

Eastern Suffolk BOCES  
Middle States Accreditation for Growth  
Annual Profile Update  
2009-10



Office of Planning & Program Improvement  
April 8, 2010

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## Overview

Each year the Middle States Association asks the schools, districts, and organizations they accredit to briefly update their information regarding four basic questions:

- 1.) Significant facilities or program changes since 2008-09
- 2.) Successes/Strengths
- 3.) Challenges
- 4.) Anticipated changes for 2010-2011

We have added a fifth question for our own interest in collecting information on what our key administrators feel are their greatest areas of need. We intend to use this information to target searches for special funds to support those priority areas the agency identifies.

This update will be done each year through 2016 to help Eastern Suffolk BOCES document its changes, successes, challenges, and areas of need. It will also be used to inform the Mid-Term Report that will be submitted to Middle States in 2012.

This information was collected by Barbara Colombo, Research Analyst, Office of Planning and Program Improvement (OPPI), and Dr. Candace White-Ciraco, Director of OPPI and the Agency Internal Coordinator for the Eastern Suffolk BOCES Middle States Accreditation for Growth process. For more information, call 631-687-3264.

**NAME OF PROGRAM/SERVICE:** Administrative Services

**INTERVIEWEE:** Colleen Lipponer, Manager (Hines)

**DATE:** 1/20/10 9:00 am

**Program/Service Description:** Shared services promote cost-efficiency in school district administration and allow local districts to utilize their limited resources for instructional purposes. Services include non-public school textbook distribution, regional transportation, business office services, and food services management.

**1.) Significant facilities or program changes since 2008-09:**

- Hired an Accountant to support the inventory and regional transportation programs
- Senior Account Clerk joined the department to work on the inventory reconciliation and vehicle audits
- Regional Occupational Health & Safety office and Manager of Building Services moved under Operations & Maintenance Division

**2.) Successes/Strengths:**

- Implemented monthly vehicle audit to ensure appropriate use of Agency's vehicles
- Central Support Services performed a cost analysis of copy machines enabling the Agency to negotiate better pricing with its vendors
- Working to improve reporting in the Regional Transportation office
- Prepared a vending bid which will promote healthier choices for students
- Looking for opportunities to reduce costs by reevaluating existing lease agreements

**3.) Challenges:**

- Reduced State Aid for school districts
- Reducing costs internally without impacting the quality of programs
- Building support from component districts to work with BOCES to consolidate services

**4.) Anticipated changes for 2010-2011:**

- Programs are going to have to do more with less resources
- Building efficiencies within programs to keep rates low for component districts
- Create opportunities to expand programs

**5.) Areas of Need:**

- Fund a pilot program to establish central business offices for the North and South Forks
- Fund a plan to regionalize transportation across eastern Suffolk
- Work with SED to promote and encourage consolidated services including offering incentives to districts who participate in cost effective BOCES programs

**NAME OF PROGRAM/SERVICE:** Arts-in-Education

**INTERVIEWEE:** Carol Brown, Administrative Coordinator (BTC)

**DATE:** 2/5/10 12:30 pm

**Program/Service Description: Eastern Suffolk BOCES Arts-in-Education (AIE) Regional Services** (for both Suffolk County BOCES) includes: The coordination of contracting, billing, evaluating, and block booking arts programs, including in-school and off-site performances, workshops, residencies, field studies, videoconferences, and professional development. Publishing of a comprehensive online program catalog, including evaluations, with a wide selection of programs of artistic excellence for **Arts-in-Education** as befits individual district needs and interests. The facilitating of professional development activities for the arts and general education community promoting the value of arts experiences, as well as specific skills in the arts, and the integration of arts into the curriculum. Student conferences in the underserved arts: media arts, theatre, and dance. The publication of the monthly newsletter, *The Star*.

**1.) Significant facilities or program changes since 2008-09:**

- WSBOCES has started an Exploratory Enrichment (EE) program and most of the districts in their service area are contracting for EE programs through WSBOCES (lost 1/3 of EE program revenue)
- Office moved from WHBLC to BTC in June 2006

**2.) Successes/Strengths:**

- Professional Development workshops: Tips and strategies for arts teachers working with inclusion students is completely filled for the 4+ annual workshops
- Contract Requests for AIE and EE programs is completed mostly online (awaiting agency accepting electronic signatures to make it fully online)
- Artist/presenter catalog fully online
- Districts (clients) and artists/presenters (vendors) can check individual ledgers online accessed online with individual district/artist password.
- Have completed two LI Social Emotional Literacy Forum workshops in ES with excellent attendance/participation in 2009-10 school year; have a third scheduled for Spring 2010 (April 14, 2010 – Riverhead HS)
- Continue AIE advocacy locally, regionally, statewide, and nationally (Kennedy Center)
- Communication with stakeholders (listservs, newsletters, etc.)
- “STEM” to “STEAM”: bringing arts and advocacy to Science, Technology, Engineering and Math programs.
- Collegial and working relationship with BTC Principal and the Arts CTE programs (Art and Design; TV Production, Technical Drama, Photography).
- Collaboration with other Art programs in BTC (Teachers and Students)
- Embracing Our Differences (SCCC Center on the Holocaust) collaboration

**3.) Challenges:**

- Economic constraints all districts are feeling
- Generating funds for the continuing internal agency cost increases
- Finding ways to fulfill costs now that we have lost approximately 1/3 of EE funds

**4.) Anticipated changes for 2010-2011:**

- Continued loss of revenue from WSBOCES for EE
- Researching additional CoSer possibilities
- Looking to include more “STEM” programs in Exploratory Enrichment CoSer

**5.) Areas of Need:**

- Teacher/Administrator Institute for Arts-in-Education

**NAME OF PROGRAM/SERVICE:** Audit of Curriculum

**INTERVIEWEE:** Robin Elliser, Associate Director (Sherwood)

**DATE:** 3/8/10 11:30 am

**Program Service Description:** Eastern Suffolk BOCES provides statewide coordination of the New York State Education Department (NYSED) Audit of Curriculum program. This unique federally approved pilot responds to the No Child Left Behind (NCLB) requirement that sanctions be imposed on districts that are in "Corrective Action," their third year of improvement status. NYSED believes that requiring districts in corrective action (DINI-CA) to undergo an external audit of their written, taught, and tested curriculum, followed by the development of an Action Plan based on the findings of the audit, is a more educationally sound approach than the sanctions written into the legislation, such as imposing a curriculum on the district, withholding funding, closing schools, etc. Districts undergoing the Audit of Curriculum receive Title I funding to support the process, action plan development, and 'seed money' for plan implementation, as well as professional development and technical assistance.

**1.) Significant facilities or program changes since 2008-09:**

- Took over the program in 2007-08 – Districts in Corrective Action (1<sup>st</sup> year of Audit Status) took place 2 years prior
- The program is statewide, yet since 2007-08, has not served any ESBOCES component districts

**2.) Successes/Strengths:**

- First time that year within 6 months of receiving the Audit Report – Met their requirements
- 8 Upstate districts that were in Corrective Action are now in Good Standing
- This past summer, with Roberto Reyes, NYSED Director of Title I School and Community Services, "Summer Institute for Middle School Students", held at Stony Brook University, was expanded to Long Island (Hempstead and Wyandanch). Students spent the week at Stony Brook University while school was in session, to give the students the real feel of living and learning at a university.

**3.) Challenges:**

- Constant Change
- Corrective Action is not Tweaking
- Buy-in – Recognizing the Problem
- Taking Responsibility – Understanding the vast majority of students
- Impact a School District can make in a child's life
- Districts being committed to excellence
- District Planning is not just for meeting requirements; it's a journey for the future.

**4.) Anticipated changes for 2010-2011:**

- New Commissioner and Deputy Commissioner decided the program will be altered (RFP will not go out to districts. Districts have to find their own vendors and manage this program on their own.)

**5.) Areas of Need:**

- More certainty as to what will be

**NAME OF PROGRAM/SERVICE:** Bellport Academic Center (BAC)

**INTERVIEWEE:** Marc Foreman, Principal

**DATE:** 12/7/09 9:00 am

**Mission Statement:** The mission of the **Bellport Academic Center** is to provide direct instruction and educational support to our diverse community of students in a cooperative setting through partnership with local school districts. Our dedicated staff utilizes the highest quality methods that maximize educational opportunities for all. Our students strive to reach their full potential, achieve success, and become empowered life-long learners.

**Service Description:** The **Bellport Academic Center** services students who have mild to moderate behavioral and/or intensive counseling concerns and/or mild to moderate learning disabilities. Ninth and Tenth grade students receive a full day departmentalized academic program of New York State Regents curriculum. This same program is offered to eleventh and twelfth grades with options available for students interested in a half day academic and a half day Career and Technical Education component. Students are offered a departmentalized program of New York State Regents curriculum. Psychiatric services are available through collaboration with Sagamore Children's Center.

**Bellport Academic Center at Eastport / South Manor Junior Senior High School**  
The academic program, located in the **Eastport / South Manor Junior Senior High School**, is an extension of the **Bellport Academic Center**. It is a fully departmentalized secondary program in a less restrictive special education setting. It provides a program for students who have succeeded academically and behaviorally at our self-contained centers, yet can still benefit from a small class size option in a large, inclusive setting. Students may utilize this setting as a transition from self-contained Eastern Suffolk BOCES programs to their home districts educational options.

**1.) Significant facilities or program changes since 2008-09:**

- Technology Increasing – Smart Boards in each classroom
- Staff is taking on more responsibilities
- More time-consuming paperwork
- Growth in 9–11<sup>th</sup> Grade Level

**2.) Successes/Strengths:**

- Consistency of solid staff
- Infrastructure
- Staff growth from within (2 AP's & 2 Coordinators)
- 300 students and 3 administrators
- Students that stay and buy into the program – can't make it in the district
- Graduate 60 seniors this year with Regents or Local diploma

**3.) Challenges:**

- Regents – each student has testing accommodations which takes extensive planning and organization
- High psychiatric needs of students
- Work with Sagamore (48 seats in BAC)
- Serving lower functioning students than before in a highly academic setting
- Staff needs academic, psychological, and behavioral background to be effective
- Increasing unfunded mandates from NYSED
- Increasing the shift of clerical-ancillary work from the central office to school without additional resources



- Increasing compliance and legal framework imposed on existing structure without additional resources
- Having to do more pre-vocational work with students

**4.) Anticipated changes for 2010-2011:**

- None

**5.) Areas of need:**

- Split programs for distinct populations (Aspergers, OHI (Other Health Impairments), (school within a school)) to address increasingly dissimilar student population

**NAME OF PROGRAM/SERVICE:** Brookhaven Learning Center (BLC)

**INTERVIEWEE:** Cynthia Croke, Principal

**DATE:** 12/7/09 10:00 am

**Mission Statement:** The **Brookhaven Learning Center** is a secondary school that empowers students to develop functional academic, personal, and work skills. Our mission is to encourage independence and self-advocacy to successfully transition from the school environment to post school options. Skilled staff, in partnership with families, districts and the community, provides quality instruction and services through diverse educational strategies to meet the expectations of the New York State Learning Standards. Our innovative program offers both community-based education and work experiences to provide unique opportunities to enrich each student's education.

The strength of the **Brookhaven Learning Center** lies in the integration of essential life skills and the exploration of various community resources in conjunction with academic application. These dynamics maximize the potential of each student to become an active participant within his or her community.

**Service Description:** The **Brookhaven Learning Center** provides a continuum of services for students with moderate to severe developmental disabilities. Students participate in a modified New York State Curriculum with an emphasis on life skills. Typically a student would start at BLC. If students meet specific criteria they may be recommended to an included site, BLC @ Sachem which is located within the Sachem school district. Again, once certain criteria have been met, the student may then be recommended to the BLC @ Hauppauge Program, another included site. BLC @ Hauppauge is half day. The other half of the day is spent at the TSP @ BLC Program. Many districts send students to TSP for half day (and remain in their district the other half).

**1.) Significant facilities or program changes since 2008-09:**

- Developed "A Functional Academic Program that Emphasizes Activities Based Applied Academic & Life Skills." This is a life skills curriculum consisting of checklists.
- Subscriptions to websites and many new resources.
- Expansion of the BLC Workshop program.
- Building improvements at both BLC and Samoset.
- Instituted Departmentalized program at Hauppauge (providing a more typical high school environment for our students).
- Technology, particularly Smartboards – and access to the Digital Media Library.
- New enclosed Recreation area with activities set up around the walkway.
- An improved Transition Planning process
- Implementation of Portfolio Assessments, the most appropriate type of assessment for our particular student population.

**2.) Successes/Strengths:**

- Knowledgeable and supportive curriculum teachers.
- Additional monies for curriculum projects from the Department of Educational Support Services (ESS).
- A successful transition from one facility (NCLC) to BLC.
- Collaboration with and quick responses from Operations and Maintenance during and following BLC's major move.

**3.) Challenges:**

- Assessment: Having a meaningful assessment tool for our significantly developmentally delayed student population.
- Meeting the needs of the more behavioral, mentally retarded student population.
- Adjusting to the annual myriad of changes which is really just the nature of special education.

**4.) Anticipated changes for 2010-2011:**

- Administration turn-over
- Completion of facility projects.

**5.) Areas of Need:**

- Additional Community Education buses
- Additional Simulated Settings.
- Transition Planning Coordinator
- Science – More hands-on activities

**NAME OF PROGRAM/SERVICE:** Brookhaven Technical Center (BTC)

**INTERVIEWEE:** Dean Lucera, Principal

**DATE:** 12/7/09 11:00 am

**Mission Statement:** The Mission of Brookhaven Technical Center is to provide a safe and positive learning environment addressing the academic and career needs of a diversified community of students through the efforts and abilities of a knowledgeable and caring staff.

Our goal is to prepare students for the work force and/or post-secondary education by building upon the strengths, talents, skills, and resources of peers, educators, industries, communities, and themselves. The program encourages students to develop emotionally, intellectually, socially, and physically.

Through the use of innovative and traditional approaches to instruction, assessment, and current technology, as well as the promotion of ethical values, we commit to empowering all of our students to be self-directed, creative citizens who will thrive in a changing global community.

**Program/Service Description:** Eastern Suffolk BOCES offers approximately 40 career education courses at the Edward J. Milliken Technical Center in Oakdale, **Brookhaven Technical Center in Bellport**, Suffolk Aviation Academy in Shirley, and the Harry B. Ward Technical and Academic Center in Riverhead.

Local colleges offer articulation agreements to students in many areas of study, and students may earn college credits or advanced standing at selected postsecondary institutions.

SED-approved academic Regents credit is integrated and is awarded for CTE approved courses, and all courses may be used toward a Regents diploma. Currently, students attending the technical centers may also earn an additional credit for the State-mandated Career and Financial Management (CFM) course requirement.

Secondary students typically spend one-half day in their home district and one-half day at the **Brookhaven Technical Center**.

More than 2,500 companies have employed graduates of Eastern Suffolk BOCES career and technical education programs.

**1.) Significant facilities or program changes since 2008-09:**

- Made room for Health Classes – Larger enrollment. 124 students in LPN class. Adding another class.
- New foundation – sunk with basement.
- Students building house to be sold on EBay – All trades will work on it.
- Re-Certification
- Standing Pharmacy Technician Certification (Licensing).

**2.) Successes/Strengths:**

- Placing students in a work experience.
- Success Rate on Licensing exam (Teachers volunteered to help tutor reinstated Patchogue-Medford students to catch up)
- Health programs growing tremendously.
- Digital Panoramic X-rays – Dental program
- Cross-curriculum collaborative projects.

**3.) Challenges:**

- Increase in price of transportation.
- Enrollment
- Development programs for students based on current industry trends and the Department of Labor Workforce
- Continue to make districts aware of programs offered by the Brookhaven Technical Center.

**4.) Anticipated changes for 2010-2011:**

- Turn old BETAC area into a Teacher Resource Center (infancy stages).
- Work with municipalities to do construction projects.

**5.) Areas of Need:**

- Most up-to-date Tools and Technology for Career & Tech (Stay on the cutting edge of technology for all programs).
- Obtain a bus to transport students to and from work/field experiences.

**NAME OF PROGRAM/SERVICE:** Building Services - Operations and Maintenance Department

**INTERVIEWEE:** Keith Anderson, Manager & Tom Bilka, Custodial Supervisor (O & M at Colin Drive)

**DATE:** 1/15/10 9:00 am

**Program/Service Description:** Provide support for the Agencies programs, facilities and grounds. This support is provided through our custodial, maintenance and grounds staff in a cost effective user oriented manner needed to protect our capital investment in facilities and to maintain a safe, comfortable and functional environment for all facility users. Administratively, we are responsible for budget management on both operating and capital projects, purchasing, accounts payable, maintenance management system administration, energy management and environmental and regulatory compliance. Maintenance activities include scheduled preventive maintenance, routine and emergency repair of all building systems, weekend building checks and on call emergency response services. Custodial services include daily and periodic cleaning, integrated pest management, non-hazardous waste disposal, recycling, general safety/security coverage. Project Management responsibilities include defining the scope of work for capital projects, procuring and managing design services, reviewing design documents, bidding projects, construction contract management, and overall project management.

**1.) Significant facilities or program changes since 2008-09:**

- US Green Building Council – CTE (going green)
- Recycling in Special Ed Buildings
- Manager of Safety and Administrative Support moved to this building (more collaboration)
- Cooperative Bidding – Added 7 more bids (went from 10 to 17) – participation by O&M
- NYS Association of Superintendents of School Buildings and Grounds – workshops
- Increase in Communication with Administration and Staff
- Set up committee of larger school districts who have warehouses
- Increase in updating of our buildings
- “Utility Direct” – Tracks different anomalies in bills, etc.
- Quality of building repairs, renovations, and products being used has improved communication with vendors
- Replace old and worn equipment (snow blowers) with better quality equipment
- Standardizing of equipment and cleaning supplies
- Quality security upgrades – Replacing doors
- Custodial Building Supervisors Meeting – more organized and meaningful

**2.) Successes/Strengths:**

- Feedback from School Districts and Internal Staff
- Upgraded 2 Level custodians
- Implemented Building Cleaning Inspections
- New CoSer – New service for small Eastern districts (Management Services)
- Better renovations to schools and office buildings being done (to code instead of piece meal)
- Better appreciation by Staff and Administration of job that O & M is doing
- Upgrade in Security Systems and added Access and Cameras
- Training and Staff development has improved and increased

### **3.) Challenges:**

- Budget
- Need for Mid-level Supervisor (Head Custodians)
- Tracking of Custodial Attendance
- Upgrade of key stems in buildings
- Finances for equipment and supplies
- Space
- Storage
- Attendance of Operations and Maintenance Staff
- Direct supervision on a daily basis because of large district spread over the Island
- Getting staff and building administrator on board for building security needs

### **4.) Anticipated changes for 2010-2011:**

- Retirement Replacements
- Save on energy, overtime and supplies
- More Greening
- Meet with principals once a year to discuss changes needed to facilities

### **5.) Areas of Need:**

- Office/Storage Building (Central Warehouse)
- Computerized Energy Management
- May need to implement time clocks and cards for O & M staff. Currently using honor system and a lot of paper

**NAME OF PROGRAM/SERVICE:** Business Services

**INTERVIEWEE:** Maureen Kaelin, Director (Hines)

**DATE:** 1/15/10 11:00 am

**Program/Service Description:** The Department of Business Services is responsible for all BOCES accounting, billing, budgeting, state-aid, payroll, and purchasing functions.

The Department of Business Services coordinates the development of the annual BOCES budget which includes establishing and managing the budget calendar, reviewing all program budgets, consolidating all programs budgets into a total BOCES budget and preparing budget presentation materials for multiple budget meeting. Once the budget is developed the Business Services office maintains, monitors and reports on the budget throughout the year

Annually, Business Services prepares and submits BOCES State-aid claims for each of our component districts based on the services provided to that district. Districts received BOCES Aid for services purchased from BOCES based on state-aid formulas that consider the enrollment and property wealth of the district.

The Department also provides services to component school districts including the Cooperative Bidding Program and Self-Funded Insurance Coordination.

**1.) Significant facilities or program changes since 2008-09:**

- MTA Taxes implemented – Set up processes and procedures
- Programs finding ways to do things creatively and legally to stretch their budgets
- Implementing E-Procurement System
- Training new colleagues

**2.) Successes/Strengths:**

- Staff
- Getting the right people in the right places

**3.) Challenges:**

- Doing the same with less
- ARRA
- Unfunded mandates from the State and Federal government
- New Hires

**4.) Anticipated changes for 2010-2011:**

- Economy – District's budgets

**5.) Areas of Need:**

- More staff to expand programs – Purchasing, Grants, Contract Management
- Upgrade Software



**NAME OF PROGRAM/SERVICE:** Career, Technical & Adult Education

**INTERVIEWEE:** Judy Cahn, Divisional Administrator (BTC)

**DATE:** 1/13/10 3:00 pm

**Program/Service Description:** ESBOCES **Adult Education** is committed to providing quality educational opportunities to a diverse population of adults 18 years of age and older, who wish to develop skills for employment in current and future job markets. Adult Education classes are offered in General Education Diploma (GED) preparation, English for Speakers of Other Languages (ESOL), and many career and technical education classes including Cosmetology, Home Inspection, Plumbing, Electrical, and Licensed Practical Nursing (LPN). LPN students can enroll in an 11-month full-time or a 17-month part-time program that encompasses classroom and clinical learning, wherein students are eligible to take the New York State Practical Nursing Exam upon successful completion. The CTE program also offers an Adaptive Driver Training program to individuals who have physical and neurological limitations. In addition, we offer grant-supported programs in **Adult CTE, and Literacy**.

**1.) Significant facilities or program changes since 2008-09:**

- No facility changes
- Adult Education: added two more daytime classes
- Literacy: Added more satellite sites: Springs, Saxon Middle School, **Bay Shore Middle School**. Closed Southampton due to lack of enrollment

**2.) Successes/Strengths:**

- Well staffed
- Serving 6,000 – 8,000 adults
- Competitively Priced
- Excellent Instructors (Trades and Literary Classes)
- Faculty has been recognized throughout NYS
- Most advertising is done by **Adult Education Catalogue** and Word of Mouth
- Email networking

**3.) Challenges:**

- Continual Improvement – High Expectations
- Budget – More grants needed
- Space – Dedicated space for Adult Vocational Education
- Keeping up with the cutting edge technology
- Answering how we fit between college and tech schools
- Finding new areas of growth
- Spreading the word about our program (People don't know about us)
- Staff is mostly part-time, therefore can not belong to ERF and don't have BOCES badges
- Form changes made several times per year do not coincide with the school calendar, disrupts schedules; forms are not geared toward Adult Ed
- Morale
- Filling Administrator vacancies of Retirees
- Removing K-12 silos that too often separates K-12 and Adult Ed

**4.) Anticipated changes for 2010-2011:**

- Administrator Retirements
- Possible increasing enrollment
- Grants (Funding)
- NYS Cuts
- Current state of the Economy – Using it to maximize educational opportunities offered to adults

**5.) Areas of Need:**

- Space
- Would like to have 12 month program (Summer Vocational Adult Ed program as WSBOCES)
- Staffing to replace retirees
- Funding for programs
- Equipment and resources to start new programs, i.e. Esthetician program

**NAME OF PROGRAM/SERVICE:** Career, Technical & Adult Education

**INTERVIEWEE:** Janet Kiley, Program Administrator (Sherwood)

**DATE:** 2/12/10 11:00 am

**Program/Service Description:** ESBOCES Career and Technical Education (CTE) and Special Career Education (SCE) services provide high school students with opportunities to explore technical careers and learn marketable skills. CTE programs are offered in areas as diverse as Aviation and Automotive Transportation, Communications Technology, Culinary Arts, Human and Health Services, and Law Enforcement. Many programs are articulated with colleges and universities, leading to college credits, advanced standing for students entering two- and four-year colleges, and dual post-secondary credit. SCE courses include, but are not limited to, Automotive, Business and Retail, Cosmetology, and Culinary Arts. Three-year programs are available to special education students up to the age of 21.

**ESBOCES Adult Education** is committed to providing quality educational opportunities to a diverse population of adults 18 years of age and older, who wish to develop skills for employment in current and future job markets. Adult Education classes are offered in General Education Diploma (GED) preparation, English for Speakers of Other Languages (ESOL), and many career and technical education classes including Cosmetology, Home Inspection, Plumbing, Electrical, and Licensed Practical Nursing (LPN). LPN students can enroll in an 11-month full-time or a 17-month part-time program that encompasses classroom and clinical learning, wherein students are eligible to take the New York State Practical Nursing Exam upon successful completion. The CTE program also offers an Adaptive Driver Training program to individuals who have physical and neurological limitations. In addition, we offer grant-supported programs in Adult Literacy and Supported Employment.

**1.) Significant facilities or program changes since 2008-09:**

- Expanded Job Fair from 1 location to 2 (Villa Lombardi's and SCCC Culinary Center)
- Added an Expo – April 21<sup>st</sup> at all Centers for ESBOCES CTE students (Guest speakers from industry and general guest speakers to provide information.)

**2.) Successes/Strengths:**

- Work Experience (job shadowing/Co-ops, etc.)
- More accurate data reports on students
- Job Fair
- Advisory Council (Perkins Grant)
- Professional Development and Professional Networking
- Continuum Brochure differentiating TSP, SCE, CTE

**3.) Challenges:**

- Economy – How districts will spend their money
- Some parents don't buy into BOCES and CTE (misinformed)
- Districts sending students with IEPs to the CTE program, which causes teachers having to teach on many different levels

**4.) Anticipated changes for 2010-2011:**

- Possible enrollment cuts

**5.) Areas of Need:**

- Cutting edge technology for the future
- Salaries (Keeping good staff)
- Transportation (Buses and drivers) for Student Work Experience Opportunities

**NAME OF PROGRAM/SERVICE:** Career, Technology and Adult Education

**INTERVIEWEE:** Wendy Servedio, Administrative Coordinator (Sherwood)

**DATE:** 2/24/10 12:00 pm

**Program/Service Description:** ESBOCES Career and Technical Education (CTE) and Special Career Education (SCE) services provide high school students with opportunities to explore technical careers and learn marketable skills. CTE programs are offered in areas, including but not limited to, Aviation and Automotive Transportation, Communications Technology, Culinary Arts, Human and Health Services, and Law Enforcement. Many programs are articulated with colleges and universities, leading to college credits, advanced standing for students entering two- and four-year colleges, and dual post-secondary credit. SCE courses include, but are not limited to, Automotive, Business and Retail, Cosmetology, and Culinary Arts. Three-year programs are available to special education students up to the age of 21.

**ESBOCES Adult Education** is committed to providing quality educational opportunities to a diverse population of adults 18 years of age and older, who wish to develop skills for employment in current and future job markets. Adult Education classes are offered in General Education Diploma (GED) preparation, English for Speakers of Other Languages (ESOL), and many career and technical education classes including Cosmetology, Home Inspection, Plumbing, Electrical, and Licensed Practical Nursing (LPN). LPN students can enroll in an 11-month full-time or a 17-month part-time program that encompasses classroom and clinical learning, wherein students are eligible to take the New York State Practical Nursing Exam upon successful completion. The CTE program also offers an Adaptive Driver Training program to individuals who have physical and neurological limitations. In addition, we offer grant-supported programs in Adult Literacy and Supported Employment.

**1.) Significant facilities or program changes since 2008-09:**

- Eliminated CISCO Academy for this school year
- Lower enrollment reduced a program from full-day to half-day
- Horticulture/Floral Arts Program (SCE offering) discontinued due to retirement at WTAC

**2.) Successes/Strengths:**

- Ongoing initiative that looks at which programs be offered in each site – reflective of which districts are drawing the highest enrollment
- Embedded credit offered – Academic Credit approved by the State
- SCE Programs follow the same requirements as the CTE program
- Technical Endorsements for Students who excel and meet criteria
- Articulation Agreements secured for students – Listing on the Intranet (CTE Shared Documents)

**3.) Challenges:**

- Maintaining strong, vital curriculum in order to be the best that they can be – Doing the most for the students
- Working with Special Education students to solidify Transitioning efforts
- Expand Articulation Agreements

**4.) Anticipated changes for 2010-2011:**

- None

**5.) Areas of Need:**

- Staff Development
- Keeping Technology Current
- Updated Curriculum Software

**NAME OF PROGRAM/SERVICE:** Career, Technology and Adult Education

**INTERVIEWEE:** Joan Skelly, Director &  
Rob VanBrunt, Program Administrator (Sherwood)

**DATE:** 1/27/10 11:00 am

**Program/Service Description: ESBOCES Career and Technical Education (CTE) and Special Career Education (SCE)** services provide high school students with opportunities to explore technical careers and learn marketable skills. CTE programs are offered in areas as diverse as Aviation and Automotive Transportation, Communications Technology, Culinary Arts, Human and Health Services, and Law Enforcement. Many programs are articulated with colleges and universities, leading to college credits, advanced standing for students entering two- and four-year colleges, and dual post-secondary credit. SCE courses include, but are not limited to, Automotive, Business and Retail, Cosmetology, and Culinary Arts. Three-year programs are available to special education students up to the age of 21.

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**1.) Significant facilities or program changes since 2008-09:**

- Some things have been put on hold due to budgets
- Added a Welding Room at MTC
- Regionalization of offerings (Singletons vs. Doubles)
- Eliminated CISCO program at MTC due to lack of enrollment
- Eliminated Horticulture program at WTAC due to lack of enrollment
- Health Careers programs, with the exception of the Farm Tech program, have grown monumentally which have resulted in new hires and minor facility changes
- Hired new LPN teacher and full time Clinical Medical teacher
- Impact of support from Keith Anderson, Manager of Building Services, and his staff – Efficiencies has helped budgets and facilities

**2.) Successes/Strengths:**

- Our programs are in a good position to “weather the (financial) storm”
- Majority of CTE and SCE programs teach students well
- Interaction with Business Community is strongest ever
- Curriculum and Academic teachers receive Imbedded credits and In-house Staff Development and Administrative Leadership

**3.) Challenges:**

- New Requirements and Assessments
- Financial Climate – trickle down from school districts to BOCES
- BOCES image portrayed in school districts
- Defined Continuum for CTE and SCE students – Districts send students with IEPs to CTE as it’s less expensive than SCE

**4.) Anticipated changes for 2010-2011:**

- Cutting courses from full time to half time
- Possible cuts of undersubscribed programs
- Adult Ed programs will grow due to the economy

**5.) Areas of Need:**

- Support getting students out (bus) for internships
- New equipment and technology for “Greening”
- Staff Development
- Money to study regional segregation by race/gender/income – to work with the underserved students – Partner with school districts to get students into the non-traditional courses

**NAME OF PROGRAM/SERVICE:** CTE/Adult Education

**INTERVIEWEE:** Rob Van Brunt, Program Administrator (Sherwood)

**DATE:** 3/3/10 3:00 pm

**Program/Service Description:** ESBOCES Career and Technical Education (CTE) and Special Career Education (SCE) services provide high school students with opportunities to explore technical careers and learn marketable skills. CTE programs are offered in areas as diverse as Aviation and Automotive Transportation, Communications Technology, Culinary Arts, Human and Health Services, and Law Enforcement. Many programs are articulated with colleges and universities, leading to college credits, advanced standing for students entering two- and four-year colleges, and dual post-secondary credit. SCE courses include, but are not limited to, Automotive, Business and Retail, Cosmetology, and Culinary Arts. Three-year programs are available to special education students up to the age of 21.

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**1.) Significant facilities or program changes since 2008-09:**

- Data Dialogue – Presentations to each of the building administrators, faculty and department SDMs – Discussions on how to improve their programs and what else we should be looking at towards meeting our goals

**2.) Successes/Strengths:**

- Ability to maintain and perfect
- Collection procedures (Work experiences, Industry Assessment, Programming)
- Going Green – Online surveys versus Paper surveys

**3.) Challenges:**

- Resistance to admitting defeat – May not make a goal – discussing how to move forward to make things work
- Resistance to change

**4.) Anticipated changes for 2010-2011:**

- Cuts in teaching staff
- Unsure Enrollment

**5.) Areas of Need:**

- Cutting Edge Supplies, Materials and Equipment
- Consumable Supplies for Program Instruction at the sites
- STUDENTS!!!

**NAME OF PROGRAM/SERVICE: Career, Technical, Adult Education – Health Careers**

**INTERVIEWEE: Carol Powell, Program Administrator & Debbie Epilone, Administrative Coordinator (Kennedy Hall @ NYIT)**

**DATE: 1/19/10 2:00 pm**

**Program/Service Description:** The Eastern Suffolk BOCES School of Practical Nursing offers a wonderful lifetime career in the interesting field of healthcare. This program offers an 11-month program, which is a full-time day program and a 17-month program, which is a part-time evening program. It encompasses classroom and clinical time; students are eligible to take the NY State Practical Nursing Exam upon successful completion. All levels of patient care are covered in our program as well as hands on experience at local health care facilities. The Practical Nursing program gives students a solid foundation to pursue advanced college training.

**1.) Significant facilities or program changes since 2008-09:**

- High enrollment from high school – 60 people on waiting list (Under 700 students in the Nursing programs, between 1700 and 1800 students total in the high school and Adult Ed programs)

**2.) Successes/Strengths:**

- NYS Accreditation for Practical Nursing – 6 yr. term accreditation, 2 yr. term Nursing Assistant
- Reputation – Recognized as a high-quality program
- Relationship with hospitals – Sit on Hospital Boards
- Adapting to multi-diverse population
- Tremendous quality of the program
- Structured and well documented program
- Great interview process for applicants – Administrators meet personally with each applicant

**3.) Challenges:**

- Space – Can not accommodate all students at one time. Utilize 5 buildings for high school and adult level instruction
- Diverse population – Fairness to ESL students with limited resources
- Finding appropriate clinical space

**4.) Anticipated changes for 2010-2011:**

- Approval for small increase in tuition
- Upgrading computers
- Computerized Entrance Exams
- More Smart Boards

**5.) Areas of Need:**

- Space
- Enhance technology
- Stay on the Cutting Edge – Health Equipment
- Build a Smart Lab



**NAME OF PROGRAM/SERVICE:** Centereach Academic Center (CAC)

**INTERVIEWEE:** Sue Peterson, Principal & Darren Schryver, Teacher

**DATE:** 12/16/09 11:30 am

**Mission Statement:** The mission of the **Centereach Academic Center** is to provide an individualized, structured, standards-based education designed to empower students through academic and social growth and success. As a specialized educational community, we provide innovative educational experiences. We are committed to maintaining a safe and caring environment while preparing our students for the challenges of the future.

**Service Description:** The academic program at **Centereach Academic Center** is available to secondary special education and non-classified “at-risk” students with severe behavioral concerns and limited anger management skills.

The **Centereach Academic Center** offers both a self-contained and departmentalized program of New York State Regents curriculum. All students receive weekly counseling at least one time individually and one time in a group setting.

**1.) Significant facilities or program changes since 2008-09:**

- Library Staff member – School Library System 2hrs/day.
- Social Worker
- Upgrade to Refocus Room – Mats on Floor
- New Laptop Carts

**2.) Successes/Strengths:**

- Staff takes care of each other
- Shakespeare Play put on each year
- Students know that the staff care
- School Store – Reward System during lunch on Friday
- Comfort level of students
- All students are escorted outside of the classrooms
- Professional Development in the building
- Waiting list to get into Read 180
- First and ninth periods are electives for all students (home base – a feeling of stability for students)
- Principal makes a difference in student’s lives
- End of the Year Fishing Trip – Reward for students (average 15 students)
- Affiliation with Gang Probation Officer

**3.) Challenges:**

- Building owned by 3 separate private owners
- Need upgraded Computer Lab
- No PTO or SEPTA - Need help fundraising
- Students more psychiatric – Long wait for psychiatric evaluation – 6 weeks (CPAP – Stony Brook Psychiatric)
- Security – Gang Affiliations – Learning Gang symbols (i.e. Which Beads each gang wears)
- Most students from Brentwood and Central Islip school districts
- Use public transportation for field trips – Restaurants (social skills), Courts, SCCC, Riverhead Jail (Scared Straight)
- If students can’t make it in this school, they go to an upstate facility
- Students have children of their own

- Building leased through the end of this year
- Crisis team includes 1 teacher and 3 teacher assistants
- Four self-contained classes
- Working on absenteeism

**4.) Anticipated changes for 2010-2011:**

- Working on absenteeism
- Getting building hardwired
- Continue to develop self-contained transitioning program
- 8-1-1 Classes

**5.) Areas of Need:**

- Student Incentives/Rewards (Field trips, Phone cards, McDonald's coupons)

**NAME OF PROGRAM/SERVICE:** Central Support Services

**INTERVIEWEE:** Pat McCabe, Senior Administrative Asst. (Hines)

**DATE:** 2/9/10 2:30 pm

**Program/Service Description: Central Support Services (CSS) provides support to all programs and staff throughout Eastern Suffolk BOCES in the following areas:**

- Duplication – printing in both black/white and color, and offering a wide selection of paper types and finishing options, the duplication room can produce a variety of quality printed materials in any quantity.
- Mail Services – through a central mailroom located in the Hines Administration Building, and a satellite mailroom at the Instructional Support Center, CSS handles all incoming and outgoing inter-office mail and outgoing USPS mail, as well as materials destined for all Suffolk County districts. The central mailroom also distributes mailing supplies as needed.
- Materials Processing – these clerical services include but are not limited to typing, stapling, collating, mail preparation, CD burning, scanning, sorting, and labeling. CSS also provides materials as requested.
- Vehicle Management – CSS oversees the maintenance, repairs, usage, acquisition, and disposition of all agency-owned vehicles, as well as maintaining records of all approved drivers
- Switchboard Coverage – CSS staffs the main switchboard at the Hines Administration building from 7:30 a.m. to 4:30 p.m. on all days BOCES offices are open.

**1.) Significant facilities or program changes since 2008-09:**

- Use of more technology – double monitors, training and use of available software programs (Outlook, PeopleSoft, Excel, etc.)
- Further development of vehicle module in PeopleSoft for producing useful reports
- Increased use of duplication in-house rather than using a printing service (Brochures, Reports, etc.)
- Increased use of postal discounts via established permits
- Copy machine analysis performed in Summer of 2009 resulted in savings agency-wide
- Greater awareness to agency staff as to how we can help
- Shift in Technology – Used to be a Typing Pool. Now less typing and more requests for data entry and other electronic document processing.

**2.) Successes/Strengths:**

- Great staff – All cross-trained – A great team
- Membership in USPS Postal Council keeps us up-to-date on regulations to maintain availability of postal discounts

**3.) Challenges:**

- Maintaining printing output with current equipment
- Keeping current with new Postal Regulations (using discounts) which change regularly
- Working within confines of bid system (Purchasing), yet providing timely services
- Obtaining monthly vehicle usage records from programs

**4.) Anticipated changes for 2010-2011:**

- Training staff on PowerPoint and Publisher
- Use of vehicle reports will help lower overall cost of vehicles
- Additional Copier/Printer (Digital Press)
- Further increase in use of all CSS services

- Possibly offering printing services to districts
- Replacement of older, high mileage vehicles with newer vehicles that are under warranty and fuel efficient

**5.) Areas of Need:**

- Update Intranet to assist BOCES staff in procedures related to CSS services.
- Update Program description in BOCES website
- Further advertising/training throughout the agency as to the services we offer that can help them save time and money
- Upgrade color printing equipment

**NAME OF PROGRAM/SERVICE:** Eastern Suffolk BOCES

**INTERVIEWEE:** Gary Bixhorn, Chief Operating Officer (Hines)

**DATE:** 2/9/10 1:00 pm

**Program/Service Description:** The **Chief Operating Officer** shall provide executive leadership for all programs and services, as well as the administrative infrastructure of the organization. The **Chief Operating Officer** shall be responsible to the District Superintendent, and ESBOCES employees shall be responsible to the **Chief Operating Officer**, through an appropriate supervisory structure, for all services and support of component school districts.

The **Chief Operating Officer**, with the consent of the District Superintendent, shall report to the Board upon the implementation of the policies adopted by the BOCES and may present for consideration such changes and amendments as he/she believes to be desirable or necessary. Unless otherwise provided by a Board policy, the District Superintendent or the Chief Operating Officer or designee shall have the power to take administrative action.

The District Superintendent and **Chief Operating Officer** shall attend all meetings of the Board and shall act in an advisory capacity on all matters. In all emergency situations not specifically designated herein, the District Superintendent shall have the power to act in accordance with his/her best judgment. In the absence of the District Superintendent, the **Chief Operating Officer** shall assume responsibility for administrative decisions, provided, however, that the **Chief Operating Officer** shall not be authorized to perform those functions limited by Education Law §2215 solely to the District Superintendent. In the absence of the **Chief Operating Officer**, an associate superintendent shall assume responsibility for administrative decisions.

**1.) Significant facilities or program changes since 2008-09:**

- Closed North Country Learning Center – Centralizing services at BLC
- Worked on improvements at Masera
- Jefferson Academic Center changes
- Continued to promote regional shared services
- Coordinated Efficiencies Management Grants for Regional Transportation, Health Services, and Purchasing
- Suffolk County RFEI Process (Request for Expressions of Interest)
- Expanded Regional Advocacy Activities “Framework for the Future”
- Communications Task Force
- Agency Reaccreditation

**2.) Successes/Strengths:**

- Ability to maintain Confidence/Good Will/Faith of Districts despite the economy and the turnover in school district administration
- Hiring quality staff continues to improve
- Better cooperation between offices, departments and divisions – more cohesive
- Strengthened role as a Regional Leader – Local Governments look up to us

**3.) Challenges:**

- Continuing to maintain our position in the County in the current economic environment
- Constantly changing District Superintendents (More than 1/3)
- Continuing to provide leadership as an Intermediary with the State
- Communications (Public and Internal Staff Perception)
- Health Insurance for Retirees

**4.) Anticipated changes for 2010-2011:**

- Struggle due to the Economy
- Promote Advantages and Opportunities for Working with ESBOCES
- Staff cuts and changes

**5.) Areas of Need:**

- Start improving WHBLC Facility

**NAME OF PROGRAM/SERVICE:** Communications/Recruitment/Research

**INTERVIEWEE:** Andrea Grooms, Director (Hines)

**DATE:** 3/8/10 1:00 pm

**Program/Service Description:**

The **Office of Communications** specializes in providing public relations, graphic design and web support to the agency's and school district's diverse programs and services. By utilizing dynamic and tailored communications strategies and tools, the unit assists the agency's programs in achieving success through increased visibility via media outlets and efficient internal communications.

The **Office of Recruitment and Retention** plans and implements policies and strategies related to employee recruitment, retention and induction. The office is responsible for many initiatives which include, but are not limited to, the development of the Hiring Practices Manual, Regional Recruitment Career Fairs and community outreach efforts.

The **Office of Research** carries out a program of regional education and school district finance research for the agency, component school districts, Long Island industry partners, and other stakeholders. Serving as a regional resource, the unit helps constituents achieve their goals through sound programmatic recommendations, thorough analysis, and effective communication of findings.

**1.) Significant facilities or program changes since 2008-09:**

- Started Web site Committee for New Web site – making it more user-friendly

**2.) Successes/Strengths:**

- Started initiative to better reach constituents through “direct contact”, as opposed to just print, email, web site, etc. Forwarding district BOCES students success stories back to the districts for use on school web sites, local media, etc.
- Tracking and monitoring system – Electronic documentation on all graphics and public relations projects

**3.) Challenges:**

- Employee Relations – Trying to balance personalities and expertise
- Space – Seven people in a small space with no windows and perceived poor air
- Getting the agency onboard as to what the Communications Office is authorized to do (Boundaries and Authority of the Office) with regard to determining the agency image via print media and outreach
- Staffing for the Recruitment Office – Need to hire a Recruiter to establish partnerships with Higher Ed and outreach at Job Fairs, and establishing candidate pipelines, secession planning, etc.
- The vision for the Research Office needs to be reassessed to ensure the needs of the agency and stakeholders are being met.

**4.) Anticipated changes for 2010-2011:**

- More Space and better air quality for the Communications Office
- A Recruiter for the Office of Recruitment

**5.) Areas of Need:**

- Space for Communications Office Staff
- Recruiter for Recruitment Office

**NAME OF PROGRAM/SERVICE:** Curriculum and Assessment Services

**INTERVIEWEE:** Danielle Hudek, Asst. Administrative Coordinator (Sherwood)

**DATE:** January 19, 2010 and March 11, 2010 – 10:00 am

**Program/Service Description:** These services provide support for teaching and learning in all content areas. Grounded in instructional best practices and current Federal, State and local educational requirements, the base service provides access to: Classroom-embedded coaching, Regional staff and curriculum development, Professional listservs, Up-to-date New York State Education Department Learning Standards and Assessments, and Virtual Regional Professional Development (*videoconferencing available for districts*)

**The Curriculum Development Program includes:** The design, review, evaluation, and/or updating of curricula, the coordination of curriculum projects with nationally known facilitators, and Effective School Surveys

**The Assessment Service includes:** Training on grades 3-8 and NYSAA Assessments, Regional scoring on New York State Education Department grades 3-8, NYSAA and NYSESLAT Assessments, Cluster scoring with districts as requested (3 or more districts), and Access to Assessment Liaison Network

### **1.) Significant facilities or program changes to New York State Alternate Assessment (NYSAA) since 2008-09:**

- A new Assistant Coordinator started in August 2009.
- Last year, all special education teachers came for full day NYSAA regional training with 2–3 AATNs (Alternate Assessment Training Network Specialists) to assist. This year, the Department of Education changed the format of the regional trainings to half day trainings for experienced teachers and full day training for non-experienced teachers. There were 1–2 AATNs (Alternate Assessment Training Network Specialists) at each session to assist.
- NYSAA Task Writing workshops were conducted last year with 6 AATNs working at different tables grouped by content area. This year, 3 AATNs worked with teachers grouped by grade level.
- Last year, NYSAA Collegial Reviews were scheduled for groups of 20–30 people in half-day intervals. There were 6 AATNs to assist with the reviews and teachers were grouped by grade. This year, 3–4 AATNs worked separately with individuals scheduled every half hour.
- NYSAA scoring last year was conducted in three sessions. During the first session, 60 people were trained on the first day and then returned to score over the next couple of sessions, which was difficult to manage. This year, there will be 4 scoring sessions with training for 35 people in each session.
- Last year, each table leader for NYSAA scoring was an AATN or Curriculum Teacher from Eastern Suffolk BOCES. This year, there are three ESBOCES Curriculum Teachers, two ESBOCES teachers, and four teachers from component districts to facilitate as table leaders.
- Last year, we were unable to utilize WHB for trainings due to construction, so we developed a partnership with Mattituck-Cutchogue as well the Teacher’s Center in Southampton. This year, we utilized WHB for trainings.
- Last year, all correspondence went out to districts via paper mailings and the “pps”, “scoringinfo” and “curriculum” listservs. This year, there have been less paper mailings



and more electronic communication due to "Go Green" initiatives. There has been a NYSAA distribution list created for this purpose.

**2.) Successes/Strengths:**

- Better feedback from the half day training format from experienced teachers.
- Positive feedback for the change of format with the Task Writing and Collegial Reviews.
- The successful creation of a NYSAA Distribution List has been the result of "Go Green" initiatives.

**3.) Challenges:**

- As someone who has never administered the NYSAA, it has been challenging to learn the Administration Guidelines for the NYSAA.
- Due to program changes for the Curriculum Teachers, they have not been available to assist with trainings and workshops as much as in the past. There is less support available than in the past.
- Clerical support staff is physically separated from the Assistant Coordinator making it more difficult to interact and work together effectively.

**4.) Anticipated changes for 2010-2011:**

- Continue to gather additional NYSAA scoring table leaders from component school districts in order to free up ESBOCES staff.
- Offer a service for NYSAA Administration manual duplication for component school districts.
- Will be responsible for Reading Recovery/Literacy Programs beginning July 1, 2010.
- Will work collaboratively with Coordinator on summer enrichment programs and curriculum projects.
- Will facilitate professional development workshops for teachers in the area of literacy.

**5.) Areas of Need:**

- Microsoft Access programmer to help modify and finalize our unfinished NYSAA database
- Storage for NYSAA student datafolios from February through June (1,030+ one-inch binders and storage boxes)

**NAME OF PROGRAM/SERVICE:** Eastern Suffolk BOCES

**INTERVIEWEE:** Ed Zero, District Superintendent (Hines)

**DATE:** 2/5/10 2:30 pm

**Description:** The **District Superintendent** is the chief executive officer of a board of cooperative educational services (BOCES) and the general supervising officer of the supervisory district that comprises the BOCES. This person is responsible for both the BOCES and its component districts, and also performs duties assigned by the commissioner of education, serving as the State Education Department's field representative in the supervisory district.

**1.) Significant changes since 2008-09:**

- Supported the efforts of the new Commissioner of Education, Dr. David M. Steiner; Senior Deputy Commissioner for P-16, Dr. John B. King, Jr.; and the NY State Board of Regents as they work to reform the NYSED system to provide for a richer school curriculum, better assessments of students and teachers, the development of a comprehensive longitudinal data system that would cover every stage of the educational process so that teachers will have access to timely, meaningful data to inform instruction, and to become a hub of innovation and best practices
- Continued to serve in an advisory capacity to help in the development of the Department's Race to the Top application and will support the SED's proposal when funded
- Created and/or strengthened existing partnerships with Institutes of Higher Education, not-for-profits, teacher centers, and community based organizations to further support the SED's P-16 initiatives including but not limited to Schools Under Registration Review (SURR), School Quality Review (SQR); Universal Pre-Kindergarten; the Governor's Summit on Dropout Prevention and Student Engagement, and the Department's Institutes of Higher Education/High-Quality Teachers Initiative
- Provided ongoing support and guidance for regional services – State Networking: BETAC, FEOP, LIRSSC, S3TAIR, RSSC, AOC
- Facilitated greater collaboration with all three Long Island BOCES
- Served as District Superintendent for all three Long Island BOCES until just recently
- Played a greater role in giving input to SED to change policies/procedures
- Expanded District Superintendent role on a variety of Advisory Boards
- Increased involvement in more statewide projects

**2.) Successes/Strengths:**

- Enhanced the mutually supportive and proactive administrative partnership that has evolved over the past three years between the DS and COO in response to the needs of the SED, component school districts, and the agency.
- Coordinated and acted as liaison between the public educational community and other state/regional agencies/organizations so that the educators in the region can most effectively and efficiently use available resources
- Continued to serve as a vigorous, informed, and innovative advocate for school improvement by assisting component school districts in their efforts to provide the highest quality educational programs in the most cost-effective manner
- Supported the Regents priorities for school improvement by working with SED officials at the executive level to help with the governance, transition, and delivery of technical assistance offered by the state networks to low performing/high-poverty school districts in the region
- Provided leadership in support of the NYS standards and comprehensive reform strategy
- Served as a strong advocate for exemplary practices and provided resources to support innovation
- Worked to remove obstacles to higher student performance

- Created new capacity to recruit and prepare teachers and school leaders
- Detected, reported and resolved problems
- Used BOCES services effectively to support local reform efforts
- Created a culture of cost effectiveness and quality
- Made an annual report to the Commissioner

### **3.) Challenges:**

- Need more Statewide projects such as STEM, AOC, Infusion Development
- Need innovative thinking and operations to support it
- Limited Resources – Getting funding or a system to come up with new ideas and be able to back it
- Split Role of the District Superintendent – when position is not filled in other BOCES (was District Superintendent for 3 BOCES simultaneously – now for 2 simultaneously)
- Need more Organizational Support
- Distance Learning
- Building more support for the Superintendent in Residency position
- Boundary disputes – districts battle whose property is whose
- No operational money from the State to support expanded role and projects
- Need for Foundation support from 501c3 or other entity to expand initiatives

### **4.) Anticipated changes for 2010-2011:**

- Build a plan for most effectively using and attracting regional expertise and leadership
- Unite three Long Island BOCES Boards to answer the question: What will BOCES look like in the 21<sup>st</sup> Century?
- More collaboration with all three Long Island BOCES
- Tweak the Chief Operating Officer/District Superintendent relationship to build even greater collaboration

### **5.) Areas of Need:**

- Development Money

**NAME OF PROGRAM/SERVICE:**                     Educational Services Division                    

**INTERVIEWEE:**                     Julie Lutz, Associate Supt. for Educational Services                    

**DATE:**   1/20/10 12:00 pm  

**Mission Statement:** Eastern Suffolk BOCES Educational Services Division, in partnership with the community, is dedicated to meeting the needs of diverse lifelong learners by providing a full spectrum of cost-effective educational and career learning programs and services. These services include those that empower school districts and other educational providers to build capacity for teaching and learning, ensure equitable access to the best education for all students and achieve excellence. The programs enrich life and maximize potential within the community and work force. We are committed to quality, communication, research, respect, safety and attention to our continually changing world.

**1.) Significant facilities or program changes since 2008-09:**

- NCLC was closed and the program moved to BLC
- Created Middle school at JAC
- Opened Included program in Hampton Bays
- Created a Regional District Based Summer School for Special Ed
- Created a Regional Alternative High School – January-February 2010 – 2 sites (1 more location will be added in February 2010)
- Instituted My Learning Plan as a professional development tracking data base and Connect Ed as an emergency communication tool
- Improving our collaboration and data collection and analysis skills

**2.) Successes/Strengths:**

- Staff
- Working to improve data systems and communication
- New innovative programs to respond to districts needs (Alternative High School & Regional Summer School)
- New Strategic plan with more Division-wide goals and concrete data/benchmarks

**3.) Challenges:**

- Declining CTE and Special Ed enrollment
- Fiscal issues
- Getting everyone to understand the importance of accurate data collection and how to use it to improve instruction
- Efficient cost effective space for programs

**4.) Anticipated changes for 2010-2011:**

- Shifts in some Central Office Leadership
- Working to do more with less (people and money)

**5.) Areas of Need:**

- Succession planning – Leadership and Anticipated Teacher Retirements
- Improved Leadership morale in trying times
- Innovative ideas for CTE to continue to offer quality Technical Education in a cost effective manner

**NAME OF PROGRAM/SERVICE:**                     Educational Support Services                    

**INTERVIEWEE:**                                     Marilyn Adsitt, Director (Sherwood)                                    

**DATE:**   1/21/10 2:00 pm  

**Program/Service Description:** The Department of Educational Support Services (ESS) offers a variety of high-quality programs and services that are designed to enhance instructional programs and improve outcomes for 21<sup>st</sup> century students. Research-based and targeted to meet the needs of school districts, these services are available to educators, including administrators and support staff, boards of education, students, and parents.

**1.) Significant facilities or program changes since 2008-09:**

- Assessment calendar (Administrative, Support Staff)
- Technology Advances (Online Learning, Distance Learning, Webinars, Elluminate and Web 2.0 Tools)
- Job-Embedded Coaching
- Importance of Curriculum Teachers
- Mentoring Program – Teachers and Paras
- School Library System New Service Offerings (Digital Media Library)
- More Enrichment Programs Offered (Summer Enrichment) – Meets the needs of working parents
- School Leadership Development
- Cultural Competence/Diversity Enhancement

**2.) Successes/Strengths:**

- Curriculum Teachers – Job-Embedded Professional Development
- Coaching Network
- Administrative Staff – Spot trends – analyze – create programs (entrepreneurial)
- Model Schools – activity in securing grants to assist our districts
- More cost-effective programs for districts
- Presentation at National Conferences

**3.) Challenges:**

- Space to provide services
- Finances
- Time and staff to pursue grants
- CoSer Relief (ability to provide more programs to constituents through expansion of CoSers)
- Obtaining special funding to support programs

**4.) Anticipated changes for 2010-2011:**

- Budget constraints
- NSDC Presentation
- District changes (subscriptions)
- Staffing changes
- Curriculum teachers doing more with fewer teachers
- Increased need for more special funding
- Expanding the role of BOCES, legislatively

**5.) Areas of Need:**

- Math/Science, Global Languages
- Combine online with physical presence (hybrid models in programs)
- CoSers to be expanded to include Pre-K
- Health needs of children and future students (Phys Ed and Mental Health)
- Resources



**NAME OF PROGRAM/SERVICE:**                     Educational Support Services                    

**INTERVIEWEE:**                     Molly Licalzi, Administrative Coordinator (Sherwood)                    

**DATE:**                     January 19, 2010 and March 11, 2010 – 9:30 am                    

**Program/Service Description:**

**Curriculum and Assessment Services:** These services provide support for teaching and learning in all content areas. Grounded in instructional best practices and current Federal, State and local educational requirements, the base service provides access to: Classroom-embedded coaching, Regional staff and curriculum development, Professional listservs, Up-to-date New York State Education Department Learning Standards and Assessments.

**The Curriculum Development Program includes:** The design, review, evaluation, and/or updating of curricula, the coordination of curriculum projects with nationally known facilitators. Effective School Surveys

**The Assessment Service includes:** Training on grades 3-8 and NYSAA Assessments, Regional scoring on New York State Education Department grades 3-8, NYSAA and NYSESLAT Assessments, Cluster scoring with districts as requested (3 or more districts), and Access to Assessment Liaison Network

**Year Round Enrichment Program includes:** Conference for Kids, Discovery Fair, Elementary Science Enrichment, K-6 Wellness Across America, INTEL- Long Island Science and Engineering Fair, LISEF-SSP-MSP (Society for the Science and Public Middle School Program), LISEF-Proposal Fair, Project STEP, Project WISE, Proposal Fair, and Regional Quiz Bowl

**The Summer Enrichment Programs include:** Camp Invention, Extra Edge Educational Opportunities, Inc. (*a science enrichment program for all students grades 1-7*), and Summer Enrichment Institute (*courses offered in all content areas and the arts for students grades 4-12*)

**Science Enrichment Programs:** Science 21, an integrated K-6 Science curriculum, is a program designed by teachers for teachers and is linked to the New York State Learning Standards for Mathematics, Science, and Technology. Its major emphasis is on investigations that are student directed and relevant to their everyday lives. Hands-on, inquiry-based Science and Math, Language Arts, and Technology are integrated where they fit naturally. Science 21 achieves a balance between process and content and is supported by kits and staff development.

**Junior ROTC Program: The Naval/Air Force Junior ROTC program includes:** The hiring and supervision of teaching staff, Supplies and materials, Coordination of field trips and leadership conference, and School course credit

**1.) Significant facilities or program changes since 2008-09:**

**Assessment Services:**

- Regional scoring sessions for NYSED grades 3-8 are now being held solely at St. John's University in Oakdale due to limited availability at Sherwood.
- NYSED scoring schedule has been changed. All scoring is done in May and June except for Social Studies 5.

**Curriculum Services:**

- Added additional opportunities for curriculum writing. Heidi Hayes Jacobs provided 2 days of professional development and review during the summer 2009.

**Summer Enrichment:**

- Brentwood summer program changed location to ESBOCES facilities due to district asbestos abatement work.
- Working with Brookhaven National Lab to create new services for our elementary students during the summer.

**Teen Pregnancy Task Force:**

- Administrative Coordinator was appointed to this Task Force, meeting and discussing issues – Learning from the community and how we can help

## 2.) Successes/Strengths:

### Assessment Services:

- Successfully completed all scoring within the deadlines provided by NYSED and the RIC.
- We have fine tuned our Quality Control Team to keep up with the scoring timeline.

### Curriculum Services:

- Districts enjoyed the Heidi Hayes Jacobs hands on workshop. Districts were able to send 5 teachers free of charge if they belonged to the Comprehensive Curriculum Development service. We will be providing additional opportunities with national presenters again this summer.

### Year Round Enrichment:

- Conference For Kids continues to be a successful opportunity for elementary students, 4-6.

### Junior ROTC:

- Two districts (Patchogue-Medford and William Floyd) currently subscribe

## 3.) Challenges:

### Assessment Services:

Keeping up with the new timelines from NYSED.

- Interviewing many retirees for scoring. I am anticipating districts will not have enough teachers to send for each session.
- Enrollment for Camp Invention was extremely low due to budgetary constraints causing a delay from districts to commit.

### Science 21 Kits:

- The number of districts that participate has dropped due to district financial constraints.

### Curriculum Services:

- Only three districts do their in-house curriculum writing through our service. I would like to try to canvas more districts to take advantage of this opportunity, especially in lieu of the current fiscal crisis.

## 4.) Anticipated changes for 2010-2011:

### Summer Enrichment:

- Sachem joined the program for 2009-2010 but will not be returning in 2010-2011. This was a district decision to save monies and run the program themselves.
- Connetquot and Brentwood school districts will not be participating next year due to financial constraints
- Bayport-Blue Point school district is joining the service this year.

### Year Round Enrichment Program:

- Developing a new service, myChinese360. Students can study Mandarin Chinese online taught by United States certified teachers, directly from China, in real time. It is a 24/7 access to a self paced curriculum, featuring live tutors, live classes, and a virtual world in Beijing. We will pilot this program.

### Curriculum Services:

- Heidi Hayes Jacobs will run a program to update attendees on 21<sup>st</sup> Century Skills
- Jay McTighe will do a presentation on 21<sup>st</sup> Century Skills, jazzing up curriculum, looking at Common Core Standards, Formative Units of Study
- Curriculum Writing Services is growing; adding more districts.

## 5.) Areas of Need:

- More time to devote to my programs. I need to spend more time fine-tuning and promoting my current programs. There are many items that need attention that keep getting placed on the back burner. I would love to have time to create new services, but I have not had any "down" time yet. This is supposed to be my "down" time ☺
- More Imbedded Coaches
- More assistance with 21<sup>st</sup> Century Schools
- Reinstate Enrichment Programs throughout Long Island



**NAME OF PROGRAM/SERVICE:** Educational Support Services – Crisis Prevention Intervention (CPI)

**INTERVIEWEE:** Gina Reilly, Program Administrator (Sherwood)

**DATE:** 2/9/10 11:30 am

**Program Service Description:** CPI is a training program that provides the *Care, Welfare, Safety, and Security* of everyone involved in a crisis situation. Eastern Suffolk BOCES has adopted this program to ensure that all of our staff members work together to impart a safer, more supportive work environment. Through the training modules our staff members gain an understanding and develop techniques that they can employ in the classroom setting to avoid crises.

**1.) Significant facilities or program changes since 2008-09:**

- Providing all of the CPI Instructors the same level of training
- Adding an additional four instructors
- Adding an autism training piece to our refresher course

**2.) Successes/Strengths:**

- Addition of autism training – enhanced staff's knowledge of the disability as well as expand their behavioral responses to all of the challenging behaviors that are present throughout our BOCES buildings

**3.) Challenges:**

- Getting all staff members through training in a timely fashion

**4.) Anticipated changes for 2010-2011:**

- Add more administrators as instructors in future years
- Four new instructors need to complete two more courses to have the same level of training as the other instructors

**5.) Areas of Need:**

- Financial support
- Space for training

**NAME OF PROGRAM/SERVICE:** Educational Support Services – Mentor Program

**INTERVIEWEE:** Gina Reilly, Program Administrator (Sherwood)

**DATE:** 2/9/10 11:30 am

**Program Service Description:** The Department of Human Resources, in conjunction with the Department of Educational Support Services, offers a mentoring program that serves a multitude of purposes. This program is a coordinated effort on the agency's part to:

- Fulfill the Commissioner's Regulations for mentoring (Section 100.2 (dd)) issued by the New York State Education Department;
- Uphold contractual obligations for mentoring and professional development (previously fulfilled through the Para/Teacher Mentor Training program);
- Provide a series of training modules, in-building support and individual mentoring to all new instructional staff members affording them a smoother transition into a BOCES setting;
- Offer ongoing support to our current instructional staff.

**1.) Significant facilities or program changes since 2008-09:**

- Combined, in conjunction with Human Resources, two existing mentoring programs into the new ESBOCES Mentor Program. Provides new staff members the ability to fulfill their NYS mandated mentoring, allows them to participate in a series of workshops and provides in building support.

**2.) Successes/Strengths:**

- More structured program – focuses on new staff as opposed to having all staff involved in the program
- Hired a Teacher Mentor Coordinator and a Para Mentor Coordinator that help to oversee the mentors
- Added Technology workshops to our Training modules which is essential for our staff
- Support administrators with struggling staff members who need more support in terms of workshops and having a mentor in the building to work with them

**3.) Challenges:**

- None

**4.) Anticipated changes for 2010-2011:**

- Offering meaningful Volunteer-Mentor workshops, which were developed throughout this year by a workshop committee, for new staff members

**5.) Areas of Need:**

- Resources for Technology for future workshops
- Space for Training

**NAME OF PROGRAM/SERVICE:** Employee & Student Support Services – Employee Assistance Program (EAP) & Student Assistance Service (SAS)

**INTERVIEWEE:** Barry Rosen, Administrative Coordinator

**DATE:** 2/12/10 1:30 pm

**Program/Service Description: Employee Assistance Program (EAP)**

The EAP assists employees, retired employees, and the families of participating school districts to resolve personal difficulties which may be affecting job performance. The EAP is a joint union/management program that is totally confidential, voluntary, and neutral. The EAP provides help for a wide range of issues, including emotional, financial, family, and legal problems. Services include crisis intervention counseling, assessment of problem situations, and referral to approved resources. Additional services include workshops that meet staff development and professional development requirements, intervention training for supervisors and union representatives, 24-hour answering service to enhance the crisis response services, and a comprehensive data bank of pre-screened referral resources.

**Student Assistance Service (SAS):** The Student Assistance Service uses professional counselors to provide early intervention services for K-12 students. The target populations are those students who are just beginning to exhibit behavioral and academic problems or signs of stress that could result in self-destructive behavior. The mission of SAS is to assist these students in the achievement of self-determined goals. SAS provides education, identification, assessment, early intervention, and referral services for students at risk of developing alcohol, drug, or emotional problems. Emphasis is placed on creating a caring and supportive atmosphere, encouraging high expectations and fostering a sense of belonging. Additionally, SAS provides violence prevention services to participating districts. After a violence prevention specialist is placed in a building, his or her role is to assess and identify the strengths and needs; implement research-based initiatives to address the need; evaluate the results; and provide assessment, referral, and counseling services for selected and indicated populations. SAS serves 30 schools throughout Suffolk County and is regarded as a model program by the New York State Department of Alcohol and Substance Abuse Services and the Suffolk County Division of Substance Abuse Services. **Learn To Be...Tobacco Free School Health Education Initiative** in May, 2002, the Eastern Suffolk BOCES SAS entered into an agreement with the Suffolk County Department of Health Services to fulfill the school health education component of the County's tobacco control program entitled, Learn to Be...Tobacco Free. Following the Centers for Disease Control and Prevention Best Practices, our mandate is to provide Suffolk County school districts with:

- A comprehensive K-12 health curriculum consistent with the Center for Disease Control's guidelines for school health programs to prevent tobacco use and addictions. Additionally, this curriculum meets or exceeds National and New York State mandates for health education
- Training and materials for cessation programs for those students who use tobacco products
- Assistance to districts in strengthening their tobacco control policies. All components of the initiative, including curricula, training of personnel, and follow-up technical support, are offered at no charge to districts. A portion of the tobacco settlement allotted to Suffolk County provides funding for this initiative.

**Conflict Resolution and Mediation Service** In order for our schools to be successful, students must learn very early that while they must take responsibility for their own actions, the school will also make every effort to support them and protect them from harassment and violence so that they can safely be involved in the life of their school. Harassment, bullying, and the use of power and control to manipulate others should never be accepted as normal growing-up behavior. If youngsters grow up believing that they must exploit or be exploited, they will become a threat to us all.

## **Trainings**

Interpersonal Conflict Resolution and Peer Mediation Training is available for teachers, administrators, social workers, psychologists, guidance counselors, paraeducators, parents, and high school students. Trainees will be prepared to mediate disputes and help students or adults resolve conflicts in a win-win, dignifying manner without damaging their relationships (15 hours). Advanced seminars available for trained mediators with at least 15 hours of training (5 hours):

- Resolving Conflicts that Arise from Diversity
- Resolving Conflicts that Arise in Dating Relationships

The times we live in, more than ever, necessitate that our students learn to use peaceful problem-solving techniques to resolve life's many conflicts. School staff is often an alternative to negative role models for dealing with conflict without even realizing it. In order to encourage a safe school climate, our workshops are designed to provide skills to adults, as well as students, in anger management and de-escalation techniques, clear communication, reading non-verbal messages, empathy, perspective-taking, and problem-solving. With these skills, our trainees learn to disagree without damaging their relationships and peacefully negotiate for what they need. The following workshops have been developed to fulfill SAVE mandates or can be designed to meet your specific needs and timeframes:

- Recognizing the Risk and Protective Factors Surrounding Violent Students (Staff)
- Conflict Resolution and Mediation Training (Staff)
- Embracing Diversity (Staff)
- Turning Conflict into Cooperation (Staff)
- Is it Sexual Harassment or Teasing? (Staff)
- SAVE Violence Prevention Certification Training (Staff)
- Dealing with Bullies (Staff or Students)
- Student Peer Mediation Training (Students, Grades 4-12)
- Resolving Personal Conflict (Students, Grades 5-8)

### **1.) Significant facilities or program changes since 2008-09:**

- EAP/SAS/ACER & Grant Reducing Alcohol Abuse – involved in major research
- Affiliated with Bach-Harrison Researchers – See how effective our efforts are
- Administering and Evaluating
- Part of Tobacco-Free Grant Research

### **2.) Successes/Strengths:**

- Proactive for getting funding for the region
- Quality of the Staff
- Constantly question that what we are doing is working
- Subscribe to Philosophy "Circle of Relationships rather than a Chain of Commands"

### **3.) Challenges:**

- In a system where we're not seen as a priority
- Districts would like a District Representative
- SAFE (Secured Active Focused and Evaluated)
- Funding – Maintenance of Services
- Keep proving ourselves every year
- Big disconnect in the districts; they don't know our services partly due to turnover in district administration
- Districts and State Government hurting

### **4.) Anticipated changes for 2010-2011:**

- Fiscal climate – possible cuts

### **5.) Areas of Need:**

- Offer a sliding scale for smaller districts
- Resources to expand to more districts

**NAME OF PROGRAM/SERVICE:** ESL/Bilingual Programs

**INTERVIEWEE:** Terri Brady-Mendez, Program Administrator (Sherwood)

**DATE:** 2/8/10 9:30 am

**Mission Statement:** To enhance the knowledge and competencies of educators, parents, and community members to implement and sustain instructional programs of academic excellence for Limited English Proficient (LEP)/English Language Learners (ELLs) throughout New York State.

**Program/Service Description:**

**Suffolk Bilingual/ESL Technical Assistance Center (BETAC):** The State-funded BETAC provides a variety of educational resources to the 69 school districts in both Eastern and Western Suffolk BOCES. The purpose of this program is to assist public school personnel in designing, developing, implementing, and enhancing educational services for Limited English Proficient/English Language Learners (LEP/ELLs) in Suffolk County.

**These services include:**

- Program planning, implementation, and review
- Technical assistance
- Staff development courses and workshops
- Information related to Federal and State resources
- Conference coordination locally and Statewide
- Materials and resource center
- Parent involvement and outreach efforts
- On-site consultations
- Collaboration with agency partners in the Long Island Regional Strategic Planning Network (LIRSPN) in "identified" district and school improvement efforts

**NCLB Title III Limited English Proficiency (LEP) Consortium:** The Suffolk BETAC is the lead applicant and coordinating entity for a consortium that provides specialized technical assistance and staff development to English as a Second Language (ESL) programs in 28 districts in Eastern and Western Suffolk BOCES. The program is carried out with collaboration from the Eastern and Western Suffolk BOCES Model Schools Programs and the Student Data Services of the Suffolk Regional Information Center. The purpose of the consortium is to improve the instruction of Limited English Proficient/English Language Learners (LEP/ELLs) through analysis of assessment data and incorporation of technology into their instruction. The Title III funding provides staff development, hardware, software, and a series of five staff development sessions on technological applications for all ESL teachers in the 28 districts, along with three days of embedded coaching in each district.

**Intensive Teacher Institute in Bilingual Special Education (ITI-BSE):** This state-funded program was established in 1994 to address the severe shortage of certified special education teachers in Bilingual Education and English as a Second Language (ESL). The program provides tuition assistance for 15 credits for bilingual education extension or Teacher of English to Speakers of Other Languages (TESOL) certification coursework for special education teachers, teachers of students with speech and language disabilities, and pupil personnel professionals who are currently working in New York approved preschool or public school bilingual education or English as a Second Language (ESL) programs. The ITI-BSE Program also provides tuition assistance support to bilingual teaching assistants working in special education settings. The program collaborates with 19 New York City districts and 26 school districts in the rest of the state, and with 19 institutions of higher education (IHEs) across New York State. These IHEs offer 22 unique courses of study related to bilingual special education at the graduate and undergraduate levels on their campuses.

**Intensive Teacher Institute in Bilingual Education and English as a Second Language (ITI-BE):** This State-funded program was established in 1990 to address the severe shortage of certified general education teachers in Bilingual Education and English as a Second Language (ESL). The program provides tuition assistance for 15 credits for a bilingual education extension or a Teacher of English to Speakers of Other Languages (TESOL) certification coursework for general education teachers who are currently working in public school bilingual education or English as a Second Language (ESL) programs. The ITI-BE also provides tuition assistance support to bilingual education and TESOL undergraduates in selected universities. The program collaborates with 21 New York City districts and 36 school districts in the rest of the State, and with 22 institutions of higher education (IHEs) across New York State. These IHEs offer 24 unique ITI programs of study at the graduate and undergraduate levels on their campuses.

**1.) Significant facilities or program changes since 2008-09:**

- None. The four programs in the ESL/Bilingual Programs office: BETAC, ITI-BE, ITI-BSE, and the Suffolk NCLB Title III Consortium all remain fully funded and in operation.

**2.) Successes/Strengths:**

- All of these programs are recognized, well utilized, and trusted by the school districts in the region. The BETAC serves all 69 Suffolk County school districts.
- The responsiveness, dedication, and teamwork of the ESL/Bilingual Program's staff are essential to the programs' success.
- The expertise of the BETAC and ITI staff is often sought by NYSED offices, and as such, their personnel provide Statewide leadership.
- The ITI-BE and ITI-BSE Programs are known statewide, and the number of IHEs collaborating with the programs at both the graduate and undergraduate level has expanded significantly over the past two years.
- Reporting directly to the District Superintendent contributes greatly to the strength of all four programs.
- Services are appreciated by school district personnel, as well as by the participants and collaborating IHEs in the ITI programs, which is documented each year through a formal evaluation submitted to NYSED for all four programs mentioned above.

**3.) Challenges:**

- Keeping up with the ongoing needs of our component districts
- Monetary (Increasing cost of Benefits)

**4.) Anticipated changes for 2010-2011:**

- Focus in terms of services provided to the most "at risk" districts in our region by BETAC, given the change in administration in Albany and the federal initiatives contained in the Race to the Top
- "Upgrading" of teacher certification may have an impact on the ITI Programs
- Current preparation of a "Concept Paper" for the future of the BETACs will affect their future direction and ongoing service provision

**5.) Areas of Need:**

- Storage space
- Hire more staff (as contracts come up for renewal)

**NAME OF PROGRAM/SERVICE:** Family Education Outreach Programs

**INTERVIEWEE:** Sara Wainwright, Program Coordinator (Roanoke House)

**DATE:** 2/22/10 10:00 am

**Program Service Description: Migrant Education Outreach Program:** The Migrant Education Outreach Program addresses the special needs of migrant children, aged 3-22. Parents, students, and staff work in partnership with local schools so that migrant children meet New York State's challenging educational standards. Assuming an advocacy role, staff members assess the educational, health, and social needs of each family member and set goals and objectives accordingly. All services are supplemental to the local school district's efforts. This program is funded through a State grant and is provided to migrant eligible families who have moved into the school district within the past three years and whose primary wage earner works in agriculture or fisheries. These services are available to migrant eligible families and their children in school districts in both Nassau and Suffolk Counties.

**Esperanza Homeless Children and Youth Program:** Funded by a State grant awarded to the New York State Migrant Education Consortium, this program serves migrant eligible children and youth affected by homelessness in school districts in Nassau and Suffolk Counties with educational advocacy and supplemental educational support. The services are available to families meeting the traditional migrant eligibility, as well as the criteria for homelessness, as stated in the McKinney-Vento Homeless Children and Youth Act.

**Even Start Family Literacy Program PROMESA:** Serving the East End of Long Island, this New York State Family Literacy program, funded through a Statewide grant, provides to eligible migrant families a home based literacy program that stresses interactive literacy activities between parents and children ages 1-8, education for parents in how to be the primary teacher for their child/children, parent literacy education that leads to economic self-sufficiency, and age-appropriate education to prepare children for success in school life.

**Homeless Children and Youth Program:** This State grant-funded program provides educational advocacy services to children and youth affected by homelessness in Suffolk County. It also offers professional development, networking, and technical assistance to agencies and school districts in fulfilling the requirements of the Federal McKinney-Vento Homeless Children and Youth Act. The program also supports homework help to elementary students in homeless shelters in Suffolk County and the Mobile Outreach Parent-Child Home Program.

**Mobile Outreach Parent-Child Home Program:** This model of the Parent-Child Home Program is essentially the same as the home based Parent-Child Home Program (see Parent-Child Home Program) except that the recipients of the program are homeless families. It is a model that is being replicated nationally. Funded by local and State grants through Eastern Suffolk BOCES, there is no cost to the districts.

**The Parent-Child Home Program:** The Parent-Child Home Program is designed to stimulate the development of educationally at-risk Pre-K children. Trained Home Visitors model to parents/caregivers how to talk and read to their two- and three-year-old children using developmentally appropriate books and toys. This family literacy program is home-based and provides educational services for each child, preparing him/her to enter preschool at age four. Children who complete the Parent-Child Home Program enter school ready to learn and graduate from high school at the same rate as middle-income students. This program provides services for 40 at-risk families, and funding is through subscription in Suffolk County school districts.

**1.) Significant facilities or program changes since 2008-09:**

- New Program Coordinator started in July 2009

**2.) Successes/Strengths:**

- Able to reach out to those that need educational support and advocacy
- Consistent and experienced staff

**3.) Challenges:**

- Getting the word out about the program
- Funding uncertainty
- Expanding District-based program – Parent-Child Home Program to reduce costs for participating districts

**4.) Anticipated changes for 2010-2011:**

- Possibly partnering with Early Reading First
- Possible funding cuts

**5.) Areas of Need:**

- Expand Homeless Parent-Child Program
- Adult-Ed for parents in the current program
- Adapting the model for children in foster homes – bringing the program to them wherever they might be
- Start program for students whose parents are incarcerated



**NAME OF PROGRAM/SERVICE:** Financial & District Services

**INTERVIEWEE:** Tim Murphy, Administrative Coordinator (Sherwood)

**DATE:** 2/25/10 12:30 pm

**Program/Service Description:** Programs and Shared Services that support School District Administration/Business Offices. District Services include: Finance Manager Application Support, EDGE Document Solutions, LLC, Finance Manager Daily Off-Site Data Backup, Data Storage and Recovery (SAN, Email Archiving, Simtrol – Classroom/District Power Management System, ScholarChip and ScholarChip Smart Cards K-12 Attendance Platform, POS Cafeteria Web-Based Food Service Management Systems, PCS Revenue Control Systems, School Link Technologies, Horizon Software International, ScholarChip POS Terminal and Cafeteria Backend, Capital Projects Software, Pentamation, Election Management Systems (EMS) BOLD, School Dude.com, Educational Software DBA Evaluation Pro, Emergency Notification System, Connect Ed (Blackboard Connect), Global Connect, School Messenger

**1.) Significant facilities or program changes since 2008-09:**

- Introduction of services related to Storage/Data Disaster Recovery/Email Archiving
- Repository for data – increased capacity
- Increase in quality and quantity of District Data Storage

**2.) Successes/Strengths:**

- Growth of Program
- Customer Service – Focus on giving districts exactly what they want. Flexibility to customize the services to meet the demands of districts to reduce costs
- Increased Participation
- Continue to advocate for districts
- Monitor Listservs
- Enhanced Emergency Notification Offerings
- Management Support
- Dedicated Staff embraces the idea of Customer Service oriented programs

**3.) Challenges:**

- Meeting and understanding district needs
- Make sure district services are Value-added without any obstacles
- Staff shortage
- Bureaucracy
- Financial constraints of districts

**4.) Anticipated changes for 2010-2011:**

- Continue to focus on being a RIC – Disaster Data Recovery
- Expand on depth of these services
- New Point of Sale Cafeteria Service
- Take advantage of our position as a leader for districts
- Continue to seek competitive prices for services

**5.) Areas of Need:**

- Getting the word out to districts – Public Relations and advertising
- Get more feedback from districts regarding our services
- More comprehensive service delivery
- Be a Technology Leader with state-of-the-art technology
- Finances
- More Staff

**NAME OF PROGRAM/SERVICE:** Human Resources

**INTERVIEWEE:** Michael Locantore, Asst. Supt. (Hines)

**DATE:** 1/22/10 10:30 am

**Mission Statement:** The Eastern Suffolk BOCES **Human Resources Department** advances the region's pursuit of excellence by fostering expertise and best practices in development of the agency's most valuable resources – high-performing people and quality programs. Through a collaborative effort, the Department provides a range of services that promote staff development, recruitment, communications, and research that capitalize on the diverse backgrounds and experiences of the agency's staff. Together, these efforts allow the Department to support the growth of services and programs that build capacity for teaching and learning throughout the region.

**1.) Significant facilities or program changes since 2008-09:**

- The Office of Planning and Program Improvement moved from this department to the Division of Educational Services
- Staff Retirements

**2.) Successes/Strengths:**

- Creation and Implementation Tool for teachers
- New Employee Orientation
- Employee Awards
- Superintendent Conference Day
- Work collaboratively with colleges to recruit Student Teachers and Interns
- Recruitment and Retention of a diverse workforce (internally and externally)
- Staff highly skilled and effective with over 2,300 employees
- Sharing of Best Practices with Human Resources administrators of 51 component school districts
- Works cooperatively with Unions (mediations)

**3.) Challenges:**

- Fiscal
- To maintain all of the services in Human Resources in these budgetary times
- Continue to raise awareness of diversity on Long Island
- Stressed employees need support and EAP services

**4.) Anticipated changes for 2010-2011:**

- Create a new Evaluation Tool for ADSUP (Administrative Supervisory Union)
- Start focusing on Succession Planning
- Offering digital fingerprinting at no cost to component districts

**5.) Areas of Need:**

- Create better filing systems
- Improve archiving

**NAME OF PROGRAM/SERVICE:** Incarcerated Education Program

**INTERVIEWEE:** Bob Dembia, Administrative Coordinator, Jail Education

**DATE:** 2/19/10 1:30 pm

**Program/Service Description:** The **Incarcerated Ed. Program, Day Reporting & Transitional Programs** are a result of a cooperative working relationship with Suffolk County Community College, Suffolk County Department of Labor, Suffolk County Cooperative Extension, Suffolk County Probation and the Suffolk County Sheriff.

The Incarcerated Education Program provides educational services to minors in Riverhead and Yaphank Correctional Facilities, at least 15 hrs. per week, in preparing for their GED or Regents testing. Also available are Tutoring, Remedial Education, Consumer Economics, ESL, Art, Vocational Training and Career/Life Planning.

Also the Program provides Adult Literacy Education for individuals 21 years of age and older that do not have a high school diploma and are Limited English Proficient (LEP). This includes ASE (Adult Secondary /Education) GED, ESL and Career/Life Planning.

The Day Reporting Center (DRC), Hauppauge, provides non-violent offenders with Academic, Vocational Training and Career/Life Planning as well as Mental Health Care Services and other related services provided by Suffolk County Probation Dept.

**1.) Significant facilities or program changes since 2008-09:**

- Increase of Literacy Program offered to adult inmates at Yaphank and Riverhead
- Increase of Vocational Program – bakery, plumbing, carpentry to minors
- Increased times when GED Test given to students at DRC (Day Reporting Center, Hauppauge).
- Technology has improved
- Regular planning meetings with Corrections' Dept. officials

**2.) Successes/Strengths:**

- GED rate comparably high; 184 took test, 139 passed.
- Vocational Program – Students have the opportunity to attend plumbing, bakery or carpentry/building trades course offerings.
- Transition Program – Provides the opportunity for ex-offenders to take advantage of this service called RE-ROUT at our office @ SCCC
- Adult Literacy program – adult attendance is high at Yaphank and Riverhead
- Summer School – allows continuity for students to complete their studies
- Communication between the Jails and ESBOCES is consistent and ongoing

**3.) Challenges:**

- Classroom space
- Funding for vocational programs
- Ability of students to attend class consistently without interruption (court, medical, lawyer visit, etc)

**4.) Anticipated changes for 2010-2011:**

- New jail and new educational areas for inmates
- Expanded classroom space for teaching
- Introduction of new teaching technologies
- Purchase of new computers (Smartboards, etc.)

**5.) Areas of Need:**

- Classroom space
- Professional Development for staff through NYSAIEP (New York State Association of Incarcerated Education Programs, Inc.) – staff attending conferences and workshops sponsored by NYSAIEP besides staff attending the annual conference
- Focus on Transition and Re-Entry
- Possibly more teachers for expanding programs

**NAME OF PROGRAM/SERVICE:** Islip Academic Center (IAC)  
**INTERVIEWEE:** Carolynn Hansen, Principal  
**DATE:** 12/9/09 9:00 am

**Mission Statement:** The **Islip Academic Center** has a dedicated staff that provides a multifaceted educational experience on the secondary level for the academic and social development of all students in partnership with parents and the community. We are committed to empowering students with the skills to be successful in relation to society and their global surroundings.

**Service Description: Academic Program:** The **Islip Academic Center** services students with moderate behavioral and/or intensive counseling concerns and moderate to severe learning disabilities. Ninth and Tenth grade students receive a full day academic program while eleventh and twelfth graders receive a half day of academics combined with Career and Technical Education and Special Career Education programs available at either the Islip Career Center or the Milliken Technical Center, which are also located on the Islip Campus. Students are offered a departmentalized program of New York State Regents curriculum.

**1.) Significant facilities or program changes since 2008-09:**

- New gym floor – more activities for students (community availability – boy scouts). MTC using gym for DARE program.
- Cohesiveness with programs.
- New Brick façade – Bldg. more sound.
- New windows, blinds, insulation.
- New pavement, handicapped ramps – Useful for Masera summer program.
- New Exit/Entrance Doors, exterior lighting.
- No program changes. Stable enrollment.
- Security system installed.
- Administrative office set up in ICC.

**2.) Successes/Strengths:**

- Great staff and faculty.
- Students can work their way back to district. Students from CAC can work their way to IAC
- Bus Dismissal Change – Safe, less suspensions)
- Stable enrollment.
- Principal's Advisory/Student Council helps with transition.

**3.) Challenges:**

- ICC Buses double up at dismissal blocking access.
- No Long Island Psychiatric program (treatment center).
- Students coming to be schooled without treatment. Kids using illicit drugs so prescribed drugs not effective. Students, without proper medication, lashing out and violent towards teachers. No security – Difficult when students are brought to ICC – Destructive.
- No Metal detectors.
- Need to combine treatment with education

**4.) Anticipated changes for 2010-2011:**

- New access Road being considered (3<sup>rd</sup> road) for emergency vehicles.
- New roof, new heating and air conditioning system.
- Outside access doors – Internal security.
- Wants 3 empty spots at ICC for lunch after the students are in the shop there.

**5.) Areas of Need:**

- Security
- Psychiatric Support
- Staff Development

**NAME OF PROGRAM/SERVICE:** Islip Career Center (ICC)

**INTERVIEWEE:** Tom McGrath, Principal

**DATE:** 12/11/09 12:30 pm

**Mission Statement:** The goal of the Islip Career Center is to provide a multifaceted educational experience for all students. The classroom is at the core of this experience, where students have an opportunity to acquire valuable career education skills. Students have the option of exploring a wide variety of career programs. Our extracurricular activities give all students a chance to become involved and develop leadership and social skills that will benefit them in the future. With an increasingly complex job market, students will need to be prepared in all aspects of career education. Our educational programs are designed to help students meet the professional, academic, and interpersonal skills necessary to realize their full potential.

**Program/Service Description:** The Special Career Education program provides a wide range of courses for students with disabilities. In addition to career and technical education, students receive specialized services designed to meet their IEP or transition plan goals and objectives. Mainstreaming into programs offered at the technical centers is available for high student achievers upon recommendation by an SCE instructor.

**Senior High School Level Offerings for Individuals with Disabilities:** Students with disabilities concentrate on one or more selected career and technical education areas and develop entry-level employment skills.

**1.) Significant facilities or program changes since 2008-09:**

- Changed hours of program
- Lost Programs: ½ day Supermarket Warehouse program and ½ day Custodial Services, Buildings & Grounds
- Added Programs: Transportation Services- Mechanics

**2.) Successes/Strengths:**

- Enrollment up 20 – 30 students this year (438 students)
- Flexibility – Working with different student’s disabilities
- Students want to be in this program and they find the right fit for them.

**3.) Challenges:**

- More High Needs students – problem for staff also
- Unknown from year to year what caliber of students we will get
- Be proactive rather than reactive
- Never a set pace
- Coordinating with IAC

**4.) Anticipated changes for 2010-2011:**

- Staff Retirements
- Increased Enrollment (Hopefully)
- Adding/Moving Nurse’s Office
- Redesigning Traffic patterns and adding access road.

**5.) Areas of Need:**

- Updating Industry Standards equipment and Technology
- More SmartBoards.

**NAME OF PROGRAM/SERVICE:** Jefferson Academic Center (JAC)

**INTERVIEWEE:** Sue Goltz, Principal & Matt Matera, Asst. Principal

**DATE:** 12/17/09 12:30 pm

**Mission Statement:** The mission of the **Jefferson Academic Center** is to provide exceptional, individualized instruction and support to a diverse population of middle school aged students. Our mission is accomplished and supported through the dedication and expertise of a well-trained staff that create and maintain an emotionally and physically safe educational environment where students realize their potential as conscientious citizens and life long learners.

**Service Description:** The academic program at the **Jefferson Academic Center** is available to special education and non-classified “at risk” students who require an alternate approach to learning. The students have moderate to severe learning disabilities, Autism Spectrum disorders, or moderate to severe behavioral and/or intensive counseling concerns. Psychiatric services are available for students in crisis through collaboration with The Cody Center.

**1.) Significant facilities or program changes since 2008-09:**

- New Assistant Principal
- Set up Game Room for students
- Updated Cafeteria – 2 Flat Screen TV’s in Cafeteria to access current events and educationally relevant programming. May also be expanded to reward system.
- 2 less classes than last year – From 21 to 19. Now Music and Art have their own classroom instead of On-The-Cart.
- Increased academic and behavioral demands
- More counseling support and bilingual psychologist services
- Last year was first year of combining two programs (BRAC & JAC). This year the overall functioning of the school has gotten smoother.
- Piloting System 44 (a more phonemic approach and the lower level to Read 180)

**2.) Successes/Strengths:**

- JAC was invited again to decorate community Christmas trees (Green Project) for the Dicken’s Festival
- Smartboards being utilized more by students and staff (1 in every classroom including art and music)
- Classes use Read 180 and now System 44 students making gains
- Fundraisers provide pizza for students once a week, since no hot lunches
- Great Staff – Committed to the students – Understand student needs
- Behavior management system – Staff very committed to the ongoing development are flexible and generous with their time
- Decreased number of suspensions staff continues to develop ideas to improve behavior and meet needs of students.

**3.) Challenges:**

- Space – particularly no outdoor space.
- Staff changes. Hired new Individual Aides – Acclimation period
- Students have more psychological issues
- Families more impaired – Economy had impact on families
- Library needs updating – Would like School Library System help (Grants from Barnes and Noble, Borders, Amazon, etc.)
- Continue to have substitute teachers and TAs-they need more support from all of us
- Bus issues – Students travel far from West Islip to Orient Point currently developing separate bus management system.

- Sharing second Assistant Principal – at this site 60% and at Sherwood with Lori Canetti 40% of her time impacts continuity
- No PTSO – Families overwhelmed
- Very few students bring in money for field trips or other events

**4.) Anticipated changes for 2010-2011:**

- Change classes from 6:1:1 to 8:1:1 or 8:1:1+2

**5.) Areas of Need:**

- Musical Instruments
- Rewards for Incentives
- Increased Technology
- Hot Lunch (need approval from Health Department)
- Opportunities with community to enhance social skills for students
- Bus
- More computers to support staff and students



**NAME OF PROGRAM/SERVICE:** Management Services

**INTERVIEWEE:** Barbara Salatto, Associate Supt. (Hines)

**DATE:** 1/25/10 2:30 pm

**Mission Statement:** Eastern Suffolk BOCES **Management Services Division** addresses the diverse needs of our educational community. The Division is a unique regional and internal resource dedicated to continuing its proven history of innovation, expertise and a deep commitment to quality. The Division designs, provides, and facilitates services and specialized information in the areas of administration, technology, support, and management. Through the delivery of these effective services, the Division assists BOCES programs and Long Island school districts in accomplishing their respective missions.

**1.) Significant facilities or program changes since 2008-09:**

- Facilities Director is now reporting directly to the Associate Supt. of Management Services
- Improved services to school districts as well as our internal program
- Reorganizing the division

**2.) Successes/Strengths:**

- Hired new staff with expanded expertise in their area
- Great work ethic of staff
- Associate Superintendent is a Regional Leader in the Community, as well as an Associate Dean

**3.) Challenges:**

- Budgetary
- New employees trying to learn about the Agency

**4.) Anticipated changes for 2010-2011:**

- Possible reductions in staff while offering the same services
- Utilize staff in the most effective way
- Shared Business Officials Service for Eastern Suffolk Districts
- Facilities Plan for our Agency

**5.) Areas of Need:**

- Time for new staff to get acclimated
- Staff development

**NAME OF PROGRAM/SERVICE:** Masera Learning Center (MLC)

**INTERVIEWEE:** Margo Ude, Principal

**DATE:** 12/14/09 12:00 pm

**Mission Statement:** The **Masera Learning Center** provides a transdisciplinary program, reflecting the principles of Applied Behavior Analysis, to address the needs of elementary students with Autism and related disabilities. New York State Standards are presented through individualized, goal driven instructional programs that foster the development of communication and social skills while increasing independence in academic, prevocational and social skills, through a hierarchy of structured learning opportunities.

**Service Description:** The **Masera Learning Center** provides instruction to children with moderate to severe developmental disabilities within the Autism Spectrum. The staff provides specialized individual and small group instruction utilizing the following best practice methodologies:

**1.) Significant facilities or program changes since 2008-09:**

- In the midst of renovations – New floors, student bathrooms, new paint, new cabinetry in ADL room
- Will have new windows, ceilings, lighting, heat and air conditioning
- Added 8<sup>th</sup> Grade to program
- Expanded community relationships – From 1 Pizza Restaurant to 3 Pizza Restaurants, and a Hair Salon

**2.) Successes/Strengths:**

- Moved students to included site (Bellew) at a rapid pace.
- Bellew students integrated in Regular Ed special subjects (Art, Music, and Phys. Ed).
- On-going in-house training specific to population needs.

**3.) Challenges:**

- Nature of the population.
- Staffing shortages
- Aggressive population
- Largest enrollment ever (only 6 openings in Bellew)
- No empty spaces
- Severity of students – psychiatric

**4.) Anticipated changes for 2010-2011:**

- Adding more 8-1-1 classes, especially in middle school.

**5.) Areas of High Need:**

- Expand Library
- A second community bus just for middle school
- More Pre-Vocational setting for Home and Careers
- More outside professional training
- More adaptive physical education equipment
- More parking

**NAME OF PROGRAM/SERVICE:** Edward J. Milliken Technical Center (MTC)

**INTERVIEWEE:** Celia Thomason, Principal

**DATE:** 12/9/09 12:00 pm

**Mission Statement:** Our Mission at the Edward J. Milliken Technical Center is to educate all students of diverse communities to become responsible, independent thinkers, who are creative, contributing and productive citizens who strive for personal excellence, function successfully and enrich society. We believe that learning is a lifelong pursuit.

We will accomplish our mission in active partnership with Eastern Suffolk BOCES, component school districts, parents, community, business and industry, by providing: a broad based technical curriculum, knowledgeable instructors, administrators and support staff, appropriate facilities, current instructional technology with extracurricular activities in a safe and caring environment.

**Program/Service Description:** Eastern Suffolk BOCES offers approximately 40 career education courses at the **Edward J. Milliken Technical Center in Oakdale**, Brookhaven Technical Center in Bellport, Suffolk Aviation Academy in Shirley, and the Harry B. Ward Technical and Academic Center in Riverhead.

Local colleges offer articulation agreements to students in many areas of study, and students may earn college credits or advanced standing at selected postsecondary institutions.

SED-approved academic credit is integrated and is awarded for CTE approved courses, and all courses may be used toward a Regents diploma. Currently, students attending the technical centers may also earn an additional credit for the State-mandated Career and Financial Management (CFM) course requirement.

Secondary students typically spend one-half day in their home district and one-half day at the **Edward J. Milliken Technical Center**.

More than 2,500 companies have employed graduates of Eastern Suffolk BOCES career and technical education programs.

**1.) Significant facilities or program changes since 2008-09:**

- Certified Person Training Room – New & Emerging Program
- Accepting more special needs students – parents won't put them in Special Education program, as they prefer Career & Tech
- CISCO program eliminated due to similar programs in districts
- Number of students who attend due to budget constraints in districts. A few districts don't allow students to attend certain programs for various reasons

**2.) Successes/Strengths:**

- Barbering Program
- Certified Medical Assistant Program
- Students succeeding
- 30 day trial program – making sure special education students are a good fit in the program.
- Professional Development – BOCES supportive.
- Curriculum/Academic Teacher

### **3.) Challenges:**

- Language barriers – Need more interpreters (more non-English speaking students)
- Need more equipment (budget)
- Student access to programs – Districts not willing to send students
- Possibility of closing programs due to districts designing their own programs

### **4.) Anticipated changes for 2010-2011:**

- Computer Technology program possibly closing.
- New Paralegal program
- Push CMA – Pharmaceutical, Dental, Greening – Install Solar Panels

### **5.) Areas of Need:**

- Maintain what we have.
- Funds for more equipment
- Money for support people (more curriculum teachers and professional development)

**NAME OF PROGRAM/SERVICE:** Model Schools & Software Training

**INTERVIEWEE:** Darlene Roces, Administrative Coordinator (DeFeo Bldg.)

**DATE:** 2/18/10 12:00 pm

**Program Service Description:**

**Model Schools:** The Model Schools Program offers support to teachers and administrators in the area of technology integration. It provides teacher integration specialists who offer customizable and affordable services through on- and off-site professional development as well as: Administrative workshops, Celebration of Technology in Education, District-to-district networking, District-wide Technology Needs Assessment, Free technology integration workshops, Grant searching and writing support, Instructional Technology Ambassador Program, Interactive White Board workshops, Internationally themed IT projects, iSAFE training, LI Technology Summit, Model Schools Liaison meetings and technology showcases, NYSCATE Metro conference, On-line course delivery, On-site customized training, Stipend reimbursement, Substitute reimbursement, Technology planning, Videoconferencing resources

**Model Schools Software Training:** This program offers software training and support for popular Microsoft Office and Adobe productivity applications, as well as e-mail, Internet, Web 2.0, and business communication instruction. Classes are offered to Eastern Suffolk BOCES, public and non-public schools, and to agencies that have an educational purpose. SharePoint training is also available upon request.

**1.) Significant facilities or program changes since 2008-09:**

**Model Schools:**

- Creation and implementation of Instructional Technology Ambassador Program allowing districts to select one or more of their own teachers to be turn-key trained by Model Schools professional developers on Web 2.0 technologies, 21<sup>st</sup> Century standards, and working with the adult learner. Ambassadors are then responsible for customizing professional development in their own district.

**Software Training:**

- Program was entirely refreshed to position workshops to serve the need of the 21<sup>st</sup> Century employee. Communication was digitized in the creation and use of a listserv and workshops are now one day, encouraging administrators and their support staff to attend in tandem to increase knowledge sharing. Workshops will now include Web 2.0 technologies, transition workshops from Office 2003 to 2007/10, and interactive whiteboard workshops.

**2.) Successes/Strengths:**

**Model Schools:**

- The Ambassador Program has increased Model Schools communication with and support for our component districts. Teachers have benefited by way of increased knowledge and skills as well as either a stipend or in-service credit. Districts have benefited by increasing their capacity to deliver professional development

**Software Training:**

- The redesign of the program will allow for increased and consistent communication with all employees in public and non-public districts and with institutions with an educational focus. The program will also serve updated workshops and will be able to adjust (add or subtract) workshops based on need.

### **3.) Challenges:**

#### **Model Schools:**

- Districts having difficulty paying for Ambassador stipends – Program readjusted to accommodate for in-service credits.

#### **Software Training:**

- Increasing the number of staff currently subscribed to the listserv

### **4.) Anticipated changes for 2010-2011:**

#### **Model Schools:**

- Increase participation

#### **Software Training:**

- Increase participation

### **5.) Areas of Need:**

- The development of more Ambassador cohorts for Model Schools

**NAME OF PROGRAM/SERVICE:** Nonpublic School Textbook Program

**INTERVIEWEE:** Pat McCabe, Senior Administrative Asst. (Hines)

**DATE:** 2/9/10 2:30 pm

**Program/Service Description:** This program processes applications and distributes textbooks to students in grades K-12 who reside in participating public school districts and attend nonpublic schools. Program staff communicates directly with the nonpublic schools and parents. Pooling both textbooks and operation resources results in a considerable savings of both time and money for the public school districts. Textbooks are distributed and collected at six convenient locations in Suffolk County.

**1.) Significant facilities or program changes since 2008-09:**

- Review of State Education Law to eliminate non-mandated materials
- Suspended distribution of review materials, resulting in substantial decrease in spending; lower cost to districts
- Test Run – Instead of Recycling Books, Re-covering Books
- New forms to keep more accurate records; other forms updated to be more user-friendly
- Increased number of bids to sell obsolete textbooks from once a year to twice, which resulted in more revenue to offset the cost of new books

**2.) Successes/Strengths:**

- Keeping Costs down
- Districts realize the program's cost effectiveness
- Communication with students, parents, public school staff, and nonpublic school staff
- Service all 69 Suffolk County school districts – over 16,000 Non-public School students – enables us to coordinate both district and nonpublic school needs simultaneously, resulting in greater efficiency
- Negotiating book requests by nonpublic schools on behalf of public school districts

**3.) Challenges:**

- Decreased enrollment
- Rising coordination costs
- Maintaining rent-free warehouse space

**4.) Anticipated changes for 2010-2011:**

- Expansion of book re-covering to result in less spending; lower cost to districts

**5.) Areas of Need:**

- Just keeping the status quo

**NAME OF PROGRAM/SERVICE:** Office of Planning & Program Improvement

**INTERVIEWEE:** Dr. Candace White-Ciraco, Director (Hines)

**DATE:** 3/17/10

**Program/Service Description:** The **Office of Planning & Program Improvement** guides agency and program planning, assists in strategic planning at the agency, division, and program level, and monitors grants and specially funded programs. The office provides guidance for planning of agency goals and new programs, conducts organizational research documenting agency progress toward goals and evaluating new and existing programs. It optimizes funding opportunities through non-district sources and assists in consistent organizational development and improvement.

**1.) Significant facilities or program changes since 2008-09:**

- OPPI office was moved from the Department of Human Resources to the Educational Services Division
- New focus on 2009-2016 Strategic Plan and re-accreditation period

**2.) Successes/Strengths:**

- More advocacy activities throughout the region on various levels
- Securing special funding to support the ESBOCES mission
- Transition to one level of agency-wide accreditation
- Building AFG Ambassador Team

**3.) Challenges:**

- Securing additional special funding for the ESBOCES mission
- Building Accreditation for Growth awareness throughout the agency

**4.) Anticipated changes for 2010-2011:**

- Greater focus on establishing partnerships to secure special funds to support the region's needs

**5.) Areas of Need:**

- More staff
- More time



**NAME OF PROGRAM/SERVICE:** Premm Learning Center (PLC)

**INTERVIEWEE:** Kevin Crofton, Principal & Linda Heikkila, Curriculum Teacher

**DATE:** 12/9/09 10:30 am

**Mission Statement:** The staff at the **Premm Learning Center**, a program that serves severely developmentally delayed students, plays an integral part in the lives of the students we teach. We work as a team, in cooperation with the parents, to ensure that each student develops to his/her maximum potential academically, socially, and physically and achieves his/her highest level of independence. Multi-modality approaches to learning best serves our students while striving to achieve their goals.

**Service Description:** **CENTER BASED FUNCTIONAL ACADEMIC PROGRAM:** The Functional Academic Program at Premm Learning Center services students with moderate to severe developmental disabilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of their disability. Program components include academics with an emphasis on functional skill development. Behavior management, independent living and social skills are also addressed. Functional assessments of behavior and behavior intervention plans are implemented for support when needed.

**1.) Significant facilities or program changes since 2008-09:**

- Technology upgrade – Smartboards and training. Students using smartboards for assessment
- Bus – Transportation – Interacting with the community
- Transitional Skills room
- Replaced roof

**2.) Successes/Strengths:**

- Team meetings – continued and fine-tuned
- Staff quality – Collaboration – Morale – Supportive
- Partnered with ICC for Thanksgiving Celebration for students and staff
- Parent/Faculty Organization (PTO)

**3.) Challenges:**

- Space – Waiting list
- Parking
- Budget – to buy new updated equipment
- 29 Buses bringing students
- Every year boiler goes out (last 4 years)

**4.) Anticipated changes for 2010-2011:**

- Repair roof and heating equipment
- Transitioning and Transition folders (more accountability)
- Curriculum teacher retiring

**5.) Areas of Need:**

- Canopy for entrance so that the many students in wheelchairs do not get all wet going from the bus to the front door. (Similar to the one at BLC)
- Resources for new updated Adaptive equipment
- Storage room for old equipment

**NAME OF PROGRAM/SERVICE:** Professional Development

**INTERVIEWEE:** Kate Davern, Administrative Coordinator (Sherwood)

**DATE:** 2/24/10 1:00 pm

**Program/Service Description:** Building local instructional capacity based on district identified needs and New York State Education Department guidelines remains our mission.

**Services Include:** Customized staff development, Classroom-embedded coaching, Regional professional development, Curriculum development specialists

**Additional Initiatives:** Understanding by Design, Differentiated Instruction, Creating Cultural Competence, Bridging the Achievement Gap, Data Informed Instruction

**Further Support Includes:** Shared Decision Making Training, Mentor Training, Athletes Helping Athletes

**My Learning Plan – A Web-based Professional Development Management System:** In response to district concerns about managing and recording teacher participation in mandated professional development, this service was developed to offer access to a powerful web-based data management system, My Learning Plan.

**The My Learning Plan System Includes:** Alignment of district goals to professional development activities, Automated procedures, Course approvals, Model Schools personnel available for support, Purpose of professional development experiences, Tracking of hours

**Grant Writing Services:** Eastern Suffolk BOCES has recruited a host of grant writing professionals to help meet district needs for grant writing services. These individuals/companies can be contracted through Co-Ser 531, and this service is aid eligible. Information on each grant writer is available at the following link in the Coaching Network Catalog: <http://www.esboces.org/SCD/coach.cfm>.

**Grant Writing Services may include:** Grantsmanship technical assistance, Training services, Development of a district profile, Evaluation design, Budget development, Staff training, Program planning

**1.) Significant facilities or program changes since 2008-09:**

- Focusing on bringing more National speakers to our area

**2.) Successes/Strengths:**

- Growth of our Coaching Network – allows schools to bring professional development into their schools to maintain the ability to affect teacher practice by working with teachers in their classrooms, to model exemplary teaching strategies and to provide immediate feedback on implementation models

**3.) Challenges:**

- In these tight budget times the cost for professional development can sometimes be prohibitive to our districts – All of our component school districts are interested in raising the proficiency of their teachers through exemplary professional development. Our program has the resources our districts need.

**4.) Anticipated changes for 2010-2011:**

- A drop in the regional professional development opportunities – School districts are more interested in bringing professional development into their schools for a more effective experience for their teachers.
- Continue to increase the number of consummate consultants available to our districts

**5.) Areas of Need:**

- Providing cost-effective professional development opportunities through distance learning services such as webinars utilizing Elluminate or Safari Montage
- State-of-the-Art Software and Equipment to move forward with this initiative

**NAME OF PROGRAM/SERVICE:** Purchasing

**INTERVIEWEE:** Laurie Conley, School Purchasing Agent (Hines)

**DATE:** 2/3/10 9:00 am

**Service/Program Description:** The Purchasing Department serves all of ESBOCES by addressing all of the procurement needs of the agency and communicates with Program staff and vendors on a daily basis. We review and process each requisition in accordance with General Municipal Law and ESBOCES board policies and regulations. We write bids, conduct bid openings, analyze and recommend bids. It is our goal to make sure ESBOCES administration and programs receive the necessary supplies and/or services in a timely manner to keep their programs running smooth.

We also run the Cooperative Bidding Program which is comprised of 66 participants from school districts in Suffolk County and four municipalities. We provide coordination of membership activity, bid preparation and analysis, legal advertisements, bid recommendations, intercession on vendor issues/complaints, researching vendors, etc. The Cooperative Bidding Program is a source of significant savings in time, labor, and money for the participants.

**1.) Significant facilities or program changes since 2008-09:**

- Purchasing Bulletins – opened communication with the PeopleSoft users in the agency
- Staff is being cross-trained so the department doesn't suffer when someone is out
- Select Cooperative bids have been split into four zones (South Fork, North Fork, Western Suffolk, and Central Suffolk)
- Cooperative Bidding Program increased by seven bids
- Brought several practices within ESBOCES in compliance with GML (General Municipal Law) – Bidding out Sale of Textbooks and Background Checks are no longer confirming
- Worked with Xerox to arrange a "Pooling" agreement which will save ESBOCES thousands of dollars (Pat McCabe, Senior Administrative Assistant of Central Support, did an analysis, which spelled out overages) Ricoh machines already pool for the year
- Hold Advisory Committee meetings for the Cooperative Bidding Program (10 members represent all participants)
- Majority of agency creating remote requisitions, which saves a lot of time on both sides
- Started Ad Hoc Committees to revamp bids that need review: Custodial and Music Repairs have met, Audio Visual, Arts & Crafts, and Microcomputers, peripherals and software are scheduled
- Attended O&M Directors meeting to be more active in the needs of the school districts (led to more Cooperative bids)

**2.) Successes/Strengths:**

- Advisory Committee – Improved communication with school districts
- More customer service oriented
- Improved communications with agency through Purchasing Bulletins and much of the agency complying leads to purchase orders being expedited faster
- Department being cross-trained allows us to keep work flow moving
- Staff works together

### **3.) Challenges:**

- Zoning bids – created 4 times the work for zoned bids – some bids have over 1,000 and 2,000 items. This means we must analyze 4–8 thousand items for each of these bids
- Meeting deadlines – as a lot of what we do stems on insurances/certifications of vendors/bid bonds/performance bonds – have to submit recommendations that will be presented to the Board approximately 4–5 weeks prior to the Board meeting
- Confirming purchase orders – getting the agency to fully comply with the Purchasing Guidelines. We have made some headway

### **4.) Anticipated changes for 2010-2011:**

- Reviewing and updating the verbiage within the Cooperative and regular bids for more consistency. Currently they are structured a bit differently
- Scanning all our Request for Proposals, Request for Quotations, and bid responses (in an effort to free up filing space)

### **5.) Areas of Need:**

- Air needs to be balanced – continually hot and stuffy in the department – windows would help
- Funding for training and conferences
- Updated equipment – purchase order printer is obsolete
- More filing space
- Electronic storage of data or more space in the file room for archiving

**NAME OF PROGRAM/SERVICE:** Regional Grant Services through the Office of Planning and Program Improvement

**INTERVIEWEE:** Kathleen G. Wojciechowski, Program Administrator (Hines)

**DATE:** March 11, 2010 5:55 pm

**Program/Service Description:** Regional Grant Services are provided through the Office of Planning and Program Improvement. Through staff sharing, it is possible to offer solid support in the area of grant seeking. We offer reviews, searches, guidance, statistical analysis and in some cases, fiscal support for external technical writers. Each application is guided through an internal BOCES process prior to submission to ensure compliance to any/all regulations.

**1) Significant facilities or program changes since 2008-09:**

- Administrative Council Grants Chart used for communication and informational purposes to upper management levels
- Paper-driven process being migrated into a more efficient model, where possible.
- Processes, in general, being reviewed to increase efficiencies and reduce (or hopefully eliminate) redundancy
- Moving more into a facilitative offering through increased, targeted web references and purposeful administrative contacts
- Increased internal/technical support needed for the successful submittal of grants

**2.) Successes/Strengths:**

- Increased communication and awareness about funding opportunities at the Administrative Council level through the use of the Grants Chart.
- Knowledgeable internal OPPI staff to help facilitate all aspects of the grants process from analysis through statistical analysis to submittal, either through paper or electronic means.
- Improved grants outreach through facilitative communication
- Excellent Program Administrators, Excellent Central Office staff (Business Services and Purchasing)
- Program leadership

**3.) Challenges:**

- Awareness of upper management professionals with developing a culture of grant seeking
- Internal processes are cumbersome for Program Administrators
- Unclear and ever-changing federal and state grant processes
- Providing appropriate information as to eligibility across administrative levels
- Regional eligibility, generally
- The consistent development of strategic network partners, i.e., universities, not-for-profits, others
- Proper and timely notification by NYSED as to both programmatic and fiscal approval
- Lack of funds allocated within program budgets to support grant seeking
- With few exceptions, Program Administrators do not see the value of networking across program lines

**4.) Anticipated changes for 2010-2011:**

- None

**5.) Areas of Need:**

- Dedicated administrator hired *at the appropriate managerial level* to politically and educationally analyze and execute external and/or partnerships resulting in concrete grant seeking.
- Strategic political alliances to advocate for Eastern Suffolk region's grant efforts.
- Increased money allocated to the Office of Planning and Program Improvement to balance out support across the agency for grant seeking support.

**NAME OF PROGRAM/SERVICE:** Regional Special Education Technical Assistance Support Centers (RSE-TASC)

**INTERVIEWEE:** Dr. Valerie Valenti, Program Administrator (Sherwood)

**DATE:** 2/8/10 10:30 am

**Program/Service Description:** The RSE-TASC works in partnership with VESID's Special Education Quality Assurance (SEQA) offices, and other VESID and NYSED supported initiatives to provide directed technical assistance and professional development to improve instructional practices and outcomes for students with disabilities. The primary recipients of these services will be those school districts determined by VESID to be "at risk", "in need of assistance", or "in need of intervention" in order to (a) improve results for students with disabilities and (b) to meet the State's targets for improvement as identified in the State Performance Plan (SPP). However, non-designated districts are invited to participate in all regional training opportunities.

**1.) Significant facilities or program changes since 2008-09:**

- Reconfiguration and expansion of program
- PBIS (Positive Behavior Intervention & Supports)
- Work with underperforming schools throughout the agency
- Full staff

**2.) Successes/Strengths:**

- Getting Island Tech Center together
- Securing good staff who works collaboratively across both Counties of Long Island

**3.) Challenges:**

- Fiscal response from the State
- Late data from the State

**4.) Anticipated changes for 2010-2011:**

- Planning done sooner
- Put out calendars, etc. at the beginning of the school year
- Work in a more job-imbedded way

**5.) Areas of Need:**

- Fiscal

**NAME OF PROGRAM/SERVICE:** Regional Transportation

**INTERVIEWEE:** Pat Martell, School Transportation Administrator (Colin Dr.)

**DATE:** 2/12/10 12:00 pm

**Program/Service Description:**

**Transportation Service Provider:** Eastern Suffolk BOCES is equipped to meet the needs of its numerous districts by providing safe, efficient, and economical transportation. The cost of transportation is prorated among all districts sharing the total cost of each service. Eastern Suffolk BOCES has a professional, accommodating staff to intervene and resolve all transportation issues/problems. CoSers include: 603/614 – Eastern Suffolk BOCES and Non-BOCES Special Education, 604 – Career Technical Education (CTE) – Special Career Education (SCE) – Field and Coach Trips, 607 – Nonpublic School and Gifted & Talented

**Transportation – Related Services:** Eastern Suffolk BOCES offers services related to transportation. With Shared Management, Eastern Suffolk BOCES provides a Transportation Professional to manage the district's transportation operation during the transitional period when the district is in the process of hiring a replacement employee. Automated Routing is computerized routing with on-site support and unlimited training during the contract period. Other services offered by Eastern Suffolk BOCES are transportation impact studies, route efficiency reviews, enrollment projections, and redistricting. Additionally, Eastern Suffolk BOCES provides a service to determine whether an area is a Child Safety Zone by conducting an in-depth analysis of conditions, using specific DOT guidelines, under which walking to and from school may endanger the safety of a child. Transportation services provided to the districts include: Shared Management Service, Automated Routing System, Other Transportation Related Services: Transportation Impact Study, Routine Efficiency, Enrollment Projection, Re-districting, Child Safety Zone Analysis and Reports

**1.) Significant facilities or program changes since 2008-09:**

- Online Defensive Driving Course (some added income)

**2.) Successes/Strengths:**

- Service each district as if they are our students
- Finding ways to save money for districts
- Routinely go to each school that we service and perform inspections
- Provide Quality Control – Report Cards – school bus contractors have to respond in writing what corrective actions were taken for deficiencies identified during school bus inspections
- Meet personally with each driver to speak with them about the Special Education students
- High Expectations of our school bus contractors and drivers
- Professional, yet friendly drivers

**3.) Challenges:**

- Getting the word out to districts about our services

**4.) Anticipated changes for 2010-2011:**

- Losing some or all of the William Floyd School District work
- Availability of taking the Empire Safety Council's Defensive Driving Course online

**5.) Areas of Need:**

- Reach out to districts about all of our services in a highly professional manner

**NAME OF PROGRAM/SERVICE:** Safety and Administrative Support

**INTERVIEWEE:** Jonathan Hark, Manager (O&M at Colin Drive)

**DATE:** 1/15/10 10:00 am

**Program/Service Description:** ROSH assists local districts in developing a comprehensive health, safety, and risk management program. Basic service participants are serviced on an as needed and as available basis. Services include assisting the district through training, workshops, model plans, and technical assistance in order to understand and comply with local, state, and federal rules, regulations, and laws. Eastern Suffolk BOCES offers training sessions at various locations during the school year, and participating districts may send appropriate employees. If a large number of employees need to be trained, a participant may request an on-site training; however, it is not guaranteed that this request can be accommodated at the Basic level of service. Participants may also avail themselves of our video library for the district's own training sessions. Under the Basic program, we assist with written plans by providing sample plans for your adaptation and use. Basic participants can also attend the various workshops offered during the year and utilize the Environmental Consultant Contract (at established rates). Basic program participation may include selections from the following management and training services on an as needed and as available basis: Accident Tracking, Art and Science Classroom Safety, Asbestos/AHERA Management Program, Bloodborne Pathogen Standard Program, Chemical Hygiene Laboratory Standard Program, Construction Safety, Emergency Planning & Tabletop Exercises, Environmental Services, Fire and Building Code Guidelines, Hazardous/Medical Waste Management/Disposal, Indoor Air Quality Program, Integrated Pest Management/ Pesticide Regulations, Lead Management Guidelines, Lockout/Tagout Program, OSHA Compliance, Permit-Required Confined Space Program, Right-to-Know Law and Hazard Communication Standard Programs, Risk Management, Safety Committee/Participation, SEQRA Compliance, Underground Storage Tank Requirements

Districts that sign up for the In-District Health & Safety Specialist program are accommodated at a higher level of service. The Health & Safety Specialist will report directly to your school district and help coordinate the District Health & Safety Program. All requested training is provided on-site by the Safety Specialist. This also allows for the training of employees as they are hired without having to wait for scheduled group training. Direct assistance with writing and updating written plans (including MSDS's) and record keeping is provided. Additionally, we will assist with any health & safety matter on an "as contracted" basis.

**1.) Significant facilities or program changes since 2008-09:**

- New mandates
- FIT Testing (Respirator Masks)
- Concern with possibility of State Aid cuts
- Manager moved to new physical location

**2.) Successes/Strengths:**

- Pushing Emergency Management in the schools – Exercising the plan

**3.) Challenges:**

- Completing access control - Moving on to Phase 2
- Reallocation of money (Arrow Security)
- FIT Testing for Nurses for all Suffolk County school districts

**4.) Anticipated changes for 2010-2011:**

- State Aid Cuts may reduce the number of districts participating

**5.) Areas of Need:**

- Expand Health & Safety and Security within the Agency
- Assistance with Unfunded Mandates



**NAME OF PROGRAM/SERVICE:** Sayville Academic Center Programs

**INTERVIEWEE:** Linda Conroy, Principal

**DATE:** 12/11/09 2:00 pm

**Mission Statement:** The mission of the **Sayville Academic Center Programs**, in partnership with family and community, is to empower our population of diverse learners to become productive, responsible, and respectful members of society.

**Service Description:** **Sayville Academic Center** in collaboration with Sagamore Children's Center services students with mild to severe learning disabilities and moderate to severe behavioral and/or intensive counseling concerns.

A comprehensive, structured school wide behavior management system is used.

**1.) Significant facilities or program changes since 2008-09:**

- Need for psychiatric services has increased
- Need for individual behavior plans has increased
- Increased need for staff support

**2.) Successes/Strengths:**

- Invested staff
- Continuum of services (Sagamore Services, Stony Brook Hospital)

**3.) Challenges:**

- Maintaining staff morale in light of challenges
- Maintaining program components
- Increase in the number of parents/families requiring therapy and/or training in behavior management
- Provision of staff development/training necessary for staff to acquire new skills

**4.) Anticipated changes for 2010-2011:**

- Provide language and literacy opportunities for parents/guardians
- School and parents to work in partnership to prepare students for independence

**5.) Areas of Need:**

- Psychiatric services that treat the student/family
- Creative programming to maintain student support

**NAME OF PROGRAM/SERVICE:** School Library System

**INTERVIEWEE:** Gail Barraco, Administrative Coordinator (Bellport)

**DATE:** 3/9/10 12:30 pm

**Program Service Description:**

**School Library System:** The School Library System enables schools to participate in the development of a system-wide database and provides regional resource sharing among all types of libraries. The School Library System serves as the communication link to the New York State Education Department. This State-funded program is provided to all school districts at no charge.

**Library Automation – Online Public Access Catalog:** Library Automation assists districts in automating their libraries so that users may access the library's collection online. Printed bibliographic records are converted into MARC (machine readable cataloging) records. Hardware, software, networks, user groups, and service contracts may be included. Two software programs are available: OPALS (*Open Source Automated Library System*) and Follett's Core Applications and Destiny. User group meetings are included at no charge. Additional district trainings are available for a fee.

**Library Services/Media:** Library Services/Media assists library media centers in acquiring specialized online materials to support instruction:

**Virtual Reference Collection:** A vast array of online databases is available through the Virtual Reference Collection (VRC) serving elementary, middle, and high school students. Training is available through the School Library System. The first full day of training is free. If desired, additional training is available for half or full days, for a fee.

**Digital Media Library:** The Digital Media Library (DML) provides pre-K-12 digital video for our districts from a broad selection of educational media vendors. Training is available through School Library System. The first full day of training is free. If desired, additional training is available for half or full days, for a fee.

**1.) Significant facilities or program changes since 2008-09:**

- Expanded our Digital Media Library service from 21 to 29 districts
- Expanded Staff Development to include a part time trainer for DML and VRC training
- Helped to organize materials at Centereach Academic Center into a web-based catalog for students and staff
- Creating a library at Jefferson Academic Center
- Added a Part Time Systems Librarian (Luxuan Liu) to help us with the technical side of our Digital Media Library
- In the process of launching our new ePals service to allow our districts to have a presence on the web for student projects, wikis, blogs, and other social networking tools in a safe environment

**2.) Successes/Strengths:**

- We run a cost-effective service that is heavily used by our districts

**3.) Challenges:**

- Our services are web based and dependent on a strong backbone
- Our districts on the East End do not have stable connections to us and rely on Cablevision as their ISP. They need a stable broadband connection through BOCES.
- State aid has been diminishing each year putting greater pressure on our service offerings through BOCES to sustain library service to our districts.
- There is no Statewide Curriculum for Library Media Programs

**4.) Anticipated changes for 2010-2011:**

- We hope to start work on a regional Library Media Curriculum

**5.) Areas of Need:**

- Stable State aid
- New York State Curriculum for Library Media Programs
- Broadband Backbone Initiative – East End Connectivity – Job creation for the region

**NAME OF PROGRAM/SERVICE:** Department of Special Education

**INTERVIEWEE:** Rob Becker, Director (Sherwood)

**DATE:** 1/22/10 9:00 am

**Department Description:** The Special Education Department offers a broad spectrum of classes and services that are highly specialized to meet the diverse needs of students with disabilities, as well as non-classified students in need of alternative school settings.

Classes are offered for students ranging in age from 5 to 21 years in Eastern Suffolk BOCES centers, as well as inclusive settings in our component district buildings.

Students enrolled in our district sites are provided with opportunities for inclusion in general education academic classes, special subject classes, and building-wide activities while receiving specialized support services and instruction from Eastern Suffolk BOCES staff.

All programs are aligned with New York State curriculum standards and are designed to achieve appropriate educational outcomes for each student we serve. These outcomes include completion of a New York State Regents course of study, as well as academic, behavioral, and social skills development. These skills are developed along the continuum of student needs exhibited within the Eastern Suffolk BOCES area.

All of our programs have received accreditation by the Middle States Association of Colleges and Schools. We continue to work toward improving student outcomes through research and assessment of best practices and emerging trends in the field.

**1.) Significant facilities or program changes since 2008-09:**

- On-going Transition initiative
- Twenty classes are changing configuration in Special Ed sites from 6-1-1 to 8-1-1 in order to get students more comfortable with working in a larger setting
- Ongoing role of running programs in district sites during the school year and in the summer

**2.) Successes/Strengths:**

- AFG Highlights
- Ongoing Staff Development
- Expertise developed with the most Involved students
- Offering Alternative High School in districts (reduces transportation costs)

**3.) Challenges:**

- Transportation costs
- Most costly to offer satellite services
- Eighty-seven percent of the Special Ed budget is for salary and benefits
- Leadership continuity
- To have a Shared Service in a district, at least 40% of the students served must be from the hosting district

**4.) Anticipated changes for 2010-2011:**

- Create more satellite services
- Cooperating with Islip area schools to initiate a Regional Alternative High School
- Downsizing staff

**5.) Areas of Need:**

- Begin collaboration with Stony Brook hospital or mental health center for a 30–60 day program for students in crisis to see how they respond to treatment (gives districts time to talk to parents to plan for the student's future)

**NAME OF PROGRAM/SERVICE:** Special Education

**INTERVIEWEE:** Lori Cannetti, Divisional Administrator

**DATE:** 2/24/10 11:00 am

**Program/Service Description:**

**Regional Alternative High School Program:** The regional alternative high school program provides non-disabled and disabled students, ages 16-21, who have been identified as having needs not being met in current school programs in our region. The program will be located in local area high schools and offers our “at risk” students an opportunity to address individual and family issues that are currently hampering their progress toward a New York State diploma. The program will continue to offer academic education at a commencement level, development of transition skills, and development of social skills designed to foster improved functioning in a school setting. The program may include an Alternative High School Equivalency Preparation Program class designed to prepare students for a General Equivalency Diploma.

**Regional Summer School Program:** The regional summer program was developed in response to requests from local school districts. Eastern Suffolk BOCES organized a consortium to create and oversee a regional summer school program. The program is located in local area school districts and serves students who attend their home districts during the traditional school year. Students with intensive management and/or educational needs require a continuation of district curriculum and instructional approaches during the summer months to prevent regression.

**1.) Significant facilities or program changes since 2008-09:**

- New Programs: Regional Alternative High School and Regional Summer School – in response to districts’ requests – Typically not for students with IEPs but GenEd students
- Hire District staff to deliver the program – ESBOCES hires the staff and oversees the program
- Regional Summer School and the Regional Alternative HS are recently deemed an “Aidable Service”

**2.) Successes/Strengths:**

- Three students who previously dropped out of high school, heard about the program and reenrolled at the Alternative HS
- Increasing Enrollment – Regional Alternative HS at Rocky Point began with 9 students; now enroll 22 students.
- Piloting Community Based Transition Service for Select BOCES students – mainly for Emotionally Disturbed students in preparing them with Job-Readiness skills and bringing students into the community in non-paid jobs to make them comfortable in dealing with the public in an appropriate manner (this is separate from the Regional Program – we are currently running this program in our BOCES sites (CAC, IAC, BAC and BAC@Eastport)
- GED Program offered – Three out of the four students currently enrolled are ready to sit for the GED in June
- Out of the four Regents Exams scheduled in January at the Alternative HS, three were passing grades.

**3.) Challenges:**

- Staffing
- Finances
- Getting districts to buy into our programs long term due to budgetary constraints
- Presenting data to districts to support how effective our programs are (this is not a challenge but a need to show the effectiveness of the program so that we have “buy-in” to the program)

**4.) Anticipated changes for 2010-2011:**

- Adding one site for new programs (at Connetquot HS – Connetquot hopes to partner with East Islip and Bayport-Blue Point)

**5.) Areas of Need:**

- Staff – Social Workers/Counselors, Child Care for students with babies who attend the Alternative High School
- Staff – To meet all of the needs of both parents and students
- Transportation for all students (When district can't afford it)

**NAME OF PROGRAM/SERVICE:** Student Data Services

**INTERVIEWEE:** Ellen Moore, Administrative Coordinator

**DATE:** 2/25/10 1:30 pm

**Program/Service Description:** The Student Data Services team is available to support school districts in the quest to provide high quality data and data-driven resources to inform the decision-making process. As part of the School Data Bank Services, a Staff Developer/Shared Data Expert can be contracted and assigned to work in-district with each level of district stakeholders to assist in the data-mining and data-decision making processes.

**1.) Significant facilities or program changes since 2008-09:**

- More district participation
- Increase in services
- Added 7 more Shared Data Analysts (From 6 to 13)
- Department growing due to cuts in districts – Districts find our services more cost-effective
- More comprehensive data-infused assistance to the districts

**2.) Successes/Strengths:**

- More value of the Program seen by districts
- Liaison between districts and NYS
- Aiding districts in meeting mandates, timelines, goals of State and Feds
- Supply districts with data they need
- Department is macro-managed – Everyone has input and their ideas and opinions are valued – Very cohesive environment
- High quality critical thinking
- Converted BARS from a CD program to an online program which can be accessed from anywhere 24/7
- Redesign of programs to be more user-friendly and cutting edge

**3.) Challenges:**

- As programs grow, more staff needed
- Space
- Technology Hardware – More state-of-the-art to ensure district confidence in our ability to facilitate data-driven programs, meetings, and workshops.
- Professional Development from experts in the field

**4.) Anticipated changes for 2010-2011:**

- Continue to Expand services to districts in helping them meet State and Fed mandates – More districts will realize that they need to utilize our services

**5.) Areas of Need:**

- Professional Development
- Cutting Edge Technology Hardware
- Homeland Security as it relates to School District Data – Securing data

**NAME OF PROGRAM/SERVICE:** Student Data Services

**INTERVIEWEE:** Joe Stern, Program Administrator (Sherwood)

**DATE:** 2/17/10 9:00 am

**Program/Service Description:**

**School Data Bank Services (Data Warehousing):** This program provides districts with various options for participation in the Statewide Data Warehouse. Information contained in the Data Warehouse is used to determine accountability status, as well as provide districts with tools to improve instruction for all students. Access to various analytical tools, such as Cognos, ReportNet, Query Studio, and DataMentor is available. Regents scanning for item analysis and on-site Shared Data Experts are also available. Participation fees for New York State Student Identification System (NYSSIS) and required data collection are separate from the School Data Bank Service packages.

**New York State Data Validation Service (Certify):** This new service will allow for an automated review of the data quality found in district source systems. Customized feedback is provided on a daily basis to assist district staff in making data corrections. This process will increase the efficiency and accuracy of the data collection and reporting initiative. The New York State Data Validation Service will apply the Level 0 rules for state data reporting to the data in a district's student information system and special education data system on a nightly basis. The service produces easy to read reports detailing any reporting discrepancies at the student level. These online, school-targeted error reports allow districts to review and address data issues before data submission deadlines.

**New York State Required Data Collection and Reporting:** This service requires mandated participation for all districts as per the New York State Education Department. Billing will be based upon most recent BEDS K-12 data school report card enrollments reported. Services include scheduled CIO District Data Coordinator meetings, access to locally developed verification reports, Level 0 software, daily loading to the Level 1 data warehouse, and access to <http://datacentral.esboces.org>. The Data Warehouse contains required information related to student demographics, enrollments, assessments, program services, and special educational services. Additional requirements will soon include VADIR, BEDS, and attendance reporting.

**1.) Significant facilities or program changes since 2008-09:**

- Program Administrator started in June 2009
- Data Control Specialist II retired in January 2010
- Reorganized staff – Upgraded positions
- Communications Task Force Leader

**2.) Successes/Strengths:**

- Great hardworking team
- Customer service

**3.) Challenges:**

- State Testing Deadlines
- Processing twice as much data in half the time
- Meeting Data Reporting Timelines

**4.) Anticipated changes for 2010-2011:**

- Report teachers assigned to courses linked to student's test scores
- Scan Regents
- New Program – NYS Data Validation Service

**5.) Areas of Need:**

- Space
- Hi-Speed Scanner
- Computer Capacity and Storage



**NAME OF PROGRAM/SERVICE:** Student Data Services

**INTERVIEWEE:** Dr. Kristen Turnow, Administrative Coordinator (DeFeo Bldg.)

**DATE:** 3/1/10 11:30 am

**Program Service Description:**

**Student Management Systems**

**eSchoolData Management Systems:** eSchoolData is delivered via a completely web-based Application Service Platform. Key features include Student Portfolio Management, real-time attendance tracking and reporting, master and walk-in scheduling, disciplinary tracking and reporting, health information, and access to historical data. Included within service: Application support, local training, telephone/on-site support, Clerical assistance in emergency situations, Production services, Principalm software puts your student information on a Palm Pilot for use by security guards, administrators and other staff. It is a proven, cost-effective, and easy to use tool with your district's student management system.

**PowerSchool Student Management System:** This is a web-based student information system that allows teachers, administrators, parents, and students to access a broad array of information and student data. Attendance, State report, parent portal, and a teacher grade book are all included in this web-based student information service. Included Within Service: Application support, local training, telephone/on-site support, Clerical assistance in emergency situations, Production Services

**SASlxp – Schools Administrative Student Information Software:** SASlxp is a powerful, integrated software system that manages extensive student information at both the school and district level. With a pleasing graphical environment that organizes screens to look like index cards, it can be used with Windows, Macintosh, and Power PC. SASlxp offers instant access to all student demographic information, including attendance, discipline, grades, schedules, health, immunizations, emergencies, and parent/guardian. Every authorized staff member is assigned a unique password and ID number that determines what data they can access, ensuring security of the entire system. SASlxp also has comprehensive querying and reporting capabilities. Included Within Service: Application support, local training, telephone/on-site support, Clerical assistance in emergency situations, Production Services

**Optional Modules:** InteGrade® Pro software allows teachers to maintain an electronic grade book allowing instant access to students' scores, missing assignments, and up-to-the-minute calculated grades. These grades can then be imported into a student management system for grade reporting.

ParentCONNECTxp is an Internet-based program that gives parents timely information about their children's progress in school. It covers attendance, grades, discipline, and emergency information to those given permission to access this program with read-only rights.

**SchoolMax Student System:** This Windows-based package provides a state-of-the-art solution to meet school district needs. Users have online access to a single district-wide database with up-to-the-minute student, family, and school information for the current year, as well as historical data from prior years. This state-of-the-art system is also web-enabled, providing teachers with the ability to enter grades and attendance from remote locations. This package is complete. It includes all modules. Included Within Service: Application support, local training, telephone/on-site support, Clerical assistance in emergency situations

**eBoard:** eBoard is an easy-to-use, on-line service that allows educators to quickly post information online for parents and students. It can be used by classroom teachers, administrators, nurses, coaches, or anyone in the school community with a need to communicate. eBoard helps foster a sense of community and can help increase traffic to your district's website. Included Within Service: Application support, local training, telephone/on-site support

**Curricplan:** Curricplan is a powerful web-based curriculum mapping and instructional content management solution that provides secure, online access for educators to participate in an online community focused on the development of high quality instruction with the common goal of increasing student achievement.

**Principalm:** Principalm software puts your SASIxp, eSchooldata, Infinite Campus, and PowerSchool student information on a Palm Pilot for security guards, administrators, and other staff. It is a proven, cost-effective, and easy to use tool with ever increasing functionality.

**Medicaid Reimbursement:** Data processing for Medicaid reimbursement billing is available. Eastern Suffolk BOCES staff will process the required data from individual district-provided reports to generate the appropriate billing information.

**Applywise Guidance Package:** The Applywise online college admissions counseling program is used in schools by guidance counselors, students, and parents to help plan for college admission requirements and help students track their own progress as they apply to the colleges of their choice.

**Infinite Campus Student Management Systems:** This is a web-based student management system, which will track attendance, student demographics, grading, and master and walk-in scheduling. Students, parents, and teachers can access secure information from anywhere.

Included Within Service: Application support, local training, telephone/on-site support, Clerical assistance in emergency situations, Production Services

### **Special Education Student Management Services**

**Clear Track 200-Management Service:** This web-based, fully customizable system manages any and all information relevant to the special education process. It is compliant with all New York State Education Department requirements, with updates provided free of charge. The program includes a comprehensive student demographic section, a flexible evaluation component, goal and objective banks, least restrictive environment statements, transitional plan components where appropriate, and an integrated Medicaid reimbursement component. Extensive letters, documents, and IEPs can be generated, and information can readily be exported for use within spreadsheets, databases, etc. Extensive reports, including the generation of the STAC, exist within the system with the capability to create user-defined reports. Data entry and production of IEPs are available at an additional charge.

**IEP Direct:** This web-based special education student information and program management application gives districts the ability to draft IEPs online; share student and program information district-wide and district to district; and produce State-mandated reports, CSE and CPSE reports, or customized reports. IEP Direct can help monitor, track, and review all of your special education needs.

**CentrisSync:** CentrisSync automatically checks for database changes between the general education student information system and IEP Direct and regularly sends any changes as appropriate.

**Medicaid Direct:** This is an integrated Medicaid module for Medicaid data entry and submission.

**NYSE Directors:** This is an online interactive web-based resource for New York State special education directors.

**Guidance Direct:** This is an interactive web-based application and online resource for New York State guidance counselors and directors.

**Response to Intervention Management (RTIM Direct):** This is a web-based program that allows teachers and administrators to meet the requirements for teaching and reporting the progress of RTI students.

**Sungard IEP Plus:** Sungard IEP Plus is a Special Education program that is New York State compliant. This program will help trace, monitor, and review Special Education student demographics, IEPs, and State-mandated reports.

**AIS Edge Management System:** This is a web-based program that allows teachers and administrators to meet the requirements for managing and reporting AIS interventions.

**1.) Significant facilities or program changes since 2008-09:**

- Added PowerSchool Program (SASI ended)
- Developed new team
- Added ApplyWise – helps parents/students apply for college
- Added 3 staff positions

**2.) Successes/Strengths:**

- Servicing increased number of districts (Suffolk County)
- Converting many districts to PowerSchool
- Converting districts from Legacy to eSchool Data
- Well developed District networks

**3.) Challenges:**

- Always at the Vendor's whim
- Extensive travelling in bad weather conditions
- Computers and phones lose service frequently
- Three of our staff members located at Sherwood (Staff isolated)

**4.) Anticipated changes for 2010-2011:**

- Continued growth
- IEP Direct – working with Nassau County districts
- Working with Test Scoring Department for better ways to collect data

**5.) Areas of Need:**

- Fix the Conference rooms at Sherwood with updated technology
- More Training and Conference rooms needed
- WIFI at DeFeo Building

**NAME OF PROGRAM/SERVICE:** Student Data Services

**INTERVIEWEE:** Hilna Zoob, Program Administrator (DeFeo Bldg.)

**DATE:** 2/18/10 11:00 am

**Program Service Description:**

**Student Management Systems**

**eSchoolData Management Systems:** eSchoolData is delivered via a completely web-based Application Service Platform. Key features include Student Portfolio Management, real-time attendance tracking and reporting, master and walk-in scheduling, disciplinary tracking and reporting, health information, and access to historical data. Included within service: Application support, local training, telephone/on-site support, Clerical assistance in emergency situations, Production services, Principalm software puts your student information on a Palm Pilot for use by security guards, administrators and other staff. It is a proven, cost-effective, and easy to use tool with your district's student management system.

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**Optional Modules:** InteGrade® Pro software allows teachers to maintain an electronic grade book allowing instant access to students' scores, missing assignments, and up-to-the-minute calculated grades. These grades can then be imported into a student management system for grade reporting.

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**eBoard:** eBoard is an easy-to-use, on-line service that allows educators to quickly post information online for parents and students. It can be used by classroom teachers, administrators, nurses, coaches, or anyone in the school community with a need to communicate. eBoard helps foster a sense of community and can help increase traffic to your district's website. Included Within Service: Application support, local training, telephone/on-site support

**Curricuplan:** Curricuplan is a powerful web-based curriculum mapping and instructional content management solution that provides secure, online access for educators to participate in an online community focused on the development of high quality instruction with the common goal of increasing student achievement.

**Principalm:** Principalm software puts your SASIxp, eSchooldata, Infinite Campus, and PowerSchool student information on a Palm Pilot for security guards, administrators, and other staff. It is a proven, cost-effective, and easy to use tool with ever increasing functionality.

**Medicaid Reimbursement:** Data processing for Medicaid reimbursement billing is available. Eastern Suffolk BOCES staff will process the required data from individual district-provided reports to generate the appropriate billing information.

**Applywise Guidance Package:** The Applywise online college admissions counseling program is used in schools by guidance counselors, students, and parents to help plan for college admission requirements and help students track their own progress as they apply to the colleges of their choice.

**Infinite Campus Student Management Systems:** This is a web-based student management system, which will track attendance, student demographics, grading, and master and walk-in scheduling. Students, parents, and teachers can access secure information from anywhere. Included Within Service: Application support, local training, telephone/on-site support, Clerical assistance in emergency situations, Production Services

### **Special Education Student Management Services**

**Clear Track 200-Management Service:** This web-based, fully customizable system manages any and all information relevant to the special education process. It is compliant with all New York State Education Department requirements, with updates provided free of charge. The program includes a comprehensive student demographic section, a flexible evaluation component, goal and objective banks, least restrictive environment statements, transitional plan components where appropriate, and an integrated Medicaid reimbursement component. Extensive letters, documents, and IEPs can be generated, and information can readily be exported for use within spreadsheets, databases, etc. Extensive reports, including the generation of the STAC, exist within the system with the capability to create user-defined reports. Data entry and production of IEPs are available at an additional charge.

**IEP Direct:** This web-based special education student information and program management application gives districts the ability to draft IEPs online; share student and program information district-wide and district to district; and produce State-mandated reports, CSE and CPSE reports, or customized reports. IEP Direct can help monitor, track, and review all of your special education needs.

**CentrisSync:** CentrisSync automatically checks for database changes between the general education student information system and IEP Direct and regularly sends any changes as appropriate.

**Medicaid Direct:** This is an integrated Medicaid module for Medicaid data entry and submission.

**NYSE Directors:** This is an online interactive web-based resource for New York State special education directors.

**Guidance Direct:** This is an interactive web-based application and online resource for New York State guidance counselors and directors.

**Response to Intervention Management (RTIM Direct):** This is a web-based program that allows teachers and administrators to meet the requirements for teaching and reporting the progress of RTI students.

**Sungard IEP Plus:** Sungard IEP Plus is a Special Education program that is New York State compliant. This program will help trace, monitor, and review Special Education student demographics, IEPs, and State-mandated reports.

**AIS Edge Management System:** This is a web-based program that allows teachers and administrators to meet the requirements for managing and reporting AIS interventions.

**1.) Significant facilities or program changes since 2008-09:**

- Added programs
- Support more systems
- Phasing out one program
- Medicare contract changing

**2.) Successes/Strengths:**

- Continue to update and upgrade facility
- Great dedicated staff
- Programs continue to grow (Number of districts and extent of support)
- Positive feedback from districts

**3.) Challenges:**

- Program/staff housed in two different locations for the last 3 years – Constant travel – non-productive time
- Had to physically move back to Sherwood twice last year
- DeFeo Building not set up as an Administration Center

**4.) Anticipated changes for 2010-2011:**

- Growth in programs
- More Cross-contracting with other RICS
- Expand Classroom capabilities

**5.) Areas of Need:**

- Space
- Second classroom at Sherwood – Fully Technologically equipped
- Long Distance conferences to broadcast to East End districts so they don't need to travel to Sherwood (Holbrook)

**NAME OF PROGRAM/SERVICE:** Student Information Management Services

**INTERVIEWEE:** Nancy Winkler, Program Administrator (Sherwood)

**DATE:** 2/17/10 9:00 am

**Program/Service Description:** Student Information Management Systems is an internal program that supports BOCES students and the needs of various departments by supplying student data.

**1.) Significant facilities or program changes since 2008-09:**

- Enhancing Systems – All student report cards are now online
- Annual Student Profile (ASP) – Improved work with districts
- Provide additional training to teachers/related service providers – Skill level has improved
- Involved in new initiatives (Special Ed and Communications task forces, My Learning Plan, Connect Ed)
- Coordinating the implementation of MyLearning Plan (MLP) for ESBOCES staff
- Involved in the implementation of ConnectEd
- Emphasizing Transition from Secondary School to Post-Secondary Life (for Special Education students) – Tracking documents have improved, training enhanced
- Student Information Systems is now fully staffed – Complete support team

**2.) Successes/Strengths:**

- Established better communication with districts regarding their data and how to exchange it
- Training of staff (teachers, administrators, and clerical) on all data systems – getting staff onboard to accept it and improve their skills
- Level of collaboration with vendors such as ClearTrack and eSchool has improved
- Finding ways to balance the needs of Special Education, Career & Tech, and Educational Support Services – Trying to keep everyone happy

**3.) Challenges:**

- Using three Databases – eSchool, ClearTrack, and PeopleSoft for Student reporting
- Resistance of Users of new systems
- Reducing the number of systems used – Would like to eliminate the third layer (PeopleSoft)

**4.) Anticipated changes for 2010-2011:**

- Preparing for implementation of state-mandated IEPs
- Continued Transition to ClearTrack from eSchool and PeopleSoft

**5.) Areas of Need:**

- Time

**NAME OF PROGRAM/SERVICE:** Student Information Management Systems

**INTERVIEWEE:** Andy Setzer, Divisional Administrator (Sherwood)

**DATE:** 2/17/10 11:00 am

**Program/Service Description:** Student Data Services includes services and programs that assist school districts with the collection, management, reporting, and analysis of data. This includes demographic, assessment, enrollment, and other data that may be required for state reporting. Services are provided to support a variety of technical software systems and include training on the use of software systems and data analysis.

**1.) Significant facilities or program changes since 2008-09:**

- Growth – More tests and more districts
- Collecting college graduation and enrollment data
- PowerSchool – Supporting 8 or 9 districts

**2.) Successes/Strengths:**

- Shared Data Expert Program – Great Feedback from the districts
- PowerSchool – 8–9 districts
- Regents Scanning service and analysis
- BARS on the Web – Districts and other RIC's using this service – over 2,000 teachers using
- Collection of Graduation Data – almost all districts participating

**3.) Challenges:**

- Half of the staff at DeFeo Building (Westhampton Beach) – Hard to collaborate
- Limited Space for a growing program
- Cost for Space – Overhead charges continue to rise (7%)
- Need to constantly replace staff due to low salaries
- Professional Development – spend money on training
- Technical issues – not every district hiring us to be the Internet Service Provider – Limits growth of services

**4.) Anticipated changes for 2010-2011:**

- Continued growth
- More demands from the Federal and State Governments
- Doing more with less

**5.) Areas of Need:**

- Increase Staff
- For the Agency to understand Educational Leadership rather than just Data Processing



**NAME OF PROGRAM/SERVICE:** Student Support Services

**INTERVIEWEE:** Liz Melichar, Program Administrator (Sherwood)

**DATE:** 2/17/10 11:30 am

**Program/Service Description:**

**Autism Consultant Services/Home ABA Services:** Consultations and trainings are designed to assist staff to work effectively at sites with the most challenging students on the autism spectrum. These services are added to a District's Commitment Form when the service of a behavioral specialist or autism consultant is recommended by the CSE for implementation on a regular basis over a period of time. Autism consultants will address applied behavior analysis strategies, behavioral strategies, and educational strategies. Through Parent Training, they can assist parents in utilizing strategies in the home that are consistent with those used in school to facilitate student progress. Home ABA Services are designed to meet the needs of component districts for students with autism spectrum disorders. Individualized programs are created in accordance with IEP goals and methodologies, including applied behavior analysis and discrete trial instruction. Progress is data-based tracked and monitored to emphasize effective collaboration between home, school, and community.

**Related Services:** Related Services for students attending Eastern Suffolk BOCES Special Education Programs are available to local districts, at a specified cost per session, based on the IEP.

**Related services include:** Speech/Language Therapy, Counseling, English as a Second Language, Hearing Impaired Services, Individual Aide, Visually Impaired Services

**Related services also include:** Occupational Therapy, Physical Therapy

**Specialized Support Services for School Districts:** A wide variety of specialists are available to provide itinerant related services in individual or group sessions to students with disabilities who attend regular and special education classes in their home school district. Consulting teachers and specialists are available to provide indirect services and staff training in local school districts. Consulting teachers work with general or special education staff to support their use of effective, research-based methods of pedagogy to educate students with disabilities, or to facilitate the transition of students returning to district from an Eastern Suffolk BOCES or out-of-district placement. Consultation can be provided in areas such as instructional strategies, behavioral management techniques, language development, organizational skills, compensatory skills, time-on task, peer tutoring, learning styles, Home ABA Services, Parent Training, curriculum-based measurement, process assessment, and augmentative communication.

**Disciplines addressed include:** Blind/Visually Impaired, Deaf/Hearing Impaired, Psychological Services, Sign Language Interpreter, Speech/Language Impaired, English as a Second Language

**Consulting Teacher Services/Parent Training/Home ABA Services:** Specialists assist districts in the implementation of district-based programs for students with autism spectrum disorders and other disabilities by providing targeted prescriptive trainings for district staff that are designed to meet the individual needs of a school district. They will meet with administration to develop a plan that is responsive to individual district needs.

**These needs might include:** Assisting the district in starting a new class; observing an existing class to develop strategies for enhanced classroom structure, improved team interaction, and more effective educational and behavioral strategies; providing a series of parent training offerings; offering in-home parent training; assisting the district in developing its own parent training program. Home ABA Services are designed to meet the needs of component districts for students with autism spectrum disorders. Individualized programs are created for students educated in district buildings. They are created in accordance with IEP goals and methodologies, including applied behavior analysis and discrete trial instruction. Progress is data-based tracked and monitored to emphasize effective collaboration between home, school, and community.

**1.) Significant facilities or program changes since 2008-09:**

- Technology initiative (Laptops)
- Parent training, Home ABA, Autism Consult
- Resource to outside agencies (OMR-DD, NYS Governor Commission for the Blind – sitting on Governor’s Committee for Educational Accommodations for the Blind)
- Transitional Planning
- Guidelines utilized by internal/external users
- PES training (Picture Exchange Communications System)

**2.) Successes/Strengths:**

- Major change in ‘Going Green’ with electronic data exchange (e-packets)
- Lead Teachers in Hearing, Vision, Counseling
- Meeting individualized district needs “Experts in Field”

**3.) Challenges:**

- Internet Connectivity
- Reinventing our roles to meet changing demands

**4.) Anticipated changes for 2010-2011:**

- Major Computer Purchases

**5.) Areas of Need:**

- More staff
- Updated Technology

**NAME OF PROGRAM/SERVICE:** Suffolk Aviation Academy (SAA)

**INTERVIEWEE:** Joe Delgado, Program Administrator

**DATE:** 12/16/09 9:00 am

**Mission Statement:** The Mission of the **Suffolk Aviation Academy** is to provide a safe and positive learning environment addressing the academic and Aviation career needs of a diversified community of students through the efforts and abilities of a knowledgeable and caring staff.

Our goal is to prepare students for the work force and/or post-secondary education by building upon the strengths, talents, skills, and resources of peers, educators, industries, communities and themselves. The program encourages students to develop emotionally, intellectually, socially, and physically.

Through the use of innovative and traditional approaches to instruction, assessment, and current technology, as well as the promotion of ethical values, we commit to empowering all of our students to be self-directed, creative citizens who will thrive in a changing global community.

**Program/Service Description:** Eastern Suffolk BOCES offers approximately 40 career education courses at the Edward J. Milliken Technical Center in Oakdale, Brookhaven Technical Center in Bellport, **Suffolk Aviation Academy in Shirley**, and the Harry B. Ward Technical and Academic Center in Riverhead.

Local colleges offer articulation agreements to students in many areas of study, and students may earn college credits or advanced standing at selected postsecondary institutions.

SED-approved academic Regents credit is integrated and is awarded for CTE approved courses, and all courses may be used toward a Regents diploma. Currently, students attending the technical centers may also earn an additional credit for the State-mandated Career and Financial Management (CFM) course requirement.

Secondary students typically spend one-half day in their home district and one-half day at the **Suffolk Aviation Academy**. Those enrolled in the Aviation programs will receive instruction at the Suffolk Aviation Academy, located at 133 Dawn Drive Shirley, New York @ Brookhaven Calabro Airport.

More than 2,500 companies have employed graduates of Eastern Suffolk BOCES career and technical education programs.

**1.) Significant facilities or program changes since 2008-09:**

- Airframe Mechanics Program reduced to ½ day program from full day (Lower enrollment)
- Will sponsor a “Female Career Fair” (teaming with the FAA) to recruit more female students

**2.) Successes/Strengths:**

- National Technology Honor Society Members
- Many students obtaining Private Pilot licenses (25 to date have flown solo and are set to get their Private Pilot’s license)
- Excellent rate of students going on to college
- Students continue on with AP (Air Frame and Power Plant) License – Can take Part A here, then go on to WSBOCES, Vaughn, etc. for Part “B”
- There is the availability of a third year adult education program for students having completed our program as high school students but were unable to acquire Private

Pilot's license. These students may return for one more year through our adult education program while attending college courses.

- Have room to accept more students

### **3.) Challenges:**

- Flying time is expensive
- Costly equipment
- Need more female students (Currently on 7%)
- Recruiting minorities, especially African-Americans, of which there are only three in the program

### **4.) Anticipated changes for 2010-2011:**

- Implementing Airport Operations curriculum
- Students in the Private Pilot Program students who are not interested in pursuing a flying career will be able to continue in the Airport Operation Program. This program follows the Farmingdale's Aviation Program curriculum. In 2011-2012 it will have two separate programs.

### **5.) Areas of Need:**

- Recruitment of minorities and females. (Most of the students are children of pilots).

**NAME OF PROGRAM/SERVICE:** Suffolk Regional Information Center

**INTERVIEWEE:** Jeanne Weber, Director (Sherwood)

**DATE:** 1/11/10 11:30 am

**Program/Service Description:** The **Suffolk Regional Information Center (RIC)** offers a variety of high-quality programs and services designed to support school districts in the following areas:

- Student Management Systems
- Special Education Student Systems
- Medicaid
- Test Scoring and Reporting
- Student Data Bank Services/Data Warehouse
- Financial and District Services
- Technology Support Services – LAN/WAN/Internet/VOIP
- Technology Acquisitions – Instructional and Administrative
- Website/Sharepoint/Moodle Hosting and Development

These services are available to all school districts across Suffolk County and are structured to meet their requested needs. Initiatives that were undertaken in 2008-09 and successfully implemented include:

- Continued expansion of Internet service provisioning to school districts
- Internet2 service provisioning to school districts
- Implementation of Disaster Recovery Planning and support services for districts
- Continued growth and expansion of Off-Site Data Storage and Recovery services
- Opportunities to participate in various technology pilot projects, e.g., Safari LIVE, VIDITalk, Elluminate, etc., as part of the RIC's Research and Development partnership with New York Institute of Technology (NYIT)
- Expansion of Emergency Auto-Dialing systems to include two new options in addition to Connect-Ed
- Conducted a bid for Cafeteria Management Systems, with three new options to be offered in the 2009-10 school year
- Successfully met SED's new guidelines for Test Assessment scoring and scanning with a 93%+ success rate on the first file submission to the Level 2 NYS Data Warehouse for both Math and ELA 3-8 assessments
- Successfully launched the new and improved "datacentral" Web site to support all of our districts with various data warehouse and test scoring and reporting information management and are continuing development and enhancements of new reports for districts
- Expansion of Safari Montage Video-on-Demand system services and introduction of new Elluminate web-based interactive meeting tool as new service option
- Sharepoint Hosting and Design
- Enhanced Software Training offerings
- Strategic Planning
- Grant Writing

By continuing to focus on improving communications with school districts, and expanding several programs/service options to deliver the most up-to-date and highest quality services, school districts have continued to increase their participation in a variety of the services offered through the RIC over the 2008-09 school year.

**1.) Significant facilities or program changes since 2008-09:**

- No facility changes
- Implementing a new support service for Cafeteria Management Systems for School Districts
- Promoting more Web based meeting tools (Elluminate is a highly robust online meeting and collaboration tool as compared to Skype which is a very basic video connection with no quality of service standards)

- Working with Transportation department to develop new support service for Transportation Management System offerings
- Student data (Certica Solutions) – RIC statewide effort that helps districts clean up data collection
- National Data Clearinghouse – Track students post-graduation and provide data back to local school districts to help better inform instructional strategies for the future

## **2.) Successes/Strengths:**

- Director was appointed by the Governor of the NYS Broadband Technology Council and is a Co-Chair for the E-Government sub-committee
- Retired the Microcomputer Repair Services
- Staying ahead of the curve – Keeping districts up-to-date through multiple means of communication including face to face meetings, email, electronic information postings and distribution, web portal applications, etc
- Phenomenal staff
- Sensitivity to current fiscal issues
- Extensive and robust Network Infrastructure including the development and implementation of high end tools for distance learning, and web-based collaboration and interconnection within and between school districts locally, statewide, nationally and internationally

## **3.) Challenges:**

- Economy
- Governor's Position on Funding
- Physical Space
- Testing Schedules – continue to be changed by NYSED with little notice to districts and with very limited and time sensitive deadlines for the RIC to process all test scoring forms and information and report back to the state (Test Scoring Dept. will have to run double shifts to meet the deadlines for approximately 15–18 weeks beginning in mid-April and extending through the end of July/early August)
- Resource capacity to meet State assessment schedule and associated data for all 69 school districts in Suffolk County

## **4.) Anticipated changes for 2010-2011:**

- Transportation Management System support service to be launched
- Responding to District needs regarding the economic changes and managing/realigning RIC services as necessary and appropriate to meet District needs
- Submitting application to the National Telecommunications and Information Association/Broadband Technology Opportunities Program seeking funding to construct a wireless broadband infrastructure across the North and South Forks, and out to the three smaller islands to provide high quality, consistent bandwidth to the 24 school districts in these locations

## **5.) Areas of Need:**

- Contiguous Space within the RIC at Sherwood due to the necessity to add staff in order to maintain high quality levels of service to districts, as more districts subscribe and participate in programs
- More Staff as necessary and appropriate to support district service needs as participation increases
- Continued research and development into new technology tools to support school districts instructionally and administratively

**NAME OF PROGRAM/SERVICE:** Technology Integration

**INTERVIEWEE:** Grant Nelsen, Director (Hines)

**DATE:** 1/13/10 11:00 am

**Program/Service Description:** The **Office of Technology Integration (OTI)** is responsible for the implementation and support of agency-wide management information systems as well as supporting the agency's wide area network and telecommunication infrastructure. Support is provided to over 2000 Eastern Suffolk BOCES employees through the help desk, which includes application and desktop support.

**1.) Significant facilities or program changes since 2008-09:**

- Previous Director retired, being replaced by the new Director, Grant Nelsen
- Major PeopleSoft Upgrade which is being worked on and first phase, HR/Payroll, anticipated to be put into effect Jan. 2011
- Added new Staff member: Systems & Data Base Coordinator

**2.) Successes/Strengths:**

- Meeting Technical needs of the Agency
- Small, yet eager Staff
- Good customer service
- Treat Agency as a customer
- Department includes 3 separate components: Applications and Programming, Telecommunications, and Network Support

**3.) Challenges:**

- Responding to an agency of this size with all different technical issues
- Cost Benefit Analysis of implementing new technology
- What technology do we need to push the Agency forward

**4.) Anticipated changes for 2010-2011:**

- Working toward the target date of January 2011 to upgrade PeopleSoft Human Resources and Payroll

**5.) Areas of Need:**

- Upgrade hardware and software more aggressively
- Expanding staff

**NAME OF PROGRAM/SERVICE:** H.B. Ward Technical and Academic Center (WTAC)

**INTERVIEWEE:** Sam McAleese, Principal & Marie Tocci, Asst. Principal

**DATE:** 12/11/09 9:30 am

**Mission Statement:** The **H.B. Ward Technical and Academic Center** is an integrated technical and academic campus. Our mission is to provide high-quality education to a diverse population of secondary and adult students, empowering them to open doors of success in post-secondary education and/or career choices. Programs are structured to provide educational experiences incorporating teamwork, responsibility, discipline, professionalism, leadership and communication skills in a safe environment conducive to learning. We strive to remain focused on offering quality education for the rapidly changing world of this 21st century.

**Program/Service Description:** The **Academic Program** at H. B. Ward is available to special education and non-classified “at risk” students with moderate behavioral and/or counseling concerns and/or learning disabilities. Ninth and tenth grade students receive a full day academic program while eleventh and twelfth graders receive a half day of academics combined with a Career and Technical Education or Special Career Education program. Students are offered a departmentalized program following the New York State Regents curriculum. H. B. Ward also offers a half day GED program combined with a Career and Technical Education or a Special Career Education program.

Eastern Suffolk BOCES offers approximately 40 **Career Education** courses at the Edward J. Milliken Technical Center in Oakdale, Brookhaven Technical Center in Bellport, Suffolk Aviation Academy in Shirley, and the **Harry B. Ward Technical and Academic Center in Riverhead**.

Local colleges offer articulation agreements to students in many areas of study, and students may earn college credits or advanced standing at selected postsecondary institutions.

SED-approved academic Regents credit is integrated and is awarded for CTE approved courses, and all courses may be used toward a Regents diploma. Currently, students attending the technical centers may also earn an additional credit for the State-mandated Career and Financial Management (CFM) course requirement.

Secondary students typically spend one-half day in their home district and one-half day at the **Harry B. Ward Technical and Academic Center**.

More than 2,500 companies have employed graduates of Eastern Suffolk BOCES career and technical education programs.

**1.) Significant facilities or program changes since 2008-09:**

- No major facility changes – Agency owns this property – Vacant lot included on property-room for building
- Loss of programs (Building & Grounds, Horticulture)
- Added ½ day Carpentry in Special Career Education
- 50% less Special Ed students this year.
- Special Education Program had 16 grads last year, 11 grads this year
- No 9<sup>th</sup> graders in behavioral program
- CTE increased by 50 students
- Special Career Education enrollment stable
- CMA – am Class new addition for 2009/10 school year



**2.) Successes/Strengths:**

- Host Zone 5 High School Principals meeting
- Bring in school district personnel from districts to see facility
- Internships/partnership relationships increasing
- H.B. Ward Career Expo & Job Fair to be held at SCCC Culinary Arts Center

**3.) Challenges:**

- No SEPTA
- Transportation costs - Campus Bus is Aging Out
- Increase Special Career Education Course Offerings
- Enrollment base affects program offerings
- Lack of Space for Construction, Building Trades and Plumbing
- Small student population to draw from on Eastern Long Island as compared to BTC and MTC
- No gym facility (Must transport students to Armory for Phys. Ed.)

**4.) Anticipated changes for 2010-2011:**

- Continued reduction in Special Ed. Academic Program

**5.) Areas of Need:**

- New campus bus to replace old one
- New building on vacant site to add Construction/Trade Programs

**NAME OF PROGRAM/SERVICE:** Westhampton Beach Learning Center (WHBLC)

**INTERVIEWEE:** Fran Cenerelli, Principal; Michele Mannino, Asst. Principal;  
& Jim Smith, Asst. Principal

**DATE:** 12/4/09 12:00 pm

**Mission Statement:** The mission of the **Westhampton Beach Learning Center**, a large and diverse community, of multiple, specialty programs, is to provide the highest quality educational programs, services and opportunities designed to allow each student to maximize his/her potential. Individualized quality instruction will ensure that students reach the high expectations of the Federal initiatives and the New York State Learning Standards while preparing them to become viable members of society.

**Service Description:**

**AUTISM PROGRAM:** The WHBLC Autism Program services students with various developmental disabilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of his or her disability. Program components include academics with an emphasis on functional skill development. Behavior management, independent living, and social skills are also addressed. Where needed, discrete trial instruction and applied behavioral analysis are utilized in conjunction with grade level curriculum. Functional assessments of behavior and behavior intervention plans are put in place for support when needed.

**PRE-VOCATIONAL PROGRAM:** The Pre-Vocational Program services students with various developmental disabilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of his or her disability. Program components include academics with an emphasis on functional skill development, as well as simulated work activities to apply newly acquired knowledge. Behavior management, independent living, and social skills are also addressed. Where needed, discrete trial teaching and applied behavioral analysis is utilized in conjunction with grade level curriculum. Functional assessments of behavior and behavior intervention plans are put in place for support when needed.

**SECONDARY DEVELOPMENTAL PROGRAM:** The Secondary Developmental program services students with various abilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of his or her disability. Program components include improving cognition with an emphasis on sensory motor skill development. Functional assessments of behavior and behavior intervention plans are put in place for support when needed.

**THE ACADEMIC CENTER PROGRAM:** The Academic Center Program services students with learning and behavioral disabilities. The primary goal is to maximize each student's potential. Program components include instruction that is inclusive of both General and NYSAA assessment. Behavior management, self-advocacy and social skills are addressed. A building wide behavior management plan is an integral part of the program. Functional assessments of behavior and behavior intervention plans are put in place for support when needed.

**1.) Significant facilities or program changes since 2008-09:**

- Added Hampton Bays HS
- Added MSE (Multi-Sensory Environment) Room to WHBLC
- Added 2 Transition Classrooms to the Pre-Voc program
- Added Playground
- Revamped Academic Center – Updated carpets, sidewalks, fences, dry wells
- Changed Bus Traffic Pattern – Security and safety reasons
- New gym floors in 2 gyms

**2.) Successes/Strengths:**

- Staff support
- New Floater Paraprofessional (mentor)
- Professional Development – Job-imbedded
- Crisis Team development
- Imbedded Crisis Prevention Institute – Intervention
- Reading/Writing Board Program
- Social Skills program being developed for the Pre-Vocational Program
- Cross-training secretarial staff
- Behavior Specialist
- Recycling Program done by Pre-Vocational Program supports Green Initiative

**3.) Challenges:**

- Many staff and students in multiple buildings on campus plus 3 district-based sites (Aquebogue, Riverhead Middle School and Hampton Bays HS)
- Three Administrative staff to support and supervise the largest ESBOCES Special Education staff at a building level
- More aggressive students (psychiatrically involved with diminished cognitive ability) screened and accepted
- Large number of high-needs students
- Tremendous amount of support and supervision required with staff
- Aging staff unable to lift and move quickly; large amount of injuries related to lifting and biting
- Limited psychiatric services available
- More training for staff is needed with limited time to provide due to contract limitations for before and after school meetings
- Both General and Alternate Assessments offered across campus
- House Elementary, Middle and Secondary Programs
- House a Full-day and half day 6 week Summer program.

**4.) Anticipated changes for 2010-2011:**

- Transition Initiative
- Facilities – Replacing Academic Center Front door and some windows

**5.) Areas of Need:**

- More Psychiatric services staff
- More Administrative staff