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.
The Cooperative Board of the Oneida-Herkimer-Madison BOCES invites you to participate in the Annual Meeting to be held on Wednesday, April 6, 2022 in the Howard D. Mettelman Learning Center at the OHM BOCES.

Chapter 293 of the Laws of 1993, the BOCES Reform Act, requires that the Annual Meeting be held to review the proposed BOCES budget. In addition, candidates for the Cooperative Board will be introduced. In conformance with the law, the Cooperative Board has designated Tuesday, April 26, 2022, as the date when each component school district will schedule a regular or special meeting of their boards of education for the purposes of electing candidates to seats on the Oneida-Herkimer-Madison BOCES Cooperative Board and to vote on the tentative administration portion of the BOCES budget. The budget presented at the Annual Meeting is based on projected district commitments to services based on historical data.

The final budget will be approved by the BOCES board as a result of commitments by districts on May 1, 2022. After this date, any changes made to the budget are made through adjustments to the contract. Unlike a school district, the BOCES budget is continually changing and is not complete until June 30, 2023.

Career and Technical Education costs are based on a three-year historical average rather than a per-student tuition basis. This results in more efficient budget planning for both the component schools and BOCES. Special Education tuition is calculated on a per-student basis. The basic rate for the Special Education programs does not include related services for speech, visual or hearing disabilities, occupational therapy, physical therapy, counseling or driver education. If a child's Individualized Education Program (IEP) requires any of these services, the cost is added to the base tuition on an individual basis. The tuition is dependent on the number of students in a class/program. As class enrollment becomes smaller, the cost per child increases significantly.

If you have any questions, please feel free to call Board Clerk Deborah Kimball for information at 315.793.8558.

Sincerely,

Steve Boucher, President  
Russell Stewart, Vice President  
Michelle Anderson  
Doreen Corbin

Elaine M. Falvo  
Joseph H. Hobika, Jr.  
Heather Johnson  
Gary P. Nelson

Anthony J. Nicotera  
Gary W. Porcelli, Ed.D.  
John J. Salerno  
Timothy Thomas

COOPERATIVE BOARD OF THE ONEIDA-HERKIMER-MADISON BOCES
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**Component Board Members**

1. **Brookfield**  
   Bernard Whitacre (president), Jeffrey Beehm (vice president), Dawn Brean, Sean Karn, Valerie Nolan

2. **Clinton**  
   Melinda Leising (president), Mary Lou Lauchert (vice president), Dr. Lyndsey Bauer, Megan Burdick, Kevin Magdon, Dr. Luke Perry, Erica Shaw

3. **Holland Patent**  
   Lydia Berez-Kelly (president), Mike Garrett (vice president), Noel Gaige, William Paolozzi, Kathy Smyth

4. **New Hartford**  
   Pamela King (president), Linda Lark (vice president), Annette Bean, Beth Coombs, John Jadhon, Kim Luker, James Stephens

5. **New York Mills**  
   Jacqueline Edwards (president), Kristin Hubley (vice president), Alicia Albright, Scott Carman, Kimberly Gyore, Michelle Jordan, Steve King

6. **Oriskany**  
   Brian Judycki (president), James Chase (vice president), Michelle Anderson, Carl Graziadei, Esq., Therese Hanna, Adam Kernan, Amy Mayo

7. **Remsen**  
   Mary Lou Allen (president), Stephanie Karis (vice president), Patrick Nolan, Brian Parent, Jeannie Scouten

8. **Sauquoit Valley**  
   Dawn Miller (president), Anthony Nicotera (vice president), Ronald Critelli Jr., James Dever, Judy Kentile, Todd Nelson, Mike Sacco

9. **Utica**  
   Louis LaPolla (president), Robert Cardillo (vice president), Donald Dawes, Joseph Hobika Jr., Anthony LaPolla, Danielle Padula, Christopher Salatino

10. **Waterville**  
    Stephen Stanton (president), Russell Stewart (vice president), Linda Hughes, Tim Jones, David Poyer, Susannah Quayle, Steve Turner

11. **Westmoreland**  
    John Acee (president), Heather Johnson (vice president), Katrina Bratge, Steven Bulger, Christine Calogero, Pamela Murphy, Denise Szarek

12. **Whitesboro**  
    Michael Head (president), Brian McQueen (vice president), Steven Farr, Dr. Jonathan Henderson, Thomas Schoen, Jr., Dr. Steven Szatko

*Numbers on map of the region correspond to the districts above.*
Budget Information

The BOCES budget is comprised of more than 100 individual service programs offered by the Oneida-Herkimer-Madison BOCES and cross contracts with other BOCES across the state.

Table 1, below, shows BOCES state aid ratios over the last three years. Brookfield, for example, receives back in BOCES aid more than 75 cents for every dollar spent in the previous year. This aid is on those services that are BOCES aidable. Some services, such as special education, are aided through other state aid formulas.

The majority of programs offered by BOCES are housed in facilities at Middle Settlement Road. The rented facilities chart on page 10 lists other sites of BOCES programs, including rental to school districts for classrooms to serve students with special educational needs. The rental charge for such a classroom is $3,200. Districts also receive $8,500 in ancillary costs per classroom for related services.

Summer school space is rented for $435 per classroom, or $218 for an elementary summer school class.

The BOCES budget is influenced by two major factors:

- the cost of those services; and
- the amount of services a district requests.

For those wishing an in-depth discussion of BOCES services, a companion guide titled “BOCES Service Directory” is available from the business office and is accessible on the BOCES website at www.oneida-boces.org.

Table 1

<table>
<thead>
<tr>
<th>School District</th>
<th>Actual 2020-21</th>
<th>Actual 2021-22</th>
<th>Estimated 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookfield</td>
<td>.763</td>
<td>.764</td>
<td>.774</td>
</tr>
<tr>
<td>Clinton</td>
<td>.728</td>
<td>.740</td>
<td>.736</td>
</tr>
<tr>
<td>Holland Patent</td>
<td>.738</td>
<td>.742</td>
<td>.754</td>
</tr>
<tr>
<td>New Hartford</td>
<td>.666</td>
<td>.682</td>
<td>.702</td>
</tr>
<tr>
<td>New York Mills</td>
<td>.630</td>
<td>.658</td>
<td>.665</td>
</tr>
<tr>
<td>Oriskany</td>
<td>.699</td>
<td>.722</td>
<td>.717</td>
</tr>
<tr>
<td>Remsen</td>
<td>.622</td>
<td>.630</td>
<td>.658</td>
</tr>
<tr>
<td>Sauquoit Valley</td>
<td>.783</td>
<td>.785</td>
<td>.791</td>
</tr>
<tr>
<td>Utica</td>
<td>.907</td>
<td>.908</td>
<td>.911</td>
</tr>
<tr>
<td>Waterville</td>
<td>.765</td>
<td>.792</td>
<td>.802</td>
</tr>
<tr>
<td>Westmoreland</td>
<td>.774</td>
<td>.782</td>
<td>.786</td>
</tr>
<tr>
<td>Whitesboro</td>
<td>.742</td>
<td>.752</td>
<td>.765</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>.735</strong></td>
<td><strong>.746</strong></td>
<td><strong>.755</strong></td>
</tr>
</tbody>
</table>
Budget Information

Distribution of Resources by Function 2022-2023

Total: $80,551,736

- Special Education: $18,914,001
- Itinerant Programs: $4,745,023
- Capital Fund: $2,787,001
- Info/Tech Services: $16,021,054
- Prog/Prof Development: $3,068,711
- Academic/Alternative Programs: $9,437,429
- Itinerant Programs: $4,745,023
- Administration: $3,936,839
- Administrative/RIC Services: $12,921,462
- Academic/Technical Education: $8,365,727
- Rent: $354,489
- Career & Technical Education: $18,914,001

Figure 1

Shows distribution of the BOCES budget by divisions within BOCES. Special Education comprise the largest percentage of the BOCES budget with a total budget of $18,914,001.
Budget Information

Distribution of Resources by Object 2022-2023
Total: $80,551,736

- **Contractual & Other Expenses**: $27,016,262
- **Fringes**: $18,454,852
- **Capital Fund & Rent**: $3,141,490
- **SALARIES**: $29,408,953
- **Equipment**: $313,555
- **Supplies & Materials**: $2,216,624

**Figure 2**
This graph illustrates that salaries and contractual/other expenses make up the largest portion of the budget.

Distribution of Appropriations 2022-2023
Total: $80,551,736

- **Administration**: $3,936,839
- **Rent**: $354,489
- **Capital Fund**: $2,787,001
- **Shared Services**: $73,473,407

**Figure 3**
Capital fund and rent represent 3.9% of the total budget. These costs, plus the cost of BOCES administration, are distributed among the component school districts based on a district’s Resident Weighted Average Daily Attendance RWADA (see page 9).
## Resident Weighted Average Daily Attendance

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

<table>
<thead>
<tr>
<th>Component District</th>
<th>RWADA</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookfield</td>
<td>217</td>
<td>0.89%</td>
</tr>
<tr>
<td>Clinton</td>
<td>1,366</td>
<td>5.58%</td>
</tr>
<tr>
<td>Holland Patent</td>
<td>1,417</td>
<td>5.78%</td>
</tr>
<tr>
<td>New Hartford</td>
<td>2,845</td>
<td>11.61%</td>
</tr>
<tr>
<td>New York Mills</td>
<td>618</td>
<td>2.52%</td>
</tr>
<tr>
<td>Oriskany</td>
<td>617</td>
<td>2.52%</td>
</tr>
<tr>
<td>Remsen</td>
<td>429</td>
<td>1.75%</td>
</tr>
<tr>
<td>Sauquoit Valley</td>
<td>1,068</td>
<td>4.36%</td>
</tr>
<tr>
<td>Utica</td>
<td>10,707</td>
<td>43.70%</td>
</tr>
<tr>
<td>Waterville</td>
<td>822</td>
<td>3.36%</td>
</tr>
<tr>
<td>Westmoreland</td>
<td>935</td>
<td>3.82%</td>
</tr>
<tr>
<td>Whitesboro</td>
<td>3,458</td>
<td>14.11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24,499</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

---

### Figure 4

This chart shows the RWADA for component districts. Those districts that have an increase in RWADA or an increase in student enrollment would pay a proportionately larger share of the administration, capital and rent costs.

This percentage is used for determining the distribution for administration, rent and capital fund and is the basis for charging component districts for some of the BOCES programs.
# Rental Facilities

## Location of Rented Facilities 2021-2022

<table>
<thead>
<tr>
<th>LOCATION</th>
<th># OF CLASSROOMS</th>
<th>ANNUAL RENT</th>
<th>PROGRAM USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Hartford</td>
<td>3</td>
<td>$9,600.00</td>
<td>Special Education</td>
</tr>
<tr>
<td>Sauquoit Valley</td>
<td>6</td>
<td>$19,200.00</td>
<td>Special Education</td>
</tr>
<tr>
<td>Waterville</td>
<td>9</td>
<td>$28,800.00</td>
<td>Special Education</td>
</tr>
<tr>
<td>Westmoreland</td>
<td>4</td>
<td>$12,800.00</td>
<td>Special Education</td>
</tr>
<tr>
<td>Brookfield</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Clinton</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Holland Patent</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>New Hartford</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>New York Mills</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Oriskany</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Remsen</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Sauquoit Valley</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Utica</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Waterville</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Westmoreland</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Whitesboro</td>
<td>1</td>
<td>$1,000.00</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>Brodock Press (CBB Realty, LLC)</td>
<td>33,789 sq. ft.</td>
<td>$244,970.25</td>
<td>Information &amp; Technology</td>
</tr>
<tr>
<td>New York Mills</td>
<td>18</td>
<td>$3,924.00</td>
<td>Elementary Summer School</td>
</tr>
<tr>
<td>New York Mills</td>
<td>15</td>
<td>$6,525.00</td>
<td>Secondary Summer School</td>
</tr>
</tbody>
</table>

**Total** $337,819.25

## Rent Summary

<table>
<thead>
<tr>
<th>RENT SUMMARY</th>
<th>UNIT COST</th>
<th>ANNUAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Classrooms- Special Education</td>
<td>@$3,200.00</td>
<td>$70,400.00</td>
</tr>
<tr>
<td>12 Classrooms- Distance Learning</td>
<td>@$1,000.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>Brodock Press (CBB Realty, LLC)</td>
<td></td>
<td>$244,970.25</td>
</tr>
<tr>
<td>18 Elementary Classrooms - Summer School</td>
<td>@$218.00</td>
<td>$3,924.00</td>
</tr>
<tr>
<td>15 Secondary Classrooms - Summer School</td>
<td>@$435.00</td>
<td>$6,525.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$337,819.25</strong></td>
</tr>
</tbody>
</table>

## Program Cost Summary

<table>
<thead>
<tr>
<th>PROGRAM COST SUMMARY</th>
<th>UNIT COST</th>
<th>ANNUAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Classrooms- Special Education</td>
<td>@$8,500.00</td>
<td>$195,500.00</td>
</tr>
<tr>
<td>18 Elementary Classrooms - Summer School</td>
<td>@$150.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>15 Secondary Classrooms - Summer School</td>
<td>@$300.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$202,700.00</strong></td>
</tr>
</tbody>
</table>
## Administration and Capital

### Administration Budget 001

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional 150</td>
<td>$415,303.28</td>
<td>$393,108.79</td>
</tr>
<tr>
<td>Non-Instructional 160</td>
<td>$541,098.72</td>
<td>$599,469.19</td>
</tr>
<tr>
<td>Equipment 200s</td>
<td>$5,000.00</td>
<td>$4,979.47</td>
</tr>
<tr>
<td>Supplies and Materials 300s</td>
<td>$22,084.83</td>
<td>$24,000.00</td>
</tr>
<tr>
<td>Contractual and other Expenses 400s</td>
<td>$362,936.65</td>
<td>$341,894.90</td>
</tr>
<tr>
<td>Fringes 800s</td>
<td>$481,387.56</td>
<td>$462,681.53</td>
</tr>
<tr>
<td><strong>Total Direct Expenses</strong></td>
<td><strong>$1,827,811.04</strong></td>
<td><strong>$1,826,133.88</strong></td>
</tr>
</tbody>
</table>

### Transfer Charges

| Operations & Maintenance 950 | $110,225.00 | $116,483.95 |
| Other Post Retirement 898    | $1,784,369.00 | $1,876,386.00 |
| Other Service Programs 960, 961, 962 | $110,515.32 | $117,834.87 |
| **Total Program Expenses**   | **$3,832,920.36** | **$3,936,838.70** |
| Charges to Components        | $2,374,715.05 | $2,469,229.70 |
| Other Revenues               | $1,458,205.31 | $1,467,609.00 |
| **Total Program Revenues**   | **$3,832,920.36** | **$3,936,838.70** |

### Capital / Rent Budget 002

| Payments to DASNY          | $2,791,250.00 | $2,787,001.36 |
| Rent 470                  | $349,419.25   | $354,488.88   |
| **Total Capital / Rent Expenses** | **$3,140,669.25** | **$3,141,490.24** |
| Charges to Components      | $3,122,669.25 | $3,123,490.24 |
| Other Revenues             | $18,000.00    | $18,000.00    |
| **Total Revenue**          | **$3,140,669.25** | **$3,141,490.24** |
The District Superintendent serves as the field representative of the Commissioner of Education and as the Executive Officer of the BOCES. As the Commissioner of Education’s representative, the District Superintendent acts as a consultant to individual districts and as a liaison between districts and the State Education Department.

Selection of Superintendents Service
The District Superintendent serves as a consultant to component school districts’ boards of education. Upon request, the District Superintendent is available to assist a component district in conducting a search for a new superintendent of schools.

Liaison Services
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.

District Superintendent’s Compensation
The Oneida-Herkimer-Madison Board of Cooperative Educational Services appointed Patricia N. Kilburn, Ed.D. to serve as the District Superintendent of the OHM BOCES during their July 29, 2019 meeting. Dr. Kilburn assumed the role of District Superintendent on September 30, 2019. Compensation for the District Superintendent is $174,158. The state’s portion of the District Superintendent’s salary, $43,499, is not included in the BOCES budget. Benefits include retirement of ($18,025), social security ($11,639), health insurance ($19,284), worker’s compensation ($1,045) and life insurance contributions ($348). Total compensation is $224,501.
The District Superintendent stands ready to consult with local boards of education on a variety of educational issues:

- Board-Administration Relationships
- School Boundaries
- Facilitation of Non-BOCES and BOCES Shared Services
- School Improvement Activities
- School Management and Planning
- Joint Bidding and Purchasing
- School Reorganization
- Joint Recruiting Efforts
- Special Consultants Appointed on an As-Needed Basis
- Specialized Staff Development
- State Aid
- Transportation Sharing/Aid
The Career and Technical Education program serves students from the 12 component districts. The mission is to provide programs for secondary students of all ability levels that will develop their vocational interest, skill and good work attitudes. The extent of the program offerings are as follows:

### Instructional Programs

#### CAREER AND TECHNICAL EDUCATION

- Advertising Design & Multimedia Productions
- Animal Science
- Auto Body Repair
- Auto Body & Auto Technology Occupations
- Automotive Technology - NATEF
- Conservation
- Construction Trades
- Cosmetology
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- Electricity
- Emerging Technologies & Cyber Security
- Food Service Occupations
- MiTech
- Multi-Occupations
- New Visions:
  - Business Management, Communications, Education, Engineering
  - Health, Legal Professions, Nanotechnology, Performing Arts
  - Veterinary Science
- Nursing Assistant
- Outdoor Power & Recreational Equipment
- P-TECH OHM
- Welding

#### Highlights

Last February, the OHM BOCES chapter of SkillsUSA hosted a Food and Personal Care Item Drive to benefit Feed Our Vets. Students in the Career and Technical Education Center collected donations of both non-perishable food items and personal care items that were provided to local veterans in need. In total, students collected 5,019 items to donate.

During the winter and spring of 2020-21, Conservation students participated in the collection and production of maple syrup. Students began by clearing several acres of overgrown beech trees in the BOCES woodlot and then installing a tubing system on 60 sugar maple trees. During the early weeks of spring, students collected sap and eventually processed it into maple syrup using a new, state-of-the-art evaporator. The maple syrup was sold by the Conservation students with the proceeds helping to fund FFA activities.

In June of 2021, junior and senior Emerging Technologies and Cyber Security students competed in a nationwide capture the flag event hosted by the U.S. Cyber Range of Virginia Tech. The event consisted of 49 challenges covering topics such as networking, reconnaissance, cryptography and website vulnerabilities. OHM students competed against 130 other teams from around the nation and tied each other for 12th place.

In the fall of 2021, Criminal Justice students learned the death investigation process, including scenic investigation, forensic entomology and pathology through participation in a body farm unit featuring roaster chickens as “victims.” Students analyzed the ambient, ground, water and body temperature of each chicken, compared findings and noted any bug infestation and decomposition that was visible. Students enjoyed the engaging lesson and learned how the environment affects the decomposition process.

In October 2021, Early Childhood Education students created a living wax museum as part of their curriculum on child development theory. In preparation, seven groups of students researched the history of child development theories and their most important researchers. The groups learned, in-depth, about the different theories, how they were formed and the theorists that developed them. The groups then presented their findings in the form of a living wax museum. One student from each group dressed as the famous theorist while they and their colleagues explained the theorist’s most notable findings and achievements. By getting into character as these historical figures, students were better able to understand how important their contributions were to the content they are learning.

In November of 2021, Construction Trades students completed the design and construction of dugouts for athletic fields in the Town of Marshall. The project included the removal of old rolled roofing, rotting plywood siding and framing. Students then installed new framing material, new roof plywood, textured siding and wood trim. Additionally, students cut-in and framed three window openings in the rear of one dugout, installed roof purlins and then installed the new roofing. Through participation in the project, students learned hands-on skills, installation techniques, safety practices, time management and the importance of working as a team.

Four more PTECH OHM students graduated early from the program with their associate degree from MVCC in December 2021. Three of those students are continuing their education and one was hired by our business partners at Indium Corporation. Students have now earned a total of 2,381 credits through the summer of 2021.

PTECH has expanded its outreach and is now accepting students to the program from the Rome City School District and Vernon-Verona-Sherrill School District.

Recruitment efforts will aim to continue adding additional schools to the program.

Program-wide, 23 students will have the opportunity to earn both their AAS degree and high school Regents diploma in four years.
The Oneida-Herkimer-Madison (OHM) BOCES Career and Technical Education Center (CTEC) has expanded opportunities for our Whitesboro CSD students to pursue specialized career interests beyond those that we are able to provide in district. As school districts are faced with limited resources and program sustainability, having access to specialized instruction and support that is both comprehensive and cost-effective is essential.

BOCES is teaching our students 21st century skills like critical thinking, collaboration and communication while also providing a hands-on technical education utilizing state-of-the-art techniques and equipment.

Because of our partnership with the BOCES Career and Technical Education Center, Whitesboro students are able to receive an education in a variety of career fields, including construction trades, electricity, welding and STEM, which are experiencing increased demand for skilled workers due to economic development in the Mohawk Valley region.

Students completing these programs are college, career and citizenship ready, with transferable skills that prepare them to be successful in any education and career pathway that they choose. The construction of the new downtown hospital and the expansion of Wolfspeed/CREE to the Utica area make these skills more valuable than ever.

The Whitesboro CSD is committed to providing a quality education for each student. The OHM BOCES plays an essential role in making that possible.
Instructional Programs

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Colette Wilk

Multi-Occupations
Anne Bonsted
Jackie Lapertosa
Angela Marmet
Warren Tabolt

New Visions:
Business Management / Communications / Education / Engineering / Legal Professions / Performing Arts
Kathleen Aiello
Susan Carlson
Jean Palmer
Steven Pecheone
The **School to Career** programs provide career development and work-based learning experiences which inspire and enable students to make informed decisions about post-secondary and career opportunities.

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

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

The **Tech Prep Program** encourages students to take challenging high school and college courses that will prepare them for highly skilled careers. There are four Tech Prep curriculum areas available to high school students: technology, business, communications and health. Following STEM initiatives, these courses help students develop an advanced set of workplace skills to prepare them for high-tech careers.
The School and Business Alliance is working with students in the region to provide career development and experiences that inspire and allow students to make informed decisions about their future. Career Specialists work with students to develop 21st century skills necessary for employment in the current workforce while providing shadowing and internship opportunities to provide exposure and knowledge.

SABA, in collaboration with the School Communication service, is in the process of creating a virtual roadmap which will connect students to the local workforce. Students will be informed via virtual access to current career fields within the region while developing an understanding of the pathway to employment. SABA will utilize the map as a teaching tool when working with participating districts to provide knowledge for students, staff and families.

The Regional Program for Excellence provides 72 hours of internship experience for students in Oneida and Herkimer counties. Students are able to develop a personal link to professionals and expand upon their network while gaining an in-depth understanding of a desired career field.

The array of career experiences is what Rocco Migliori, superintendent of the Westmoreland Central School District, likes best about OHM BOCES School-to-Career programs. “Many students struggle with selecting a college major and even a career path. Often, they really don’t understand a particular field and the specific requirements needed to enter it and have limited knowledge about many different types of careers. BOCES School-to-Career programs provide students with the necessary information to understand and sift through different career types. By expanding their horizons, we help students determine what they like or don’t like and what they want to do with their life after high school.”

These experiences help students understand the 21st Century skills necessary to be respectful, productive citizens in a diverse and evolving society. “School-to-Career programs like the School and Business Alliance and Regional Program for Excellence help prepare our students to enter a competitive global economy,” says Migliori. “The partnerships that OHM BOCES has established with local businesses, community agencies, component school districts and colleges allow School to Careers programs to offer an array of career exposure that individual school districts would be unable to provide on their own.”

“As a smaller district, we don’t have the resources to build, administer and maintain a program of SABA’s magnitude,” Migliori explained. “BOCES has the resources to reach out to the community at large and establish relationships to provide unique opportunities for our students. It just makes educational and financial sense – we could not give our students the total, comprehensive educational experience without BOCES.”
The program for children with disabilities offered by the Special Education Division can be divided into two classifications: special class and itinerant. The itinerant portion is included on page 23 of this budget document. Special classes for children who need programs for cognitive, mental, physical, or emotional reasons are identified by the staffing ratios listed below.

The 8:1:2 Program (201) is designed for students with severe behavior management needs who cannot be maintained in a 12:1:1 setting. Emphasis is on developing a student’s emotional control and appropriate behavior in social and individual situations. Instructional programs are provided within a structured behavior modification program. Students in the 8:1:2 school-based setting have the opportunity to participate in mainstream subjects when possible and receive self-contained content instruction when necessary. Pre-vocational and career and technical education training is conducted throughout the program. Students participate fully in the state testing program.

The 8:1:2+1 Program (201) is 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 classrooms. In addition to a teacher and two teaching assistants, a student behavior manager is assigned to the classroom 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.

The 12:1:1 Adjustment Program (203) is designed for students with behavior management needs that go beyond what can be provided in a regular education classroom and who require a placement more restrictive than 15:1. Emphasis is on developing a student’s emotional control and appropriate behavior in social and individual situations. Instructional programs are provided within a structured behavior modification program. Students participate in mainstream subjects when possible and receive self-contained content instruction when necessary. Pre-vocational and career and technical education training is conducted throughout the program. Students participate fully in the state testing program.

The 12:1:1 School Based Program (204) is designed to provide programs to meet the diversified social-emotional, academic, and vocational needs of children with a range of intellectual disabilities who require more assistance than what can be provided in a resource room setting. They are able, with support, to be successful in a public school setting. They participate in mainstream subjects where possible and receive self-contained content instruction when necessary. Pre-vocational and career and technical education training is conducted throughout the program. Students participate in the state testing program.

The 12:1:4 Multiply Disabled Program (209) is designed to meet the needs of children with profound and multiple disabilities. Essential elements of the curriculum include gross and fine motor skills, self-help skills, language development skills, socialization skills, and daily living skills. Related services include speech therapy, physical therapy, occupational therapy, skilled nursing, and therapy for the visually impaired and hearing impaired. Students who participate in this program are working towards the Skills and Achievement Commencement Credential. The class includes up to 12 students with one teacher and one teaching assistant for every three students. Students participate in the alternate assessment program.

The 12:1:4 Developmental Program (209) is designed for students with a classification of autism. The program consists of staff who are trained in structured teaching practices by consultants from the "TIM Academy." The core of the curriculum is based on TEACCH (Treatment and Education of Autistic and related Communication handicapped Children) developed at the University of North Carolina, Chapel Hill. This is a research model for structured teaching that encourages professionals to understand and assess the characteristics of autism for each child and then develop instructional curriculum based on that assessment. The instructional curriculum is functionally based. It has academic, speech, language, occupational therapy, behaviorist, physical therapy, vocational, sensory, and social work services based on individual needs. Located in the public school setting, mainstreaming will be available to areas where appropriate.

CPSE Coordinator (560): The preschool coordinator provides referral services for parents who have concerns about their preschool age children. Evaluations are scheduled to assess the cognitive, communicative, social, and motor development of preschool children. Parents are guided through the community process with the representative of their home school district. Program placement and related services are arranged in compliance with the child’s Individualized Education Plan (IEP).
# Instructional Programs

## BRIDGES - SPECIAL EDUCATION

### PROGRAM COSERS

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

### SUMMER PROGRAMS

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

### BRIDGES - SPECIAL EDUCATION

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Instructional 150</td>
<td>$5,603,559.82</td>
<td>$5,659,000.25</td>
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<tr>
<td>Non-Instructional 160</td>
<td>$146,332.30</td>
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<td>Equipment 200s</td>
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<tr>
<td>Supplies and Materials 300s</td>
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<td>Fringes 800s</td>
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<td><strong>Total Direct Expenses</strong></td>
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<td><strong>$12,035,396.78</strong></td>
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</tbody>
</table>

### Transfer Charges

- Operations & Maintenance 950: $753,539.00, $796,342.77
- Other Service Programs 960, 961, 962: $5,801,539.70, $6,082,261.45

**Total Program Expenses**

- $19,948,605.62, $18,914,001.00

- **Net Expenses**
  - $19,948,605.62, $18,914,001.00

- **Charges to Components**
  - $19,634,657.22, $18,574,336.75

- **Other Revenue**
  - $313,948.40, $339,664.25

**Total Revenue**

- $19,948,605.62, $18,914,001.00
Timothy Gaffney, Superintendent

ORISKANY CENTRAL SCHOOL DISTRICT
ON BRIDGES

With support from the Oneida-Herkimer-Madison (OHM) BOCES, its Bridges program and Related Services, the Oriskany Central School District is able to effectively meet each student’s individual academic needs. The Oriskany CSD is committed to providing a quality education to a diverse student population, and the OHM BOCES plays an integral role in making that possible.

With several Special Education Related Services such as speech therapy, physical therapy, occupational therapy, visually impaired service, hearing impaired service and counseling, the OHM BOCES ensures that component districts have access to the necessary tools and guidance to effectively help students meet their individual needs and find success.

As school districts are faced with limited resources and budget concerns, having access to specialized instruction and support that are both comprehensive and cost-effective is a must. The OHM BOCES Special Education Related Services enable districts such as Oriskany to provide services to students with disabilities that otherwise wouldn’t be possible.

The Oriskany Central School District’s relationship with the OHM BOCES has afforded the District many opportunities to share services with other component districts, resulting in reduced costs and the ability to focus resources on other important elements of the educational program.
Consideration should be given to securing an Itinerant position through BOCES anytime a school district’s anticipated need is for a 0.6 FTE or less.

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

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

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

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

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

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

### Academic and Related / Itinerant Services

<table>
<thead>
<tr>
<th>APPROPRIATIONS PERSONNEL</th>
<th>2021-2022 Current Appropriations</th>
<th>2022-2023 Preliminary Estimates</th>
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<td>Supplies and Materials 300s</td>
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</table>

### Transfer Charges

| Operations & Maintenance 950                     | -                               | -                                |
| Other Service Programs 960, 961, 962             | $246,863.85                      | $291,175.00                      |
| Total Program Expenses                           | $5,391,300.82                    | $5,581,435.52                    |
| Less Transfer Credits 970, 971, 972              | $780,576.40                      | $836,412.31                      |
| Net Expenses                                     | $4,610,724.42                    | $4,745,023.21                    |
| Charges to Components                            | $4,281,769.82                    | $4,428,425.08                    |
| Other Revenue                                     | $328,954.60                      | $316,598.13                      |
| Total Revenue                                     | $4,610,724.42                    | $4,745,023.21                    |
Alternative Education

The Alternative Education Program, located at Middle Settlement Academy offers small group instruction within a supportive learning environment. The program is individualized in nature and focuses on both the academic achievement and the social-emotional development of each student. Classes are taught by certified teachers and are aligned with the New York State Learning Standards. Credit recovery options are available to students through the PLATO Learning Platform. Students must pass all regents examinations and complete all necessary graduation requirements in order to obtain their high school diploma. Students also have the opportunity to obtain pre-employment skills and to participate in Career and Technical Education Programs.

<table>
<thead>
<tr>
<th>PROGRAM COSERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education (408)</td>
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<tr>
<td>Alternative to Suspension Program (408.01)</td>
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</table>

<table>
<thead>
<tr>
<th>APPROPRIATIONS PERSONNEL</th>
<th>2021-2022 CURRENT APPROPRIATIONS</th>
<th>2022-2023 PRELIMINARY ESTIMATES</th>
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<td>Instructional 150</td>
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<td>Non-Instructional 160</td>
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<td>Supplies and Materials 300s</td>
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<tr>
<th>TRANSFER CHARGES</th>
<th>2021-2022 CURRENT APPROPRIATIONS</th>
<th>2022-2023 PRELIMINARY ESTIMATES</th>
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<tbody>
<tr>
<td>Operations &amp; Maintenance 950</td>
<td>$427,945.00</td>
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<tr>
<td>Other Service Programs 960, 961, 962</td>
<td>$1,446,116.34</td>
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<td>Less Transfer Credits 970, 971, 972</td>
<td>$76,538.00</td>
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<td>Net Expenses</td>
<td>$9,349,112.48</td>
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<td>Charges to Components</td>
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<tr>
<td>Other Revenue</td>
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<tr>
<td>Total Revenue</td>
<td>$9,349,112.48</td>
<td>$9,437,429.00</td>
</tr>
</tbody>
</table>
classroom setting. Students attend classes for a minimum of 12.5 hours per week to prepare for this test. When students have met the pre-test criteria, they will be recommended to test. Students may also be enrolled in a Career and Technical Education course. Recommendations to this program are made by the home school district. Parental permission is also required.

REGIONAL SUMMER SCHOOL
The Regional Summer School Program offers elementary, middle and high school programming. Students in grades 7-12 are eligible to take courses in English, mathematics, social studies and science with a home school district recommendation. A driver education component is also available to students from participating school districts. A Regents Tutorial Program is also offered, taught by certified teachers who will assist students with their preparation for August Regents Examinations. The Regional Summer School Program allows for enrichment, credit recovery and improvement in basic competency skills. Course offerings are based on projections from participating school districts.

Bruce Karam, Superintendent

The BOCES Alternative Education program is designed to meet a wide array of student needs, says Bruce Karam, Superintendent of the Utica City School District. “Alternative Education programs are tailored to address at-risk students’ unique learning styles, which often differ from those available in a traditional school setting.”

“For some students that means smaller class sizes or assigned learning communities, and for others, it means individualized learning plans and digital/virtual access to coursework,” Karam explains. “The alternative education program gives our students a supportive learning environment and takes into account the fundamental need for social and emotional growth to occur in order for academic objectives to be met.”

“Not only does Alternative Education meet the needs of our students, this partnership also enables our District to operate more efficiently,” he says. “The reimbursement we receive through the OHM BOCES, along with the educational benefits for our students, makes this a very effective way to provide our at-risk students with greater opportunities to succeed in an educational setting.”

“The overall goal is for our students to focus on improving their academics, attendance and behavior with the ultimate goal of successfully returning these students to a regular school setting,” says Karam. “Many of our students have found a great deal of success in the program, thus enabling them to build a solid foundation for future success.”
Instructional Programs

MIDDLE SETTLEMENT ACADEMY

Highlights

The Alternative Education Program and the Strategic Transitional Education Program (STEPS) are defined by the following characteristics: an awareness that success in school goes beyond academics, a student-centered environment that is conducive to learning, smaller class sizes, relationship building, social-emotional learning opportunities and programs and services that foster personal growth. During the 2020-2021 school year, 55 students enrolled in the Alternative Education Program and four students enrolled in the Strategic Transitional Education Program (STEPS) completed the requirements necessary to obtain a high school diploma.

The Regional Summer School Program offers opportunities for both enrichment and improvement for students in grades K-12. The elementary summer school component, available to students in grades Pre-K-grade 6, provides instruction by certified teachers in English Language Arts and mathematics. A driver education program is also available to eligible students from participating school districts.

Each year, the Information and Technology Division provides school districts with a cost analysis for the various services in which they participate. This cost analysis, whenever possible, attempts to show schools a comparison of what these same services would cost school districts if they were obtained from an outside agency. Cost savings estimates are based on the supposition that school districts would have requested the same volume of service from an outside agency as they did with BOCES. Examples of these cost saving estimates are as follows:

<table>
<thead>
<tr>
<th>Service</th>
<th>Outside Agency</th>
<th>BOCES Cost</th>
<th>School District Cost After Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Services</td>
<td>$2,500,000</td>
<td>$622,643</td>
<td>$293,313</td>
</tr>
<tr>
<td>Technical Repair</td>
<td>$851,955</td>
<td>$690,084</td>
<td>$466,817</td>
</tr>
<tr>
<td>Instructional Materials</td>
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<td>$101,680</td>
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<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Communication</td>
<td>$543,172</td>
<td>$353,062</td>
<td>$197,142</td>
</tr>
<tr>
<td>Printing</td>
<td>$1,277,017</td>
<td>$1,064,181</td>
<td>$620,777</td>
</tr>
</tbody>
</table>

These estimated cost savings are projected solely on service product usage (i.e., units repaired, service requests, materials handled, etc.) They do not in any way include the other values school districts receive from the service being provided by BOCES (i.e., consultant, in-service training, one location access, quick response to requests, customer relations, customized service, local control, etc.). It is through the close cooperation between BOCES and school districts that cost savings are realized in the area of Information and Technology Division services.
The Oneida-Herkimer-Madison BOCES and its services have played an important role in the Waterville Central School District’s ability to provide high-quality services and resources to students and staff.

The Information and Technology (IT) services of the OHM BOCES have been valuable assets when it comes to providing Waterville with an array of services that are cost-effective. These services range from school communications and printing services to library and media services, and many more resources that would be out of reach to most school districts.

“Our experience with Information and Technology services through the Oneida-Herkimer-Madison BOCES provides us with a cost-effective way to provide our students with the necessary technological means to further their education,” says Dr. Jennifer Spring, Superintendent of the Waterville Central School District.

By utilizing these resources, Waterville is able to fulfill its mission of preparing each student to be a successful and productive contributor to society. The District uses technology to make sure all of its students are well-rounded, well-educated and well-prepared for their futures.

“We are able to stay up-to-date with the most modern learning opportunities and provide our students with a variety of educational opportunities available through BOCES IT,” says Dr. Spring. “Our staff have the added benefit of utilizing technological resources to ensure that they maintain a modern and engaging classroom experience. The access to digital, web-based and traditional print resources through BOCES Library and Media services has become an integral part of the educational experience for both our students and staff.”
Information and Technology Highlights

During the COVID-19 pandemic, school districts relied on technology more than ever for remote learning. While schools transitioned back to in-class instruction for the 2021-2022 school year, many of the remote programs used remained in the classroom. Using the Learning Technologies and Telecommunications CoSers, IT was able to provide the devices and equipment needed to run those programs. As always, it remains the OHM BOCES IT team’s goal to work with component districts and BOCES programs to provide the best technology and support for their ever-changing needs.

The K-5 Science Kit program actively engages and supports districts across New York state in the implementation of the NYS Science Learning Standards (NYSSLS) through its regionally-developed curriculum, physical resources and trainings. The program extended its pandemic enhancements by increasing the consumable materials in every kit, providing scheduled and on-demand synchronous and asynchronous training, and sharing student-facing instructional videos and at-home “grab-and-go materials” to meet the unique needs of subscribing districts. Internal processing and protocols have been improved to support inventory control, physical kit tracking, and communication with districts. The program continues to disseminate its content through the Agilix Buzz Learning Management System to provide regularly updated, anytime content access as well as extended opportunities for standards informed, blended and online instructional models.

The Distance Learning program continues to meet the current and emerging needs of school districts. Our Interactive Video Course (IVC) program brings daily instruction in ASL, Chinese, psychology and sociology to more than 700 students across NYS. This past year, our IVC program transitioned to Zoom cloud-based bridging for its daily classes, implemented common assessments in all classes, and emphasized research, development, and implementation of activities and practices aimed at addressing and improving the social and emotional health of students. The program continues to support Zoom implementations across the region, including exploring enhanced use through a pilot “Zoom Room” at the IT offices. Parallel to this initiative, teacher-developed curriculum facilitated through OHM BOCES and hosted on the Buzz LMS, continues to be leveraged in classrooms around our region and across New York state. This past year, improvements of eLearning resources in elementary Social Studies, Math and ELA which included Next Generation Standards alignment and student facing activities were made to the teacher-developed curriculum. Collaborative partnerships with partner BOCES, through the NYS Learning Network, continue to allow for consortium-level pricing for the Buzz LMS and engaging third party online electives and supplemental content. These collaborative partnerships allow for a broader expansion of blended and personalized professional development to be available to our component districts. Instructional and technological support was provided to all main campus programs including the OHM Hive, which is in its second year running.

In support of the varied district pandemic impacted needs, our Media program continues to provide a robust catalog of 2D compliant resources. We have increased our e-book collections, including the purchases of class sets to complement ELA instruction, and continued providing top quality digital streaming resources from Discovery Education Streaming, Learn 360, CCCI Streaming Media, BrainPOP Jr., and World Almanac for Kids to meet all age level learners and that support teachers with streamlining media, lessons, and interactive activities, as well as offer to the entire region Swank Feature Films. These resources, including our physical media library, are now accessible on a new media management platform that brings greater alignment and easier access for these resources to all users. Our Music program continues to be used by schools across New York state and boasts one of the largest BOCES-facilitated lending libraries for sheet music. Our Courier Service is a key connection for daily exchanges of physical materials including checks, print, mail, and large items among our component districts and the region.

The School Library System (SLS) continues to provide NYS communications, leadership, and support to all component districts. Through district requests, the SLS department has increased its Online Resource CoSer, securing the required Education Law 2D compliant contracts with vendors to assure component districts are using compliant instructional resources. A new offering provided to all districts this year is a subscription to Research Rocket. The team is transitioning to an online system to streamline ordering processes for digital subscriptions. Our Cooperative Collection Development service allows for schools to purchase physical and digital books. The SLS e-book collections catalog has increased throughout the pandemic with titles from Overdrive, TumbleBooks, Big Timber Media, and Rosen Digital. Many of these titles provide simultaneous multi-user access for class wide instruction. Communications Coordinators Committee meetings continue to support our librarians- and their faculties- impact on everyday instruction with the latest updates from NYS and provide reflective and responsive collaborative professional development with recent focus on NYS’s Equity, Diversity, and Inclusion initiatives.
The Program and Professional Learning Division supports the continuous learning and capacity building of the teachers, administrators and support staff in the component districts. This work reaches into the classrooms and supports all students through our work with their teachers and leaders. The division assists administrators, teachers and school personnel in applying curriculum, improving instruction, utilizing data and forms of assessment to improve student achievement.

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

The Program and Professional Learning Services department now includes Community School Resources which supports districts in meeting the social, emotional, and medical needs of students and their families resulting in improved academics, stronger families, and healthier communities. Services include the integration of intervention specialists from community organizations, as well as training for faculty and communities to meet the needs of all students.

The team in the Program and Professional Learning division has played a critical role in implementing the New York State Education Department’s agenda, providing training to the educators in our component districts. This service will continue to provide training and support in the Next Generation Learning Standards, Data Driven Instruction and Teacher/ Leader Effectiveness and ESSA implementation.

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

Voices

Dr. Joanne I. Shelmidine, Superintendent

NEW YORK MILLS UNION FREEE SCHOOL DISTRICT
ON PROGRAM AND PROFESSIONAL LEARNING DIVISION

The OHM BOCES Program and Professional Learning program contributes to many areas of the New York Mills Union Free School District. “Small school districts like New York Mills could not offer our present array of professional development without the coordination and resources provided by our local BOCES,” says Dr. Joanne Shelmidine, superintendent of schools.

“PPL staff members provide us with Lead Evaluator Certification Training for administrators as required by our Teacher and Principal Annual Professional Performance Review Plan,” says Dr. Shelmidine. “They work with teachers and principals to assist us in the use of data to inform instruction. Additionally, they regularly meet with superintendents and principals to plan and develop building and district professional development plans that improve instruction and increase student achievement.”

The PPL program provides assistance when it comes to curriculum, teacher reviews, training and the like. “Access to notable state and national presenters, technical support in the area of Teacher and Principal Annual Professional Performance Review Plans, and BOCES-wide informational and training meetings for teachers and administrators — these are all very valuable tools for us as we strive to provide programs, resources and facilities that will assist our students in becoming college and career ready by graduation,” says Dr. Shelmidine.

The New York Mills Union Free School District aims to ignite an attitude of inquiry and enthusiasm for learning among students. “PPL staff continue to work collaboratively with area school districts to provide in-depth, comprehensive professional development for all teachers and staff, who in turn, use their new knowledge and skills to enable students to become productive, responsible citizens,” says Dr. Shelmidine.

“I truly cannot imagine facing the task of providing the level of staff development for our teachers and staff that BOCES PPL offers each year.”
## Program and Professional Learning

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Instructional 150</td>
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<td><strong>Total Revenue</strong></td>
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## Program Costs

- Curriculum, Instruction & Assessment Coordination (332)
  - Curriculum Supervisors (332.01)
  - Executive Coaches (332.02)
- General Supervision and Coordination (355)
- Arts in Education (405)
- School/Curriculum Improvement Service (521.01)
- Regional Scoring (521.03)
- Study Council at Syracuse University (521.04)
- Regional Assessment Development (521.05)
- Data Analyst (521.011)
- Lead Evaluator Recertification & Leadership Development (521.012)
- Instructional Planning & Grant Writing Service (522)
- Community School Resources (545)
Administrative Services

This budget area function includes the cost of the Safety Service and Inspection Program, Dignity Act Services, the state-mandated Basic and Advanced Bus Driver Training Program, Central Business Office, Teacher Recruitment Service, and School Food Service. State Aid Planning, Cooperative Bidding, and Policy Planning services are included as cross contracts, as are the multi-BOCES Labor Relations Services and computer services for management purposes, which are purchased on behalf of user districts from the Madison-Oneida BOCES Center.

<table>
<thead>
<tr>
<th>APPROPRIATIONS PERSONNEL</th>
<th>2021-2022 CURRENT APPROPRIATIONS</th>
<th>2022-2023 PRELIMINARY ESTIMATES</th>
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<td>Total Revenue</td>
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Administrative Services

ADMINISTRATIVE AND REGIONAL SERVICES

Highlights

The OHM BOCES School Nutrition Service team continues to adapt quickly and efficiently to the emerging needs of the 15 participating districts during the COVID-19 pandemic. While schools are back to in-person learning, service models continue to vary, including traditional school meal service lines, classroom delivery, grab-and-go, and even remote meals for quarantining students. All meals during the 2021-2022 school year are free for enrolled students in each district. Because of this, participation is at an all-time high. The OHM BOCES also maintains Farm to School as a priority by maintaining 30% of their lunch purchases from New York state sources. Despite the challenges, the program continues to seamlessly feed students and the school community.

Safety Services offers a comprehensive safety service for 23 districts and BOCES in Oneida, Madison and Herkimer counties. We serve as a central connector to provide timely and accurate information to our various districts and BOCES throughout the year. We also provide consultation and assistance to help maintain compliance with applicable local, state and federal regulations. Activities of the service include, but are not limited to:

- Inspection of 87 buildings annually for fire safety
- Inspection of 270 buildings annually (135 buildings twice a year) for asbestos management
- Inspection of 648 fire extinguishers annually
- COVID-19 coordination that includes response and testing, interpretation of guidance and to serve as a communication hub for districts and BOCES
- Providing trainings to district and BOCES staff
- Creation of reports for various activities provided by the service
- Emergency management planning and assistance
- DASA compliance, training for staff and students and resource management
- Environmental testing
- Auditing of programs and files
- Safety plans and safety program assistance
- Other building and equipment inspections

The Central Business Office (CBO) assists participating school districts and their business officials with maximizing efficiency and optimizing state aid by providing quality bookkeeping and accounting services. CBO offers a cost-effective system of recording financial data. CBO provides a recording of day-to-day financial transactions and systematically summarizes year-to-date operations to provide analysis of the financial condition of the school district. The professional staff is trained in all aspects of business office operation and is able to provide backup for all bookkeeping and accounting functions. The basic services offered through the Central Business Office are:

- General Ledger Accounting
- Accounts Payable Service
- Payroll Service

These services are provided for all school district funds.

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- General Ledger Accounting
- Accounts Payable Service
- Payroll Service

These services are provided for all school district funds.
Administrative Services

INTERNAL SERVICES

The Internal Service activities are those which are fully transferred to other programs. These activities include Operations and Maintenance, Special Education, Administrative, Physical Therapy and Program Transportation. These charges are transferred to other programs within the BOCES structure and are collected through tuition and other means of recapture.

<table>
<thead>
<tr>
<th>APPROPRIATIONS PERSONNEL</th>
<th>2021-2022 CURRENT APPROPRIATIONS</th>
<th>2022-2023 PRELIMINARY ESTIMATES</th>
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TRANSFER CHARGES

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<th>2021-2022 CURRENT APPROPRIATIONS</th>
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<td>Net Expenses</td>
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<tr>
<td>Total Revenue</td>
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Voices

Cosimo Tangora, Jr., Ed.D. Superintendent
NEW HARTFORD CENTRAL SCHOOL DISTRICT
ON ADMINISTRATIVE SERVICES

Oneida-Herkimer-Madison BOCES Administrative Services offer a wide range of support services designed to increase efficiency, save time and money, and eliminate duplication of staff, facilities and equipment. As a participating district in the OHM BOCES Food Service program, the New Hartford Central School District is able to ensure that its students have access to a wide variety of appealing, high-quality breakfast and lunch options throughout the school year.

“BOCES Food Service staff members have always been eager to work collaboratively and efficiently with our District,” says Dr. Cosimo Tangorra, Jr., Superintendent of the New Hartford Central School District. “Their commitment to their service and our students is an important asset for the success of our schools.”

The BOCES Food Service program serves a number of functions for participating school districts in addition to food preparation. The service also handles hiring, training, supervision of staff, menu development and purchasing. Additionally, the program oversees the Summer Food Service Program and helped to coordinate classroom delivery, grab-and-go and remote meals for students throughout the COVID-19 pandemic.

OHM BOCES Food Service continues to provide free meals during the 2021-2022 school year, helping to make sure that every student’s mind and body is fed and ready to excel in the classroom.
The Board of Cooperative Educational Services of Oneida, Herkimer and Madison Counties does not discriminate on the basis of sex, race, creed, color, national origin, marital status, religious affiliation, disability or age in the recruitment and appointment of employees; employment pay and benefits; counseling services for students; access by students to educational programs; course offerings; and student activities; and provides equal access to the Boy Scouts and other designated youth groups. Any alleged grievances or inquiries should be reported to the Supervisor of Human Resources at 315.793.8576, Oneida-Herkimer-Madison BOCES, Box 70, 4747 Middle Settlement Road, New Hartford, NY 13413-0070. E-mail: complaints@oneida-boces.org.