



SERVICES GUIDE

2023 - 2024

Partner. Advocate. Leader.



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Message

from the District Superintendent

David Ziskin
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Dear District Administrators:

On behalf of the Hamilton-Fulton-Montgomery Board of Cooperative Educational Services, I am pleased to present the 2023-2024 HFM Services Guide.

Here you'll find descriptions of the services and programs we offer as we strive to be a Partner, Advocate, and Leader for our component school districts. Please know the information presented here is just a snapshot in time as we continuously work throughout the year to develop new programs and refine existing ones to best meet the changing needs of our component partners.

Over the past two years we have emphasized supporting your efforts to improve learning in your districts by expanding opportunities for the professional growth of educators in our region. Our support of instructional

improvement and the use of data to drive learning throughout the region will continue as New York restarts the system for school accountability.

You may also notice expanded efforts to support Community Schools and Human Resources Support among our updated services.

If you have any specific questions about a service, contact the program administrator associated with that particular service. They are available to provide you with complete information and assistance.

In addition to this printed version, the Services Guide is available on our website. The online version can be accessed at www.hfmbores.org/services-guide-introduction/.

Thank you and please let us know how we can better serve you as we build our future together.

District Superintendent Services

As District Superintendent, David Ziskin serves a dual role as both the chief operating officer of HFM BOCES and as the regional representative of the New York State Education commissioner. In that dual role, Dr. Ziskin provides a number of services to component school districts including:

Recruitment and Selection of School Superintendents

Upon request, the District Superintendent may assist component school districts in the recruitment and selection of a new school superintendent. The District Superintendent can provide recruitment services and serve as a consultant for screening, evaluating and hiring of candidates.

NYS Education Department Liaison

The District Superintendent provides school districts with assistance interpreting the laws and initiatives of the state Education Department providing clarification relative to rules and regulations formulated at the state level. The District Superintendent also facilitates communications between the Education Department, school districts and other public and private entities.

Consultation Services

The District Superintendent is also available to consult with school districts on a variety of topics ranging from management and planning to educational leadership and the implementation of state learning standards.

Important Dates

February 2023

Mail 2023-24 Services Commitments to component districts

March 2023

2023-24 Services Commitments due back to HFM BOCES

April 5, 2023

HFM BOCES Annual Meeting

April 26, 2023

Component districts vote on HFM BOCES Administrative Budget (BOCES Reform Act) and elect HFM BOCES Board Members

HFM BOCES adopts 2023-24 budget

May 2023

Initial 2023-24 contract executed by component districts confirming participation in specific services

October 6, 2023

Career & Technical Education and PTECH student enrollments are determined for billing to component schools



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Component School Districts

Amsterdam	Mayfield
Broadalbin-Perth	Northville
Canajoharie	Oppenheim-Ephratah-
Edinburg	St. Johnsville
Fonda-Fultonville	Piseco
Fort Plain	Wells
Gloversville	Wheelerville
Johnstown	
Lake Pleasant	



Programs & Services

- ADULT EDUCATION SERVICES
- CAREER & TECHNICAL EDUCATION
- GENERAL EDUCATION SERVICES
- GENERAL SUPPORT SERVICES
- INSTRUCTIONAL SERVICES
- MANAGEMENT SUPPORT SERVICES
- SPECIAL EDUCATION
- BUSINESS & MANAGEMENT SERVICES



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Adult Literacy & Corrections Education

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Adult Literacy and Corrections Education provides skill development classes in reading, writing and math skills, High School Equivalency preparation, English as a Second Language, and Integrated English Literacy and Civics Education programs for adult learners. Learning experiences are provided through in-person classes and distance education programs. Instruction includes blended learning environments utilizing digital learning (online) platforms, as well as traditional books and materials. Case management supports educational and employment pursuits. Incoming students participate in registration, orientation, and assessment prior to placement in the appropriate class. Most program costs are covered by state and federal grants; students do not pay tuition cost out-of-pocket. All participants need to have or develop education, training and/or employment goals.

Adult Literacy

Current offerings include:

Skill Development in reading, writing and math in preparation for transition to the high school equivalency preparation class. Topics include social studies, literature & arts, reading, science, graphic literacy and critical thinking skills.

High School Equivalency Preparation (HSE) includes instruction in language arts (reading & writing), math, science, and social studies necessary for success on a High School Equivalency (HSE) exam. Students are referred for the exam after demonstrating test readiness. As of January 2022 NYS uses the GED® exam as an HSE exam.

GRASP Home Study is available to adults 21 and older. Independent study implementing online learning and print materials is facilitated through weekly or biweekly tutoring with instructors. Designed for adults who cannot attend our regular classes because of work schedules, family responsibilities, transportation problems or other difficulties. Students receive assignments on a 2 week schedule that addresses their individualized learning needs. Weekly tutoring support is available.

Fast Track Math is available to adults 21 and older, who have passed all subtests of the HSE except math. Distance Education packets focus on the most frequently missed topics on the HSE math subtest. Weekly or biweekly tutoring with is available with instructors.

Literacy Zones provides a holistic focus on meeting the education needs of adults and their families living in neighborhoods with either concentrated poverty, or limited literacy or English language proficiency. Literacy Zones provide services to increase educational levels and improve family self-sufficiency.

Support and linkages to existing services are available for:

- High School Equivalency graduates transitioning to postsecondary education or workforce training

- Parents who want to improve their own academic skills so they can support their children
- Adults exploring vocational choices and new career paths
- Unemployed and under-employed individuals seeking ways to improve employment skills
- Former criminal offenders who need assistance for successful re-integration into the community
- Immigrants wishing to improve English-language proficiency and prepare for the citizenship exam
- Mature workers and senior citizens seeking to refresh work readiness skills
- Individuals with disabilities to access appropriate educational, vocational, and rehabilitation services
- US service veterans transitioning to civilian life

Integrated English Literacy and Civics Education – Adult English Language Learners develop language skills that help them succeed in the workforce at the same time they develop essential skills needed in today's workforce. Instruction is provided in math and language skills needed for those seeking to enter a pre-apprenticeship program for carpenters. Similar skills are also available for those on a path to careers in healthcare. Students can also prepare for certification in IC3 Digital Literacy to insure they are prepared to succeed in a technology-based world. At the same time, they improve conversation, reading and writing skills, along with civics education, to help them succeed in the workplace, increase interaction with their children's schools and in their neighborhoods.

Corrections Education

Fulton and Montgomery Academies are located within each county correctional facility. HFM BOCES staff provides a variety of educational and transition services to people who are incarcerated in county correctional facilities to foster their successful and productive re-entry into the community. Programs and services include, but are not limited to: HSE preparation, workforce readiness training; transitional services; and employment support.



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Career & Technical Education

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Career & Technical Programs COSER 101

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AUTO BODY REPAIR

Students learn to repair and refinish damaged vehicles with I-car Advance Tech Training, Chief E-Z Liner Frame Equipment and HVLP refinish equipment. They also learn high-tech welding methods, flexible and rigid plastic repair, as well as how to calculate repair costs and establish estimates.

Students use hand tools, straightening equipment, fillers and welding equipment to repair automotive bodies. They also learn how to make damage appraisals, repair plastic, use adhesives and spray equipment, along with the new equipment of resistance welding and pulling devices, paint mixing and portable lifting equipment.

AUTO TECHNOLOGY

The NATEF/ASE certified Automotive Technology program prepares students for a career in the automotive field through the use of state-of-the-art tools and equipment.

The Automotive Technology program involves instruction of theory and operation of various automotive systems. The program includes hands-on shop activities to practice diagnosing, fixing and maintaining a wide variety of vehicles.

Throughout the year, students will also interact and participate in several live demonstrations by industry professionals. Similar to a contemporary work environment, students contribute to the maintenance of a clean, safe and efficient automotive laboratory.

Students also learn about various career opportunities by assuming positions such as Service Manager, Parts Clerk, and Technician.

The Career & Technical Education program offers students an avenue for career exploration and enrichment through practical learning applications. Students enrolled in Career & Technical Education programs are provided the knowledge, skills and credentials needed to succeed in college and the workplace.

CYBERSECURITY & COMPUTER TECHNOLOGY

During the two-year Cybersecurity & Computer Technology program, students learn the principles of Cybersecurity through completion of two courses: Introduction to Cybersecurity 2.1 and Cybersecurity Essentials. Students complete these courses simultaneously with the IT Essentials and CISCO courses described below.

Introduction to Cybersecurity 2.1 explores the field of cybersecurity, specifically the importance of cybersecurity, data confidentiality, best practices for internet and social media safety, and potential career opportunities in this growing field.

IT Essentials (ITE) introduces students to the fundamentals of computer hardware and software, mobile devices, security and networking concepts, and the responsibilities of an IT professional. The course also covers mobile devices, Linux, and client side virtualization, as well as expanded information about Microsoft Windows operating systems, security, networking, and troubleshooting. The course is designed to teach the Comp TIA A+ competencies, which is the industry standard for establishing an IT career.

Cybersecurity Essentials covers foundational knowledge in all aspects of security in the cyberworld, including information security, systems security, network security, mobile security, physical security, ethics, and law. It builds students' skills in related technologies, procedures, defense, and mitigation techniques used in protecting businesses.

CISCO Certified Entry Networking Technician (CCENT) certification validates that a candidate has the skills required for an entry-level network support position, which is the starting point for many successful careers in networking. CCENT certified professionals have the knowledge and skill to install, operate, and troubleshoot a small enterprise branch network, including a basic network. This certification opens doors to a career in networking and demonstrates that you have what it takes to manage a small, enterprise branch network. CCENT certification is also your first step toward CCNA certification and will help you stand out from the crowd in entry-level positions.



CONSTRUCTION TECHNOLOGY

This two-year program stresses career preparation in the building trades with integration of green building techniques.

Students are exposed to a variety of construction trades including: residential construction, blueprint reading, building materials and tools, surveying, foundations, wall and roof systems, insulation, window and door installation, electricity, and home energy analysis. Particular attention is paid to modern framing techniques and other "green" building strategies. Students may receive NCCER accreditation and high achieving students may receive a technical endorsement on their high school diploma.

The Construction Technology program includes integrated mathematics, providing students an opportunity to earn a mathematics credit toward graduation. Workplace employee skills are stressed and in many ways mimic the real world of work more than the traditional school setting.

COSMETOLOGY

The Cosmetology program provides students with the professional skills necessary to pass the practical and written components of the New York State Licensing Board Examinations.

Only licensed cosmetologists may work in salons in New York State. To qualify for the licensing exam, students must complete a minimum of 1,000 hours of approved instruction.

A salon clinic open to members of the local community provides students with the opportunity to practice their technical skills and gain real life experience in their field. Upon successful completion, students are eligible to receive their temporary Cosmetology license and apply to New York State to take the written and practical licensing examinations.

CRIMINAL JUSTICE

Events in our nation have changed the focus on security and safety. Criminal justice and law enforcement professionals are employed by private firms and public agencies, small businesses and large corporations, individuals, communities and local, state and federal government.

In this two-year program, students prepare for entry into college programs as well as career opportunities in law enforcement, public/private security and the corrections field.

In addition, the program teaches students about the history, theory and practices of Criminal Justice and Corrections. Prospective students should be good citizens in their communities and schools.

In the first year of the Criminal Justice program, students gain a general understanding of the theory and practice of criminal and civil law. Second year students are introduced to the field and profession of corrections to provide a foundation for the understanding of corrections in the 21st Century.

Curriculum includes: guest lectures, field trips, and hands on projects such as fingerprinting, forensics, crime scene investigation, mock trial, photography, plaster casts and use of radar equipment.

CULINARY ARTS

Culinary Arts is a two-year program that prepares students for careers in the hospitality industry and provides a solid foundation for students interested in continuing related college studies.

Students in this course will have the opportunity to study various units such as: baking and pastry, commercial food preparation, front end service, fine dining, restaurant operations, and catering.

The Culinary program is aligned with the National Restaurant Association's Pro Start curriculum. In addition, students gain hands on experience in a state of the art kitchen and engage in work-based learning and leadership by catering special events, luncheons, dinners and completing an internship experience at a local restaurant, bakery, hotel or food service facility at the end of their senior year.

DIGITAL MULTIMEDIA & COMMUNICATIONS

The Digital Multimedia & Communications program is designed to develop the knowledge, skills and attitudes students need to create and respond to evolving digital media techniques.

The program offers interdisciplinary study within which students combine their knowledge of the arts with critical technical training in emerging creative technologies.

Students use state-of-the-art Apple computers and digital equipment to create multimedia projects. In this course, students will use the Adobe Creative Cloud in photography and videography to create and manipulate digital media designs.

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Students in this program will also utilize audio mixing and recording equipment in the digitally equipped sound studio.

In addition, students learn professional and communication skills necessary to establish, maintain and develop client relationships.

ENGINEERING TECHNOLOGY

This rigorous program is a collaborative partnership with HFM BOCES, Fulton-Montgomery Community College, and the National Science Foundation to create career opportunities for students in the field of engineering technology. Students will receive STEM (Science, Technology, Engineering, and Mathematics) instruction focusing on career exploration in current and emerging technologies. Students will also apply college-level coursework to develop systematic approaches to problem-solving and critical thinking skills.

During the course of this innovative “2+1” program, students will complete their two-year HFM BOCES Career and Tech program while accumulating 31 college credits, and then be prepared to complete their associate degree in Electrical Technology at FMCC in one additional year.

The credits accumulated at HFM would be at no cost to the students when they continue to FMCC (articulated credits). Students who choose to enroll at a different college may still earn college credits, but would be individually responsible for the tuition cost of those credits.

Students enrolled in this program will utilize FMCC’s Center for Engineering and Technology laboratories, including the chip fabrication clean room, robotics lab, and electronics facility. Students completing the program will be prepared for the following career pathways: civil engineering, electrical/electronic engineering, mechanical engineering, silicon wafer fabrication, analytical lab technician, and environmental engineering.

ENVIRONMENTAL CONSERVATION

This two-year program stresses career preparation in Forestry & Lumber Production and Heavy Equipment Operation with emphasis on renewable resources.

Students’ core curriculum familiarizes them with the tools of the trade. Students learn to operate our fleet of bulldozers, backhoes and other heavy equipment as well as learn to operate power saws, welders, and other shop tools.

Forestry and Lumber Production

Students operate chain saws to fell trees, buck up lumber and limb trees. They learn and operate the band saw mill and edger to produce graded lumber that is used primarily on campus. They will spend time in the woods studying silvaculture, wildlife and fauna. Highly qualified completers may take the NY State Game of Logging exam and may receive a technical endorsement on their high school diploma.

Heavy Equipment Operation

Students learn to operate a variety of heavy equipment, learn “green” site management techniques, and may complete the first two classroom years of the four-year apprenticeship program required to become a journeyman operator. Students may receive NCCER accreditation and high achieving students may receive a technical endorsement on their high school diploma.

Renewable Resources

Students participate in a variety of classroom and lab studies focused on renewable resources including, but not limited to, aquaculture, hydroponics, aquaponics, PV and wind power generation, and biodiesel production. HFM BOCES has extensive lab facilities for these studies in the building, on our nature trail, and around pond areas.

The Environmental Conservation program includes integrated mathematics, providing students an opportunity to earn a mathematics credit toward graduation.

Workplace skills are stressed and in many ways mimic the real world of work more than the traditional school setting.

FOUNDATIONS OF FOOD SERVICES

Students in the Foundations of Food Services program learn basic entry level skills ideal for employment in the culinary industry. Students receive both traditional classroom instruction and hands-on training.

The program includes the following modified elements of ProStart (National Restaurant Association developed curriculum): training in safety practices for all equipment used in the kitchen environment; good work habits; professional sanitation techniques; basic knife skills; and standard culinary practices.

Also, modified components of “ServSafe” are introduced in the program including: basic food safety; personal hygiene; cross contamination and allergens; time and temperature; cleaning; and sanitation.



Second-year students learn more advanced baking and food preparation techniques. Students complete an internship to explore career opportunities and develop work habits essential for success on the job.

MEDICAL ASSISTING

Medical assistants perform administrative and clinical tasks that assist in the effective office operations of doctors, hospitals, clinics and other health care providers. This program enables students to develop a specialized body of knowledge and skills which prepares them to work in the growing health care field.

Duties of medical assistants vary based on the location, orientation, size and specialty of the provider. Examples of administrative tasks include: updating and filing patient records; filling out insurance forms; completing hospital admissions forms; assigning referrals and laboratory services. Clinical procedures include: taking medical histories and recording vital signs; explaining medical procedures; reviewing medications and diets; phlebotomy (drawing blood); changing dressings; removing sutures; administering electrocardiograms; preparing patients for physical exams.

Classroom, lecture and practical experience in clinical settings prepare students for careers requiring multi-tasking, communication, critical thinking and interaction with the public.

NEW VISIONS EDUCATION

New Visions Education is an academically rigorous one-year program intended for students interested in pursuing a career in the K-12 education field. New for the 2020-21 school year, New Visions Education replaced the former two-year program, Careers in Education.

Through the program, students will gain field experience working in various local school districts.

Students will have the opportunity to explore different career paths through extended job shadowing and internships working with classroom teachers, school psychologists, counselors, social workers and special education teachers.

Students will also complete Fulton-Montgomery Community College coursework earning up to nine college credits.

Admissions criteria apply to participate in New Visions programs. A complete application and a minimum 85 GPA are required.

NEW VISIONS HEALTH CAREERS

This academically rigorous one-year program, located at Nathan Littauer Hospital, is designed for high school seniors interested in medical and health related professions.

Students enrolled in the New Visions program learn through traditional methods (lecture/discussion, reading and research, writing and specific topic study) as well as participation in clinical

CAREER & TECHNICAL EDUCATION

rotations—structured observations of medical professionals and procedures. These experiences provide students an opportunity to directly learn about various health professions, appropriate patient care, and the latest in medical treatments and testing.

English 12 and Social Studies 12 (Participation in Government and Economics) are integrated into the health careers curriculum offering a broad learning opportunity.



SKILLED TRADES

In the fall 2018, the HFM Career and Technical Center launched a new one-year program for high school seniors interested in careers in the electrical, HVAC (heating, ventilation, and air conditioning), and plumbing fields.

Why consider a career in the skilled trades? These fields offer many high-paying job opportunities for high school graduates, and employers report they'll need even more skilled tradespeople in the future. Projections show the national job growth in these trades will be approximately 25 percent over the next six years with median salaries ranging from \$45,000 to \$68,000. Currently, industry experts estimate there is a shortage of approximately 2 million craft professionals nationwide.

Completion of this one-year, technical-based program will give graduates a competitive edge for jobs right out of high school with contractors and labor unions in all three of these skilled trades.

Through the program, students can complete two years of the National Center for Construction Education and Research (NCCER) classroom apprenticeship program for both the electrical and plumbing trades.

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VETERINARY AND ANIMAL SCIENCE

Students in this two-year program prepare for a future in the expanding animal industry, which offers a variety of career opportunities. This science-based program teaches skills in areas such as animal handling, anatomy and physiology, grooming, first aid, health and disease, clinical practices, veterinary terminology, and safety and sanitation.

Students have the opportunity to work with small animals in the classroom and large animals through partnerships with local agribusinesses. They will learn basic care and handling with a range of species including cows, horses, sheep, goats, rats, rabbits, guinea pigs, hamsters, dogs, and cats.

Students will use the tools of the trade, including diagnostic and grooming equipment. Internships with local veterinary clinics, animal shelters, farms, grooming and training facilities are also part of the experience.

Students have the opportunity to earn one high school science credit (Comparative Animal Anatomy & Physiology), one high school English credit, and can also earn college credits over the course of the program.

**ACADEMIC CREDIT COURSES**

The Career and Financial Management course curriculum is integrated into all Career & Technical programs. Students who require this credit for graduation can do so through their CTE program.

Mathematics is integrated in the following CTE programs: Computer Information Technology; Construction Technology; Engineering Technology; and Environmental Conservation.

Social Studies courses are offered to students through individualized or small-group instruction (pull-out method) to provide students the opportunity to meet graduation requirements while participating in Career & Technical programs.

English Language Arts courses are offered to provide students an opportunity to meet graduation requirements while participating in Career & Technical programs. ELA is integrated in select Career and Technical programs to assist students in meeting their core graduation requirements.

PHYSICAL EDUCATION

Physical education classes provide students the opportunity to meet graduation requirements while participating in Career and Technical programs. This program provides many aspects of a traditional physical education program, along with the addition of leisure and lifetime activities.

ACADEMIC INTERVENTION

The Academic Intervention Services program offers instructional support for students who need assistance to master state standards and Regents requirements for high school graduation. Areas covered include Math, English, and Social Studies.

Students receive individualized or small-group instruction using materials that are career-education based.

COUNSELING SERVICES

Career and Technical education students are offered counseling services that include career awareness, college selection, academic and personal counseling to help them find success in post secondary education or in the world of work. Counseling staff helps students identify and address areas that may interfere with their ability to find success on the job and in life.

Counseling and support services offer many students the additional support and encouragement they need to find success.

CTE counseling staff assists students in identifying and meeting academic, social and personal goals, as well as provides coordination with local committees on special education, social workers, school counselors, and community service resources. Crisis counseling, career and guidance assistance are available as needed.



General Education Services

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Adirondack Academy (Alternative Education)

COSER 403

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Brian Garrity

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PTECH (Pathways in Technology Early College High School) COSER 408

Celeste Keane

Principal, HFM PTECH
(518) 762-3714

Kianté Jones, Ph.D.

Administrative Coordinator
(518) 762-3714



HFM BOCES provides a variety of general education and instructional support services designed to further improve the learning environment for students.

Adirondack Academy, located at the HFM BOCES campus in Johnstown, provides an educational opportunity for at-risk students in grades 9-12 whose needs are not met by traditional secondary school settings. Through this program, students can attain a high school diploma that maintains the same academic requirements as their respective component districts. Adirondack Academy focuses on an individualized approach to different learning styles to accommodate student needs. This is accomplished through a quarterly schedule where students focus on two classes at a time and earn credit for each course at the end of each quarter. Additionally, a smaller learning environment is created where students can receive a more personalized learning experience to ensure student success.



PTECH is a 6-year program that incorporates project based learning and professional skills training as students work simultaneously toward earning their Regents high school diploma and a two-year associate degree at no cost to their families.

Beginning in the 2020-21 school year, HFM's three PTECH programs (HFM PTECH, Ag PTECH and Foothills PTECH) were co-located at the Glebe Street School in Johnstown and on the campuses of FMCC and SUNY Cobleskill.

The PTECH program is organized into three Pathway Clusters.

- Pathways in Business and Advanced Manufacturing
- Pathways in Agriculture
- Pathways in Medical/Health Sciences and Computer Science

Grades 9 and 10 for all three clusters attend Glebe Street and grade 11 students in each pathway transition to FMCC. For grades 12-14, Ag Pathway students will attend SUNY Cobleskill to complete their associate degree. Grade 12-14 students in Business, Advanced Manufacturing, Medical/Health Science and Computer Science Pathways will attend FMCC to complete their degrees.

Eighth-graders are eligible to apply. Because the curriculum is structured to allow for acceleration into college courses, students must enter the program their freshman year of high school.

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Virtual Summer School COSER 425

HFM Virtual Summer School offers a consolidated service in our region to help students in grades 9-12 who require classes to graduate. Course offerings in all core subject areas are based on student enrollment, and some courses may not be offered if enrollment does not reach a required minimum.

Students' eligibility for summer school is established by their home school district. Students who live in a non-participating district may participate in summer school and are required to pay a tuition fee per course, if their parents/guardians make arrangements directly with an HFM school district.

General Support Services**Dr. Aaron Bochniak**

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Distance Learning COSER 405**Carden Smith**

Computer Services Coordinator
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Distance Learning uses a state-of-the-art interactive telecommunications system to teach courses simultaneously in several school districts. Students can enroll in regular school and summer school courses offered by districts in HFM BOCES, Washington-Saratoga-Warren-Hamilton-Essex BOCES and Capital Region BOCES plus other BOCES throughout the state.

Video conferencing capabilities are included in the network. Those participating in this fully aidable service get help with technical planning, bidding, purchasing, installation and training. A steering committee oversees the total project under BOCES direction, while the day-to-day operations are managed by BOCES staff.

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Instructional Resource Center COSER 505**Kristi J. Beedon**

Administrative Coordinator

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The IRC includes a multimedia library of over 212,000 items available to teachers and administrators to supplement and enhance classroom activities with students including:

- | | |
|------------------------------|--|
| ■ Audio Books | ■ Big Books |
| ■ Class sets of books | ■ Digitized images |
| ■ Games | ■ Graphic Novels |
| ■ Holiday collections | ■ Kits for hands on learning experiences |
| ■ Novel Units | ■ Online streaming |
| ■ Spanish and Chinese titles | ■ DVDs |

The IRC also includes:

- **Soundzabound** – Copyright free access to music to be used in presentations/projects by students and teachers
- **Teaching Books** – Literacy based database for PreK-12
- **Learn 360** – Multi-subject K-12 media streaming, audio, games, printouts correlated to standards
- **Lightboxes** – Interactive digital kits for grades K-12
- **SWANK: Movie Streaming** – used in classroom or share link with student to watch remotely
- **SWANK: Movie Licensing** – Show feature length movies without worrying about copyright. The IRC purchases licensing from most major movie producers so districts can use film in the classroom, afterschool, evenings and more.
- **Sora (Overdrive)** – digital audio and eBooks including magazines and comics, grade level based
- **Professional Development Collection** – Over 450 full text professional journals plus ERIC documents with unlimited simultaneous use.

Available through cross-contract with other BOCES:

- **Sheet music library** – over 6,000 titles of music for band, orchestra and chorus
- **Audio** – visual and computer repair

The HFM BOCES interschool courier service is provided by the IRC.

Library Automation COSER 504**Kristi J. Beedon**

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The School Library System provides school districts with a digital cataloging and circulation system that research shows will:

- Enhance student critical-thinking and problem-solving skills
- Increase student access to a wide variety of information from a single search
- Develop student information literacy skills using various searching strategies

This service includes:

- Consulting services
- Preparation of price quotes
- Conversion of library holdings to digitized records
- Equipment and software purchasing
- Installation and training

Funded through the State Legislature, the system provides component districts with the following:

- Coordination of Regional Interlibrary Loan
- Staff development for library personnel
- Mentoring and job shadowing

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Library Automation

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- Coordinated cooperative collection development
- Consultation on library issues
- Onsite visits and professional development

Research assistance resources:

- News-O-Matic
- Research Rocket
- Noodle Tools

Itinerant Services

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Other itinerant services can be developed or cross-contracted as needed. These might include:

- | | |
|----------------------|----------------------------|
| ■ Agriculture | ■ Human Resource manager |
| ■ Attendance officer | ■ Library Media Specialist |
| ■ Business Education | ■ Physical Education |
| ■ Business manager | |

Component districts may share instructional, administrative and operational personnel connected with their regular education programs.

Following is a list of itinerant services offered by the HFM BOCES:

- Art (COSER 302)
- ENL (COSER 328)
- Family and Consumer Science (COSER 330)
- Music Teacher (COSER 307)
- School (Guidance) Counselor (COSER 308)
- School Psychologist (COSER 310)
- School Psychologist-Handicapped (COSER 311)
- Spanish (COSER 317)
- Speech Handicapped (COSER 304)
- Speech Improvement (COSER 301)

Regional Principals Leadership Teams

Tara Caraco

Administrative Coordinator
(518) 736-4360
FAX: (518) 736-4361

Elementary and secondary principals meet throughout the year to:

- Share best practices;
- Stay current with BOCES, New York State Education Department and federal initiatives;
- Discuss certification and staff development issues; and
- Collaborate in the recruitment of professional staff.

The meetings are open to all component district principals.

Pathways Liaison COSER 345

Tara Caraco

Administrative Coordinator
(518) 736-4360
FAX: (518) 736-4361

Dylan Thomarie

Pathways Liaison
(518) 736-4360
dthomarie@hfmbores.org

HFM BOCES will provide support to component districts to design, implement and operate a Career Pathway at the high school level.

As part of this service, the Fulton Montgomery Regional Chamber of Commerce connects Pathways programs with local businesses to arrange mentorships, guest speakers, internship opportunities and more.



Instructional Services

Jay A. DeTraglia

Assistant Superintendent for
Educational Services
(518) 736-4681

Tara Caraco

Administrative Coordinator
(518) 736-4360
FAX: (518) 736-4361

School Improvement COSER 532

Per New York State Education Department (NYSED) CoSer guidelines, general staff development services to districts require that BOCES establish a base-fee structure and that a district subscribe to the base service before a district can receive aid on staff development services. The fee is determined by each district's RWADA.

Activities and benefits included in the base service are as follows:

- Six days of embedded coaching
- BOCES Aid for district staff attendance in shared district workshops
- BOCES Aid for in-district staff training/consultation by BOCES employees
- BOCES Aid for substitute teachers for participants attending half- or full-day training
- BOCES Aid for cooperative curriculum development projects involving at least two districts
- New York State Alternate Assessment administration training and support
- Meetings for secondary and elementary principals.
- Support with the Next Generation Learning Standards in planning for implementation
- Network Team meetings
- New mentor training
- Regional Superintendents Conference Day support
- Danielson Framework and APPR training
- Trend reports for English Language Arts (ELA) and math (grades 3-8)

To see a full list of all our professional development opportunities and to register visit [MyLearningPlan](#) on www.hfmboces.org.

Other opportunities are available, by request, for an additional fee.

Instructional Services' goal is to provide collaborative support in order to meet the diverse needs of our districts as they strive to meet state and local goals for raising academic achievement.

- Data analysis and data report generation
- New Teacher Institute
- Leadership Mentoring

IN-DISTRICT COACHES

Instructional Services can assist districts in their efforts to improve student achievement through high quality, research-based professional development and school-based consulting services.

The service includes:

- **Instruction:** Support districts through high quality, research based staff development geared to specific instructional strategies designed to support teacher practice and student achievement.
- **Data:** Provides assistance to component districts in creating, improving/sustaining a culture of data-driven decision making through protocols, common language and goal setting. Collection and analysis of data focuses on district and school-wide measures for instructional focus.
- **Curriculum:** Provides initial consultation and district or building-wide assessment as well as curriculum review, development, and mapping of current curriculum in use.

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DATA ANALYSIS**Heather Bozek**Administrative Coordinator of District Data
(518) 736-4360

- **Data Analysis (Tableau):** This service provides assistance to component school districts in data analysis. This includes: state assessment error analysis, analysis of Tableau reports and program evaluation. The service may also include supporting administrative teams, departments or Professional Learning Communities in collecting and analyzing data and creating targeted professional development and instructional practices.
- **District Data Coordination:** This service provides districts with a staff member to monitor and optimize the needs of the district to comply with federal and state data reporting requirements. Services may include collection and analysis of school data to facilitate informed decision making for instructional practice.

NYS 3-8 ASSESSMENTS AND REGENTS

Instructional Services will facilitate the regional scoring or third-party vendor scoring of these assessments and Regents exams.

Arts in Education COSER 414

This service allows component districts to receive BOCES aid on activities designed to integrate the arts into education. Unlike other COSERS, single-district activities can be aidable. The sharing requirement is met through participation in the Core service, which supports coordination of programs and also provides:

- Coordination of scheduling, contracting and payments to AIE providers,
- Technical assistance for local AIE program planning,
- An advisory council composed of school district representatives,
- Evaluation of AIE programs, and
- On-line directory of performers and artists in-residence.
(<https://artsandenrichment.org>)

Exploratory Enrichment COSER 412

Activities scheduled through the Exploratory Enrichment COSER extend instruction to address the state learning standards for academic or occupational subject areas.

The program is designed to provide students with activities that exceed or are different from content offerings found in standard courses.

Activities are BOCES aidable if they meet the following criteria:

- Activity focus is curriculum-based for academic or occupational subjects;
- Activities must be shared in one of two ways:

- In-school activities must be held at another participating district during the same school year; OR
- Out-of-school activities must be attended by at least two districts

Related costs NOT eligible for BOCES aid include transportation, food and admission tickets.

The Arts and Enrichment/Exploratory Enrichment Resources directory (<http://artsinedirectory.org>) contains a section that identifies many Exploratory Enrichment providers.**Home School Instruction Coordination****COSER 560****Lisa Gargiulo**Home School Liaison
(518) 762-3714, Ext. 5104
Fax: (518) 736-4361

Districts are confronted with state-mandated responsibilities for students who are instructed at home. These mandates are based on state legislation or interpretation of federal opinions. In addition, the courts are involved settling precedent-setting disputes which can further inform districts. Home school coordination as a BOCES service provides consistency in process, definitions, expectations, documentation and communication for parents.

The Home School Coordinator will review and maintain all student documentation to ensure compliance with state mandates, and keep parents informed of their obligations under Part 100 while providing districts with regular updates regarding compliance.

The service will also provide parent support by offering assistance with completion of paperwork.

Regional Certification**HFM BOCES cross contracts with Capital Region BOCES for Regional Certification services. Certification questions and requests can be directed to:****Ken Ziegler and Tommy Holecek**

Ph: (518) 862-4918

email: certification@neric.orgwww.hfmboces.org

Community Schools Resources

COSER 570

Dr. Aaron Bochniak

Assistant Superintendent for
BOCES Operations and Component District Services
(518) 736-4305
FAX: (518) 736-4301

BOCES Community Schools Resources will deliver co-located or school-linked academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families in a manner that will lead to improved educational and other outcomes. Community School Resources will provide for students' social, emotional, physical, and intellectual needs through a variety of potential services.

HFM BOCES will provide an organizational structure and process that creates a cooperative and proactive inter-agency service delivery system that provides for students' social, emotional, physical and intellectual needs through planning, professional development, technical assistance, up-to-date information referral services, and coordination of services and partnerships.

Services to participating districts may include:

- Covid-19 testing support;
- Ongoing district needs assessment;
- District plan development based on identified needs;
- Consultation and technical support (via email, phone, or face-to-face meetings) for district staff;
- Coordination of services, outreach and relationship building with providers.

- Regular meetings of a Partner Advisory Committee comprised of program, district, and community agencies and other stakeholders (at least quarterly);
- Customized professional development sessions;
- Ongoing progress monitoring, data collection, analysis and reporting;
- District-driven customized community school resources and services;
- Coordination of contracts with partnering agencies for delivery of community school resources.

Based upon district specific needs, HFM BOCES will work with districts individually to develop plans that target their specific needs and then link districts with similar needs to community partners to develop services and supports to address those needs.

Possible target areas may include:

- COVID-19 testing;
- Family engagement ;
- Extended learning opportunities/youth development services;
- Mental health, and social services;
- Universal social-emotional screening service;
- Early learning opportunities;
- Nutritional service;
- Dental service;
- Medical service.



Management Support Services

Dr. Aaron Bochniak

Assistant Superintendent for
BOCES Operations and Component
District Services

Communications Service COSER 611

Through the Capital Region BOCES

Maxwell Spritzer

Communications Specialist
(518) 736-4315

This service helps school districts build credibility with internal and external audiences by communicating in an open and timely manner about important matters in public education.

School officials know they can count on the team to provide best practices in school communications – from improving parent involvement to building informed consent for budgets and bond issues.

The Communications Service helps districts be the FIRST and BEST source of information about what is happening in their classrooms and their boardroom. Schools can contract for help with one-time projects or long-term needs.

The team of communication professionals offers:

- Strategic communication plans that align with district goals and priorities
- Media and community relations
- Web development, design & content
- Print publications – writing, design and photography
- Public engagement and consent building strategies
- Crisis communications
- Communications-related workshops for school leaders
- Print management
- Social media management as an integral part of district communications
- Video production

Substitute Services COSER 624

William Bordak Ed.D.

Director of Human Resources
(518) 736-4317

Misty Dygert

Nicole Snell

(518) 736-4390
FAX: (518) 736-4389

This service makes use of Frontline Education (formerly Aesop), a computerized system to manage a school district's employee absences, substitute selection and notification, substitute assignment and accurate record keeping.

Absences can be reported seven days a week, 24 hours a day. Teachers can leave a personalized voice message for their substitutes to ensure lesson continuity. The system searches and selects the most qualified substitute. Substitutes may review open jobs on the system and call the office to designate which school, location, grade level or subject they prefer. Full administrative reports are available.

The office provides handbooks and workshops to aid substitutes with standard classroom procedures, classroom management, school discipline policies, the Right-To-Know Law and other pertinent information.



Special Education

Jay A. DeTraglia

Assistant Superintendent for
Educational Programs
(518) 736-4681

Michael J. Jacob, Director/Principal

Nadine Paul

Administrative Coordinator

Matthew Popp

Administrative Coordinator

Dan Salvagni

Administrative Coordinator

Elizabeth Wild

Administrative Coordinator

(518) 736-4350

FAX: (518) 736-4357

Special Education Classes

COSERS:

Educational Life Skills

Program-202

Autism Spectrum Disorder

Program-206

Therapeutic Support Program-205

Academic/Behavior Skills

Program-203

HFM BOCES Special Education offers students with disabilities a variety of educational programs and related services. HFM BOCES is committed to the development and continuation of programs that assist students with disabilities to become productive members of society. Our special education classes are designed according to NYS Part 200 Regulations of the Commissioner of Education. Each is designated as a Special Class with varying student/teacher/paraprofessional ratios. These ratios are listed with the program descriptions that follow.

EDUCATIONAL LIFE SKILLS

PROGRAM (12:1+ 3:1)

This program is designed for students ages 5-21 with significant developmental disabilities and/or cognitive delays that require a more intensive instructional approach and a more intensive student/staff ratio. The goal is to provide functional academic skills and independent living skills.

Program Design:

- Twelve students, one teacher, one aide for every three students who do not require a 1:1 aide
- Individualized counseling services and therapeutic support
- Promotes self-care
- Daily school/home communication
- Therapeutic Crisis Intervention (TCI) trained staff
- Individualized behavior intervention planning and classroom behavior management
- Collaboration with outside agencies
- Elementary, Middle & High School Programs
- New York State Alternate Assessment Program: Unique Learning Curriculum
- Students 16 years and older are eligible for Work Based Learning opportunities

- Instructional technology available includes iPads (for every student) & an interactive whiteboard in each classroom
- Graduation pathway is the Student Achievement Commencement Credential

Multidisciplinary team includes:

- Special Education Teacher
- Speech/Language Therapist/Pathologist
- Occupational Therapist
- Physical Therapist
- Teacher of the Deaf and Hearing Impaired
- Counselor
- Psychologist
- Nurse
- Special Area Teachers: Art, Music, Physical Education/Adaptive Physical Education
- Teacher of the Visually Impaired

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AUTISM SPECTRUM DISORDER PROGRAM (6:1:2)

This program is designed to meet the needs of students who have been diagnosed with Autism Spectrum Disorder or who display global developmental delays. This includes:

- **Social Communication Disorder**
- **Language, motor and cognitive deficits**
- **Maladaptive behavior(s)**

Program design:

- Highly structured classrooms: 6:1:2 (six students, one teacher, two aides)
- Elementary/Intermediate school program
- Public school setting which allows for opportunities for integration
- Evidence based practices; such as Applied Behavior Analysis (ABA) and Bridges.
- Individualized instruction aligned to New York State Learning Standards
- Parent training
- Social skills development
- Individual behavior intervention plans
- Instructional technology available iPads, Promethean Boards, & augmentative communication support

Multidisciplinary team includes:

- Special Education Teacher
- Speech/Language Therapist/Pathologist
- Occupational Therapist
- Physical Therapist
- Teacher of the Deaf and Hearing Impaired
- Counselor
- Psychologist
- Nurse
- Special Area Teachers: Art, Music, Physical Education/Adaptive Physical Education
- Teacher of the Visually Impaired

THERAPEUTIC SUPPORT PROGRAM (6:1:2)

This program is designed for students kindergarten through 8th grade with intensive behavioral management needs. Concentrated efforts are made to integrate academics, social-emotional needs and physical wellness.

Program Design:

- Highly structured classrooms: 6:1:2 (six students, one teacher, two aides)
- Individualized counseling services and therapeutic support

- Daily school/home communication including periodic home visitations as needed
- Therapeutic Crisis Intervention (TCI) trained staff
- Individualized behavior intervention planning and classroom behavior management
- Collaboration with outside agencies
- Next Generation Learning Standards
- Elementary, Middle & High School Programs: academic setting for students who take state tests such as Regents and grades 3-8 ELA and Math

Multidisciplinary team includes:

- Special Education Teacher
- Speech/Language therapist/pathologist
- Occupational Therapist
- Physical Therapist
- Teacher of the Deaf and Hearing Impaired
- Counselor
- Psychologist
- Nurse



Programs & Services

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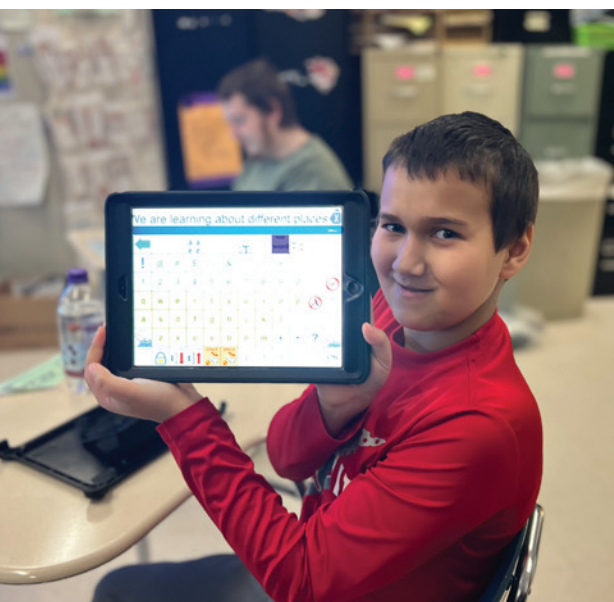
- Special Area Teachers: Art, Music, Physical Education/Adaptive Physical Education
- Teacher of the Visually Impaired

ACADEMIC/BEHAVIOR SKILLS PROGRAM (8:1:1)

This program is designed for students kindergarten through 12th grade who are emotionally, behaviorally and/or socially impaired. Students are provided with academic instruction within the context of a structured behavior management plan. Mainstreaming is available when educationally appropriate.

Program Design

- Elementary-High School program
- Highly structured classrooms: 8:1:1 (eight students, one teacher, one aide)
- Individualized instruction aligned to New York State Learning Standards
- Next Generation Learning Standards
- Individual behavior intervention plans as needed
- Therapeutic Crisis Intervention (TCI) trained staff
- Instructional technology available in all classrooms includes 1 :1 student



- Chromebooks and Promethean Interactive Whiteboards
- On site counseling assistance emphasizing preventative strategies
- Instruction and support with social and behavioral skills
- Collaboration and communication with parents and community service providers
- Graduation pathways include: Regents diploma, local diploma and Career Development and Occupational Studies Commencement Credential (CDOS)
- Ages 14-21 career exploration, work based learning, career technical center opportunities

Multidisciplinary team includes:

- Special Education Teacher
- Speech/Language therapist/pathologist
- Occupational Therapist
- Physical Therapist
- Teacher of the Deaf and Hearing Impaired
- Counselor
- Psychologist
- Nurse
- Special Area Teachers: Art, Music, Physical Education & Health
- Teacher of the Visually Impaired



Related Special Education Support Services

Contact the Special Education Division at (518) 736-4350

Students with disabilities often need support beyond classroom instruction. Teachers also sometimes need assistance in helping students develop to their fullest potential. Following is a list of those support services.

COUNSELING SERVICES

This service offers counseling to children and families to help resolve the problems children face at home, school or in the community that may affect their adjustment in school.

OCCUPATIONAL THERAPY COSER 314

Occupational Therapy (OT) primarily helps children with disabilities develop their motor skills. The service includes consultation to teachers and parents so that the treatment carries over into both the classroom and home. Occupational Therapy is available to children attending regular school classes or a BOCES Special Education program.

PHYSICAL THERAPY COSER 313

Physical Therapy (PT) services for children with disabilities include evaluation and screening, development of a treatment program, direct physical therapy and consultation to parents and teachers.

Physical Therapy is designed to improve students' reflex development, sensory-motor integration, postural control, gait pattern, muscle development and daily living skills. The service is available to children attending regular school classes or a BOCES Special Education program.

SKILLED NURSING SERVICES

The health needs of students with disabilities can be more complex than for the general student population. The Health Services staff works with parents, the school district and the Committee on Special Education to see that children with disabilities:

- Are properly immunized;
- Have the appropriate documentation concerning medications administered;
- Receive annual screenings for height, weight, vision, hearing and scoliosis; and
- Receive proper medical attention when needed.

SPEECH/LANGUAGE THERAPY

This service is designed to help identify and diagnose children with speech, language and hearing problems, and to provide language remediation, speech development and consultation. The program also addresses the child's emotional needs that are associated with speech, language and hearing difficulties.

VISION SERVICES COSER 312

Vision Services for the visually impaired and blind include evaluation and screening, direct instruction, consultation and support services, and in-service and training for parents, teachers and school districts. These services are designed to improve, rehabilitate and maintain the abilities of students whose vision and perceptions have affected educational progress. They are available to children attending regular school classes or a BOCES special education program.

TRANSITION SERVICES COSER 318

If you have questions or would like information on planning and working toward after-high school goals, this department is here to assist and/or refer you to the most beneficial resources available.

WORK-BASED LEARNING COSER 315

This program is designed to assist students with disabilities, ages 16-21, in making successful workplace transitions. Work-based Learning placements can be credit bearing, and work sites vary depending on the goals and interest areas of the individual student.

Relevant, supervised work experiences are provided in the community to develop employability and job-specific skills. Various levels of supervision are available depending on the needs of the students. Hours spent performing Work-Based Learning activities can assist a student to earn the New York State Career Development and Occupational Studies (CDOS) Commencement Credential. This credential can be used as a pathway option for graduation, a stand-alone exiting credential or as a supplement to any diploma option.





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Business and Management Services

Dr. Aaron Bochniak

Assistant Superintendent for
BOCES Operations and Component District Services
(518) 736-4305
FAX: (518) 736-4301

Bus Driver Staff Development COSER 601

John Willabay

Director of Facilities III
(518) 736-4380

HFM BOCES offers a range of business and management services intended to support and advance the learning environment of our component school districts and their students.

HFM BOCES offers instructional training and testing for new and experienced drivers and attendants/monitors. This includes the following:

- 19A Certified Examiner Testing
- Physical Performance Testing
- 2 Hour Refresher Courses (twice per year)
- Pre-Service Courses – For new drivers and attendant/monitors
- Basic 30 Hour Drivers Course – For new drivers
- Basic 10 Hours Attendant/Monitor Course – For new attendants/monitors

Shared Transportation Services

John Willabay

Director of Facilities III
(518) 736-4380

Transportation Coordinator
(518) 775-5788

Itinerant Transportation

Supervisor COSER 327

Bus Maintenance COSER 627

Regional Transportation COSER 637

HFM BOCES offers a shared service to provide student

transportation to and from BOCES occupational education classes and programs for the students with disabilities, to and from public and private programs for the students with disabilities, and to other programs not associated with occupational or special education.

In addition, the service will provide participating school districts with home-to-school, field trip and sports trip transportation for public school students in accordance with Education Law 3635.

The shared service offers the oversight of a itinerant transportation supervisor, emergency communications and bus maintenance services.

Health-Safety-Risk Management COSER 625



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Jessica Kirby-Barnes

Supervisor
(518) 736-4380
FAX: (518) 736-4382

Richard DePasquale

Health & Safety Officer
(518) 736-4380
FAX: (518) 736-4382

The Health-Safety Risk Management Service has served HFM

BOCES school districts since 1994. The program began with New York State's Right-To-Know law and has grown to provide services for a wide variety of topics dealing with health, safety, environmental and emergency planning.

Participating districts receive services outlined below, including research and program development, Risk Management Office functions, and assistance and training from Risk Management staff on an as-needed basis.

Districts receive compliance assistance, management support, training and information, and staff available to act as advisors and/or liaisons in crises. A comprehensive resource library and information database are maintained by the program to benefit subscribing districts.

Areas covered by the service include:

IN-DISTRICT SAFETY SPECIALIST

In addition to basic program support, the optional in-district Safety Specialist is a Risk Management staff member who works in the district on a regular basis (i.e. one day per week) and provides hands-on, in-depth service.

FIRE SYSTEMS MAINTENANCE SERVICE

In cooperation with Questar BOCES

Service involves three components:

Fire Extinguisher Service;
Fire Alarm System Testing and Cleaning; and Kitchen Hood Suppression System Inspection (NFPA standards)

- Active shooter civilian response training (ALICE – Alert, Lockdown, Inform, Counter, Evacuate)
- Americans with Disabilities Act
- Asbestos – OSHA & EPA
- Assets & equipment inventory
- Automated External Defibrillators (AED)
- Bloodborne pathogens
- Chemical inventory
- Confined space entry
- DOH communicable diseases
- Emergency management planning
- Ergonomics & back safety
- Fire & building codes
- Fire systems maintenance service in cooperation with Questar BOCES
- First aid/CPR training
- Hazard communication
- Hazardous materials
- Indoor air quality
- Integrated Pest Management (IPM)
- Laboratory safety
- Lead
- Lockout-Tagout
- National Incident Management System (NIMS)/ICS
- NYSED Capital Facilities
- OSHA Compliance and OSHA Record Keeping
- Personal Protective Equipment (PPE)
- Petroleum & chemical bulk storage
- Photo ID badges
- Playground safety and inspection
- Project SAVE
- Respiratory protection
- Safety committees
- School pesticide notification
- School security/violence prevention
- SED Comprehensive Building Safety
- SED Dignity for All Students Act
- State Pollutant Discharge Elimination System (DEC SPDES)
- Two-Hour Violence Prevention and Intervention Workshop
- Underground injection control (EPA)
- Water quality and testing



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CROSS CONTRACT SERVICES

Please consult the following websites for additional information:

www.boces.com
(Jefferson Lewis)

www.capregboces.org
(Capital Region)

www.monroe2boces.org
(Monroe2-Orleans)

www.wswheboces.org
(Washington-Saratoga-Warren-Hamilton-Essex)

www.questar.org
(Questar III)

www.e1b.org (Erie 1)

Other cross contract services may be requested by districts as needed.

HFM COSER #	Name of Service	Offering BOCES	Offering BOCES COSER#	Phone Number
422	Online Learning (Blackboard, Apex, iTutor, GradPoint)	CAPITAL REGION	412	(518) 862-5458
502	Elementary Science Program	MONROE 2-ORLEANS	502	(585) 352-1140
509 INSTRUCTIONAL COMPUTER SUPPORT	Antivirus Maintenance Curriculum Mapping Hardware Purchases Internet Software Support	CAPITAL REGION	512	(844) 696-3742
515	AV/Computer Equipment Repair	WASHINGTON-SARATOGA- WARREN-HAMILTON-ESSEX	506	(518) 736-4375
516	Model Schools	CAPITAL REGION	516	(518) 862-5321
523	Grant Writing	CAPITAL REGION	513	(518) 464-3978
532	Regional Certification	CAPITAL REGION	667	(518) 862-4918
544	Learning Technology (Software, WAN/LAN Tech Support, Shared LAN Technician)	WASHINGTON-SARATOGA- WARREN-HAMILTON-ESSEX	504	(518) 581-3735
607 NERIC COMPUTER SERVICES	Data Warehousing, Equipment Maintenance, E-Rate Program Support, E-School Data Finance Manager, IEP Direct, LAN Services Managed IT Services, School Tool STAR, Tax Billing, Telecomm/ Commun., Equip Maintenance Testing - State Assessment	CAPITAL REGION	604	(844) 696-3742
611	Communications Service	CAPITAL REGION	611	(518) 464-3960
614	Drug & Alcohol Testing (Transportation)	JEFFERSON-LEWIS	614	(315) 779-7050 (800) 356-4356
616	GASB 75 Service	CAPITAL REGION	616	(518) 464-3976
<i>This service helps subscribers monitor the financial and economic impact of GASB Statement 75 regarding Other Post-Employment Benefit cost data in public school districts and BOCES.</i>				
621	State Aid Planning	QUESTAR III	621	(518) 477-2635
<i>This service helps school districts navigate their way through the complexities of school finance. Member districts and BOCES benefit from a broad spectrum of valuable services, from technical assistance with state aid forms and revenue projection to analysis of state aid proposals and education-related legislation.</i>				
623	VoIP Telephone Solution	CAPITAL REGION	623	(518) 862-5375
640	Policy Services	ERIE I	659	(716) 821-7084
653	Shared Food Service	CAPITAL REGION	606	(518) 862-4985



www.hfmboces.org

For more information

To find out more about the HFM BOCES and its services, please call the following people for assistance:

Resources**CENTRAL ADMINISTRATORS****DAVID ZISKIN, Ed.D.**

District Superintendent
(518) 736-4300

AARON BOCHNIAK, Ed.D.

Assistant Superintendent for BOCES
Operations and Component
District Services
(518) 736-4305

JAY A. DETRAGLIA

Assistant Superintendent for
Educational Services
(518) 736-4681

KATHI LEWIS

School Business Manager/
Chief Financial Officer
(518) 736-4310

WILLIAM BORDAK Ed.D.

Director of Human Resources
(518) 736-4317

DIRECTORS/PRINCIPALS**CHRISTINE CARIOTO**

Principal
Adirondack Academy
(518) 736-4320

MICHAEL A. DIMEZZA

Principal
Career & Technical Education
(518) 736-4330

MICHAEL J. JACOB

Director/Principal
Special Education
(518) 736-4350

CELESTE KEANE

Principal
PTECH
(518) 762-3714

ADMINISTRATIVE COORDINATORS**LAURIE BARGSTEDT**

Administrative Coordinator
Adult Literacy and
Corrections Education
(518) 736-4340

KRISTI J. BEEDON

Administrative Coordinator
School Library System &
Instructional Resource Center
(518) 736-4370/736-4375

HEATHER BOZEK

Administrative Coordinator of
District Data
(518) 736-4360

TARA CARACO

Administrative Coordinator
Instructional Services
(518) 736-4360

BRIAN GARRITY

Administrative Coordinator
Adirondack Academy
(518) 736-4320

KIANTÉ JONES, Ph.D.

Administrative Coordinator
PTECH
(518) 762-3714

RILEY O'MALLEY

Administrative Coordinator
Career & Technical Education
(518) 736-4330

NADINE PAUL

Administrative Coordinator
Special Education
(518) 736-4350

MATTHEW POPP

Administrative Coordinator
Special Education
(518) 736-4350

DAN SALVAGNI

Administrative Coordinator
Special Education
(518) 736-4350

MANAGERS**CARDEN SMITH**

Computer Services Coordinator
(518) 736-4396

JOHN WILLABAY

Director of Facilities III
(518) 736-4380

HFM BOCES office location**HFM BOCES CAMPUS**

2755 State Highway 67 Johnstown, N.Y. 12095 (518) 736-4681



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