

Eastern Suffolk BOCES
Middle States Accreditation for Growth
Annual Profile Update
2011-12



Office of Planning & Program Improvement
January 2012

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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 2010-11
- 2.) Successes/Strengths
- 3.) Challenges
- 4.) Anticipated changes for 2012-2013

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 Center)

INTERVIEWEE: Colleen Lipponer, Manager

DATE: October 6, 2011

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 nonpublic school textbook distribution, printing, regional transportation, business office services, and food services management.

Services that support the Agency internally include: school district contract development, administration of cross contracts and contract modifications, management of workers' compensation claims, student accident claims, processing of FOIL requests, lease management and negotiations, co-ser compliance, food service, insurance management, inventory, central support services and records retention for the Agency.

1.) Significant facilities or program changes since 2010-2011:

- Oversight of Agency's School Lunch Program
- Accountant retired and not replaced
- Principal Account Clerk retired and was replaced

2.) Successes/Strengths:

- Negotiated a decrease in general liability insurance while increasing coverage for the Agency
- Worked with building administrators to establish 100% verified inventory reports by location for the second year in a row
- Negotiated 0% increases on all school district leases that renewed beginning 7/1/11 and a 33 % decrease on leased corporate property
- Successfully implemented shared business office staff service
- Successfully implemented printing service
- Central Support Services and Capital Asset Management worked together to combine a position resulting in a reduction of 1.0 FTE
- Successfully implemented eBay Auction services

3.) Challenges:

- Reduced State Aid for school districts coupled with a 2% tax cap
- 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 2012-2013:

- Programs are going to have to do more with fewer 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 fork

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

INTERVIEWEE: Carol Brown, Administrative Coordinator

DATE: October 13, 2011

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

1.) Significant facilities or program changes since 2010-2011:

- Elimination of part time clerk/typist staff due to budgetary constraints
- Continuation of USDOE Arts Education Model Development and Dissemination Grant for 2011-12
- Several additional districts are unable to fund Arts in Ed service due to budgetary constraints
- Work with NYSED on crosswalking the Common Core Standards to sequential arts and arts in education
 - Aligning the Instructional Shifts with arts education with district Arts Coordinators and arts staff
- Meeting with PTAs in various iterations to advocate for their continued support for Cultural Arts programming in their district

2.) Successes/Strengths:

- Completing planning year for USDOE Grant;
- Award for second year of USDOE Grant Award
 - Implementing first Summer Seminar for Treatment Schools classroom teachers, arts teachers and library media specialists
 - Implementing first series of Residency programs for treatment school 2nd grade students
- Working with NYSED Arts Education staff and Cultural Education office continues and strengthens, including several Regents
- Offering planning workshops for NYS Common Core Standards and the Arts with districts and with NYSED
- Initiating LI Student Shakespeare Festival with Deer Park Schools
- Becoming a member of the NYS Council of Education Associations through the NYS BOCES Arts in Education Network

3.) Challenges:

- Maintaining support for all programs in times of economic constraints
- 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 2012-2013:

- Addition of more STEM activities in Exploratory Enrichment

5.) Areas of Need:

- Sequential Arts and Arts in Education advocacy
- Teacher/Administrator Institute for Arts-in-Education

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

INTERVIEWEE: Fran Cenerelli, Principal

DATE: October 12, 2011

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 2010-2011:

- Additional office space created.
- Additional storage space created.
- Additional conference room created.
- Increased parking spaces.
- IEP Review process included electronic review; collaboration between administration and teacher.
- New evaluation process instituted.
- Behavior program reviewed.
- Use of support team members.
- Related services – Medicaid responsibilities.
- Morning meetings for administration and support team to review student behavior(s).
- School Newspaper created by students and staff.
- New agenda book designed by staff and administration specific to the needs of BAC.

2.) Successes/Strengths:

- Experienced staff.
- Adaptable to student population.
- Driver Training classes reinstated through grant and building budget.
- Graduated 50 students last year.
- Collaboration between administration, support team and staff.
- Updated staffing procedure/team meetings.

3.) Challenges:

- Limited meeting time. Mandated time before and after school is limited and does not allow for instructional and/or behavior collaboration between staff and administration.
- Lack of a behavior specialist/consultant to assist in observing and creating behavior plans for students.
- Quality of instruction when many members of staff are substitutes (currently 1 teacher vacancy, 6 Teacher Assistant vacancies and 2 individual aide vacancies).
- Collaborating with an Agency (Sagamore) that works different hours than BAC. Students do not have access to counselors for the first hour and fifteen minutes because their work day begins at 9:00.
- Wide diversity of students. Increase in Asperger students.
- Getting parents to attend training workshops offered.
- Budget process.
- Inordinate amount of time spent dealing with issues related to Facebook and texting. Incidents occur out of school and are brought to school by parent calls.

4.) Anticipated changes for 2012-2013:

- Continue and update new agenda book designed by staff and administration specifically to meet the needs of BAC students.
- New reward schedule so Tech/Career students can participate.
- Additional autism training.
- Additional training in behavior intervention techniques.
- Additional parent training related to cyber bullying.

5.) Areas of need:

- Parents continuing to request communication through technology/e-mail/portals.
- Additional parking spaces (still inadequate).
- Parent training program.
- Linkage to community due to lack of bus availability.
- PA upgrade for classroom and offices housed in Tech Center.

NAME OF PROGRAM/SERVICE:

Brookhaven Learning Center (BLC)

INTERVIEWEE:

Nancy Smalling, Principal

DATE:

October 13, 2011

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

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

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

1.) Significant facilities or program changes since 2010-2011:

- All classes at BLC @ HHS are now 12:1:1 class size options.
- The class option of 8:1:1 + 2 shared classroom aides was added to BLC's program format.
- We have experienced a reduction in classes at BLC (from 17 to 16 classes).
- Administration changes to include a new principal and a new assistant principal.
- A part-time Center Coordinator position was put in place at Samoset.
- A "quiet room" was created where students can center themselves before their behaviors escalate.
- Restructuring of the Community Education program. Para educator/community education bus drivers can no longer be scheduled to "drive" full-time. They must spend 40 - 50% of their time in their regular paraprofessional assignment. (See Challenges)
- The implementation of IEP Direct – a computerized system for writing IEP's
- Facility changes in both East and West buildings at BLC include new air conditioning/heating systems, new exterior doors, exterior painting and the repair of the greenhouse. In addition, new windows and automatic doors to be installed in the later part of this school year.

2.) Successes/Strengths:

- The assistance of a receptive and knowledgeable Curriculum Teacher.
- 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.
- Monitoring and of our Behavior Management Program paradigm.

- 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 our students with meaningful, full-bodied educational programs by streamlining & linking academic curriculum, life skills, simulated settings and community experiences.
- Annual overnight environmental education trip to Frost Valley YMCA
- Having a knowledgeable and experienced team of Social Workers to provide guidance on transition planning for students and families as they prepare for post-school placements.

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.
- Developing and/or accessing appropriate forms of assessment to evaluate and measure progress for a severe to profound secondary developmental population.
- Community Education: While we have increased the number of part-time drivers from 2 to 4, we must still develop a scheduling plan that minimizes the impact on classrooms drivers are currently assigned to. This may decrease the community experiences available for classes in the BLC, TSP & Samoset programs.

4.) Anticipated changes for 2012-2013:

- A change in administration due to the retirement of both assistant principals.
- 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 (BTC)

INTERVIEWEE: Janet Kiley, Principal

DATE: November 1, 2011

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 2010-2011:

- Carpentry class has been reduced to half time
- Plumbing and Heating class has been reduced to half time
- Lost a full time social worker

2.) Successes/Strengths:

- New technology (Smart Boards, computers). Training has begun for teachers.
- Campus Bus driver was hired, resulting in more cross-curriculum collaborative projects
- Ongoing professional development will be provided for staff to assist them in working with students with special needs.

3.) Challenges:

- Economic climate
- Loss of staff
- Decreased student enrollment
- Adapting to changing needs of student population

4.) Anticipated changes for 2012-2013:

- Hopefully the economy and our enrollment will improve. If those things happen, we can rehire a social worker, curriculum teacher and special education teacher, and make Carpentry and Plumbing and Heating full time.

5.) Areas of Need:

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

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

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

DATE: November 8, 2011

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 2010-2011:

- Updating existing bid language to better meet current needs in a tight economy
- Continued committee of 8 school districts that have warehouses to evaluate quality of products
- Increased use of PM Direct for preventive maintenance
- Analyzed micro fiber mops and dusters for more efficient cleaning
- Provided building level custodians with energy budgets for their administration

2.) Successes/Strengths:

- Decrease in energy use
- Increase in service system reliability
- Increased communication with Principals
- Provide mentoring and leadership to smaller districts that may not have a Facilities Director

3.) Challenges:

- Budget
- Maintaining existing levels of service while being more cost effective
- Maintaining quality of bidders in a tight economic environment
- Supervising staff over a large geographic distance with minimal number of supervisors
- Maintaining buildings that have an average age of 40 – 50 years with decreasing budget

4.) Anticipated changes for 2012-2013:

- Utilizing software to monitor energy use and preventive maintenance
- Continue evaluating new lighting sources for exterior lighting
- Utilizing renewable energy sources (wind and solar)
- Pursuing funding in energy related Grants and rebates to help subsidize energy conversation projects

5.) Areas of Need:

- Implementation of an 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 Center)

INTERVIEWEE: Maureen Kaelin, Director

DATE: December 14, 2011

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

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

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

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

1.) Significant facilities or program changes since 2010-11:

- Programs finding ways to do things creatively and legally to stretch their budgets
- Working with the Department of Administrative Services to set up new school district service request software
- Training new colleagues
- Worked with the Special Education Department to implement billing interface from their new BOCES Direct software
- Provided more cooperative bids to school districts
- Successfully implemented the upgrade of the PeopleSoft HR/Payroll Module

2.) Successes/Strengths:

- Staff
- Getting the right people in the right places

3.) Challenges:

- Unfunded mandates from the State and Federal government
- New Hires
- Dealing with vendors, consultants and school districts in the current economy where every dollar being spent is stretched to the limit and everyone wants more

4.) Anticipated changes for 2012-2013:

- Economy – District's budgets
- New school district service request software

5.) Areas of Need:

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

NAME OF PROGRAM: CTE/Adult Education (Sherwood)

INTERVIEWEES: Dean T. Lucera, Director
Barbara Egloff, Divisional Administrator
Rob Van Brunt, Program Administrator

DATE: October 04, 2011

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

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

1.) Significant facilities or program changes since 2010-2011:

- Addition of a new Divisional Administrator.
- Realignment of Adult Education Administration.
- Reduction of CTE and SCE staff as a result of a decline in enrollment
- Creation of Senior School Model as a cost effective alternative pathway for students in our region to earn a HS diploma.
- Eastern Suffolk BOCES CTE program being recognized as leaders in the CTE field by local districts. Districts are coming to us to help them establish CTE programs in their high schools.
- Impact of support from Keith Anderson, manager of Building Services, and his staff. Efficiencies have helped budgets and facilities.
- Repaved parking lot at MTC.
- Expanded parking at WTAC.
- Incorporated a paved turn around at BTC.
- Installed ventilation system at ICC.
- Addition of new classes in Adult Education at WCTC.
- Addition of new Career Resource Center at BTC.
- Consolidated sites offering ESOL/GED classes.

2.) Successes/Strengths:

- Senior School Model continues to receive interest from our component high school administrators in the region.
- Students and staff continue to amaze the community with the outstanding work they do in their classrooms. Our students then use the skills they learn to support the community by completing various community service projects in the region.

- Our programs are in a good position to “weather the (financial) storm.”
- Majority of CTE and SCE programs prepare students for entry level or post-secondary employment.
- Interaction with Business Community is strongest ever and continues to grow. New partners are being established.
- Curriculum and Academic teachers receive imbedded credits and in-house staff development and administrative leadership.
- Addition of new Animal Science 1 class in the afternoon at WCTC.
- Addition of new Transportation class in the afternoon at WCTC.
- Adult Education enrollment totaled 2,641 students, the highest enrollment to date.

3.) Challenges:

- Decline in CTE enrollment.
- Establishment of several ESBOCES CTE programs in William Floyd School District for the 2012-13 school year.
- Establishment of CTE Resource Teachers as a service to component districts.
- 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 is less expensive than SCE.
- Create new models of CTE for districts.
- Seeking additional funding sources.

4.) Anticipated changes for 2012-2013:

- Several ESBOCES teachers may be housed in buildings not previously owned by ESBOCES.
- Growth in the enrollment of the Senior School Model.
- Decline in enrollment due to continued cuts in NYS.
- Cutting courses from full-time to half-time.
- Possible cuts of under enrolled programs.
- Adult Education programs will grow due to the economy and continue to create opportunities for Adult learners.
- Retirement of two Program Administrators and an Assistant Principal.
- Funding sources.

5.) Areas of Need:

- STUDENTS!!!!!!!!!!!!
- Better communications with Instructional Technology Support staff and CTE/SCE buildings.
- 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, Technical, Adult Education – Health Careers
(Kennedy Hall @ NYIT)**

INTERVIEWEE:

**Carol Powell, Program Administrator,
Debbie Epilone, Administrative Coordinator**

DATE:

October 5, 2011

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 2010-2011:

- Instituted background checks and drug screenings for all Practical Nursing Students.
- Collaboration with BOCES Special Education Programs to maximize student interaction with varying populations of clients.

2.) Successes/Strengths:

- ATI fully utilized by students and faculty with positive outcomes.
- Significant increase in the passing rate of the Practical Nursing State Licensing Exam.
- Positive results of new program to track student data: grades and attendance, has enhanced remediation process to assist in student success.

3.) Challenges:

- Attrition related to impact of unstable economy: students working more and unable to accomplish program requirements.

4.) Anticipated changes for 2012-2013:

- Change in administration due to retirement of Program Administrator.

5.) Areas of Need:

- Continuing need for diverse clinical sites for student experiences.

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

INTERVIEWEE: Sue Goltz, Principal

DATE: October 6, 2011

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 2010-2011:

- Departmentalized Program moved from 6:1:1 to 8:1:1
- Block schedule in AM (Homeroom/1st/2nd periods) for English and Elective
- Remodeling of four smaller classrooms created two larger classrooms
- New heat and air conditioning unit
- Additional classroom floors with rugs converted to tile
- One less classroom

2.) Successes/Strengths:

- Committed and supportive staff
- New ideas and plans continue to grow and develop
- Staff changes focus of control from staff to student based-students take more responsibility for own behavior.
- Creation of e-point system to monitor student's points electronically
- Addition of target behavior and adjustment and changes to the point sheet seem to clarify and strengthen behavior system

3.) Challenges:

- Time constraints for planning and organizing with teachers
- No SEPTA or PTA/PTO
- Very little support from parents and guardians for basic information and personal needs of students
- Psychiatric needs of students continues to go undiagnosed and/or untreated
- There is little support for students through APS.

4.) Anticipated changes for 2012-2013:

- Less students = less staff
- Little change in areas of challenge
- Beginning of peer mediation at CAC.

5.) Areas of Need:

- Bus driver and Bus

NAME OF PROGRAM/SERVICE: Central Support Services
(James Hines Administration Center)

INTERVIEWEE: Pat McCabe, Senior Administrative Asst.

DATE: October 25, 2011

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 2010-2011:

- Agency-owned fuel stations have been successfully established at WHB, MTC, and BTC. These fuel stations will not only reduce the agency's cost for gas and diesel fuel, but also assists Operations and Maintenance in meeting safety requirements for providing fuel for groundskeeping equipment.
- Addition of new services: shredding, poster printing, and laminating.
- Collaboration with Capital Assets Management (CAM) to share staff and costs to accommodate reductions in staff.
- Ancillary mailroom at ISC moved into CAM area to increase efficiency and oversight.
- Addition of three new school buses, two which are full-size buses.
- Implementation of SchoolDude for scheduling conference rooms at HAC.
- Establishment of ESBOCES electronic telephone directory on Outlook, in collaboration with HR and OTI.

2.) Successes/Strengths:

- First year of printing CoSer, which offers printing and duplication services to Suffolk County districts, brought in moderate revenue to offset the cost of printing/duplication services to our internal programs.
- Dedicated, knowledgeable staff.
- Teamwork!!

3.) Challenges:

- Maintaining the same quality services with reduced staff and limited/reduced funds.
- Finding new ways to keep costs to our programs down – i.e. expansion of services to districts for added revenue, using multiple purchasing contracts to get the best prices, etc.

4.) Anticipated changes for 2012-2013:

- Continued increase in use of printing services by school districts.
- Continued disposition/replacement of older, high-mileage vehicles.

5.) Areas of Need:

- Storage space for printing supplies.
- New postage processing equipment
- To increase awareness and use of CSS services

NAME OF PROGRAM/SERVICE: Eastern Suffolk BOCES
(James Hines Administration Center)

INTERVIEWEE: Gary Bixhorn, Chief Operating Officer

DATE: November 29, 2011

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 Board and 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.

It should be noted that the District Superintendent position has been unfilled since July 2010. The State responsibilities of the District Superintendent have been delegated to the **Chief Operating Officer** by the Interim District Superintendent who was appointed by the Commissioner of Education since that time.

1.) Significant facilities or program changes since 2010-2011:

- Collaborated with Educational Services staff to develop full-day CTE options
- Collaborated with Educational Services staff to develop a Race to the Top Implementation service
- Lead Long Island Education Coalition (LIEC) effort to survey school districts to document the impact of state aid reductions and freezes over the prior three years
- Lead effort to insure awareness of the impact of a tax cap on local school districts
- Coordinated efforts to identify a new District Superintendent effective July 1, 2010. Unfortunately, the effort was unsuccessful due to circumstances beyond the control of the organization.

2.) Successes/Strengths:

- Ability to maintain confidence/good will/faith of districts despite the economy and the turnover in school district administration
- Continued improvement of 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 2012-2013:

- Adjust to districts' need to implement the tax cap
- 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
- Promote new delivery systems for Career and Technical Education programs

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

INTERVIEWEE: Andrea Grooms, Director

DATE: January 11, 2012

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 2010-2011:

Office of Communications

- The agency's redesigned website and its official Facebook web page were successfully launched at the start of the new school year.
- The office space was reorganized to support productivity between staff members sharing similar responsibilities and to provide each staff member with a greater amount of physical space in which to function.

Media and Community Relations CoSer

- District participation in the Media and Community Relations CoSer increased by nearly 42%, providing services to approximately 8 new Suffolk and Nassau County districts. Service offerings also expanded and now include graphics design and customized support for special initiatives such as district bond referendums or other district campaigns.

Office of Recruitment

- The Recruitment Office has assumed oversight and/or coordination of the New Employee Orientations, development of the NIS electronic database, Instructional Succession Planning, Administrative job description audits, select EEO investigations, and Superintendent's Conference Day.

2.) Successes/Strengths:

Office of Communications

- The office has continued its initiative to improve communication with constituents through "direct contact" and "push out" strategies. Such strategies include: a) the sharing of student success stories with their home districts for use on their district websites and within their local media, and b) enhancing the agency's presence through social media outlets like Facebook.

Media and Community Relations CoSer

- District participation in the Media and Community Relations CoSer increased by nearly 42%, providing services to approximately 8 new Suffolk and Nassau County districts. Service offerings also expanded and now include graphics design and customized support for special initiatives such as district bond referendums or other district campaigns.

Office of Recruitment

- The web-based district compliance training CoSer program was launched.
- The first phase of the NIS electronic database system was completed. Districts are now able to complete NIS surveys online via the ESBOCES NIS website. NIS data will be available to districts in 2011-12 by way of Excel workbooks, PDF documents, and hard copies.

Office of Research

- The office continued to provide data support to the region, producing numerous presentations, fiscal analyses, and data reports addressing the impact of the state's tax cap, State Aid, and student outcomes.

3.) Challenges:

Office of Recruitment

- Limited staffing in the Office of Recruitment continues to impact the office's ability to provide a sufficient level of in-district support for CoSer programs.
- Supporting the region's need for highly qualified and diversified staffing pools.
- Reducing internal recruitment costs for advertising, while continuing to reach a significant number of highly qualified and diversified candidates across the region.

Media and Community Relations CoSer

- Aligning existing and new services with NYSED CoSer requirements.

4.) Anticipated changes for 2012-2013:

- No foreseeable changes at this time.

5.) Areas of Need:

Media and Community Relations CoSer

- Administrative staff to support the growing needs of the MCRS CoSer program.

Office of Recruitment

- Strengthen partnerships with universities/colleges to identify and reach highly qualified and diversified candidates, as well as to communicate certification needs throughout the region.

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

INTERVIEWEE: Danielle Hudek, Administrative Coordinator

DATE: October 12, 2011

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

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

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

1.) Significant facilities or program changes since 2010-2011:

Assessment Services:

- ESBOCES led regional scoring into the 21st century by utilizing an electronic hybrid scoring model to score the 3-8 New York State Assessments and NYSESLAT tests.
- During NYSAA scoring, we utilized more teachers from component districts as table facilitators for each of the sessions to help with NYSAA professional development initiatives.
- EISS is utilizing a Microsoft Access programmer to help modify and finalize our unfinished NYSAA database

Curriculum Services:

- The Curriculum Development and Assessment Services workshops are now utilizing My Learning Plan for registrations.
- EISS created a "Summer Curriculum Writing" listserv for curriculum writers to communicate across district lines to get suggestions and gather feedback on projects.

Literacy:

Leveled Literacy Intervention:

- EISS contracted with Heinemann to deliver a three-day training on the systematic literacy intervention system "Leveled Literacy Intervention."

Reading Recovery:

- The US Department of Education announced a \$46 million award to train 3,750 teachers across the nation as part of their plan to invest in and scale up the researched-based, early literacy intervention, Reading Recovery. As part of this initiative, faculty and teacher leaders (Reading Recovery literacy coaches) with the New York Reading Recovery Project plan to train up 50 new Reading Recovery teachers a year for five years, starting in 2010-2011.

2.) Successes/Strengths:

Assessment Services:

- We conducted 2 NYSAA scoring sessions consisting of 3 days each. The number of scoring days remained the same, but we are able to cut out 2 days of training, which kept more teachers in their classrooms.

Curriculum Services:

- National presenter Jay McTighe returned to assist school districts in the adoption of a thoughtful and challenging 21st century curricula related to the Common Core Standards.

Literacy:

Leveled Literacy Intervention:

- In the past, we contracted with Lesley University and were unable to obtain the necessary enrollment to sustain the program. The year, we were at maximum capacity and even had a wait list!

Reading Recovery:

- We are currently training three teachers from our component school districts utilizing the i3 grant.

3.) Challenges:

Assessment Services:

- Keeping up with NYSED mandates and timelines for scoring assessments. We are also working with Students Data Services to create training models to assist districts in preparing for assessments.
- Staffing for regional scoring – we anticipate that there is going to be an exponential increase in regional scoring participation for the upcoming scoring season from April – June.
- Space – regional scoring requires dedicated space for a period of three months.

4.) Anticipated changes for 2012-2013:

- We are looking to expand our Curriculum Development Service so that it is a tiered service based on district enrollment. We will also expand this service by offering more opportunities with national presenters.
- We are looking to gather competitive bids from vendors for electronic scoring services at ESBOCES.
- Utilize evaluation forms to create new professional development opportunities for teachers and administrators in the areas of curriculum and assessment.

5.) Areas of Need:

- Continue to maintain services and grow new services with limited time and staff.
- Storage for NYSAA student datafolios from February through June (1,030+ one-inch binders and storage boxes).
- Space – we need more available space to host conferences as well as to utilize for regional scoring services at ESBOCES.

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

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: October 12, 2011

Program/Service Description:

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

The Curriculum Development Program includes: *Please see responses from Danielle Hudek AFG for this section.*

The Assessment Service includes: *Please see responses from Danielle Hudek AFG for this section.*

Year Round Enrichment Program includes: Discovery Fair, Elementary Science Enrichment, INTEL- Long Island Science and Engineering Fair, LISEF-SSP-MSP (Society for the Science and Public Middle School Program), LISEF- Proposal Fair, Project STEP, Project WISE, Proposal Fair, and Regional Quiz Bowl.

The Summer Enrichment Program include: Extra Edge Educational Opportunities, Inc. *(a reading, math and 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 New York State Learning Standards for Mathematics, Science, and Technology. Its major emphasis is on investigations that are student directed and relevant to their everyday lives. Hands-on, inquiry-based Science and Math, Language Arts, and Technology are integrated where they fit naturally. Science 21 achieves a balance between process and content and is supported by kits and staff development.

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

mylanguage360: *mylanguage360* is the instruction of Mandarin Chinese as an enrichment program for students in grades 6 – 12, utilizing distance learning technologies. This program follows a similar scope & sequence as any traditional world language class, but presents the instruction in a new and innovative method which 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 on a regular basis. Students also participate in teacher led sessions, and individual exploration in a technological simulated world (virtual world). High school students will be able to create their own Avatar and explore China virtually. Students will also participate in online, asynchronous individualized instruction, homework, and assessments. All student activities and data is captured for both assessment and intervention purposes throughout the semester. We are working with NYSED on some issues with the program...credits and teacher certification. I am attending the New York Summit on Online and Blended Learning in December to move forward with these non-traditional exciting learning opportunities.

1.) Significant facilities or program changes since 2010-2011:

Summer Enrichment:

- The Summer Enrichment program was promoted and highlighted during our annual visits. We had several districts that wanted to move forward since their enrichment programs were cut due to the current fiscal climate. Many of them were unable to sign on due to time constraints. The districts and BOE's were already into the budget cycle and were unable to look at anything new. This year we have started to promote the program during the summer and fall months. We have met with

Comsewogue several times and are working on creating a reading/summer enrichment program.

2.) Successes/Strengths:

Junior ROTC:

- Patchogue Medford and William Floyd continued with the Junior ROTC program even though both districts experienced drastic cuts in program.

Year Round Enrichment:

- Enrichment opportunities are approximately at the same enrollment despite the fiscal climate.

3.) Challenges:

Year Round Enrichment:

- Maintain programs

Science 21 Kits:

- Continue the current enrollment of science kits.

4.) Anticipated changes for 2012-2013:

- We are working on bringing back Camp Invention directly. In the past we had worked through a 3rd party to provide this service. After meeting with the Director from the program this summer, we are currently working on a new contract. Next year the goal is to provide the service so they can go through ESBOCES.
- *mylanguage360* will change from a year round enrichment program to Distance Learning. We are currently working with NYSED on providing this new service so that students will receive credit and seat time.

5.) Areas of Need:

- Increase Science opportunities offered to districts.
- Find planning time to offer creative services that will continue to help meet the needs of the districts, the requirements from NYSED and the federal government.

NAME OF PROGRAM/SERVICE: Early Reading First (Bridges to Literacy)

INTERVIEWEE: Roberta Senzer, Program Coordinator

DATE: December 12, 2011

Program/Service Description:

The Eastern Suffolk BOCES Bridges to Literacy (BtL) project, a \$3.2 million federally-funded *Early Reading First* grant, was designed to accelerate language and literacy development for approximately 215 preschool children (3 and 4 year olds) in four high-needs Long Island Head Start programs (Central Islip, South Country and Wyandanch) and one school district prekindergarten program (Hempstead). The goals of this multi-faceted literacy program are to provide necessary cognitive, early language and literacy learning for disadvantaged preschool-age children, particularly those who have limited proficiency in English by concentrating children's pre-literacy skills and creating enhanced environments for learning through intensive professional development. These goals will be accomplished by:

- Equipping children with the oral language, critical thinking, and early literacy skills needed for successfully developing later reading skills;
- Designing language and print rich environments of the highest quality that will provide children with meaningful cognitive learning experiences; and,
- Enhancing 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 2010-2011:

A number of changes in key personnel occurred during the second year of the grant. On Long Island, a significant challenge to recruiting and retaining grant-funded staff, particularly those that work in programs that can offer longevity, generally arises from the fact that grant-funded positions are short term and lack tenure. The fact that grant programs cease to exist when the funding cycle is over makes them unattractive to those seeking long-term employment and job security. Unfortunately, those are often the people with the expertise most needed by the grant program. With the personnel resources and expertise housed in the agency, ESBOCES is uniquely situated to identify and potentially resolve personnel issues by the shifting of appropriately skilled individuals internally, when possible, to allow for the development of more efficient and effective recruitment and hiring practices.

Careful analysis of the job-embedded professional development demands at the sites revealed that additional site coaching staff was needed for several reasons:

- Providing for the differentiated needs of the veteran teachers and teacher assistants based upon their skill level
- Ramping up the professional development of newly hired teachers and teacher assistants

We requested and received approval by the USDOE ERF Program Office to restructure the staffing pattern so that each building coach would be assigned to one specific site, a change that strengthened the relationship between the building coach and the administrators and teachers at the sites. The services of retired Reading First Coaches (hired as casual employees and/or consultants) whose previous responsibilities and experiences included literacy coaching at the Central Islip Early Childhood Center, a Pre-K and Kindergarten district-sponsored school joined out initiative.

The program's staffing was further enhanced by the integration of a Family Literacy Specialist to provide support to families, teachers and paraprofessionals. This individual had been part of the ESBOCES FEOP (Family Education Outreach Program) Parent-Child

Home program providing training for teachers to enrich their practice regarding daily parent-child interaction activities. In her ERF role, she was responsible for family literacy and parenting workshops. Home tutors from the ESBOCES FEOP program were brought into ERF to support both the children in the classroom and their families, reading aloud the Spanish versions of stories used in the Scholastic Early Childhood Program to children with very limited English proficiency.

With a long history of serving the needs of its 51 component districts, ESBOCES has been well positioned to deal successfully with some of the challenges outlined above by having policies and practices in place that encourage collaboration between programs; thereby sharing resources and expertise. Two of the most recent additions to the ERF staff (Program Manager and Family Literacy Specialist) have come out of high quality programs with demonstrated skills, agency allegiance, and a strong and abiding commitment to the mission of the organization – that of, Transforming Lives.

2.) Successes/Strengths:

In Year-Two, coaching and professional development continued to deepen teachers' understanding of language and literacy acquisition, Teachers and assistants learned to hone skills for the effective use of their time, in explicit whole group instruction, in small groups and learning center time, and by informal engagement of children in dialogue. They came to understand the importance of deliberate arrangement of the classroom environment and broadened their classroom management techniques. Teachers and assistants acquired strategies to engage English Language Learners and Limited English Proficient children so that they may participate more fully in class activities. In all, they learned to use their available time and space more productively and gained facility in adjusting instruction based on the needs of the children.

Children in Early Reading First classes made great progress over the year. The Spring 2011 administration of the PALS (Phonological Awareness Literacy Screening) PreK Test of Early Literacy had a target goal of 70% of the 4 year olds scoring within the Spring range. Actual performance data showed 81.7% achieving this level of proficiency. The Spring 2011 administration of the Peabody Picture Vocabulary Test (PPVT) revealed "significant gains in oral language skills," an average of 68.4% for the 4 year old and 77.5% for the 3 year old students. Of the 134 LEP/ELL students, 123 participated in the Spring 2011 PPVT assessments and an impressive 85% of these students showed significant gains.

Professional development

In the second year of grant implementation, professional development supported the transition from foundational knowledge to the application of theory in the classroom and skills acquisition.

Coaching Model

Literacy coaches worked side-by-side with teachers and teaching assistants to incorporate strategies and activities from professional development presentations and small workshops into classroom practice. They worked one-on-one and with small groups to build knowledge and to introduce new concepts. Literacy coaches observed classrooms and instructional practice to gain data to determine appropriate coaching targets. Using assessment data, they discussed goal setting with teachers and helped plan lessons. Understanding that the development of strong relationships is integral to successful coaching, the coaches worked to continue the relationships of the previous year and to establish rapport with new teachers, assistants, and Head Start center directors, and school administrators.

Oral Language Development

The use of a wide variety of new materials brought into the classrooms by ERF to support curriculum implementation and promote children's literacy skills, such as complete libraries of books related to areas of study; book easels for shared reading; picture cards; kits with puppets and other props to build concepts and vocabulary; writing tools; magnetic letters; and dry erase boards, provided vast new dimensions to the instructional strategies in each classroom.

Curriculum

Teachers worked individually and in groups with their coaches during the 2010 school year on mastering the classroom rituals, routines, materials and activities of SECP, knowledge about language development and early reading skills and their capacity to deliver a higher level of instruction progressed through the year. Modification of the curriculum to address the youngest (3 year old) students and those with limited English proficiency enhanced teachers' ability to engage all students in the learning process. Assessment data (PALS and PPVT) and observational anecdotal data confirm the positive impact of the BtL ERF Program.

Classroom Environment

The literacy coaches worked closely with the classroom teachers to modify their use of classroom space and the success of this emphasis is reflected in the data. Using the outcomes of the 2010-2011 administration of the SECP Checklist and the Early Language Literacy Classroom Observation Pre-K Tool (ELLCO) as a gauge of classroom environment, tremendous growth has occurred in all areas since the baseline administration. The SECP Checklist shows 90% improvement regarding "Teacher Table/Centers" and a 19% growth for "Classroom Set Up." On the ELLCO, there was an overall improvement of 51%, with the General Classroom Environment Subscore increasing by 36% and the Language and Literacy Subscore increasing by 61%. It is noteworthy that those teachers whose classrooms scored the lowest showed the largest gains in all areas.

Transition Services and Parent Involvement

BtL's collaboration with the National Center on Family Literacy provided opportunities to increase the opportunity for families of children at the four ERF sites to learn how to support their children's literacy learning. With the addition of a Family Literacy Specialist, BtL ERF conducted family literacy workshops in both Spanish and English in each ERF School District community.

To further enhance the Home-School Connection, a backpack program was implemented. The purpose of the backpack program was: (1) to reinforce the notion of multiple readings, leading to improvements in vocabulary development and comprehension; and (2) to enable the parents to connect around a print-rich environment as motivational with respect to literacy and books in the home. Books from the SECP were included in these backpacks. The program was divided into ten themes. Each backpack contains a letter to the parents describing the program (in English and Spanish); 2 books, one in English, one in Spanish; Activity cards (English and Spanish) created by the Literacy Coaches that correlate with the books in the backpack and provide before, during and after reading activities to boost family literacy engagement; and a parent survey (in English and Spanish). Each ERF classroom received 6 backpacks for distribution on a predetermined rotating basis to all students. The backpacks go home on Monday and are returned on Thursday.

Two new procedures were instituted to strengthen communications with and involvement of the families of children in Early Reading First classrooms. The first is that the coaches were present at each site during the September orientation activities and were introduced at that

time; coaches were given the opportunity to welcome the families to ERF, speak about the project and share the benefits of the children being placed in an ERF classroom. Second, the coaches prepared a **Parent Handbook**, in both English and Spanish, designed for those families participating in our program, detailing the Scholastic Early Childhood Program, themes and activities that represent ERF (in particular the Family Literacy Program). It contains helpful hints to become their child's partner in the SECP and provides a variety of stimulating activities to enable parents and caregivers to help their child develop literacy skills, aligned to SECP, to the very best of his/her ability.

3.) Challenges:

As discussed above in "**SIGNIFICANT FACILITIES OR PROGRAM CHANGES**," the identification and retention of quality personnel is an area that could threaten the integrity of a grant funded- program and the provision of services to the program sites. Fortunately, recognizing the important role of grants in the development and implementation of enhanced program services for school districts and agencies serving the children and families of those school districts, Eastern Suffolk BOCES has developed systems to support the integration of Federal and State projects and policies that address the challenge of personnel retention.

4.) Anticipated changes for 2012-2013:

One area of focus in the final year will be maintenance and sustainability. Professional development in the final year will be designed to ensure that individual teachers have the knowledge and capability necessary to continue the methods, strategies, and techniques learned. The introduction of a professional development portfolio will showcase the growth ERF teachers have undergone since the inception of the grant program (showcase portfolio) or document a teacher's progress toward a goal (product portfolio).

In addition, Year Three will include professional development introducing the teachers to the New York State Common Core Standards (CCS) for Pre-Kindergarten; an additional component unique to New York State. Teachers will receive support in understanding the shifts in ELA and how to develop lessons that are aligned with the CCS.

5.) Areas of Need:

- 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.
- 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.

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

INTERVIEWEE: Marilyn Adsitt, Director

DATE: October 14, 2011

Program/Service Description: The Department of Educational Support Services (ESS) offers a variety of high-quality programs and services that are designed to enhance instructional programs and improve outcomes for 21st 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 2010-11:

- 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. In 2011-12 and beyond, we are integrating programs and training new staff.

2.) Successes/Strengths:

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

3.) Challenges:

- Space
- Decreasing budget
- CoSer relief
- Providing equivalent services with less resources

4.) Anticipated changes for 2012-2013:

- Budget constraints
- Race to the Top Advancement of R³ initiatives
- Expansion of the role of BOCES

5.) Areas of Need:

- Continued development of online programs/courses
- Assessment changes
- Resources

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

INTERVIEWEE: Keith Ferry, Divisional Administrator

DATE: October 11, 2011

Program Service Description: ESS 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 2010-11:

- Reduction of staff
- Staff members that are new to positions

2.) Successes/Strengths:

- Willingness of staff to take on more
- Team approach

3.) Challenges:

- Increasing number of initiatives and mandates
- Decreasing budget

4.) Anticipated changes for 2012-2013:

- Possible further reduction of staff
- Possible further budget cuts

5.) Areas of Need:

- Adequate staffing
- Funding

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

INTERVIEWEE: **Gina Reilly, Divisional Administrator**

DATE: **October 5, 2011**

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

1.) Significant facilities or program changes since 2010-2011:

- Addition training offered to our instructors
- Tracking of training for each staff member through people soft.
- CPI courses are listed on My Learning Plan for registration

2.) Successes/Strengths:

- Addition of autism training – enhanced staff’s knowledge of the disability as well as expand their behavioral responses to all of the challenging behaviors that are present throughout our BOCES buildings
- Increased amount of Instructors have offered more opportunities for staff members to access training in a timely fashion

3.) Challenges:

- Getting all staff trained annually.

4.) Anticipated changes for 2012-2013:

- Provide additional training to our 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 5, 2011**

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

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

1.) Significant facilities or program changes since 2010-2011:

- Development of brochures to share with BOCES as well as component school districts
- Upgrading the Substitute Orientation

2.) Successes/Strengths:

- Purchased needed technology to support the training modules
- Added Technology workshops to our Training modules which is essential for our staff
- Support administrators with struggling staff members who need more support in terms of workshops and having a mentor in the building to work with them
- Teacher and Para Mentors are represented in each of building to lend support
- Mentors attended the NRCP conference in PA in May

3.) Challenges:

- None

4.) Anticipated changes for 2012-2013:

- 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 4, 2011

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 2010-11:

- Continued the Regional District Based Summer School for Special Education
- Expanded Regional Alternative High School to a third site and added a GED component
- Added an Alternative Learning Center Component to the AHS sites
- Continued to address issues and use of My Learning Plan system
- Continued to improve our collaboration and data collection and analysis skills
- Fine tuned the restructure of the Educational Services and Management Services Divisions
- Continued to work to full integrate the Federal and State Supported School Initiatives (FSSSI) into the Educational Services Division
- Working to support the region and our internal programs with NYSED initiatives to roll-out RTTT and APPR deliverables
- Continued to work with districts on decreasing enrollment in CTE and alternative models for delivery.

2.) Successes/Strengths:

- Staff
- Continued work to improve data systems and communication for better efficiency
- New innovative programs to respond to district needs (Alternative High School & Regional Summer School, Alternative Learning Center)
- Continued work with BEES unit to complete APPR requirements for Teachers
- Continued discussion with the Administrative unit regarding APPR requirements
- Continued strengthening of the collaboration of Directors in Educational Services Division
- Support to our internal programs and the region for RTTT initiatives through the EISS and FSSSI staff

3.) Challenges:

- Declining CTE Enrollment
- Tax Cap on districts with direct impact on the utilization of our programs and services
- Continued efforts to find efficient cost effective space for programs
- Anticipated turnover of teaching staff in next several years
- NYSED initiatives and deadlines

4.) Anticipated changes for 2012-2013:

- Staff turnover at all levels.
- 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: November 7, 2011

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 2010-2011:

- Researched elements of the SAS groups utilizing renowned researcher Bache Harrison; researched elements of EAP

2.) Successes/Strengths:

- Changes in the protective factors for students and in presenteeism of staff. The results of the research validated the work that we do

3.) Challenges:

- Maintain enrollment

4.) Anticipated changes for 2012-2013:

- Administrative restructuring

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-Méndez, Program Administrator

DATE: October 14, 2011

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:

Long Island Regional Bilingual Education Resource Network (L.I. RBE-RN): The State-funded L.I. RBE-RN provides a variety of educational resources all 125 school districts across both Nassau and Suffolk Counties. 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. Those districts and schools identified by NYSED as not meeting annual accountability measures under NCLB Title I and Title III are considered priorities in terms of technical assistance and professional development required to school improvement efforts as they affect the LEP/ELL student population.

These services include:

- Technical assistance and on-site consultations
- Collaboration with NYSED and Statewide/Regional Networks related to school improvement efforts
- Participation on School Quality Review Teams and Joint Intervention Teams as required by NYSED's Office of Accountability
- Intensive on-site staff development and embedded coaching
- Program planning, implementation, and review related to the education of LEP/ELLs
- Information related to Federal and State regulations and resources
- Dissemination of research, State memoranda, and other materials
- Local and Statewide conference coordination for parents and educators of LEP/ELLs
- Resource library with professional books, sample textbooks, and other materials related to the education of LEP/ELLs
- Parent involvement, outreach efforts and advocacy

NCLB Title III Limited English Proficiency (LEP) Consortium: The Long Island RBE-RN is the lead applicant and coordinating entity for two separate consortia that provide specialized technical assistance and staff development to English as a Second Language (ESL) programs in 29 districts in Eastern and Western Suffolk BOCES and in 20 districts in Nassau BOCES. In Suffolk, 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. In Nassau, the program is carried out with collaboration with the Nassau Model Schools Program and the Nassau Regional Information Center. The goal of both consortia is to improve the instruction of Limited English Proficient/English Language Learners (LEP/ELLs) through analysis of assessment data and incorporation of technology into their instruction. The Title III funding provides staff development, hardware, software, and staff development sessions on technological applications for all ESL teachers in all 48 districts.

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 21 New York City

districts and 18 school districts in the rest of the state, and with 21 institutions of higher education (IHEs) across New York State. These IHEs offer 36 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 23 New York City districts and 35 school districts in the rest of the State, and with 24 institutions of higher education (IHEs) across New York State. These IHEs offer 27 unique ITI programs of study at the graduate and undergraduate levels on their campuses.

1.) Significant facilities or program changes since 2010-2011:

- The termination of the BETAC contract on June 30, 2011 is the most significant change affecting the ESL/Bilingual Programs Office. The replacement agency for the BETAC is the Regional Bilingual Education Resource Network (RBE-RN), in which the 14 Statewide BETAC offices were reconfigured into 8 RBE-RN offices. An RFP to sponsor the RBE-RN was solicited by NYSED in March 2011, to which Eastern Suffolk BOCES responded in May 2011. Although approved programmatically during the summer, to date, the fiscal approval is still pending.

2.) Successes/Strengths:

- All four programs in the ESL/Bilingual Programs Office are respected, recognized, well utilized, and trusted by the school districts in the region. The BETAC serves all 69 Suffolk County school districts. The ITI-BE and ITI-BSE function Statewide, and the Title III Consortium serves 29 districts in both the Eastern and Western Suffolk regions.
- 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 three 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 continued her involvement with NYSED's review of and state-level modifications/additions to the newly adopted Common Core State Standards.
- Ongoing collaboration with other Regional Networks, as well as with other service providers/departments within Eastern Suffolk BOCES is a facet of our work of which we are very proud.

3.) Challenges:

- Integration of the 56 Nassau County school districts into the operations of the Long Island RBE-RN so that services can be provided to all 125 Long Island districts as seamlessly as possible.
- Major changes in terms of expectations for service delivery by L.I. RBE-RN staff as mandated in the new RFP/Contract. Much greater emphasis has been placed on providing intensive, on-site assistance to those districts and schools in the catchment area that have been identified as needing improvement by NYSED will mean increased time in the field for all staff. At the same time there has been no diminishment in NYSED's expectations that the RBE-RN staff respond to inquiries and requests from all 125 school districts in the region, as well as to continue to carry out the same number of mandated region-wide activities, such as conferences and professional development sessions.
- Delay in NYS fiscal approval for the L.I. RBE-RN (and all other RBE-RNs Statewide) has already created a major gap in service delivery. Currently, the L.I. RBE-RN is functioning on a skeletal staff, and is working solely as the result of Eastern Suffolk BOCES' support until fiscal approval is received.
- The incorporation of the Nassau County region into the catchment area will mean that 2 new professional staff and one new clerical staff will need to be hired. These new hires will require intensive training and mentoring at a time when the modifications in NYSED's expectations entail a reprioritization of staff responsibilities and deployment.
- Collaboration with all Long Island BOCES programs and the Regional Networks, as well as with NYSED Monitoring staff related to implementing Race to the Top initiatives, where protocols and procedures are constantly in flux.
- The increasing cost of benefits for staff puts an additional budgetary strain on all programs.
- A change in the assignment of the Teacher Integration Specialist after 8 years of continuous service by the Model Schools Program's office will negatively affect the efficiency of service delivery to the 26 school districts in ESB that participate in the Suffolk NCLB Title III Consortium.
- Increased need to clarify and justify to NYSED staff and research fellows the need for continuation of the ITI Programs for the next five-year cycle of contracts.

4.) Anticipated changes for 2012-2013:

- Issuance of an RFP for two new five-year contracts (one for the ITI-BE and another for the ITI-BSE) is anticipated by December 2011/January 2012; the new RFP may entail major changes in priorities for the programs, as a result of changes mandated by Race to the Top, as well as in teacher preparation programs and certification requirements.
- The likelihood that another RFP for continuation of the RBE-RNs will be issued sometime in 2012-13; the original five-year term that was included in the RFP in March 2011 has been reduced to the first ten-month year and the second twelve-month year, thus terminating the current contract at the end of June 2013.

5.) Areas of Need:

- The hiring of two new professional staff members and one new clerical staff member to serve the 56 Nassau County school districts.
- The need for adequate and accessible storage space, most especially for the Suffolk Resource Library that is currently located in the Brookhaven Technical Center.

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

INTERVIEWEE: Julia P. Schnurman

DATE: October 11, 2011

Program Service Description: Migrant Education Outreach Program (MEOP): 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 (HCY): 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 (MOPCHP): 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 (PCHP): 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 five. 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 2010-2011:

- Even Start Family Literacy Program Promesa has been discontinued for the 2011-2012 School Year due to budget constraints.
- The Migrant GED Program was also discontinued due to lack of funding.

2.) Successes/Strengths:

- The MOPCHP is a unique model for assisting families of poverty and homelessness to prepare their children to enter school ready to succeed despite many barriers.
- HCY developed ES BOCES Homeless Consortium and 45 component school districts joined.
- Involved local parents in the NYS Parent Advisory Council at the NYS Migrant education Training Conference.
- Implemented a home based Migrant Education summer program.
- Newly arriving Migrant high school students participated in the English Immersion Program at Hartwick College.
- Established ESL classes at various local farms.
- Consistent and experienced staff

3.) Challenges:

- To increase student enrollment in the MEOP program through communication with school districts and enhanced recruiting efforts.
- Communicating to school districts the benefits of subscribing to the PCHP shared service.
- To be connected with other literacy early intervention programs within the agency.
- Transportation for students and parents to attend educational events.
- To utilize the PASS Program for credit deficient students.
- Prioritize services for school age children and youth who face failure.
- Encourage OSY and parents to attend ESL classes provided by MEOP.
- Funding uncertainty
- Raise awareness in school districts about migrant students and those living in temporary housing.

4.) Anticipated changes for 2012-2013:

- Expansion of the Migrant Program through increased enrollment and services.

5.) Areas of Need:

- Search for new funding sources for Migrant and Homeless Programs, for example early childhood education funds from federal govt. to NYS.
- Adult-Ed for parents in the current program.
- Recruitment of bi-lingual tutors.

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

INTERVIEWEE: Tim Murphy, Administrative Coordinator

DATE: October 14, 2011

Program/Service Description: Programs and Shared Services that support School District Administration/Business Offices. District Services include: Finance Manager Application Support, EDGE Document Solutions, LLC, Finance Manager Daily Off-Site Data Backup, FM Timepiece Support, Finance Manager Disaster Testing/Recovery Service, Data Storage and Recovery (SAN), Email Archiving, 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, SchoolDude.com, Educational Software DBA Evaluation Pro, Emergency Notification, Transportation Management and Routing, WebConferencing/Meeting Services, W2/1009 Production, Intellipath Phone Service, and Distance Learning.

1.) Significant facilities or program changes since 2010-2011:

- Expanded Finance Manager Backup Service to include Verification and Recovery
- Increased storage capacity locally and out-of-region
- Added stand-alone service for new Finance Manager Timepiece Module
- Updated department website
- Continued growth in our Data Repository Services - Finance Manager Data Backup, Storage Area Network, and Email Archiving
- Initial testing of full Finance Manager Disaster Recovery

2.) Successes/Strengths:

- Customer Service – flexibility to customize services to better meet the needs of our districts, monitor listservs, proactive in service delivery, and seek out feedback from all stakeholders
- Continue to steadily increased participation and growth in overall program
- Continue to be a strong, viable program without having raised rates or decrease services
- Seeking out and secure discounted vendor rates by fully researching all options/alternatives.
- Low staff turnover – experience and consistency

3.) Challenges:

- Continue to create, develop, and enhance services that meet the needs of our districts
- Financial constraints of our districts – we need to continue to be more efficient in the delivery of services
- Staying current with the rapid changes in technology
- Staff allocation, training, and skill development
- Solution for outdated service – Intellipath

4.) Anticipated changes for 2012-2013:

- Continue to focus on being a Finance Manager Disaster Recovery Solution
- Deliver more value without increasing rates – i.e. growth through increased participation
- Promote and expand our newer services – Cafeteria POS, Transportation Management and Routing, and Web Conferencing/Meeting Services

- Strengthen our existing services – more hands on training, classes, and workshops. Better utilize technology in delivering services – GoToMeeting, webinars, how-to tutorials, etc.
- Major Finance Manager platform conversion to nVision application

5.) Areas of Need:

- Advertising and promotion
- Space
- Flexibility in hiring

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

INTERVIEWEE: R. Terri McSweeney, Assistant Superintendent

DATE: October 18, 2011

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

1.) Significant facilities or program changes since 2010-2011:

- Staff Retirements
- The Administrative Assistant for the Certification Office in Human Resources retired after 12 years (total agency service of 28 yrs).
- A new Administrative Assistant for the Certification Office was appointed.
- The clerical support staff (2 Clerk Typists) for the Certification Office in Human Resources retired.
- A new Sr. Clerk Typist for the Certification Office was appointed.

2.) Successes/Strengths:

- New Employee Orientation
- Employee Awards
- Superintendent Conference Day
- Work collaboratively with colleges to recruit student teachers and interns
- Work collaboratively with colleges to develop and maintain partnerships that support executive level professional development and doctoral cohorts
- Recruitment and Retention of a diverse workforce (internally and externally)
- Staff is highly skilled and effective, and is comprised of approximately 2000 contractual 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, piloted and implemented.
- 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
- Secure filing system implemented to protect employee personal identifying information
- Creation of committee charged with the development of an Evaluation Tool for Administrators/Supervisors that complies with APPR requirements
- Creation of two committees charged with development of Succession Plan for administrators and for teachers, and teaching assistants
- Effectiveness and strengths of existing HR services to districts (e.g. NIS, Recruitment, etc) were assessed
- Improved percentage of employee evaluations completed
- A committee representing school and college/university administrators, as well as ESBOCES administrators, was facilitated in the fall to review existing school

staffing supply and demand, to discuss demographic changes throughout the region, and to identify means to better inform future candidates of needs in the field. A follow up workshop for a diverse group of students enrolled in a certification program at Dowling College was conducted by a sub-committee as an outcome of the committee's recommendations.

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
- Continue to request improvement of PeopleSoft HR/PR module to address new needs as they arise
- Streamline internal processes
- Continue to develop a diverse and highly qualified pool of potential candidates to serve in instructional and administrative positions across the region

4.) Anticipated changes for 2012-2013:

- Pilot an online NIS system currently in development
- Implementation of a series of training opportunities for non-certificated supervisory staff
- Implementation of a principal evaluation tool in compliance with NYSED APPR regulations
- Identify system for digital records retention and develop a plan for implementation
- Implementation of a succession plan committee for the purpose of identifying instructional staff personnel needs agency wide and supporting course path development for highly qualified employees
- Identify regional need for a "New Personnel Administrators" collegial circle to support new personnel administrators
- Implementation of attendance initiatives

5.) Areas of Need:

- Improve archiving
- Cross training of job functions
- Continue efforts to improve employee attendance
- Increase efficiency of practices aligned with labor laws and statutes defined at the Federal, State, and local levels.

NAME OF PROGRAM/SERVICE: Incarcerated Education Program

INTERVIEWEE: Bob Dembia, Administrative Coordinator, Jail Education

DATE: October 5, 2011

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, an Alternative High School site, 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 2010-2011:

- Adoption of eSchools as a data collection/monitoring system.
- Refocused professional development: Weekly collegial circles and joint planning focusing on APPR, Common Core Standards, and student evaluation in correctional classrooms.
- Pilot program: Mandated attendance for a small group of incarcerated minors in the Riverhead CF to determine the feasibility of mandating attendance for all incarcerated youth without a diploma or GED.
- Adoption of a Career Awareness module under the Perkins Grant, based on the success of Career Month (February 2011).

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 2011-2012 year compared to prior School year.	Through an analysis of program attendance, using students who remained in the facility throughout the 8 week module, 82% of those students completed the eight week program. We included in the count students who were not released during the eight weeks and students who were able to attend. (We excused absence for court, attorney and medical visits, religious ceremonies, and mandated yard.)

<p>Increase GED pass rate for 2011-2012 school years compared to prior school year.</p>	<p>We were able to achieve an 82% pass rate on the GED. While we fell short of our objective of a 90% pass rate, we still feel successful in that (1) our 82% pass rate for this alternative population is higher than the 2010 national average GED pass rate of 76.9% (2010 GED Testing Program Statistical Report) and if we look at New York State, recent research suggests that New York State “ranks 48th in the country in GED pass rate, with only 60 percent of those who take the test passing as of 2007. New York City performs even worse, with only 47.5 percent passing” (Tereschan & Fischer, 2009, p. 2) and, (2) while small, we did have an overall increase which is more meaningful considering that the overall number of students served during the 2010-2011 school year was lower than the total number served during the prior year. The disaggregated pass rate for the Yaphank Correctional Facility was at the 90% mark.</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. We developed a push-in model of ESL so that the ESL students were provided with support during the academic class session. This push-in ESL model was a pilot program between the ESL teacher and Math teacher and we plan to expand this model to include all content areas for the 2011-2012 school year.</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 “buy in” 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>Teachers continue to participate in sustainable professional development (PD) that is connected to their classroom practice. In reflective discussions, workshop evaluations, and collegial meetings, faculty report that the sustained PD activities have increased their understanding of issues</p>

	<p>related to incarcerated youth and their understanding of the importance of CTE skills and how to integrate these skills within the academic curriculum. We were able to increase the number of meetings we had from once monthly to weekly, therefore meeting and exceeding our target increase.</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>We continue to build partnerships and collaborate with outside agencies. One huge success in this area was our February Career Month, which prepared all Perkins participants in areas related to career and employment awareness (see attached table) and we partnered with local business owners/trades people who came in to the Riverhead Correctional Facility for a career day. These individuals shared their personal business experiences with the students then engaged in one-on-one discussions that helped the students build interview skills and learn more about the specific trades represented (commercial baker, plumber, carpenter, mason/asphalt company owner, musician).</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: Restriction of movement of teachers in the Riverhead Correctional Facility continues to create a challenge in terms of our ability to plan and use restroom facilities.

4.) Anticipated changes for 2012-2011:

- Increasing attendance or mandate attendance if the pilot program is a success.
- New jail building opening will cause changes in the structure of the program.
- Continued integration of CTE skills within the academic curriculum.
- Full implementation of the co-teaching (ESL/Content) model.

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.
- Review of Educational Space in the New Jail

NAME OF PROGRAM/SERVICE: Islip Academic Center (IAC)

INTERVIEWEE: Susan Peterson, Principal

DATE: October 14, 2011

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 2010-2011:

- New heating/cooling units installed
- New key-lock system installed throughout both IAC and IAC@ICC
- Shared coordinators (2 – one for the AM and one for the PM) housed at IAC@ICC
- Increased space at IAC@ICC, now occupy rooms previously used by another program
- New self-contained 8:1:1+2 class at IAC to meet the individual needs of low functioning students
- Reduction in Support Staff

2.) Successes/Strengths:

- Strong staff and faculty
- Increased support with transition planning; transition coordinator office is now at ICC leading to a greater number of students having access to transition planning and services with the coordinator
- Development of bi weekly meetings, CSE collaboration and greater cooperation with staff at ICC
- Implementation of a Student/Staff Team
- IAC staff participation in ICC's Transition Review Committee
- Implementation of the Transition Curriculum/ Binder
- Implementation of the new Professional Staff Evaluation Rubrics
- Implementation of IEP Direct
- Ongoing collaboration with local school district, local police department and agency personnel

3.) Challenges:

- IAC@ICC shared gym/cafeteria
- Continued influx of students with more complex psychiatric issues coupled with severe behavioral issues
- Managing student behavior with a reduction in support staff
- Supervising one program housed in two buildings
- Scheduling students who are behind in credits
- Scheduling the administration of state tests (in two buildings) while adhering to all students' testing modifications

- Strengthening the relationship between the home and school

4.) Anticipated changes for 2012-2013:

- Use of Nova Net
- Further support and development using IEP and BOCES Direct

5.) Areas of Need:

- Support for students with complex psychiatric issues combined with severe behavioral issues
- Support and professional development for teachers and staff in working with the above population
- Continued professional development of the understanding and usage of the Common Core Standards
- Community Service/involvement

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

INTERVIEWEE: Pete Lepore, Principal

DATE: November 7, 2011

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 2010-2011:

- Intro to Baking open as a full day class
- Added Am Motorcycle Motorsport repair
- New hallway lights and ceiling tiles in A wing
- New HVAC system in A wing
- Change in administration at the Principal level

2.) Successes/Strengths:

- Celebrated Teacher of the Year 2011(Mark Havens)
- Several students competed at the Regional and State level Skills USA competition
- Monthly meetings with IAC guidance and Administration to foster positive student outcomes.
- BEES evaluation implemented for all instructional staff

3.) Challenges:

- Enrollment
- Staffing
- Budget
- Student population changes(Autism)
- Staff Development

4.) Anticipated changes for 2012-2013:

- Staffing
- New State mandates

5.) Areas of Need:

- Continued staff development in Autism and Tech.
- Updated Tech and software
- Budget to include updating of equipment
- Facility upgrades

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

INTERVIEWEE: Marc Foreman, Principal

DATE: October 14, 2011

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 2010-2011:

- Loss of a half time assistant principal
- Reduction of school psychologists from two full-time positions to one full-time and one part time.

2.) Successes/Strengths:

- Strong Assistant Principal – Coordinator – Support Staff team. Their stability and effectiveness provides tremendous support to the day-to-day operations of the school. This very effective team has provided consistent behavioral expectations, fostering the best possible behavioral foundation for the staff and students. They organize student centered rewards and consequences in the implementation of the building wide behavior management system, allowing a progressive structure which is successful and child centered.
- We have embarked on a year-long effort to focus on classroom consistency, with the restructuring of meetings and activities to maximize teacher/counselor contact time with students. Consistency for behaviorally involved students is a time honored route to improvement in student behavioral performance. We have had an incredibly smooth opening to the 2011 school year, and I credit classroom level consistency as a primary factor.
- The integrated program options at the Oregon Middle School and Longwood Junior High School are close to full, and we increased a class at the Oregon Middle School site. The five veteran teachers and para educator teams provide supportive classroom experiences and both sites have integrated our students into most all building wide extra classroom activities.
- Overall, the Jefferson Academic Center has an experienced staff that performs their duties professionally and provides appropriate services for our students.

3.) Challenges:

- We are excited to be implementing the Olweus anti-bullying program. It is a school wide anti-bullying program which provides a structure for classroom and program awareness activities and remediation instruction. It has received recognition by the US Department of Health and Human Services, the US Department of Justice and is listed as a level II program by the US Department of Education. We are pleased to find that most of the elements exist in our current building wide behavior

management system and support team activities, but the Olweus program provides a comprehensive overarching structure to our existing and our new anti-bully activities. The challenge will be to fulfill the requirements of the program in terms of staff training and classroom – building implementation. Matthew Matera, our Assistant Principal is the lead administrator in this initiative and he will be our first turnkey trainer.

- We believe this situates us in the enviable position of having a cutting edge anti-bullying program along with a strong history of anti-bullying and student management structures prior to the requirements to implement the elements of the of Dignity for All Students Act (DASA) which is scheduled to take effect on July 1, 2012.
- In a related structural challenge, we have continued to foster the establishment of the classroom as a community, and have organized our group counseling as a push in service into the classroom. It is behaviorally sound and effective, and classroom meetings and integrated bullying activities are a key component in the upcoming Olweus anti-bullying program. Taking into account Medicaid mandates and the drive to be as cost effective as is sound, we hope to continue to structure the provision of group counseling integrated into the classroom community to support the students and program in this manner.

4.) Anticipated changes for 2012-2013:

- Unknown

5.) Areas of Need:

- Consistency in the assignment of related service staff is increasingly beneficial as our almost yearly changes create learning curves that are soon mitigated, but lost time is such a precious commodity for our students.
- The program is a properly supported financially and in terms of educational materials and technology.

NAME OF PROGRAM/SERVICE:

**Management Services
(James Hines Administration Center)**

INTERVIEWEE:

Barbara Salatto, Associate Supt.

DATE:

November 9, 2011

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

1.) Significant facilities or program changes since 2010-2011:

- Overseeing the agency's school lunch program
- Implementation of a web-based school district service request system. The electronic school district service request system will enable school districts to subscribe to ESBOCES services through a web-based application (WinCap).

2.) Successes/Strengths:

- Added E-Bay sale of surplus equipment Co-Ser
- Cooperative Bid with Suffolk County for natural gas.
- Implemented a new printing Co-Ser in 2010-11 and now have over 12 districts participating.
- Presentation of timely topics at School Business Officials' meeting and District Clerk Workshops - Topics include the 2% Tax Cap with assessors present from various towns, new voting machine information and a demonstration presented by a member of the Suffolk County Board of Elections, and information on the Freedom of Information Law (FOIL) presented by the Executive Director of the Committee on Open Government.
- Implementation of PeopleSoft Human Resources module

3.) Challenges:

- Assisting school districts as they comply with the 2% tax levy limit
- Staff reductions
- Budgetary constraints

4.) Anticipated changes for 2012-2013:

- Additional CoSers to assist our districts
- 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 (MLC)

INTERVIEWEE: Margo Ude, Principal

DATE: October 21, 2011

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 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:

- Discrete Trial Instruction
- Cognitive Picture Imagery
- Applied Behavioral Analysis
- Multi-media Instruction
- Social Stories
- Functional Behavioral Assessment/Behavior Intervention Plans

1.) Significant facilities or program changes since 2010-2011:

- Building renovations completed
- Refurbished Activities of Daily Living room

2.) Successes/Strengths:

- All middle school classes now 8:1:1 class size options

3.) Challenges:

- Problems related to renovations including high humidity levels that still have not been rectified; high humidity caused new carpet tiles to lift and become malodorous and eventually be replaced with VCT tiles; Speech Activity Room still incomplete (mid-renovation) due to roof leaks
- Newly assigned Curriculum Teacher with no prior elementary developmental experience and scheduled @ 50% of the time as the previous year's Curriculum Teacher
- Declining enrollment: districts return of students/not referring students
- Student population more significantly impaired, more behaviorally involved, psychiatrically affected

4.) Anticipated changes for 2012-2013:

- New principal
- Declining enrollment

5.) Areas of High Need:

- Storage
- Parking
- Dissatisfaction with school lunch program
- Staffing: opening the school year with large number of substitutes
- Technology support and training
- Security concerns related to interior doors swelling (due to high humidity) and unable to be closed; insufficient number of keys, etc.

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

INTERVIEWEE: Thomas McGrath, Principal

DATE: November 9, 2011

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 and programs due to low morning enrollment and district cut backs
- Loss of 3 programs: Computer Service Technology, Computer Technology, and Motorcycle Technology
- 4 of our programs are now only offered half day: Trade Electric, Cosmetology, Law Enforcement and Welding

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 and suspensions
- Professional development activities have been developed to meet the needs of our staff
- Increased communication between staff members with weekly office staff meetings

- Increased student learning opportunities in building by providing visual experiences, i.e., speakers, Lennon Bus, Barbering Expo
- Implementing core standards into curriculum and motivating staff that is resistant to change
- Providing staff development that will help the teachers understand the needs of the ever changing population of students

3.) Challenges:

- Learning how to do more with less
- Greater number of students enrolled with special needs
- Developing new programs and/or time schedules to meet the needs of our future

4.) Anticipated changes for 2012-2013:

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

5.) Areas of Need:

- Alternate funding source
- Additional professional development workshops for staff in all areas of: special needs, core standards drug abuse and communication

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

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: October 12, 2011

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 2010-2011:

Model Schools:

- Provide more opportunities via webinars and distance learning. Model Schools has an additional service via Distance Learning. We will be adding an instructional component for Credit Recovery under the Model Schools COSER.

Software Training:

- This year the agency is changing to Windows 7 and Office 2010. Software Training will offer a tiered level of support for our agency and component districts.

2.) Successes/Strengths:

Model Schools:

- Model Schools enrollment has remained the same even in the current fiscal climate.
- ISTE webinars and Atomic Learning opportunities were successful.
- Created a Model Schools Long Island Consortium with Nassau, Western and Eastern BOCES in order to provide a greater variety of services for our component districts across the island.

Software Training:

- The agency is utilizing our services to assist staff in training for Windows 7 and Office 2010.

3.) Challenges:

Model Schools:

- We need to have the latest and greatest tools in order to provide current PD around the new technology. We also need to have the latest technology available to lend out to our participating districts. This is a big selling point for the Model Schools service.

- Model Schools services need to be revamped in order to maintain our clientele. Districts are not allowing their administrators/staff to go outside for professional development or meetings.

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.
- Looking at alternatives for the Model Schools Liaison meetings.

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.
- Reconfiguring Model Schools to meet the needs of our districts

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

INTERVIEWEE: Roberta Senzer, Program Coordinator

DATE: January 13, 2012

Program/Service Description:

The goal of the New York State Reading Resource Center (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 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 2010-11:

- 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
 - Common Core Standards
 - 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 thousands of visitors in the last year. It was expanded to address resources pertaining to the ELA Common Core Standards. The website has also become a centralized repository for educational materials related to preschool-age children and their families, particularly those for whom English is a Second Language.

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. At the conclusion of the no-cost extension, the New York State Education Department acknowledged that it was still lacking the fiscal and personnel resources that they needed for the site to be integrated with that of the Education Department. The determination was then made that the current web site offers research, best practices, and resources that support the State's education community and it should be supported for the 2011-2012 School Year by ESBOCES.

4.) Anticipated changes for 2012-2013:

- The New York State Education Department will be merging the New York State Reading Resource Center (www.nysread.org) within a new literacy portal as part of their Race to the Top and Common Core State Standards.

5.) Areas of Need:

- During these tough economic times the State Education Department must be mindful to provide leadership, knowledge and expertise about literacy and essential skills. The solution - a robust website – needs good support and knowledge infrastructure. To strategically assist the education community through sharing knowledge, engaging partners and stakeholders and building awareness to advance literacy and learning across New York State, information technology resources are important, need to be easy to get at and use but must also be seen as an integrated tool, where possible, that groups associated with schools (parents, teachers, boards, etc.) can gain access to learning resources useful to all.

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

INTERVIEWEE: Pat McCabe, Senior Administrative Asst.

DATE: October 25, 2011

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 2010-2011:

- Due to continued cost saving efforts, textbook costs were lowered \$10.00 per student
- Six textbook sites condensed into five, with the sixth becoming a warehouse facility
- Reduced staff as a result of attrition
- Several nonpublic schools had their books delivered directly to the school, rather than parent/student pickups, thereby reducing traffic at centers located in district administration centers
- A new agency-wide procedure for the disposition of obsolete textbooks was established, which utilizes the Nonpublic School Textbook Program's mechanism for selling or recycling obsolete books

2.) Successes/Strengths:

- Effective leadership by the Textbook Coordinator
- Dedicated staff
- Maintenance of textbook inventory and firm policies on collection of fees for missing or damaged books keeps replacement costs down
- Rebinding approximately 300 books resulted in savings of over \$12,000

3.) Challenges:

- Maintaining rent-free warehouse space
- Keeping textbook vendors in compliance with established contracts regarding pricing
- Continued negotiations, on behalf of school districts, with nonpublic schools regarding book requests

4.) Anticipated changes for 2012-2013:

- Possible expansion of program into Nassau County

5.) Areas of Need:

- Greater analysis of which nonpublic schools are best served by having their books delivered or having students/parents pick them up

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

INTERVIEWEE: Dr. Candace White-Ciraco, Director

DATE: October 11, 2011

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 2010-2011:

- The Federal and State School support Initiatives staff were reassigned to the Educational Services Division led by the Deputy Superintendent and report to the Director of the Office of Planning & Program Improvement.

2.) Successes/Strengths:

- Advocacy activities continue throughout the region
- Continued special funding to support the ESBOCES mission
- Continued stakeholder involvement in AFG Planning Team, AFG Ambassadors and regional Council meetings

3.) Challenges:

- Securing additional special funding
- Working with less staff

4.) Anticipated changes for 2012-2013:

- Continued budget constraints
- Need to build more partnerships to secure special funds to support the region's needs

5.) Areas of Need:

- Creative ways to use the regional resources, promote collaborations
- Staff and time

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

INTERVIEWEE: Carolynn Hansen, Current Principal

DATE: October 14, 2011

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 2010-2011:

- Included class at Craig B. Gariepy site moved to East Islip's Timberpoint Elementary School. The transition was smooth for staff and students. Increase in integration opportunities for this program including all building events and special subject classes.
- Installation of new electric projection screens in All Purpose Room, which increases accessibility and usefulness for staff activities and student events.
- Updating equipment in Conference Room to include new projection screen and overhead projector. This expands the technology capability to improve CSE, Team, and Parent meeting usage; ultimately supporting positive student outcomes.
- Addition of outdoor electric charging station to insure Community Education Bus is charged and ready, regardless of cold weather. This outlet will also provide electric access for outdoor school events.
- Development and implementation of structured committees, i.e. Community Education Trips, School Store, Special Events. Staff was encouraged, during Opening Day meeting, to become more involved in committees. Great response to sign up lists posted in hallway. Additionally, there will be skills aligned between these programs, i.e. functional communication, allowing for greater generalization of student skills across settings.
- Implementation of Behavior Management Committee to align interventions building wide.
- Development of 'Lead Teacher' program
- Continuing improvement of exterior ramps in rear of building to improve safety for egress/entry.

2.) Successes/Strengths:

- **Increase in community outreach:**
- 9/11 "We Will" project- Classes identified activities they would complete for/within our local community, i.e. toys for Animal Shelter, donation of time at local businesses, etc. These project goals align will be aligned with our Community Education Trips and activities imbedded in our Transitional Skills Program.

- *“Links of Love”* Breast Cancer fundraiser
- *Special Olympics* collaboration with staff/students from neighboring IAC BOCES program; students helping students.
- Culmination of therapy integration and focus on Individual Education Plan goals across all related services via planning and executing a *Carnival BBQ* meal prepared and served by local Applebee’s.

- **Increase in program offerings:**

All programs are being developed with the goal of vertical planning; and to support student transition to other programs after aging out of Premm LC.

- School Store
- Transitional Skills Program
- Full participation in Community Ed Program
- Parent Groups with focused training topics
- Transitional Planning across all settings

- **Improvements in transition planning:**

Formalize the transition process for aging up students. This includes formalizing tours and site visits for parents and students to their next BOCES site as well as opportunities for student-to-student engagement.

3.) Challenges:

- Staff transferred from other BOCES buildings requires training by PLC building staff for smooth assimilation to program focus and ability to offer good support for students.
- Timelines for building and grounds improvements can be impacted by BOCES tenant status.
- How to expose/educate students in social skills, hygiene and sexuality issues.

4.) Anticipated changes for 2012-2013:

- Update and add to current playground; purchase accessible equipment for students using wheelchairs.
- Improvement in sink access for students in classrooms
- Update safety matting in Focus room

5.) Areas of Need:

- Additional outside shelter
- Creation of an emergency intercom system for use during hallway/bathroom incidents.
- Improve student’s access to SMART Boards, i.e. safe/secure platforms for use by students unable to reach the interactive boards.
- Enhance access and safety in rear outdoor yards to improve appropriate usage by the Premm LC population.

NAME OF PROGRAM/SERVICE: Professional Development (Sherwood)

INTERVIEWEE: Kate Davern, Administrative Coordinator

DATE: October 14, 2011

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: Race to the Top Initiatives, Common Core Training, Creating Cultural Competence, Bridging the Achievement Gap, Data Informed Instruction

Further Support Includes: Shared Decision Making 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 2010-2011:

- Significant focus on the New York States Race to the Top Initiative through the development of an Eastern Suffolk BOCES Network Team. The Network Team is charged with turnkey training of all state trainings on Teacher and Principal Evaluation, Common Core State Standards and Data Driven Instruction

2.) Successes/Strengths:

- 30 of our component school districts have chosen to work with our Network Team on the implementation of all Race to the Top initiatives over the next 3 years.
- Many of the districts that did not choose to work with our Network Team are still attending many of our trainings.

3.) Challenges:

- The New York State Education Department has been much delayed in getting information out on state trainings and they have also had to cancel a number of trainings. This lack of information and ever changing schedule of training dates has been challenging in our planning process.

4.) Anticipated changes for 2012-2013:

- Training on access and use of Early Warning Data System
- Training on access and use of Instructional Improvement Reporting System
- Training on implementation of ELA and Math curriculum models aligned with common core
- Training on use of ELA and Math formative assessments aligned with common core

- Continued training on implementing new performance evaluations for all remaining teachers and principals

5.) Areas of Need:

- Providing cost-effective professional development opportunities through distance learning services such as webinars.
- Leverage resources to provide state-of the art software and equipment in moving forward with these initiatives.

NAME OF PROGRAM/SERVICE: Purchasing

INTERVIEWEE: Laurie Conley, School Purchasing Agent

DATE: October 13, 2011

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 2010-11:

- Purchasing now managing Sam's Club memberships to obtain savings on "administrative memberships" and for ease of use
- The Cooperative Bidding Program increased by three bids
- Worked with the Cooperative Bidding Program Participants on updating the Arts and Crafts bid and updating the Audio/Visual Bid
- We are working with Suffolk County by coordinating the processing of Inter-Municipal Agreements for the County's Natural Gas Bid and sending out necessary notifications in reference to the same to our Cooperative Bidding Participants to keep them updated

2.) Successes/Strengths:

- Continue to 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

3.) Challenges:

- Meeting deadlines – We receive a lot of last minute needs for bids and a lot of time and coordination is needed for analysis and to process 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 Terms and Conditions on all Service bids and Requests for Proposals

- Working with Governmental Service Administration (GSA) contracts and training the school districts

5.) Areas of Need:

- Funding for training and conferences in these tight budget times
- Electronic storage of data or more space designated for archiving

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

INTERVIEWEE: Candace White-Ciraco, Director

DATE: October 11, 2011

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

1.) Significant facilities or program changes since 2010-2011:

- Due to budget constraints, the program administrator position for Regional Grants Services was eliminated at the end of the 2010-2011 year.

2.) Successes/Strengths:

- Continued support in grants services despite the elimination of the position.
- Greater involvement of staff throughout the agency in seeking and procuring funds

3.) Challenges:

- Overall fiscal constraints in the agency and state and federal governments

4.) Anticipated changes for 2012-2013:

- Continued reliance on greater staff involvement throughout the agency to procure special funding
- Greater need to build collaborations and partnerships to attain funding

5.) Areas of Need:

- Staff and more collaborative regional partnerships

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

INTERVIEWEE: Valerie Valenti, Ph.D., Program Administrator

DATE: November 22, 2011

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.

Assistance Support Center (RSE-TASC)

1.) Significant facilities or program changes since 2010-2011:

- The RSE-TASC continues its work with districts in Suffolk and Nassau, targeting especially those districts which struggle to maintain performance targets established for students with disabilities.
- Towards the end of 2010-11 school year, we prepared for an enhanced role in School Accountability work. The RSE-TASC will be an active participant in School Quality Reviews (SQR) External School Curriculum Audits (ESCA), and Joint Intervention Teams (JIT) for school in need of improvement, in corrective action, or in restructuring, respectively. This new responsibility emerged from the coordination of the NCLB and IDEA accountability systems and will raise the profile of our work.

2.) Successes/Strengths:

- The 2010-11 school year saw the addition of capable new staff members who quickly made important contributions to our planning processes. New tools for our work were developed, and staff have independently formed small learning communities to support the development of each other's understanding and skills.
- We also engaged in professional development to improve and strengthen leadership skills of all RSE-TASC staff. This was done in collaboration with other state funded networks and with the assistance of RMC Research.

3.) Challenges:

- The RSE-TASC continues to work with our school districts to form collaborative partnerships in order to improve outcomes of students with disabilities. Establishing these relationships are critical if we are to be viewed as a support to building and district level staff who must meet the challenges of educating students with disabilities.

4.) Anticipated changes for 2012-2013:

- We expect to meet new challenges associated with the role we must have in the SQR, ESCA and JIT.

5.) Areas of Need:

- None.

NAME OF PROGRAM/SERVICE: Regional Transportation

INTERVIEWEE: Colleen Lipponer, School Transportation Administrator

DATE: October 11, 2011

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, 629: Eastern Suffolk BOCES offers services related to transportation. These transportation services include:

- Shared Management for districts that need a part time transportation administrator/supervisor
- Child Safety Zone Analysis
- Transportation Impact Studies, Route Efficiency Analysis, Re-districting, State Education Department training, and DMV testing and training

1.) Significant facilities or program changes since 2010-11:

- Transportation Technician eliminated
- Part Time clerical position eliminated
- Began development of easier to understand invoice for districts
- The Automated Routing Support Service has been transferred to the Regional Information Center

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
- Built efficiencies through streamlining fuel calculation process

3.) Challenges:

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

4.) Anticipated changes for 2012-13:

- 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: October 19, 2011

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 2010-2011:

- Continuing Tight School Budgets
- Additional Mentoring of District PFA's

2.) Successes/Strengths:

- Emergency Management still popular
- Program has grown despite economic times

3.) Challenges:

- Keeping Program strong considering state aid cuts and tighter budgets and existence of online training sources
- Other governmental entities wish to participate in program, however, Management Services at the State will not allow it
- Taking on of additional roles such as badge programming

4.) Anticipated changes for 2012-2013:

- Concern may lose some districts due to fiscal concerns
- Hoping for some limited mandate relief

5.) Areas of Need:

- Assistance with unfunded mandates
- Expansion of our role within and outside the agency putting strain on staffing

NAME OF PROGRAM/SERVICE: Sayville Academic Center Programs

INTERVIEWEE: Linda Gaughran Conroy

DATE: October 18, 2011

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

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

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

1.) Significant facilities or program changes since 2010-2011:

- Sara Wainwright, new Assistant Principal
- Parent Training is an available service

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
- Focus on literacy, math, science and character education
- Average Intellectual functioning of Sayville Academic Center is 99.

3.) Challenges:

- Meeting and maintaining the academic rigor while addressing the psychiatric needs of student's
- Returning students to district: Districts are often reluctant to accept the return of students to district placement
- Significant, overwhelming need for psychiatric service prevails

4.) Anticipated changes for 2012-2013:

- New Principal at Sayville Academic Center Programs
- Possible closing of SAC at William Floyd

5.) Areas of Need:

- Building accommodations if SAC at William Floyd closes
- 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: October 4, 2011

Program Service Description:

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

Library Automation – Online Public Access Catalog: Library Automation 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: 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, half or full days, for a fee.

Digital Media Library: The Digital Media Library provides pre-K-12 digital video for our districts from a broad selection of educational media vendors. Training is available through School Library System, 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 2010-2011:

- None

2.) Successes/Strengths:

- We were able to sustain district participation in very tough economic times.

3.) Challenges:

- Sustaining services in very tough economic times.

4.) Anticipated changes for 2012-2013:

- Adding eBook services to include textbooks.

5.) Areas of Need:

- Restoration of state funding.

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

INTERVIEWEE: Rob Becker, Director

DATE: October 26, 2011

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 2010-2011:

- We have fully implemented the IEP Direct Student Management System throughout our Department. This involved extensive central office and program level planning, training of instructional staff (over 500 users) and collaboration with our component school districts to effect this change.
- We have implemented the change in IEP format to the new, state mandated IEP format. This involved planning at central office and program levels, staff development, and ongoing team meetings at the program level.
- We have expanded our Regional Alternative High School Program to include an Alternate Learning center component. This will serve students on long and long term suspension, students in need of credit recovery and students who require "Regents Prep" activities because they are scheduled for testing, but not enrolled in that course at this time. This program has been implemented in two of our three Regional Alternative High School sites.
- We are involved in turnkey training of administrators in the SED approved Teacher Evaluation Training, and will be involved in the SED approved Principal Evaluation Training this year.
- On-going Transition Initiative

2.) Successes/Strengths:

- Effectiveness in planning and implementation of further expansion of the Regional Alternative High School Program
- Incorporation of a new Divisional Administrator into the Central Office operation
- Successful implementation of the new Teacher Evaluation Rubric
- Successful implementation of new Student Management System BOCES Direct/IEP Direct)
- Successful implementation of the new state mandated IEP
- Successful assimilation of new administrators into new program sites

3.) Challenges:

- Continuing central office operation with one less administrator
- Declining enrollment and fiscal resources
- Fiscal issues at the state and local district level
- Ongoing Medicaid Reporting requirement changes

4.) Anticipated changes for 2012-2013:

- Reduction of instructional and support staff in response to anticipated enrollment decline.
- Anticipated reduction of the number of included site locations/classes due to the severity of student needs in our programs.
- Expansion of the utilization of our new BOCES Direct student data management system to implement billing and other operational functions, creating consistency of effort, and reducing our fiscal commitments as we eliminate data systems that could not support our needs in a comprehensive manner

5.) Areas of Need:

- Time and fiscal resources to support needed staff development so that our staff/programs can continue to keep up with new learning standards and regulatory requirements
- Ongoing need for psychiatric/behavior support for a growing population of our students who need alternative strategies to succeed in an educational environment

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

INTERVIEWEE: Gina Reilly, Divisional Administrator

DATE: October 5, 2011

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 2010-2011:

- GED program is now being offered in all three locations.
- Research was conducted throughout the school year to obtain an online teaching product.
- Districts requested that BOCES offer a program for students who are suspended from school...NovaNET was purchased

2.) Successes/Strengths:

- Use of NovaNET to support instructions
- Increasing Enrollment – over 80 students were enrolled in the programs
- Over 50 students graduated
- Implement an Alternative Learning Center to service students who are suspended from school or who are in need of credit recovery.

3.) Challenges:

- District’s facing budgetary constraints to send students

4.) Anticipated changes for 2012-2013:

- Increased district participation

5.) Areas of Need:

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

AFG 2011-12

NAME OF PROGRAM/SERVICE: Student Data Services

INTERVIEWEE: Ellen Moore, Administrative Coordinator

DATE: October 11, 2011

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

1.) Significant facilities or program changes since 2010-2011:

- Ongoing planning as the Education and Information Support Services develops to support school districts in the implementation of Race to the Top initiatives.

2.) Successes/Strengths:

- Creation of BEACON Early Warning System to identify middle school and high school students on track to graduation. To increase the awareness of students on track to graduation to increase the graduation rate.
- Continued partnership with the National Student Clearing House to provide school districts with post-secondary data reports to determine college and career readiness.
- Ongoing development of the DataCentral Web site to provide schools districts with program announcements to support the accountability and verification of school district data; and to support district efforts in all areas of data processing.
- Recognition of sustained support services in a difficult economic climate, especially in the area of support personnel, such as the Shared Data Expert to assist district efforts to interpret student assessment data.
- Creation of the Shared Administrator position to provide school districts with a higher level of support personnel.
- Increased service offerings to the School Data Bank Services.

3.) Challenges:

- Understanding Race to the Top initiatives to provide accurate support services and personnel, especially in the area of professional development.
- Space.
- Ongoing development of technology connectivity and security to support the implementation of ever changing, state-of-the-art hardware and software resources.

4.) Anticipated changes for 2012-2013:

- Data reporting.
- School district accountability of the data.
- School district level of achievement in expectation of NYS initiatives.

5.) Areas of Need:

- Program development to support school district efforts in a time of change.

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

INTERVIEWEE: Darlene Roces, Divisional Administrator

DATE: October 13, 2011

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

1.) Significant facilities or program changes since 2010-2011:

- Growth – more tests being scored. More non-public school participation.
- Continued collection of post-secondary enrollment and graduation data and developing useful reports for districts
- Appointment of new Divisional Administrator
- Development of Early Warning System service called BEACON
- Development of new CoSer – Shared Coordinator

2.) Successes/Strengths:

- All districts with high schools are providing post-secondary data for analysis
- BARS on the Web is being utilized by the majority of districts and this system has provided accommodations for principal/teacher accountability
- Shared Data Expert service 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
- Space limitations at Holbrook facility during test scoring/scanning season impacting directly on SDS staff
- Collaboration between two sites
- Meeting increased data reporting requirements from SED, sometimes with little advance notice or with adjustments or interpretations of requirements

4.) Anticipated changes for 2012-2013:

- Continue to support reporting demands from state and federal governments related to Race to the Top
- Increasing need for and clarification of teacher and principal evaluation requirements
- Adjustment of test scanning process by New York State

5.) Areas of Need:

- Space
- Retain or increase district demand for Student Data Services including Optional Services

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

INTERVIEWEE: Joe Stern, Program Administrator

DATE: October 13, 2011

Program/Service Description:

School Data Bank Services (Data Warehousing): This program provides districts with various options for participation in the Statewide Data Warehouse. Information contained in the Data Warehouse is used to determine accountability status, as well as provide districts with tools to improve instruction for all students. Access to various analytical tools, such as Cognos, ReportNet, L2RPT, BOCES Assessment Reporting System (BARS) are available. Regents scanning for item analysis and on-site Shared Data Experts are also available. Participation fees for New York State Student Identification System (NYSSIS) and required data collection are separate from the School Data Bank Service packages.

New York State Data Validation Service (Certify): This service 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. The New York State Data Validation Service will apply the Level 0 rules for state data reporting to the data in a district's student information system and special education data system on a nightly basis. The service produces easy to read reports detailing any reporting discrepancies at the student level. These online, school-targeted error reports allow districts to review and address data issues before data submission deadlines.

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

1.) Significant facilities or program changes since 2010-2011:

- Marketing of LinkIt! as a new service to support assessment data integration, and as platform to deliver, score and analyze assessment data.
- Even tighter turnaround times to process state assessment answer sheets.
- Successful introduction of "quick turnaround" Regents scanning solution in order provide districts with Regents exam scores from scanning, rather than hand scoring.
- Successful implementation of "hybrid" regional scoring model to align data produced by this method with scanned student answer documents.

2.) Successes/Strengths:

- Excellent relationships with district customers.
- Knowledgeable and hard working team that creatively designs and implements solutions to complicated processing issues.

3.) Challenges:

- Meeting more and more aggressive SED timelines for processing and reporting data with the quality expected by our district customers.
- Implementing additional data reporting requirements to support the APPR regulations.

- Due to changes in grades 3-8 assessments, processing and storing 40% more answer documents in significantly reduced timelines.
- Maintaining and expanding technical infrastructure (servers, connectivity, desktops computers, software) to support increasing data demands.
- Meeting all the above challenges with decreasing fiscal resources.

4.) Anticipated changes for 2012-2013:

- Reporting student data from BOCES enrollments, and student/teacher/course/grade information for BOCES students.
- Reporting student/teacher/course/grade data for ALL teachers.

5.) Areas of Need:

- Space to support the program's expanding roles, and storage requirements.
- Computer and data storage capacity to meeting the expanding data reporting requirements.
- Fiscal resources to meet these needs.

AFG 2011-12

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

INTERVIEWEE: Dr. Kristen Turnow, Administrative Coordinator

DATE: October 14, 2011

Program Service Description:

Student Management Systems

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

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

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

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

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

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

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

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

Special Education Student Management Services

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

IEP Direct: This web-based special education student information and program management

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

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

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

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

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

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

AIMSweb: A benchmark and progress monitoring system based on direct, frequent and continuous student assessment to determine as student's response to intervention. Assesses students three times a year for universal screening and monitors students at risk monthly to evaluate the effectiveness of instructional changes. Progress monitors individual students in reading, math and behavior. It is aligned with Common Core Standards and has instructional and placement recommendation reports. RTI is relevant for teachers and is easy to administer probes to measure student learning. The AIMSweb test correlation feature generates benchmark targets that predict success on high stakes testing.

1.) Significant facilities or program changes since 2011-2012:

- Many conversions from eSchool's Legacy to eSchoolData have occurred throughout this school year. There are 8 left to convert.
- Two more districts came through ESBOCES for Powerschool support service this year.
- We had our first demonstration of Schooltool which is a new SMS for Suffolk County with only one district currently utilizing the program.
- Worked closely with Centris to roll out the new State IEP and Prior Written Notice to all of the districts.
- Established a new service called AIMSweb and have had several demonstrations, and two User Meetings. As of February 2011, 16 districts have contracted through ESBOCES for AIMSweb.

2.) Successes/Strengths:

- Our strength continues to be the service we provide to the component school districts. All staff members train at ESBOCES or in the school district. We provide several opportunities for learning via face to face in district, webinars or at our computer lab.
- All User meetings for all General Education and Special Education programs are heavily attended.
- Continue to assist districts in the coordination and production of school report cards.
- Medicaid training is scheduled appropriately and a close relationship with the State continues.
- A significant amount of school districts contracted for AIMSweb in a short time period which is a new service ESBOCES provides.

3.) Challenges:

- Making sure that the districts are educated with the latest state mandates and assisting them with the changes that need to be made in their student management system.
- Keeping the staff trained to be one step ahead of the districts to provide the most updated information in regards to their student management systems.

4.) Anticipated changes for 2012-2013:

- Provide training to all the districts for our newest program AIMSweb.
- Convert the remaining 8 school districts off of Legacy to eSchoolData.

5.) Areas of Need:

- Provide continued training to our newest staff members so that they are proficient with the skills necessary to provide the best services to our component school districts.

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

INTERVIEWEE: Hilna Zoob, Program Administrator

DATE: October 4, 2011

Program Service Description:

Student Management Systems

eSchoolData Management Systems: eSchoolData is delivered via a completely web-based Application Service Platform. Key features include Student Portfolio Management, real-time attendance tracking and reporting, master and walk-in scheduling, disciplinary tracking and reporting, health information, and access to historical data. Included within service: Application support, local training, telephone/on-site support, clerical assistance in emergency situations, Production Services,

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

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

Included within service: Application support, local training, telephone/on-site support, clerical assistance in emergency situations. Production Services.

Schooltool Student Management System: This is a web-based student management system with a centralized database. Administrators, teachers, students and parents can access information from school or home at any time. Modules include attendance, discipline, medical, transportation, scheduling and counseling. State reporting, teacher gradebook and walk in scheduling are all included in this web-based system. Included within service: Application support, local training, telephone/on-site support, clerical assistance in emergency situations, Production Services.

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

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

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

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

Special Education Student Management Services

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

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

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

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

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

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

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

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

AIMSweb: This is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. Included within service: Application support, local training, telephone/on-site support, Clerical assistance in emergency situations,

1.) Significant facilities or program changes since 2010-2011:

- Added schooltool, another new student management system.
- Added AIMSweb.
- Medicaid contract changed again this year.
- Medicaid Relevant employee training.

2.) Successes/Strengths:

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

3.) Challenges:

- Programs/staff continue to be housed in two different locations.
- Staying current with NYS mandates.

4.) Anticipated changes for 2012-2013:

- Continued growth of programs.
- More opportunities for cross-contracting with other RICS.

5.) Areas of Need:

- More space.
- A second fully equipped classroom.
- Better conference accommodations for east end districts.

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

INTERVIEWEE: Nancy Winkler, Program Administrator

DATE: October 14, 2011

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 2010-11:

- All student data systems fully supported by SMS team
- Implementation of new student information system (BOCES Direct) has continued, including IEP Direct for draft IEP preparation and a completely new billing system for Special Education.
- Training on new system has been extensive for multiple users
- Full implementation of the new State mandated IEP.
- Beginning of implementation of CTE Direct function.

2.) Successes/Strengths:

- Communication with districts has continued to improve regarding student data and how to exchange it. Electronic sharing of IEPs has helped considerably.
- Training of staff (teachers, administrators, and clerical) on all data systems.
- Ongoing increased level of collaboration and communication with vendors such as ClearTrack, IEP Direct, BOCES Direct, eSchool.
- Balancing and meeting the needs of Special Education, Career & Tech, and Educational Information and Support Services
- Providing necessary State reporting information as needed

3.) Challenges:

- Implementing a completely new system for tracking Special Ed data and generating billing has been difficult, but successful.
- Resistance of Users of new systems and change in general.

4.) Anticipated changes for 2012-2013:

- Further development of our ability to produce high quality draft IEPs for the districts
- Full implementation of BOCES Direct (a completely new system for us), including modules such as attendance, grading, report cards, and related service logs.

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 14, 2011

Program/Service Description:

Consultant Teacher Services: Consultations and trainings are designed to assist staff to work effectively at sites with the most challenging students. 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. They will meet with administration to develop a plan that is responsive to individual district needs.

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 including Speech/Language Therapy, Counseling, and English as a Second Language, Hearing Impaired Services, Individual Aide, Visually Impaired Services, Occupational Therapy, and 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.

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 students and/or their school district. Services 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.

Parent Training assists parents in utilizing strategies in the home that are consistent with those used in school to facilitate student progress.

1.) Significant facilities or program changes since 2010-2011:

- Development of APPR aligned rubrics for related service providers
- Provision of Medicaid reimbursable services based upon component school district's identification of Medicaid students
- Expansion of the Parent Training Program to include training modules for consistency. Programs are offered 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.
- 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.
- Expansion of Picture Exchange Communication System (PECS)/technology training to three ESBOCES facilities
- Continued expansion of Home ABA Program for students with autism since its inception seven years ago, meeting the needs of Eastern Suffolk BOCES students with autism, while providing a more cost efficient option to component school districts
- Expansion of the Secondary Transition Resource Guide which is being utilized as a model in OPWDD (Office of People With Developmental Disabilities).
- IEP Direct and Medicaid related staff trainings for all related service providers

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.
- Direct administrative supervision aligned with APPR rubrics
- Host for the 10th Annual Stony Brook Hospital Psychiatric conference, offering cutting edge information to Eastern and Western Suffolk BOCES component school districts.
- 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:

- Observation/evaluation and supervision of over two hundred special services providers
- IEP Direct implementation and data management
- Remaining current with rapidly changing technology

4.) Anticipated changes for 2012-2013:

- Preparation for administrative changes
- Elimination of annual paper reports as content is entered into IEP Direct

5.) Areas of Need:

- Replacement of laptops used by related service providers
- Improved technology for administrative recording of observation data

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

INTERVIEWEE: Joseph M. Delgado (Program Administrator)

DATE: November 7, 2011

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 2010-2011:

- None

2.) Successes/Strengths:

- Implementation of the Skills USA club
- 70% of second year students have solo flight
- Strong parental support for the program

3.) Challenges:

- Students flying
- Funds to support the flying time for the Professional Pilots programs
- Unbalanced enrollment; 24% enrollment in the morning session and 76% in the afternoon session

4.) Anticipated changes for 2012-2013:

- Hopefully we can balance the enrollment between the morning and afternoon sessions.

5.) Areas of Need:

- Increase the number of Hispanic and Black student population enrollment
- Increase female enrollment
- Increase the number of students in the Aviation Airframe Mechanics/Technician program

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

INTERVIEWEE: Jeanne Weber, Director

DATE: November 9, 2011

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 / Webconferencing
 - Elluminate
 - Safari Montage
 - Transportation Routing Systems
 - Cafeteria Management Systems
 - Filebound Document Management System
 - Alphinat SmartGuide
 - SchoolTown Learning Management System
- Technology Support Services
 - LAN / WAN
 - Internet
 - Internet2
 - VoIP
 - Google Apps for Education – Help Desk and technical support
 - Microsoft Office 365 / LIVE @edu – Help Desk and technical support
- 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 2010-11 and successfully implemented include:

- Continued expansion of Internet service provisioning to school districts
- Continuation of the 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 Email archival and retrieval services to include student email archival in addition to staff email archival
- Opportunities to participate in various technology pilot projects, e.g., Safari LIVE, Google Apps for Education, Microsoft Office 365, SAS Curriculum Pathways, SchoolTown, Oracle ThinkQuest, etc., as part of the RIC's Research and Development partnership with New York Institute of Technology (NYIT)
- Training for Technical Services staff to support the launch of the Google Apps for Education support service in 2011-12

- Implementation of Cafeteria Management Systems
- Implementation of Transportation Routing Software Systems with 3 new offerings to be launched in the 2011-12 school year
- Continued working with NYSED and representative consortia of Title IID grant funds to become the statewide host for Technology Literacy Assessments based on GenYES's product TechYES
 - 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
- Disaster Recovery Planning services for the school districts
- Strategic Planning
- Grant Writing

By continuing to focus on improving communications with school districts, expanding upon current service/program offerings, and introducing several new 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 2010-11 school year.

1.) Significant facilities or program changes since 2010-11:

- No facility changes
- Extending the pilot of a Citrix/Intel with latest firmware upgrades 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
- Restructuring web based meeting tools into a new Webconferencing service based upon Elluminate, Safari LIVE, and other web-based tools to facilitate easier access and management of virtual meeting options within and across the agency as well as for districts
- Working the Regional Transportation Department to reassign the Transportation Routing Management Systems into the RIC which will also be extended to include up to 3 new program offerings
- Working in collaboration with GenerationYES to develop the new Technology Literacy Assessment System for New York State at the request of NYSED and in association with the Title IID grant awardees, to become the statewide host for the new system across all of New York state, including service to New York City and the other BIG 4 districts of Buffalo, Syracuse, Rochester and Yonkers.

2.) Successes/Strengths:

- Director was re-appointed by the Governor to the NYS Broadband Development and Deployment Technology Council and is a Co-Chair for the E-Government sub-committee,
- Expanding services to include new Cloud based options that will be integrated into the service offerings currently provided through the RIC private cloud of services e.g. Technical Support for Google Apps for Education and Microsoft Office 365 / LIVE@edu
- 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 and the new 2% Tax Cap
- Physical Space to accommodate staff growth relative to increasing service offerings and associated school district participation
- Resource capacity to support statewide initiatives around APPR, RTTT, IES and others for all 69 school districts in Suffolk County

4.) Anticipated changes for 2012-2013:

- Transportation Management System support service to be extended to more districts as service gains participation
- Responding to District needs regarding the economic changes and managing/realigning RIC services as necessary and appropriate to meet District needs
 - Restructuring Internet Service Fees to save participating school districts money and increase participation
- Implementation of statewide Technology Literacy Assessments program as hosted service in partnership with NYSED and as delivered by collaborative development with GenerationYES

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: October 11, 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 2010-2011:

- No changes to report. Project entering final year of funding.

2.) Successes/Strengths:

- LI region maintains the highest activity in state in respect to funded mentors and partnership participants
- Project continues to receive statewide recognition through publications and presentations submitted by LI RFF
- Effective and efficient communication between district contacts leading to successful partnerships and carryout of upfront agreements
- Consistent meeting and conferencing structure between project team resulting in sustained collaboration

3.) Challenges:

- Number of SED initiatives forcing schools to move project activities down on priority list
- Delay in SED grant funding to schools causing delay in activities

4.) Anticipated changes for 2012-2013:

- N/A – Project will close August 31, 2012. Agency is anticipating application for new State Personnel Development Grant.

5.) Areas of Need:

- More efficient funding process by SED so schools receive funds to complete activities in timely manner

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

INTERVIEWEE: Grant Nelsen, Director

DATE: October 12, 2011

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 2010-2011:

- Major PeopleSoft Upgrade which is being worked on and first phase, HR/Payroll, was put into production March 2011. Second phase, Financials targeted to go into production July 2013
- Major Telecommunications systems upgrade to be completed Fall 2011

2.) Successes/Strengths:

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

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 2012-2013:

- Working toward the target date of July 2013 to upgrade PeopleSoft Financials
- Upgrade of agency's e-mail system

5.) Areas of Need:

- Upgrade hardware and software more aggressively
- Expanding staff

NAME OF PROGRAM/SERVICE: H.B. Ward Career and Technical Center (WCTC)

INTERVIEWEE: Sam McAleese (Principal)

DATE: October 12, 2011

Mission Statement: The **H.B. Ward Career and Technical Center** is an integrated career and technical 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 Special Career Education program at H.B. Ward offers special education students programs of study in Transportation Services, Food Preparation Services, Retail Services, Business and Office Technology, Carpentry, and Canine Careers. Traditional secondary students along with special education mainstreamed students are offered programs in Law Enforcement, Animal Science, Clinical Medical Assisting, Auto Technology, Cosmetology, Culinary Arts, Nurse Assisting, Early Childhood Education, Auto Body Repair, Automotive Accessories Installation, Audio Production, and Marine Technology.

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 Career and Technical 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 Career and 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:

- Secondary academic program is no longer offered at this campus, due to lack of enrollment.
- Animal Science is a program addition for CTE.
- Transportation Service is a program addition for SCE.
- Reduction in staff for Cosmetology resulting in Cosmetology I and II being combined.
- Auto Body Repair and Automotive Accessories Installations classes have been combined
- Bus driver hired for campus bus.
- Addition of daytime Adult Education Classes

2.) Successes/Strengths:

- Continue to offer high quality educational services with less resources

3.) Challenges:

- The maintaining of student enrollment – district cutbacks result in declining enrollment

4.) Anticipated changes for 2012-2013:

- None at this time

5.) Areas of Need:

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

NAME OF PROGRAM/SERVICE: Westhampton Beach Learning Center (WHBLC)

INTERVIEWEE: Kevin Crofton, Principal

DATE: November 10, 2011

Mission Statement: The mission of the **Westhampton Beach Learning Center**, a large and diverse community, of multiple, specialty programs, is to provide the highest quality educational programs, services and opportunities designed to allow each student to maximize his/her potential. Individualized quality instruction will ensure that students reach the high expectations of the Federal initiatives and the New York State Learning Standards while preparing them to become viable members of society.

Service Description: AUTISM PROGRAM: The WHBLC Autism Program services students with various developmental disabilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of his or her disability. Program components include academics with an emphasis on functional skill development. Behavior management, independent living, and social skills are also addressed. Where needed, discrete trial instruction and applied behavioral analysis are utilized in conjunction with grade level curriculum. Functional assessments of behavior and behavior intervention plans are put in place for support when needed.

PRE-VOCATIONAL PROGRAM: The Pre-Vocational Program services students with various developmental disabilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of his or her disability. Program components include academics with an emphasis on functional skill development, as well as simulated work activities to apply newly acquired knowledge. Behavior management, independent living, and social skills are also addressed. Where needed, discrete trial teaching and applied behavioral analysis is utilized in conjunction with grade level curriculum. Functional assessments of behavior and behavior intervention plans are put in place for support when needed.

SECONDARY DEVELOPMENTAL PROGRAM: The Secondary Developmental program services students with various abilities. The primary goal of the program is to maximize each student's potential and to teach skills that will enable them to become as independent as possible within the confines of his or her disability. Program components include improving cognition with an emphasis on sensory motor skill development. Functional assessments of behavior and behavior intervention plans are put in place for support when needed. **THE ACADEMIC CENTER PROGRAM:** The Academic Center Program services students with learning and behavioral disabilities. The primary goal is to maximize each student's potential. Program components include instruction that is inclusive of both General and NYSAA assessment. Behavior management, self-advocacy and social skills are addressed. A building wide behavior management plan is an integral part of the program. Functional assessments of behavior and behavior intervention plans are put in place for support when needed.

1.) Significant facilities or program changes since 2010-2011:

- We continue to attempt to upgrade the facility structure where needed and whenever possible. Recently several exterior doors were replaced throughout all the buildings and plans are in the works to also replace several sections of windows in the main building.
- A change was made to our Pre-Voc. program component. Prior to this year, the classes in the program were of an 8-1-1 ratio, with many students within the program requiring an individual aide. In order to attempt to make the students participating in the program more independent and self reliant, the class ratio was changed to an 8-1-1+2 with no individual aides. The student to staff ratio is now 2 to 1 which still provides for a high level of supervision and support to students but makes students' less reliant on an individual aide which in some cases resulted in a

1-1 ratio in classrooms, which often also become very distracting to the educational process.

2.) Successes/Strengths:

- A major success to the program within this past year was an improved staff morale – contributing to this improvement, was a greater visibility and availability of building administration.
- Significant successful activities/events included the following:
 - Halloween Pumpkin Decorating Contest
 - Thanksgiving Feast
 - Holiday Concerts
 - Special Olympics (Collaborative partnership with local district high school)
 - Prom (First year conducted at an off-campus site)
 - Establishment of Pay It Forward Committee

3.) Challenges:

- The biggest challenge continues to be time! More and more demands are being placed on administration and programs as a whole. Many of these demands result in increased time-consuming paperwork.
- Due to the current economic climate, programs are asked to do more with less resources, and less staff. Ongoing excessing of staff sometimes makes it difficult to provide for stability and continuity within the program.
- We have a large campus that serves a variety of student populations; alternate assessment vs. general assessment, physically handicapped, intellectually disabled, autistic, as well as behaviorally acting-out students. Different building locations on campus sometimes make it difficult to provide administrative supervision and visibility as is preferable.
- Having to undergo a state mandated audit this school year during the beginning of the student annual review process, which traditionally is the busiest time of the school year.
- Incoming students are more and more behaviorally involved and/or physically aggressive than in years' past. It is sometimes difficult to balance the academic needs of students while also attempting to provide for everyone's health and safety in the classroom.
- Keeping up with the ever changing new technology that often results in purchased equipment becoming obsolete rather quickly.

4.) Anticipated changes for 2012-2013:

- Continue modifications to existing programs and class ratio's that support increased student independence. Emphasis will be placed on the autistic program and academic center, where class ratio's are projected to be changed to 8-1-1+2 for both the current 8-1-1 and 6-1-1 classes.
- Due to economic climate, subtle changes in staffing patterns will most likely occur and program needs will have to be prioritized.
- School programs will be expected to proactively respond to the State's new APPR requirement, which will in turn most likely result in procedural changes and/or increased requirements.

5.) Areas of Need:

- Minimum cuts to existing program staff and resources.
- Less time spent on managerial paperwork, creating more time for classroom visitations and practical leadership opportunities.
- Continued efforts to upgrade building facility and structure.