



Serving nine local school districts in Cayuga and Onondaga Counties, New York.

Our Vision We will lead and support our districts to ensure all learners receive what they need to live inspired, purposeful lives.

Our Mission While providing the highest quality educational programs and services to our component school districts and communities, Cayuga-Onondaga BOCES fosters an environment where continual learning is a priority, critical thinking is essential, challenges become opportunities, collaboration and communication are demonstrated, and creativity flourishes.

Questions? We're here to help! Call us at 315-255-7605 for assistance.

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INTRODUCTION

This **SERVICES GUIDE** has been designed with the input from our component school districts. The Guide is designed to assist component districts in understanding the services offered by this BOCES as they plan to meet the special needs of students and staff in the next school year.

Services offered by the BOCES are concisely described. Each description is accompanied by several pieces of information which should assist school officials in determining service selection. These informational items include the CoSer (Cooperative Service Agreement) number of the service; the accounting code agreed upon by School Business Officials which eliminates the need for BOCES bills to be broken down by the local district; the general category of aid that the CoSer expenditures generate and the method by which the service will be billed.

School districts choose the BOCES services they want to subscribe to and share in the cost of whatever services they participate in. With the exception of the Administration budget, each district picks only those services it desires. From year to year, each district's selections change. The services listed in this book are cooperative efforts of the BOCES and its component districts. We are proud of our efforts and will continue to both improve the service offered and continue our tradition of cost-effective programming.

School officials are urged to contact BOCES should a service not be contained in this guide, but is desired at a local level. Often times, it is possible for BOCES to assist in addressing this need.

2019-2020 BUDGET - BUILDING TARGET DATES

November 7, 2018	Guide to Services sent to districts
December 14, 2018	Initial Requests due from Districts
January 17, 2019	<ul style="list-style-type: none"> • First Draft of 2019-2020 Budget (Individual Service program budgets) • Initial meetings begin with component Boards of Education regarding Administrative Budget and other budgets as identified
April 4, 2019	BOCES Annual Meeting (BOCES budget review)
April 24, 2019	BOCES Election and Budget Vote
May 1, 2019	Component commitment date for 2019-2020 base level service participation
May 16, 2019	BOCES adopts its final Administrative, Capital and Program budgets

CAYUGA-ONONDAGA BOARD OF COOPERATIVE EDUCATIONAL SERVICES

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Tony Abbatiello Director of Instructional Support Services	(315) 255-7670
Drew Yakawiak Principal of Alternative Education	(315) 255-7630

GENERAL FACTS ABOUT BOCES

- BOCES was created by the New York State Legislature in 1948 to encourage school districts to pool and share resources.
- Schools receive "BOCES aid" from the state to help encourage the sharing of resources.
- BOCES cannot levy taxes. All monies come from services delivered to school districts or from grants.
- All unexpended funds are returned to components after the close of the fiscal year. Only limited grants allow a short carry-over of funds and only for the purposes of the grant.
- As of 2013, there are thirty-seven BOCES throughout the state serving over 721 Public School Districts.

FACTS ABOUT THE CAYUGA-ONONDAGA BOCES

- The BOCES was first formed in 1954; Skaneateles Central joined on November 1, 1974 and Jordan-Elbridge Central was the last addition on July 1, 1982.
- BOCES offers over eighty service programs.
- BOCES is governed by a nine member board. Board members are elected to serve staggered three year terms.
- BOCES Board elections are held every April. The "voters" in this case are board members of component schools.
- The BOCES Board meets the third Thursday of every month.

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ADMINISTRATIVE SERVICES

DISTRICT SUPERINTENDENT'S SERVICE I 001

(1981)

The District Superintendent of Schools is a salaried public officer of the State of New York, serving both the State Education Department and the Board of Cooperative Educational Services. As local-regional representative of the Commissioner of Education, the District Superintendent is responsible for providing leadership within the Cayuga-Onondaga Supervisory District. In this capacity, the District Superintendent is often called upon to interpret and assist in the implementation of New York State Education Law and the rules and regulations of the Board of Regents and the Commissioner of Education. The Commissioner may, from time to time, designate the District Superintendent to represent him or her on special assignment in the school districts within the supervisory area.

Under Education Law, the District Superintendent is also responsible for functioning as the executive officer of the Board of Cooperative Educational Services which serves the school districts in the supervisory district. In this capacity, the District Superintendent plans, administers and supervises area wide educational and related managerial support services, which are provided at the request of the component districts. Specific examples of activity include:

ASSISTANCE WITH THE SELECTION OF SUPERINTENDENTS

The District Superintendent is available, upon request, to act as a consultant and assist the Board in selecting a Superintendent.

LIAISON WITH THE STATE EDUCATION DEPARTMENT

The District Superintendent facilitates communication between districts and the State Education Department. In this capacity, the District Superintendent interprets and clarifies Commissioner's regulations, Regents' Rules and statewide initiatives. The District Superintendent serves as the field representative to the Commissioner of Education and assists component districts with certification, building plans and implementation of state mandates.

CONSULTANT

The District Superintendent is available to consult with school districts on a variety of educational issues including:

- Management and Planning
- Reorganization and Merger
- Facilitation of Shared Services
- Career and Technical Education
- Special Education student access to registered programs
- Development of Local Programs for Students with disabilities

In providing consultant services, the District Superintendent is able to call upon the resources of the State Education Department and BOCES professional staff.

CENTRAL SERVICES

The Administration budget also includes four additional district program budget allocations which are mandated by law. These include support for:

1. *The Board of Education* - 001 (1981);
2. *The General Cost of Administration* of all BOCES activities - 001 (1981);
3. *Central Support* for business operations, and - 001 (1981);
4. Expenses related to *Rental of Facilities* - 002 (1981).

AIDABILITY: BOCES

CHARGE BASIS: RWADA

CAREER AND TECHNICAL EDUCATION PROGRAMS

SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS | 101

(2280)

A. CAREER AND TECHNICAL EDUCATION COMPONENT

The Secondary Education Program offers vocational instruction and related support services to approximately five hundred students annually. Courses are available in eighteen different career and technical education areas. Career and personal counseling, job placement, and basic skills tutoring are also provided to assist students in developing world-of-work competencies and in their transition from school to work and post-secondary education. Community based student internships are an integrated component of these programs. Eligible students can receive Career & Technical Endorsement on their New York State Regents diplomas.

Applied Electrical Technology

Auto Body Repair

Automotive Technology

Computer Systems & Network Administration

Construction/Building Trades

Cosmetology

Criminal Justice

Culinary Arts

Early Childhood Education

Emerging Careers in Commerce

Food Industry

Graphic Design & New Media

Health Related Occupations

Heavy Equipment Repair & Operation

Machining & Welding

Outdoor Power Equip./Power Sports Technology

Plant, Animal & Life Science

Trades Exploration

B. PROFESSIONAL STUDIES COMPONENT (NEW VISIONS)

The Professional Studies Program is a total immersion approach to education that integrates 12th grade English, Economics, Government and Career Exploration into one program of study. The Program places high school seniors in the actual working environment of the career area they are most interested in pursuing:

MEDICAL PROFESSIONS:

In the Medical Professions program, students will develop competencies applicable to a wide range of careers within the health professions. Through involvement within various departments at the hospital, students will

learn what is required of a health care professional on a daily basis and how their education applies to real life situations. Transferable knowledge gained by students will include that which is needed to meet the credit requirements for Senior English and Social Studies and provide two (2) credits in Health Occupations CORE. The curricula in these three areas will be closely related to topics and issues in health professions.

AIDABILITY: BOCES

CHARGE BASIS: Student Tuition
(Based on previous November 15th enrollment)

SUMMER CAREER & TECHNICAL EDUCATION PROGRAMS | 105 (2280)

Summer Career and Technical Education Programs currently include extended school year experiences for secondary level Cosmetology students. This course contains New York State requirements for instructional hours exceeding the total that students can acquire in two years of enrollment during the regular school year.

Cosmetology students attend a three-week summer session between the junior and senior year.

AIDABILITY: BOCES

CHARGE BASIS: Part of 101

INSTRUCTION FOR STUDENTS WITH DISABILITIES**SPECIAL EDUCATION 6:1:1 | 210**

(2250)

CAMPUS BASED 6:1:1: This class serves elementary and secondary students who have autism and intensive management needs. The focus of the program is to teach real-life, meaningful skills, including emotional control and self-regulation, that will allow students to become as independent as possible. Evidence based instructional and behavioral strategies are utilized.

AIDABILITY: Public Excess Cost

CHARGE BASIS: Student Tuition

SPECIAL EDUCATION 12:1:1 | 213

(2250)

DISTRICT BASED 12:1:1: This program serves students with moderate-severe disabilities including intellectual disability, autism, and multiple disabilities. These needs may be health-related, behavioral, physical, or instructional. The curriculum is standards-based and outcome oriented, representing a balance of both academic and functional life skills. Staffing ensures that the necessary supports are provided to each student across a variety of learning environments including general education, vocational sites and community instruction. These classes serve students in grades K-12. Credit-bearing, common core aligned curriculum is provided to all students.

AIDABILITY: Public Excess Cost

CHARGE BASIS: Student Tuition

SPECIAL EDUCATION 12:1:3:1 | 213

(2250)

DISTRICT BASED 12:1:3:1: This program serves students with severe multiple disabilities, frequently non-verbal and limited mobility. All students are NYSAA eligible. The focus is daily living and functional skills. Students who are sixteen years old or older have access to community-based instruction and work-based learning experiences. Outcome is Skills and Achievement Commencement Credential (SACC).

AIDABILITY: Public Excess Cost

CHARGE BASIS: Student Tuition

SPECIAL EDUCATION 12:1:1 | 213

(2250)

COMMUNITY EXPERIENCE 12:1:1: This full day program serves students with moderate-severe disabilities including intellectual disability, autism, and multiple disabilities. To successfully participate in this program, students must be able to self-monitor their behavior and maintain personal safety; special consideration must be given to students with more significant needs. The program is designed for students 18 to 21 years of age and is located at Cayuga Community College. The focus is functional academics, independent living, self-advocacy, community skill building and vocational skill building through work based learning. Outcome is Diploma, CDOS Commencement Credential or Skills and Achievement Commencement Credential (SACC).

AIDABILITY: Public Excess Cost

CHARGE BASIS: Student Tuition

SPECIAL EDUCATION 12:1:1 | 213

(2250)

WORK BASED LEARNING 12:1:1: This is a half-day programs for 11th and 12th grade students who are at least 16 years old at the beginning of the school year. These students must be able to work independently for periods of time and their first bell course must be considered. Focus is on safe and appropriate behaviors and interactions in varied work and community locations. Non-NYSAA students must come to the program with an up to date career plan. Depending on transportation availability, districts may need to provide transportation to/from the YMCA Program directly. The need for special transportation may affect acceptance into the program.

AIDABILITY: Public Excess Cost

CHARGE BASIS: Student Tuition

SPECIAL EDUCATION 8:1:1 | 214

(2250)

DISTRICT BASED 8:1:1: These classes are for students who's instructional and management needs are intense. Special Education teachers, School Psychologists and Social Workers provide highly individualized approaches to academic programs and behavior modification. These classes are located in general education buildings in our component school districts. They serve students in grades K-12. Credit-bearing, common core aligned curriculum is provided to all students.

AIDABILITY: Public Excess Cost

CHARGE BASIS: Student Tuition

SPECIAL EDUCATION DAY TREATMENT & ALTERNATIVE 8:1:1 | 214

(2250)

DAY TREATMENT 8:1:1: These students have intensive management needs which require both educational and mental health services. Although primary disabilities may vary, all students referred to this program have difficulty with behavior management that requires a teacher and multiple teacher aides within each classroom. Special Education teachers, School Psychologists, Social Workers, and a consulting Psychiatrist design individualized treatment plans for the students and provide counseling to families. These classrooms serve students aged 5-18. Credit-bearing, common core aligned curriculum is provided to all students.

CAMPUS BASED ALTERNATIVE 8:1:1: This program is designed for middle and high school students aged 12-18, classified as having a disability and consistently demonstrating very intense management needs. The students attending this program have a history of unsuccessful placements in public school and/or residential placement. This alternative 8:1:1 program provides academic instruction, credit-bearing common core aligned curriculum and teaches students self-management of behaviors. Staffing includes a special education teacher, support staff and a School Social Worker.

AIDABILITY: Public Excess Cost

CHARGE BASIS: Student Tuition

ITINERANT SERVICES

TRANSITIONAL SUPPORT SERVICES | 301 (2250)

The **Assistive Technology Coordinator** assists component districts in the education process for students with disabilities who may require assistive technology evaluations and the loan of assistive technology devices to meet IEP goals and objectives. In addition, the Coordinator provides technical support and training to school staff and families in the use of these devices and computer hardware and software.

The Community Vocational Support Teacher develops and analyzes community vocational training sites for students with disabilities, facilitates post-school transition planning, serves as a liaison between the BOCES component schools, community agencies and parents, and provides in-service to school districts and community agencies regarding the transitioning of students from school to adult living.

AIDABILITY: Public Excess Cost

CHARGE BASIS: RWADA

AUTISM SUPPORT SERVICES | 301 (2250)

This service provides consultation to assist in program development for school-age students with autism. The major focus is to ensure a continuum of quality, research-based educational programs for this population.

AIDABILITY: Public Excess Cost

CHARGE BASIS: Per Diem

OTHER ITINERANT SERVICES

An important function of BOCES is offering part-time services of teachers and administrators. These services fill needs for districts which cannot afford full time staffing in these areas. The State has given special incentives to districts that avail themselves of this service by paying BOCES aid on the salary and benefits of those special employees. It has been proven that through this cooperative approach to providing shared services, a wide range of educational needs can be addressed in a cost-effective manner while assuring quality services to children. Current examples of shared itinerant personnel include:

210	6:1:1 Phy. Therapy & Occ. Therapy**	(2250)
213	12:1:1 Phy. Therapy & Occ. Therapy**	(2250)
213	12:1:3:1 Phy. Therapy & Occ. Therapy**	(2250)
214	8:1: Phy. Therapy & Occ. Therapy**	(2250)
214	8:1:1 Day Treatment Phy. Therapy & Occ. Therapy**	(2250)
303	Shared Social Worker	(6910)
305	Shared Technology	(5610)
311	Shared Facilities Director	(7411)
314	Adaptive Physical Education Teacher	(2250)
315	Hard of Hearing	(2250)
317	English as Second Language***	(2340)
319	Music	(5510)
507	CSE Chair	(6816)

AIDABILITY: BOCES

CHARGE BASIS: FTE (Full Time Equivalent)

Public Excess Cost if provided as handicapped services

** Physical and Occupational Therapy services for students within the BOCES Special Education program are provided through contractual agreements with private therapists.

*** English As Second Language generates EPE/ESL Aid.

GENERAL INSTRUCTION SERVICES

ARTS IN EDUCATION | 402

(2110)

The Arts in Education Program developed from a need to bring more cultural activities into the classroom. To this end, a sustained partnership between the educational and cultural community has been fostered by providing project support for collaborative programs. These programs involve the interaction of students, teachers, artists, cultural organizations, and educational institutions to improve student learning in the arts.

Presentations by Merry-Go-Round Playhouse and other visiting artists will be coordinated through this COSER. Presentations will be offered to both large and small student audiences.

AIDABILITY: BOCES and Grant

CHARGE BASIS: Per Participation by Number of Classes

COMPASS | 418

(2110)

The Compass Program is for students grades 7-12 who struggle in a traditional school setting. Compass is designed to provide highly engaging academic instruction connected to Common Core with an additional emphasis on career exploration. Program Components:

Instructional information

- The Compass Program offers small group instruction, at grade level, within a supportive setting
- Increased student engagement created from a project based learning model
- Exposure to the community through public resources and academic field trips
- Strong development of communication between home and school
- Involvement in a full-day Block schedule
- A structured program environment with clear expectations
- Accountability for individual actions

Beyond the Classroom

- Career and college readiness
- Positive incentive programs
- Community outreach programs
- Online learning for credit recovery and accrual
- An opportunity for a variety of career explorations
- Development of individual importance, self-esteem and self-worth

Partnerships

- Connection to CTE student leaders
- Connection to CTE teachers
- Connection to local industry and non-profit organizations
- Connection to Higher Education
- Connection to component schools, home, and community agencies

Who Should Participate?

The Compass Program students who experience the most success typically meet one or more of the following characteristics:

- Students who can be successful with grade level academic work yet have failed to demonstrate the ability
- May have a number of risk factors operating within their life setting yet are able to develop some positive relationships with peers and adults
- Appear to be not benefiting from the traditional school setting and/or environment
- Can be successful interacting with adults and peers in the community
- Are actively seeking a high school diploma

AIDABILITY: BOCES

CHARGE BASIS: Per Student Slot Reserved

SUMMER SCHOOL I 420

(2330)

Opportunities for students to attend summer school classes are offered through the BOCES. Component districts may elect to participate in these programs which stress remedial classes. A full range of course offerings is available for grades 9 through 12 while a number of selected classes are offered for grades 6 through 8. In addition, review classes in Regents examination areas and RCT have been offered where interest has been sufficient. Test only registrations are also available to re-take Regents exams.

SUMMER DRIVER EDUCATION

Some schools elect to offer driver education during the summer through the BOCES Regional Summer School.

AIDABILITY: BOCES

CHARGE: Per Course Enrollment

HIGH SCHOOL EQUIVALENCY | 430

(2110)

The High School Equivalency Program at the Regional Education Center is designed to provide test when ready preparation for the General Equivalency Diploma/Test Assessing Secondary Completion (TASC) examinations. The program meets SED requirements to operate as a Transitional Education Program (TEP) and as an Alternative High School Equivalency Program (AHSEP). Students spend half of their day in the classroom. Some students may spend the other half of their day in a career & technical education program. TASC examinations are offered monthly, students sit for the exam when they have met all requirements. Once they have successfully completed the TASC exam, students may complete the Career Tech Ed program that academic year.

A student must have reached the “maximum compulsory school attendance age” to participate in the AHSEP program. This means that the students must have completed the school year in which they turned 16. To accommodate students who have not reached “maximum compulsory school attendance age” the High School Equivalency program has also been approved to operate a Transitional Education Program (TEP), these students must understand they will remain in the program for the full school year. They will be eligible to sit for the July exam.

Students are transported to the program via home school BOCES bus. Component school districts submit annual requests for services. A tuition rate is established according to district responses and program need. School districts are billed based on number of students in the program.

AIDABILITY: BOCES

CHARGE BASIS: Tuition

INCARCERATED YOUTH PROGRAM | 435

(2330)

This is an educational program for youth under 21 years of age who have not received a high school diploma, and are incarcerated in a correctional facility maintained by a county. The program offerings at the Cayuga County Jail include: Basic Education, High School Equivalency Preparation, Counseling and Career Exploration.

AIDABILITY: State Reimbursement

CHARGE: Grant Funded

DISTANCE LEARNING | 450

(2110)

This educational project encompasses all of Cayuga County and part of Onondaga County. It presently includes all nine public school districts and Cayuga-Onondaga BOCES. Each school system is linked via audio/video equipment located onsite at each of the organizations. Each location receives and transmits audio/video and data through their individual IP network. This service includes access and coordination to virtual field trip opportunities for educational enhancement activities. The service has been extended to include a desktop video conferencing solution as well.

This project is designed to provide full motion, two-way interactive voice, video and data among all sites listed as well as access to sites across the region, state, nation and world. Equipment is provided to all participating entities that enable the services to be accessed at all buildings. The service provides support and coordination to districts to facilitate access to providers of video conferencing field trips. Connections can be made to museums, zoos, historical centers, etc. The service also includes support and training for desktop video conferencing. This includes webinars and internet based training software.

AIDABILITY: BOCES

CHARGE BASIS: Per District and Upon Request of Services

E-LEARNING ACADEMY | 450

Cayuga-Onondaga BOCES currently offers online courses to component school districts that are interested in providing additional educational opportunities to their students. In return, students can earn high school credit by taking online courses.

AIDABILITY: BOCES

CHARGE BASIS: Per District Base Fee and Per Student/
Per Semester or Per Slot**RESOURCE CENTER FOR THE GIFTED | 451**

(2610)

Instructional Support Services coordinates a number of cooperative activities carried out by the district's teachers of the gifted including:

- mini courses for students in grades 5-8 in January
- publication of the "Three Lakes Sampler" a volume of student art and written work

AIDABILITY: BOCES

CHARGE BASIS: Per District

SUMMER ONLINE AND BLENDED LEARNING E-LEARNING ACADEMY | 454

The Cayuga-Onondaga BOCES will operate a program of academic instruction for two or more districts using online web based interactive technologies. Many of our local schools require a diverse academic program in order to provide access to advanced courses in science, math, the humanities, languages and other elective subjects. The local districts in many cases cannot provide the courses on their own. The Online Summer School service allows schools to provide opportunities to students that are not available during the months of **July and August**. The summer COSER will allow students from grades 9 through 12 to either accelerate their course of study or earn credit.

AIDABILITY: BOCES

CHARGE BASIS: Per District Base Fee and Per Student/
Per Semester or Per Slot

INSTRUCTIONAL SUPPORT

EDUCATIONAL COMMUNICATIONS | 502

(2610)

This service provides instructional support by acquiring and sharing instructional resources, operating a multi-use media center, and operating a daily delivery service to all school buildings in the supervisory district.

ISS: All of the video titles are in a digital format. Commercial digital streaming packages have been purchased to make instructional videos available anytime/anyplace. The Snap Media Catalog offers more than 700,000 digital titles that support the curriculum in all academic disciplines. Vendors include Discovery Education, NBC Learns, PBS Premium Content, CCC! New Dimension Video, and Learn360. There is also an image database from Britannica ImageQuest and a music and sound effects database called Soundzabound that allows student to use multimedia resources that are copyright friendly and royalty free.

The service offers video in the classroom software and support. Enrichment Collections and Site-Based Collections are loaned to schools on a long-term basis. Parent collections are available upon request. Schools may also order guidance software such as Choices/Bridges, Collegeview, and Guidance Direct.

- All county music repository and distribution library.
- Digital Signage software.
- Microsoft Office Suite training.
- Mobile Device management service and support
- Mobile device repair - Chromebooks, iPad, etc...

This service offers video solutions and software support for integrating both pre-made and self-created video for the classroom. The Ensemble video management service provides publishing and sharing features as well as a means for broadcasting and recording live events. Training and support for Ensemble along with video editing, converting and integration is provided through this service.

- Video creation, editing, and encoding software support.
- Adobe Suite training.
- Ensemble video management training and support.
- Video device management service, training, and support

Media Center: A local resource for SETRC materials.

Delivery Service: Each day, delivery service vans carry I.S.S. materials and inter/intra school mail to and from all school buildings in the districts.

Movie Performance Licensing Copyright Compliance

AIDABILITY: BOCES

CHARGE BASIS: RWADA

REPRODUCTION OF INSTRUCTIONAL MATERIALS | 503 (1680)

I.S.S. uses high speed, high quality industrial duplication equipment to promptly process black and white or color copies of originals in sizes up to 11"x17". The service also provides specialized binding and booklet making. The department can provide, full color, large format posters and banners. In addition we offer lamination services cut to size. The I.S.S. delivery service provides daily pickup and delivery services. The service also provides online submittal (WEBCRD) of copy requests.

AIDABILITY: BOCES (no aid on paper)

CHARGE BASIS: Per Copy

PRINTING | 503 (1680)

BOCES provides coordination in securing the best price for printing services. Included are: design, typesetting, layout, multi-color printing, collating, folding and binding as well as all types of printing and graphics work. The range of printing includes: stationery, handbooks, carbonless forms, newsletters and calendars.

AIDABILITY: BOCES (no aid on paper)

CHARGE BASIS: Per Job Quote

INTEGRATED PROFESSIONAL LEARNING | 508 (2070)

The Integrated Professional Learning Service is a site-based staff development service. Providers in this service will deliver staff development in the areas of curriculum, instruction, assessment and data. This service is provided by two Professional Learning Coaches with the depth and the breadth of knowledge in these areas. By design of the model, each Professional Learning Coach provides high-quality, research-based, customized, job-embedded opportunities for learning.

Districts that purchase the Integrated Professional Learning service will receive a fixed number of on-site professional development days and can use their assigned Professional Learning Coach to develop inquiry teams and/or conduct mini-sessions, workshops, data-gathering observations, observations with feedback of instructional strategies, model lessons, planning sessions, problem solving, and facilitation of study groups. The service calendar is developed in the spring for the following academic year and districts are provided with a schedule of delivery for the entire year. In addition to receiving a fixed number of on-site days, districts who participate in the Integrated Professional Learning Service have unlimited access to all regional workshops offered through the service. This service is overseen by the Coordinator of Professional Development.

AIDABILITY: BOCES

CHARGE BASIS: Per District

COMPREHENSIVE SCHOOL/CURRICULUM IMPROVEMENT | 511 (2060)

The Comprehensive School Improvement Service provides professional development opportunities uniquely designed for administrators, including leadership coaching, training, and retreats for districts, as well as boards of education.

Through participation in the school improvement COSER, districts have access to collaborative staff development opportunities designed to impact their district's goals. Shared Curriculum Coordinators are also available through this service. All requests are subject to the guidelines and approval processes of the School Improvement COSER.

AIDABILITY: BOCES

CHARGE BASIS: Per District

ODYSSEY OF THE MIND and First Lego League | 521 (2830)

Instructional Support Services Coordinates the regional K-12 problem solving competition, Odyssey of the Mind Tournament and the FIRST Lego Robotics Competition.

AIDABILITY: BOCES

CHARGE BASIS: Per District

SCHOOL LIBRARY AUTOMATION | 545 (2610)

The School Library System will provide coordination, professional consultation and technical assistance to implement and support library automation systems through (MARC) record database conversion services and hardware and software selection and installation per state approved guidelines. The service shall provide for initial installation of library automation systems, configuration of advanced features (e.g.: single sign-on, ebook integration, etc.) of those systems upon request, and ongoing annual support and training for the OPALS and Follett Destiny library automation systems.

AIDABILITY: BOCES

CHARGE BASIS: Per Unit

LIBRARY MEDIA SERVICES | 546 (2610)

Provides online databases, eBooks and coordinated collection development for libraries and schools. Through this service, library media specialists and other educators receive training on online search strategies and technical support for utilizing these electronic resources.

AIDABILITY: BOCES

CHARGE BASIS: Per Unit

LEARNING TECHNOLOGIES | 550 (2630)

The instructional technology COSER is designed to meet the needs of our districts by providing a continuum of services including planning, support and maintenance, and evaluation specifically focused on the implementation of the New York State Standards through the use of technology. Specific components of the service consist of:

- Technology planning facilitation with districts;
- Support for the ongoing use of technology as an instructional tool through the development and implementation of a common set of learning objectives;
- Agreements between BOCES and participating districts to provide ongoing technical support and maintenance of the hardware and software.
- Includes Internet access via fiber.
- This service may also include software such as Project Lead the Way, APPR evaluation platforms, and credit recovery solutions.
- Reading Programs/platforms (Lightsail) (MyOn)
- Credit Recovery
- Instructional Hardware management software
- Security and filtering solutions

Districts have access to web-based instruction and blended learning platforms that support classroom curriculum as well as common core. Support and training is provided with a Learning Management System (LMS)

AIDABILITY: BOCES

CHARGE BASIS: Per Unit

MODEL SCHOOLS | 551**(2630)**

Combined with Learning Technologies (550) provides regional and embedded staff development in learning technology.

This service must be purchased if using CoSer 550.

Model School services are provided to school districts in order to successfully integrate technology with curriculum and instruction. Promotion of technology in education includes training and support for implementation and assessment in the following areas:

- Productivity software applications such as: Google Apps, Drive, and Classroom, Microsoft Office & Office 365, and Adobe Suite
- Video Software and Device Management
- LMS and CMS Platforms
- Digital Readers & Learning Platforms
- Video Conference and Virtual Field Trips
- STEM and STEAM

ADABILITY: BOCES

CHARGE BASIS: Base Fee and Per Day

HOME SCHOOL COORDINATION | 555**(2060)**

The Home School Coordination supports districts in the process for determining instructional and procedural compliance as required by law. This process is in response to Education Law sections 3204(2) and 3210(2) (d) and Commissioner's Regulations 100.10. While BOCES staff will coordinate the process, it remains the responsibility of the local school Superintendent to determine competence of instruction and compliance with the law for instruction being provided to home schooled students residing in his/her district.

ADABILITY: BOCES

CHARGE BASIS: Per Unit

OTHER SERVICES

NEGOTIATION SERVICES | 601

(1420)

With the advent of the Public Employees Fair Employment Act (Taylor Law) in 1967, **collective negotiations with employee organizations** have emerged as an integral part of the activities of the participating School Districts and Boards of Cooperative Educational Services. The vast majority of employees have been organized and, at the present time, there are approximately one hundred thirty (130) negotiated agreements with recognized or certified labor unions among the forty-seven (47) educational institutions that are administered through the Cayuga-Onondaga BOCES Office of Personnel Relations (OPR).

The OPR, which started providing services in the 1970-71 school year, is now in its fifth decade of successful work. At the outset, the principal services that were offered included table negotiations, the collection and dissemination of comparative data, and in-service training for administrators and school board members. While these activities remain important, additional services have been added to provide comprehensive and continuous assistance to participants.

Today, staff members are advising and representing clients on matters pertaining to unit representation proceedings, improper labor practice charges, grievances, arbitrations, human rights complaints, personnel policies, and student discipline hearings. On a daily basis, school district administrative staff members receive answers to questions relating to a variety of concerns on employment matters. The staff conducts periodic workshops, publishes a bi-monthly newsletter on topics germane to personnel and labor relations, updates area wage and benefit comparisons, and maintains a database of thousands of arbitration awards from school districts and other public employers.

The key to over four decades of success has been the ability of the OPR to foresee and confront emerging personnel and labor relation problems. Most recently, school administrators, as well as Boards of Education, are confronting the need to reduce escalating healthcare insurance premiums, provide a safe working environment for employees, reduce costs and deal with new educational mandates. As a result, future bargaining may become more difficult and complex as issues of labor harmony clash with issues of pay and conditions of employment. Consequently, the experience and expertise of the OPR will be needed to create success in the future.

AIDABILITY: BOCES

COST BASIS: Base Service - Per Contract
Student Discipline Hearing - Per Hour

HUMAN RESOURCE SERVICE | 601

(1420)

BOCES provides a shared professional staff person to perform as a local human resources manager and to supervise local support personnel in the operation of a human resources office.

AIDABILITY: BOCES

CHARGE BASIS: Per FTE

STAFF DEVELOPMENT - BUS DRIVERS | 602 (5510)

This service is coordinated due to the need for training new bus drivers and providing the two-hour refresher courses needed yearly. The twenty-hour basic level course is available when enough applications are received to make it viable. Two-hour refresher courses are offered as needed, including the ones on handicapped children.

As a cooperative service, this training can be presented through the cooperation of our local Transportation Supervisors. This activity generates Transportation Aid to the participating districts.

AIDABILITY: Transportation Aid

CHARGE BASIS: Per District/Per Activity

STAND-BY | 604 (5581)

Provided to transport Career & Technical Education students to various worksites and off-campus clinical sites (e.g. Auburn Community Hospital) in the area.

AIDABILITY: Transportation Aid

CHARGE BASIS: As Listed

SUMMER | 605 (5581)

Provided by districts to their students who are attending summer Cosmetology classes in order to meet State requirements for classroom time. Students are bused from their homes to BOCES Campus and returned. This arrangement assures a safe and dependable means for students to fully participate in this extended school year program.

AIDABILITY: Transportation Aid

CHARGE BASIS: As Listed

SPECIAL EDUCATION | 606 (5581)

Provided for students with disabilities attending 12:1:1 programs that require transportation during the school day in accordance with their I.E.P. BOCES contracts with the transportation provider; the districts then contract with the BOCES for the transportation to be provided to their own students. Charged based on the percent enrollment in 213.

AIDABILITY: Transportation Aid

CHARGE BASIS: As Listed

TEACHER CERTIFICATION | 615 (1480)

This service assists employees of component school districts in applying for various teacher certifications operable in New York State. As such, the Regional Certification Officer (RCO) acts as an extension of the State Education Department. The RCO will evaluate applicant's qualifications and offer advisement. The RCO also provides information on New York State certification, which is required for all teachers, administrators, teaching assistants, and pupil personnel professionals employed in the State's public schools.

Aidability: BOCES

CHARGE BASIS: Flat Fee & Percentage

CENTRAL BUSINESS OFFICE | 617**(1680)**

BOCES operates a Central Business Office (CBO) for participating component school districts. Shared personnel of the CBO perform processing of payroll, accounts payable, Civil Service MSD forms and Civil Service quarterly payroll certification reports. The CBO is coordinated by a Principal Account Clerk employed by BOCES. A committee comprised of Superintendent Designees from the participating school districts provides recommendations regarding management direction and oversight for the shared service to participating Superintendents for their collective approval. The CBO utilizes the Budgetsense Enterprise Software Service (Unifund), and Finance Manager which is supported by the Onondaga-Cortland-Madison Regional Information Center.

Aidability: BOCES

CHARGE BASIS: Flat Fee & Percentage

EMPLOYEE HEALTH & SAFETY AND RISK MANAGEMENT | 630**(1310)**

Provides participating school districts with recommendations regarding activities to be conducted to document compliance with employee health and safety laws and regulations in the following:

RIGHT-TO-KNOW LAW AND HAZARD COMMUNICATION

- Develop and maintain written Hazard Communication Program for district.
- Provide required annual training for school personnel.

OSHA/PESH COMPLIANCE

- Assist districts in the completion of illness and injury log (NYS form SH 900 & SH900.1) required by NYS Department of Labor.
- Conduct Personal Protective Equipment hazard assessments and training for school staff.
- Assist district officials with PESH audits and compliance directives as needed.

OSHA BLOODBORNE PATHOGENS STANDARD

- Provide consultation with school health officials on compliance with OSHA Bloodborne Pathogens Standard requirements.
- Develop and implement Hepatitis B vaccination recordkeeping procedures for district staff.
- Assist district in compliance with medical waste disposal requirements.
- Offer training programs to inform school district employees with an occupational risk of exposure.
- Provide training in universal precautions in conjunction with the Bloodborne Pathogens/Infection Control guidelines.

CONTROL OF HAZARDOUS ENERGY (LOCKOUT/TAGOUT)

- Conduct training and assist with the development of written lockout/tagout program, procedures and recordkeeping.
- Assist district with selection of appropriate equipment for control of hazardous energy.

LABORATORY STANDARDS

- Provide assistance and training to laboratory instructors regarding laboratory safety, chemical handling and disposal, and laboratory inspections.
- Assist district in the development and implementation of chemical hygiene plan.

PERMIT REQUIRED CONFINED SPACES

- Assist district in the identification and labeling of permit-required confined spaces.
- Assist district in the development and implementation of program related to confined space entry work and permit system.

INDOOR AIR QUALITY

- Investigates, upon district request, indoor air quality issues and complaints in school district buildings.
- Coordinates response actions (if necessary).

RESPIRATORY PROTECTION

- Make arrangements for fit testing of employees who use respirators.
- Complete a model written respiratory protection program for school district use.
- Provide procedures and formats for recordkeeping of respirator use, fit-tests, and medical examinations for school personnel.
- Train employees on respirator care and use.

SCHOOL SAFETY PLANS

- Assist district in the development, implementation and revision of School Safety Plans as required by 8NYCRR 155.17.
- Train staff to use emergency planning guides and procedures.
- Assist district with emergency drills.

HAZARDOUS WASTE DISPOSAL COORDINATION

- Provide training on the handling and labeling of hazardous waste.
- Provide technical assistance for the proper handling of hazardous waste.
- Assist district personnel in the development of hazardous waste inventory.

FIRE INSPECTIONS

- Conduct annual SED fire inspections.
- Assist in the development of plans to resolve non-compliance.

ANNUAL VISUAL INSPECTIONS

- Assist district in compliance with Comprehensive Public School Safety regulations.

ASBESTOS MANAGEMENT AHERA COMPLIANCE

- Provide technical assistance for compliance with all asbestos regulations.
- Assist the LEA (Local Education Agency) in the development of an Asbestos Management Plan.
- Advise LEA on selection of the LEA asbestos designated person who is responsible for asbestos management.
- Assist district in the development of bid specifications for all work involving asbestos inspections, contractors, etc.
- Assist district in scheduling medical surveys for employees who are asbestos workers.
- Conduct the required triennial reinspections.
- Obtain samples for asbestos analysis by accredited laboratories as requested (district billed directly by lab – analysis not included in service).
- Provide two-hour asbestos awareness training programs for maintenance and custodial staff.

RADON MANAGEMENT

- Assist district with coordination of radon testing in school facilities, (Test canisters and analysis not included in service – district purchases these services from vendors).

SAFETY COMMITTEES

- Coordinate and/or conduct district safety committee meetings.

LIAISON WITH LOCAL, STATE, AND FEDERAL REGULATORY AGENCIES

- Acts as a liaison between school district (administration, staff, and students) and regulatory agencies at the federal, state, and local level.

NEWSLETTER

- Monthly newsletter provided to district officials to keep them informed on safety, health, and compliance issues.

AIDABILITY: BOCES

CHARGE BASIS: Per District

HEALTHCARE BENEFIT COORDINATION | 650

(1310)

BOCES employs a Coordinator for its self-funded healthcare program (the Cayuga-Onondaga Area School Employees' Healthcare Plan) which is comprised of BOCES and eight of its component school districts. The Coordinator is responsible for providing conceptual and operational advice to the Board of Directors and Plan contractors including Claims Administrator, Managed Care Agent, Prescription Drug Card Administrator and the Plan's member districts. Coordination also interfaces with regulatory agencies and insures compliance with mandated issues.

The Plan serves approximately 2,500 members.

AIDABILITY: BOCES

CHARGE BASIS: Per District Enrollment in Plan

SUBSTITUTE COORDINATION | 652

(1430)

Districts obtain substitute employees through a computerized system, from lists certified and sent from participating districts. Notification to the school district is made each day and periodic management reports are provided. Districts are responsible for providing approved lists of substitutes to BOCES. Coordination of recordkeeping for personnel and payroll functions are available and at the option of the individual school district.

AIDABILITY: BOCES

CHARGE: Per Employee

PROGRAMS FUNDED THROUGH OTHER SOURCES

DRIVER REHABILITATION - SELF SUPPORTING | 806

The Driver Rehabilitation Program is a New York State Department of Motor Vehicle supervised program consisting of sixteen hours of instruction over a seven-week time period. The Department of Motor Vehicles District Offices assign motorists who have been convicted of drinking and driving offenses to this program which is designed around behavior modification principles. Referral to alcohol evaluation/treatment agencies is an additional mandated component for clients who are deemed as possible or potential alcohol abusers by course staff.

AIDABILITY: None

CHARGE BASIS: Totally Funded by Tuition Charges

SEIS (SPECIAL EDUCATION SCHOOL IMPROVEMENT SPECIALIST) | 818

The role of the SEIS is to support the mission of the NYSED by assisting school districts in building capacity to close the achievement gaps for Students with Disabilities. To accomplish this goal, the specialist will assist identified districts in completing the Diagnostic Tool for School and District Effectiveness (DTSDE), developing District Comprehensive Improvement Plan (DCIP), and developing Quality Improvement Plan (QIP). To support these plans quality professional development, information dissemination and targeted technical assistance will be provided to districts.

AIDABILITY: None

CHARGE BASIS: Totally Funded by Grant

SPECIAL EDUCATION SUMMER SCHOOL | 821

Students in 6:1:1, 8:1:1 and 12:1:1 programs, who have been identified as meeting the criteria for an extended school year, receive thirty days of instruction during the months of July and August. This continuation of the regular school year is in accordance with each student's "Individual Education Plan" (IEP).

AIDABILITY: Public Excess Cost

CHARGE BASIS: Per Tuition

SCHOOL LIBRARY SYSTEM - STATE FUNDED | 867

The School Library System provides a means for sharing resources among participating schools. In addition, these "interlibrary loans" may be borrowed from other school, academic and public libraries from across the nation. A major responsibility of the system is to create and maintain an automated union catalog of books in member libraries. Additional services include on-line computer searches, library related in-service education programming, Internet and database training and coordination of consortia pricing for library information services.

AIDABILITY: None

CHARGE BASIS: State Grant Funded

COMPONENT DISTRICTS



Auburn



Cato-Meridian



Jordan-Elbridge



Moravia



Port Byron



Skaneateles



Southern Cayuga



Union Springs



Weedsport



Questions?

We're here to help!

Call us at 315-255-7605 for assistance.

A sole supervisory public school district and provider of regional educational services to nine local school districts in Cayuga and Onondaga Counties, New York.

2019-2020

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