

Eastern Suffolk BOCES
Middle States Accreditation for Growth
Annual Profile Update
2012-13



Office of Planning & Program Improvement
January 2013

TABLE OF CONTENTS

1. Overview	1
2. Administrative Services – Colleen Lipponer.....	2
3. Arts-in-Education Regional Services – Carol Brown	3
4. Bellport Academic Center (BAC) – Fran Cenerelli	5
5. Brookhaven Learning Center (BLC) – Nancy Smalling	7
6. Brookhaven Technical Center (BTC) – Samuel McAleese.....	9
7. Building Services – Keith Anderson.....	11
8. Business Services – Maureen Kaelin	13
9. Career, Technical & Adult Education (CTE) – Leah Arnold.....	14
10. Career, Technical & Adult Education (CTE) – Health Careers – Debra Epilone.....	17
11. Centereach Academic Center (CAC) – Sue Goltz	18
12. Central Support Services – Patricia McCabe.....	20
13. Chief Operating Officer – Gary Bixhorn	22
14. Communications/Recruitment/Research – Andrea Grooms.....	24
15. Cooperative Bidding Program – Laurie Conley.....	26
16. Curriculum and Assessment Services – Danielle Hudek	27
17. Curriculum and Assessment Services – Molly Licalzi	30
18. District Printing/Duplication – Patricia McCabe.....	32
19. District Superintendent – Dean T. Lucera.....	33
20. Education and Information Support Services (EISS) – Marilyn Adsitt	35
21. Education and Information Support Services (EISS) – Keith Ferry	36
22. Education and Information Support Services (EISS) – Crisis Prevention Intervention (CPI) – Gina Reilly	37
23. Education and Information Support Services (EISS) – Mentor Program – Gina Reilly	38
24. Educational Services Division –Julie Lutz.....	39
25. Employee & Student Support Services (Employee Assistance Program (EAP) & Student Assistance Service (SAS)) – Lucille Buergers.....	41
26. ESL/Bilingual Programs – Terri Brady-Mendez	43
27. Family Education Outreach Programs (FEOP) – Julia Schnurman.....	47
28. Financial and District Services – Tim Murphy	49
29. Human Resources (HR) – R. Terri McSweeney	51
30. Incarcerated Education Program – Bob Dembia.....	53
31. Islip Academic Center (IAC) – Susan Peterson	55
32. Islip Career Center (ICC) – Pete Lepore.....	57
33. Jefferson Academic Center (JAC) – Matthew Matera	59
34. Management Services – Barbara Salatto	61
35. Masera Learning Center (MLC) – Nicole Drinkwater	62
36. Edward J. Milliken Technical Center (MTC) – Thomas McGrath.....	64
37. Model Schools & Software Training – Molly Licalzi.....	66
38. Nonpublic School Textbook Program – Patricia McCabe.....	68
39. Office of Planning & Program Improvement (OPPI) – Candace White-Ciraco	69
40. Premm Learning Center (PLC) – Carolyn Hansen.....	70
41. Professional Development (PD) – Kate Davern	72
42. Regional Special Education Technical Assistance Support Centers (RSE-TASC) – Vincent Leone	74
43. Regional Transportation – Colleen Lipponer.....	76
44. Safety and Administrative Support – Jonathan Hark.....	77
45. Sayville Academic Center Programs – Michelle Carpenter	79
46. School Library System – Gail Barraco	80

47. Special Education – Rob Becker	81
48. Special Education – Regional Alternative High School - Gina Reilly	83
49. Special Education – Regional Summer School - Gina Reilly	84
50. Student Data Services/Model Schools – Ellen Moore	85
51. Student Data Services – Darlene Roces.....	86
52. Student Data Services – Joe Stern.....	87
53. Student Data Services – Kristen Turnow	89
54. Student Data Services – Hilna Zoob.....	93
55. Student Information Management Services – Nancy Winkler	95
56. Student Support Services – Liz Melichar	96
57. Suffolk Aviation Academy (SAA) – Janet Kiley	99
58. Suffolk Regional Information Center (RIC) – Jeanne Weber.....	101
59. Technology Integration (OTI) – Grant Nelsen.....	104
60. H.B. Ward Technical and Academic Center (WCTC) – Marie Davis	105
61. Westhampton Beach Learning Center (WHBLC) – Kevin Crofton	107

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 2011-12
- 2.) Successes/Strengths
- 3.) Challenges
- 4.) Anticipated changes for 2013-2014

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 continue to be done each year through 2016 to help Eastern Suffolk BOCES document its changes, successes, challenges, and areas of need.

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:

November 15, 2012

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 the sale of surplus equipment program, business office support, and food services management. Administrative services also provide internal support to the Agency. Internal services include management of BOCES contracts with component districts, lease negotiations, records retention, Freedom of Information requests, the school lunch program, workers compensation management, general liability insurance, and CoSer compliance.

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

- Senior Accountant hired for school lunch and inventory
- Principal Stenographer retired and not replaced
- Senior Account Clerk retired and not replaced

2.) Successes/Strengths:

- Reduced staff without reducing administrative services
- Successfully implemented on-line contract system with four school districts.
- Due to increased oversight on workers' compensation claims, reduced workers' compensation budget approximately 5% from 2011-12.

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

4.) Anticipated changes for 2013-2014:

- 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
- Alter business model so ESBOCES can more effectively provide shared services to the region.

NAME OF PROGRAM/SERVICE: Arts-In-Education

INTERVIEWEE: Carol Brown, Administrative Coordinator (BTC)

DATE: November 8, 2012

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 2011-2012:

- Elimination of full time Senior clerk/typist staff due to budgetary constraints
- Continuation of USDOE Arts Education Model Development and Dissemination Grant for 2012-13
- Several additional districts are unable to fund Arts in Ed service due to budgetary constraints; two districts came back into the 2012-13 service.
- Continuing work with NYSED on cross walking 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
- Initiating STEAM Ahead programming with local cultural organizations and districts

2.) Successes/Strengths:

- Completing first implementation year for USDOE Grant;
- Award for third year of USDOE Grant Award
 - Implementing second Summer Seminar for Treatment Schools classroom teachers, arts teachers and library media specialists
 - Implementing second series of Residency programs for treatment school 2nd and 3rd 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 and for Teaching Artists
- Facilitating Conference for Kids
- Continuing as representative to 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
- Keeping program service at the same level with elimination of key support staff member.

4.) Anticipated changes for 2013-2014:

- Addition of more STEAM activities in Arts in Education and Exploratory Enrichment

5.) Areas of Need:

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

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

INTERVIEWEE: Fran Cenerelli, Principal

DATE: November 8, 2012

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 2011-2012:

- Change in assistant principal due to retirement
- Changes of related service staff and guidance counselor due to transfers
- Change in head custodian
- Common Core implementation
- APPR/SLO
- NWEA implementation and staff development
- Nova Net introduction as a course
- Facility upgrade: Art Room ventilation system
- Updated new agenda book
- Revamped behavior management program
- Revamped rewards so that both sessions attending Career and Tech can participate
- Period by period attendance
- Utilizing e-mail to communicate with parents

2.) Successes/Strengths:

- Experienced staff
- Staff development offered through curriculum teacher and administration through collegial circles
- Staff adaptable to student population
- Staff interested in learning and implementing new educational initiatives

3.) Challenges:

- Scheduling students into classes and holding to the 8:1:1 model.
- Teaching students more than one course at the same time. The constraint related to keeping 8 students in a class has limited us from placing students in a class they require. Instead we have to add them to a similar course and have the teacher plan for both courses utilizing the TA for instruction.
- New testing. A large amount of instructional time is lost due to the new NWEA testing which takes place 3 times per year for weeks at a time. Scheduling is difficult due to half-day schedules and accommodations. Due to lack of room for “test read” students they are testing in the Tech Center since they have space available.
- ESM has problems with accessing NWEA and BOCES Direct due to technology problems related to the district’s firewalls. They do not have consistent access and are often kicked off in the midst of testing or working on their computers.
- Parent involvement and support related to technology issues and bullying.
- Keeping up with technology.
- Too many new initiatives implemented. Difficult to learn anything well because there are so many new initiatives to concentrate on this year.
- Students and staff housed in the Tech Center for Art and Counseling. They are isolated and not connected to our announcements or bell system. They rely on a walkie-talkie for communication between programs.

4.) Anticipated changes for 2013-2014:

- New principal due to retirement
- Facilities upgrade in Sagamore Suite

5.) Areas of need:

- More time to meet for team meetings, department meetings, grade level meetings
- More professional development topics related to counselors
- Class(es) available for students who cannot transition into a high school program easily. Students who are unsuccessful at BAC are often unable to manage the multiple transitions throughout the day and keep up with the academic rigor. A model similar to the 8:11+2 where students are maintained in one room throughout the day might assist with some of these issues.
- Parent training
- Additional conference days to provide staff with opportunities to learn the multitude of initiatives presented each year.

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

INTERVIEWEE: Nancy Smalling, Principal

DATE: November 27, 2012

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 2011-2012:

- Reduction of number of classes housed at BLC@HHS from 3 to 2 resulting in the elimination of the part time coordinator position.
- Development of a class specific to students with physical disabilities allowing OT/PT to be fully integrated into the classroom.
- Used donations from EJ Autism to purchase equipment to enhance Art, PE, Music & Recreation Programs
- Introduction of two new Assistant Principals.
- Continued growth in learning and implementing IEP Direct.
- Introduction of iPads to teachers for the classroom.
- Both on site buildings (BLC East and West) are Wi-Fi enabled.
- Utilizing custodial staff to pick up breakfast and lunch from another on-site building.
- Facility improvements: Repaving around buildings, new drop ceiling installed in cafeteria, exterior painting of both buildings, exterior doors replaced.
- Changes in Related Service staff and Specials Teachers
- Moving Assistive Technology (OT/PT) staff workspace from Samoset to BLC. Creating a Related Service room at Samoset.
- Providing workspace for Itinerant Related Service staff supervised through Liz Melichar's office.

2.) Successes/Strengths:

- Assistance of a receptive and knowledgeable Curriculum Teacher.
- Monies provided to support Curriculum projects.
- Effectiveness of Support/Crisis Team.
- Revising aspects of the program to provide greater support to our classroom teachers and paraprofessionals, reflective of the change in student population.
- Organizing the annual "Agency Fair" where parents have the opportunity to meet a wide variety of representatives from various post-secondary organizations.
- Providing our students with meaningful, full-bodied educational programs by streamlining & linking academic curriculum, life skills, simulated settings and community experiences – achieved by tremendous staff support and strong collaboration by teachers and related service
- 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
- Continued collaboration between related service and classroom teachers to provide an integrated service delivery model.
- Building upon and streamlining the Work Activities Center to provide greater opportunities for student and TSP class work experiences.

3.) Challenges:

- Continuously meeting the needs of our staff in terms of the implementation of appropriate behavioral techniques.
- Continuously offering supports to ensure the health and safety of both students and staff.
- Continuously adapting our BLC Programs to meet the needs of our districts, students and families.
- Adjusting to the annual myriad of changes dictated by Medicaid and NY State. (i.e. APPR, Common Core, SLO's)
- Understanding and utilizing appropriate methods of data collection.
- Developing and/or accessing appropriate forms of assessment to evaluate and measure progress for a severe to profound secondary developmental population.
- Utilizing custodial staff to pick up breakfast and lunch from another on-site building takes them away from daily job responsibilities and renders them unavailable should an emergency arise. (i.e. spills, heating/cooling issues, leaks, fire alarms etc.)

4.) Anticipated changes for 2013-2014:

- Continued facility/building improvements
- Increase in number of classrooms outfitted with iPads.

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.

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

INTERVIEWEE: Sam McAleese, Principal

DATE: December 6, 2012

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 2011-2012:

- Program and building have received an entirely new Administrative Team. Principal transferred from Riverhead program, Assistant Principal new to the Agency. Adult Education Administrator new to BTC and her position.
- Photography has been reduced to a half time PM program and a new instructor has been hired.
- Plumbing remains a half time program; its teacher transferred to a new position in Riverhead, a new teacher has been hired.
- Brookhaven Hospital has re-opened the School Based Health Center for students in the building.

2.) Successes/Strengths:

- New policies/procedures instituted by the new administration to improve the educational environment in the building.
- The new building administrative team is very visible and integrating itself into the building.
- There is a collaborative effort between the CTE Administration and staff to foster positive relationships with the Evening Adult Education programs.

3.) Challenges:

- Challenges for the most part remain the same, Economic Climate, Staff reduction, decreased student enrollment, changing needs of the student population.
- Reduced staff puts additional burden upon remaining staff to maintain all of the programs and activities that have been provided to the students in the past.

4.) Anticipated changes for 2013-2014:

- Expanded outreach to local districts to include BTC students in activities that going on in their home schools highlighting the skills and programs of their CTE program.

5.) Areas of Need:

- Research on additional avenues of funding for our programs.
- Facility update/modernization and repair.
- Additional staff to support the mental health issues of students.

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

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

DATE: December 14, 2012

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 2011-2012:

- Increased staff development and training ie: SCSBGA Workshops, Vendor Training, NYSSBGA Conferences and Classes and BOCES In House staff development.
- Upgrade of some Custodial Worker II positions (non-competitive) to Head Custodian (competitive) to draw from a better candidate group.
- Consolidated supervisor positions for two buildings to one custodial supervisor to cut costs and follow administration model. Still maintained building level services.
- Replaced HVAC Equipment in several buildings that were completely electric to gas fired equipment to defray costs, lower energy use and increase buildings capital value.
- Replacement of windows, doors and garage doors in multiple facilities to decrease energy use, tighten building envelope and increase building capital values.
- Implemented use of microfiber dust mops and dusters for efficient cleaning and cost reduction. Currently analyzing microfiber cloths and wet mops for same.
- Set up Committee of O&M Staff to analyze Uniform and Clothing bid to streamline process and cut costs. Implemented changes suggested by committee.
- Trained custodial supervisors in use of E-School Mall software to streamline ordering process for coop-bids and other vendors.
- Implemented monthly O&M Office staff meetings on a monthly basis.
- Implemented use of School Dude software to monitor and track energy use in facilities.
- Replaced some outside lighting at facilities and campuses with hi-efficiency LED lighting to cut costs and energy use.

2.) Successes/Strengths:

- O&M Administrator and managers' membership in Associations and other groups for peer participation, mentoring, shared experiences and learning.
- Continued decrease in energy use.
- Implementation of Fuel Monitoring tracing and use through new pump stations and computerized systems at 3 campus locations.
- Continued improved communications with directors and building principals.
- Continued mentoring program and leadership to smaller school districts who have no facilities director.
- Complete standardization of equipment and supplies used to clean buildings. Also helps with training and staff familiarization at all facilities.
- Lighting energy performance contract implemented to cut costs and energy use.

3.) Challenges:

- Budget
- Maintaining existing levels of service while being more cost effective
- Staff cuts due to tight economic issues.
- Maintaining quality of bidders and vendors in tight economic environment.
- Supervising staff over large geographic areas and distances with minimal number of supervisors.

4.) Anticipated changes for 2013-2014:

- Implementation of an Energy Performance contract
- Assisting School District Facility Directors through Roundtables
- Experiment with cleaning with Ionized water

5.) Areas of Need:

- None

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

INTERVIEWEE: Maureen Kaelin, Director

DATE: December 6, 2012

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 2011-2012:

- Selected new financial management software (WinCap), which will be implemented over the next 3 years, During 2012-13 we will implement the financial part of WinCap for a July 1, 2013 go live date
- Began initial set-up for billing using new Software
- Worked with new colleagues and provide training on BOCES business practices
- Working with the Department of Administrative Services to continue the implementation of the new school district service request software
- Worked with the CTE staff to implement a new billing interface from their BOCES Direct Software

2.) Successes/Strengths:

- Staff who has a thorough understanding of their functions
- Great supervisory team within the Department

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 2013-2014:

- We will work on the implementation of the HR/Payroll Modules of the new WinCap software for a go live date of July 1, 2014

5.) Areas of Need:

- Additional staff needed to assist in the implementation of new software

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

INTERVIEWEES: Leah Arnold, Director
Barbara Egloff, Divisional Administrator
Rob Van Brunt, Program Administrator

DATE: December 6, 2012

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 2011-2012:

- More than 50% of administration changed due to retirements and promotions. Every area of the department and every level of administration was affected.
- Realignment of Adult Education administration.
- Reduction of CTE and SCE staff as a result of a decline in enrollment.
- Eastern Suffolk BOCES CTE program is recognized as leader in the CTE field by local districts. Districts come to us to help them establish CTE programs in their high schools.
- Support from Building Services Manager and staff positively impacts facilities, services and efficiencies:
 - New hallways at WCTC improve the facility.
 - Repaved and extended number of parking spaces at WCTC.
 - New energy efficient lights and ceiling tiles at MTC.
 - Addition of new classes in Adult Education at WCTC.
 - Addition of new Employee Resource Center at MTC.

2.) Successes/Strengths:

- Creation of first CTE push in program at Hampton Bays High School.
- 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.
- CTE and SCE programs prepare students for entry level or post-secondary employment.
- Established a Regional CTE Task Force to examine CTE programs and prepare realistic recommendations that will result in improved programming, improved efficiency, enhanced affordability and enhanced accessibility.
- Increase in adult secondary enrollment due to continued growth of relationships with outside agencies to fund student tuition.
- Business and industry relationships continue to grow and new partnerships are being established.
- Depending on their course of study, student completers are eligible for up to 15 college level credits.
- Despite the downward turn in the economy, student completers have been successful in gaining entry level employment.
- New courses continue to be added to meet the demands of the community.
- Adult Education enrollment totaled 2,404 students.
- Continued improvement in communications with Instructional Technology Support staff and CTE/SCE buildings.

3.) Challenges:

- Decline in CTE enrollment.
- Establishment of several CTE programs within component school districts.
- Financial climate – trickle down from school districts to BOCES.
- More than two-thirds of our students attend the afternoon session.
- Portrayal of BOCES image in school districts and the community.
- 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.
- Increase in competitive agencies vying for adult education students.
- New evaluation systems for teachers and principals.
- Reduction of funding sources.

4.) Anticipated changes for 2013-2014:

- Several ESBOCES teachers may be housed in buildings not supervised by ESBOCES.
- Growth in the enrollment of the Senior School Model.
- Decline in enrollment due to continued cuts in NYS.
- Possibility of reducing additional 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.
- Additional funding sources needed.
- Establishment of career pathways through Regents CTE diploma initiative.
- New focus on marketing strategies to attract target audience.
- Creation of an alumnus as part of a rebranding effort.

5.) Areas of Need:

- New equipment and technology for green career pathways.
- Increase student enrollment.
- Partner with school districts to support students in nontraditional courses.
- Expand and enhance funding to continue support of students into transitional services and the workforce.
- Due to an increase in the number of disadvantaged students in our region, we need to identify and secure additional funding to better support this population.
- Continued improvement of curriculum and instruction.
- Improve and continue to infuse a culture of data driven decision-making.
- Seek additional funding sources for students via ACCES/VR, Veteran's affiliation, and business and industry.
- Meet the Agency's goal of improved student outcomes as resources are reduced
- Change perception of CTE through rebranding and redistribution of programs to meet the career needs of all children.

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

INTERVIEWEE: Debra Epilone, Program Administrator

DATE: November 8, 2012

Program/Service Description: The Eastern Suffolk School of Practical Nursing offers a rewarding career in nursing. This program offers an 11 month full time day program for adults and a 17 month part time program for high school seniors and adults. Level 1 of the 17 month program is provided for high school seniors during the day, and is offered for adults in the evening. Level 2 of the 17 month program meets full time during the day and combines the high school seniors and adults. The practical nursing program encompasses classroom and clinical education, including all levels of patient care in both classroom theory and clinical experience in local health care facilities. The Eastern Suffolk School of Practical Nursing provides students with a solid foundation to pursue advanced college training.

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

- Change in administration: new program administrator and administrative coordinator as of July 1, 2012.
- Per NYS reaccreditation recommendations, revised attendance policy to 40 hours maximum absence of the total 1260 hour program to increase student success rates on the Practical Nursing Licensing Exam.

2.) Successes/Strengths:

- Significant increase in the passing rate on NYS Practical Nursing Licensing Exam.
- Foster an educational climate which supports students and faculty in their pursuit of lifelong learning.
- Maintain a financial assistance program which offers federal student financial aid.
- Maintain communication with business and industry partners to meet the diverse needs of the community.
- Ongoing collaboration with Eastern Suffolk BOCES special education programs to maximize varied student clinical experiences.

3.) Challenges:

- Competition with surrounding Registered and Practical Nursing programs for clinical placement in health care facilities.
- Meeting the economic and personal challenges faced by students who are working and attending the rigorous Practical Nursing Program.

4.) Anticipated changes for 2013-2014:

- Potential move of location of the School of Practical Nursing.

5.) Areas of Need:

- Professional Development opportunities for instructors to meet the diverse needs of the adult learner.
- Diverse clinical sites for student experiences.

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

INTERVIEWEE: Sue Goltz, Principal

DATE: November 16, 2012

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 2011-2012:

- This year there were no significant changes to the facilities. However upgrades included:
 - Wi-Fi throughout the building
 - Removal of carpeting and new tile installation in two classrooms and a conference room with offices
 - Parking lot resurfaced and lined
 - Office space reorganized
 - New energy efficient lighting fixtures throughout the building
 - Outdoor lighting repaired
- Program Changes included:
 - Reduction of a teacher at CAC
 - Upgraded Computers allow Teacher Assistance to keep better track of daily points (e-points), access email etc.
 - Some teachers begin to use e-lesson plan program and email lessons to their administrators
 - Regular Team Meetings each week
 - Curriculum Teams
 - Implementation of the Common Core

2.) Successes/Strengths:

- Strong, dedicated and committed staff
- Excellent professional development
- Open and thoughtful communication
- Creativity
- Twelve students graduate
- Strong and active student council
- Ongoing community experiences
- Spring Fling/Holiday Sing along/ End of Year BBQ and Field Day
- The ongoing hope of a 10,000 dollar grant through Senator Flannigan

3.) Challenges:

- The number of new initiatives and changes impact the daily functioning of the school program
- Time constraints for planning with teachers remains a difficulty
- Parental involvement has increased in that parents have expressed verbal expectations for their children to graduate.
- Psychiatric needs of the students often are unresolved, with students remaining untreated or lacking access to care and/or medication.

4.) Anticipated changes for 2013-2014:

- More testing requirements
- Increased Professional Development
- Higher Standards/Expectations

5.) Areas of Need:

- Bus driver and Bus to assist in the attainment of community experiences for our students.

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

INTERVIEWEE: Patricia McCabe, Senior Administrative Asst.

DATE: November 19, 2012

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.
- Material Processing – these clerical services include but are not limited to typing, stapling, collating, mail preparation, CD burning, scanning, sorting, labeling, and shredding. 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 2011-2012:

- Expanded use of agency-owned fuel stations, intended to reduce agency costs for fueling vehicles and grounds equipment, as well as providing access to fuel for automotive instructional programs.
- Acquisition of tabbing equipment for efficient mail preparation.
- Acquisition of state-of-the-art postage machine which offers new services for added discounts and new printing options for cost-free advertising
- Selling older, less cost effective vehicles and using the proceeds to offset the costs of newer, more energy efficient vehicles. This has resulted in a decrease in fuel consumption and repair costs.
- Increased collaboration with Capital Assets Management (CAM) to utilize shared resources more efficiently.

2.) Successes/Strengths:

- Continued success of district printing Co-Ser to offset the cost of internal printing/duplication costs.
- Dedicated, knowledgeable staff
- Teamwork!!

3.) Challenges:

- Change from PeopleSoft to WinCap – Maintenance of Vehicle History (mileage/maintenance/repair/photos) will need to be transferred from PeopleSoft Asset Management to a Microsoft Office database.
- Continued innovation for keeping costs for our programs down – i.e. expansion of services to districts for added revenue, and increasing efficiencies.
- Maintaining high quality services while meeting fiscal restraints and responsibilities.

4.) Anticipated changes for 2013-2014:

- Continued disposition/replacement of older, high mileage, less fuel efficient vehicles.

5.) Areas of Need:

- Increased awareness and use of Central Support Services.

NAME OF PROGRAM/SERVICE:

**Eastern Suffolk BOCES
(James Hines Administration Center)**

INTERVIEWEE:

Gary Bixhorn, Chief Operating Officer

DATE:

December 11, 2012

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 the **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 was filled in August 2012. Much of the **Chief Operating Officer's** work for the year will involve orienting the new District Superintendent to the Agency and the region.

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

- Established CTE Task Force
- Assisted in the recruitment of a new District Superintendent
- Led BOCES efforts to support APPR implementation
- Led regional efforts to assist districts with the implementation of the Tax Cap
- Led efforts to monitor the effects of the Tax Cap
- Coordinated regional school districts' Emergency Response to Superstorm Sandy.

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
- Improve sustainability of the CTE Program
- Improve emergency communications between school districts within the region.

4.) Anticipated changes for 2013-2014:

- Program relocations due to the departure from NYIT.

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: November 16, 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 diverse range of school districts across Eastern Long Island. By utilizing dynamic and tailored communications strategies and tools, the unit assists these organizations 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 development of the Hiring Practices Manual, and district services such as Regional Recruitment Career Fairs, compliance training and online recruitment.

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

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

Office of Recruitment

- The Succession planning initiative was officially launched. Several meetings were facilitated with participants.
- The role of the Office of Research's Research Analyst expanded to provide additional data analysis and research support to the NIS web-based system.

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.
- The agency's presence on Facebook continued to grow.

Media and Community Relations CoSer

- A tracking component of MCRS services was effectively developed and implemented to account for CoSer compliance issues.

Office of Recruitment

- The web-based NIS program was identified and developed.

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.

4.) Anticipated changes for 2013-2014:

- No foreseeable changes at this time.

5.) Areas of Need:

- Fiscal- to meet necessary staffing needs required for the growing number of responsibilities and projects assumed by the three offices.

NAME OF PROGRAM/SERVICE: Cooperative Bidding Program
(James Hines Administration Center)

INTERVIEWEE: Laurie Conley, School Purchasing Agent

DATE: December 11, 2012

Service/Program Description: 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 2011-2012:

- Worked with the Cooperative Bidding Program Participants on updating the Music Supplies/Repairs and once again updated the Custodial Supplies Bid
- Worked with attorney to review specification for new bids
- Revised bid templates and standardized language
- Attended Superintendents of Buildings and Grounds meetings.

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.

3.) Challenges:

- NYS Office of General Services cutbacks which has eliminated major contracts.

4.) Anticipated changes for 2013-2014:

- New legislation enabling municipalities to piggyback on other governments
- To continue to expand the Cooperative Bidding Program.

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: Curriculum and Assessment Services (Sherwood)

INTERVIEWEE: Danielle Hudek, Asst. Administrative Coordinator

DATE: November 6, 2012

Program/Service Description: Building local instructional capacity based on district identified needs and NYSED guidelines remains our mission.

The Curriculum Development Program includes: The design, review, evaluation, and/or updating of curricula, the coordination of curriculum projects with nationally known facilitators, the use of the Eastern Suffolk BOCES bid on printed materials for curriculum and the use of Eastern Suffolk BOCES' duplication services to reproduce NYSED documents to support classroom curriculum.

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 with a host district), and access to the Assessment Liaison Network.

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

Assessment Services:

- ESBOCES led cluster scoring into the 21st century by utilizing an electronic scoring model for five of our East end districts to score the 3-8 New York State Assessments.
- EISS is utilizing an ESBOCES programmer to create a website exclusively for regional scoring. This will enable participating districts to easily schedule the drop off and pick up of their test booklets as well as to stay informed without cluttering up their email inboxes with listserv messages. In addition, there will be a "Frequently Asked Questions" section to help defray some of the repeated questions that come into our office via phone or email.

Curriculum Services:

- Utilizing the Comprehensive Curriculum Base Service, subscribing districts were able to take advantage of discounted assessment writing opportunities supported by a national presenter.
- Due to the release of the ELA and Math curriculum maps for the Common Core Curriculum over the summer, we were able to bring in a national presenter to assist in the creation of year-long curriculum maps for our component districts.

Literacy:

Leveled Literacy Intervention:

- EISS contracted with Heinemann for the second consecutive year to deliver three days of training on the systematic literacy intervention system "Leveled Literacy Intervention." In November 2012 we are offering an additional training on the new grade 3 intervention system that just came out in October 2012.

Reading Recovery:

- Starting in the 2010-11 school year, 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. Eastern Suffolk BOCES trained (3) teachers from our component school districts in the 2011-12 school year utilizing this grant opportunity.

2.) Successes/Strengths:

Assessment Services:

- Based on the successes of the 2010-11 school year, we continued to conduct 2 NYSAA scoring sessions consisting of 3 days each. The number of scoring days remained the same, but we were able to cut out 2 days of training, which kept more teachers in their classrooms.
- We utilized our electronic scoring vendor, Optimum Solutions Corporation, to assist in the regional scoring intake process. The vendor hand-wanded in every individual student's test booklet barcode and gave our participating districts access to a secure website to track each booklets' acceptance into our scoring system. This was a highly successful system for ensuring that we could track every student booklet given to us at intake for regional scoring.

Curriculum Services:

- National presenter Dr. Bena Kallick joined us to assist school districts in how to write valid and reliable assessments for the new Common Core Curriculum. We offered discounted participation for members of our Comprehensive Curriculum Base Service.

Literacy:

Leveled Literacy Intervention:

- EISS contracted with Heinemann for the second consecutive year to deliver three days of training on the systematic literacy intervention system "Leveled Literacy Intervention." We had a full house and even exceeded the maximum participation that we anticipated.

Reading Recovery:

- We trained three teachers from our component school districts utilizing the i3 grant. Although enrollment was down for Reading Recovery Continuing Contact, we are collaborating with Nassau BOCES to ensure that our teachers will continue to service struggling first grade students.

3.) Challenges:

- 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.
- Offering Reading Recovery Continuing Contact as a shared service will continue to be a challenge as enrollment continues to decrease.

4.) Anticipated changes for 2013-2014:

- 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 continue gathering competitive bids from vendors for electronic scoring services at ESBOCES. Last year the bids were too far out of the range of affordability for our component school districts.

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.
- Laborers for regional scoring intake for box transport
- Storage for regional scoring test booklets in between the vendor's return of them to us and the district's pickup.

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

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: November 8, 2012

Program/Service Description:

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

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

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

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

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

Summer Enrichment:

- Two new district participants enrolled for the summer enrichment program, Comsewogue UFSD and Bay Shore UFSD. We also provided another successful program for the 3rd year at Bayport-Blue Point UFSD.
- Comsewogue's program included a guided reading instructional component. The reading program was targeted for specific students that needed additional support over the summer. The district paid the morning tuition for these 12 students for six weeks. The average student reading score gain was two Fountas Pinnell levels. The Superintendent was very pleased with the entire program as well as the parents. Once other parents heard about the reading component of the program, they inquired if we could offer this next year with a parent payment option for any student.
- Bay Shore has provided a summer program for the past 20 years in district. This year, they asked ESBOCES for assistance. They saved over 1 million dollars by having ESBOCES provide both their summer enrichment and special education programs. EISS worked with the Special Education Department to provide a blended component for the summer enrichment program. This unique blended summer enrichment program was a success. They also provided a "Reading for All" component. Every student enrolled in any of the three, two week sessions received guided reading and small group instruction.

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.

Summer Enrichment:

- Participation in summer enrichment opportunities have increased tremendously. The program is a financially appealing option for districts and their communities as they continue to make internal programmatic cuts in order to remain under the 2% tax cap.

3.) Challenges:

Year Round Enrichment:

- Keep the districts enrolled in the Year Round Enrichment and Junior ROTC. These programs are not seen as part of the core curriculum so we could see more cuts in the future.

Year Round Enrichment:

- Keep up with the new demand that the fiscal climate has created for this summer enrichment program. We have two new large districts that might be interested in the program for next summer.

Science 21 Kits:

- Continue the current enrollment of science kits.

4.) Anticipated changes for 2012-2013:

- None

5.) Areas of Need:

- Finding the time to create new services that will continue to help meet the needs of the districts, the requirements from NYSED and the federal government.

NAME OF PROGRAM/SERVICE: District Printing/Duplication
(James Hines Administration Center)

INTERVIEWEE: Patricia McCabe, Senior Administrative Asst.

DATE: November 29, 2012

Program/Service Description: The Central Support Services Program operates a shared service for participating school districts for the production of high-quality, printed materials to assist districts in reducing their expenses by outsourcing their printing and duplication needs. Printing capabilities range from quick-copy duplicating to custom materials printed in color.

Using state-of-the-art equipment, a large variety of items, including but not limited to brochures, booklets, newsletters, calendars, postcards, posters and other creative educational visual aids can be produced. A variety of paper types and finishing options are available. Post printing tasks include collating, binding, trimming, folding, hole-punching, and stapling. The service also provides delivery services to the district's central office.

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

- Increased use of printing service by districts
- Utilization of summer laborer to meet deadlines for district printing needs for back-to school materials

2.) Successes/Strengths:

- Skilled/knowledgeable staff
- Effective communication with supply and equipment vendors
- Effective communication with key district staff

3.) Challenges:

- Ever-changing technology and methods of graphics production as they relate to printing
- Maintaining intended specifications (i.e. color, layout, format, etc.) of printed materials that are electronically received.

4.) Anticipated changes for 2013-2014:

- Expansion of service requests from districts

5.) Areas of Need:

- Increased awareness of service to districts

NAME OF PROGRAM/SERVICE:

**Eastern Suffolk BOCES
(James Hines Administration Center)**

INTERVIEWEE:

Dean T. Lucera, District Superintendent

DATE:

January 1, 2013

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

1.) Significant changes since 2011-2012:

- Appointed District Superintendent effective August 1, 2012
- Supported the efforts of the Commissioner of Education, Dr. John B. King, Jr.; Senior Deputy Commissioner for P-16, Mr. Ken Slentz and the NY State Board of Regents as they work to reform the NYSED system to provide for a richer school curriculum, better assessments of students and teachers, and the development of a comprehensive longitudinal data system that would cover every stage of the educational process so that teachers will have access to timely, meaningful data to inform instruction, and to become a hub of innovation and best practices
- Continued to serve in an advisory capacity to help in the development of the Department's Race to the Top initiatives and will support SED's implementation of the Common Core State Standards and Annual Professional Performance Review Plan (APPR) in the region
- Created and/or strengthened existing partnerships with Institutes of Higher Education, not-for-profits, teacher centers, and community based organizations to further support the SED's P-16 initiatives including but not limited to schools and districts on the Focus List, School Quality Review (SQR); Universal Pre-Kindergarten; the Governor's Summit on Dropout Prevention and Student Engagement, and the Department's Institutes of Higher Education/High-Quality Teachers initiative
- Led local school improvement in closing student performance gaps
- Facilitated greater collaboration with all three Long Island BOCES
- Played a greater role in giving input to SED to change policies/procedures
- Expanded the role of the District Superintendent on a variety of advisory boards
- Increased involvement in more statewide projects.

2.) Successes/Strengths:

- Enhanced the mutually supportive and proactive administrative partnership between the District Superintendent and Chief Operating Officer in response to the needs of the SED, component school districts, and the agency
- Coordinated and acted as liaison between the public educational community and other state/regional agencies/organizations so that the educators in the region can most effectively and efficiently use available resources
- Continued to serve as a vigorous, informed, and innovative advocate for school improvement by assisting component school districts in their efforts to provide the highest quality educational programs in the most cost-effective manner while facing fiscal challenges

- Supported the Regents' priorities for school improvement by working with SED officials at the executive level to help with the governance, transition, and delivery of technical assistance offered by the state networks to low performing/high-poverty school districts in the region
- Provided leadership in support of the NYS standards and comprehensive reform strategy
- Served as a strong advocate for exemplary practices and provided resources to support innovation
- Worked to remove obstacles to higher student performance
- Created a new capacity to recruit and prepare teachers and school leaders
- Detected, reported, and resolved problems
- Used BOCES services effectively to support local reform efforts
- Created a culture of cost effectiveness and quality
- Supported the implementation of Career and Technical Education (CTE)/Science, Technology, Engineering & Mathematics (STEM) pathways for graduation of secondary students in the region to be "College and Career Ready"
- Demonstrated the functional capacity of region/BOCES through a Stocktakes visit by the Commissioner of Education.

3.) Challenges:

- Need more statewide projects such as STEM, Audit of Curriculum, Infusion Development
- Need innovative thinking and operations to support it
- Limited Resources – Getting funding or a system to come up with new ideas while facing the state aid and tax cap
- Need more organizational support
- Distance Learning
- Online testing
- Teacher/Principal new evaluation system
- Building more support for the Superintendent in Residence position
- Resolving boundary disputes between component school districts
- District Reorganization and Centralization
- No operational money from the State to support expanded role and projects
- Need for foundation support from 501c3 or other entity to expand initiatives.

4.) Anticipated changes for 2013-2014:

- Build a plan to most effectively use and attract regional expertise and leadership
- Unite the three Long Island BOCES Boards to answer the question: "What will BOCES look like in the 21st Century?"
- More collaboration with all three Long Island BOCES
- Continue ongoing dialogue and partnering with the Chief Operating Officer/District Superintendent relationship to build even greater collaboration.

5.) Areas of Need:

- Development of funding sources to create opportunities for students.

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

INTERVIEWEE: Marilyn Adsitt, Director

DATE: November 9, 2012

Program/Service Description: The Department of Education and Information Support Services (EISS) offers a variety of high-quality programs and services that are designed to enhance instructional programs and improve outcomes for 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 2011-2012:

- All programs under the EISS rubric have begun to truly merge together; communication between programs has evolved significantly
- New programs have been added to meet the needs of our component districts
- Cross-training of support personnel has occurred to effectively meet programmatic needs
- Reduction of staff

2.) Successes/Strengths:

- Maintenance of current programs despite the economic climate with much growth in the areas of professional development and data
- Continued success with grant funds
- Administrators continue to meet the needs of our districts as evidenced by the districts strong support of our offerings
- Strong ESBOCES staff with a commitment to excellent customer service

3.) Challenges:

- Space
- CoSer relief
- Equivalent services provided/less resources

4.) Anticipated changes for 2013-2014:

- Additional program offerings
- Possibility of further grant funds being awarded
- Expectation of a surge in regional assessment scoring

5.) Areas of Need:

- Continued development of services that match district needs
- CoSer relief
- Additional resources

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

INTERVIEWEE: Keith Ferry, Divisional Administrator

DATE: November 5, 2012

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

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

- Reduction of staff
- Changes to job responsibilities

2.) Successes/Strengths:

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

3.) Challenges:

- Large number of mandates and initiatives
- Doing more with less

4.) Anticipated changes for 2013-2014:

- 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 24, 2012

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 2011-2012:

- Developed a tracking system to offer more training and support to staff members that experienced student injuries.

2.) Successes/Strengths:

- Getting closer to the goal of annual training for all staff now that we are able to track participation through MLP and PeopleSoft.

3.) Challenges:

- Due to recent retirements, we are in need of more instructors.

4.) Anticipated changes for 2013-2014:

- Provide additional CPI training modules to our current instructors.
- Work with CPI to get more staff members to become instructors.

5.) Areas of Need:

- Space for training.

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

INTERVIEWEE: Gina Reilly, Divisional Administrator

DATE: October 24, 2012

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 2011-2012:

- Updated our training modules to include the new web-based outlook 10 version.

2.) Successes/Strengths:

- Mentors attended the NRCP conference in San Antonio, Texas.
- Presented training modules to staff in the Ellenville School District upstate.

3.) Challenges:

- None

4.) Anticipated changes for 2013-2014:

- Reviewing all modules to insure that needed updates are made.
- Presenting training modules to all administrators, so they are aware of what staff is hearing.

5.) Areas of Need:

- Space for training.

NAME OF PROGRAM/SERVICE: Educational Services Division
 (James Hines Administration Center)

INTERVIEWEE: Julie Lutz, Deputy Supt. for Educational Services

DATE: November 9, 2012

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 2011-2012:

- Continued the Regional District Based Summer School for Special Education
- Continued Regional Alternative High School with a GED component and added an Alternative Learning Center for credit recovery needs
- Worked to implement the massive requirements of APPR, across the region as well as within all of our internal programs.
- Began to focus on stemming the loss of enrollment in CTE by putting together a CTE Task Force to study the issues and develop some recommendations
- Worked to support major transitions in leadership throughout all of our programs. With the retirement of 13 plus administrators, the resignation of 4, and the promotion of some to higher level positions, we will need to hire more than 20 administrators to fill all the needs.
- Worked to implement the requirements of DASA across the region and within our programs

2.) Successes/Strengths:

- ESBOCES Staff
- Improved communication and collaboration with other Long Island BOCES
- Continued work to improve data systems and communication for better efficiency
- New innovative programs to respond to district needs
- Timely filing of an APPR Plan
- 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, DASA requirements through the EISS and FSSSI staff
- Agency implementation a Succession Planning Committee to proactively address the staff turnover expected in the next few years.
- Work done with Administrative Council members and our architect to complete a Long Term Space Plan.

3.) Challenges:

- Declining CTE Enrollment
- Hurricane in the region in October of 2012
- 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
- Administrative Turnover

4.) Anticipated changes for 2013-2014:

- Staff turnover at all levels.
- Higher level Administrative Turnover
- Working to do more with less (people and money)
- Relocation from some of our rental space to new rental space for cost efficiency's

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
- The need to find additional funding sources to support our programs and the region

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

INTERVIEWEE: Lucille Buergers, Administrative Coordinator

DATE: November 26, 2012

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. SAS also provides violence prevention specialists and when 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 20 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.

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)
- 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 2011-2012:

- We lost our Learn To Be...Tobacco Free School Health Education initiative when the County cut the BOCES funding in the Spring of 2012.
- The federally funded ACES Underage Drinking grant ended as of June 30th, 2012.
- Our staff was downsized by 5 counselors and 2 administrators as a result of attrition, 2 districts not being able to retain the ACES grant counselors, and several other districts dropping the program as a result of budgetary constraints.
- Anti-DWI funding from Suffolk County was not renewed.
- One administrator overseeing and supervising the program.

2.) Successes/Strengths:

- Successful completion of the 3 year US Department of Education's ACES grant in the Rocky Point and Shoreham-Wading River School Districts.
- Highly acclaimed record of accomplishments for the 10 year funded Learn to Be...Tobacco Free Initiative that ended in early 2012.
- SAS counselors assisting their districts in the implementation of DASA.
- Comsewogue High School's SUSS team (Students United for Safe Schools), led and organized by SAS counselor Joe Pifko, was recognized as a Promising Character Education Program by the Character Education Partnership in Washington, D.C. in November, 2012.

3.) Challenges:

- Running the program with less administrative help and fewer districts participating.
- Implementing evidence-based programs as required by OASAS to be in compliance with the Prevention Guidelines.
- Maintain enrollment.

4.) Anticipated changes for 2013-2014:

- Addition of a separate SAS provided workshop/speakers list to offer non-participating and participating districts professional development for a nominal fee.

5.) Areas of Need:

- Resources to expand to more districts and to maintain the program at current levels.

NAME OF PROGRAM/SERVICE: ESL/Bilingual Programs (Sherwood)

INTERVIEWEE: Terri Brady-Mendez, Program Administrator

DATE: November 28, 2012

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: The State-funded L.I. RBE-RN provides a variety of educational resources to the 125 school districts in 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.

These services include:

- Assisting NYSED with interventions in underperforming, targeted districts and schools in the region
- On-site provision of professional development, consultations, and technical assistance in NYSED identified districts and schools
- Program planning, implementation, and review
- Technical assistance
- Staff development courses and workshops
- Information related to Federal and State resources
- Conference coordination locally and Statewide
- Materials and resource center
- Family involvement and outreach efforts

Suffolk NCLB Title III Limited English Proficiency (LEP) Consortium: The L.I. RBE-RN is the lead applicant and coordinating entity for a consortium that provides specialized technical assistance and staff development to English as a Second Language (ESL) programs in 31 districts in Eastern and Western Suffolk BOCES. The program is carried out with collaboration from the Eastern and Western Suffolk BOCES Model Schools Programs and the Student Data Services of the Suffolk Regional Information Center. The purpose of the consortium is to improve the instruction of Limited English Proficient/English Language Learners (LEP/ELLs) through analysis of assessment data and incorporation of technology into their instruction. The Title III funding provides staff development, hardware, software, and a series of six staff development sessions on technological applications for all ESL teachers in the 31 districts, along with three days of embedded coaching in each district.

Nassau NCLB Title III Limited English Proficiency (LEP) Consortium: The L.I. RBE-RN is the lead applicant and coordinating entity for a consortium that provides specialized technical assistance and staff development to English as a Second Language (ESL) programs in 18 districts in the Nassau BOCES catchment area. The program is carried out with collaboration from the Nassau BOCES Model Schools. The purpose of the consortium is to improve the instruction of Limited English Proficient/English Language Learners (LEP/ELLs) through analysis of assessment data and incorporation of technology into their instruction. The Title III funding provides staff development, hardware, software, and a series of five staff development sessions on technological applications for all ESL teachers in the 18 districts, along with two days of embedded coaching in each district.

Intensive Teacher Institute in Bilingual Special Education (ITI-BSE): This State-funded program was established in 1994 to address the severe shortage of certified special education teachers in Bilingual Education and English as a Second Language (ESL). The program provides tuition assistance for 15 credits for a 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 22 New York City districts and 15 school districts in the rest of the state, and with 18 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 21 New York City districts and 24 school districts in the rest of the State, and with 23 institutions of higher education (IHEs) across New York State. These IHEs offer 34 unique ITI programs of study at the graduate and undergraduate levels on their campuses.

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

- When the two Bilingual Education/ESL Technical Assistance Centers on Long Island (Nassau and Suffolk BETACs) were reconfigured by NYSED into one region under the aegis of the new contract, the consolidation meant some major changes not only in terms of the number of districts served, but also involved a major shift in the focus of the work to be carried out by the newly established Regional Bilingual Education Resource Network (RBE-RN) on Long Island. In order to make the transition as seamless as possible, a satellite office was established in Nassau County in the same location where the Nassau BETAC had operated. Nonetheless, the shift in focus mandated under the new RBE-RN contract was significant in that all major activities of RBE-RN staff are now directed at working on-site in the districts and schools that have been identified as underperforming, based on NYS accountability measures. In addition, RBE-RN staff is expected to serve as “ad-hoc members” on “Intervention Teams” convened by NYSED when the districts or schools have been identified on the basis of the LEP/ELL subgroup. Traditional regional activities, such as professional development series offered to all districts in the catchment area, have been eliminated. On-site delivery in the identified districts of such activities that are required under the terms of the contract has involved a more dispersed and personnel-intensive form of service delivery. Non-identified district and school personnel no longer can rely on the former level of service that existed under prior BETAC contracts.

2.) Successes/Strengths:

- Even though the above-mentioned shift of focus has been implemented, the L.I. RBE-RN staff continues to provide service to the non-identified districts insofar as possible. Evidence of this can be seen in the ongoing activities that are organized for the coordinators/administrators of ESL and Bilingual Programs across Long Island. Individual requests for technical assistance are handled promptly, regardless of the status of the district or school from which the requests come. Another demonstrable aspect of the success of the RBE-RN’s functioning can be seen in the number of

participants at the Long Island Teachers' Institute held in March 2012, which was attended by over 350 educators from across Long Island.

- It should also be noted that in its role as Lead Applicant for the Nassau and Suffolk Title III Consortia, over 40% of the 120 Long Island school districts with LEP/ELLs became eligible to receive federal funding to support supplementary programs for LEP/ELLs in their school. Because of the threshold for obtaining these funds, without the initiative of the L.I. RBE-RN on their behalf, the districts would not be eligible for funding.
- The responsiveness, dedication, and teamwork of the staff of the ESL/Bilingual Program are essential to the programs' success.
- The expertise of the RBE-RN and ITI Programs' staff is often sought by NYSED offices, and as such, our personnel provides Statewide leadership.
- The RBE-RN Director has been and continues to be involved with various NYSED Statewide committees, most recently through continuing participation on the Steering Committee of the Bilingual Common Core Initiative, which is attempting to provide an alignment of Bilingual and ESL curricula with the NYS Common Core Learning Standard in English Language Arts.
- Eastern Suffolk BOCES' proposal to maintain the Intensive Teacher Institute in Bilingual Special Education (ITI-BSE) was successful. The ITI-BSE Program is expected to continue providing its services until September 30, 2017.

3.) Challenges:

- The reduction of the RBE-RN contract from an anticipated period of five years to one year and ten months has negatively affected the ability to hire an additional staff member, due to the uncertainty of the contract's longevity. Although there is currently discussion at NYSED of extending the contract as a "sole source" for one more year (until June 2014), there is no certainty that this will occur.
- Straddling the fine line between providing technical assistance and professional development to regional schools and districts, while simultaneously being asked to collaborate as monitoring agents on NYSED "Intervention Teams" in districts required to complete the "Diagnostic Tool for School and District Effectiveness" within the same districts and schools is a very delicate and difficult balance to maintain.
- For the very first time, RBE-RN staff was advised not to provide guidance or technical assistance to districts on a critical aspect of LEP/ELL education, regarding the development of Student Learning Objectives (SLOs) for ESL and Bilingual Education teachers. This situation was viewed by many Long Island district coordinators as unsupportive and incompatible with the RBE-RN's stated goals and objectives.
- Having RBE-RN efforts directed primarily at "priority" districts and schools currently identified in Accountability Status severely limits staff ability to take on a proactive role with districts and schools that are known to be in distress, but that are not (yet) identified.
- The status of the Intensive Teacher Institute in Bilingual Education and ESL (ITI-BE) remains unresolved. Although the prior contract was extended by one year by NYSED (until June 30, 2013), a new RFP is currently under development in NYSED

that may involve a major overhaul of the entire program. It is anticipated that this new contract will significantly alter the manner in which the program has successfully operated over the past 22 years.

4.) Anticipated changes for 2013-2014:

- Despite current discussion at NYSED concerning the extension of the RBE-RN contracts for an additional year, another RFP is anticipated sometime next year. The focus of the work may change yet again. Eastern Suffolk BOCES will respond to the RFP when it is issued.
- As mentioned above, a new RFP for the ITI-BE is expected to be released in the winter of 2012-13. A major modification to the program is anticipated, though no details are yet available. Eastern Suffolk BOCES will, however, respond to the RFP when it is issued.

5.) Areas of Need:

- The hiring of one additional staff member for the L.I. RBE-RN remains outstanding, and will likely depend on the one-year extension of its contract in order to attract appropriately qualified applicants who can be trained within a reasonable time period.
- There is an urgent need for adequate and accessible storage space to house the Resource Library for the Suffolk office of the L.I. RBE-RN. The space that had been allocated in the Brookhaven Technical Center has been relegated to the basement of the facility, and is no longer accessible. Having a regional Resource Library is a mandated activity in the current RBE-RN contract.

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

INTERVIEWEE: Julia Schnurman, Program Coordinator

DATE: December 11, 2012

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

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

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

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

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

- **Migrant Education:** During this year, the New York State – Migrant Education Program instituted a wide range of policy and programmatic changes in terms of both data collecting and the delivery and accounting for supplementary services. Migrant Tutor Advocates began working under a new Service Delivery Plan with outcome based tutoring and advocacy services. Record-keeping and data reporting intensified for a broader level of accountability reflecting Common Core Standards and student success.
- **Esperanza:** Funding is based on the number of Migrant students who meet the criteria for homelessness under McKinney-Vento. The number of migrant-homeless students increased proportionally to the funding, and collaboration between ESBOCES and NYSED-MEP led to a broader use of the funding to include an appropriate mechanism to provide the emergency supplementary goods and services necessary to support academic progress.
- **Homeless Children and Youth / Mobile Outreach Parent – Child Home Program:** Fund development for this program was extensive, and yielded a strong outcome. These funds are not guaranteed for the 2012- 2013 school year, so the fund development process continues.

2.) Successes/Strengths:

- The Family Education Outreach Office was successful in providing a wide variety of supplemental educational services to migrant and homeless children and youth due to dedicated staff, a strong professional development program, and partnerships with school districts and other community service providers.

3.) Challenges:

- The largest challenges come in a variety of the areas including building a strong collaboration with school districts in order to continue providing supplementary academic services to the children we serve, and fund development to insure continuation of services.

4.) Anticipated changes for 2013-2014:

- The biggest changes will be in the form of maintaining service delivery in the face of reduced funding and staffing and increased population.

5.) Areas of Need:

- The number of children and students living in temporary housing due to poverty and their parent's migratory lifestyle is increasing rapidly in our area. Fund development strategies and procurement are needed to insure continuation of the program.

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

INTERVIEWEE: Tim Murphy, Administrative Coordinator

DATE: December 6, 2012

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, IQM2 Meeting Management Software, 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 2011-2012:

- Continued to expanded and enhance Finance Manager Backup Service in the areas of Disaster Recovery testing.
- Increased storage capacity locally and out-of-region.
- Increased participation in new offerings such as POS and Transportation
- Continued growth in our Data Repository Services - Finance Manager Data Backup, Storage Area Network, and Email Archiving
- Introduced new offerings: IQM2, Teachscape, and iObservation.

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 to significantly raise 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 –particularly focus on APPR reporting
- 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 2013-2014:

- Finance Manager conversion to nVision application – will need to take a strong leadership role in supporting the conversion
- Deliver more value without increasing rates – i.e. growth through increased participation
- Promote and expand our newer services – IQM2, Ensemble Video, Cafeteria POS, Transportation Management and Routing, and Document Imaging and Scanning.
- Strengthen our existing services – more hands on training, classes, and workshops. Better utilize technology in delivering services – GoToMeeting, webinars, how-to tutorials, etc.
- Finance Manager Disaster Recovery Solution

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, Asst. Supt.

DATE: November 30, 2012

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 2011-2012:

- Retirement of key personnel
- Leave of absence of Director
- Reorganization of recruitment

2.) Successes/Strengths:

- New Employee Orientation
- Employee Awards
- Annual Administrative Leadership Academy was coordinated and received high ratings from administrative staff.
- Superintendent Conference Day was coordinated and received praise from staff.
- Attendance initiative was implemented to improve employee attendance.
- A "New Personnel Administrators" collegial circle was established to support new personnel administrators.
- Collaborative partnerships with colleges were developed and maintained to support executive level professional development and doctoral cohorts
- Continued to share Best Practices with Human Resources administrators of 51 component school districts.
- Worked cooperatively with Unions (mediations)
- APPR plan was submitted to NYSED for review and approval as per the requested timeline.
- Succession Planning committee was established for administrators, teachers, and teaching assistants. The committee facilitated several meetings with participants.
- The web-based interface for the NIS CoSer system was developed and implemented.
- Worked collaboratively with colleges to recruit student teachers and interns.
- Worked collaboratively with colleges to develop and maintain partnerships that support executive level professional development and doctoral cohorts.
- Staff is highly skilled and effective, and is comprised of approximately 2000 contractual employees.
- Principals evaluation process negotiations continue in order to meet NYSED APPR
- Digital fingerprinting offered to component districts at no cost
- Secure filing system maintained to protect employee personal identifying information
- Initiatives developed and implemented to improve employee morale (attendance recognition, employee birthday recognition)

- HR services improved and/or expanded to support districts (e.g. NIS automation, HR Administrator CoSer development).
- Improved percentage of employee attendance

3.) Challenges:

- Fiscal impact of rising employee and teacher retirement system and health insurance costs
- Continue to raise awareness of diversity on Long Island
- Stressed employees need support and EAP services
- 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
- Fiscal
- Identifying system for digital records retention and develop a plan for implementation in the absence of efficiency grant funding

4.) Anticipated changes for 2013-2014:

- Identification of a series of training opportunities for non-certificated supervisory staff
- Implement the online NIS system (Includes training of district staff)
- Implement training series for non-certificated supervisory staff
- Complete the development of and implement the principal evaluation tool in compliance with NYSED APPR regulations
- Implement succession plan workshops developed by the Succession Planning Committee

5.) Areas of Need:

- Improve archiving
- Improve procedure documentation
- Continue cross training of job functions
- Continue efforts to improve employee attendance
- Continue efforts to 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: Robert F. Dembia, Administrative Coordinator, Jail Education

DATE: December 10, 2012

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, Career and Technical Education including Carpentry, Graphic Design, Health Careers, and Career/Life Planning.

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

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

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

- We have added two part-time staff members who are working in the Riverhead Correctional Facility and teaching Graphic Arts and Health Careers. This is an expansion of our existing CTE programs.
- Two grants will be submitted: An EL/Civics grant and a grant for increasing opportunities for career training for incarcerated adults.
- We have expanded the role of one of our existing staff members to include transitional counseling and services for exiting incarcerated youth.
- Implementation of NovaNet, a credit recovery program so we are able to make credit recommendations to Riverhead CSD for our students who are working towards a regular high school diploma.

2.) Successes/Strengths

- Passing rate for the GED[®] Exam stands at 81%
- A “push-in” model was develop to help successfully mainstream ESL students into the regular academic classes
- Internal professional development trainings and collegial circles developed to meet the very specific needs of incarcerated education teachers
- Collaboration with the school district of location has been developed to support required data reporting to the NYS Education Department

3.) Challenges:

- Space in both Correctional Facilities continues to be limited, which ultimately restricts the numbers of students we can see as well as the scope of program offerings.
- The new jail building has not opened and space for educational services is still not settled.
- 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 2013-2014:

- 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.
- Implementation of the co-teaching model, expanded to CTE/Content
- Continued use of iPads and apple computers
- Expansion of existing programs and the ability to serve additional adults as a result of obtaining external funding...

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: November 27, 2012

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 2011-2012:

- New heating/cooling units installation continued with improvements/adjustments being made
- Third self-contained 8:1:1+2 class added at IAC to meet the growing demand for placement of students with combined psychiatric and cognitive impairment
- Change in program administration (Asst. Principal)
- Retirement of various staff members (i.e.: related service, teachers, and aides)
- Change in guidance counselor (1 full-time to 2 part-time)
- Change in student management software from eschool to BOCES Direct for student attendance and grade reporting
- Implementation and training for staff on the use of iPads for classroom instruction
- Apple TV installation
- WIFI for both IAC and IAC @ ICC
- Implementation of Common Core Standards
- Training for new Teacher Standards
- New teacher evaluation system that incorporates student data and Student Learning Objectives into the teacher's overall score.
- Training for staff to remain compliant with the Dignity for All students Act (DASA)
- OLWEUS Bullying Prevention Program for select staff members to provide turn-key training to the remainder of the program
- Implementation of a NWEA (web-based academic assessment for students)

2.) Successes/Strengths:

- Strong staff and faculty
- Continued support of the transition coordinator for post-secondary planning for students graduating and aging-out
- One of the programs chosen to participate in the Learning Technology Grant offered by NYS
- Recipient of "Special Legislative Grant" from the NYS Legislature totaling 20,000.00 to purchase iPads, Literature, and reward activities (to support the building-wide behavior management plan)
- Successful completion of the NYS audit with minimal corrections noted
- Continuation of Student/Staff Team

- Ongoing collaboration with component school districts, local police, and agency personnel
- BOCES wide DASA Trainer assigned to program
- Ongoing FBA/BIP review meetings

3.) Challenges:

- IAC@ICC shared gym/cafeteria limits the types activities offered during Physical Education classes during inclement weather
- Greater need for psychiatric services for students with severe emotional disturbance/behavioral issues
- Managing student behavior with a reduction in support staff
- Supervising one program housed in two buildings
- Students entering program who are behind in their credits and are in jeopardy of not graduating with their cohort
- Scheduling students to recover credit loss while providing time in their schedule to attend half-day career classes
- Scheduling the administration of state assessments (in two buildings) while adhering to individual student's testing modifications
- Encouraging regular attendance for students who are diagnosed with anxiety/school phobia and other psychiatric disorders
- Limited parental support/participation

4.) Anticipated changes for 2013-2014:

- Discussion phase for new gymnasium for IAC @ ICC
- Discussion phase for installation of additional heating/cooling units at IAC (gymnasium and cafeteria)

5.) Areas of Need:

- Support for students with complex psychiatric needs combined with severe behavioral issues
- Support and professional development for teachers and support staff in working such a challenging population
- Continued professional development to assist the staff in the understanding and use of student data (generated from NWEA) in developing daily lesson plans

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

INTERVIEWEE: Pete Lepore, Principal

DATE: November 8, 2012

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 2011-2012:

- Canine Careers PM class
- Lost Am Motorcycle repair class
- New HVAC system in A wing
- Change in administration at the AP level

2.) Successes/Strengths:

- Celebrated Teacher of the Year 2012 (Mike Frankson)
- 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
- Full day Intro to Baking

3.) Challenges:

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

4.) Anticipated changes for 2013-2014:

- 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
- Budget to include new program needs
- Facility upgrades

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

INTERVIEWEE: Matthew Matera, Principal

DATE: November 28, 2012

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 lifelong 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 2011-2012:

- New Principal and new Assistant Principal.
- Olweus Bullying Program in full effect all staff trained
- Creation of Dignity Period for all classes
- Wi-Fi installation with selected staff receiving ipad training
- New computers and laptops
- Change of student management systems from eSchool to BOCES Direct
- Staff changes-Guidance Counselor, 2 Social Workers, 2 Physical Education Teachers, Art Teacher, Home & Careers Teacher, Technology Teacher

2.) Successes/Strengths:

- Flexible staff
- Strong support team
- Program’s effectiveness in working with students with varying abilities and disabilities
- Transition of students to our 2 included sites (JAC @Longwood Jr. High & Oregon Middle School) which has led ultimately to students transferring back to their home district.
- Program’s strong stance on bullying(Olweus Program, Dignity Period)
- First JAC Dignity Day
- 65% reduction of school suspensions
- Collaboration with local businesses and organizations

3.) Challenges:

- Students are entering the program with higher rates of psychiatric illness
- Parental issues
- NWEA testing
- Implementation of Student Learning Objectives (SLO’s)

4.) Anticipated changes for 2013-2014:

- Staff retirements

5.) Areas of Need:

- Continued professional development
- Continued staff trainings regarding technology

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

INTERVIEWEE: Barbara Salatto, Associate Superintendent

DATE: December 10, 2012

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 2011-2012:

- Selected a new financial management system, WINCAP, and revised original strategic plan to reflect new software implementation plan.
- Implemented a new asset tracking system and a new School Lunch Management software system.

2.) Successes/Strengths:

- Successfully transitioned the School Lunch Program to Management Services.
- Presentation of timely topics at School Business Officials', NYSASBO, International ASBO meetings and SAMPO conference.
- Successfully completed the first phase of the web-based school district service request system.

3.) Challenges:

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

4.) Anticipated changes for 2013-2014:

- 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: Nicole Drinkwater, Principal

DATE: November 6, 2012

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

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

- Applied Behavior Analysis
- Discrete Trial Instruction
- Functional Behavior Analysis & Behavior Intervention Plans
- Multi-Media Instruction
- Picture Exchange Communication System (PECS)
- Social Stories
- Positive Reinforcement

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

- Creation of a Pre-Vocational Room
- Start of a Multi-Sensory Environment Room (MSE)

2.) Successes/Strengths:

- Higher quality, better-prepared substitutes
- Improved staff attendance
- Higher number of students transitioned to a less restrictive setting than in years past
- Improved behavior data tracking system
- Implementing iPads for instructional use
- Continued increase in paperless communication via e-mail to the staff

3.) Challenges:

- Student population more impaired and more behaviorally involved as well as an increase of students who also have psychiatric impairment
- Implementing iPads for instructional use
- New assistant Principal and a temporary secretary
- Gym floor water damaged in the spring due to new chiller; still not fixed. Floor is buckled along the edge on three sides and is a tripping hazard.
- New State regulations related to APPR with no special education exemptions
- Sharing building space with ACLD after-school program from 2:30-6:00 pm daily
- Having adequate SLP staff to provide speech to Medicaid students.

4.) Anticipated changes for 2013-2014:

- Declining enrollment
- New class size options 8:1:1+3, 8:1:1+2
- New students arriving with Augmentative Alternative Communication Devices (AAC Devices) that school districts have not purchased and do not support

5.) Areas of High Need:

- Storage
- Parking
- CPI trained substitutes
- Trained Bus Matrons (familiar with our student population)
- Improvement in the school lunch program
- Continued support and training for new technology and/or new programs, i.e. IEP Direct, MyLearningPlan, etc.

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

INTERVIEWEE: Thomas McGrath, Principal

DATE: November 16, 2012

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 2011-2012:

- Loss of staff and programs due to low morning enrollment and district cut backs
- Loss of programs: Trade Electric, 1 Automotive Technology
- 4 of our programs are now only offered half day: Cosmetology, Personal Training, Law Enforcement and Motorcycle Technology

2.) Successes/Strengths:

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

- Increased student learning opportunities in building by providing visual experiences, i.e., speakers, Barbering Expo, FBI, Beauty Show, Car Show
- 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 2013-2014:

- 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, APPR, SLO's, Evaluations and Observations

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

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: November 8, 2012

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, interactive white board workshops, internationally themed IT projects, iSAFE training, Model Schools liaison meetings and technology showcases, Long Island Technology Summit, on-line course delivery, on-site customized training, stipend reimbursement, substitute reimbursement, technology planning, videoconferencing resources, Distance Learning – Blended Learning.

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 2011-2012:

Model Schools:

- Model Schools teamed with the Regional Information Center to provide a new Distance Learning service under COSER 444. Online and blended learning opportunities are being offered to our component school districts. These online programs help students K-12 in need of remediation, credit recovery, enrichment, and courses not typically offered in the schools. Many students who struggle in a traditional classroom environment have found success with this type of environment because of multiple learning style opportunities. Model Schools is planning to expand this program to meet the growing needs of our component school districts.

Software Training:

- Model Schools has been working with the Office of Technology Integration staff to assist the agency during a major upgrade of the agency's email server. This project required an upgrade to all staff's existing Microsoft Office 2003 software to Office 2010. Model Schools has been involved in providing Microsoft Office 2010 Transition trainings as this suite of applications has been rolled out throughout the agency. Workshops in Microsoft Word, Outlook, Excel, PowerPoint, and Outlook Web App detail the new features of these applications to assist users in transitioning from the older 2003 version of Office to the newer 2010 version. Training sessions began in February and are ongoing as Office 2010 is installed at various Eastern Suffolk BOCES locations.

2.) Successes/Strengths:

Model Schools:

- Districts continue to subscribe to Model Schools while remaining under the 2% tax cap.

Software Training:

- Increased services due to upgrades across the agency and districts.

3.) Challenges:

Model Schools:

- Financial limitations
- Continue to offer professional development opportunities with the latest and greatest technologies. We need to facilitate lease opportunities so Model Schools can continually provide the most recent technologies to our districts.

Software Training:

- Financial limitations

4.) Anticipated changes for 2013-2014:

Model Schools:

- None

Software Training:

- None

5.) Areas of Need:

- Continuing the same level of service with fewer resources.

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

INTERVIEWEE: Patricia McCabe, Senior Administrative Asst.

DATE: November 28, 2012

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 five convenient locations in Suffolk County.

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

- Increase in number of nonpublic schools having their books delivered directly to the school, rather than parent/student pickups due to decrease in staff
- At the request of districts, a new procedure for gaining proof of residency prior to distribution of books was established and successfully implemented.
- Inability to receive shipments at Smithtown location resulted in book shipments being diverted to the Instructional Support Center.

2.) Successes/Strengths:

- Effective leadership by the Textbook Coordinator
- Dedicated, knowledgeable staff

3.) Challenges:

- Slight decrease in enrollment of students attending nonpublic schools.
- Planned change from PeopleSoft Textbook Program to Follett Destiny, including acquisition of software, transferring data, and training.
- End of lease at NYIT; move of Central Islip Distribution site to new location.
- Continued negotiations, on behalf of school districts, with nonpublic schools regarding book requests.

4.) Anticipated changes for 2013-2014:

- Full implementation of Follett Destiny Textbook Management which includes barcoding of books for increased inventory control.
- Relocation of Central Islip Distribution site complete.
- Possible expansion of program into Nassau County.

5.) Areas of Need:

- Establishment of written procedure for replacing lost books for students and schools due to fire or natural disaster.
- More research toward the alleviation of book shipments to Instructional Support Center.

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

INTERVIEWEE: Dr. Candace White-Ciraco, Director

DATE: November 26, 2012

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 2011-2012:

- Several specially funded projects have been completed. New Requests for Proposals (rfps) are being sought to find related initiatives based on the region's needs.

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 2013-2014:

- 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, Principal

DATE: October 24, 2012

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 2011-2012:

- Included classes at our Ridge Elementary site moved to West Middle Island Elementary School in the Longwood School District. The transition was smooth for staff and students.
- Installation of a new speaker system in All Purpose Room, which increases accessibility and usefulness for staff activities and student events.
- Updating our stage in our gym with new curtains. This allowed us to have our first live professional production of "The Wizard of Oz" and our Graduation and Moving Up Ceremony in the gym.
- Addition of an outdoor concrete ramp and railing. This provides a safe route of egress for our 12:1:4 students and staff. It also allows safe access for our court yard use for outdoor school events.
- Development and implementation of additional structured committees, i.e. Premm Cares, Graduation, Special Events. Staff was, once again, encouraged, during Opening Day meeting, to become more involved in committees. . Additionally, there will be skills aligned between these programs, i.e. functional communication, allowing for greater generalization of student skills across all settings.
- Continuation of Behavior Management Committee to align interventions building wide.
- Continuation of our 'Lead Teacher' program which was a success.
- Continuing improvement of our lighting and heating throughout our building.
- Focus Room Update with new mats for the wall and floor
- Emergency Intercom System added to all bathrooms.
- Total access to all areas of the gym
- Stage re-organization
- Building involvement in the PECS program, facilitating communication for many students.

2.) Successes/Strengths:

- Increase in community outreach:
 - 9/11 "Premm Cares" project- Classes identified families in need within our local community. The families are Long Island Families that have become unemployed because of the economic situation. 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 continues.
 - Special Olympics collaboration with staff/students from our own Premm Included site program; students helping students.
 - Culmination of therapy integration and focus on Individual Education Plan Goals with a Building Wide Carnival and Fair.
 - "Take Your Child to Work Day" included a Professional Workshop offered by our Related Service Staff.
- 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
 - Full participation in Community Ed Program
 - Parent Groups with focused training topics
 - Transitional Planning across all settings
 - I pads in selected classrooms
- 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.
- Several new State Education mandates with limited time for staff development.

4.) Anticipated changes for 2013-2014:

- Update and add to current playground; purchase new accessible equipment for students using wheelchairs.
- Ramp for the stage to make it wheelchair accessible.
- Wi-Fi for the building.
- I-pads for all classrooms.

5.) Areas of Need:

- Additional outside courtyard enhancement
- Wi-Fi for the building.
- All-Purpose Room Projectors will be updated and possibly moved for a ceiling installation.
- Increase in storage space
- Removal of our former cafeteria counters

NAME OF PROGRAM/SERVICE: Professional Development (Sherwood)

INTERVIEWEE: Kate Davern, Administrative Coordinator

DATE: November 7, 2012

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

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

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

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

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

The My Learning Plan System Includes: Alignment of district goals to professional development activities, automated procedures, course approvals, Model Schools personnel available for support, Purpose of professional development experiences, tracking of hours

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

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

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

- Continued significant focus on New York State's Race to the Top Initiative through the development of an Eastern Suffolk BOCES Network Team. The Network Teams are charged with turnkey training of all state trainings on Teacher and Principal Evaluation, Common Core State Standards, Data Driven Instruction and curriculum modules.

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 2 years.
- Many of the districts that did not choose to work with our Network Team are still attending many of our trainings.

3.) Challenges:

- In regard to Network Team training for Teacher and Principal Evaluation, NYSED has not been clear on how they would like the Network Teams to turnkey inter-rater reliability and calibration training.

4.) Anticipated changes for 2013-2014:

- Training for implementation of curriculum models for science, social studies and arts
- Training on use of formative assessments in science, social studies and arts

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: Regional Special Education Technical Assistance Support Centers (RSE-TASC) (Sherwood)

INTERVIEWEE: Vincent Leone, Program Administrator

DATE: December 13, 2012

Program/Service Description: The RSE-TASC works in partnership with the Office of Special Education's (OSE) Special Education Quality Assurance (SEQA) offices, and other OSE 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 the OSE to be "at risk", "Needs Assistance", "Needs Intervention", or "Needs Substantial Intervention" in order to (a) improve outcomes for students with disabilities and (b) to meet the State's targets for improvement as identified in the State Performance Plan (SPP). However, non-designated districts are invited to participate in all regional training opportunities.

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

- The RSE-TASC continues its work with districts in Suffolk and Nassau counties, targeting especially those districts which struggle to maintain performance targets established for students with disabilities.
- Towards the end of 2011-2012 school year, the RSE-TASC prepared for an enhanced role in new School Accountability work. The RSE-TASC will be an active participant in Elementary and Secondary Education Act (ESEA) Diagnostic Tool for School and District Effectiveness (DTSDE) reviews. Special Education School Improvement Specialists (SEIS) will participate on Integrated Intervention Teams (IIT) in Focus Schools in our region where students with disabilities are one of the Accountability sub-groups. Additionally, SEIS will participate as a sub-group specialist in IIT's in Priority Schools across our region as capacity allows. This new responsibility emerged from the state's successful application for an ESEA waiver to No Child Left Behind (NCLB) and will continue to raise the profile of our work across Long Island.

2.) Successes/Strengths:

- The 2011-12 school year saw the addition of many capable new staff members who quickly made important contributions to our regional planning process. In addition, newly hired staff members have been actively engaged in presenting regional workshops and providing embedded technical assistance in Eastern Suffolk schools. Also, new tools for our work were developed, and staff has 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 colleagues as well as other RSE-TASC regions across the state.

3.) Challenges:

- The RSE-TASC continues to work with our school districts to form collaborative partnerships in order to improve outcomes for students with disabilities. Establishing and maintaining 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.
- As a result of a shift in New York State Accountability criteria and identification methodologies from 2010-2011 to 2011-2012, many of our targeted Quality Improvement Plan (QIP) districts were deemed to be “In Good Standing” by the Office of Accountability this school year. This means that, among other things, schools in these districts were/are no longer required to implement their school improvement plans. Districts have broadly interpreted this language to include their QIPs. Therefore, the RSE-TASC has had to proactively advocate continuing QIP work in districts that were no longer “compelled” to fulfill their 18 month QIP commitments. Despite this difficult political climate, the vast majority of QIP districts across our region have agreed to continue their QIP work, indicating that they feel the support of the RSE-TASC will be/is beneficial to students with disabilities in the district.

4.) Anticipated changes for 2013-2014:

- We expect to meet new challenges associated with the role we will play in the new DTSDE process.
- An amendment to our 5-year grant has been proposed and programmatically accepted by the state education department. This amendment would allow the Long Island RSE-TASC to hire an additional Behavior Specialist (BS) and an additional Regional Special Education Training Specialist (RSETS). Both of these individuals would be allocated to serve Nassau County, allowing our current BS and RSETS, who presently serve both Nassau and Suffolk, to focus on Suffolk school districts. We are presently awaiting fiscal approval from the state to operationalize this amendment.

5.) Areas of Need:

- None.

NAME OF PROGRAM/SERVICE: Regional Transportation (Colin Dr.)

INTERVIEWEE: Colleen Lipponer, School Transportation Administrator

DATE: November 20, 2012

Program/Service Description:

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

Transportation – Related Services: Eastern Suffolk BOCES offers other services related to transportation. These services include shared management, child safety zones, coach and bus inspections, route analysis, the Safety Sally program, SED testing, and SDBI training.

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

- A Transportation Administrator & Transportation Technician have been hired
- A new invoicing program for districts has been implemented
- A new RFP for Transportation Field & Coach Service has been implemented
- A new contract for school age transportation has been implemented
- Consolidated 5 contractors to 4

2.) Successes/Strengths:

- Consolidation of transportation from many districts to individual schools
- New billing system is easier for districts to understand
- Per student rate in new contract is very popular with districts
- Reputation as a leader in transportation service and training
- Reputation as a provider of high quality with ability to lower overall costs

3.) Challenges:

- Marketing our services
- Continual cost reduction measures
- Getting constituent district needs identified as they evolve

4.) Anticipated changes for 2013-2014:

- Implementation of computer routing software
- Data conversions of RTFS to computer routing software

5.) Areas of Need:

- Marketing our services
- Incentives for districts to regionalize to reduce overall costs.

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

INTERVIEWEE: Jonathan Hark, Manager

DATE: December 5, 2012

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 2011-2012:

- Continuing tight School budgets
- Was able to cut costs to participants accessing Environmental Consultant Contract

2.) Successes/Strengths:

- Emergency Management still popular
- Program has steady participation despite economic times

3.) Challenges:

- Keeping program strong considering state aid cuts, tighter budgets, and rising costs in post employee benefits and health insurance and the existence of online training
- Other government entities wish to participate in the program, however, Management Services at the State will not allow it
- Had to cut staff to maintain low increase – makes it difficult to provide same level of service

4.) Anticipated changes for 2013-2014:

- Concern may lose some districts due to fiscal concerns
- Hoping for some mandate relief
- Have new Hazard Communications Revisions to Standards that will be rolled out starting this coming calendar year

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 (SAC)

INTERVIEWEE: Michelle Carpenter, Principal

DATE: November 29, 2012

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 2011-2012:

- Michelle Carpenter, the new building Principal

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 2013-2014:

- Increasing the number of 8:1:1; 8:1:2 classes

5.) Areas of Need:

- 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 services continues

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

INTERVIEWEE: Gail Barraco, Administrative Coordinator

DATE: November 6, 2012

Program Service Description:

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

Library Automation – Online Public Access Catalog: Library Automation assists districts in automating their libraries so that users may access the library's collection online. 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 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. If desired, additional training is available for half or full days, for a fee.

eBooks: Districts may purchase eBooks for their collections through School Library System.

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

- Added eBooks to the Virtual Reference Collection
- Created new service – Professional Development Library

2.) Successes/Strengths:

- Supporting Inquiry Learning and Common Core State Standards for our teachers and librarians.

3.) Challenges:

- Districts laying off librarians, state aid down 21% for SLS

4.) Anticipated changes for 2013-2014:

- None

5.) Areas of Need:

- Funding for public education and library systems

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

INTERVIEWEE: Rob Becker, Director

DATE: December 10, 2012

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 2011-2012:

- We have experienced a significant change in our building level leadership due to the retirements of administrative staff. Three (of nine principal positions in the department) of our principals are new to their positions this year, and four of our assistant principals are new their positions.
- We have planned and implemented a number of initiatives relative to state mandated changes in staff evaluation, instructional assessment, data usage, and data reporting (APPR). These include: use of new rubrics for classroom teachers and principals, identification and ongoing implementation of a computerized system (OASYS) to assist in the collection and assessment of evaluation data, development of student learning objectives for all classes, identification and procurement of the NWEA Assessment for all of our Regents Diploma students, implementation of daily attendance procedures for all of our programs, use of computerized assessments, and staff development relative to each item above at the administrative and teacher levels.
- We have expanded the use of BOCES Direct system to perform more of our student data functions, such as daily attendance and scheduling, to continue our consolidation of student data into one coherent system
- We have expanded our service offerings to districts to meet the needs of elementary age students in support of ELA skills development.
- We have utilized grants, donations from PTO's and individuals and reallocation of fiscal resources to introduce the use of iPads into our programs for administrative and instructional uses. This technology supports instruction for our intensive needs students, and 21st century skill building, as well as, supporting the collection and assessment of teacher evaluation data. We began staff development with approximately twenty (20) administrators and fifty (50) teachers this past summer, and have continued the process throughout the fall.

2.) Successes/Strengths:

- Interview processes, hiring and incorporation of seven new administrators into our department. We continue to work to mentor and develop these young leaders moving forward.
- APPR initiative – We were closely involved in committee work, identification of state approved teacher and principal rubrics, identification of assessment tools, staff development initiatives as outlined above, and the successful implementation of these mandates as our year has progressed.
- Successful continuation of our efforts to standardize our student management functions within one BOCES Direct “tool”.
- Support and collaboration with the Office of Technology Integration in implementing the agency-wide WiFi project, enabling use of iPads, and support of instructional technology and 21st Century Learning.
- Support and collaboration with our Operations and Maintenance Department on the implementation of many large scale projects to improve our facilities and campuses to support safe and effective learning environments.
- Planning and staff development to introduce iPads for instruction and administration in a clear, organized manner.

3.) Challenges:

- Meeting the increasing state regulatory requirements related to APPR with existing resources, while continuing to support instructional initiatives.
- Declining enrollment and fiscal resources.
- Fiscal constraints on the part of our sending districts, complicating our student projection process, and our staff projections for the coming year.

4.) Anticipated changes for 2013-2014:

- Reduction of instructional and support staff in response to fiscal issues and an anticipated enrollment decline.
- Review of our student management system to insure provision of high quality service to our programs and component districts.
- Hiring of a new principal due to an upcoming retirement.

5.) Areas of Need:

- Time and fiscal resources to support ongoing staff development so that our staff/programs can continue to meet new learning standards and state requirements.
- Fiscal and professional resources to support a varied population of students with psychiatric needs.

NAME OF PROGRAM/SERVICE:

**Special Education –
Regional Alternative High School**

INTERVIEWEE:

Gina Reilly, Divisional Administrator

DATE:

October 24, 2012

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.

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

- The Alternative High School Program now offers placement to students who have been suspended from school or are awaiting an out-of-district placement in our Alternative Learning Center.
- It also offers a credit recovery component to students who need to “catch up” on credits that they haven’t earned in the past.

2.) Successes/Strengths:

- Students attending for credit recovery are earning credits so that they are able to graduate on time.
- Students are able to keep up with their work by attending a structured program when they are suspended from school.

3.) Challenges:

- Districts facing budgetary constraints are unable to participate in these programs.

4.) Anticipated changes for 2013-2014:

- Expand offering of remediation classes to middle school students.

5.) Areas of Need:

- Transportation for all students.

NAME OF PROGRAM/SERVICE: Special Education – Regional Summer School

INTERVIEWEE: Gina Reilly, Divisional Administrator

DATE: October 24, 2012

Program/Service Description:

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 2011-2012:

- Regional summer school expanded to offer a program at the Bay Shore School District.

2.) Successes/Strengths:

- Received excellent feedback from parents, as to the positive experience their child had in the summer programs.

3.) Challenges:

- Districts facing budgetary constraints are unable to participate in these programs.

4.) Anticipated changes for 2013-2014:

- Increased district participation.

5.) Areas of Need:

- More district participation.

NAME OF PROGRAM/SERVICE: Student Data Services/Model Schools

INTERVIEWEE: Ellen Moore, Administrative Coordinator

DATE: November 8, 2012

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 2011-2012:

- Ongoing planning as the Education and Information Support Services develops to support school districts in the implementation of Race to the Top initiatives, APPR practices, benchmark testing for students, and additional data linkages into the Warehouse.

2.) Successes/Strengths:

- Supervision of the development of the HEDI Calibrator to support school district efforts in the teacher evaluation process.
- Continued partnership with the National Student Clearing House through NYSED to provide school districts with post-secondary data reports to determine college and career readiness.
- Participated in the redesign of the DataCentral Web site to provide schools and 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 an ongoing 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.
- Provide Shared Data Experts with professional development to support 3rd party assessment implementation in school districts.
- 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 2013-2014:

- Program offerings in a time of change.
- School district support in a time of change.
- Data reporting to meet NYSED expectations.

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: November 6, 2012

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 2011-2012:

- Growth – more tests being scored. More non-public school participation.
- Development and release of new Student Data Services DataCentral website.
- Development of new program – Assessment Support.
- Development of support mechanisms for districts for APPR to include Data Dialogue virtual communications, HEDI Calibration Tool, and Regents Trend Tool.

2.) Successes/Strengths:

- 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 and Special Education support teams provided important hands-on services to subscribing districts.
- Test Scanning teams providing important “just-in-time” direction and assistance to districts with increasing data loading requirements.
- Student Data Services provided comprehensive support for APPR including robust Third Party Vendor Assessment support.

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 2013-2014:

- Continue to support reporting demands from state and federal government related to Race to the Top.
- Increasing need to support districts as they meet teacher and principal evaluation requirements.
- Adjustment of test scanning process by New York State.

5.) Areas of Need:

- Space
- Staff to keep up with increasing work load

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

INTERVIEWEE: Joe Stern, Program Administrator

DATE: November 7, 2012

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, and BARS on the Web is available. Regents scanning for item analysis and on-site Shared Data Experts are also available. Participation fees for New York State Student Identification System (NYSSIS) and required data collection are separate from the School Data Bank Service packages.

New York State Data Validation Service (Certify): This 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 verified BEDS Day PreK-12enrollments 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, and special educational services. Additional requirements will soon include VADIR, BEDS, and attendance reporting.

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

- Meeting more aggressive data reporting requirements.

2.) Successes/Strengths:

- Excellent relationships with district customers.
- Knowledgeable and hardworking 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 for all teachers and principals.
- Reporting staff/student data for Eastern Suffolk BOCES and Western Suffolk BOCES. This is a new requirement for 2012-13.
- 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, desktop computers, software) to support increasing data demands.
- Meeting all the above challenges with decreasing fiscal resources.

4.) Anticipated changes for 2013-2014:

- Accessing the new Shared Learning Infrastructure to support district data needs.
- Continued increased data reporting requirements particularly related to APPR requirements for all teachers and principals.

5.) Areas of Need:

- Programming staff to implement new Shared Learning Infrastructure applications.
- Space to support the program's expanding roles and storage requirements.
- Computer and data storage capacity to meet the expanding data reporting requirements.
- Fiscal resources to meet these needs.

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

INTERVIEWEE: Dr. Kristen Turnow, Administrative Coordinator

DATE: November 8, 2012

Program Service Description:

General Education Student Management Systems:

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

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

Infinite Campus Student Management Systems: a web-based student management system, which will track attendance, student demographics, grading, and master and walk-in scheduling. Students, parents, and teachers can access secure information from anywhere. This service includes application support, local training, telephone/on-site support, clerical assistance in emergency situations, production services, on-site support available.

Schooltool: is a web based student management system designed and built specifically for NY State School districts. All of your data, PK-12 is centralized eliminating building to building migration. Data is stored historically on students, attendance, discipline, health and more and is easily accessible. Changes are real time and immediately available throughout the application. Schooltool is fully compliant with NY State Reporting with all requirements integrated throughout the application. It has features such as: Integrated SLO and DASA, VADIR reporting, and elementary scheduling. Additional features such as course links which allow for overlapping periods and the capability of viewing multiple schedules in multiple buildings at the same time.

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

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

Special Education Student Management Services:

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

IEP Direct: This web-based special education student information and program management application gives districts the ability to draft IEPs online; share student and program information

district-wide and district to district; and produce state-mandated reports, CSE and CPSE reports, or customized reports. IEP Direct can help monitor, track, and review all of your special education needs.

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

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

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

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

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

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

Third Party Vendor Assessment Services:

AIMSweb: AIMSweb® 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 instruction. AIMSweb's data-driven model provides Curriculum-Based Measurement (CBM) assessments for benchmarking and progress monitoring, in addition to web-based data management, charting, and reporting. Together, these components provide a complete system to benchmark and monitor students' acquisition of essential academic skills.

Right Reason Technologies: provides a hosted, web-based solution for New York State APPR and SLO requirements and a RightPath Student Success System. The five components to meet a district's APPR/SLO solution needs include: SLO Goal Form, Mini and Formal Observations, End of Year Evaluation, HEDI Summation Form, Teacher Profile. RightPath™ Student Success System is an integrated modular instructional ecosystem that empowers educators with the solutions to meet the needs of individual students. Six exceptional platforms seamlessly combine to provide customizable solutions in the areas of Student Achievement, E-Learning, and Professional development.

NWEA: a not-for-profit dedicated to enriching the education system by encouraging learning for each and every student. Data is gathered through the first computerized adaptive assessments, validated by research and brought to life by 4,000 partners with our professional development as support. NWEA Measures of Academic Progress® (MAP®) tests presents students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. The underlying data driving the assessment ensures remarkable accuracy, based on over 24 million assessments given over 30+ years. Equal-interval RIT scale increases the stability, providing grade-independent analysis of a child's learning. For educators, it means timely information that, used well, can change the course of a student's achievement.

Renaissance STAR: delivers valid and reliable Response to Intervention data for screening, standards benchmarking, and progress monitoring, to help accurately place all students—Title I, Gifted & Talented, ELL, all tiers of RTI, and mainstream. STAR may be used to identify which students are on track with their goals, are meeting State Standards, are on a pathway to proficiency on the state test, or are in need of additional intervention. STAR may also be used to meet all RTI needs and monitor progress on Common Core Standards (CCSS) for grades K-12 Teacher and Principal Evaluations are supported by measuring growth using Student Growth Percentile (SGP) —STAR is the first to report SGP. It efficiently groups students for intervention or differential learning and generates group and individual reports for instructional planning that

identify appropriate skills to focus on during instruction, and appropriate resources to use.

Discovery Assessment Discovery Education Assessment Progress Zone and Benchmark provide educators with the tools needed to inform instruction and drive student achievement. Discovery Education Assessment detail export function can support the efficient and effective acquisition of student data that can inform instructional decisions for all students which will help prepare, remediate and enrich students, and to collect real-time data on their progress..

iReady: *iReady Diagnostic* is an adaptive diagnostic assessment tool that will pinpoint each student's unique areas of strength and instructional need. Built from the Common Core State Standards, *i-Ready* is completely web based and available for grades K-8 in Reading and Mathematics. Administer

up to 4 times per year as a measure of student growth. NYSED approved as a student growth measure. Diagnostic is adaptive and yields data on student ability in all domains and sub skills. Results are delivered in scale scores and grade levels. Clear, concise, actionable reports facilitate data driven instruction—for individual or groups of students with like needs. *Tools for Instruction*, lesson plans in PDF format, map directly back to each student's (or group's) "next steps for instruction," and are included with the cost of the diagnostic.

Optional online instructional modules— *i-Ready Instruction*—are assigned automatically to students based on their diagnostic assessment results, and serve as an individualized one to one tutorial. Provides Lexile scores to enable appropriate selection of student reading materials

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

- Converted 2 districts from Cleartrack to IEP Direct.
- Converted 1 district from eSchool data to Infinite Campus.
- Completed Third Phase of Medicaid Compliance Training.
- Began Medicaid Billing Service again and met with district officials in regards to compliant Medicaid billing.
- In August, 5 more programs were added to the existing Special Education Help Desk. AIMSweb was added in February 2010 therefore, the additional Third Party Vendor Assessment software programs were added including, Right Reason Technologies, NWEA, Renaissance STAR, Discovery Assessment and iReady.
- Developed new service to "Go Green" for displaying Third Party Assessment Student Reports for each Third Party Assessment on each of the Parent Portal for each Student Management System with Edge Corporation

2.) Successes/Strengths:

- After a plethora of demonstrations at ESBOCES's facilities and at district locations districts selected 1-3 Third Party Assessments for the Local Assessment Measure to be included in their APPR plans.
- AIMSweb grew last school year from 20 districts to 27.
- Right Reason Technologies currently has 25 districts utilizing their program and is growing as not only can it offer an alternative cost savings educational eLearning platform but it offers a highly individualized HEDI calculation tool for meeting the mandates of APPR.
- NWEA has 8 districts utilizing this program and 1 district piloting this program.
- Renaissance STAR has 3 districts utilizing this Assessment program.
- Discovery Assessments has 5 districts utilizing this Assessment program.
- iReady has 1 district utilizing and 1 district piloting this Assessment program.
- Exponential growth for the Third Party Assessment programs.
- A plethora of trainings scheduled in district for full implementation of Third Party Assessment Programs.
- Continue to grow services in the general education and special education student management systems.
- User meetings and trainings for all student management systems are heavily attended.
- Positive relationships with school districts continue to grow as demonstrated by trainings attended and phone calls made to help desks.
- Developed new service to "Go Green" for displaying Third Party Assessment Student Reports for each Third Party Assessment on each of the Parent Portals for each Student Management System with Edge Corporation.
- Medicaid trusted agents for region.

3.) Challenges:

- Anticipating State changes to coordinate with student management systems.
- Assisting school districts with the HEDI calculations as each district has individualized calculations as per teacher and administrative contracts.
- Doing a lot more with less.
- Finding the time to participate in focus groups for the additional 6 programs.
- Maintaining deep understanding of each of the new products we support in order to assist our component school districts.

4.) Anticipated changes for 2013-2014:

- Building relationships with Third Party Vendors to assist districts in a cost-effective manner.
- A tremendous amount of learning around the new programs added to the Help Desk needs to take place in order to be able to fulfill all district inquiries.
- Building a new Help Desk that can adequately support the 6 Third Party Assessments in an effective and efficient manner.

5.) Areas of Need:

- Adequate staffing is a major concern as we have added 6 new Local Assessment Web-based Software Programs. Our budget has only been able to acquire the addition of one position to the existing Special Education Help Desk which is comprised of one Principal Office Application Specialist, and three Office Application Specialists. These new web-based programs are extremely complex and require rigorous training in order to have a deep understanding of how to utilize the programs effectively. Based on the volume of phone calls and trainings in district it is apparent that additional staff is required in order to make this a service that is highly respected and sought after.
- Continued training for districts in using student management systems to most effectively and efficiently store and retrieve student data in order to stay compliant with NY State mandates.

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

INTERVIEWEE: Hilna Zoob, Program Administrator

DATE: November 8, 2012

**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 2011-2012:

We are experiencing personnel growth due to an increase in school district participation in all of our support services

2.) Successes/Strengths:

Our success continues to be our broad knowledge base regarding state mandates and data and our ability to be proactive in the face of continuous state changes

3.) Challenges:

Staying current and up to date with all of the NY State mandates that are continually changing and evolving

4.) Anticipated changes for 2013-2014:

Additional personnel in all areas.

5.) Areas of Need:

As we continue to grow we will need to reassess our building/space requirements. We will soon be at maximum capacity in our current location.

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

INTERVIEWEE: Nancy Winkler, Program Administrator

DATE: November 9, 2012

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 and other information as needed. 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 2011-2012:

- Billing and IEP Preparation now fully implemented in IEP/BOCES Direct.
- Scheduling, attendance, grading, now being done in new software (BOCES Direct) by both Special Ed and Career and Tech
- Preparation for reporting student data according to new APPR regulations underway.
- Increased collaboration with ESB Student Data Services to implement electronic submission to SIRS (NYSED Student Information Repository)

2.) Successes/Strengths:

- Ongoing successful collaboration with component school districts resulting in live data sharing
- Professional development continues
- Strong teamwork by SMS staff

3.) Challenges:

- Increased, new, and ever changing reporting requirements by the State and Feds has resulted in a “paddling as fast as we can” method of operation in this department.

4.) Anticipated changes for 2013-2014:

- Our existing vendors for student data management are anticipating changes in their services and delivery systems; this has the potential to present new challenges for us in terms of our ability to smoothly manage the data.

5.) Areas of Need:

- Time to accomplish all that needs to be done to fulfill reporting requirements and internal requests for data.
- Professional development to manage all of the systems we need to have working together.

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

INTERVIEWEE: Liz Melichar, Program Administrator

DATE: December 4, 2012

Program/Service Description:

Autism Consultant Services/Home ABA Services: Consultations and trainings are designed to assist staff to work effectively at sites with the most challenging students on the autism spectrum. These services are added to a District's Commitment Form when the service of a behavioral specialist or autism consultant is recommended by the CSE for implementation on a regular basis over a period of time. Autism consultants will address applied behavior analysis strategies, behavioral strategies, and educational strategies. Through Parent Training, they can assist parents in utilizing strategies in the home that are consistent with those used in school to facilitate student progress.

Home ABA Services are designed to meet the needs of component districts for students with autism spectrum disorders. Individualized programs are created in accordance with IEP goals and methodologies, including applied behavior analysis and discrete trial instruction. Progress is data-based tracked and monitored to emphasize effective collaboration between home, school, and community.

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

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

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

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

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

These needs might include: Assisting the district in starting a new class; observing an existing class to develop strategies for enhanced classroom structure, improved team interaction, and more effective educational and behavioral strategies; providing a series of parent training offerings; offering in-home parent training; assisting the district in developing its own parent training program.

Home ABA Services are designed to meet the needs of component districts for students with autism spectrum disorders. Individualized programs are created for students educated in district buildings. They are created in accordance with IEP goals and methodologies, including applied behavior analysis and discrete trial instruction. Progress is data-based tracked and monitored to emphasize effective collaboration between home, school, and community.

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

- Lead Teacher office physically moved to space at BLC East due to the closing of WFAC
- Expansion of the Parent Training Program to now include MLC, WHBLC, BAC, BLC, PLC and JAC in addition to serving the needs of component school districts
- 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 four ESBOCES facilities and two component school districts
- 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).
- Elimination of annual paper reports as content is entered into IEP Direct

2.) Successes/Strengths:

- Provision of Medicaid reimbursable services based upon component school district's identification of Medicaid students. 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
- 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.
- Improved technology for administrative recording of observation data

3.) Challenges:

- Delivering itinerant services within diverse scheduling constraints of multiple school districts, accommodating block and A/B scheduling, Core subject "blackout" blocks, etc.
- Delivering Medicaid aidable services following the scheduling of eligible providers in September
- Observation/evaluation and supervision of over two hundred special services providers
- Remaining current with rapidly changing technology
- Attracting a cadre of qualified substitutes in hard to place areas (Psychology, Speech, Hearing, Vision, etc.) who will not work for our current substitute rate of \$160 daily because private industry pays more.

4.) Anticipated changes for 2013-2014:

- Numerous staff retirements in all areas

5.) Areas of Need:

- Physical meeting spaces are often taken up by regional scoring/assessment and not available, consequently making our own parking at work quite difficult

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

INTERVIEWEE: Janet Kiley, Program Administrator

DATE: November 9, 2012

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 2011-2012:

- None

2.) Successes/Strengths:

- Strong parental support for the program
- 91% of second year students had solo flight
- Some improvement in balance of enrollment (2011-2012 – 24% enrollment in morning session, 76% in afternoon session, 2012-2013 – 39% enrollment in morning session, 61% in afternoon session)

3.) Challenges:

- Funds to support flying time for students in the Professional Pilot Program
- Unbalanced enrollment between morning and afternoon sessions

4.) Anticipated changes for 2013-2014:

- Increased enrollment in all classes
- Increased SkillsUSA membership

5.) Areas of Need:

- Increase in enrollment of Hispanic and Black students
- Increase in enrollment of female students
- Increase enrollment in all classes (There has been a 13% decline in enrollment since the 2011-2012 school year)

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

INTERVIEWEE: Jeanne Weber, Director

DATE: November 14, 2012

Program/Service Description: The **Suffolk Regional Information Center (RIC)** offers a variety of high-quality programs and services designed to support school districts and internal BOCES instructional and district facing administrative programs. The RIC continues to be a regional leader in technology by offering hardware, software, internet/Internet2, network infrastructure and management, SaaS (Software as a Service) hosted and managed solutions, technology acquisitions, and other support and service offerings to participants. :

- 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 / Credit Recovery
 - Videoconferencing / Webconferencing
 - Ensemble Web-based Video Management
 - Elluminate
 - Safari Montage
 - Applerouth SAT Prep
 - Various APPR solutions
 - Transportation Routing Systems
 - Cafeteria Management Systems
 - Filebound Document Management System
 - IQM2 Document Management System
 - SchoolTown Learning Management System
- Technology Support Services
 - LAN / WAN
 - Internet
 - Internet2
 - VoIP
 - IP Video Surveillance
 - Google Apps for Education – Help Desk and technical support
 - Microsoft Office 365 / LIVE@edu – Help Desk and technical support
 - Centralized NOC Management Services
 - Internal BOCES Technical Support Services
 - Student Data Systems
 - Special Education Instructional Programs
 - Career and Technical Education Instructional Programs
- Technology Acquisitions – Instructional and Administrative
- Website/Sharepoint/Moodle Hosting and Development

These services, with the exception of the Internal BOCES Technical Support Services, are available to all school districts across Suffolk County and are structured to meet their requested needs. Initiatives that were undertaken in 2011-12 and successfully implemented include:

- Restructuring of Internet service provisioning to school districts to be more cost effective and efficient

- Continuation of the Internet2 service provisioning to school districts via Virtual Private Network (VPN) connections in addition to standard fiber connections
- Introduction of Centralized NOC Management services for school districts to outsource their central network applications to be hosted at the RIC and gain significant cost savings
- Continued expansion of Disaster Recovery Planning and support services for districts 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., Google Apps for Education, Microsoft Office 365, SAS Curriculum Pathways, SchoolTown, etc., as part of the RIC's Research and Development partnership with New York Institute of Technology (NYIT)
- Continued Training for Technical Services staff to support the launch of the Google Apps for Education support service in 2011-12
- Continued expansion of Cafeteria Management Systems
- Continued expansion of Transportation Routing Software Systems with 3 new offerings to be launched in the 2011-12 school year
- Implementation as statewide host for NYTLA Technology Literacy Assessments System based on GenYES's product TechYES
- Introduction of new APPR based software solutions, as approved by NYSED and contracted for through statewide RIC consortia as a new service option
- Introduction of new distance learning and credit recovery software applications, in partnered association with Model Schools delivery of professional development
- Disaster Recovery Planning services for the school districts
- Introduction of IQM2 Document Management system for digital record keeping of school district BOE meeting agendas, minutes and other associated materials
- 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 2011-2012:

- Restructuring of Internet service provisioning to school districts to be more cost effective and efficient
- Introduction of Centralized NOC Management services for school districts to outsource their central network applications to be hosted at the RIC and gain significant cost savings
- Continued Training for Technical Services staff to support the launch of the Google Apps for Education support service in 2011-12
- Continued expansion of Cafeteria Management Systems
- Continued expansion of Transportation Routing Software Systems with 3 new offerings to be launched in the 2011-12 school year
- Implementation as statewide host for NYTLA Technology Literacy Assessments System based on GenYES's product TechYES
- Introduction of new APPR based software solutions, as approved by NYSED and contracted for through statewide RIC consortia as a new service option
- Introduction of new distance learning and credit recovery software applications, in partnered association with Model Schools delivery of professional development
- Introduction of IQM2 Document Management system for digital record keeping of school district BOE meeting agendas, minutes and other associated materials

2.) Successes/Strengths:

- Increasing group dynamic of Technical Services team is resulting in greater bench depth and knowledge strength to continue to grow and develop services to districts

3.) Challenges:

- Fiscal challenges of districts pose constant evaluation of service offerings and fee structures to insure continuing participation

4.) Anticipated changes for 2013-2014:

- Continued growth and development of new internet service provisioning model and Centralized NOC Management services

5.) Areas of Need:

- Physical work space is becoming challenging as the RIC is continuing to grow and expand

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

INTERVIEWEE: Grant Nelsen, Director

DATE: November 16, 2012

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 2011-2012:

- Major upgrade of BOCES Wi-Fi network. Expanded to include all major campuses as well as remote Special Ed. sites.
- Implementation of Mobile Device Management software to support the influx of iPads and other devices.
- Shift from upgrade of PeopleSoft to WinCap for agency's data management system.
- Upgraded agency's e-mail system

2.) Successes/Strengths:

- Meeting technical needs of the agency efficiently
- Small, yet eager staff
- Good customer service

3.) Challenges:

- Responding to an agency of this size and complexity
- Cost/benefit 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 2013-2014:

- Working toward July 2013 target date for WinCap implementation
- Continue to roll-out Mobile Device Management solution
- Reduction in staff due to WinCap implementation

5.) Areas of Need:

- Upgrade hardware and software more aggressively

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

INTERVIEWEE: Marie Davis, Principal

DATE: November 5, 2012

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, 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.

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

- Additional parking lot created to accommodate adult education students
- Marine Technology program cut to half-day
- Nurse Assisting program cut to half-day
- Special Career Education Business and Office Technology program cut to half-day
- Early Childcare program cut to half-day
- Closing of the Special Career Education Carpentry program
- New administrative team. Assistant principal is new to CTE and new principal was assistant principal in the building for five years.

2.) Successes/Strengths:

- Continue to offer high quality educational programs with less resources
- Increased collaboration between CTE and Adult Education administration
- Professional development opportunities for staff to be successful in planning, incorporating common core standards and meeting APPR requirements

3.) Challenges:

- Maintaining and increasing student enrollment
- Communicating to parents and potential students their right to enroll in CTE as a means to be college and career ready. District personnel have clearly communicated the value of our programs. However, they are only permitted to send a specified number of students that continues to decrease yearly.
- Staff reduction increases workload for remaining staff.

4.) Anticipated changes for 2013-2014:

- Opening of Motorsports Technology program

5.) Areas of Need:

- Support staff for students – school social worker(s)
- Updating of tools and equipment as needed to meet industry standards
- Updating/Repair of facilities:
 - New flooring/carpet in many classrooms
 - New gutters – some not draining properly, rusted, etc.
 - Removal of Greenhouse and construction of new shop for Marine/Auto Tech
 - Painting in various buildings on campus

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

INTERVIEWEE: Kevin Crofton, Principal

DATE: December 12, 2012

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 2011-2012:

- We continue to attempt to upgrade the facility structure where needed and whenever possible. Recently several additional exterior doors were replaced throughout all the buildings and window replacement has been scheduled for early January for the main building.
- Additionally, complete renovation of several student bathrooms is scheduled for the December holiday break. Over the summer two sheds were removed from the parking lot area, enabling us to reconfigure our bus loops for bus embarking and departure. The new loop has resulted in less congestion and more safety, as no longer are busses backed up on the main highway.
- On an ongoing basis we attempt to create new or change existing programs and/or class configurations to meet the ever changing needs of our students, while also attempting to maximize their level of independence. In doing so, we

have been successful in reducing the number of full-time individual aides assigned to our students. This in turn, increases the likelihood students will be both considered for and successful in post-secondary programs. Last school year we reconfigured our Pre-Vocational Program which serves students aged 13 – 21 years and which emphasizes life and work skills. This current school year we focused on reconfiguring our early autism program, which serves students aged 5 – 12 years. The educational emphasis in this program is on readiness skills, functional academics, self-help skills and independence and picture exchange communication. Prior to this school year, the class ratio for this program had always been 6-1-1 with a majority of the students being assigned a full-time individual aide. Currently, all such classes have been increased to an 8-1-1 class ratio with several being converted to 8-1-1+3 which has resulted in students' aides being reduced from full time to shared. Additionally, a new 12-1-4 class configuration was initiated for some students which resulted in these students receiving needed OT and PT services, while also terminating the need for such students to each have an individual aide, again increasing the opportunities for student independence.

- This current school year a new Assistant Principal joined the Westhampton Beach LC.
- Change in location of district inclusive program from Riverhead SD to East Moriches SD.

2.) Successes/Strengths:

- The ongoing strength and backbone of the program continues to be our dedicated and hardworking staff. Our successes include: a greater number of students attending less restrictive inclusive programs at district-based program sites, a significant decrease in the number of required student full-time individual aides, graduating students successfully transitioning to post-secondary programs and ongoing positive feedback received from parents and district personnel regarding program performance.

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.
- 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.
- 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.
- More and more school programs are asked to provide more and accomplish more with students, with less available resources.

- Meeting the ever increasing and somewhat unrealistic expectations made by the State for our student population, many of which are significantly cognitively impaired.
- Although the program maintains a very active and supportive SEPTA group, due to the rather large geographic area that the program serves, it often becomes difficult for parents to attend meetings or participate in school events due to the long travel distance to and from the program.
- Currently we have two different start times for students attending our center-based program, separated by a half hours' time. This lag in time, however, frequently causes log jams with bussing in the morning because students attending the two different programs are driven in on the same school bus. This also results in some students having to sit idle on a school bus in all kinds of weather until the later program begins, which has led to students becoming frustrated and experiencing behavioral episodes on the bus.

4.) Anticipated changes for 2013-2014:

- Continue modifications to existing programs and class ratios that support increased student independence.
- Due to economic climate, subtle changes in staffing patterns will most likely occur and program needs will have to be continually prioritized.
- Ongoing changes and advances made to existing technology and curriculum.
- Increased implementation of IPod use for students for curriculum purposes.
- New assessment tools created and/or expanded in response to the State's ongoing APPR requirements.
- Potential new staff being hired as more veteran staff retires.

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.
- One start time for all students assigned to the center-based program.
- Faster attainment of available new technology provided to students.

