

Eastern Suffolk BOCES  
Middle States Accreditation for Growth  
Annual Profile Update  
2010-11



Office of Planning & Program Improvement  
January 24, 2011

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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 2009-10
- 2.) Successes/Strengths
- 3.) Challenges
- 4.) Anticipated changes for 2011-2012

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  
(James Hines Administration Building)

**INTERVIEWEE:** Colleen Lipponer, Manager

**DATE:** October 21, 2010

**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 2009-2010:**

- Accountant joined the department to assist in inventory reconciliations
- Started a new Co-Ser – Central Business Office

**2.) Successes/Strengths:**

- Implemented procedures to reconcile perpetual inventory to the general ledger
- Worked with building administrators to establish 100% verified inventory reports by location
- Implemented a centralized vending machine contract
- Negotiated 0% increases on all leases that renewed beginning 7/1/10
- Successfully cross-trained personnel in cross contract process
- Started a Central Business Office service focusing on payroll for two component districts

**3.) Challenges:**

- Reduced State Aid for school districts
- Reducing costs internally without impacting the quality of programs
- Increasing fixed costs - pensions/health benefits, etc.
- Building support from component districts to work with BOCES to consolidate services
- Building efficiencies throughout Administrative Services Department

**4.) Anticipated changes for 2011-2012:**

- 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:**

- Work with SED to promote and encourage consolidated services including offering incentives to districts who participate in cost effective BOCES programs
- Fund a pilot program to establish Central Business Offices for the north and south forks
- Fund a plan to regionalize transportation services, including offering incentives to districts who participate in the program

**NAME OF PROGRAM/SERVICE: Arts-in-Education (Brookhaven Technical Center)**

**INTERVIEWEE: Carol Brown, Administrative Coordinator**

**DATE: November 12, 2010**

**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. The publishing of a comprehensive online program catalog, includes evaluations with a wide selection of programs of artistic excellence for Arts-in-Education as befits individual district needs and interests. Professional development activities are facilitated for the arts and general education community which promote the value of arts experiences, including specific skills in the arts and the integration of arts into the curriculum. Student conferences in the underserved arts: media arts, theatre, and dance are also included and highlighted in the publication of the monthly newsletter, *The Star*.

**1.) Significant facilities or program changes since 2009-2010:**

- All Western Suffolk districts contract Exploratory Enrichment through Western Suffolk BOCES
- Awarded a USDOE Arts Education Model Development and Dissemination Grant for \$1.116 million over 4 years
- Several districts are unable to fund the Arts-in-Education program due to extreme budget constraints
- NYSED audit of the Arts-in-Education CoSer

**2.) Successes/Strengths:**

- Winning USDOE Grant Award
- Working with NYSED Arts Education staff and Cultural Education office continues and strengthens, including several Regents
- Presenting at local, regional and national conferences

**3.) Challenges:**

- Maintaining support for all programs in times of economic recession
- Ensuring districts full participation given current fiscal realities
- Providing options for districts to participate in daytime professional development activities given a lack of funds for substitutes

**4.) Anticipated changes for 2011-2012:**

- Several minor changes to the CoSer based on the NYSED Audit
- More professional development via technology
- The addition of more STEM activities in Exploratory Enrichment

**5.) Areas of Need:**

- Teacher/Administrator Institute for Arts-in-Education

**NAME OF PROGRAM/SERVICE:** Bellport Academic Center

**INTERVIEWEE:** Fran Cenerelli, Principal

**DATE:** November 7, 2010

**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 2009-2010:**

- Administration – new principal and assistant principal assigned to BAC
- New clerical added to office due to transfer of another clerical
- New curriculum teacher due to retirement of previous curriculum teacher
- Transition implementation/more time consuming paperwork
- Computers for Related services
- Support team roles changed to address behavior intervention
- Medicaid changes

**2.) Successes/Strengths:**

- Integration of Technology
- Consistency of solid staff
- Support team roles changed to support crisis and behavior intervention
- Graduation rate with Regents diplomas
- Graduated 70 students in 09/10

**3.) Challenges:**

- Providing academic instruction to students with IEP diploma in a departmentalized secondary program which focuses on Regents/RCT preparation
- Increase in Asperger students with limited access for training staff and no access to a behavior specialist on staff to assist with BIPs and strategies

- New evaluations
- Limited parking
- Lack of office space
- No BIR rooms
- Reduction in counseling staff to service students with greater needs

**4.) Anticipated changes for 2011-2012:**

- Update Behavior System
- Improve parent training program
- How we report grades for failing students
- Parking areas will be redesigned to accommodate cars

**5.) Areas of need:**

- Parents requesting communication through technology i.e. e-mail or web based
- Driver Training Program should be reinstated. Critical for our students for transition and job access.
- Linkage to community difficult due to lack of bus availability
- Behavior consultant needed to address needs of Asperger population
- Districts requesting training for all staff related to autism
- Districts requesting parent training programs in school for parents to access
- Infrastructure related to parking, storage and office space
- Library

**NAME OF PROGRAM/SERVICE:** Brookhaven Learning Center

**INTERVIEWEE:** Cynthia Croke, Principal

**DATE:** November 9, 2010

**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 BLC @ Samoset, which is an included site 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. Students attend Hauppauge half day and the half at the Transitional Services Program (TSP @ BLC). Many districts send students to TSP for half day (and remain in their district the other half).

**1.) Significant facilities or program changes since 2009-2010:**

- Class size options at BLC were changed from 6:1:1's to 8:1:1s.
- We have experienced a reduction in classes at Samoset (from 9 to 7 classes); and at BLC (from 20 to 17 classes).
- 1 ½ Assistant Principals were reassigned to different special education programs. An Assistant Principal with a secondary academic behavioral background was assigned to the BLC program for developmentally delayed students.
- A "quiet room" was created where students can center themselves before their behaviors escalate.
- The new Teacher End of the Year Evaluation was piloted by BLC.
- The paradigm for the Work Activities Center (WAC) was changed and a reduction in staff was made.

**2.) Successes/Strengths:**

- The assistance of receptive and knowledgeable Curriculum Teachers.
- Monies provided to support Curriculum projects.
- The effectiveness of our Crisis Team.
- Revising aspects of the program to provide greater support to our classroom teachers and paraprofessionals, reflective of the change in student population.
- Revamping of our Behavior Management Program paradigm.
- A successful implementation of the new Teacher End of the Year Evaluation.
- Having the only Judge in Suffolk County who hears Guardianship cases come and speak to our parents about the process.

- Holding the annual “Agency Fair” where parents have the opportunity to meet a wide variety of representatives from various post secondary organizations.
- Departmentalization of the BLC@Hauppauge Program.
- Providing out students with meaningful programs and community education experiences.

**3.) Challenges:**

- Continuously meeting the needs of our staff in terms of the implementation of appropriate behavioral techniques.
- Continuously offering supports to ensure the health and safety of both students and staff.
- Continuously adapting our BLC Programs to meet the needs of our districts, students and families while working with less staff.
- Adjusting to the annual myriad of changes dictated by Medicaid and NY State.

**4.) Anticipated changes for 2011-2012:**

- A change in administration due to the Principal’s retirement.
- Declining enrollment and restructuring, resulting in an additional decrease in classes.

**5.) Areas of Need:**

- Time for frequent on-going small group meetings with staff to provide:
  - support to staff;
  - training;
  - opportunities to discuss student progress and the effectiveness of implemented strategies and techniques;
  - a forum to express suggestions, concerns and solutions;
- Ensure collaboration among classroom teams
- A paradigm through which the Work Activities Program (WAC) can continue to provide meaningful work experiences for our TSP students.

**NAME OF PROGRAM/SERVICE:** Brookhaven Technical Center

**INTERVIEWEE:** Janet Kiley, Principal

**DATE:** November 12, 2010

**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 2009-2010:**

- Television Production class has been reduced to half time
- Retired Trade Electricity teacher was not replaced.
- Lost a full time special education teacher and half time curriculum teacher.
- Senior Cosmetology teacher was reduced to half time.

**2.) Successes/Strengths:**

- Campus bus has been obtained to transport students to and from work/field experiences.
- Staff is aware they must do 'more with less', and are thinking 'outside the box' to come up with ways to save money without compromising the integrity of our programs.
- Cross-curriculum collaborative projects

**3.) Challenges:**

- Economic climate
  - Loss of staff

- Decrease in enrollment
- Hiring a driver for the campus bus.
- Adapting to changing needs of student population
- Difficulty with procedures for selling the house (Carpentry Class)
- Increase staff comfort level with BEES Evaluation Tool

**4.) Anticipated changes for 2011-2012:**

- Hopefully the economy and our enrollment will improve. If those things happen, we can re-open classes that have been closed, or reduced to half time, as well as re-hire special education and curriculum teachers.
- Resource Center

**5.) Areas of Need:**

- Updated equipment/technology for all CTE programs/Budget
- More collaboration with districts

**NAME OF PROGRAM/SERVICE:** Building Services - Operations and Maintenance  
Department (O & M at Colin Drive)

**INTERVIEWEE:** Keith Anderson, Manager & Tom Bilka, Custodial Supervisor

**DATE:** December 1, 2010

**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 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 2009-2010:**

- Work with the US Green Building Council on Green curriculum for CTE classes
- Cooperative bidding added 5 more bids (went from 17 to 22)
- Continued round table discussions with Suffolk County Superintendents' of Buildings and Grounds Association
- Continued use of 8 school districts on a committee to evaluate custodial supplies
- Implemented PM Direct a computer assisted preventative maintenance program
- Provided auto scrubbers to custodial staff to replace mopping of floors by hand
- Analyzed new products for green components and efficient work practices (micro fiber dust mops)
- Began training programs for part time and full time staff in standardized practices
- Provided building level custodial supervisors with supply budgets for their administration
- Underwent an independent external audit regarding to determine the effectiveness related to the facilities area with policies and procedures

**2.) Successes/Strengths:**

- Overall total quality management
- Providing a better product with reduced costs
- Servicing the needs of building occupants to a higher degree
- Better management of staff through supervisory training

**3.) Challenges:**

- Budget
- Maintaining staff at necessary levels while being cost efficient
- Changing past environment of past attendance deficiencies
- Supervising staff over a large geographic distance with minimal number of supervisors
- Increasing the building level awareness of security issues
- Maintaining buildings that have an average age of 40 – 50 years

**4.) Anticipated changes for 2011-2012:**

- Cleaner buildings through better training and use of modern equipment
- Energy conservation and use of renewable resources
- Utilizing software to monitor construction project schedules
- Implementing changes to exterior lighting system efficacy by reducing energy, providing better illumination and longer lamp life (LED and induction lighting)

**5.) Areas of Need:**

- Implementation of a agency wide energy management system
- Provision of storage facilities
- Centralizing Operations and Maintenance locations
- Implement time clocks or biometric system for monitoring attendance

**NAME OF PROGRAM/SERVICE:** Business Services  
(James Hines Administration Building)  
**INTERVIEWEE:** Maureen Kaelin, Director  
**DATE:** November 23, 2010

**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 meetings. 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 receive 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 2009-10:**

- Programs finding ways to do things creatively and legally to stretch their budgets
- Implementing upgrade of PeopleSoft HR/Payroll Module
- 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 2011-2012:**

- Economy – District's budgets

**5.) Areas of Need:**

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

## **AFG 2010-11**

**NAME OF PROGRAM/SERVICE:** Career, Technical & Adult Education  
(Brookhaven Technical Center)

**INTERVIEWEE:** Judy Cahn, Divisional Administrator

**DATE:** October 10, 2010

**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),

Other programs have been reorganized and the program administrators of Health, and adult CTE are not supervised directly by me as of 7-1-10.

**1.) Significant facilities or program changes since 2009-10:**

- None

**2.) Successes/Strengths:**

- Literacy program continues to educate 3500 adults
- All faculty are certified NYS instructors
- Program continues to change based on needs

**3.) Challenges:**

- Funding is not constant

**4.) Anticipated changes for 2011-2012:**

- Continue to review funding opportunities

**5.) Areas of Need:**

- Funding

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

**INTERVIEWEE:** Dean Lucera, Director

**DATE:** November 12, 2010

**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, Culinary Arts and Canine Careers. 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, Solar Energy 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, Supported Employment and the Incarcerated Youth.

**1.) Significant facilities or program changes since 2009-2010:**

- Refurbished the Trade Electric room at BTC
- Eliminated Drafting program due to lack of enrollment
- Pharmacy Tech program has shown significant growth resulting in new hires and minor facility changes
- Basic Transportation program eliminated due to lack of enrollment
- Welding program in SCE eliminated due to lack of enrollment
- Added Intro to Baking, Motorcycle Motorsports Repair and Intro to Trade Electricity SCE programs
- Impact of support from Keith Anderson, manager of Building Services, and his staff – Efficiencies have 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 prepare students for entry level employment or post-secondary
- Interaction with Business Community is strongest ever and continues to grow
- Curriculum and Academic teachers receive imbedded credits and in-house staff development and administrative leadership
- Expanded the Nurse Assisting program in Riverhead adding an afternoon class
- Added a new Canine Careers SCE class in Riverhead

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

- New requirements and assessments
- Financial climate – trickle down from school districts to BOCES
- Two-thirds of our students attend the afternoon session
- BOCES image portrayed in school districts
- Define continuum for CTE and SCE students – Districts send students with IEPs to CTE as it's less expensive than CSE
- Create new options for SCE class ratios
- Create new models of CTE for districts

### **4.) Anticipated changes for 2011-2012:**

- Cutting courses from full time to half time
- Possible cuts of under scribed programs
- Adult Ed programs will grow due to the economy and continue to create opportunities for Adult learners

### **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 nontraditional courses
- Create satellite programs for students in need of transitional services.

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

**INTERVIEWEE:** Wendy Servedio, Administrative Coordinator

**DATE:** November 8, 2010

**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 2009-2010:**

- Some CTE programs have experienced shrinking enrollment due to the Economic Crisis.
- Health programs are seeing an increase in enrollment
- Two additional SCE programs were added this year: Introduction to Electricity and Introduction to Baking

**2.) Successes/Strengths:**

- Ongoing initiative to examine programs to offer more value for the dollar.
- Embedded credit offered—Academic Credit approved by the State
- Technical Endorsements for students who excel and meet criteria
- Other services being offered such as math pull out
- Examining the needs of District through a feedback initiative in order to pinpoint areas in need of improvement

**3.) Challenges:**

- Maintaining current technology in our classroom in the face of tough economics.
- Continuing to support teachers and provide for appropriate, useful staff development.

**4.) Anticipated changes for 2011-2012:**

- CTE will anticipate changes by continuing ongoing communication efforts with School Districts and continue to seek ways to support and assist through the economic crisis.

**5.) Areas of Need:**

- Staff Development
- Maintaining and expanding current technology in the classrooms
- Maintaining updated curriculum software

**NAME OF PROGRAM/SERVICE:** CTE/Adult Education (Sherwood)

**INTERVIEWEE:** Rob Van Brunt, Program Administrator

**DATE:** November 09, 2010

**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.

**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 2009-2010:**

- Reduction in Staff in CTE and SCE
- Changes in CTE/SCE Central Office – Retirement of a Director; New Director, Loss of additional Program Administrator
- Changes in Building Administration- Retirement of a Principal; two new Principals; one new Assistant Principal
- Mid Year Staff Reductions- first time in 12 years cuts occurred after start of school year; Reduction in staff development personal

**2.) Successes/Strengths:**

- Establishment of new courses at ICC and WTAC
  - Intro to Trade Electric- ICC
  - Motorcycle/Motorsports Repair- ICC
  - Intro to Baking- ICC
  - Canine Careers- WTAC
  - New Section of Nurse Assisting- WTAC
- Improve use of data in CTE and Regional Summer School
- Ongoing discussions with District to change how we deliver CTE instruction- district based vs. center based

**3.) Challenges:**

- Budgeting 2010-11 School Year
- CTE Technical Endorsement Course renewal with NYSED

**4.) Anticipated changes for 2011-2012:**

- Continued reduction in staff
- Continued reduction in supplies and material budgets

**5.) Areas of Need:**

- FUNDING!!!!!!!!!!!!!!!!!!!!!!

**NAME OF PROGRAM/SERVICE:** Career, Technical, Adult Education –  
Health Careers (Kennedy Hall @ NYIT)

**INTERVIEWEE:** Carol Powell, Program Administrator and  
Debbie Epilone, Administrative Coordinator

**DATE:** November 9, 2010

**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 Licensing 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 2009-2010:**

- None – enrollment remains strong

**2.) Successes/Strengths:**

- Incorporation of ATI
- Data analysis

**3.) Challenges:**

- Cultural diversity
- Attrition
- Meeting needs of students with economic pressure

**4.) Anticipated changes for 2011-2012:**

- Tracking success of data analysis on student outcomes
- Creativity of scheduling to meet needs of students

**5.) Areas of Need:**

- Faculty
- Increase diversity of clinical sites

**NAME OF PROGRAM/SERVICE:** Centereach Academic Center

**INTERVIEWEE:** Sue Goltz, Principal

**DATE:** November 1, 2010

**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 2009-2010:**

- Less students- staff changes-schedule changes
- Sign Language instead of Spanish
- Program hard-wired from wireless
- Upgraded floors – tile instead of carpet
- Parking lot re-paved and re-lined with new drainage
- Updated staff and student desks, furniture
- Improved technology, computers and software

**2.) Successes/Strengths:**

- Supportive staff committed to students, change, growth, one another
- Increased level of understanding and a commitment to follow the tenants of CPI affords opportunity to be more therapeutic with students.
- Staff wants to provide increased opportunities for the students
- Staff participation and interest in grant writing
- Staff is committed to a building-wide format for lesson planning
- Staff are academically focused
- Transition class assists students to advance skills for departmentalized program
- Support teacher assists self contained classes to meet lab requirements and offers makeup lab class.

**3.) Challenges:**

- Limited time for planning, and organizing activities for students
- No PTA or SEPTA –staff does all fundraising and often pays for students rewards etc.
- Students need more project based learning activities which interface with academic needs and their transition expectations and plans
- Lack of transportation interferes with community experiences and service learning projects
- Psychiatric needs of students are undiagnosed or untreated, often leading to increased suspensions.

**4.) Anticipated changes for 2011-2012:**

- Continue to work on absenteeism
- Develop a system for laptops to run wirelessly
- Develop computer lab room to run as a media center
- Produce yearbook and student newsletter
- Improved transition planning and outcomes
- Plan and organize regular monthly student incentives, rewards and service learning activities that are public to staff and students and reflect the behavior management system
- Plan and organize regular assemblies which support education and character education in the building.
- Continue transition of students from self contained program as appropriate.
- Set up formal/comprehensive procedure to monitor and follow up on student absenteeism.

**5.) Areas of Need:**

- Student incentives/rewards
- Educational/Community opportunities
- Internships/job opportunities
- Self advocacy training
- Mediation Training and Program
- Peer Mentor Program
- Bus

**NAME OF PROGRAM/SERVICE:** Central Support Service  
(James Hines Administration Building)

**INTERVIEWEE:** Pat McCabe, Senior Administrative Asst.

**DATE:** November 5, 2010

**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 2009-2010:**

- Establishment of a printing CoSer that offers duplication and printing services to Suffolk County School districts.
- Acquisition of a digital color press for producing affordable, quality printed materials in color.
- Several older, fuel-inefficient vehicles were disposed of and replaced with new, more fuel-efficient models that are also under warranty.

**2.) Successes/Strengths:**

- Teamwork!!
- Friendly, knowledgeable staff
- Flexibility to meet challenging tasks and get the job done.
- Savings in agency-wide postage grows as eligible discounts are applied.

**3.) Challenges:**

- Postage equipment and technology are becoming obsolete.
- Keeping vehicle repair vendors in compliance with established contracts.
- Getting agency-owned fuel station at WHB functional – coordinating equipment, technology, fuel products, and subsequent reporting and maintenance.

**4.) Anticipated changes for 2011-2012:**

- Increased use of printing services by school districts
- Increased collaboration with other BOCES internal programs to increase efficiency and cost-savings for BOCES programs.
- Continued disposition/replacement of older, high-mileage vehicles
- Agency-owned fuel stations at WHBLC, BTC, and MTC fully functional.

- Regular distribution of bulletins to provide BOCES staff with cost and time saving tips.

**5.) Areas of Need:**

- New postage processing equipment
- Space for storage of materials
- Further promotion of printing services to districts
- Possibly offering bulk mail services to districts
- Further awareness of how CSS can help BOCES staff.

**NAME OF PROGRAM/SERVICE:** Eastern Suffolk BOCES  
James Hines Administration Building)

**INTERVIEWEE:** Gary Bixhorn, Chief Operating Officer

**DATE:** November 8, 2010

**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 keep the District Superintendent advised of all matters related to Agency operations, 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** 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**, the Deputy Superintendent shall assume responsibility for administrative decisions.

**1.) Significant facilities or program changes since 2009-2010:**

- Introduced a new decentralized structure for Alternative Education programs
- Oversaw the reassignment of building administrative staff
- Initiated discussions with employee groups regarding contractual concessions
- Redefined role for Communications Task Force
- Represented agency in the Long Island Regional Planning Council examining school efficiency and expanded use of BOCES services
- Recruitment of new Assistant Superintendent for Human Resources
- Coordinated agency efforts to provide Race To The Top implementation services to school districts in the region
- Realigned responsibilities of Central Administration staff in anticipation of future needs

**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
- Continuing to provide leadership as an intermediary with the State

- Communications (public and internal staff perception)
- Health insurance for retirees

**4.) Anticipated changes for 2011-2012:**

- Struggle due to the economy
- Promote advantages and opportunities of working with ESBOCES
- Staff cuts and changes

**5.) Areas of Need:**

- Comprehensive facility planning
- Comprehensive financial planning
- Legislative support for elimination of restrictions on reserves
- Identify new delivery systems for Career and Technical Education programs

**NAME OF PROGRAM/SERVICE:** Communications/Recruitment/Research  
(James Hines Administration Building)

**INTERVIEWEE:** Andrea Grooms, Director

**DATE:** December 6, 2010

**Program/Service Description:**

The **Office of Communications** specializes in providing media and community relations, graphic design and website development services to the agency and a diverse range of school districts across Eastern Long Island. By utilizing dynamic and tailored communications strategies and tools, the office assists school districts in achieving success through increased visibility via media outlets and efficient and effective stakeholder communication.

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 review, screening and advertising of internal and external instructional and administrative vacancies, the development of the Hiring Practices Manual, district services such as a Regional Recruitment Career Fair, and Compliance Training.

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

**1.) Significant facilities or program changes since 2009-2010:**

- The agency's new website was successfully redesigned and developed based on the guidance of the website committee and feedback from other stakeholders.

**2.) Successes/Strengths:**

- Continued initiative to better reach constituents through "direct contact" and "push out" communication strategies. Such strategies include sharing student success stories with students' home districts for use on their web sites, local media, etc.
- Restructured the Media & Community Relations Services (MCRS) CoSer.

**3.) Challenges:**

- Limited staffing in the Office of Recruitment impacts our ability to provide in-district support.
- Acclimating agency staff to what the Communications Office is authorized to do with regard to establishing and enforcing the agency image via print media and outreach.

**4.) Anticipated changes for 2011-2012:**

- Development of online Compliance Training CoSer
- Redesign of Negotiations Information Systems to create a more user-friendly, web/research-based system.
- Assessing the need for CoSer research services to districts.

**5.) Areas of Need:**

- Space for Communications Office staff

**NAME OF PROGRAM/SERVICE:** Curriculum and Assessment Services  
(Sherwood)

**INTERVIEWEE:** Danielle Hudek, Asst. Administrative Coordinator

**DATE:** November 5, 2010

**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 NYSED 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 NYSED 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 since 2009-10:**

- NYSAA scoring last year was conducted in four scoring sessions with training for 35 people in each session. We were able to utilize 3 ESBOCES Curriculum Teachers, 2 ESBOCES teachers, and 4 teachers from component districts to facilitate as table facilitators for each of the sessions.
- This year, we will conduct 2 scoring sessions consisting of 3 days each. The number of scoring days remains the same, but we are able to cut out 2 days of training, which will help keep more teachers in their classrooms. We will be utilizing more teachers from component districts to facilitate as table facilitators for each of the sessions.
- Became responsible for Reading Recovery/Literacy programs beginning July 1, 2010.

**2.) Successes/Strengths:**

- Successful participation from districts with the new NYSAA manual duplication service.
- Positive feedback from teachers attending regional NYSAA administration training and task writing workshops. Teachers were very pleased that we incorporated the use of laptops into our professional development trainings.

**3.) Challenges:**

- Due to program changes for the Curriculum Teachers, they have not been available to assist with NYSAA trainings and workshops. We are doing more with less.
- Less participation from component districts in Reading Recovery services
- Lower enrollment for Leveled Literacy Intervention training.

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

- Utilize NYSAA training feedback to create new professional development opportunities for special education teachers.
- Utilize a grant awarded by Ohio State University to gather more component districts to receive Reading Recovery new teacher training.

**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:** Early Reading First (Bridges to Literacy)

**INTERVIEWEE:** Roberta Senzer, Program Coordinator

**DATE:** January 13, 2011

**Program/Service Description:**

In October 2009, a \$3.2 million *Early Reading First* grant was awarded to Eastern Suffolk BOCES by the U.S. Department of Education. The *Early Reading First* mission, “to ensure that all children enter kindergarten with the necessary language, cognitive, and early reading skills for continued success in school,” is part of a national effort to transform preschools by raising the quality of prekindergarten programs and helping the programs to meet the diverse needs of preschool-aged children more effectively, including children with limited English proficiency, disabilities, and other special needs. The Eastern Suffolk BOCES ERF grant, *Bridges to Literacy* (BtL), aims to transform preschool classrooms into “centers of excellence” in three Head Start programs located within Long Island school districts (Central Islip, South Country and Wyandanch) and one prekindergarten school district program (Hempstead). Full implementation of the grant program began in January 2010. The collaborations center on accomplishing three goals:

- Equip children to acquire the oral language, critical thinking, and early literacy skills needed for successfully developing later reading skills;
- Design language and print rich environments of the highest quality that will provide children with meaningful cognitive learning experiences; and,
- Enhance the knowledge and skills of school-based educational professionals so that instructional practices consistent with scientifically-based reading research increase.

**1.) Significant facilities or program changes since 2009-2010:**

- The receipt of a grant from the National Center for Family Literacy to provide parent workshops supporting literacy instruction at home and improving the home-school connection.
- The addition of a Family Literacy Coach to address the area of family engagement and transitions from prekindergarten to kindergarten.

**2.) Successes/Strengths:**

- **YEAR-ONE GOALS**  
The BtL program’s goals for Year One were to:
  1. introduce a research-based, comprehensive preschool curriculum to improve the language and early reading skills of the target population;
  2. create a literacy-focused classroom environment; and
  3. improve teacher practice and curriculum materials.
- **CURRICULUM**  
In response to the project’s first goal, BtL adopted Scholastic’s Early Childhood Program (SCEP) as its scientifically-based reading research (SBRR) core curriculum. Observational data from the classrooms and qualitative information from surveys provided strong evidence that implementation of the curriculum improved over time and, as a result, children appeared to make gains in Language, Alphabet Knowledge, Print Concepts and Phonological Awareness.
- **CLASSROOM ENVIRONMENT**  
Professional Development (PD) prior to the start of the program focused on creating literacy-rich classrooms. Classroom environments, as measured against rating scales and observations, improved appreciably over the first six months of implementation. Classroom observations revealed that teachers’ understanding

- of the purpose and protocol of hands-on learning centers increased, students flourished using learning centers and in how often they chose to read books outside of the scheduled times.
- **ORAL LANGUAGE DEVELOPMENT**  
Initial testing data showed that the children in the four Early Reading First sites began preschool as low achievers, performing well below the national average in receptive vocabulary. After only 6 months, on average, children achieved positive gains on receptive vocabulary across all four sites.
  - **EMERGENT LITERACY SKILLS**  
Some Year One data was limited because of the short implementation period. Year One implementation of the core program emphasized phonological awareness, print awareness and alphabet knowledge in daily instructional activities. This focus on deliberate literacy-based instruction was a departure from the traditional Head Start early childhood, predominantly social-emotional educational paradigm. With coaching and appropriate resources, teachers' practice changed and improved resulting in improved student outcomes.
  - **COACHING MODEL**  
Literacy coaches worked side-by-side with teachers and teaching assistants to incorporate strategies and activities from the training provided into their classroom practice. The coach reinforced training topics by observing classrooms, modeling strategies learned in training, and mentoring teachers one-on-one based on their individual needs. The coach also established goals with teachers and helped plan their lessons. The program viewed the development of strong relationships as integral to successful coaching; the coaches worked to establish rapport with teachers, assistants, Head Start center directors, and school administrators. To accomplish this, the coaches, in turn, received ongoing training on coaching skills and strategies.
  - **PROFESSIONAL DEVELOPMENT**  
BtL emphasizes extensive ongoing PD and focuses on helping teachers build skills in the four areas of preschool literacy: oral language, phonological awareness, print awareness, and alphabet knowledge. Professional development activities are provided in formal training sessions and through job-embedded coaching of teachers. Training sessions were conducted by consultants from the publisher, university-level experts, the Program Manager, and the Data Assessment Coordinator (on interpreting and using assessment results). In addition, teachers and teaching assistants were enrolled in the online Reading Academy Foundation Course (accessed through the New York State Reading Resource Center, [www.nysreads.org](http://www.nysreads.org)) for which they can elect to receive college credit through a partnership with St. John's University.
  - **TRANSITION SERVICES AND PARENT INVOLVEMENT**  
The Harvard Family Research Project noted that meaningful activities that engage and empower families to be involved in the language and literacy development of their children increases the likelihood of children entering kindergarten ready to succeed. BtL's collaboration with the National Center on Family Literacy provided opportunities to increase Hispanic families' understanding of how to support their children's literacy learning.

### 3.) Challenges:

- The Eastern Suffolk BOCES *Bridges to Literacy* grant was awarded in the fall of 2009; full implementation began in January 2010. Essentially, this meant that the project's 'Year One' spanned a 6 month period. Consequently, it was necessary

to limit the first year goals and prioritize to realistically address the work plan activities within the available time frame. It was decided to initially focus on professional development for the implementation of the core program and modifications to the classroom environment in order to establish a strong foundation.

- Administrative structures at the building level were not always in place to support the level of instructional leadership needed by program staff.
- Although much thought, planning, and coordination had gone into ensuring that there was an individual at each site charged with the responsibility of fostering communications between project staff and site staff, one of the challenges encountered in the first year of the project resulted from the Head Start Liaisons traveling between many sites and not always able to communicate information back to the teaching staff in a timely fashion.
- The impact of the late start of the grant implementation was felt most acutely when considering planning for a summer school program. A successful summer school program would have entailed:
  - early interfacing with the BtL ERF sites;
  - identification of a site;
  - timely notification of parents;
  - planning, determination and the purchasing of program materials; and,
  - careful coordination of services.

Given the activities of the first months of implementation, this was not possible.

#### **4.) Anticipated changes for 2011-2012:**

- The incorporation of a Backpack Program to enable children to have shared reading experiences with their families, the establishment of a lending library.
- The involvement of teachers and teaching assistants in a university level course on Teaching English Language Learners.
- The Mentor Coach and Building Literacy Coach roles will be restructured and aligned to better address the needs of the ERF sites.

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

- Substantial increases in preschool teacher salaries and benefits are required to improve the educational effectiveness of public preschool programs. Poor pay and scant benefits prevent preschool programs from hiring and keeping highly effective teachers.
- There is mounting evidence of the significant rate of language minority children identified as having reading difficulties. Many preschool programs, in particular Head Start, place young ELL students in minimally demanding environment which results in fewer opportunities to develop initial literacy skills and become familiar with English in print form. Data from ERF suggest that participating children have made significant growth in language, as well as other gains, such as strengthened images of self-identity and improved self-esteem. Implementation of programs such as ERF should be expanded to ensure that young children (including those likely to experience school-related difficulties) are gainfully engages in developing as learners so that they are better prepared to achieve success in the academic world and the world at large.

**NAME OF PROGRAM/SERVICE:** Education and Information Support Services  
(Sherwood)

**INTERVIEWEE:** Marilyn Adsitt, Director

**DATE:** November 24, 2010

**Program/Service Description:** The Department of Education and Information Support Services (EISS) 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 2009-10:**

- Beginning July 1 2010, the realignment of Educational Support Services and Student Data Services occurred creating the Department of Education and Information Support Services. Through this realignment, all instructional services were merged together. This included the addition of approximately 80 staff members.

**2.) Successes/Strengths:**

- Presentations at national conferences by EISS staff which highlighted data, the coaching network, and Arts-in-Education
- Curriculum Teachers continued to provide job-embedded professional development to our internal instructional staff
- Administrative staff have continued to explore and offer new program options for our districts

**3.) Challenges:**

- Space
- Finances
- Time and staff to pursue grants
- CoSer relief
- Providing equivalent services with less resources

**4.) Anticipated changes for 2011-2012:**

- Budget constraints
- Race to the Top implementation
- Expansion of the role of BOCES

**5.) Areas of Need:**

- Online programs/courses
- Assessment changes
- Global languages
- Resources

**NAME OF PROGRAM/SERVICE:** Education and Information Support Services  
(Sherwood)

**INTERVIEWEE:** Keith Ferry, Divisional Administrator

**DATE:** November 25, 2010

**Program Service Description:** The Department of Education and Information Support Services (EISS) supports the improvement of Eastern Suffolk BOCES student outcomes through its efforts in the areas of curriculum, data analysis and staff development. We are continuing our work with staff to enhance instruction through the integration of the latest technology in our classrooms. In addition, staff development for teachers and administration on data analysis and data driven decision-making is ongoing. Additional activities include reviewing existing curricula, development of new curricula and the expansion of cultural competence programs for students and staff.

**1.) Significant facilities or program changes since 2009-10:**

- Reduction of staff
- Changes in job responsibilities
- New data analyst

**2.) Successes/Strengths:**

- Quality of staff
- Adaptability of staff
- Collaborative relationships with Special Education and Career and Technical Education departments

**3.) Challenges:**

- Decreasing budget
- NYS mandates
- Doing more with less

**4.) Anticipated changes for 2011-2012:**

- Possible further reduction in staff
- Possible further budget cuts

**5.) Areas of Need:**

- Adequate staffing
- Funding

**NAME OF PROGRAM/SERVICE:** Education and Information Support Services  
(Sherwood)

**INTERVIEWEE:** Molly Licalzi, Administrative Coordinator

**DATE:** November 10, 2010

**Program/Service Description:**

**Curriculum and Assessment 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 NYSED learning standards and assessments.

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

**The Assessment Service:** Training on grades 3-8 and NYSAA Assessments, regional scoring on NYSED 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 Programs:** 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.

**Summer Enrichment Programs:** Camp Invention, Extra Edge Educational Opportunities, Inc. (*a science enrichment program for all students grades 1-7*).

**Science Enrichment Programs:** Science 21, an integrated K-6 Science curriculum, is a program designed by teachers for teachers and is linked to the NYS learning standards for math, 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.

**Naval/Air Force Junior ROTC program:** The hiring and supervision of teaching staff, supplies and materials, coordination of field trips and leadership conference, and school course credit.

**myChinese360:** instruction of Mandarin Chinese as an enrichment program for students in grades 6-12, utilizing distance learning technologies. This program follows a similar scope and sequence as any traditional world language class, but presents the instruction in a new and innovative method that is highly appealing to digital-native students of today. Teachers from Beijing instruct students in real time, utilizing an eLearning platform. In addition to live classroom sessions, students participate in live language lab tutorial instruction. Students also participate in teacher led sessions, and individual exploration in a technological simulated world (virtual world). High school students create their own Avatar and explore China virtually. Students participate in online, asynchronous individualized instruction, homework, and assessments. Activities and data are captured for assessment and intervention purposes throughout the semester.

**1.) Significant facilities or program changes since 2009-2010:**

**Assessment Services:**

- NYSED eliminated Social Studies 5 and 8 assessments to reduce costs at NYSED level.
- Working with a new vendor to provide a hybrid scoring model that combines technology with our existing process for regional scoring. This new model will save districts time and money. We will require less teachers out of the classroom to score and it will take almost half the time as the traditional scoring model. Quality control staff will be reduced tremendously. This model was

successfully piloted last year for Social Studies 8. We will be moving forward with all 3-8 assessments including NYSAA and NYSESLAT.

**Curriculum Services:**

- Heidi Hayes Jacobs returned for additional working sessions with our districts to support educators in the design of challenging and thoughtful curricula.
- Jay McTighe also returned to assist districts in the adoption of a thoughtful and challenging 21<sup>st</sup> century curricula.

**Summer Enrichment:**

- Heavy decline in summer enrichment opportunities. Many districts pulled out due to budgetary constraints.
- EISS partnered with Brookhaven National Laboratory to offer an exciting new summer program for students entering grades 4-6 in September. This program will provide hands-on experiences aligned with the National Science Education Standards.

**Teen Pregnancy Task Force:**

- New task force to study and analyze the increased rate of teen pregnancy in Suffolk County and develop recommendations to reduce the county's teen pregnancy rate. We are finalizing a report with recommendations to the legislature.

**2.) Successes/Strengths:**

**Assessment Services:**

- Despite very tight timelines, EISS found a cost-effective, time saving solution for regional scoring. Districts continually look to ESBOCES to help them find solutions to the strict timelines and constraints placed on them with the assessments.

**Curriculum Services:**

- Even though we are in a tight fiscal climate, districts are still opting to send their teachers and administrators to our curriculum development offerings.

**Year Round Enrichment:**

- Added a new service - myChinese360. Districts from across the island are interested in this enrichment opportunity. Currently, all districts from Nassau, Western and Eastern Suffolk are working with our department on this initiative.
- We are maintaining our enrollment in year round enrichment opportunities.

**3.) Challenges:**

**Assessment Services:**

- Keeping up with NYSED mandates and timelines for scoring assessments.
- Creating training models to assist districts in preparing for assessments.

**Science 21 Kits:**

- Maintaining our current clients and building up the service. Although this is a very comprehensive science program, it is very expensive.

**4.) Anticipated changes for 2011-2012:**

- Investigating new year round enrichment programs.
- Offering creative curriculum services that will continue to help meet the needs of the districts, the requirements from NYSED and the federal government.

**5.) Areas of Need:**

- Maintaining services and growing new services with limited staff.
- Developing Partnership for 21<sup>st</sup> Century Skills with other districts and BOCES.

**NAME OF PROGRAM/SERVICE:** Education and Information Support Services –  
Crisis Prevention Intervention (CPI) (Sherwood)

**INTERVIEWEE:** Gina Reilly, Divisional Administrator

**DATE:** October 22, 2010

**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 produce 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 2009-10:**

- The addition of three instructors
- The addition of an autism training piece to our refresher course
- Creation of a data base that tracks all employees CPI training
- CPI courses are listed on My Learning Plan for registration

**2.) Successes/Strengths:**

- Autism training has enhanced staff's knowledge of the disability as well as expanded their behavioral responses to the challenging behaviors that are present throughout our BOCES buildings
- Increased number of instructors has offered more opportunities for staff members to access training in a timely fashion

**3.) Challenges:**

- Financial support to train instructors

**4.) Anticipated changes for 2011-2012:**

- Add more administrators as instructors in future years
- Seven 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:** Education and Information Support  
Services – Mentor Program (Sherwood)  
**INTERVIEWEE:** Gina Reilly, Divisional Administrator  
**DATE:** October 22, 2010

**Program Service Description:** The Department of Human Resources, in conjunction with the Department of Education and Information Support Services, offers a mentor 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 2009-2010:**

- New training modules were rolled out this September affording staff member's opportunity to attend and enhance their skill level.
- All training modules are posted for registration on My Learning Plan

**2.) Successes/Strengths:**

- Purchased needed technology to support the training modules
- Added technology workshops to our training modules which is essential for our staff
- Supported administrators with struggling staff members who need more support by providing workshops and mentors in the building to work with them
- Teacher and Para Mentors are represented in each of the buildings

**3.) Challenges:**

- None

**4.) Anticipated changes for 2011-2012:**

- Extending the program to our component districts

**5.) Areas of Need:**

- Space for training

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

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

**DATE:**                     October 22, 2010                    

**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 2009-10:**

- Closed Aquebogue Inclusive Programs
- Continued the Regional District Based Summer School for Special Education
- Expanded Regional Alternative High School to a third site
- Continued to add staff and training to the My Learning Plan system
- Continued to improve our collaboration and data collection and analysis skills
- Redesigned the structure of the Educational Services and Management Services Divisions

**2.) Successes/Strengths:**

- Staff
- Working to improve data systems and communication
- New innovative programs to respond to district needs (Alternative High School & Regional Summer School)
- Collaboration on Rubric Based Evaluation Roll Out
- Collaboration of Directors in Educational Services Division

**3.) Challenges:**

- Declining CTE and Special Education 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
- Anticipated turnover of teaching staff in next several years

**4.) Anticipated changes for 2011-2012:**

- 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
- Sustain 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:** Employee & Student Support Services -Employee Assistance Program (EAP) & Student Assistance Service (SAS)

**INTERVIEWEE:** Barry Rosen, Administrative Coordinator

**DATE:** October 10, 2010

**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:** The Student Assistance Service (SAS) 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 2009-2010:**

- 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 2011-2012:**

- 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 (Sherwood)

**INTERVIEWEE:** Terri Brady-Mendez, Program Administrator

**DATE:** November 4, 2010

**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 assisting "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 29 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. This year, an introduction to the Common Core State Standards will be incorporated into its professional development programming. 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 29 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 31 preschools, 16 New York City school districts and 25 school districts in the rest of the state, and with 23 institutions of higher education (IHEs) across New York State. These IHEs offer 24 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 27 New York City districts and 38 school districts in the rest of the State and with 23 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 2009-2010:**

- 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.
- 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.
- The BETAC Director has been involved with NYSED's review and state-level modifications/additions to the newly adopted Common Core State Standards.

**3.) Challenges:**

- Replacement of 3 staff members in the past three months who will require extensive training and ongoing assistance in fulfilling all of their responsibilities
- Internal administrative changes until a new District Superintendent is found has meant changes in the organizational patterns and protocols
- Keeping up with the ongoing needs of our component districts due to increases in LEP/ELL population
- Collaborating with Eastern Suffolk BOCES programs in providing technical assistance and professional development to school districts related to implementing Race to the Top initiatives
- Monetary (Increasing cost of Benefits)

**4.) Anticipated changes for 2011-2012:**

- Issuance of an RFP for a new five-year BETAC contract is anticipated by December 2010; the RFP may change how the current BETAC regions/responsibilities are configured across New York State
- Focus in terms of services provided to the most "at risk" districts in our region by the BETAC, given the change in administration in Albany, revision of cut scores

on the NYS Grades 3-8 ELA and Mathematics assessments, and the federal initiatives contained in the Race to the Top

- Major revisions to teacher preparation programs and certification requirements may have an impact on the ITI Programs

**5.) Areas of Need:**

- Storage space
- Additional bilingual resource specialist staff (Most likely will be related to new RFP issuance in December 2010)

**NAME OF PROGRAM/SERVICE:** Family Education Outreach Program  
(Roanoke House)

**INTERVIEWEE:** Sara Wainwright, Program Coordinator

**DATE:** November 4, 2010

**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 2009-10:**

- None

**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

**4.) Anticipated changes for 2011-2012:**

- District-based program is not running this year due to district financial hardships

**5.) Areas of Need:**

- Expand Homeless Parent-Child Program
- Adult-Ed for parents in the current program
- Hopeful that home-visiting funds attached to healthcare bill will assist districts in finding the funds to join the co-ser service again

**NAME OF PROGRAM/SERVICE:** Financial & District Services (Sherwood)

**INTERVIEWEE:** Tim Murphy, Administrative Coordinator

**DATE:** November 3, 2010

**Program/Service Description:** Programs and Shared Services that support School District Administration/Business/Technology 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, Capital Projects Software, Pentamation, Election Management Systems (EMS) BOLD, School Dude.com, Educational Software DBA Evaluation Pro, Emergency Notification Systems.

**1.) Significant facilities or program changes since 2009-2010:**

- Continued development of services related to Storage/Data Disaster Recovery/Email Archiving
- Repository for data – increased capacity in and out of region
- Increased class offerings and in-district trainings
- Increased service and product offerings available to districts

**2.) Successes/Strengths:**

- Continued 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 help reduce costs
- Continued Increased Participation
- Continue to advocate for districts
- Continue to monitor Listservs
- Enhanced Emergency Notification Offerings
- Management Support
- Dedicated Staff embraces the idea of Customer Service oriented programs
- Continue to focus on improving vendor relationships
- Low staff turnover has resulted in a strong, experienced team

**3.) Challenges:**

- Continue to meeting and understanding district needs
- Make sure district services are value-added and without any operational obstacles
- Staff shortage
- Financial constraints of districts – need to be extremely sensitive to imposing rate increases

**4.) Anticipated changes for 2011-2012:**

- Continue to focus on being a RIC – Disaster Data Recovery Solution
- Expand on depth of services
- Introduce New Document/Imaging Scanning Service
- Take advantage of our position as a leader for districts
- Continue to seek competitive prices for services
- Enhance department website – make more user friendly, and a more valuable resource for districts to find answers and get information.

**5.) Areas of Need:**

- Public Relations, advertising, and a mechanism to get timely district feedback

**NAME OF PROGRAM/SERVICE:** Human Resources  
(James Hines Administration Center)

**INTERVIEWEE:** R. Terri McSweeney, Asst. Superintendent

**DATE:** November 24, 2010

**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 the capacity for teaching and learning throughout the region.

**1.) Significant facilities or program changes since 2009-2010:**

- The Office of Planning and Program Improvement moved from this department to the Division of Educational Services
- Staff Retirements
- The School Personnel Officer (for Civil Service staff) retired after 25+ years of service.
- The Assistant Superintendent for Human Resources accepted a position as a Superintendent in a component school district.
- A new School Personnel Officer (for Civil Service staff) was appointed.
- A new Assistant Superintendent for Human Resources was appointed.

**2.) Successes/Strengths:**

- 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 is highly skilled and effective, and is comprised of over 2300 employees
- Sharing of Best Practices with Human Resources administrators of 51 component school districts
- Works cooperatively with Unions (mediations)
- New BEES evaluation tool successfully developed and piloted.
- My Learning Plan adopted and implemented among all instructional staff
- Exit Interview questionnaire and procedure were developed and implemented
- Implementation of digital fingerprinting at no cost to component districts

**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
- Implementation of Peoplesoft upgrade
- Streamline internal processes

**4.) Anticipated changes for 2011-2012:**

- Create a new Evaluation Tool for Administrators/Supervisors
- Start focusing on Succession Planning
- Establish a new date for the career fair to better align with district hiring trends
- Assess the effectiveness and strengths of existing HR services to districts (e.g. NIS, Recruitment, etc)

**5.) Areas of Need:**

- Create better and more secure filing systems
- Improve archiving
- Cross training of job functions
- Improve employee attendance
- Improve percentage of employee evaluations completed

**NAME OF PROGRAM/SERVICE:** Incarcerated Education Program, Jail Ed

**INTERVIEWEE:** Bob Dembia, Administrative Coordinator

**DATE:** November 8, 2010

**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 Ed. Program provides educational services to minors in Riverhead and Yaphank Cor. 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 2009-2010:**

- Appointment of full time Teacher Coordinator.
- Appointment of full time ESL teacher.
- Elimination of CAD Program related to the Perkins Grant
- Replacement of CAD program with entry level technical career preparation modules.
- Refocused professional development: Weekly collegial circles and joint planning focusing on collaboration and inquiry team approach to instruction; SIOP; Co-teaching (ESL/Math).

**2.) Successes/Strengths:**

We have developed a number of goals and objectives for the program that are measurable and related to improved student outcomes. We see these as the major strengths:

Measure	Outcome
Program completion rate for the 2009-2010 year compared to prior School year.	Based on an analysis of student attendance rates, there was a 40% increase in the number of students completing an 8 week module over the prior school year? This represents an 8% increase over the prior school year, speaking to increased efforts to motivate and retain students. Our interpretation of these findings is that , based on the enhanced curriculum and relevance to students' lives, career development activities, and enhanced and relevant use of technology, students were more engaged and more motivated to come to class and complete their module.

<p>GED pass rate for 2009-2010 school years compared to prior school year.</p>	<p>At the time of this writing the 2009-2010 GED Pass rate was 81% compared to an 86% pass rate for the prior school year. This reflects a total of 71 takers who have results. The total number of students who took the test was 87 and we are waiting for results for the remainder of those students. We feel that these results are consistent with the success we had in this area last year and we attribute the over 80% pass rate to the efforts of the Perkins program. We are also very proud of this pass rate since the pass rate for NY State has traditionally been around the 50-60% ( according to the New York Coalition for Adult Literacy)</p>
<p>Increased academic classroom attendance among program participants will be compared to prior year's rates (analysis of attendance rates)</p>	<p>As a result of this major effort there was an increase in the amount of time students spent engaged in classroom activities. This statistically significant increase, based on the results of a paired t-test translated to a 7% increase in classroom time over the prior school year. We had a 21% increase during the 2008-2009 school year, and combined with this year we see a total of increase, due to Perkins activities, of 28%</p>
<p>Enhanced self-reported knowledge, skills, and beliefs among teachers as a result of the professional development initiatives (survey, reflective writing, interviews).</p>	<p>Based on reflective writing, focus groups, and professional development exit surveys and evaluations, there was a 100% increase on the part of teachers in terms of enhanced knowledge and skills relating to the CDOS skills, and a huge level of <b>**buy in**</b> to the principles and practices of the grant. In addition, the faculty was working on increasing their technological skills and teaching with technology using the smart board.</p>
<p>Enhanced technology use among staff and students (continued development of Web-quest, use of Smartboard teaching observations, surveys).</p>	<p>As a result of this major effort there was a 90% increase of technology use among staff and students directly related to career and technical education skills measured by teacher surveys, classroom observations, and the evaluation of the web quests developed by the staff. This represents a 15% increase over the 2009-2010 school year and is attributable to the staff being trained and using Smartboard in all of their classes.</p>
<p>Enhanced partnerships and knowledge of the program as a result of the advisory board, speaker board, and other meetings (analysis of advisory board members and speaker board members).</p>	<p>As a result of this major effort there continue to be partnerships between Eastern Suffolk BOCES Jail Education Program (ESBJE) and the Suffolk County Sherriff's Department, The Correctional Facility, local business persons, and the Cornell Cooperative Extension. This remains a 100% increase since these partnerships did not exist prior to this grant being implemented.</p>

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

- Space in both Correctional Facilities is limited, which ultimately restricts the numbers of students we can see as well as the scope of program offerings.
- Attendance: We experience challenges in maintaining a high attendance rate due to factors external to the program, for example, cooperation with officers, conflicts with court, and medical, religious and rehabilitative services.
- Security: Recently a decision was made to restrict the movement of teachers in the Riverhead Correctional Facility and this has created a challenge in terms of our ability to plan and use restroom facilities.

### **4.) Anticipated changes for 2011-2012:**

- Increasing attendance.
- New jail building opening will cause changes in the structure of the program.
- Introduction of new vocational education component (to replace CAD).

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

- Continued professional development targeting the needs of incarcerated students and the educators who serve them.
- Continued collaboration with the Sheriff's Department and Corrections.
- Increased space in the Riverhead CF.

**NAME OF PROGRAM/SERVICE:** Islip Academic Center  
**INTERVIEWEE:** Susan Peterson, Principal

**DATE:** November 30, 2010

**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 2009-2010:**

- Redesigned traffic patterns and 3rd (egress) road completed at IAC@ICC.
- New bus area at ICC for dismissal of IAC students.
- New roof at IAC.
- New building administrators and administrator housed full time in IAC@ICC.
- Reorganization of classroom, counseling and administrative space at IAC@ICC
- Coordinator housed at IAC
- Curriculum teacher familiar with the program and student population.

**2.) Successes/Strengths:**

- Strong staff and faculty.
- Strong enrollment
- Building wide Behavior Modification Program with built in rewards. Students have the opportunity to move to a LRE.
- Implementation of a Student Council, giving the students a voice.
- Increased coordination with ICC.

**3.) Challenges:**

- Adequate space.
- Shared gym/cafeteria
- Transition planning from school/graduation to work and/or secondary facilities.
- Development and implementation of a program to reduce suspensions. (Alternatives to suspensions)
- Change in student population. Seeing more psychiatric/mental disorders in students not being treated effectively.
- Supervising one program in two buildings.
- More high needs students with increased behavioral demands.
- Scheduling the administration of the Regent's and RCT's (in two buildings) while following all students testing modifications requires extensive planning and organizing.

**4.) Anticipated changes for 2011-2012:**

- Building and program beautification.
- Landscaping and building and grounds improvements.
- Paint and maintenance inside buildings.
- Increase passing rate for Regents and RCT's.

**5.) Areas of Need:**

- Psychiatric support for students.
- Professional development
- space

**NAME OF PROGRAM/SERVICE:** Islip Career Center

**INTERVIEWEE:** Tom McGrath, Principal

**DATE:** October 22, 2010

**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 2009-2010:**

- Created a new computer lab in old Commercial Art Room
- Opened part-time Intro to Baking
- Started Intro to Trade Electricity class part-time
- Had to close the Welding Class
- Parking lot re-designed

**2.) Successes/Strengths:**

- Celebrated the teacher of the year 2009 (Steve Kuhl) 2010 (Joe Postiglione)
- Was able to secure a full-time Guidance Counselor (Angela Amodio)
- Several Students competed at the Regional and State Level SkillsUSA competitions
- BEES evaluation Pilot was successful
- Collaboration with IAC administration and staff

**3.) Challenges:**

- Enrollment
- Staffing
- Student population changes (Autistic)
- Budget

**4.) Anticipated changes for 2011-2012:**

- Unknown

**5.) Areas of Need:**

- Autism staff development and training for entire staff
- Updated equipment and supplies to support industry

**NAME OF PROGRAM/SERVICE:** Jefferson Academic Center

**INTERVIEWEE:** Marc Foreman, Principal

**DATE:** November 4, 2010

**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 2009-2010:**

- New Principal
- New Coordinator
- New Assistant Principal
- Loss of full time SAS Counselor
- Reduction of curriculum teacher support from full-time to halftime
- Reduction of guidance counselor from full-time to one day weekly and two days monthly
- Many social worker and psychologists on leave and or reassigned part-time, with patchwork coverage
- Social worker/psychologist Medicaid licensure issue diminishing their role in non-counseling session student support activities

**2.) Successes/Strengths:**

- Experienced staff
- New Coordinator is highly experienced and quickly became very effective, new Assistant Principal has considerable experience with this population and also has a positive impact far beyond her time allotted. The Assistant Principal who remained from last year has provided exceptional support to the team, and is highly skilled and very effective.
- Management team of Assistant Principals and Coordinator exceedingly professional.
- Very effective support team to manage the often continuous out of classroom aggressive behavior
- Continued positive technology integration in the classrooms
- Staff have volunteered to continue many character education and social/emotional growth activities that was previously organized by staff lost due to reductions
- A comprehensive and overwhelmingly effective building wide behavior management system

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

- Provision of students with cold lunches has a behavioral impact
- Noticeable economic impact on families, money unavailable for student lunch, even at reduced rates, field trips or other events so school is striving to address the shortfall
- Student behavior on bus continuously an issue and often more significant than in school
- Lack of outdoor space limits some student activities
- Students are generally several years behind their academic grade levels
- Increase in inappropriate cyber activities between students outside of school

### **4.) Anticipated changes for 2011-2012:**

- Unknown

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

- As prudent an approach as possible to future reductions in support staff after this years program wide cuts.
- A full and hot lunch (anticipated this year) is increasingly important for our economically impacted students.

### **Summary:**

There has been a considerable diminishment of support staff over the summer resulting in a correspondingly diminished level of character education and social emotional activities designed to provide the opportunities for growth that our students desperately need. All of our students are enrolled at the Jefferson Academic Center because of significant behavioral deficits and their placement in Eastern Suffolk BOCES is to both manage their behavior and provide opportunities for them to gain behavioral skill to function in the least restrictive placement possible, which is the core element our mission.

We feel we must provide a structure and format that is more multifaceted and student focused than our component districts educational options in order to remain a viable option when our district customers seek to provide educationally appropriate settings that they do not offer within their own programs. It is this program quality that our districts and parents have come to expect.

We all understand the current fiscal climate demands careful reevaluation of our programs and results in a reduction of program supports, so we are working to maintain the elements we feel are most important and unfortunately modifying or discontinuing some activities that although highly beneficial, cannot be sustained.

**NAME OF PROGRAM/SERVICE:** Management Services  
(James Hines Administration Building)

**INTERVIEWEE:** Barbara Salatto, Associate Superintendent

**DATE:** November 19, 2010

**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, 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 2009-2010:**

- Through collaboration with the State Education Department we have offered a webinar on Contingent Budgets and ARRA funds and hope to collaborate on similar webinars
- Have realigned the RIC with the Educational Services Division to better serve the districts and meet the needs of RTTT
- Monthly meetings with the Management Services Leadership Team to ensure cohesiveness and delivery of services
- Various webinars on facilities and capital projects

**2.) Successes/Strengths:**

- Successfully reorganized the Management Services Division thereby saving approximately \$400,000 annually
- Added three CoSers; printing, shared payroll and facilities management
- Hired a new Manager of Administrative Services
- Hired a new accountant to improve the inventory system and to oversee the billing in the transportation dept.
- Associate Superintendent presented at various local and statewide ASBO and Sampo conferences
- Decreased overtime by 20%

**3.) Challenges:**

- Assisting school districts as their resources dwindle and funds become unavailable
- Staff reductions
- Budgetary constraints

**4.) Anticipated changes for 2011-2012:**

- Additional CoSers to assist our districts
- Overseeing the agency's school lunch program
- Expanding our assistance to the districts in the areas of fiscal management and other non- educational services

**5.) Areas of Need:**

- State's ability to provide support for future webinar presentation as they too suffer staff reductions

- Ability to realign staff to meet the needs of the districts while keeping costs to a minimal
- Budgetary constraints

**NAME OF PROGRAM/SERVICE:** Masera Learning Center

**INTERVIEWEE:** Margo Ude, Principal

**DATE:** November 9, 2010

**Mission Statement:** The **Masera Learning Center** provides a transdisciplinary program, reflecting the principles of Applied Behavior Analysis, to address the needs of elementary through middle school age 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 2009-2010:**

- Building renovations almost complete and include:
  - Asbestos abatement completed
  - Plumbing and electrical systems renovated
  - Oil based heating switched to gas heating system
  - Hookup to sewer
  - Central air conditioning added
  - Fresh air intake vents added to building and replaced exhaust units
  - New windows throughout building
  - New ceilings and energy efficient lighting
  - “Gang” bathrooms in 200 wing completely gutted and redone
  - Hallway water fountains replaced with IDEA accessible water fountains
  - Wall padding added to gym and cafeteria walls
  - Additional unisex rest room added off faculty room
  - Parking lot sealed and restriped
  - Exterior lighting added
  - Stage curtains replaced
  - New intercom/PA system
  - New fire alarm
  - New security system
  - New exterior doors; some new interior doors (gym, cafeteria)
  - New boiler and hot water systems
  - Offices: worn, soiled carpet replaced with carpet tiles
- Expanded school-business relationships providing pre-vocational /social skills training for Middle School students (volunteers at Legislator Tom Barraga’s office, additional hair salon)
- New computers added providing for 2 computers in every classroom
- New furniture, hardware and software for Computer Lab
- Wireless printers provided for all related service staff
- Addition of pre-vocational component to Intermediate classes
- Flip video cameras provided to each classroom
- Autism consultant center set up to include Behavior Intervention Personnel team meeting/observation space and functional behavioral assessments/ analysis and motivational assessments area

- Administration of formal Behavior Analysis in various settings and creation of individualized programs

**2.) Successes/Strengths:**

- In-service provided for Discrete Trial Instruction and PECS (Picture Exchange Communication System) for all staff
- Formalized BIP Team (Behavior Intervention Personnel) with weekly meetings to discuss students in crises
- Included students at Paul J Bellew elementary school participation in Bellew's Character Education program
- Intramural athletic teams established for competition with other EBS sites increasing socialization skills for our students
- Middle School recycling program

**3.) Challenges:**

- Declining enrollment: districts return of students/not referring students
- Student population more significantly impaired, more behaviorally involved, psychiatrically affected
- Unanticipated problems related to delayed /late completion of renovations of renovations

**4.) Anticipated changes for 2011-2012:**

- Expanded 8:1:1 classes
- Continued declining enrollment due to expanded district programs

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

- Storage
- Parking
- Dissatisfaction with school lunch program

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

**INTERVIEWEE:** Barbara Egloff , Principal

**DATE:** November 4, 2010

**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 2010-2011:**

- Loss of Staff due to low morning enrollment and district cut backs
- 4 of our programs are now only offered during 1 session instead of two. The programs impacted are: Computer Service Technology, Computer Technology, Trade Electric and Motorcycle Technology

**2.) Successes/Strengths:**

- Increase in the number of students enrolled into the National Technical Honor society
- Increase in the number of students participating in community service activities
- Increase in the number of students who participate in a work based learning experience
- Weekly Student Support Team meetings to discuss student concerns and outcomes
- Decrease in the number of disciplinary referrals
- Professional development activities have been developed to meet the needs of our staff
- Faculty meetings now provide staff with the opportunity to participate in a collaborative learning environment

**3.) Challenges:**

- Learning how to do more with less
- Greater number of students enrolled with special needs
- Wider range of special need disabilities than we have experienced in the past
- Developing new programs and/or time schedules to meet the needs of our future students

**4.) Anticipated changes for 2011-2012:**

- Loss of additional staff due to economic struggles
- Shop modifications to resemble industry shops

**5.) Areas of Need:**

- Alternate funding sources
- Additional professional development workshops for staff in the areas of:  
Aspergers, other health impaired impairments, abuse of prescription drugs

**NAME OF PROGRAM/SERVICE:** Model Schools & Software Training  
(DeFeo Bldg.)

**INTERVIEWEE:** Darlene Roces, Administrative Coordinator

**DATE:** November 12, 2010

**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 2009-2010:**

**Model Schools:**

- Programmatic shift to bring Model Schools to the districts instead of bringing districts to Model Schools. Shift included the addition of virtual programs such as ISTE webinars and Atomic Learning and the availability of Model Schools districts to host opportunities on-site.

**Software Training:**

- Inclusion of virtual professional development via MySkills Source to extend learning beyond the face to face workshop.

**2.) Successes/Strengths:**

**Model Schools:**

- Model Schools districts readily assimilated to this model to host workshops, Lunch and Learns and other opportunities.

**Software Training:**

- Districts are acclimating to this model.

**3.) Challenges:**

**Model Schools:**

- A district hosting Model Schools opportunities requires more central office planning.

**Software Training:**

- Increasing the number of listserv participants.

#### **4.) Anticipated changes for 2011-2012:**

##### **Model Schools:**

- Sustaining and increasing non-mandatory participation in a difficult economic climate.

##### **Software Training:**

- Sustaining and increasing non-mandatory participation in a difficult economic climate.

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

- Continuing the same level of service with fewer resources.

**NAME OF PROGRAM/SERVICE:** New York State Reading Resource Center

**INTERVIEWEE:** Roberta Senzer, Program Coordinator

**DATE:** January 13, 2011

**Program/Service Description:**

The goal of the New York State Reading Resource Center ([www.nysreads.org](http://www.nysreads.org)) has been to host the New York State Reading Academy courses (Foundation Course, Principal's Academy) and other original online coursework, as well as to provide a growing repository of resources directly supportive of the **Reading First** program through multi-year contracts with both Eastern Suffolk BOCES and Monroe 1 BOCES. Currently, the **New York State Reading Resource Center**, [www.nysreads.org](http://www.nysreads.org) provides resources on **all areas of literacy instruction for all schools** in the State of New York through:

- The New York Reading Academy
- Web-based resources
- Webinars
- Resource Bibliography
- Video tapes of Best Practices
- Mini-courses
- Eastern Suffolk BOCES Book Study Program, ***It's in the Bag***
- Eastern Suffolk BOCES Literacy Research Library
- Data Support for the Reading First Evaluation Study (Measurement Incorporated)
- Collaboration with the NYS RtI TAC in Buffalo

**1.) Significant facilities or program changes since 2009-2010:**

A reorganization of each agency's responsibilities related to the project in late 2009 gave Eastern Suffolk BOCES the opportunity to revamp the website from a rudimentary online presence to the attractive, user-friendly, resource-rich website it is today. Since then, Eastern Suffolk BOCES has managed the hosting, re-design, growth and maintenance of the website, with Monroe 1 BOCES responsible for facilitation of the Reading Academy and the Interactive Learning Modules. New aspects of the website include:

- Expanded web-based resources, in the areas of:
  - Assessment
  - ***Early Reading First***
  - English Language Learners
  - Families
  - Instruction (including Adolescent Literacy, the Five Big Ideas, Best Practices, Curriculum, Data-Driven Instruction, Differentiated Instruction, Response to Intervention)
  - Professional Development
- Eastern Suffolk BOCES Book Study Program, ***It's in the Bag***, designed to further teachers' study of evidence-based literacy research, practices and strategies. This is accomplished through group discussions and individual classroom experiences based upon the shared readings of professional books.
- Eastern Suffolk BOCES Literacy Research Library, offering print information and resources on the topic of literacy P-12 to school and district staff interested in learning more about evidence-based reading instruction, with an online catalog and materials shipped to the borrower by mail.

**2.) Successes/Strengths:**

The enhanced site has been viewed by almost 12,500 visitors in the last year.

**3.) Challenges:**

Funding by the New York State Education Department for this project ended December 31, 2010 with a no-cost extension granted until June 30, 2011.

**4.) Anticipated changes for 2011-2012:**

The New York State Education Department will be underwriting a New York Statewide Literacy Resource Center built around [www.nysread.org](http://www.nysread.org). The recipient of the contract will be responsible for incorporating the resources of the website into the new literacy portal. Eastern Suffolk BOCES has submitted a proposal to host the project.

**5.) Areas of Need:**

Eastern Suffolk BOCES responded to the New York State Education Department's RFP for the establishment of the Statewide Literacy Resource Center. We are hoping that the current fiscal crisis in New York does not substantially affect the outcome of the RFP process because the geographical differential would be a disadvantage to Long island.

**NAME OF PROGRAM/SERVICE:** Nonpublic School Textbook Program  
(James Hines Administration Building)

**INTERVIEWEE:** Pat McCabe, Senior Administrative Assistant

**DATE:** November 5, 2010

**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 2009-2010:**

- Slight decrease in the number of students attending nonpublic schools in Suffolk County
- Six textbook sites to be condensed into five, with the sixth becoming mainly a warehouse facility with limited distribution.
- Book re-covering pilot was successful; program has been expanded.
- Annual rating forms for summer per-diems completed by lead workers at each site

**2.) Successes/Strengths:**

- Effective Leadership by the Textbook Coordinator
- Keeping costs down
- Continued research and knowledge of School Law to determine appropriate services and fees for public school districts, nonpublic schools, and students.
- Efficient inventory control to keep book replacement costs down.

**3.) Challenges:**

- Maintaining rent-free warehouse space
- Although we have been very successful, negotiating book requests by nonpublic schools on behalf of public school districts remains a challenge
- Keeping textbook vendors in compliance with established contracts regarding pricing discounts and shipping fees

**4.) Anticipated changes for 2011-2012:**

- More nonpublic schools will have their books delivered, rather than having parents pick them up.
- Transition to five distribution sites complete and functional

**5.) Areas of Need:**

- Formal training for summer per diem staff
- Annual re-training for lead workers
- Formal observations of off-site staff

**NAME OF PROGRAM/SERVICE:** Office of Planning & Program Improvement  
(James Hines Administration Building)

**INTERVIEWEE:** Dr. Candace White-Ciraco, Director

**DATE:** November 10, 2010

**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 2009-2010:**

- The office continues to operate based at the James Hines Administration Center
- While waiting for a new District Superintendent to be selected and appointed, the OPPI Director is temporarily assisting in the supervision of the Federal and State School Support Initiatives Staff, who previously reported to the District Superintendent. The six administrators and their staff are now temporarily structured within the Educational Services Division led by the Deputy Superintendent.

**2.) Successes/Strengths:**

- More advocacy activities throughout the region on various levels
- Securing special funding to support the ESBOCES mission
- Incorporation of one level of agency-wide accreditation
- Building new ESBOCES AFG Planning Team and continuing Ambassador Team
- Continuous efforts to continually improve despite fiscal and staffing restraints

**3.) Challenges:**

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

**4.) Anticipated changes for 2011-2012:**

- Greater focus on establishing partnerships to secure special funds to support the region's needs
- Budget constraints and staffing cuts will continue to be challenging

**5.) Areas of Need:**

- Creative ways to use the regional available resources, promote collaborations
- More time

**NAME OF PROGRAM/SERVICE:** Premm Learning Center

**INTERVIEWEE:** Carolynn Hansen, Principal

**DATE:** November 4, 2010

**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 2009-2010:**

- Classroom ratios altered – 6:1:1 classes are no longer offered, expansion of the 8:1+2 options
- Skills transmission committee formed to coordinate the current transition skills kits, articulation with the BLC program for prerequisite skill development
- Upgrade of related service equipment, training in new technology
- Rain shelter erected in September

**2.) Successes/Strengths:**

- Staff experienced and well versed in issues involved with educating medically fragile students
- Collegial atmosphere of staff
- Enhanced parent and staff involvement through family pizza night, pancake breakfast, Thanksgiving feast
- Developed a lobby video system to highlight the program for prospective and current parents; created an "infomercial" about Premm

**3.) Challenges:**

- Retaining students in the program especially students in need of a transitional setting
- BIP (Behavioral Interview Process) training for paraprofessionals and staff
- Larger class grouping and new staffing options; influx of younger students
- Incorporation of new Medicaid regulations in an educational setting
- Use of new teacher evaluation process

**4.) Anticipated changes for 2011-2012:**

- Expansion of wireless capabilities throughout the campus
- Creation of an emergency intercom system for hallway and bathroom incidents
- Development of improved transition planning for 12:1:4 students

**5.) Areas of Need:**

- Adaption of facilities to better meet student needs including sinks and Smartboards
- Highlighting academic accomplishments for the program within the Agency
- Demonstrate to parents and school districts aspects of the Premm program that go beyond only physical and social needs.

**NAME OF PROGRAM/SERVICE:** Professional Development (Sherwood)

**INTERVIEWEE:** Kate Davern, Administrative Coordinator

**DATE:** November 10, 2010

**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 2009-2010:**

- Continued focus on bringing more National speakers to our area

**2.) Successes/Strengths:**

- Stability of the use of our Coaching Network: 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 2011-2012:**

- Again we would like to reduce the number of regional offerings; however, at the same time we will be increasing the number of workshops with national presenters who are leaders in their field.

**5.) Areas of Need:**

- To continue to look into 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

**DATE:** November 9, 2010

**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 ES BOCES 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 2009-10:**

- Reviewed and updated the verbiage within the coop and regular bid contracts for standardization and consistency.
- Performed an analysis of the zoned Cooperative Program Bids. The conclusion brought us to discontinue zoning for our supplies and continue zoning for services. Service bids are much more likely to benefit by local vendors.
- The Cooperative Bidding Program increased by six bids.
- There are new bidding thresholds under General Municipal Law:
- Material Only Purchase bidding limit was 10,000; increased to 20,000
- Public Works Contracts (material plus labor) bidding limit was 20,000; increased to 35,000. This is noted in board policy 4311.
- Currently we quote out all new copy machines throughout the agency; in doing so, the agency benefits from lower, more competitive costs
- Continue to review and revamp older bids; currently working with the Culinary Program to make their bids work for the program
- Have successfully updated the Cosmetology bid
- Confirming Memos now signed by department heads acknowledging agency policy

**2.) Successes/Strengths:**

- Conduct Ad Hoc Committees to update bids to better represent what is needed by the agency and the Cooperative Bidding Program
- Advisory Committee - Improved communication with school districts
- More customer service oriented
- Improved communications within agency through Purchasing Bulletins, which leads to better compliance and results in purchase orders being expedited
- Department continues to be cross trained which keeps the work flow moving
- Initiated a spreadsheet to track savings by cost containment

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

- Meeting deadlines – We receive a lot of last minute needs for bids and a lot of what we do stems on insurances/certifications of vendors/bid bonds/performance bonds. We also have to submit recommendations that will be presented to the Board approximately 4 -5 weeks prior to the board meeting.
- Filing: There is virtually no more space in the department for current bids, Requests for Proposals and Requests for Quotes and the program continues to grow

### **4.) Anticipated changes for 2011-2012:**

- Scanning all our RFP's – bids and responses (in an effort to free up filing space)
- To continue to expand the Cooperative Bidding Program
- Updating verbiage on all Service bids

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

- Air needs to be balanced – continually hot and stuffy in the department – windows would help
- Funding for training and conferences
- Electronic storage of data or more space in the file room for archiving

**NAME OF PROGRAM/SERVICE:** Regional Grants Services through the  
Office of Planning and Program Improvement  
(James Hines Administration Building)

**INTERVIEWEE:** Kathleen G. Wojciechowski, Program Administrator

**DATE:** October 29, 2010

**Program/Service Description:** **Regional Grants Services** has been provided through the Office of Planning and Program Improvement. Administrative staff received support for reviews, searches, guidance as well as statistical analysis. Applications have been guided through an internal process prior to submission.

**1.) Significant facilities or program changes since 2009-2010:**

- None

**2.) Successes/Strengths:**

- Communication opportunities created for the Director of OPPI and her colleagues through the use of a 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.
- Continued grants outreach through facilitative communication

**3.) Challenges:**

- Building awareness of upper management professionals about the importance of developing a culture of seeking grants
- Internal processes continue to be cumbersome for Program Administrators
- Unclear and ever-changing federal and state grant processes
- Regional eligibility, generally
- Lack of 501 c 3 designation eliminates eligibility for many grant opportunities
- Proper and timely notification by NYSED as to both programmatic and fiscal approval
- Lack of funds allocated within program budgets to support professional grant seeking

**4.) Anticipated changes for 2011-2012:**

- Administrative position eliminated

**5.) Areas of Need:**

- 501 c 3 designation

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

**INTERVIEWEE:** Dr. Valerie Valenti, Program Administrator

**DATE:** October 21, 2010

**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.

During the 2009-10 school year, the RSE-TASC Coordinators throughout New York State worked very closely to develop coordinated and aligned processes for each of the 10 technical assistance centers. The standardization of procedures and practices is resulting in improvement Quality Improved Planning for school districts, high quality professional development for all staff and, for the first time, targeted training for new RSE-TASC specialists.

**1.) Significant facilities or program changes since 2009-2010:**

- There have been no significant facilities or program changes since 2009-10

**2.) Successes/Strengths:**

- All staff is hired.
- Most new staff has successfully acclimated to their positions, establishing strong partnerships with districts in both Suffolk and Nassau Counties. Most staff members are involved in statewide work groups, creating standardized training programs in key areas of professional development. We have redoubled our efforts to bring vital training in the new IEP format to the region, and have had excellent attendance during training for CSE/CPSE administrators.
- Increased cohesiveness between Nassau RSE-TASC staff and Suffolk counterparts has been achieved and it is expected that collaboration will become more effective as a result.
- Successfully increased professional development opportunities in both counties to ensure that staff was able to receive updated information on the new IEP format.
- Increased professional development opportunities offered to East End districts by virtue of successfully collaboration with individual school district to acquire meeting room space.

**3.) Challenges:**

- Very delayed fiscal response from the State.
- Delay from the state in providing updated information, which impacts our capacity to prepare for and deliver needed regional training on IEP and CSE.
- Bridging the gap between SED perceptions of priority issues and regional issues.
- Ensuring that all staff grow in competency and effectiveness and are able to fully respond to the ongoing support given to them.

**4.) Anticipated changes for 2011-2012:**

- More strategic planning of key regional professional development events

**5.) Areas of Need:**

- Fiscal
- Storage space

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

**INTERVIEWEE:** Colleen Lipponer, School Transportation Administrator

**DATE:** October 25, 2010

**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. Co-Sers 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 and 624-Testing and Training.

**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, and Other Transportation Related Services: Transportation Impact Study, Routine Efficiency, Enrollment Projection, Re-districting, Child Safety Zone Analysis reports, State Education Department training and DMV testing and training.

**1.) Significant facilities or program changes since 2009-2010:**

- Transportation Administrator retired
- Account Clerk eliminated
- Mileage allocation billing has been modified for efficiency

**2.) Successes/Strengths:**

- Provide high quality service to students and districts
- High expectations of our school bus contractors and drivers
- Professional, yet friendly drivers
- Negotiated discounts on current contracts

**3.) Challenges:**

- Getting the word out to districts about our services
- Building in efficiencies into programs to save districts money

**4.) Anticipated changes for 2011-2012:**

- Improved procedures related to billing
- Improved procedures related to mileage allocations
- Building efficiencies into the program to reduce overhead

**5.) Areas of Need:**

- Marketing of service to districts.

**NAME OF PROGRAM/SERVICE:** Safety and Administrative Support  
(O & M at Colin Drive)

**INTERVIEWEE:** Jonathan Hark, Manager

**DATE:** November 10, 2010

**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 2009-2010:**

- New Lead Paint Regulations
- Tight School Budgets
- Additional Mentoring of District PFA's

**2.) Successes/Strengths:**

- Emergency Management still popular
- Fit Testing for districts mostly completed
- Overall Program Participation is still strong

**3.) Challenges:**

- Training on new lead paint regulations
- Keeping Program strong considering state aid cuts and tighter budgets
- Had other governmental entities wishing to participate in program, however, Management Services at the State will not allow it

**4.) Anticipated changes for 2011-2012:**

- Concern may lose some districts due to fiscal concerns

**5.) Areas of Need:**

- Assistance with unfunded mandates
- Continue to expand our role within and outside the agency

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

**INTERVIEWEE:** Linda Conroy, Principal

**DATE:** November 5, 2010

**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 Programs**, 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 and supported with various strategies to strengthen student access and success.

**1.) Significant facilities or program changes since 2009-2010:**

- Sayville Academic Programs:
  - Sayville Academic Center
  - Sayville Academic Center at William Floyd
  - Sayville Academic Center at Sherwood Elementary
  - Stony Brook Hospital

**2.) Successes/Strengths:**

- Continuum of Services (Residential to students preparing to return to district)
- Sagamore Services
- Invested staff who are willing to add to their repertoire of skills to optimize student success

**3.) Challenges:**

- Continued need for the availability of psychiatric services
- Need for services for parents and families

**4.) Anticipated changes for 2011-2012:**

- Parent Training as an available service for parents and families
- Continued work on strengthening Literacy and Character Education for our students
- Continued work with families on Transition goals for students

**5.) Areas of Need:**

- Psychiatric services for students and families
- Help for our districts to be ready to accept the return of students when they are ready

**NAME OF PROGRAM/SERVICE:** School Library System (Bellport)

**INTERVIEWEE:** Gail Barraco, Administrative Coordinator

**DATE:** November 10, 2010

**Program Service Description:**

**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 NYSED. This state-funded program is provided to all school districts at no charge. Our cooperative services to our districts include:

**Library Automation – Online Public Access Catalog:** assists districts in automating their libraries so that users may access the library's collection online. 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:** 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:** provides pre-K-12 digital video for our districts from a broad selection of educational media vendors. 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.

**ePals:** a social networking service providing a secure online environment for districts to access blogs, wikis, email, and cross cultural projects across the globe.

**1.) Significant facilities or program changes since 2009-2010:**

- We are now offering a social networking service to our districts called ePals.
- We created an Information Fluency Curriculum for grades K-12 to include the Common Core Standards

**2.) Successes/Strengths:**

- Despite the economic downturn we continue to grow our services based on district needs.

**3.) Challenges:**

- State funding has decreased to 1998 levels of funding.

**4.) Anticipated changes for 2011-2012:**

- We will offer an eBooks service to our districts through vendors in the eBook market.
- Assistance to districts in creating Inquiry Teams to address the 21st century skills students need to be successful in a global society.

**5.) Areas of Need:**

- Robust broadband infrastructure support for our east end districts to successfully use high bandwidth services like videostreaming.
- Extension of education law to include the presence of school librarians at the elementary level.
- Revision of the funding formula for school library systems.
- A statewide K-12 information fluency curriculum.

**NAME OF PROGRAM/SERVICE:** Department of Special Education (Sherwood)

**INTERVIEWEE:** Rob Becker, Director

**DATE:** November 22, 2010

**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 2009-2010:**

- We have reassigned over half of our Special Education Administrators to different locations within the department this year. It is expected that this will share the strength and experiences of our staff among our programs, and build administrative capacity within the department for the future.
- On-going Transition initiative
- We have expanded our Regional Alternative High School Program to include a third site in local district high schools. We continue our role of establishing and running programs in district sites during the school year and in the summer.
- We have adopted the IEP/BOCES Direct Student Management System to coordinate our preparation for Annual reviews in our districts. We expect increased communication, consistency and collaboration with our districts in working with us on these important issues.
- We are involved in training administrators and teachers in the new SED mandated IEP format. All districts must use the new format in preparing IEP's for the 2011-2012 school year.

**2.) Successes/Strengths:**

- Effectiveness and expansion of Regional Alternative High school Program
- Incorporation of new Divisional Administrator into the Central Office operation
- Restructuring and effectiveness of our Teacher Mentoring Program

**3.) Challenges:**

- New SED IEP Format
- Declining Enrollment
- Fiscal Issues

- New Medicaid Reporting Requirements
- Retirement of our senior Divisional Administrator at the end of this year

**4.) Anticipated changes for 2011-2012:**

- Reduction of Central office and program administrative staff
- Reduction of instructional and support staff in response to anticipated enrollment decline.

**5.) Areas of Need:**

- Psychiatric/Behavior Specialist support for a growing population of our students who are not responding to “tried and true” methods

**NAME OF PROGRAM/SERVICE:** Special Education – Regional Programs  
Alternative HS and Summer School

**INTERVIEWEE:** Gina Reilly, Divisional Administrator

**DATE:** October 22, 2010

**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 2009-2010:**

- New Alternative High School site was opened Connetquot was opened in September.
- Hire District staff to deliver the program – ESBOCES hires the staff and oversees the program

**2.) Successes/Strengths:**

- Both the programs have had increased enrollment
- Increasing Enrollment – Regional Alternative HS at Rocky Point began with 9 students; now enroll 22 students.
- Rocky Point Alternative High School Program continues to run a successful GED Program which has also experienced increased enrollment

**3.) Challenges:**

- Finances
- Getting districts to buy into our programs long term due to budgetary constraints

**4.) Anticipated changes for 2011-2012:**

- Increased district participation

**5.) Areas of Need:**

- Resources to enhance programs and course offerings
- Transportation for all students (When district can't afford it)

**NAME OF PROGRAM/SERVICE:** Student Data Services (Sherwood)

**INTERVIEWEE:** Ellen Moore, Administrative Coordinator

**DATE:** October 22, 2010

**Program/Service Description:** The Student Data Services team is available to support 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 2009-2010:**

- Merger with Educational Support Services to form Education and Information Support Services

**2.) Successes/Strengths:**

- Partnership with the National Student Clearing House to provide school districts with post-secondary data reports to help them determine college and career readiness
- DataCentral Web site continues to be redesigned to provide districts with program information at their finger tips and to keep them apprised of important announcements in real time
- Support to districts in Race to the Top requirements
- The program has received recognition for its work through the following presentations:
  - The Final Frontier – Post-Secondary Data
  - Creating an Early Warning system
  - The Essential Elements of a State Data Warehouse
- Sustained support service (School Data Bank Services and Shared Data Expert) in a time of recession
- Increased service offerings in School Data Bank Services

**3.) Challenges:**

- As programs grow, more staff is needed
- Space
- More state-of-the-art hardware to ensure district confidence in our ability to facilitate data-driven programs, meetings, and workshops.

**4.) Anticipated changes for 2011-2012:**

- Administrative changes
- Expand services to support districts with state and federal mandates

**5.) Areas of Need:**

- Staff to support new initiatives

**NAME OF PROGRAM/SERVICE:** Student Data Services (Sherwood)

**INTERVIEWEE:** Andy Setzer, Divisional Administrator

**DATE:** November 29, 2010

**Program/Service Description:** The Student Data Services program assists 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 2009-2010:**

- Merger with Educational Support Services to form Education and Information Support Services
- Growth – more tests being scored. More non-public school participation.
- Collection of post-secondary enrollment and graduation data and developing useful reports for districts
- Growth of implementation of PowerSchool by districts
- Implementation of an Rtl support service
- Retirement of Divisional Administrator and appointment of replacement

**2.) Successes/Strengths:**

- Additional districts using PowerSchool
- All districts with high schools are providing post-secondary data for analysis
- BARS on the Web is being utilized by the majority of districts.
- Shared Data Expert Program has provided valuable assistance to districts in analyzing data and utilizing it effectively to inform instruction.
- Student Information Systems support teams provided important hands-on services to subscribing districts.

**3.) Challenges:**

- Doing more with less
- Limited space for a growing program
- Collaboration between two sites
- Meeting increased data reporting requirements from SED for Regents exam data, including non-public schools

**4.) Anticipated changes for 2011-2012:**

- Continued growth – more required data collection
- Increased demands from state and federal governments related to Race to the Top
- New teacher and principal evaluation requirements

**5.) Areas of Need:**

- Staff to support new requirements
- Space

**NAME OF PROGRAM/SERVICE:** Student Data Services (Sherwood)

**INTERVIEWEE:** Joe Stern, Program Administrator

**DATE:** November 29, 2010

**Program/Service Description:**

**School Data Bank Services (Data Warehousing):** 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 NYS Student Identification System (NYSSIS) and required data collection are separate from the School Data Bank Service packages.

**NYS Data Validation Service (Certify):** allows 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. This 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.

**NYS Required Data Collection and Reporting:** requires mandated participation for all districts as per NYSED. Billing is based upon the 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.esbooces.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 2009-2010:**

- Test scoring team staff reorganized
- Successful roll out of new program – NYS Data Validation Service (Certify)
- Very tight turnaround times for scoring state tests as mandated by SED
- Additional SED requirements to scan item level data for Regents exams
- Addition of Senior Programmer Analyst
- Merger with Educational Support Services to form Education and Information Support Services
- Administrative staff changes

**2.) Successes/Strengths:**

- Great hardworking team. Team did phenomenal work to meet compressed state reporting deadlines.
- Excellent relationships with district customers

**3.) Challenges:**

- Implementing new Regents scanning requirements
- Meeting even tighter test scoring and reporting deadlines for SED
- Implementing new requirements to report teachers assigned to courses linked to student test scores to support new teacher evaluation mandates
- Meeting all of the above new requirements during difficult fiscal times

**4.) Anticipated changes for 2011-2012:**

- Scanning more Regents exams
- Reporting teacher/course level data for BOCES teachers, and for additional courses and Regents exams

**5.) Areas of Need:**

- Space to support the programs' expanding roles
- Computer capacity and storage

**NAME OF PROGRAM/SERVICE:** Student Data Services (DeFeo Bldg.)

**INTERVIEWEE:** Dr. Kristen Turnow, Administrative Coordinator

**DATE:** November 12, 2010

**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. This service includes application support, local training, telephone/on-site support, clerical assistance in emergency situations, production services, on site support.

**PowerSchool Student Management System:** 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 reports, parent portals, and a teacher grade book are all included in this web-based student information service. This service includes application support, local training, telephone/on-site support, clerical assistance in emergency situations, production services, on site support available.

**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:** 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. This service includes application support, local training, telephone/on-site support.

**Curricuplan:** 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:** this software puts 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. ES 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:** 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. This service includes application support, local training, telephone/on-site support, clerical assistance in emergency situations, production services, on site support available.

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

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

**NYS Directors:** an online interactive web-based resource for NYS special education directors.

**Guidance Direct:** an interactive web-based application and online resource for NYS guidance counselors and directors.

**Response to Intervention Management (RTIm Direct):** 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:** a special education program that is NYS compliant. This program will help trace, monitor, and review student demographics, IEPs, and state-mandated reports.

**RTI Edge Management System:** 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 2010-2011:**

- Many conversions from SASI to PowerSchool. We implemented and support 10 school districts on PowerSchool during the course of the 2009-2010 school year. This year we will continue to train the supported districts to use the program in its entirety.
- Converted 10 districts onto eSchool data from Legacy. Will continue to transition the 21 school districts for the school year 2010-2011.
- Work closely with Centris Group and Part 200 on their new RTI management systems.

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

- Continue to grow services in the general education and special education student management systems.
- User meetings and trainings for all student management systems are heavily attended.
- Positive relationships with school districts continue to grow as demonstrated by trainings attended and phone calls made to help desks.
- Creating many school districts report cards and transcripts.
- Increase production of progress reports and report cards.
- Medicaid trusted agents for region.

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

- Anticipating State changes to coordinate with student management systems
- Doing more with less

**4.) Anticipated changes for 2011-2012:**

- Building relationships with third parties to assist districts in a cost-effective manner
- Addition of the AIMS Web program to support school districts in their need to fulfill RTI requirements.

**5.) Areas of Need:**

- Adequate staffing
- Continued training for districts in using student management systems to most effectively and efficiently store and retrieve student data

**NAME OF PROGRAM/SERVICE:** Student Data Services (DeFeo Bldg.)

**INTERVIEWEE:** Hilna Zoob, Program Administrator

**DATE:** October 20, 2010

**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. This service includes application support, local training, telephone/on-site support, clerical assistance in emergency situations, production services, on site support.

**PowerSchool Student Management System:** 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 reports, parent portals, and a teacher grade book are all included in this web-based student information service. This service includes application support, local training, telephone/on-site support, clerical assistance in emergency situations, production services, on site support available.

**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:** 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. This service includes application support, local training, telephone/on-site support.

**Curricuplan:** 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:** this software puts your 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. ES 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:** 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. This service includes application support, local training, telephone/on-site support, clerical assistance in emergency situations, production services, on site support available.

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

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

**NYS Directors:** an online interactive web-based resource for NYS special education directors.

**Guidance Direct:** an interactive web-based application and online resource for NYS guidance counselors and directors.

**Response to Intervention Management (RTIm Direct):** 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:** a special education program that is NYS compliant. This program will help trace, monitor, and review student demographics, IEPs, and state-mandated reports.

**RTI Edge Management System:** 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 2009-2010:**

- Added programs
- Supporting more systems
- SASI has phased out
- Medicare contract changed and enlarged

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

- Great dedicated staff
- Programs continue to grow (Number of districts and extent of support)
- Continued positive feedback from districts

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

- Program/staff housed in two different locations

#### **4.) Anticipated changes for 2011-2012:**

- Continued growth in programs
- More opportunities for cross-contracting with other RICS
- Administrative changes

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

- Space
- Second fully equipped classroom
- Conference accommodations for east end districts

**NAME OF PROGRAM/SERVICE:** Student Information Management Services  
(Sherwood)

**INTERVIEWEE:** Nancy Winkler, Program Administrator

**DATE:** October 21, 2010

**Program/Service Description:** Student Information Management Systems is an internal program that supports BOCES students and the needs of various departments by supplying accurate student data. We support the information and communication technology needs of the Educational Services Division, including but not limited to Special Education, Career and Technical Education, and Education and Information Support Services.

**1.) Significant facilities or program changes since 2009-10:**

- All student data systems fully supported by SMS team
- Implementation of new student information system (BOCES Direct) has just begun
- Training on new system is beginning
- Roll out of My Learning Plan is almost complete
- ConnectEd is running smoothly for staff and students, phone numbers regularly updated
- Continued emphasis on Transition from Secondary School to Post-Secondary Life (for Special Education students) is supported by this office
- Implementation of new Level 1 Assessments for secondary Special Education students complete
- Student Information Systems is now fully staffed – complete support team with new clerical

**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, especially draft IEP preparation
- Level of collaboration and communication with vendors such as ClearTrack, BOCES Direct eSchool continues to be a major focus
- Balancing and meeting the needs of Special Education, Career & Tech, and Educational Information and Support Services also remains a key focus
- Provided necessary State reporting information as needed
- Successfully provided professional development as needed, including for My Learning Plan, Transition, and the Level 1 Assessment.

**3.) Challenges:**

- Using three Databases – eSchool, ClearTrack, and PeopleSoft for Student reporting is confusing for users and requires a high level of integration
- Resistance of Users of new systems and change in general
- Reducing the number of systems used – we would like to eliminate our third layer (PeopleSoft)

**4.) Anticipated changes for 2011-2012:**

- Full implementation of state-mandated IEPs
- Full implementation of BOCES Direct (a completely new system for us)

**5.) Areas of Need:**

- Time
- Strong support from key administrators of the upcoming changes

**NAME OF PROGRAM/SERVICE:** Student Support Services (Sherwood)

**INTERVIEWEE:** Liz Melichar, Program Administrator

**DATE:** November 24, 2010

**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 is 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, and 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 2009-2010:**

- Innovative and expeditious response to Medicaid service delivery model for ESBOCES component school districts.
- Expansion of the existing Parent Training program to include formalized guidelines, reporting, and the addition of services to students attending Jefferson Academic Center, Bellport Academic Center and Sayville Academic Center. The above initiatives resulted in agency compliance with the mandates of Part 200 Regulations related to Parent Training and Counseling
- Expansion of BOCES services as consultant/advisor related to the provision of autism services in the Springs school district.
- Continued expansion of district consult model for the delivery of autism services for students within component school districts, identifying a cadre of autism/behavioral consultants to both districts and BOCES programs, which greatly enhanced the cost-effectiveness of services offered.
- Implementation of a technology initiative through which the use of electronic tablets was integrated into the design of related services delivery.
- Continued expansion of Home ABA Program for students with autism since its inception five years ago, meeting the needs of Eastern Suffolk BOCES students with autism, while providing a more cost efficient option to component school districts
- Program-wide utilization of electronic programs for completion of Functional Behavioral Analysis and Behavior Intervention Plans, which served to standardize the quality of documents produced by staff and make the completion of these far more time efficient.
- Expansion of the PECS initiative by bringing intensive staff development in this strategy to additional buildings.
- Creation of a Secondary Transition Resource Guide which is being utilized as a model in OPWDD (Office of People With Developmental Disabilities).
- Implementation of Parent Training programs in several of our component school districts, delivering quarterly Parent Training workshops designed to train both BOCES and district staff for the provision of this service.

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

- Continued improvement, enhancement and expansion of services to meet diverse BOCES and school districts needs in response to changing Federal, State and Medicaid guidelines and initiatives.
- Updated guidelines for services, all completed and dispersed electronically.
- Host for the 9<sup>th</sup> Annual Stony Brook Hospital Psychiatric conference, offering cutting edge information to Eastern and Western Suffolk BOCES component school districts.
- Creation of data bases for consultative services
- Expansive related services program results in the delivery of high quality, in many cases cutting edge, support services to students within all of our programs and throughout our region.
- Continued development of “the new face of BOCES” as the goal for the professional development of the programs offered. BOCES has remained the standard of expert resource for provision of reliable, high quality services to districts both through home based services. Through the provision of consultative training to districts, they are enabled to develop their own programs. A cadre of district consultants with expertise in various areas has been

developed, further expanding the role of BOCES' diplomatic expertise in our component districts.

**3.) Challenges:**

- Electronic central data management
- Ever changing Medicaid regulation implementation
- observation/evaluation and supervision of over three hundred special services providers

**4.) Anticipated changes for 2011-2012:**

- IEP Direct implementation and data management

**5.) Areas of Need:**

- Financial support for supplies and equipment required to comply with mandates and district request for services, i.e. updated test protocols, Augmentative and Assistive devices, etc.

**NAME OF PROGRAM/SERVICE:** Suffolk Aviation Academy

**INTERVIEWEE:** Joseph M. Delgado, Program Administrator

**DATE:** November 11, 2010

**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 2009-2010:**

- We changed the name of our Airframe Mechanics program to the Airframe Technician program at the request our business advisory board.
- We implemented the use of uniforms for our student population.

**2.) Successes/Strengths:**

- We have increased our female population by 100%.
- We have over 10 students who have solo by November 2010.
- We implemented the use of uniforms for our student population.

**3.) Challenges:**

- We need to find a way to balance our enrollment between the morning and afternoon session. Currently we have about 28% of our students in the morning session and 72% in our afternoon session.

- We still do not have a significant female population.
- Our Aviation Airframe Technician program is under enrolled and we will not be able to maintain it unless enrollment increases significantly.
- We need to collaborate with business partners in order to get them to provide shadowing and work study opportunities for our Professional Pilots students. This industry has few opportunities for student interns even at the college level.
- Flying time is expensive.
- Costly equipment
- Recruiting minorities, especially African-Americans, of which there are only two in the program

**4.) Anticipated changes for 2011-2012:**

- Implementing a Skills USA Club
- Implementing shadowing and work study opportunities
- Implementing Airport Operations curriculum
  - Students in our program 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.
- Recruiting students for the Airframe Technician Program

**5.) Areas of Need:**

- Recruitment of minorities and females. (Most of the students are children of pilots).
- More hours in a day

**NAME OF PROGRAM/SERVICE: Suffolk Regional Information Center (Sherwood)**

**INTERVIEWEE: Jeanne Weber, Director**

**DATE: November 10, 2010**

**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. Please note that all of the Student Data Services previously associated with the RIC are now managed within the Education and Information Support Services area:

- Financial and District Services
  - Finance Manager
  - Facilities Management Systems
  - Capital Projects
  - Automated Emergency Call Notification Systems
  - Disaster Recovery Services
    - Planning
    - Offsite Data Retention
    - Offsite Finance Manager Disaster Recovery
    - Email Archiving
  - Distance Learning
    - Videoconferencing
    - Elluminate
    - Safari Montage
- Technology Support Services
  - LAN / WAN
  - Internet
  - Internet2
  - 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 2009-10 and successfully implemented include:

- Continued expansion of Internet service provisioning to school districts
- Internet2 service provisioning to school districts via Virtual Private Network (VPN) connections in addition to standard fiber connections
- Expansion of Disaster Recovery Planning and support services for districts now including the ability for districts to recover their Finance Manager operations at Eastern Suffolk BOCES in the event of a crisis
- Continued growth and expansion of Off-Site Data Storage and Recovery services from 1Tb to 10Tb
  - Email archival and retrieval services
- Opportunities to participate in various technology pilot projects, e.g., Safari LIVE, Google Apps for Education, Oracle ThinkQuest, etc., as part of the RIC's Research and Development partnership with New York Institute of Technology (NYIT)
- Implementation of 3 Emergency Auto-Dialing systems options
- Cafeteria Management Systems, with three new options to be offered in the 2009-10 school year
- Working with NYSED and representative consortia of Title IID grant funds to become the statewide host for Technology Literacy Assessments
  - 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

- 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 2009-10 school year.

### **1.) Significant facilities or program changes since 2009-10:**

- No facility changes
- Piloting a Citrix/Intel solution to centrally manage network connections for school districts for one-to-one computing and using XEN Client and Desktop facilities to facilitate centralized hardware/software management for the region as well as asset management and tracking
- Continuing to promote 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) and beginning pilot with automated scheduling system fully integrated with Outlook to facilitate easier access and management of virtual meeting options
- Working with Transportation department to develop new support service for Transportation Management System offerings
- Partnering with NYSED and Title IID grant awardees to become the statewide host for Technology Literacy Assessments leveraging the work that has been done in the state of Florida and developing a derivative product to be jointly owned by both states
- Student Data Services were all reorganized within the Education Support Services area of management to create the new Education and Information Support Services division

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

- Director was appointed by the Governor to the NYS Broadband Development and Deployment Technology Council and is a Co-Chair for the E-Government sub-committee,
- Director has presented at a national Intel conference as an expert resource in the area of Content, Capacity, and the Cloud
- 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, as well as continued research and development of regional network management opportunities to facilitate easier, more cost effective options for school districts in the areas of one-to-one computing and centralized hardware/software management and asset management and tracking
- Phase I implementation as statewide host for Technology Literacy Assessments

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

- Economy
- Governor's Position on Funding
- Physical Space
- Resource capacity to support statewide initiatives around RTTT, IES and others for all 69 school districts in Suffolk County

### **4.) Anticipated changes for 2011-2012:**

- 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
- Implementation of Phase II of statewide Technology Literacy Assessments initiative in partnership with the state of Florida and NYSED

### **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:** Supporting Successful Strategies to Achieve  
Improved Results (S3TAIR)

**INTERVIEWEE:** Harold Dean

**DATE:** January 3, 2011

**Program/Service Description:** The S3TAIR Project is New York's State Personnel Development Grant, funded through federal IDEA grants. The project's goal is to identify and document effective practices in the following areas impacting students with disabilities: literacy, positive behavioral supports, and effective delivery of special education services. Validated practices will be placed on a Statewide Clearinghouse, and select Effective Practice schools in each region will be funded to serve as model schools to assist targeted replication schools to implement the effective practices through mentor relationships. The Regional Field Facilitator coordinates the validation, documentation, and replication efforts for each practice and school.

**1.) Significant facilities or program changes since 2009-2010:**

- New statewide coordinator of facilitation
- Newly assigned statewide evaluation team from Syracuse University
- 3 of 7 regional field facilitators new

**2.) Successes/Strengths:**

- LI region has 7 funded mentor schools (most in state)
- Five mentor partnerships are active, two waiting assignment
- Project receiving statewide and national recognition through publications and presentations
- Consistent meeting and conferencing structure between project team resulting in greater collaboration

**3.) Challenges:**

- Turnover in regional field facilitators caused delays in cross-regional partnership initiations
- Reduced workforce at SED caused funding delays for project schools

**4.) Anticipated changes for 2011-2012:**

- Unpaired mentor schools to potentially serve as mini-TACs
- Decision to offer extension of 12 to 18 months depending on project and funding status to come from SED

**5.) Areas of Need:**

- Increased capacity for project website and online repository (dropbox)
- Access to distance-collaboration tools for project schools

**NAME OF PROGRAM/SERVICE:** Technology Integration  
(James Hines Administration Building)

**INTERVIEWEE:** Grant Nelsen, Director

**DATE:** November 1, 2010

**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 2009-2010:**

- Major PeopleSoft Upgrade which is being worked on and first phase, HR/Payroll, anticipated to be put into effect March 2011

**2.) Successes/Strengths:**

- Meeting Technical needs of the Agency
- Small, yet eager Staff
- Good customer service
- Treat Agency as a customer

**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
- Working within budget limitations in current economic climate

**4.) Anticipated changes for 2011-2012:**

- Working toward the target date of March 2011 to upgrade PeopleSoft Human Resources and Payroll
- Begin work on phase 2 of PeopleSoft upgrade – Financials module

**5.) Areas of Need:**

- Upgrade hardware and software more aggressively
- Expanding staff

**NAME OF PROGRAM/SERVICE:** H.B. Ward Technical and Academic Center

**INTERVIEWEE:** Sam McAleese, Principal

**DATE:** December 2, 2010

**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. Eleventh and twelfth graders receive a half day of academics in a self-contained 8:1:1 classroom following the New York State Regents curriculum combined with a Career and Technical Education or Special Career Education program. H. B. Ward also offers a half day GED program with the option of attending 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 2009-2010:**

- Significant reduction of staff (loss of 4 teachers and support staff) due to decreased enrollment. Academic program has been reduced to ½ day for 11<sup>th</sup> & 12<sup>th</sup> graders in an 8:1:1 self-contained class and ½ day for GED students. There is no longer a full day academic program available. There are no 9<sup>th</sup> & 10<sup>th</sup> graders enrolled.
- Canine Careers has been a program addition for Special Career Education.
- An additional Nurse Assisting section has been added to the pm session for Career & Technical Education.
- Loss of Student Assistance Counselor
- Special Career Education Guidance Counselor reduced to 20%
- Reduction of Career Education Teachers by 2 half day positions and elimination of 1 full time position

**2.) Successes/Strengths:**

- Brand New campus bus provided
- Continued development of relationships with school district personnel

**3.) Challenges:**

- The maintaining of student enrollment – district cuts result in declining enrollment
- Training for Bus Driver to be able to drive bus (new bus has different licensure requirements)

**4.) Anticipated changes for 2011-2012:**

- Continued reduction of special education students in Academic Center – possible closing of program.

**5.) Areas of Need:**

- Support staff for students – guidance counselor(s)/social worker(s)

**NAME OF PROGRAM/SERVICE:** Westhampton Beach Learning Center

**INTERVIEWEE:** Kevin Crofton, Principal

**DATE:** December 3, 2010

**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 hi 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 2009-2010:**

A great deal of renovation/construction work was done to the building in the past year, including:

- New kitchen constructed in Annex Building
- New kitchenette area off of Main Office
- Replacement of carpeted areas with new tile
- New parking lot lighting in front parking lot
- Construction of covered playground area, protecting students from sun
- Handicap access doors to Annex Building
- Closing of Aquebogue Inclusive Program

**2.) Successes/Strengths:**

- Dedicated, hardworking staff
- Custodial staff that performs ongoing routine maintenance of building, so that interior of building presents extremely well to visitors and parents during building tours.
- Pre-Vocational Program expanded
- End of the Year Prom catered
- End of the Year Carnival for Early Autism Program
- Successfully implemented data collected by Behavioral Specialist to assist in minimizing need for behavioral interventions.
- Improved transition procedures for secondary-age students

**3.) Challenges:**

- Two new members of administrative team, including Principal and one Assistant Principal.
- Big campus with a large number of both students and staff, will take some time for both of these administrators to become familiar with everyone.
- Will have to establish relationships with many new school districts located on East End that previously did not have contact with.
- Physical layout of campus, including three separate buildings, is not conducive to providing an administrative presence and visibility in all programs at one time.
- Inheriting a new program in the same year that the agency is instituting a new staff evaluation procedure as well as new IEP development system.
- Establishing trust and collaborative relationship with a whole new group of parents. A group that has grown accustomed to a certain way of doing things.
- Improving staff moral and attempting to make staff more cohesive and less segregated.
- Effectively completing the required end of year evaluations on this very large staff.
- Having to accomplish more, with less!

**4.) Anticipated changes for 2011-2012:**

- Nothing monumental at this point in time. Some subtle procedural changes that reflect more of the new administration's personal leadership style.
- Expand upon availability of necessary adaptive equipment for the more severely physically disabled student population on campus.

**5.) Areas of Need:**

- Continue renovation work to campus buildings with emphasis on new windows, doors and resurfacing of parking lot.
- Creation of covered breeze way between campus buildings that shields staff/students from weather elements during necessary transitions.
- Additional storage space for necessary adaptive equipment.