

**GENERAL BROWN CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION**
17643 Cemetery Road - P.O. Box 500 - Dexter, New York 13634
SPECIAL MEETING
Wednesday, April 18 2018 7:00 a.m.
General Brown Room - Jr./Sr. High School

AGENDA

1. CALL TO ORDER & PLEDGE OF ALLEGIANCE

2. APPROVAL OF AGENDA (motion required)

3. ITEMS FOR BOARD DISCUSSION / ACTION

(A) Board Discussion / Action - **BE IT RESOLVED**, that the General Brown Central School District Board of Education takes action to (approve or disapprove) the proposed 2018-2019 Administrative Budget for the Jefferson-Lewis-Hamilton-Herkimer-Oneida Board of Cooperative Educational Services as mailed to component districts and presented at the BOCES Annual Meeting on April 11, 2018.

Motion for approval by _____, seconded by _____, with motion approved ___/___.

(B) Board Discussion / Action - Voting for the election of members to the Jefferson-Lewis (BOCES) Board of Cooperative Education Services. Three (3) vacancies exist, and three (3) candidates have been nominated to fill these vacancies for a three year term of office beginning July 1, 2018:

❖ Is there a motion to cast one vote for Mr. Lynn Murray of Copenhagen Central School District, to fill one vacancy on the BOCES Board of Education? Yes votes: _____ No votes: _____

❖ Is there a motion to cast one vote for Mr. Michael F. Young of Lowville Academy & Central School District, to fill one vacancy on the BOCES Board of Education? Yes votes: _____ No votes: _____

❖ Is there a motion to cast one vote for Dr. Sandra Young Klindt of General Brown Central School District, to fill one vacancy on the BOCES Board of Education? Yes votes: _____ No votes: _____

THEREFORE, BE IT RESOLVED that the General Brown Central School District Board of Education directs the District Clerk to case one ballot for each vacancy on its behalf for the candidates above receiving the most votes.

The following three (3) nominees will receive one vote each: (motion required)

- ❖ _____
- ❖ _____
- ❖ _____

Motion for approval by _____, seconded by _____, with motion approved ___/___.

(C) Board Action - Approval is requested for the **2018-2019 Property Tax Report Card** (motion required)

Motion for approval by _____, seconded by _____, with motion approved ___/___.

4. ITEMS FOR BOARD ACTION - PERSONNEL (motion required)

Motion for approval by _____, seconded by _____, with motion approved ___/___.

(A) Appointments as listed:

Name	Position	Annual Salary Rate of Pay	Probationary or Tenure Track Appt. (if applicable)	Effective Date
Lauren L. Labiendo	0.75 Part-Time Physical Education Teacher	Annual Salary \$31,942.50, Step 1 (B+0) (prorated from \$42,590)	n/a	April 3, 2018 (Date of certification issue)

5. ADJOURNMENT OF SPECIAL MEETING (motion / time required)

Motion for adjournment by _____, seconded by _____, with motion approved ___/___ . Time: _____; _____ a.m.

2018 Annual Meeting

Jefferson-Lewis-Hamilton-Herkimer-Oneida
Board Of Cooperative Educational Services

Howard G. Sackett Center
Adult Learning Center
Conference Rooms A&B
Glenfield, NY. 13343

Wednesday, April 11, 2018
7:00 p.m.



The Board of Cooperative Educational Services


Name

James L. Lawrence, Jr, President
Grace H. Rice, Vice President
Alice M. Draper
Sandra Young Klindt
Michael J. Kramer
Barbara A. Lofink
Peter J. Monaco
Lynn A. Murray
Michael F. Young


School District of Residence

Sackets Harbor Central School
South Lewis Central School
Belleville Henderson Central School
General Brown Central School
Adirondack Central School
Carthage Central School
Watertown City School
Copenhagen Central School
Lowville Academy & Central School

Budget Development Calendar

- September Central Office staff meetings with individual Superintendents and their administrative teams
 - October Central Office staff begins to meet with individual departments and advisory committees
 - November Administrative, Capital and Operation & Maintenance & Administrative support services budgets reviewed with Board of Education
 - December Career & Technical Education, Adult Education, and Program for Exceptional Students services budgets reviewed with Board of Education
 - January Instructional, Instructional support and Itinerant services budgets reviewed with Board of Education
 - February Initial service requests due from districts and finalize budget
 - March Popular Budget mailed to component districts
 - April 11 Annual Meeting
 - April 18 Vote on Administrative Budget
 - May 1 Districts finalize service requests
- 

How do BOCES Budgets Differ from Component District Budgets?

- **Budgets from one program may not be used to support another. Each program has its own distinct budget. A shortfall in Career and Technical Education cannot be made-up by using revenue from a Special Education budget.**
 - **Fund Balance - BOCES is required by law (Section 1950) to return any unexpended monies to our component districts each year.**
 - **Service Driven/Minimum Enrollment Requirements**
- 

Budget Advisory Committees

CTE Advisory

- Patti LaBarr, Watertown City Superintendent
- Cheryl Steckly, Lowville Academy Superintendent
- Travis Hoover, LaFargeville Central CSD Superintendent
- Todd Green, Beaver River CSD Superintendent

PES Advisory

- Jennifer Gaffney, Sackets Harbor CSD Superintendent
- Sandra Rivers, Lowville Academy Business Manager
- Dale Munn, Copenhagen CSD Business Manager/CSE
- Tamara Metz, Indian River CSD, Supervisor of PPS/CSE
- Todd Green, Beaver River CSD Superintendent



Central Administration

Total Central Administrative Budget \$4,119,360

2018-19 Increase of 2.7%: \$107,731

- The Administrative budget comprises 8% of overall budget
- Retiree Health Insurance represents 62% of total Central Administration Budget
- Retiree Health Insurance increase accounts for 70% of the total increase in the Central Administrative Budget



Capital Budget

2018-19 Decrease of 3.25%

-\$10,740

➤ 2014-2015	70.40 classrooms/office space	\$285,740
➤ 2015-2016	85.40 classrooms/office space	\$330,740
➤ 2016-2017	85.40 classrooms/office space	\$330,740
➤ 2017-2018	85.40 classrooms/office space	\$330,740
➤ 2018-2019	64 classrooms/office space	\$320,000



Career & Technical Education

Total CTE Budget: \$10,395,494

2018-19 Increase of \$95,309: 0.93%

Tuition - \$9,273: 1.5% increase



2014-15	19% budget
2015-16	21% budget
2016-17	21% budget
2017-18	21% budget
2018-19	20% budget



Career & Technical Program Enrollments

➤ 2014-2015	1,086
➤ 2015-2016	1,119
➤ 2016-2017	1,146
➤ 2017-2018	1,099
➤ 2018-2019	1,121

(3 year average to
be used for billing)



Programs for Exceptional Students

Total PES Budget \$16,515,340
2018-19 Increase of \$1,035,958: 6.7%

2014-15	30% budget
2015-16	32% budget
2016-17	32% budget
2017-18	32% budget
2018-19	32% budget



Programs for Exceptional Students

Major Tuition Increases:

201	15:1:1 Base Service:	1.7%
202	12:1:1 Base Service:	6.9%
208	12:1:3:1 Base Service:	1.6%
218	8:1:1 Base Service:	1.7%
435	Endeavor:	4%



Adult & Continuing Education

Total Adult & Continuing Ed Budget: \$1,353,341
2018-19 Decrease of \$11,272: -0.83%



Other budget areas:

➤ **Itinerant Programs - \$4,006,798**

Shared School Psychologists, ESL, Health, Advanced Science, Spanish, etc.

Decrease -\$204,039 -4.85%

➤ **Instructional Services - \$2,493,740**

Arts in Education, Bus Safety Programs, Distance Education, Museum Service

Decrease -\$76,333 -3.06%

➤ **Instructional Support - \$ 5,411,375**

Instructional Services (518), Coaching Certification, Educational Communication, Frontier League, Athletic Trainer (new)

Increase \$42,827 0.79%



Administrative Support Services Budgets

➤ **Non-Instructional Support – Employer/Employee Relations, Health & Safety, Bus Driver Training, Cross Contract for Regional Information Center Computer Services, Drug/Alcohol Testing, Certification, Benefit Coordination, Central Business Office**

Increase \$441,851 7.16%

➤ **Operation & Maintenance**

Increase \$301,430 7.41%



Service requests

CoSer	%	Factor
516 - Shared Athletic Trainer	0.2%	New service
645 - GASB 75 Coordination	0.05%	New requirement resulting in expanded services
655 - Benefit Coordination	0.47%	Additional administrative fees identified as CoSer eligible
Total	0.72%	

0.72% of proposed 2.9% is due to requests for new and/or expanded services

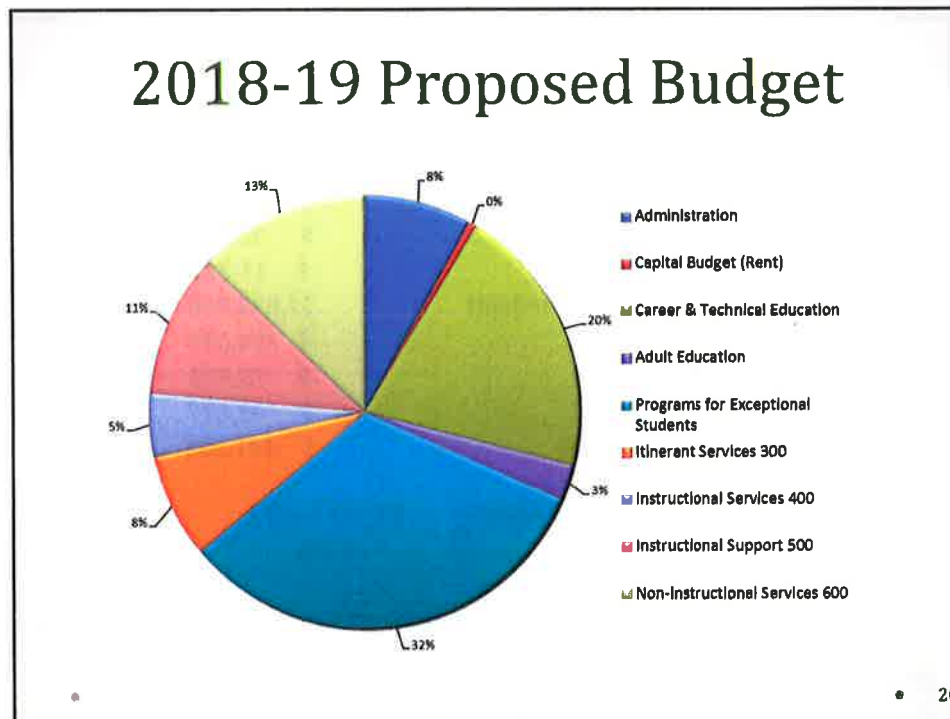
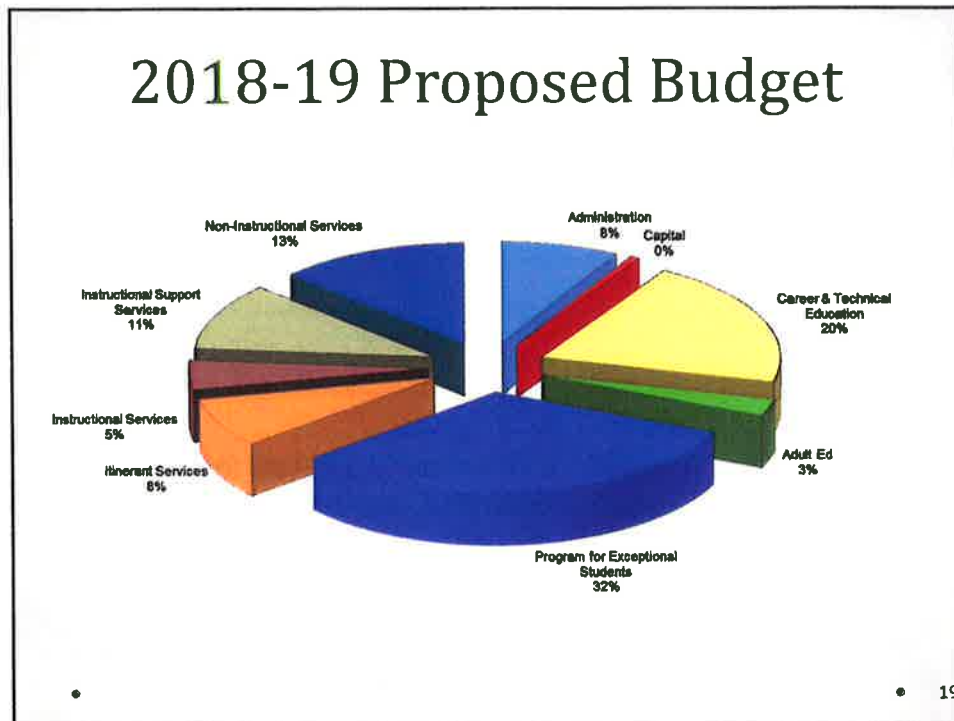


2018-19 Budget Summary Appropriations

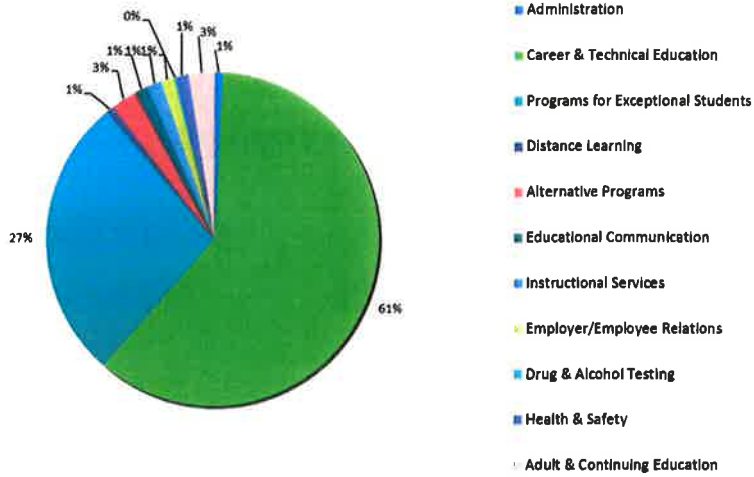
➤ Administration	\$ 107,731
➤ Capital Budget (Rent)	-\$ 10,740
➤ Career & Technical Education	\$ 95,309
➤ Adult Education	-\$ 11,272
➤ Programs for Exceptional Students	\$1,035,958
➤ Itinerant Services	-\$ 204,039
➤ Instructional Services	-\$ 76,333
➤ Instructional Support	\$ 42,827
➤ Non-instructional Services	\$ 441,851

Increase: \$1,421,292
2.9%





2018-19 Operation and Maintenance Distribution



• 21

2018-19 Total Proposed Budget

General Fund Increase	\$	1,421,292	2.9%
Total proposed general fund budget		\$51,192,992	
Special Aid Fund Decrease	-\$	48,546	-1.59%
Total proposed special aid fund budget		\$3,012,562	
Grand total Increase	\$	1,372,746	2.5%
GRAND total 2018-19 budget		\$54,205,554	



2018-19 Proposed Administrative Budget

April 18, 2018- School Board members vote on the 2018-19 proposed BOCES Administrative budget in meetings held in each district.

Total 2018-19 Administrative budget:

		\$4,119,360
Increase:	2.7%	\$107,731



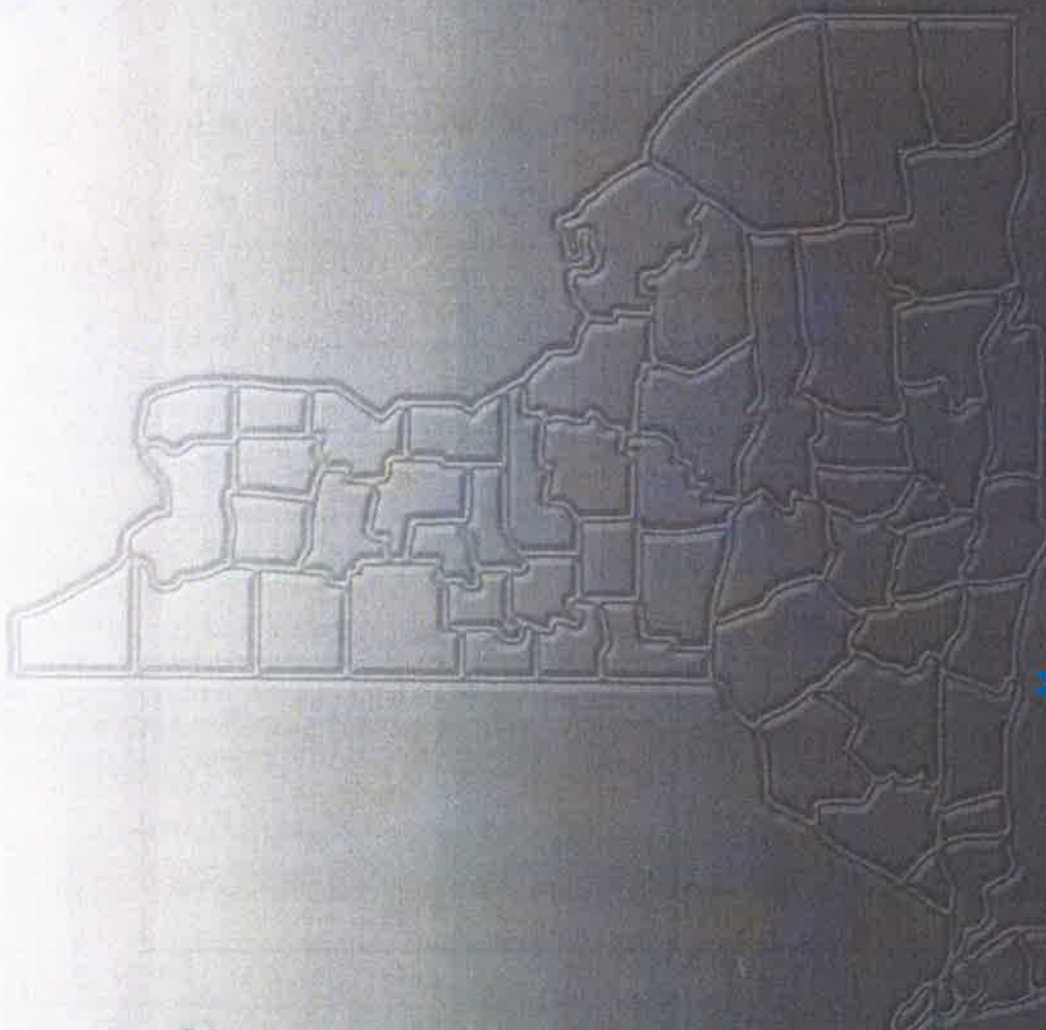
Questions...



***Thank you for
coming***



BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT CARD



- Career and Technical Education
- Alternative Education
- Adult Career and Technical Education
- Adult Basic Education
- Special Education
- Professional Development
- Technology Services
- School Library System Services
- 2016-2017** Expenses

2016-2017

**Jefferson-Lewis-Hamilton-Herkimer-Oneida
BOCES**

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
Board of Cooperative Educational Services
2016-2017 Report Card

Table of Contents

	Page
Component/Non-Component District List.....	ii
 Indicators of BOCES Performance	
Career & Technical Education.....	1-3
Alternative Education.....	4-6
Adult Career & Technical Education.....	7
Adult Basic Education.....	7
Special Education	
Special Education Enrollment and Tuition in BOCES Programs.....	8
State Testing Program.....	9-11
Professional Development.....	12
Technology Services.....	13
School Library System Services.....	14
 2016-2017 Expenses.....	 15

Prior editions of the BOCES Report Card included other data representing information on component districts.

The following data were not included in this report.

- ❖ State Testing Program for All Component Districts
- ❖ Graduation Results

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES

229000

Component Districts

- Adirondack
- Alexandria
- Beaver River
- Belleville Henderson
- Carthage
- Copenhagen
- General Brown
- Indian River
- Inlet
- LaFargeville
- Lowville
- Lyme
- Sackets Harbor
- South Jefferson
- South Lewis
- Thousand Islands
- Town of Webb
- Watertown

Indicators of BOCES Performance

Career & Technical Education (CTE)

BOCES CTE classes, offered primarily on a half-day basis, prepare high school students from component districts for skilled work force careers. Most CTE programs require two years to complete.

Number of 11th/12th grade students enrolled in a CTE two-year sequence:

First-year students
 Second-year students
 Second-year students completing
 Completers with technical endorsement

General Education Students	Students with Disabilities	General Education Students	Students with Disabilities
2015-16	2015-16	2016-17	2016-17
438	186	479	155
285	138	293	117
248	117	265	117
141	42	209	44

Other Career-Related Programs

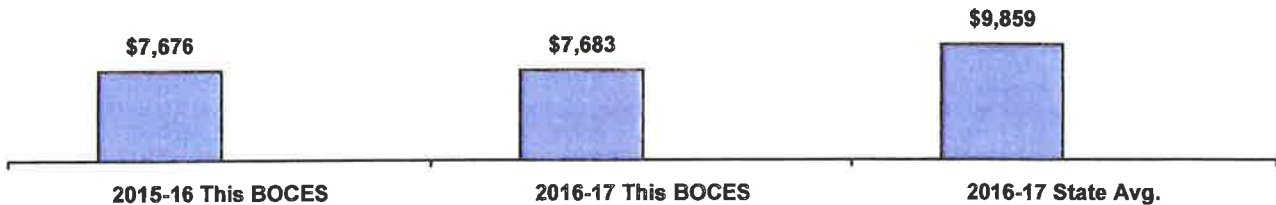
Number of 11th/12th grade students enrolled in one-year programs:

“New Vision”
 Participated 1 yr of a CTE Program
 Other one-year programs

36	1	30	1
74	19	74	10
60	20	53	10

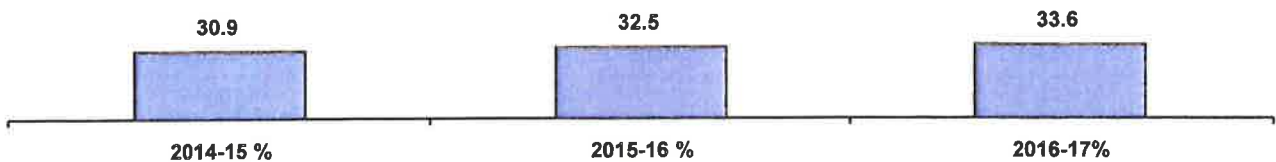
Tuition Per Student for CTE Programs

Data Source: 602 Report



*Number Enrolled in CTE Programs as a Percent of all Juniors and Seniors in Component District High Schools

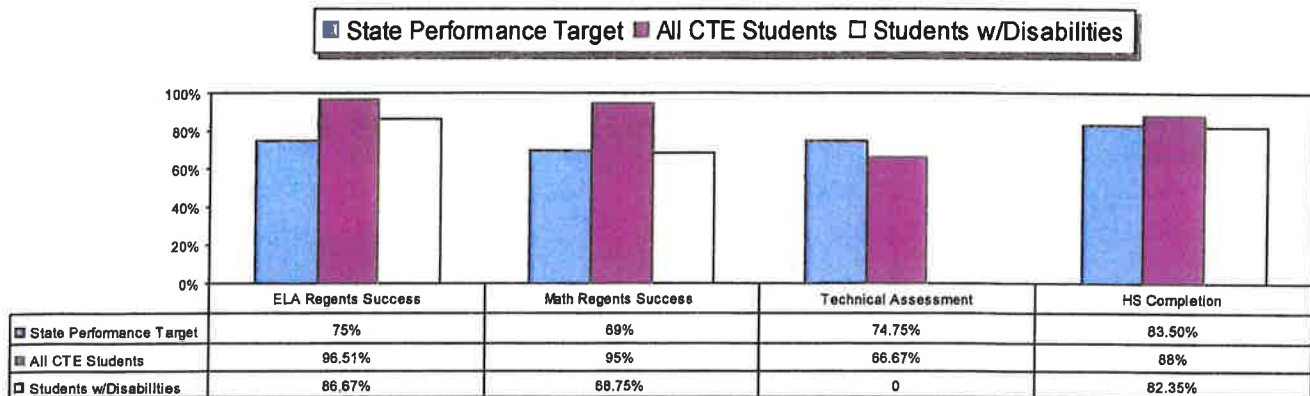
Data Source: SIRS



* Data Include General Education and Students with Disabilities. *Data Source: SIRS*

CTE Student Performance on Perkins Indicators Who Left School in 2016

Data Source: SIRS



Status of Career and Technical Education (CTE) Students 2016 Placement Outcomes

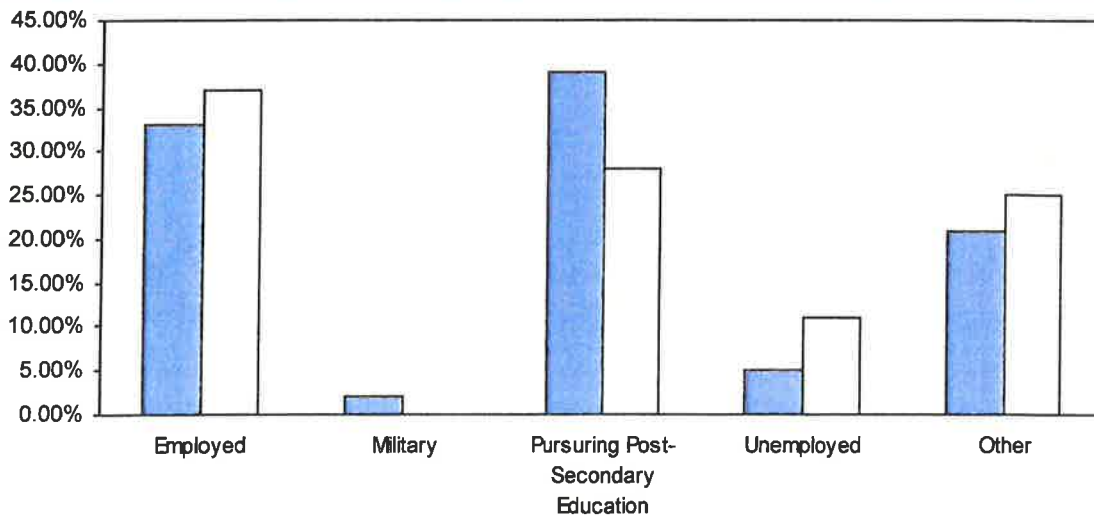
BOCES Surveys CTE concentrators six months after they last attended their CTE program to determine if they are employed or continuing their education. Data Source: CTE Placement Report

<http://www.p12.nysed.gov/cte/perkins4/docs/RptCardsFinal16-170412116.pdf>

Total Placement

This BOCES	State Target
93.82%	91.5%

■ 2014-2015 All Graduates (General Education and Students with Disabilities) □ 2014-2015 Students with Disabilities



**General Education Development Leading to (GED)
For CTE Students Age 16-18
2016-2017**

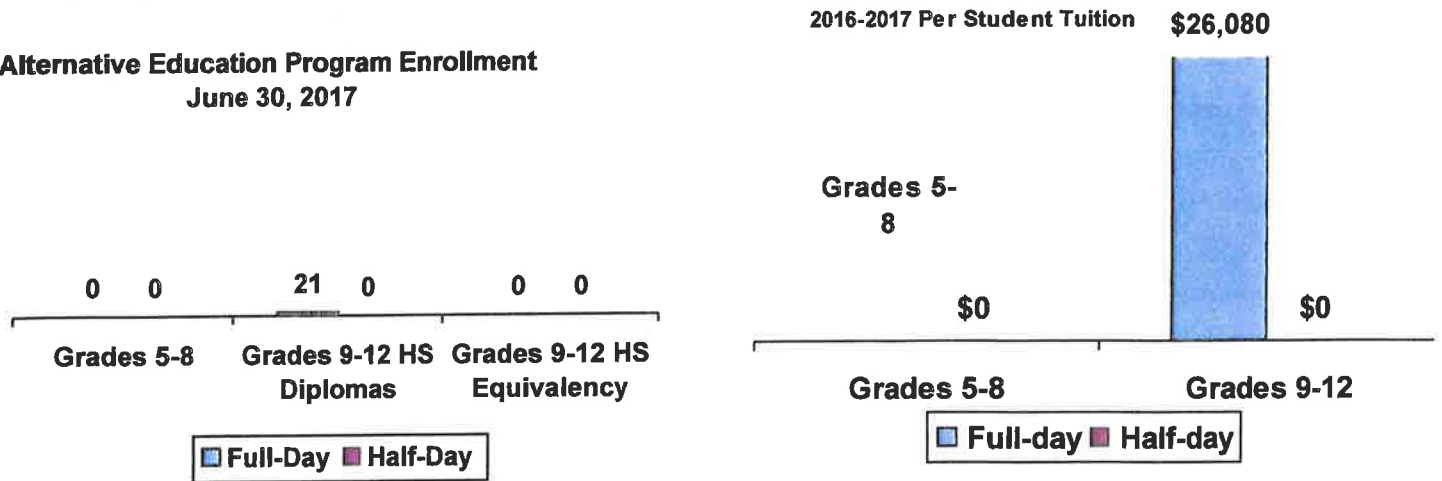
The GED Test Battery is a national examination that is available to adults who did not graduate from high school or whose diplomas may not be recognized by New York State. In New York State, the GED Tests are offered in English, French and Spanish.

	Grades 9-12 Programs Leading GED	
	Half- day	Full- day
Number of students who:		
Enrolled	0	0
Passing Rate of Students Tested	0	0
Remained / Still Enrolled in the Program	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0
Returned to School District:	0	0

Alternative Education

BOCES operates full-day and/or half-day programs for general-education students who have been identified as having special needs not being met in school district programs. Programs may include academics, vocational skills, work-study, specialized activities or a combination of these. The BOCES Report Card includes alternative education program enrollment and outcome data for students in grades 5 through 8, as well as students in programs leading to high school diplomas or high school equivalency diplomas

Alternative Education Program Enrollment June 30, 2017



Alternative Education Outcomes

The objective of the alternative education program is to retain students until they graduate or return to a regular school setting. Students counted as leaving programs may have done so for a variety of reasons including relocation, medical problems, childcare, incarceration or entering other education programs.

Number of students who:

- Returned to a school district program
- Remained in the BOCES program
- Left the program and did not enter another district or BOCES program (dropouts)
- Received high school diplomas

	Grades 5-8		Grades 9-12 Programs Leading to HS Diploma		Grades 9-12 Programs Leading to HS Equivalency Diplomas	
	Full-day	Half-day	Full-day	Half-day	Half-day	Full-day
Returned to a school district program	5	0	6	0	0	0
Remained in the BOCES program	4	0	5	1	0	0
Left the program and did not enter another district or BOCES program (dropouts)	0	0	6	0	0	0
Received high school diplomas	0	0	2	1	0	0

**Alternative Education State Testing Program
2016-2017 School Year**

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	0	0	0	0	0	0	0
Algebra 1	18	4	3	25	72%	16%	12%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	6	1	5	12	50%	8%	42%
Physical Setting/ Earth Science	18	3	1	22	82%	14%	5%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Exam in English	6	0	8	14	43%	0.0%	57%
Global History and Geography	21	3	3	27	78%	11%	11%
United States History and Government	5	1	8	14	36%	7%	57%

**Alternative Education Performance of Students
2016-2017 School Year**

State Assessment- RCT Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and above	Total	Below 55 Percent	55-64 Percent	65 and Above Percent
RCT – Grade 10 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Mathematics	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Science	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 10 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Global Studies	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Reading	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 Writing	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 11 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%
RCT – Grade 12 United States History & Gov't.	0	0	0	0	0.0%	0.0%	0.0%

Adult Career and Technical Education (CTE)

Adult CTE programs enhance academic and workplace skills and enable participants to gain employment or career advancement. *Data Source: ASISTS*

	This BOCES		BOCES Statewide
	Count	Percentage	Average
All CTE Programs			
Enrolled during 2015-16	145	--	--
Continuing Enrollment after 2015-16	28	19.31%	16.10%
Completed or Left During 2015-16	117	80.69%	84.89%
Left Prior to Completion During 2015-16	23	19.66%	13.48%
Completed by the End of 2015-16	94	80.34%	87.31%
Completed or Left During 2015-16 and Status Known	75	64.10%	71.30%
Completed/Left/Status Known and Successfully Placed*	72	96.00%	77.06%
Completed but Not seeking Employment	2	2.13%	3.15%
Non-Traditional CTE Programs			
Enrolled in Non-Traditional Programs During 2015-16	14	--	--
Under-Represented Gender Members Enrolled During 2015-16	14	--	--
Completed a Non-Traditional Program By the End of 2015-16	10	71.43%	77.98%
Under-Represented Gender Members Who Completed	10	71.43%	78.22%

* Successfully Placed means placed in employment, the military or in additional education.

Adult Basic Education

Based on data reported for the National Reporting System (NRS) for adult education programs, enrollment in adult basic education programs for 2016-2017 was 130.

Educational Gain

Under the NRS, educational gain is the primary goal for students in adult beginning/intermediate programs, adult secondary (low) programs, and in English for speakers of other languages programs. Students are counted as achieving educational gain if they exceed established reference points in their standardized test scores between enrollment and re-testing.

Educational Program	Enrollment			Educational Gain					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Adult Beginning/Intermediate	73	164	107	50	68%	75	46%	60	56.1%
Adult Secondary (Low)	12	20	14	8	67%	11	55%	10	71.4%
ESOL	5	6	2	5	100%	1	17%	1	50.0%

Other Outcomes (2014-15 through 2016-17)

The following outcome measures are consistent with the National Reporting System (NRS) for adult education. Students in adult secondary (high) programs are considered to have a primary goal of obtaining a secondary or high school equivalency diploma. For all other outcomes, the student achievements correlate to the students indicating those goals at intake.

Other Outcomes	Students with Goal			Students Achieving Goal					
	2014-15	2015-16	2016-17	2014-15		2015-16		2016-17	
					Percent		Percent		Percent
Entered employment	27	21	0	17	63%	11	52%	0	0.0%
Retained employment	63	21	0	29	46%	3	14%	0	0.0%
Obtained secondary or HS equivalency diploma	23	30	0	20	87%	26	87%	0	0.0%
Entered post-secondary education or training	28	30	0	18	64%	16	53%	0	0.0%

Special Education Special Education Enrollment and Tuition

When placing students, districts select among classrooms with different student/staff ratios consistent with each student's Individualized Education Program (IEP). The following are four of the alternatives:

- ❖ 12 students per teacher plus one paraprofessional (12:1:1)
- ❖ 6 students per teacher plus one paraprofessional (6:1:1)
- ❖ 12 students per teacher plus four paraprofessionals (12:1+1:3)
- ❖ 8 students per teacher plus 1 paraprofessional (8:1:1)
- ❖ 15 students per teacher plus 1 paraprofessional (15:1:1)
- ❖ 6 students per teacher plus 2.5 paraprofessional (6:1:2.5)

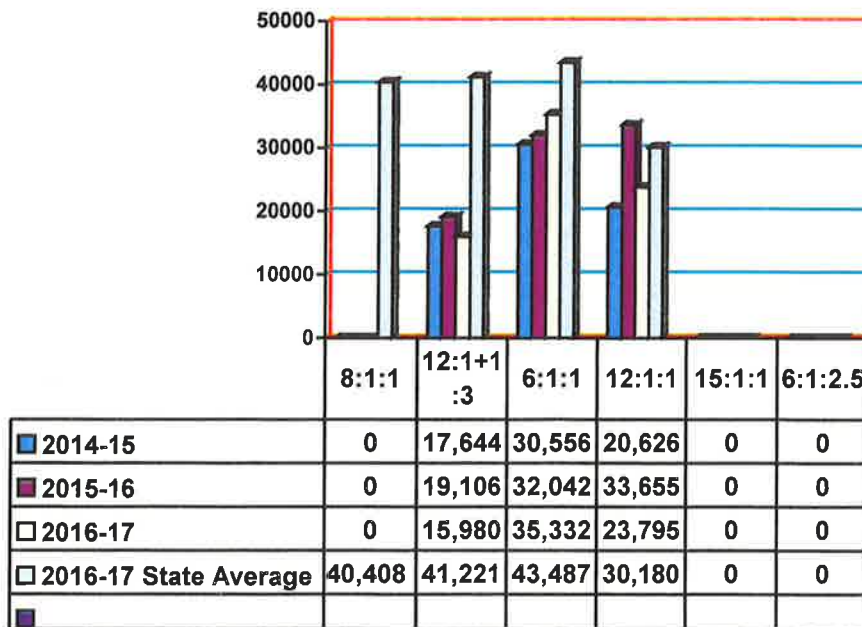
An addendum of enrollment and tuition information will be attached to this report if this BOCES provides other options of student/staff ratios.

Tuition rates exclude the costs of related services, preschool and summer school programs. BOCES with multiple tuition rates for a program have calculated an average rate. *Data source: 602 Report*

Enrollment Trends

	2014-15	2015-16	2016-17
8:1:1	0	0	0
12:1+1:3	86	80	89
6:1:1	134	128	126
12:1:1	69	38	37
15:1:1	0	0	13
6:1:2.5	0	0	0

Tuition Rates Per Student 2014-15 through 2016-17



**Special Education State Testing Program
2016-2017 School Year**

These data are results of State assessments for students enrolled in BOCES programs.

Data Source: nySTART

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4	Level 3-4	
						Percent	Percent	
Grade 3 English Language Arts	9	2	0	0	11	18%	0.0%	0
Grade 4 English Language Arts	5	2	0	0	7	29%	0.0%	0
Grade 5 English Language Arts	7	0	0	0	7	0.0%	0.0%	0
Grade 6 English Language Arts	5	2	0	0	7	29%	0.0%	0
Grade 7 English Language Arts	6	5	0	0	11	45%	0.0%	0
Grade 8 English Language Arts	2	1	0	1	4	50%	25%	0
Grade 3 Mathematics	10	0	1	0	11	9%	9%	0
Grade 4 Mathematics	7	0	0	0	7	0.0%	0.0%	0
Grade 5 Mathematics	7	0	0	0	7	0.0%	0.0%	0
Grade 6 Mathematics	2	2	1	0	5	60%	20%	0
Grade 7 Mathematics	7	2	0	0	9	22%	0%	0
Grade 8 Mathematics	2	0	0	1	3	33%	33%	0

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.

Special Education State Testing Program (cont'd.)
2016-2017 School Year

State Assessment- Regents Exams	Counts of Students Tested				Percentage of Students Tested		
	Below 55	55-64	65 and Above	Total	Below 55 - Percent	55-64 - Percent	65 and Above - Percent
Integrated Algebra	0	0	0	0	0.0%	0.0%	0.0%
Algebra 1	3	4	4	11	27%	36%	36%
Geometry	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2	0	0	0	0	0.0%	0.0%	0.0%
Algebra 2/ Trigonometry	0	0	0	0	0.0%	0.0%	0.0%
Living Environment	6	2	2	10	60%	20%	20%
Physical Setting/ Earth Science	13	2	2	17	76%	12%	12%
Physical Setting/ Chemistry	0	0	0	0	0.0%	0.0%	0.0%
Physical Setting/ Physics	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive French	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Italian	0	0	0	0	0.0%	0.0%	0.0%
Comprehensive Spanish	0	0	0	0	0.0%	0.0%	0.0%
English	4	0	3	7	57%	0.0%	43%
Regents ELA							
Global History and Geography	18	2	1	21	86%	10%	5%
United States History and Government	3	3	5	11	27%	27%	45%

**Students with Severe Disabilities Performance on the
New York State Alternate Assessments
2016-2017 School Year**

State Assessment	Counts of Students Tested					Percentage of Students Tested		No Valid Score
	Level 1	Level 2	Level 3	Level 4	Total	Level 2-4 Percent	Level 3-4 Percent	
Grade 3 English Language Arts	0	0	2	0	3	67%	67%	33%
Grade 4 English Language Arts	0	0	3	0	3	100%	100%	0.0%
Grade 5 English Language Arts	1	2	3	1	7	86%	57%	0.0%
Grade 6 English Language Arts	0	1	6	0	7	100%	86%	0.0%
Grade 7 English Language Arts	0	1	2	1	4	100%	75%	0.0%
Grade 8 English Language Arts	1	1	3	0	5	80%	60%	0.0%
High School English Language Arts	0	1	2	1	4	100%	75%	0.0%
Grade 3 Mathematics	0	0	2	1	3	100%	100%	0.0%
Grade 4 Mathematics	0	0	2	0	2	100%	100%	0.0%
Grade 5 Mathematics	2	1	4	1	8	75%	63%	0.0%
Grade 6 Mathematics	2	0	4	0	6	67%	67%	0.0%
Grade 7 Mathematics	0	2	3	0	5	100%	60%	0.0%
Grade 8 Mathematics	1	2	2	0	5	80%	40%	0.0%
High School Mathematics	0	0	2	2	4	100%	100%	0.0%

Data Source: nySTART

Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies.



Professional Development 2016-2017 School Year

The data in this chart is from BOCES-sponsored professional development and offered by Instructional Support Divisions.

BOCES provided training in the following areas:	Number of Participants:									
	Districts		Teachers		Paraprofessionals		Principals		Other	
	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day	Full Day	Half Day
Common Core Learning Standards	16	20	428	139	0	0	0	29	0	0
Data-Driven Instruction	8	14	30	44	0	0	0	6	0	0
Lead Evaluator Training	8	19	1	0	0	0	13	83	0	0
Principal Evaluator Training	0	0	0	0	0	0	0	0	0	0
Integrating Technology into Curricula & Instruction	29	21	154	480	0	18	19	87	2	11
Project Based Learning	1	0	20	0	0	0	0	0	0	0
College & Career Readiness	0	18	0	34	0	0	0	3	0	0
Career and Technical Education	1	0	58	0	10	0	2	0	4	0
Middle Level Education	0	0	0	0	0	0	0	0	0	0
Positive Youth Development	0	0	0	0	0	0	0	0	0	0
Instructional Strategies	23	18	698	227	7	71	2	10	0	2
Parent Training	0	0	0	0	0	0	0	0	0	0
Special Education Issues	0	0	0	8	0	20	0	2	0	1
(RSE-TASC) Regional Special Education Technical Assistance Support	325	142	515	153	44	0	22	0	232	155
(SE-SIS) Special Education School Improvement Specialist	8	0	240	180	0	0	8	8	0	0
RBE-RN	12	19	60	53	0	0	4	37	0	2
Leadership Training	19	21	0	0	36	0	83	0	1	0
ECE Training (Early Childhood)	0	0	0	0	0	0	0	0	0	0
Professional Practice (APPR)	0	5	0	0	0	0	0	13	0	0
Culture/Climate	0	0	0	0	0	0	0	0	0	0
School & District Planning	0	7	0	0	0	0	0	7	0	13
Response to Intervention	0	0	0	0	0	0	0	0	0	0
Data Management and Analysis	0	0	0	0	0	0	0	0	0	0
Learning Standards (ELA, MST, etc.)	16	11	103	10	0	0	0	0	0	0
Interdisciplinary Teaching (including integration of career technology & academics)	1	1	58	52	10	10	2	2	4	2
Other	2	19	3	106	0	0	2	29	0	18



Technology Services 2016-2017 School Year

Please indicate if the service was provided by BOCES or Regional Information Center (RIC) by placing a X in the correct column.

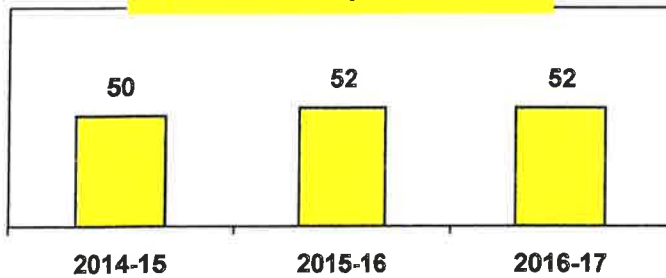
BOCES provides technology services to district and BOCES staff and students.	Districts / Number of District Staff	Number of BOCES Staff	Students	Provided by the BOCES	Provided by the RIC
Distance Learning	12/63	3	382	X	
Instructional Computing	0/0	0	0		X
Computer/Audio Visual Repair	1/5	500		X	
Library Automation/Software	0/0	0	0		X
LAN Installation/Support	0/0	0	0		X
Distributed Process Technicians	0/0	0	0		X
Guidance Information	18/51	7	6,439	X	
Administrative Computer Services	0/0	0			X
Administrative Training	1	340		X	
Instructional Media Resources	30/8	2	22,169	X	
Model Schools	18/0		23,336		X
Other Student Instructional Support	19/457	47	2,857	X	



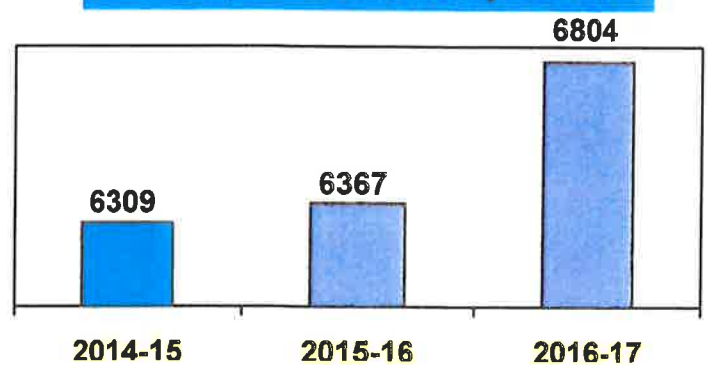
School Library Systems (SLS)

School Library Systems are state-aided programs set forth in Education Law and regulations of the Commissioner of Education. Each BOCES acts as the educational agency that sponsors the program to provide vital library and information resources to public and nonpublic schools. Each system operates under an approved long range plan of service. Some of the key functions of SLS are: to provide leadership and training through professional development activities; enrich the NYS Learning Standards by providing information literacy awareness and skills; facilitate resource-sharing among its member school libraries; promote advances in technology for information storage and retrieval; focus on cooperative collection development of member school library materials; address the information needs of special client groups; and participate in regional library issues with the public, academic, special and other school libraries. Students, teachers and administrators in each BOCES service area benefit from the programs and services of the school library system. *Data Source: SLS Annual Report*

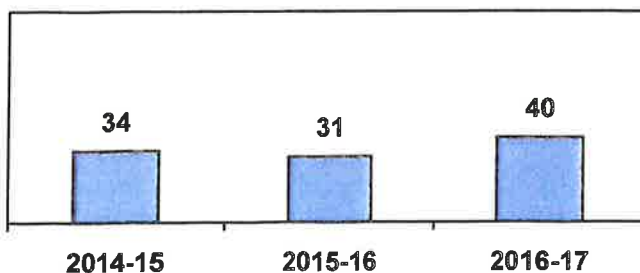
Number of Library Media Centers



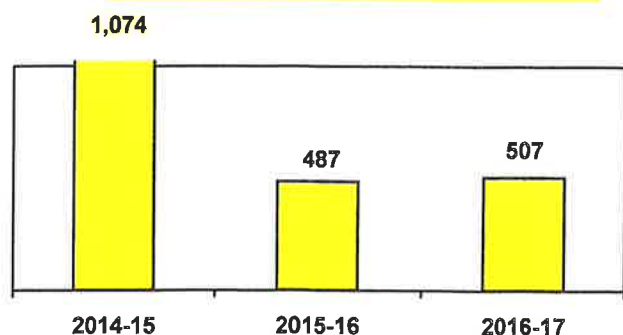
Consulting and Technical Assistance Services plus Reference by SLS Staff



Number of Professional Workshops



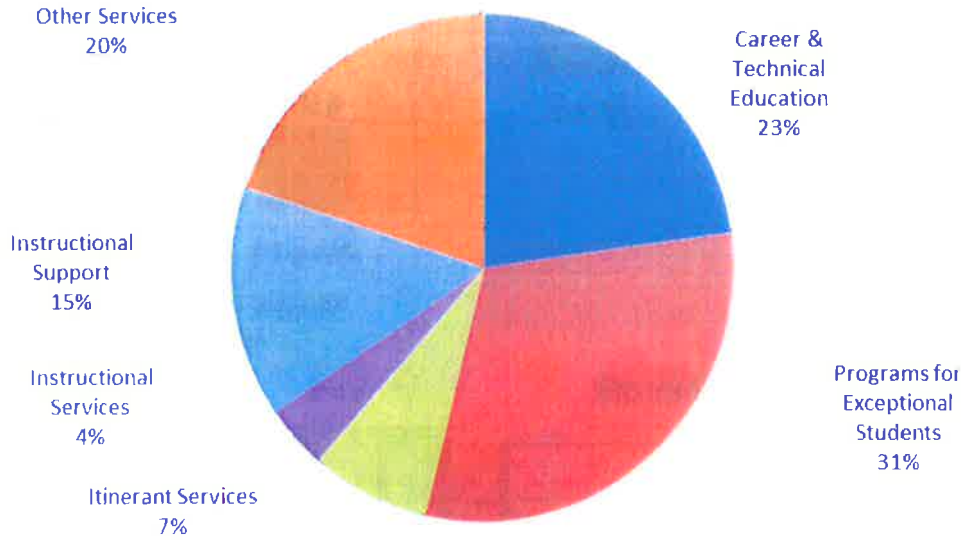
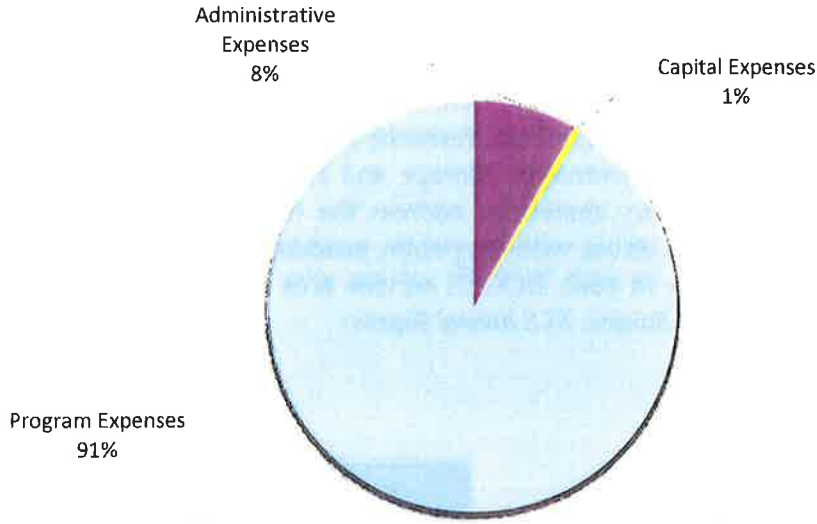
Number of Participants at Professional Development Workshops



2016-2017 Expenses

Data Source: SA111, schedule 2A

Administrative Expenses.....	\$ 3,857,283
Capital Expenses.....	\$ 246,568
Total Program Expenses.....	\$ 43,645,832
Total Expenses.....	\$ 47,749,683



**BOARD OF COOPERATIVE EDUCATIONAL
SERVICES OF THE SOLE SUPERVISORY
DISTRICT OF THE COUNTIES OF
JEFFERSON-LEWIS-HAMILTON-HERKIMER-ONEIDA**

**BALLOT FOR ELECTION TO THE BOARD OF
COOPERATIVE EDUCATIONAL SERVICES**

Three (3) vacancies exist on the Board of Cooperative Educational Services to be filled at the annual election to be held in component school districts on April 18, 2018. Three (3) candidates have been nominated to fill these three vacancies. The members of the Board of Education of each component school district vote as a block by adopting a resolution and casting one (1) vote for each of the three vacancies to be filled. No more than one vote may be cast for any candidate. Each vacancy is for a three (3) year term of office (July 1, 2018-June 30, 2021). The three (3) candidates receiving the highest number of votes will be elected to the BOCES. No more than one person residing in a particular component school district may be elected to serve on the Board of Cooperative Educational Services at one time, except as provided in Education Law §1950 (2-a). The District Clerk, or other officer authorized to certify that a Board resolution has been adopted, shall complete this ballot by placing an (“X”) next to the names of each candidate for whom a vote has been cast, and by completing the certification at the bottom of the ballot. Candidates are listed in the order in which their nominations were received along with their address and school district of residence:

Each component Board of Education may vote for three (3) candidates listed below:

Mr. Lynn A. Murray
31721 NYS Route 12
Copenhagen, NY 13626
Copenhagen Central School District

Mr. Michael F. Young
5344 Clinton Street
Lowville, NY 13367
Lowville Academy & Central School District

Dr. Sandra Young-Klindt
25325 State Route 180
Dexter, NY 13634
General Brown Central School District

Certification

I, _____, District Clerk of the _____ School District do hereby certify that at a public meeting held on April 18, 2018, the Board of Education/Trustees of the _____ School District adopted a resolution casting its vote or votes in the annual election of members to the Board of Cooperative Educational Services for the person or persons indicated on the ballot above.

The District Clerk should forward this completed original ballot and certification no later than April 19, 2018 to:

Patricia L. LaClair, District Clerk, Jefferson-Lewis-Hamilton-Herkimer-Oneida
Board of Cooperative Educational Services
20104 State Route 3
Watertown, NY 13601, (315) 779-7010 Fax (315) 779-7009

Please fax or email a copy of the ballot and budget resolution to 779-7009 or placlair@boces.com at the conclusion of your April 18, 2018 meeting and forward original via U.S. Mail.

**Certification of Board Resolution
Regarding Approval/Disapproval of
2018-2019 Proposed BOCES Administrative Budget**

I, _____, District Clerk of the _____ School District, do hereby certify that at a public meeting held on April 18, 2018, the _____ Central School District adopted a resolution _____ (approving/disapproving) the 2018-2019 proposed administrative budget of the Jefferson-Lewis-Hamilton-Herkimer-Oneida Board of Cooperative Educational Services, as mailed to component districts and presented at the BOCES Annual Meeting on April 11, 2018.

District Clerk
(Signature)

Date

Please fax or email a copy of the ballot and budget resolution to 779-7009 or placlair@boces.com at the conclusion of your April 18, 2018 meeting and forward original via U.S. Mail.

The District Clerk should forward this completed original resolution via US mail no later than April 19, 2018 to:

Patricia L. LaClair, District Clerk
Jefferson-Lewis-Hamilton-Herkimer-Oneida
Board of Cooperative Educational Services
20104 State Route 3
Watertown, NY 13601
(315) 779-7010 Fax (315) 779-7009

2018-19 Property Tax Report Card

000000 - DISTRICT NAME

Contact Person: Lisa Smith

Telephone Number: 315-779-2349

	Budgeted 2017-18 (A)	Proposed Budget 2018-19 (B)
Total Budgeted Amount, not Including Separate Propositions	22,253,928	22,849,750
A. Proposed Tax Levy to Support the Total Budgeted Amount ¹	7,670,718	7,813,094
B. Tax Levy to Support Library Debt, if Applicable		
C. Tax Levy for Non-Excludable Propositions, if Applicable ²		
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable		
E. Total Proposed School Year Tax Levy (A + B + C - D)	7,670,718	7,813,094
F. Permissible Exclusions to the School Tax Levy Limit	155,896	154,656
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions ³	7,565,055	7,658,438
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	7,514,822	7,658,438
I. Difference: (G - H); (negative value requires 60.0% voter approval) ²	50,233	0
Public School Enrollment	1,494	1,458
Consumer Price Index	0.12%	2.13%

¹ Include any prior year reserve for excess tax levy, including interest.

² Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

³ For 2018-19, includes any carryover from 2017-18 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2017-18 (D)	Estimated 2018-19 (E)
Adjusted Restricted Fund Balance	2,172,957	2,152,192
Assigned Appropriated Fund Balance	1,045,752	1,010,000
Adjusted Unrestricted Fund Balance	1,699,784	800,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	7.64%	3.50%

Schedule of Reserve Funds

Reserve Type	Reserve Name	Reserve Description *	3/31/18 Actual Balance	6/30/18 Estimated Ending Balance	Intended Use of the Reserve in the 2018-2019 School Year
Capital	Capital	To pay the cost of any object or purpose for which bonds may be issued.	\$0	\$0	
Repair		To pay the cost of repairs to capital improvements or equipment.			
Workers' Compensation	Workers' Compensation	To pay for Workers Compensation and benefits.	\$267,563	\$267,563	To pay for Workers Compensation and benefits.
Unemployment Insurance	Unemployment	To pay the cost of reimbursement to the State Unemployment Insurance Fund.	\$233,940	\$233,940	To pay the cost of reimbursement to the State Unemployment Insurance Fund.
Reserve for Tax Reduction		For the gradual use of the proceeds of the sale of school district real property.			
Mandatory Reserve for Debt Service	Debt Service	To cover debt service payments on outstanding obligations (bonds, BANS) after the sale of district capital assets or improvements.	\$79,765	\$71,765	To cover debt service payments on outstanding obligations bonds during the 2018-2019 school year.
Insurance		To pay liability, casualty, and other types of uninsured losses.			
Property Loss		To establish and maintain a program of reserves to cover property loss.			
Liability		To establish and maintain a program of reserves to cover liability claims incurred.			
Tax Certiorari		To establish a reserve fund for tax certiorari settlements			
Reserve for Insurance Recoveries		To account for unexpended proceeds of insurance recoveries at the fiscal year end.			
Employee Benefit Accrued Liability	EBALR	For the payment of accrued 'employee benefits' due to employees upon termination of service.	\$241,270	\$231,270	For the payment of accrued 'employee benefits' due to employees upon termination of service during the 2018-2019 school year.
Retirement Contribution	Retirement	To fund employer retirement contributions to the State and Local Employees' Retirement System	\$1,350,419	\$1,350,419	To fund employer retirement contributions to the State and Local Employees' Retirement System
Reserve for Uncollected Taxes		For unpaid taxes due certain city school districts not reimbursed by their city/county until the following fiscal year.			
Other Reserve					

* Note: Reserves with blue boxes will be allowed to add rows for multiple entries. Use a different name for each in the Reserve Name column.