone app or online platform. The Frontline Absence and Management system ensures that vacancies are promptly filled, drawing from an approved list of substitutes provided by the school district.

Daily reports are provided to districts, detailing absences and substitute usage. Furthermore, districts can request custom reports, tailor absence reasons and create preferred substitute lists tailored to their specific needs and preferences. To ensure comprehensive tracking, districts can include all employees in the system, enabling accurate monitoring of absences and ensuring effective resource management.



**Janice  
MURRAY**  
DEPARTMENT  
SUPERVISOR  
315.223.4793  
jmurray@oneida-boces.org

## Media Technology Services

COSER 502.01

BOCES Media Technology Services is highly qualified to provide school districts with Ed Law 2-d and copyright compliant, standards-aligned analog and digital media resources covering all curricular areas in pre-K-12 grade levels. Through this service, teachers and students have access to more than 500,000 of the latest print and digital resources from streaming media to classroom book sets. The Media Technology Service is a strategic partner with participating school districts in providing vetted content, curriculum support and copyright compliance. The robust offering includes digital content, streaming media, ebooks, audiobooks, and SWANK Motion Pictures and Movie Licensing, in addition to multiple copy classroom book sets, large print titles and a Padcaster traveling TV studio. Examples of products included in the service are Learn 360, BrainPop and BrainPop Jr., World Almanac for Kids Online and the Sora ebook platform.

Professional development to support access, curricular integration and best instructional practices for all products is included in the service. Examples of trainings have included finding digital content for hybrid learning, copyright compliance, information and media literacy 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 ensembles in addition to song books, solos and music accompaniment CDs. This service gives music teachers access to one of the largest sheet music libraries in New York and provides districts with a variety of music selections at a minimal 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.

## 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, audio books 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, virtually creating libraries without walls.

## Online Resources

COSER 576.03

This service provides consortium pricing and procurement for the purchase of NY Education Law 2-d compliant online electronic information and instructional resources. These resources supplement curricula and research as well as provide online resources to students and teachers for use in hybrid learning environments. The School Library System provides a single sign-on online platform for access, technical support, as well as professional development in on line search strategies and training of the online resources for library staff and teachers. Example subscriptions may include, Culturegrams, Worldbook, RAZ Kids, 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 digital resources 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, ebooks 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. 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. Many titles are more expensive than any library would be able to afford without belonging to the service. Examples of titles include Facts on File Companion to Shakespeare, Tumblebooks, Compact Research: Teen Well-Being, Teen Mental Health, Civic Participation and Gale Research Novels for Students.

## 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 on-going related support services.

## 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.

## School Library System

COSER 576

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

## 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).

## Courier Service - Base Service

COSER 502.03

The Courier Service provides daily delivery and pickup for BOCES programs and component school districts in the 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.



**Kamil  
RAHME**  
DEPARTMENT  
SUPERVISOR  
315.793.8507  
krahme@oneida-boces.org

## 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 one or all of these programs, but 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

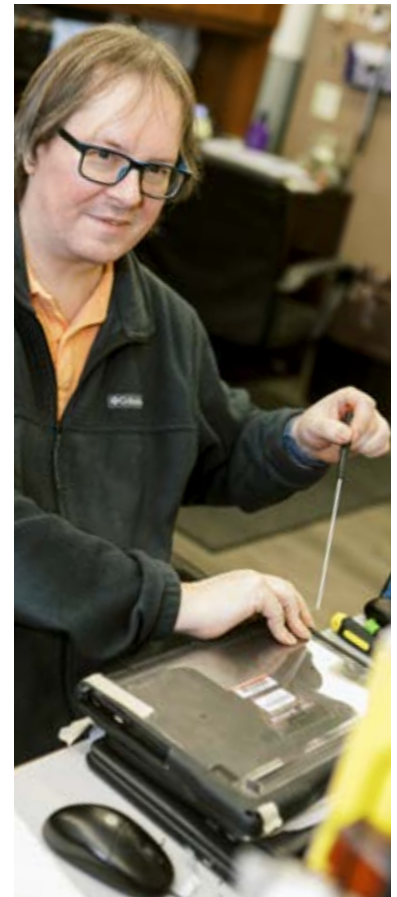
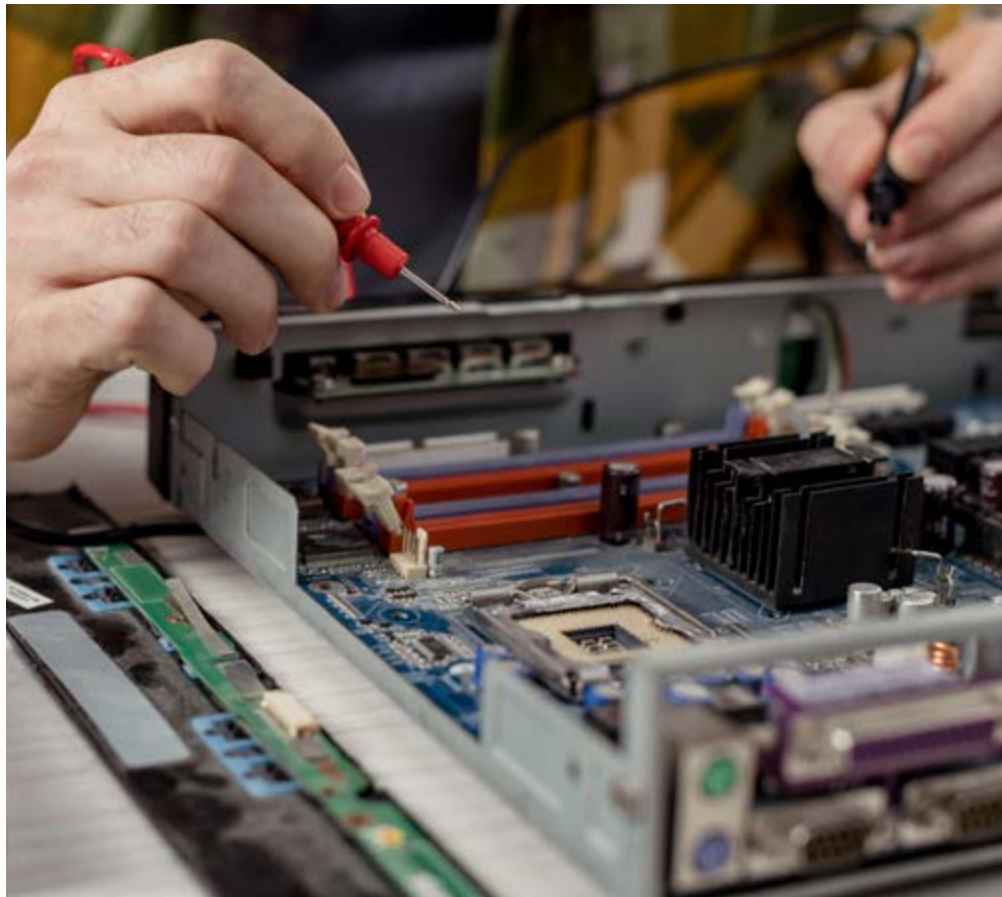
COSER 504.02

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. The BOCES repair center also provides a cleaning and shining service for all brass instruments using an ultrasonic machine. 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.







**Jean  
PALMER**  
DEPARTMENT  
SUPERVISOR  
315.793.8510  
jpalmer@oneida-boces.org

## Printing Services

COSER 505

Printing Services offers a comprehensive range of high-quality digital printing and copying solutions. Our services encompass newsletters, yearbooks, programs, stationery, envelopes, labels, posters, forms, agendas and much more. With the addition of the WebCRD online ordering system, we also accept hard copy orders. Need an item designed for print? Our School Communication Service (COSER 603) is available to design and layout your document to ensure accurate printing.

We also offer the flexibility to scan and adjust file sizes to suit your specific text requirements.

Materials can be printed in a wide range of sizes, with the option to adjust original sizes as needed. We offer a diverse selection of inks and papers, including colored stock and NCR paper. Whether you require copies, single- or double-sided printing, single- or full-color jobs, we have the capabilities to meet your needs. For convenience, the OHM BOCES Courier Service (COSER 502) ensures the timely delivery of your finished products.

Our pricing structure considers factors such as materials, the number of impressions, required bindery services and any specialized handling or shipping requirements.

Please note that while most printing requests are eligible for financial assistance, paper and supplies are generally excluded. The non-aided portion is typically calculated at 22% of the total cost. Participation in the Educational Communication Center's Base Service is a prerequisite for receiving aid on our printing services.



## School Communication Service

COSER 603

Establishing an effective communication system between schools, families 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, guardians and caregivers 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 media relations, graphic/visual arts, photography, publication design and layout, branding, social media and website development. Print documents are created and sent to Printing Services (COSER 505) for high-quality printing or copying.

The School Communication Service also provides school districts with the expertise to plan and develop a comprehensive, strategic public relations and communications program that begins with students, parents/guardians and district staff, and reaches out to include the wider community. A professional and consistent approach to public information builds more active support from parents/guardians and community partners. This service offers strategic communication planning services for capital projects, budgets and other initiatives.

The School Communication Service also offers website hosting, support and more for districts through Finalsité. The School Communication Service has a full-time webmaster on staff who assists participating districts with their individual training needs. Districts receive assistance during initial website set-up and continued support as they further develop their websites.



**CJ  
AMAROSA**  
DEPARTMENT  
SUPERVISOR  
315.793.8688  
cjararosa@oneida-boces.org

## **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, offering component districts consultation, design and implementation of hardware, software and data network configuration. It also allows districts to participate in a shared data technician program and provides training and staff development to support the instructional technology service, in line with the Model Schools COSER (6368).

## **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.

## **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 & Common Learning Objectives

COSER 514.21 & 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.

### Regional Information Center

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

#### Instructional Technology Integration Services

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

#### General Technology Support Systems & Services

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

#### Student Information Systems

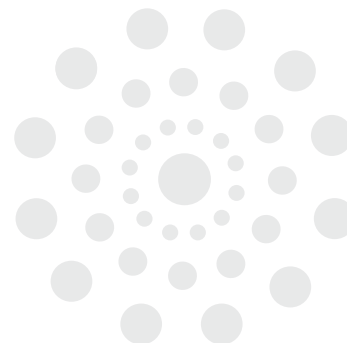
- SchoolTool, WinSchool/SMS and SASIxp, eSchool Data, PowerSchool
- Classroom Grade Books & Attendance
- Teacher/Parent Home Access
- Discipline Tracking
- Mark Reporting (A603.040)
- Master Scheduling (A603.064)
- Transcript Data
- Student System Teacher Training Sessions
- Census (A603.030)
- ClearTrack200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





Box 70 | 4747 Middle Settlement Road | New Hartford, NY 13413-0700 | 315.793.8500 | [www.oneida-boces.org](http://www.oneida-boces.org)

**Proudly serving the following component school districts:**

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

Notice of Compliance The Board of Cooperative Educational Services, Sole Supervisory District of Oneida, Herkimer and Madison Counties, hereby gives notice that it does not discriminate on the basis of an individual's race, color, creed, religion, national origin (regardless of English language skills), age, sex, sexual orientation, marital status, military or veteran status, disability, predisposing genetic characteristics, arrest record, or prior criminal convictions, except when sex or age are a bona fide occupational qualification, when a criminal conviction is related to job duties, and when an individual's religion or disability warrants reasonable accommodation in the recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs; course offerings; and student activities. This policy is in compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the New York State Civil Rights Law 40-a-c. Any alleged grievances should be reported to the School Business Administrator, Human Resources, at 315.793.8518, Oneida Herkimer Madison BOCES, Box 70, 4747 Middle Settlement Road, New Hartford, New York 13413-0070.