

Eastern Suffolk BOCES
Middle States Accreditation for Growth
Annual Profile Update
2014-15



Office of Planning & Program Improvement
November 2014

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Overview

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

- 1.) Significant facilities or program changes since 2013-14
- 2.) Successes/Strengths
- 3.) Challenges
- 4.) Anticipated changes for 2015-2016

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 631-687-3263.

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

INTERVIEWEE: Colleen Lipponer, Manager

DATE: October 10, 2014

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, public relations, business office support, printing, and food services management. Administrative services also provide internal support to the Agency. Internal services include management of BOCES contracts with component districts, cross contracts with other BOCES, lease negotiations, communications, records retention, freedom of information and student records requests, the school lunch program, workers' compensation, general liability insurance, and CoSer compliance.

1.) Significant facilities or program changes since 2013-2014:

- Senior Stenographer retired in Administrative Services and was replaced.
- Principal Account Clerk resigned and was replaced.

2.) Successes/Strengths:

- 45 districts using the online contract system
- Positive administrative review of school lunch program
- Positive inventory internal audit
- Significant increase in revenue in the printing CoSer
- Received SED approval for In-District CTE and STEM program

3.) Challenges:

- Competing with the less regulated private sector
- Reducing costs internally without impacting the quality of programs
- Limited revenues for districts-2% tax cap
- Building support from component districts to work with BOCES to consolidate services

4.) Anticipated changes for 2015-2016:

- Continuing trend of doing more with less resources.

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

NAME OF PROGRAM/SERVICE: Arts-In-Education

INTERVIEWEE: Carol Brown, Administrative Coordinator

DATE: October 31, 2014

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 2013-2014:

- 6 month extension of USDOE Arts Education Model Development and Dissemination Grant for July 2014 – December 31, 2014.
- Awarded a second 4-year USDOE Arts Education Model Development and Dissemination Grant Oct. 1, 2014 – Sept 30, 2018
- Continuing to meet with PTAs to maintain, increase or re-start services
- Continuing to work with NYSED for crosswalking Common Core Standards to sequential arts and arts in education
- Sharing the National Coalition for Core Arts Standards new National Arts Standards with constituents and advocating with NYSED to consider adopting them.
- Working with LI Arts Alliance to train artists and culturals on Common Core Standards

2.) Successes/Strengths:

- Completed fourth year of implementation of USDOE grant
- Award for a 6-month continuation of USDOE Grant
 - Disseminating Grant findings at national, state and local conferences; Offering workshops on Creative Classroom Collaboratives.
- NYSED Cultural Education office's Uncommon Approaches to Common Core, Sitting on both Statewide and Regional committee
- Working towards arts support with several NYSED Regents, including Roger Tilles
- 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 continuing times of economic constraints
- Ensuring districts full participation given current fiscal realities
- Keeping program service at the same level with limited support staff.
- Training new support staff member.
- Wincap transition

4.) Anticipated changes for 2015-2016:

- New program for the USDOE grant
- Completing last 6 months and closure of first AEMDD grant
- Sharing new National Arts Standards with constituency
- Offering Teaching Artist and Cultural Institutions arts integration, 21st C Skills and Common Core Institutes
- Working with Nassau BOCES Arts in Ed and WLIW to offer a cultural organizations showcase for schools
- Facilitating Conference for Kids after a one year hiatus

5.) Areas of Need

- Additional staff
- Sequential Arts and Arts in Education advocacy from the top down
- Teacher/Administrator Institute for Arts-in-Education
- Resources

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

INTERVIEWEE: Steven Repperger, Principal

DATE: October 31, 2014

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 Patchogue-Medford High School

The academic program, located in the Patchogue-Medford 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 2013-2014:

- Change in principal and assistant principal
- Change of related service staff
- Addition of new teachers to fill vacancies from retirements and increased enrollment
- Three additional classrooms added to the program
- Increased student enrollment
- Drug and alcohol counselor from Outreach working at BAC and available to students in need.

2.) Successes/Strengths:

- Experienced teachers
- Program meeting the needs of a more diverse population
- KLT strategies continue to help guide instruction and assessment.
- Successful partnership with school districts
- Technology available to all students. iPads in available for students to use in each classroom.
- Transition of included program to Patchogue-Medford continues to be very successful.

3.) Challenges:

- A more challenging student population.
- Lack of physical space to accommodate increased enrollment.
- Implementation of Common Core assessments and standards.

4.) Anticipated changes for 2015-2016:

- Possible utilization of more space from BTC.
- New staff to replace planned retirements increased enrollment.

5.) Areas of need:

- More professional development related to Common Core curriculum and assessments.
- More space to accommodate enrollment.

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

INTERVIEWEE: Nancy Smalling, Principal

DATE: November 2014

Mission Statement: The **Brookhaven Learning Center** is a secondary school that empowers students to develop functional academic, personal, and pre-vocational 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, provide quality instruction and services to students. Diverse educational strategies that are aligned with Common Core Learning standards offer curriculum accessing real-life settings, in conjunction with community-based education and work experiences.

The strength of the **Brookhaven Learning Center** lies in the integration of these dynamics, which are designed to maximize opportunities so that each student can achieve his/her fullest potential.

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 @ Samoset, a middle school 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). Student attending the Transition Services Program [TSP] may also participate in the Work Activities Center where they practice work related skills in the community under the supervision of a Job Coach.

1.) Significant facilities or program changes since 2013-2014:

- Creation and installation of a Sensory Room
- Remodeling of the Mini-Mart (BLC School Store)
- Continued upgrading and installation of technology.
- Wi-fi and Ipads for students and staff at Samoset
- Completion of the cafeteria kitchen for food service
- Renovation of Room 28 to create a conference room and office/dry storage space for Food Service personnel.
- Drop ceiling installed in Room 16.
- Changing the TSP Office Skill Class to Basic Technology so as to provide skills that are commensurate with student ability and changing times.
- Security enhancements – outside lighting, cameras, video access to exits, new ID cards, additional card reader at South, East building exit.

2.) Successes/Strengths:

- Assistance of a receptive and knowledgeable Curriculum Teacher.
- Monies provided to support Curriculum projects: donations, mini-grants
- Effectiveness of Support/Crisis Team.
- Implementation of Team Meetings
- Working collaboratively with BAC & GBTC on student activities (Special Olympics, Laundry service to GBTC, Animal Care)
- Student participation in support of Agency initiatives: Autism Walk, Lobby Day, PTA Dinner, Superintendent's Conference Day.

- Revising aspects of the program to provide greater support to our classroom teachers and paraprofessionals, reflective of the change in student population.
- 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
- Special Olympics at BLC, Samoset & HHS.
- On site educational enrichment programs such as: Star Lab inflatable planetarium, ELA Project performances, Arts & Education programs; mini-grant programs.
- 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.
- Ongoing development in 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.
- Managing an increasing physically aggressive population safely and effectively for the well-being of students and staff
- Maintaining enrollment
- Learning and adjusting to the continuous changes in procedures and initiatives coming from NYSED, Medicaid, state & federal mandates associated with Transition Planning.
- Securing Community Education Bus Drivers to make community experiences more accessible.
- Providing more work experience opportunities with limited staff and time constraints.
- Understanding and utilizing appropriate methods of data collection.
- Utilizing the APPR as an effective tool for improving instruction –
Time management

4.) Anticipated changes for 2015-2016:

- Continued building upgrade and improvements; West hall ceilings & floors, M/W Bathrooms East, new kitchens in East classrooms.
- Restructuring the TSP Retail program into more of a grocery/market environment to serve a larger population.
- Landscaping design for the outside.
- Interior painting at Samoset
- Installation of air conditioning units at Samoset.

5.) Areas of Need:

- Redefining the program formats for TSP & Samoset to deliver instruction, opportunity, educational and real world experiences in a life skills program that will best serve our students, districts and families.

NAME OF PROGRAM/SERVICE: Gary D. Bixhorn Technical Center (BTC)

INTERVIEWEE: Sam McAleese, Principal

DATE: November 3, 2014

Mission Statement: The Mission of Gary D. Bixhorn 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, the Gary D. Bixhorn Technical Center in Bellport, and the Harry B. Ward Technical and Academic Center in Riverhead. A STEM High School is also offered, being housed at the Gary D. Bixhorn Technical Center.

Local colleges offer articulation agreements to students in many areas of study, and students may earn college credits or advanced standing at selected post-secondary 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 Gary D. Bixhorn Technical Center.

More than 2,500 companies have employed graduates of Eastern Suffolk BOCES Career and Technical Education programs. The STEM High School program is a full-day, all inclusive program.

1.) Significant facilities or program changes for 2013-2014:

There continue to be significant changes being experienced at the Bellport Campus:

- A name change has been established to create a new and separate identity for the Career and Technical Programs offered by Eastern Suffolk BOCES. The new name for the CTE programs is “The Eastern Long Island Academy of Applied Technologies”.
- A name change has also been established for the Brookhaven Technical Center. The building name has been changed to the Gary D. Bixhorn Technical Center. The name change has created some identity difficulties for the school districts that we serve, but it is my assumption that, over time, the districts that we serve will become more accustomed to the new name. In addition, the fact that the acronym for the building has remained the same (“BTC”) has helped.
- Two Aviation programs, Pilot 1 & Pilot 2, have been relocated to the BTC campus from the airport. The closing of the airport facility, the moving of all of the appropriate equipment and supplies, and the construction of two rooms in BTC’s building to house the program were begun in late spring and were completed shortly before the

beginning of the new school year. Many of the academic and facility decisions were made by the Principal and Assistant Principal as two new instructors had to be hired, due to retirements.

- Marine and Motorcycle were combined and a new class, called *Marine/Motorsports Technology*, was created and opened at BTC. The design of the room was completed by the BTC administration and the instructor that would be moving from Riverhead. The construction/renovation of the room was completed by the staff of the Operations and Maintenance Department. The majority of work was completed prior to the opening of school for the '14-'15 school year, with smaller items still outstanding.
- An entirely new program was developed, marketed and opened for this school year. We now have a STEM High School program (full day), with just the engineering portion of it available as a half day program for district students. The introduction of this program required the reconstruction of two instructional spaces, the purchase of supplies and equipment and the hiring of all of the staff necessary to operate the program. These tasks were completed by the building administrators with the help and support of the central office staff.
- A separate instructional area for adult students (GED and Literacy) was developed and constructed over the summer of 2014. The creation of this separate instructional area facilitated the removal of adult students from the high school program area.
- In addition to the above changes, two programs were relocated within the building to facilitate the introduction of additional Bellport Academic Center Special Education classes into the BTC building. Pharmacy Technician was relocated from room #402 (D wing) to room #202 (B wing). Computer Technology and Repair was relocated from room #202 (B wing) to room #406 (D wing).

2.) Successes/Strengths:

The professional staff at BTC continues to be a very professional and devoted one. There continues to be full involvement around the building, supporting and being involved in SkillsUSA.

3.) Challenges:

The current administration of the building continues to make changes to policies and procedures within the building that are directed at maximizing instructional time and providing a safe and nurturing environment. Although there has been an increase in the number of staff members that are housed at Bixhorn Technical Center, our student population has increased, which continues to stress existing resources. In addition, the current fiscal status of supported school districts and the rising costs of providing our services limits the number of students that districts are able/willing to send.

4.) Anticipated changes for 2015-2016:

We look forward to the anticipated growth of our STEM High School and Engineering program. Although the building should be able to accommodate a considerable increase in the student population, non-academic issues, such as lunch and study areas, will need to be addressed.

5.) Areas of Need:

- There is continued need for counseling support for students that attend BTC. Although we now have a full-time counselor (previous year counselor was shared with the Aviation program), additional resources are necessary to provide for the mental health of our students.
- There is continued improvement to the condition of the building and the buildings' grounds. Our O & M Department has made great strides toward modernization of the plant. Continued progress in this area needs to be maintained.
- An area for large meetings of students must be developed. Our largest meeting area is now limited, as per fire code, to 65 students/staff. This limitation precludes us from holding activities that are beneficial to the development of students' social skills and necessitates presentation of a single program multiple times in order to impact a large portion of the student population. The building needs to be evaluated to see where a suitable location for a large group meeting area could be developed without impacting the instruction spaces available. A consideration of modification to the existing LGI and faculty room into a single usable area may be feasible, although this would mean relocation of several areas that would be affected.
- The building is in need of an area that can be consistently used to support classroom academics. Ideally, the room would be multi-purpose, offering a separate location for student testing with computers in sufficient quantity so that entire classes could be brought to the room to work on research and/or program projects. The room would need to be technically supported by OTI and have adequate software for the various programs throughout the building.
- The building is equipped with a number of COWS (**C**omputer laptops **O**n **W**heels). These are very useful in that they can be moved about the building on an "as needed" basis and numbers are sufficient so that an entire class can utilize laptops. The current issue with the "COWs" is that they are not adequately supported by OTI and the equipment on them is beginning to become antiquated. In order for them to maintain their practicality, several things need to be addressed. The computers need software that will reset the machine to its original configuration should it get changed by accident or on purpose by a student. Currently, the printers are incapable of printing documents that the students have generated. Therefore, wireless printing to either the printer in the classroom or a wireless printer associated with each COW cart needs to be installed.
- Both of the above computer related needs would support academics within the building as well as the administration of required industry assessments. Currently, the COWs have to be taken out of service for extended periods of time in order to facilitate test-taking requirements.

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

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

DATE: October 28, 2014

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 2013-2014:

- Completed major renovations to segregate daytime Adult Ed programs from 11th, 12th grade programs @ BTC & HBW
- Continue to relocate CTE programs to meet regional needs, specifically Cosmetology & Motorcycle/Marine engine programs.
- Replace existing HID external lighting with LED fixtures and added additional LED pole mounted lighting for security and safety reasons

2.) Successes/Strengths:

- Staff is proficient in dealing with constant change
- Leadership training

3.) Challenges:

- Forecasting for change which seems to come faster & faster
- Keeping up with ever changing health issues; bedbugs, influenza, ebola
- Aging of our facilities. Many are 50, 60, 70 years old and are approaching estimated useful life

4.) Anticipated changes for 2015-2016:

- Replacement of fluorescent lighting with LED lighting
- New mandates for security issues within schools

5.) Areas of Need:

- Budgeting for Capital project
- Lobbying with the SED for State Aid

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

INTERVIEWEE: Maureen Kaelin, Director

DATE: October 31, 2014

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 2013-2014:

- Implemented Payroll/Human Resources of the new financial management software (WinCap), which will be fully implemented over the next 2 years, During 2013-14 we implemented the Payroll/Human Resources module of WinCap and went live on July 1, 2014
- Trained over 500 users on various aspects of the new WinCap software
- Began initial set-up for the Employee Self Service and Electronic Time sheets modules of the new WinCap Software and will be rolling it out to employees over the first six months of 2014-15.
- Provided workshops of an overview of BOCES Budget and Finance for Aspiring Administrators and the Administrator Mentoring Program. It is planned that this workshop will be offered 2-3 times each year.
- Worked with new colleagues and provided training on BOCES business practices

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
- Finding, recruiting and training of new hires working within the civil service system
- 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 2015-2016:

- The implementation of the various employee self-service areas of WinCap
- We will work on the implementation of the Budgeting Module of the new WinCap software to build the 2016-17 budget during 2014-15

5.) Areas of Need:

- More storage space designated for archiving and /or a system to electronic store data

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

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

DATE: October 31, 2014

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, 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 for adults interested in taking the Test Assessing Secondary Completion (TASC, formerly known as the GED Exam), 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). 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 2013-2014:

- The Regional STEM High School of Engineering and Applied Science opened its doors at BTC on September 3, 2014. This full day program offers students contextualized academics, rigorous Advanced Placement and Regents level coursework with an engineering focus.
- Suffolk Aviation Academy programs were relocated to the Bellport Campus to provide efficiencies for participating school districts.
- Brookhaven Technical Center was renamed after the recently retired Chief Operating Officer as the Gary D. Bixhorn Technical Center.
- Singleton CTE courses continue to be shifted to BTC to position courses in the most convenient location for districts. In particular, the Professional Piloting program and the Motorsports program were relocated to BTC.
- Multiple iPad carts were deployed to each technical center for classroom use. Teachers were trained and applications were purchased to customize learning experiences.
- Renovations took place at the Islip, Brookhaven and Riverhead campuses including the following:
 - BTC- Pharmacy Technician, Computer Tech and Repair, and Motorsports classrooms were updated. The Adult Education Heating classroom was expanded to better meet the enrollment demand. A new Adult Education Literacy suite was established at BTC including five classrooms and additional office space at the end of D Wing.

- ICC- Intro to Baking and Barbering classrooms were updated. A new Graphic Arts classroom was created. The Electronics class was relocated in the building to a room better suited for the program's needs.
- MTC- Culinary Arts kitchen was updated. A new Adult Ed Plumbing and Solar Power classroom was established. The Adult Ed Refrigeration and Air Conditioning classroom was also updated.
- WTC- A new lecture space was created for the Automotive Tech program. An Adult Education Cosmetology lab was established.
- AEC- A new Barbering and Nail Technology lab were established to meet enrollment needs.
- Special Career Education graduated its first Project SEARCH cohort. One hundred percent of the students in this cohort received job offers.
- SCE Enrollment increased by 10% in response to the new CDOS Credential implementation.
- Incarcerated Education infused CTE courses to contextualize learning and provide technical skills to inmates and youth on probation.
- In September 2014, the Alternatives to Incarceration Program opened a classroom at the Pal-O-Mine Equestrian stables in Islandia.
- In the winter of 2014, the department piloted the use of the Parent Portal portion of eSchool to share progress reports and report cards with parents. This eliminated the need for costly mailings of these reports. After standardizing grading policies in each Career Cluster, starting in September 2014, CTE and SCE teachers began to use the electronic gradebook in eSchool. As a result, our parents can now track the progress of their children online.

2.) Successes/Strengths:

- Students and staff continue to practice the skills taught in our classrooms and shops in the community. Our students then use the skills they learn to support the community by completing various community service projects in the region.
- Increase in adult secondary enrollment due to continued growth of relationships with outside agencies to fund student tuition. Adult Education enrolled 3,386 students in Adult CTE and 2,486 students in Adult Literacy.
- Courses continue to be added to meet the demands of the community including online courses. The move to online courses allows us to expand the spectrum of services we provide for adult learners in our region.
- Our Literacy Zone initiative has expanded the number of partners to provide multiple pathways out of poverty to the Riverhead Community.
- Relationships continue to grow among districts, ESBOCES and BOCES regionally and statewide.
- Depending on their course of study, student completers are eligible for up to 30 college level credits.
- Businesses, school districts, higher education and community organizations provide ongoing support for the continued development of our regional STEM school focused on engineering.
- Enrollment trends in CTE remained consistent for the 2014-15 school year.
- Business and Industry partnerships continue to be expanded to better meet the specific needs of our students and their programs of study. Focus will continue on how to define and create more opportunities for collaboration.

3.) Challenges:

- The 2% tax cap continues to impact district budgets and has the potential to undermine enrollment and educational stability of our programs.
- Component Districts attempt to replicate our course offerings instead of partnering with us to develop high quality CTE and SCE programs together. .
- Enrollment continues to be higher in the afternoon sessions on every campus.
- APPR implementation.
- The number of new initiatives, state mandates and requirements.
- Grant procurement becomes more cumbersome and competitive.
- IT challenges on every campus: more devices need service than we can support.
- Increase in competitive agencies serving supported employment and transition clients.
- One-third of the CTE budget is O & M costs.
- Improvement needed in the educational and employment outcomes of Adult Literacy students.

4.) Anticipated changes for 2015-2016:

- Possibility of reducing course session offerings.
- Additional funding sources needed.
- Continued focus on marketing strategies to attract target audience through the expanded use of social media.
- Expanding middle school CTE opportunities through the Summer Career Exploration program as well as our STEAM Ahead Initiative and other opportunities that arise.
- Expanding emphasis on marketing outreach efforts of our CTE and SCE programs. We will be attending various academically oriented events (such as College Fairs, Science Expos, County Wide Student Leadership events, etc.) to promote our programs in different venues.
- Alternatives to incarcerated programs continue to expand.
- New CTE courses are being designed to meet the needs of students, districts and regional business and industry.
- New in-district CTE courses begin, expanding accessibility and affordability across the county.
- Comprehensive Adult CTE courses continue to align with secondary CTE curricula.
- Adult Ed will continue to offer additional course offerings in the more popular career areas. We will also look to offer our students the opportunity to earn industry certification in courses as appropriate.

5.) Areas of Need:

- New equipment and technology will be purchased to reflect changes in industry. This includes efforts to become friendlier from an environment standpoint in ALL career areas.
- Increase student enrollment.
- Process to involve and invest private, corporate and/or business support in Career and Technical programs.
- Reduce operational costs to increase affordability and efficiency.
- Professional development for Adult Literacy staff in Common Core and TASC.
- Develop Partnerships with school districts to support students in college and career pathways.

- Expand and enhance funding to continue support of students into transitional services to 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.
- Seek additional funding sources for both secondary and adult students.

NAME OF PROGRAM/SERVICE: Career, Technical, Adult Education –
Health Careers (AEC)

INTERVIEWEE: Debra Epilone, Program Administrator

DATE: October 10, 2014

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 2013-2014:

- Practical Nursing Program successfully relocated to Brentwood in the summer of 2013.

2.) Successes/Strengths:

- Passing rate on NYS Practical Nursing Licensing Exam remains strong.
- Financial aid office continues to offer personalized one on one counseling for students regarding the financial aid process.
- Collaboration continues with the special education programs and the nursing students which offers unique clinical experiences.
- Strong collaborative effort of the instructors allows for continuity and creative teaching strategies.

3.) Challenges:

- Competition with surrounding nursing programs for clinical placement persists.

4.) Anticipated changes for 2015-2016:

- Creation of a simulation lab for nursing skill practice is in the planning stages and anticipated completion is January 2015. This will offer state of the art, technology based training for the Practical Nursing students.

5.) Areas of Need:

- Securing acute clinical sites for student experiences remain a challenge due to hospitals desire to hire and train an all R.N. staff.

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

INTERVIEWEE: Sue Goltz, Principal

DATE: October 29, 2014

Mission Statement: The mission of the **Centereach Academic Center** is to provide specialized, individually structured, standards-based education deeply embedded in the Common Core, while integrating CDOS standards into classroom and community based activities. Career assessment, level one interviews and transition planning interface with school-to-work based learning activities. Our commitment to a safe and nurturing environment allow for these experiences. We offer students' academic and employability skills with social growth opportunities, while preparing them 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 2013-2014:

Facilities changes include ongoing conversion of carpeted offices and classrooms to tile, general maintenance and movement of rooms to accommodate changes in program needs. These include building a Food Pantry certified and subsidized through Island Harvest, Working School Store, Office Supplies Room and Music Room. Program changes include the expansion of a CDOS program which provides students with the development of skills and abilities, practice and participation within the school, and internship experiences resulting in the mandatory hours needed for the CDOS Credential as well as job training. The addition of a bus and bus drivers will continue to expand the opportunities our students have.

2.) Successes/Strengths:

We have a great trained staff that is committed and eager to assist students to be their best selves and strive to improve student's academic and behavioral outcomes. The support we receive from Central Office helps us to create opportunities for our students and staff. The ability to add appropriate skills training and internship experiences for our students (who will most likely seek employment after high school) is assisting us to create meaningful and well received opportunities for the students. With that in mind highly engaging activities are often rewarding experiences and student behavior is better managed when their education is multi-faceted.

3.) Challenges:

The students outside experiences and activities sometimes preclude them from fully engaging in educational pursuit and CDOS activities.

4.) Anticipated changes for 2015-2016:

Changes include:

Additional CDOS experiences and community partnerships.

Continue ongoing expansion and growth in implementation of Common Core.

5.) Areas of Need:

Job coach training for para professionals

Continued support in facilities upgrades ie: security vestibule

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

INTERVIEWEE: Christine Taylor, Senior Administrative Asst.

DATE: October 23, 2014

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 2013-2014:

- Slower, less reliable duplication equipment was replaced with high-speed, high-quality output equipment.
- Older, less cost effective vehicles were replaced with newer, more energy efficient vehicles.

2.) Successes/Strengths:

- Dedicated, knowledgeable staff.

3.) Challenges:

- Reducing departmental costs while keeping the same level of quality and service that the agency and districts expect from Central Support Services (CSS).
- Working within the space that CSS has while trying to expand the services that CSS provides.

4.) Anticipated changes for 2015-2016:

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

5.) Areas of Need:

- Increased awareness and use of Central Support Services.
- Equipment (i.e. tabbers, folders, etc.) that can meet the demands of the department more efficiently than the equipment currently being used.

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

INTERVIEWEE: Julie Davis Lutz, Chief Operating Officer

DATE: October 30, 2014

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.

1.) Significant facilities or program changes since 2013-2014:

- Continued with the implementation of the multi-year security project
- Received approval for an in-district CTE CoSer
- Opened a Regional STEM High School pursuant to the recommendation of the ESBOCES CTE Task Force
- Continued the long-range planning work regarding facility usage
- Managed leadership transition in the office of the Chief Operating Officer
- Managing leadership transition in the office of the Associate Superintendent for Management Services
- Oversaw leadership transition in the offices of:
 - Associate Superintendent for Educational Services
 - Director of Special Education
 - Director of Education and Information Support Services
 - Regional Information Center
- Initiated revisioning of the agency leadership in keeping with Twenty Years of Excellence and agency mission/goals/beliefs while respecting the large number of transitions occurring amongst the leadership ranks
- Closed the Suffolk Aviation Center and Colin Drive sites as part of the agency space planning initiative
- Continued work with the Long Island Education Coalition (LIEC) to monitor the impact of the tax cap on Long Island education
- Continued work with regional groups to promote school district advocacy for increased state support
- Supporting and encouraging leadership development in an effort to change the culture and communication in the agency

2.) Successes/Strengths:

- Regional STEM High School
- Long-term facility planning
- Continued implementation of security initiatives
- Transition in the Office of the Chief Operating Officer in terms of regional work and internal processes
- Leadership transition in the offices of:
 - Associate Superintendent for Educational Services
 - Director of Special Education
 - Director of Education and Information Support Services
 - Regional Information Center
- Settling of numerous collective bargaining agreements
- Progress in leadership development with agency leadership
- Regents action approving multiple pathways to a high school diploma including CTE and STEM

3.) Challenges:

- The loss of history inherent in leadership transition
- Continuing to maintain our position in the County in lieu of leadership transition and within the current economic environment
- Continuing to provide leadership as an intermediary of the State
- Communications (public and internal staff perception)
- Health insurance for retirees
- Continuing to address security and facility needs
- BOCES support to school districts to implement efficiency plans
- BOCES support to school districts to implement new Part 154 Regulations
- Regulations regarding student and staff data security and privacy
- Unanticipated influx of unaccompanied English as a New Language/Students with Interrupted Formal Education (ENL/SIFE) youth

4.) Anticipated changes for 2015-2016:

- Additional transition in the Business Office
- Expanding our offerings in the STEM and CTE areas
- Regional support for the implementation of Part 154 Regulations

5.) Areas of Need:

- Additional transition in the Business Office
- Expanding our offerings in the STEM and CTE areas
- Regional support for the implementation of Part 154 Regulations

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

INTERVIEWEE: Patricia McCabe, Administrative Coordinator

DATE: November 1, 2014

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 district's 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 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 2013-2014:

Office of Communications

- Additional social media for ESBOCES and the Academy.
- Implementation of mobile applications for both ESBOCES and the Academy
- Hiring of an Office Applications Specialist (OAS) to support the agency's communications efforts via various electronic media and software applications, including but not limited to websites, social media, and desktop publishing.
- Change in external public relations consultant, along with change in contractual obligations for the consultant.

Office of Research

- Shared Office Application Specialist with Office of Communications to assist with publications resulting from various research projects.

2.) Successes/Strengths:

Office of Communications

- Talented and innovative staff.
- Detailed planning and implementation of the agency's Superintendent Conference Day for central office staff.
- Roll-out of the mobile applications for ESBOCES and the Academy.
- Development of new photo release forms for Academy and Special Education students.
- Increase in Communications staff at agency planning meetings to gather public relations information and/or to provide continued staff development about the role of public relations.
- Growing number of districts subscribing the Media Community Relations Coser.

Office of Research

- Talented and innovative staff.
- Completion of data compilation for the bi-annual publication of the Long Island Costs and Outcomes Report.
- Detailed Planning and Implementation of BOCES Lobby Day in Albany.
- Completion of various research projects to support the advocacy efforts of ESBOCES administration.

3.) Challenges:

Office of Communications

- Developing processes for approval and oversight of additional facebook accounts and other social media.
- Continued review of all policies, regulations, procedures, and forms relating to the Office of Communications.
- Ongoing agency staff changes requiring the training of new website editors at the program level.
- Completion of transferring all remaining components from the “old” website and server to the new website. This requires the development of the new components, as well as their adoption by affected staff.
- Assessment of the ESBOCES Intranet Site.
- Increasing the number of staff who informs Public Relations (“tell PR”) about the newsworthy things going on their buildings, programs, and classrooms.

4.) Anticipated changes for 2015-2016:

Office of Communications

- Additional social networking media.
- Further enhancements to the functionality and content of the ESBOCES and Academy websites.
- Continued increase in the number of districts utilizing the Media Community Relations Coser.

5.) Areas of Need:

Office of Communications

- Professional Development for ever-evolving technology and software .
- Additional video and photography equipment and software.
- Upgrades to current desktop publishing software.
- Departmental meeting space.
- Additional clerical support for the growing Media Community Relations Coser.

Office of Research

- Oversize computer monitors for ease of use with large spreadsheets.

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

INTERVIEWEE: Laurie Conley, School Purchasing Agent

DATE: October 31, 2014

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 2013-2014:

- Worked with the Cooperative Bidding Program Participants on updating the various Bids
- Continued to work with attorney to review specification for on-going and new bids
- Staff members elected to positions on the NYS Association of Purchasing Officials Executive Board
- Worked with Buildings and Grounds staff to create new and improve existing Bids

2.) Successes/Strengths:

- The knowledge of the staff continues to grow and they are a great resource for the Agency and local School Districts
- 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

3.) Challenges:

- NYS Office of General Services continues to cutback and eliminate major contracts

4.) Anticipated changes for 2015-2016:

- Implementation and interpretation of legislation enabling municipalities to piggyback on other governments
- To continue to expand the Cooperative Bidding Program
- Work with the WinCap vendor to modify software for expanded use of Bidding Module

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 (ISC)

INTERVIEWEE: Danielle Hudek, Administrative Coordinator

DATE: October 28, 2014

Program/Service Description: Building local curriculum capacity based on district identified needs and NYSED guidelines remain 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 2013-2014:

Assessment Services:

- The EISS Assessment Service will be offering full service scoring and the coordination of electronic scoring clusters for the 2014-15 school year. Full service scoring was so well received last year that regional scoring participation declined significantly and will not be offered as an option for this year.
- EISS will coordinate and supervise full service scoring for the New York State Testing Program Grades 3-8 assessments with our current electronic scoring vendor for the second year. This full service scoring option was extremely well received last year and has been created to assist districts that are faced with the staffing challenges that occur when teachers need to be pulled out of the classroom for assessment scoring. We anticipate participation from more component school districts this year.
- As a new service for the 2014-15 school year, EISS will offer the addition of science performance scoring for grades 4 and 8. In previous years, districts were required to score the performance in their districts prior to the science written booklet submission at ESBOCES. With the addition of full service scoring, it was requested to provide this option for this year. Through collaboration with the vendor we will now be able to offer this.
- The turnkey leader training for ELA and math assessment scoring will now be offered as a full day option for the first time for the 2014-15 school year. The decision was based on last year's feedback that there was not enough time in the half day workshop to fully cover the required scoring materials and to facilitate collegial conversations.
- EISS is continuing to utilize an ESBOCES programmer to create an online registration system for all scoring services to be launched in the 2015-16 school year via our new regional scoring website. This project was unable to be completed last year due to unforeseen interruptions. This system will ultimately streamline internal clerical responsibilities and reduce the amount of time spent on thousands of entries into our current scoring database.
- The New York State Alternate Assessment (NYSAA) was fully aligned to the Common Core in both ELA and Math in the 2013-14 school year. For the second year, teachers attended full-day training as opposed to the half-day option in previous years. An increase in the rigor and complexity of the assessment has led EISS to offer many

more regional workshop opportunities for teachers to collaborate on creating student work for this assessment.

- NYSAA regional administration trainings that take place in September and October for special education teachers each year have always been offered at no cost to the districts. However, with the changes to the trainings we realized that the trainings could no longer be run at no cost, unless expenses were cut. It was decided to eliminate the inclusion of lunch for the teachers for the 2014-15 school year for all NYSAA full day workshops to reduce costs. According to the feedback, the decision was well received by the teachers because they enjoyed getting out for lunch.
- Due to the changes in the NYSAA, districts continue to request that our NYSAA staff go into their districts to support teachers working on the Alternate Assessments. This is to help reduce the amount of time the teachers are sent out of district for assistance with the NYSAA. The requests for this option have doubled since last year.
- The pricing of collegial reviews changed from a cost per teacher to a cost per student datafolio reviewed. Last year's assessment changes significantly impacted the amount of time it takes to conduct collegial reviews with teachers.

Curriculum Services:

- Utilizing the Comprehensive Curriculum Base Service, subscribing districts have been able to take advantage of free seats and discounted rates to attend Geometry and Algebra curriculum writing opportunities for the 2014-15 school year.
- Participants in our Comprehensive Curriculum Base Service are also taking advantage of in-district curriculum writing opportunities.
- In addition, districts have been utilizing the BOCES bid on printed materials for their districts to include student agenda, student workbooks for math as well as science lab manuals.

2.) Successes/Strengths:

- Assessment services continue to grow despite fiscal challenges. We anticipate that there will be many new districts taking advantage of our full service option in addition to those that already participated last year.
- We will continue to utilize the expertise of the ESBOCES Network Team trainers as regional scoring leaders in the areas of ELA and Math.
- Districts attended assessment meetings and took advantage of utilizing our regional scoring website to stay informed of assessment updates throughout the year.
- NYSAA regional administration trainings were offered at no cost to the teachers despite fiscal challenges.
- Districts continue to utilize our printing bid for student workbooks despite fiscal challenges.
- More districts utilized our curriculum writing service to hire their teachers as curriculum writers through our Comprehensive Curriculum Base Service than in prior years.

3.) Challenges:

- Last year's changes to the New York State Alternate Assessment (NYSAA) have led to various challenges in meeting the needs of the teachers in the region. Along with our staff of Alternate Assessment Training Network Specialists (AATNs), we have been putting in many more hours to support the administrators and teachers in the region involved with the NYSAA.

- The AATN support group for the NYSAA consists of only (4) retired consultants who are working double the amount of time than in previous years. To meet the needs of the region, we are training two more consultants with the goal that they will be fully independent and working in districts by next year.
- The testing calendar released by SED for this year has a very short window for administering and scoring the assessments.
- Staffing for scoring – we anticipate that there is going to be an exponential increase in scoring participation for both regional and full service scoring from April - June.
- Storage – the storing of 1,100+ 1” binders for New York State Alternate Assessment from February to June.
- The cost of overhead charged to the scoring budget has increased over the years and it is extremely challenging to cover it without significant cuts to our program.

4.) Anticipated changes for 2015-2016:

- We are looking to expand the curriculum writing aspect of the Curriculum Development Service with the goal to eventually gather enough regional curricula to offer other districts the option to share or purchase the written curricula developed by the participating teachers in our region.
- We will continue gathering competitive bids from vendors to expand upon our curriculum printing services.
- We will launch our new online registration system for all scoring options for the 2014-15 school year.

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).
- More staff to support the NYSAA needs of the region.
- 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 district box delivery and transport
- Secure 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
(ISC)/Model Schools

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: October 31, 2014

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, WISE and Regional Quiz Bowl, Extended Day Year Round Enrichment

The Summer Enrichment Program include: Extra Edge Educational Opportunities, Inc. (*an interdisciplinary 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 2013-2014:

Summer Enrichment:

- Connetquot CSD joined the summer enrichment program this year. The afternoon is filled with physical education activities and arts and crafts with a swimming component on Fridays. The parents, students and district were pleased with the program and anticipate increased enrolled for summer 2015.
- Central Islip continued with the same summer enrichment model for year two. The morning model was an intense focus on literacy and math skills. Plans are underway to expand the program for next summer with two separate locations in order to accommodate more students.
- Bayport-Blue Point UFSD continued with a successful summer enrichment program for the 5th year. This district continued with three sessions that consisted of two week enrichment classes in science and literacy in the morning sessions. As per the district's request, the program was expanded to include field trips to enhance the educational programs. Swimming was also incorporated with students being transported to the Town of Islip pool facility.
- Comsewogue's summer enrichment program continued with year three with a guided reading instructional component along with the typical science and literacy components for all the students. We also created "Summer Fun", another base program option for parents at a lower cost. This new program does not have the "Reading for All" portion, however; ESBOCES enhanced the program by adding many enrichment activities. In the afternoon, the two programs combined.
- Bay Shore continued their third summer enrichment year with a "Reading for All" component. Every student enrolled in the six week program received guided reading, small group instruction. We partnered with the YMCA to blend the afternoon portion of the program to include a swimming component as well as other fun activities such as rock climbing.

Year Round Enrichment

- A transportation service was added to the WISE program.

2.) Successes/Strengths:

Junior ROTC

- Patchogue Medford and William Floyd continued with the Junior ROTC program again this year even though they were faced with cuts to comply with the 2% tax cap.

Year Round Enrichment

- Enrichment opportunities have increased enrollment again this year, especially in the WISE program (Women in Science and Engineering).

Summer Enrichment

- The guided reading portion of the program has demonstrated increases in student reading scores over the summer.

3.) Challenges:

- Continue to offer Science 21 kits to our component school districts even though enrollment is extremely low. Product updates are in progress now to align with Common Core Standards. Once all updates are completed, the product will be very rich in content and easy to use.

4.) Anticipated changes for 2015-2016:

- None

5.) Areas of Need:

- Continue to offer program and services under the current fiscal constraints and maintain budgets.

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

INTERVIEWEE: Christine Taylor, Senior Administrative Asst.

DATE: October 23, 2014

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 2013-2014:

- Increased use of printing services by districts due to Common Core Modules
- An additional copier was purchased and two older, less efficient copiers were replaced.

2.) Successes/Strengths:

- Knowledgeable staff
- Effective communication with key district staff
- Ability to continually meet district deadlines

3.) Challenges:

- Maintaining intended specifications (i.e. color, layout, format, etc.) of printed materials
- Working within the space that the duplication department has while trying to purchase the equipment that is needed to meet the printing demands of the districts.

4.) Anticipated changes for 2015-2016:

- Continued expansion of service requests from districts
- Replacement and purchase of finishing equipment.

5.) Areas of Need:

- Increased awareness of services to districts
- Updated, more efficient duplication equipment

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

INTERVIEWEE: Dean Lucera, District Superintendent

DATE: October 30, 2014

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 2013-2014:

- 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, Dr. Cosimo Tangorra, Jr.; and the New York 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 continue to support SED's implementation of the Common Core State Standards and Annual Professional Performance Review (APPR) Plan 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 list of Focus, Priority, and Local Assistance Plan schools; 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 the region/BOCES through a Stocktakes visit by the Commissioner of Education

3.) Challenges:

- Support school districts with innovative programs to educate unaccompanied youth appropriately
- Support school districts with the implementation of the new Commissioner’s Regulations Part 154
- Need more statewide projects such as STEM, Audit of Curriculum, and Infusion Development
- Need innovative thinking and operations to support it
- Limited resources – Getting funding or a system to develop new ideas while facing the state aid and tax cap
- Need more organizational support
- Distance Learning
- Online testing
- Teacher/principal evaluation system
- Building more support for the Superintendent in Residence position
- Resolving boundary disputes between component school districts
- District reorganization and centralization
- Absence of operational money from the State to support expanded role and projects
- Need for foundation support from 501(c)(3) or other entity to expand initiatives

4.) Anticipated changes for 2015-2016:

- 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 of the Chief Operating Officer and 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 (ISC)

INTERVIEWEE: Kate Davern, Director

DATE: October 31, 2014

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 2013-2014:

- New programs developed and launched
- Existing programs enhanced
- Additional staff hired

2.) Successes/Strengths:

- Department's ability to adapt quickly to an ever-changing educational landscape
- Strong work and team ethic
- Very positive district relationships during challenging times
- Creative problem-solving

3.) Challenges:

- Information overload
- Technology upgrades
- Keeping non-mandated programs (arts, enrichment, etc.) viable and alive
- Fiscal resources

4.) Anticipated changes for 2015-2016:

- Loss of RTTT funds to continue the ongoing initiatives currently in place

5.) Areas of Need:

- Space
- Resources (funding, personnel)
- Continued program development

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

INTERVIEWEE: Keith Ferry, Divisional Administrator

DATE: October 14, 2014

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 2013-2014:

- New staff hired

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

4.) Anticipated changes for 2015-2016:

- None

5.) Areas of Need:

- Adequate staffing

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

INTERVIEWEE: Matt Matera, Divisional Administrator Special Education

DATE: October 7, 2014

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 2013-2014:

- Currently there are 23 CPI instructors throughout the agency of which 14 are building administrators.

2.) Successes/Strengths:

- The upcoming school year will show a substantial increase in new educational staff. Each of the new educational staff members will be quickly trained in CPI. This will enable them to begin their career at Eastern Suffolk BOCES with the knowledge and benefits of the quality verbal and physical interventions that CPI has to offer.

3.) Challenges:

- None

4.) Anticipated changes for 2015-2016:

- Instructional shift to Enhancing Verbal Skills

5.) Areas of Need:

- None

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

INTERVIEWEE: Keith Ferry, Divisional Administrator

DATE: October 14, 2014

Program Service Description: The Department of Human Resources, in conjunction with the Department of Education and Information 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 2013-2014:

- Hiring of new mentors
- Development of new iPad training module

2.) Successes/Strengths:

- Mentors received mediation training in May 2014
- Addition of new iPad training module

3.) Challenges:

- Need for more mentors due to the number of new staff hired

4.) Anticipated changes for 2015-2016:

- None

5.) Areas of Need:

- Space for training

NAME OF PROGRAM/SERVICE: Educational Services Division

INTERVIEWEE: Peggie Staib, Associate Supt. for Educational Services

DATE: November 5, 2014

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 2013-2014:

- Successfully opened the Regional Stem HS at BTC
- Relocated several CTE Programs including the Aviation Program
- Hired staff and implemented the Project Lead the Way curriculum at the Regional Stem High
- Opened the Riverhead Literacy Zone
- Continued to implement the recommendations of the CTE Task Force and expanded on PR for the program.
- Successfully changed our technical centers to “Technical Academy’s”
- Continued work on the “State of the Art” security systems for all instructional buildings.
- Replaced key staff in buildings and offices
- Successfully utilized OASYS for the APPR process and the implementation of our APPR plan
- Created Parents Bill of Rights for Student Privacy and Data Security
- Expanded on our coaching and professional development activities for both ESBOCES and component school district staff
- Expanded our Summer Enrichment Programs and initiated After School programs in both Rocky Point and Comsewogue School Districts
- Continued on the expansion of Emerging Trends Network, NWEA, KLT, Unique Learning Systems and the Agency Mentoring program
- Continued work on the Succession Planning initiative in conjunction with HR
- Expanded the Olweus Bullying Prevention Program

2.) Successes/Strengths:

- Transition to key leadership roles
- Submission of APPR Data
- Planning for successful opening of Regional STEM HS
- 95% of students in Project Search program have completed the program and are gainfully employed

3.) Challenges:

- NYSED mandates/funding
- Leadership transition
- Staff morale
- Doing more with less

4.) Anticipated changes for 2015-2016:

- Staff turnover
- Unsettled Bargaining unit contracts

5.) Areas of Need:

- Mentoring new administrators
- Staff morale
- Funding sources

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

INTERVIEWEE: Dr. Michael L Miles, LCSW-R, ACSW, Program
Administrator Human Support Services

DATE: October 21, 2014

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: Student Assistance Service (SAS) is a resiliency-based pro-active education, prevention and early intervention program utilizing certified/licensed professional counselors to provide services to students grades K-12. The program is available to all students but targets those who are beginning to exhibit behavioral, academic or social problems. Intervention is warranted when there are any signs of stress which can result in substance abuse or other self-destructive behavior.

SAS was modeled after our successful Employee Assistance Program [EAP] and provides similar services for students:

- Education
- Identification
- Assessment
- Early Intervention
- Referral services for students and families
- Implementation of evidence-based programs

Emphasis is placed on creating a caring and supportive atmosphere, encouraging high expectations and fostering a sense of belonging. Counselors provide guidance on Social Emotional Learning [SEL] concerns and are often recognized for their expertise in both substance abuse prevention and social/behavioral/emotional problem management.

When a school district contracts with SAS, they purchase a service along with a counselor being assigned to a particular school. Services may include assistance during district crisis, consultation services, referrals, resources, professional development offerings and technical assistance to district administration in the area of human services. Counselors establish themselves in their buildings through faculty and classroom presentations. When a student sees the SAS counselor, the counselor will provide an assessment and help formulate a plan. This may include a referral to an in-school group with the professional counselor or other pupil personnel service. Those students in need of other services are referred to resources within the community. The program focuses on a model of universal, selected and indicated interventions. This highlights the importance of establishing building-wide initiatives in addition to reaching out to the community while working with students and groups. Referrals may come from many sources: parents, faculty, administrators or other concerned parties. The program is most effective when the main source of referral is the student. The confidentiality of students and parents is respected.

SAS serves over thirteen districts and is regarded as a model proactive 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 The implementation of the Safe Schools Against Violence Education (SAVE) and Dignity for All Students [DASA] Acts have encouraged students to be held responsible for their own social interactions when teasing or harassing a peer. School districts are now charged with enforcing this accountability and making every effort to support and protect their learning communities from harassment and violence. However, differentiating between harmless or playful teasing, general peer conflict and bullying can often be quite complex. Many times it is challenging for professional staff to offer this level of oversight when they have their own ambiguity about the threshold between harmless social teasing, peers in conflict and bullying.

The Conflict Resolution and Mediation Service program provides varying levels of intervention to assist districts in elucidating the distinctions and to guide them in formulating operational policies and procedures in compliance with SAVE/DASA legislation.

The complexity of understanding social dynamics, preventing violence and minimizing peer conflict often requires a multi-tiered strategic plan sensitive to the unique culture and characteristics of each district. Subsequently, districts may select a variety of different micro-mesa-macro intervention plans to meet their personal needs.

Program offerings include:

Trainings (hourly)

Interpersonal Conflict Resolution and Peer Mediation Training is available for any of the targeted constituents of the learning community. Trainees will be guided in strategies to understanding how to mediate disputes effectively; implement effective and evidenced based conflict mediation strategies and recognizing the continuum between misunderstandings, teasing, harassment and bullying. (Approximately 15 hours).

Example Topics Might Include:

Recognizing the Risk and Protective Factors Surrounding Violent Students

- Conflict Resolution and Mediation Training
- Diversity, Multiculturalism and Racism
- Turning Conflict into Cooperation
- Bullies
- Student Peer Mediation Training
- Resolving Personal Conflict

District Assigned Violence Prevention Specialist:

A licensed professional mental health provider (i.e., Licensed Clinical Social Worker) who has specialized training in violence prevention and conflict mediation will assist school administration in the development of a district wide comprehensive plan for compliance with SAVE and DASA legislation.

The designated Specialist will work in tandem with district administrators to either recommend or implement strategies, policies and procedures sensitive to the unique needs of the district. As an example, specialists may offer professional development or program recommendations to assist departmental leaders in concern areas such as the incidences of disproportionality or excessive suspension rates. In other cases, the Specialist may target a specific site location or building to offer guidance and assistance in growing a peaceful culture of learning.

Specialists use both qualitative (interviewing) and quantitative data from sources such as the Violent and Disruptive Incident Reporting (VADIR) system or other district resources to build functional needs assessments. The Specialist will then discuss and review the outcomes with district designated authorities and together build a plan of action for interventions at the micro, macro and mesa levels. Examples include facilitating community consortiums, building liaison relationships for the district with police, conferencing with building leaders or central administrators or offering workshops/training to targeted district staff. Additional activities might include working with the district administrator for Special Education or Pupil Personnel officer to assist in the development of plans for decreasing student violence, reducing suspension rates for students with special needs or providing on site assistance and consultation on interventions for selected classrooms.

Violence Prevention Specialists require at least a one year commitment and work full-time within the host district setting.

Consultant Services (hourly)

In cases where Districts have established SAVE/DASA teams and are requesting professional consulting services on specific topics of interest (related to SAVE/DASA) a Consultant or Consulting Team is available to provide hourly support. Consultants are specialists in designated topical areas and have advanced degrees and specialization in working within their field of expertise.

1.) Significant facilities or program changes since 2013-2014:

- Appointment and transition of new Program Administrator effective July 1, 2014
- Successful completion [without incident] of triennial grant audits conducted in September 2014:
 - Office of Safe and Healthy Schools [federal] financial examination of the School Counselors in Central Islip Elementary Schools [SCCIES] program.
 - NY State Department Office of Alcoholism and Substance Abuse Services [OASAS] comprehensive audit of the Student Assistance Services [SAS] Counseling Program.
 - Suffolk County Department of Health comprehensive of the SAS Program
- Expansion of counseling services provided to the SCCIES program site by the additional hiring of a part-time worker.
- Implementation of part-time SAS counselor into the ES-BOCES Alternative Education Program.
- Development and implementation of a Policy and Procedures Manual for the EAP, SAS and SCCIES programs.
- Outreach to all central district administrators currently serviced by the SAS or EAP programs to discuss current programs and opportunities for expansion.
- Outreach to over ten additional school Superintendents [currently not serviced by SAS/EAP] to discuss implementation of the SAS/EAP programs.
- Coordination and development of an Advisory Group for programming and additional grant opportunities relevant to EAP/SAS.
- The local ES-BOCES EAP Committee has implemented a workplace improvement/cost-saving initiative entitled "Bright Ideas." Recommendations, thoughts and suggestions target ways in which BOCES may realize reductions in capital expenditures and ways to enhance programs.
- EAP Supervisor Laura Grossman has announced her retirement effective January 2015. Her replacement, Robin McKinnon has been hired and working together with Laura for transitional purposes.

2.) Successes/Strengths:

- The strength of the SAS program is in the dedication and work of its counseling team. SAS Counselors implementing universal, selected and indicated levels of intervention have made the news for their excellence in the following types of example activities:
 - Riverhead Middle School [MS] SAS Counselor Lauren Zambrelli has launched the "Help A Hero" food drive for returning veterans.
 - Comsewogue MS SAS Counselor Jacqueline Schwicke has implemented the building-wide initiative of "Character Counts" that was recognized by local media publications.
 - Bay Shore MS SAS Counselor Peter Michelman organized a district wide Student Conference Day with over 25 different health presenters for students.

- Violence Prevention Counselor Deborah Nigrel took a lead role in coordinating this year's Riverhead High School [HS] Spirit Week.
- Patchogue-Medford HS SAS Counselor Victor Dodd offers an after-school parenting group for those with children in Recovery.
- Miller Place HS SAS Counselor Lisa Aitken became nationally certified in Eating Disorder Treatments by attending weekend training in NY City. This experience will allow her to offer turn-key training to other SAS Counselors.
- Miller Place Elementary and MS SAS Counselors Lauraine Mittachione-Anderson, Phoebe Arancio and Pamela Gittler have begun the after-school peer mentoring program; age ranges from High School to Middle School to Elementary.
- Mattituck Middle School Counselor Andrea Nydegger kicked off a building wide Unity Day and has taken an active role in several local east end community organization activities.
- The Shared Decision Making Team [SDM] organized an all-day training on a Saturday for SAS Counselors on such topics as the new DSM5; Mindfulness, Psychopharmacology and Tourette's Syndrome. Over 90% of SAS staff participated in the event.
- District Superintendent's continue to identify and recognize the value of the SAS program as leaders in the field of Alcoholism and Substance Abuse Prevention as manifested by qualitative interviews and research. Only one SAS position was lost in 2013-14 in a year of 2% budget caps; the district opted to hire their own bi-lingual Social Worker.
- Post-audit the OASAS leadership recognized the SAS program for its leadership role in primary prevention and initiative in new developments across Long Island.
- Administrative retirees of the SAS program continue to consult and provide on-going guidance for enhancing and improving program development.
- Six graduate social work interns have been placed with SAS counselors this year; including one intern at the Brookhaven Technical Center (The Academy).
- The EAP program continues to receive high praise and recognition for its high level of quality consumer services as reflected by outcome survey data.

3.) Challenges:

- Funding from OASAS has remained static for over twenty years, while SAS program costs have continued to rise. The shortfall has rendered the program dependent upon increasing district contribution rates.
- The statewide budget cap of 2% threatens all non-mandated service provider programs as districts search for ways to reduce spending costs.
- Program fixed costs continue to rise including the costs for salaries, benefits and operations above the state established 2% cap.
- EAP faces significant competition from sources (i.e., insurance carriers) that provide significantly diluted versions of EAP programming at a much lower cost.
- The reduction of two clinical supervisors from the SAS program and one from the EAP program (see Grossman's retirement) reduces the availability of time for program development and grant seeking activities.
 - Procuring and researching additional grants and/or funding sources to assist in stabilizing operational costs must be a priority for subsidizing program expenses.
 - SCCIES has only two remaining years and currently offsets some of our current operational costs. By federal guidelines, the grant cannot be extended.

- Reliance upon consultants and reassignment of duties often adulterates program integrity and quality of services.
- Evidenced Based Programs [EBP's] mandated under the OASAS grant that have met approval are limited and expensive to implement.
- Computer equipment in the North Ocean Avenue offices have become outdated and will need replacement; current machinery is not always compatible for use with ES-BOCES software and upgrades.

4.) Anticipated changes for 2015-2016:

- EAP will undergo major operational restructuring and self-assessment to optimize efficiency and ascertain areas for possible cost reduction.
 - Evaluation of current survey tools, methods and statistical data.
 - Reconfiguration of assignments, duties and maximizing program efficiency of resource utilization.
 - Enhanced marketing and outreach efforts to solicit additional district partnerships; recent additional emphasis has been placed upon our east end districts to get full use of our Hampton Bays office.
- The SAS Shared Decision Making team [SDM] will begin to update and align the program's Policy & Procedures manual to more closely align with program operations. Outcomes of this assignment will guide the team into developing programmatic objectives and initiate areas of need for further professional development.
- SAS will make applications to at least five different potential grant sources for program development aligned with its mission statement.
- Recent implementation of social work licensure law requirements for continuing education units [CEU's] will result in comprehensive changes to the empirical ways SAS Counselors have met their professional development obligations. The annual SAS staff retreats are likely to cease as these workers will seek alternative pathways to meet the state licensure requirements.

5.) Areas of Need:

- Procurement of additional funding sources to offset operational expenditures and reduce district share for contributions.
- Program development to offset costs of hiring a Clinical Supervisor to assist in program management/operations.
- Adaption and expansion of current service delivery in our programs to carefully align with meeting districts needs while maintaining cost control.
- Implementation of computer equipment rotation cycles to replace outdated machinery.
- Ensuring professional development activities including Superintendent's Conference Day and bi-monthly counselor staff meetings are responsive to current mandates and trends while concurrently attracting valuable low/no-cost speakers.

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

INTERVIEWEE: Terri Brady-Mendez, Program Administrator

DATE: November 2, 2014

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 2013-2014:

- The NYSED contract with Eastern Suffolk BOCES for operation of the Intensive Teacher Institute in Bilingual Education and English as a Second Language (ITI-BE) ended on June 30, 2014. NYSED altered its contract significantly, and the department now works individually with only 7 institutions of higher education (IHEs) across NYS, shrinking the number of IHEs available to ITI-BE participants by 15 universities and colleges.

2.) Successes/Strengths:

- The strengths and successes of all of our programs reside in the outstanding staff of all of our programs whose extensive knowledge and deep commitment to serving the English language learner population and their teachers. The L.I. RBE-RN has enjoyed an excellent reputation for its technical assistance and professional development services. In keeping with contractual requirements for the L.I. RBE-RN, during 2013-14, on-site visits, consultations and professional development sessions at targeted (AMAO & DTSDE) districts resulted in 246 face-to-face contacts. It is also noteworthy that during the same time period 1,823 educators of English Language Learners (ELLs) received training and support through the L.I. RBE-RN's regional and district-specific staff development sessions. In addition more than 5,000 individual inquiries were answered via telephone and individual e-mails. The combined ITI-BE and ITI-BSE Programs provided tuition assistance to over 325 bilingual education and ESL teachers and pupil personnel professionals in 2013-2014. The two NCLB Title III Consortia in Nassau and Suffolk Counties are comprised of slightly more than 40% of the school districts across Long Island with ELLs; without this opportunity to join a consortium, they would be unable to obtain Title III funding individually. The ESL/Bilingual Programs' web site was completely redesigned in November 2013, and has received almost 20,000 "hits" since then. We have received inquiries about

information posted on the site from states outside of New York, most likely as a result of information about the site was shared on a widely recognized national web site, *Colorín, Colorado*, at <http://blog.colorincolorado.org/2014/02/13/recent-ccss-for-ells-resource-roundup/>.

3.) Challenges:

- The greatest challenge we have faced, and may continue to face in the future, are the lack of continuity in the L.I. RBE-RN's contractual relationship with NYSED and the difficulties that result in staff retention and recruitment. During 2014-2015, the RBE-RN is operating on its third one-year contractual extension. Since June of 2014, the RBE-RN has lost three of its professional staff. Recruiting replacements for these three positions has been extremely challenging, since a teacher who is tenured in a district is not likely to resign to take a position that can only be guaranteed until June 30, 2015. In addition, there were extensive delays in receiving fiscal approval for the continuation of the RBE-RN's contract; written approval was not received until early October 2014, thus delaying the hiring process for the three professional replacement positions.

4.) Anticipated changes for 2015-2016:

- It is anticipated that there will be a new longer-term RFP issued for the Statewide RBE-RN network by the Spring of 2015; the requirements for the program's operation are unknown at this time. Exactly when the new RFP will be issued by NYSED has not yet been announced.
- Several critically important new initiatives and regulatory changes were announced by NYSED in 2014-2015 and they will affect all Long Island districts in serving the ELL population. These changes include amendments to CR Part 154 that will engender sweeping changes in the way that services will be delivered to ELLs, beginning in September 2015. In addition, the vendor for the NYS English as a Second Language Achievement Test (NYSESLAT) and NYS Identification Test for English Language Learners (NYSITELL) has changed and is currently developing revised assessments for ELLs that are aligned to the NYS Common Core Learning Standards and are expected to be more academically challenging. As such, we expect that extensive staff development around these alterations will be required for all ELL educators (i.e., administrators, teachers, and other professional staff) across Long Island.

5.) Areas of Need:

- The hiring of replacement professional staff members whose background and experience match the requirements of the RBE-RN contract with NYSED continues to be extremely challenging. It should be noted that when an appropriate candidate has been found, the Eastern Suffolk BOCES District Superintendent has been stalwart in his support of those selected through the hiring process.

- 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 Bixhorn 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, and it has been at least three years since such a space has been available to us.

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

INTERVIEWEE: Julia Schnurman, Program Coordinator

DATE: October 27, 2014

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 evaluate the educational, health, and social needs of each family member and set goals and objectives in support of local school initiatives 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 funded through one of nine regional grants across the state, and are available, at no cost to districts, for migrant eligible youth and children in school districts in Nassau, Suffolk and the five boroughs.

Esperanza Homeless Children and Youth Program: Funded by a State McKinney-Vento sub-grant awarded to the New York State Migrant Education Consortium, this program provides emergency assistance, advocacy and supplementary academic services to migrant eligible children and youth affected by homelessness in school districts in the Long Island – Metro Migrant Program service area. 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, and are provided at no cost to families or school districts.

McKinney-Vento Children and Youth Programs: Three separate State grant-funded programs administered through Eastern Suffolk BOCES provide a wide variety of diverse supplementary and advocacy services including: educational advocacy, shelter-based tutorial / homework help, preschool programming for three – five-year-olds, summer enrichment opportunities, field trips, supplemental nutrition, emergency clothing & transportation services to temporarily and transitionally housed children and youth affected by homelessness in Suffolk County. Regional Professional Development, networking, and technical assistance are also provided to collaborating school districts in fulfilling the requirements of the Federal McKinney-Vento Homeless Children and Youth Act.

1.) Significant facilities or program changes since 2013-2014:

Migrant Education: During this year, the most significant change for Eastern Suffolk BOCES was the addition of the five boroughs of NYC to the service delivery area. This additional region has extended the scope of work and opened new doors to a migrant population of agricultural workers settling during both off-seasons, and for purposes of acquiring seasonal work in food packing and commercial fishing throughout NYC.

The New York State – Migrant Education Program continued to conduct a Comprehensive Needs Assessment which accounts for student needs, curriculum mandates, and increased graduation requirements. The first summary of the results of the NYS Assessments yielded a statewide decrease in proficiency and an increase in the number of students ineligible for graduation. These changes in curriculum, assessment and graduation requirements have set the wheels in motion to fully develop a Service Delivery Plan that will likely include outcome based supplementary tutoring and advocacy services that reflect both the needs of migrant learners and the demands of supporting the curriculum. Record-keeping and data reporting were also intensified for a broader level of

accountability reflecting Standards and student success, and there was a greater focus on connecting students with district mandated AIS services because of the depth of needs generated by first year assessment results of Common Core learning objectives.

In order to provide highly effective supplemental academic support to migrant students, extensive professional development opportunities were provided. In particular, on the use of “Strategic Tutoring”, a research-based instructional strategy used to maximize supplementary instruction by providing learners with useful, cross-curricular approaches to promote successful learning outcomes.

Esperanza: The structure for grant application was modified and although the size of the allocation to the NYSED-MEP Consortium decreased, our funding was increased based on the increase in number of Migrant students who met the criteria for homelessness under McKinney-Vento. The funding increases proportionally to the number of migrant-homeless students served, and collaboration between ESBOCES and NYSED-MEP led to a broader use of the funding allocations to include an appropriate mechanism to arrange for the emergency acquisition of supplementary goods and services necessary to support academic progress. Housing options are limited in the region, and more children and youth required the emergency assistance and services supported by this grant.

McKinney-Vento Children and Youth Programs: These State grant-funded programs have expanded to provide a higher level of educational advocacy services to children and youth affected by homelessness in Suffolk County. We are now in collaboration as the lead LEA in three separate Consortia with five districts. The needs assessment yielded a need to support K - 5 students with direct services, assistance and advocacy in summer, year-round shelter or school – based academic support. They also offer professional development, networking, and technical assistance to other Long Island Sub-grantees in fulfilling the requirements of the Federal McKinney-Vento Homeless Children and Youth Act.

2.) Successes/Strengths:

- The Family Education Outreach Office was successful in providing a wide variety of supplemental educational and advocacy 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. All programs meet very specific needs, and serve student populations in a unique manner. In addition, Professional Development and regional collegial partnerships continued to prove invaluable to our service delivery this year.

3.) Challenges:

- The largest challenges came in a variety of areas including building and maintaining a strong collaboration with school districts in order to continue providing substantial complementary academic services to the children we serve. Responding to the new curriculum, assessment and graduation requirements is an ongoing challenge when serving a highly mobile population. Mobile and migrant students are struggling with meeting the new standards; creating effective pathways to graduation within the new requirements leaves no margin for the consequences of their family’s mobile lifestyle.

- Fund development initiatives for these programs was extensive, and its' success is essential to insure the continuation of services or creation of additional programming. Funding opportunities to renew these programs came in the form of various state generated Requests for Proposals. Family Education answered these grant funding opportunities with multiple proposals. These awards are not guaranteed for the 2013-2014 school year, so the fund development process continues.

4.) Anticipated changes for 2015-2016:

- **Mobile Outreach Parent – Child Home Program:**
 - The structure for grant application was modified to disallow funding that supports initiatives for a “Zero to Three” population, so the *Mobile Outreach Parent-Child Home Program is no longer offered.*
 - FUNDING ENDED – Program no longer offered...
- This State grant-funded program provided educational advocacy services to children and youth affected by homelessness in Suffolk County. It also offered 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. It also included implementation of the *Mobile Outreach Parent-Child Home Program.*
- The McKinney-Vento Program has expanded its scope of work to include direct service provision to students across multiple Districts and shelter providers. It will raise the provision of preschool services (4 – 5 year-olds) and homework help centers to both shelter-based and center-based children.
- The Migrant Program will continue to grow to include the higher enrollment of Long Island and NYC based migrant students.
- Maintaining quality service delivery in the face of declining funding and increased difficulty competing with School Districts to secure necessary bi-lingual staffing. There is a limited pool of appropriate candidates needed to accommodate the increased needs of district-specific locations where we are welcoming newly immigrated students with more academic and social needs. Staffing and training will present an amplified challenge.
- The depth of academic standards that we are working to support in providing meaningful advocacy and supplemental services to migratory and mobile children and youth has increased. Additional training will be needed to empower staff to support student learning outcomes in the Common Core Curriculum.

5.) Areas of Need:

- The number of children and students living in temporary housing due to poverty and their parent's migratory lifestyle as well as the flight of youth and families from poverty, gangs and violence is increasing rapidly in our area. Anticipated needs include:
 - Accessing a higher level of community collaboration of agency and faith-based support, acculturation, family literacy and child-rearing training for parents
 - Fund development strategies and procurement are needed to insure continuation of the program.
 - Collaboration and approval from the New York State Education Department to establish an alternative pathway for graduation that leads English Language Learners, SIFE Students, migratory and mobile youth to successfully earn a High School Diploma or exit credential is needed.

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

INTERVIEWEE: Tim Murphy, Administrative Coordinator

DATE: November 5, 2014

Program/Service Description: Programs and Shared Services that support School District Administration/Business Offices. District Services include: Finance Manager Application Support, EDGE Document Solutions, 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), Meeting Management Software, Facilities Management, Emergency Notification, Transportation Management and Routing, W2/1009 Production, Intellipath Phone Service, APPR, and Distance Learning - Blended Learning and Credit Recovery.

1.) Significant facilities or program changes since 2013-2014:

- Continued to expand 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, Transportation, and Facilities Management.
- Continued growth in our Data Repository Services - Finance Manager Data Backup, Storage Area Network, and Email Archiving
- Introduced new offerings: APPR and Blended Learning

2.) Successes/Strengths:

- Customer Service – flexibility to customize services to better meet the needs of our districts, monitor listservs, are proactive in service delivery, provide classes, customized in-district training opportunities, and seek out feedback from all stakeholders
- Continue to steadily increase participation and growth in overall program
- Continue to be a strong, viable program without having to significantly raise rates or decrease quality of 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 –particular focus is on document imaging and scanning, APPR, Blended Learning, and developing a more robust credit recovery service
- 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 2015-2016:

- Finance Manager conversion to nVision application – will need to take a strong leadership role in supporting the conversion
- Deliver more value without increasing rates or headcount – i.e. growth through increased participation
- Promote and expand our newer services – Cafeteria POS, Transportation Management and Routing, Document Imaging and Scanning (develop a grant application), APPR, Blended Learning, Credit Recovery, and Security-related services.
- 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 Service Level Agreement
- Further develop our School Source initiative of one platform, integrated, and open to all third party vendors.

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 4, 2014

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 2013-2014:

- Retirement of key personnel
- Resignation of Director
- Reorganization of substitute service, certification office, recruitment and Negotiation Information Systems (NIS)
- Affordable Care Act (ACA) requirements and compliance
- Expiration of collective bargaining agreements

2.) Successes/Strengths:

- New Employee Orientation improved
- Employee Awards Ceremony
- Attendance initiative continues to be well received and has improved employee attendance.
- The "New Personnel Administrators" collegial circle established in 2011 continues to support new personnel administrators from among component districts.
- Continue to share Best Practices with Human Resources administrators of 51 component school districts.
- Increased professional development component of regional meetings for Human Resource and Personnel Administrators.
- Work cooperatively with Unions
- Actively participate in multiple agency committees to promote ongoing communication between Human Resources and all areas of the Agency
- Succession Program offers professional development workshops and career development opportunities for administrators, teachers, teaching assistants, and civil service employees. The existing committee for the Succession Program facilitates several opportunities throughout the year for aspiring employees.
- Professional development opportunities are coordinated between with the Administrator Mentor and Succession Planning programs and the respective participants.
- Work collaboratively with Education Information Support Services to provide mentorship to new administrators
- The web-based interface for the NIS CoSer system has been implemented and there are ongoing enhancements based upon subscriber input.

- Work collaboratively with colleges to recruit and place student teachers and interns. During the 2013-2014 year ESBOCES has added field experiences for students in Occupational Therapy programs.
- Work 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.
- Digital fingerprinting offered to component districts at no cost
- Secure filing system maintained to protect employee personal identifying information
- Continuation of programs to improve employee morale (attendance recognition, employee birthday recognition, financial fair, and wellness fair)
- HR services improved and/or expanded to support districts (e.g. NIS automation, HR Administrator CoSer development).
- Increase efficiency of practices aligned with labor laws and statutes defined at the Federal, State, and local levels.

3.) Challenges:

- Fiscal impact of rising employee and teacher retirement system and health insurance costs
- Fiscal restraints resulting from regional districts' compliance with tax cap and tax freeze legislation
- Continue to raise awareness of diversity on Long Island
- Stressed employees need support, development of coping skills and EAP services
- Streamline internal processes for improved operational efficiencies
- Continue to develop a diverse and highly qualified pool of potential candidates to serve in instructional and administrative positions across the region
- Identifying system for digital records retention and develop a plan for implementation in the absence of efficiency grant funding
- Implementation of HR/Payroll system (WINCAP)
- Contract negotiations within financial restraints

4.) Anticipated changes for 2015-2016:

- Full conversion to WINCAP and resulting operational changes
- Provide regular opportunities for employees to develop skills for effective, responsible financial planning.
- Provide regular opportunities for employees to develop skills and engage in activities for healthy living.

5.) Areas of Need:

- Improve archiving and implement digital records management
- Continue cross training of job functions

NAME OF PROGRAM/SERVICE: Incarcerated Education Program

INTERVIEWEE: Robert F. Dembia, Administrative Coordinator, Jail Education

DATE: October 31, 2014

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 Departments.

The Incarcerated Ed. Program provides educational services to minors in Riverhead and Yaphank Correctional Facilities, of at least 15 hrs. per week, in preparing for their TASC™ or Regents testing. Also available are Tutoring, Remedial Education, Consumer Economics, ESOL, Art, Career and Technical Education including Carpentry, Graphic Design, Health Careers, OSHA Training, Small Engine Repair and Career/Life Planning.

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) High School Equivalency, ESOL and Career/Life Planning.

The Transitions Juvenile Day Reporting Center (JDRC), Yaphank, provides non-violent juvenile offenders with academic training, vocational training, career/life planning and mental health care services along with other related services provided by the Suffolk County Probation Department.

1.) Significant facilities or program changes since 2013-2014:

- The “New” Yaphank Correctional Facility is now fully operational; some educational programming has been moved from the old jail to areas in the new jail.
- The Day Reporting Center (DRC), located in Bay Shore in partnership with Family Service League has relocated to The Pal-O-Mine Equestrian, Inc. in Islandia. This new collaboration between Eastern Suffolk BOCES and Pal-O-Mine Equestrian, Inc. will provide at risk students with a unique learning opportunity that enables them to recognize their potential, prepare for a career, gain acceptance into college and be a productive citizen. The program incorporates horses experientially for educational and emotional growth and learning and uses alternative approaches to create positive and constructive learning experiences for adolescents who are at risk of failing in a traditional academic setting. This collaborative approach helps to re-engage the typically disengaged or defiant student and recreates a positive learning environment that carries over into the student’s academic experiences.
- The Sheriff’s Youth Tier program is entering its fourth year of operation. There are ongoing discussions to expand the Youth Tier initiative to include a program at the Yaphank Correctional Facility and depending on enrollment, a program for the female population.
- The Sheriff’s Youth Tier Task Force Committee also continues to grow. Many service organizations from all areas of the community are joining the committee and offering their support and services to the Sheriff’s “alternative to incarceration” philosophy.
- ESBOCES continues to be a leader in the Sheriff’s initiative. The Education Sub-Committee, (part of the Task Force), will be continuing with the second year of the “Dine and Discuss” program. This is a monthly meeting format during which parents/guardians and families meet over a light meal with committee members

comprised of ESBOCES, Sheriff, Corrections, and other involved agencies to discuss the progress of the program as well as meet and share questions and concerns with other families in similar situations.

- The Transitions-JDRC in Yaphank is in the second year of collaboration between ESBOCES, Suffolk County Department of Probation and the Sunshine Center, Inc. The program is an alternative, multi-service facility for juveniles, ages 15-17 years of age. Juveniles are placed here either by Family Court or The Office of Children and Family Services. They are supervised by Suffolk County Department of Probation. The Sunshine Foundation is responsible for mental health, drug/alcohol, and social welfare. BOCES provides the education component. At the completion of the program, students transition back to their home district or pursue a High School Equivalency. All three agencies collaborate in the transition process.

2.) Successes/Strengths:

- Develop the infusion of contextualized learning.
- Availability of CTE classes in different areas including Small Engines, Business, Carpentry, and OSHA (Occupational Safety and Health Administration) training.
- Focus Professional Development on the new TASC exam and the common core standards.
- Increased transition services made available to inmates and ex-offenders.
- Working to improve methods of data collection.
- Development of a comprehensive transition program.
- High School Equivalency passing rate is 75%.

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

Measure	Outcome
Increase High School Equivalency pass rate for 2014-2015 school years compared to prior school year.	We were able to achieve a 75% pass rate on the High School Equivalency Test. While we fell short of our objective of a 90% pass rate, we still feel successful with our 75% pass rate for this alternative population.
Increased academic classroom attendance among program participants will be compared to prior year's rates (analysis of attendance rates)	As a result of this major effort there was an increase in the amount of time students spent engaged in classroom activities. We developed a push-in model of ESOL so that the ESOL students are provided with support during the academic class session. Additionally, we have been infusing contextualized learning components and are developing collaborative practices between the CTE teachers and the content teachers.

Measure	Outcome
Enhanced self-reported knowledge, skills, and beliefs among teachers as a result of the professional development initiatives (survey, reflective writing, interviews).	Based on reflective writing, focus groups, and professional development exit surveys and evaluations, there continues to be an increase in knowledge and skills related to the Common Core State Standards career readiness skills, and a huge level of buy in to the principles and practices of our program. In addition, the faculty continues to increase their technological skills and teaching with technology using Apple computers.
Continue to provide and seek out significant professional development opportunities for the staff.	Teachers continue to participate in sustainable professional development that is connected to their classroom practice. In reflective discussions, workshop evaluations, and collegial meetings, faculty report that the sustained professional development activities have increased their understanding of issues related to incarcerated and high risk youth and their understanding of the importance of CTE skills and how to integrate these skills within the academic curriculum. We were able to increase the number of meetings we had from once monthly to weekly, therefore meeting and exceeding our target increase. One significant area of focus this year will be to incorporate contextualized learning into the classes.
Enhanced partnerships and knowledge of the program as a result of the advisory board, speaker board, and other meetings (analysis of advisory board members and speaker board members).	We continue to build partnerships and collaborate with outside agencies. We are also a sitting member of the Sheriff's Re-Entry Task Force addressing the needs of offenders and ex-offenders returning to the community.

3.) Challenges:

- 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 facilities.
- Classroom space and building layout at the new Yaphank Correctional Facility has resulted in challenges with meeting the educational needs of the students.
- Attendance: We experience challenges in maintaining a high level of attendance due to factors external to the program, i.e. court conflicts, and medical, religious, and rehabilitative services but support for regular attendance is growing through collaboration with the Correctional administration.

4.) Anticipated changes for 2015-2016:

- Increasing attendance or mandate attendance if a pilot program is a success.
- Continued integration of CTE skills within the academic curriculum.
- Implementation of the co-teaching model, expanded to CTE/Content.
- Continued use of IPADS at the JDRC facility.
- Expansion of existing programs and the ability to serve additional adults as a result of obtaining external funding.
- Increase in enrollment of Youth Tier program.
- Increased focus on “transition and re-entry” for students at the correctional facilities and alternative programs.
- Infuse CTE courses to the adult population.

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, Corrections and Probation.
- Increased need for availability of space in the Riverhead and Yaphank CF to accommodate educational programming.
- Staffing necessary to fill vacancies left by retirees.
- Upgraded technology and installation of Smart Boards at the JDRC and DRC Facility.
- Implementation of the credit recovery program GradPoint®

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

INTERVIEWEE: Susan Peterson, Principal

DATE: October 29, 2014

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 2013-2014:

- New lighting and paint for the gymnasium at IAC
- Main office alteration at IAC. The wall that divided the main office in two sections was removed in April. This allows for better efficiency and accommodates the new security window and entry way.
- Continued replacement of malfunctioning SMART board projectors that are out of warranty with new Epson projectors.
- Installation of new flat panel LCD screens in main offices to display images from the security cameras. This improvement allows all staff in the main office to identify visitors attempting to enter the building.
- Installation of new floor in cafeteria at IAC@ICC
- Retirement of key staff members including teachers with NYS content specific certification
- Hiring of new certified teaching staff
- Addition of an 8:1:1+2 class
- Movement of two of the 8:1:1+2 classes from IAC to IAC@ICC
- Continued training for classroom for new teachers on the use of iPads for classroom instruction
- Retirement of Guidance Counselor mid-year
- Upgraded wiring and components for campus network

2.) Successes/Strengths:

- Strong staff and Faculty
- Continued support of the transition coordinator for post-secondary planning for students graduating and aging-out of the program
- Continued participation in the Learning Technology Grant offered by NYS and utilization of funding to purchase much need technology (i.e.: 3 digital cameras and a digital video camera with a tripod)
- Ongoing FBA/BIP review meetings

- Continuation of Student/Staff Team
- Ongoing collaboration with component school districts, local police, and agency personnel
- Psychiatric consult on a limited basis for the 8:1:1+2 students only

3.) Challenges:

- Greater need for psychiatric services to accommodate students with severe emotional disturbance /psychiatric diagnoses
- Managing a severe student behavior with an increase in violent behaviors
- Supervising one program housed in two buildings
- Students entering the program who are significantly behind in credit and are in jeopardy of not being able to graduate with their cohort.
- Students entering the program with significant delays in reading and math making the general education curriculum inaccessible without significant modifications.
- Master schedule that cannot support the needed course request because many students need to repeat courses or enter the program needing to double up on various courses.
- Scheduling students to recover credit loss while providing time in their schedule to attend a half-day career class.
- Scheduling and administration of state assessments (in two buildings) while implementing individual student testing accommodations and adhering to NYS Dept. of Ed. procedures and protocols.
- Students showing increasing difficulty with meeting the transition challenges of a departmentalized program with a bell schedule.
- Encouraging regular attendance for students who are diagnosed with anxiety/school phobia as well as other psychiatric disorders.
- Limited parental support/participation.

4.) Anticipated changes for 2015-2016:

- Increase in the number of 8:1:1+2 classes to accommodate students who have the need for less transition in their school day.
- Continue to discuss the next steps to install new heating/cooling systems at IAC (gymnasium and cafeteria).
- Increasing the number of security cameras.
- Alterations to the counseling suite at IAC@ICC to allow for more confidentiality. Currently, the individual offices are partitioned by temporary walls that allow others to hear unintended confidential information.

5.) Areas of Need:

- Increased support for students with complex psychiatric needs combined with severe behavioral issues. This includes the expansion of the psychiatric consultation model to all students.
- Continued support and professional development for teachers and support staff with working with such a challenging population.
- Continued professional development and support to assist in the use of student data (generated from NWEA and NYS assessments) to develop daily lesson plans.

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

INTERVIEWEE: Pete Lepore, Principal

DATE: November 6, 2014

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 2013-2014:

- Opened a full time Welding program course and a .5 Computer Graphic program.
- Reduced Intro. To Barbering from full day to .5.
- Added two full day Academic Center Social Workers to as per BAC.

2.) Successes/Strengths:

- Ten students in the 2nd year of Project SEARCH program.
- 2013-2014 cohort--6 out of 7 students obtained competitive employment.
- Approximately 25% more internships developed for our students.
- Three new teachers hired who bring new ideas and improved instruction.
- Teacher and Para-educator of the year for 2013-2014.
- Collaboration with several Special Education buildings on community/customer service projects such as: outdoor classroom, open school nights, employee awards, business and industry breakfast, turkeys for tots etc.
- Special events for our component districts.

3.) Challenges:

- Busing/Staffing for increased internships to meet CDOS requirements.
- Physical space constraints for new programs.
- Increased support staff for more psychiatric/behavioral student population.

4.) Anticipated changes for 2015-2016:

- Expansion of a new satellite program
- Increase the 2 .5 programs to full-time
- Expand Project SEARCH program to a second facility
- Increased enrollment

5.) Areas of Need:

- Busing/Staffing for increased internships to meet CDOS requirements
- Physical space for new programs
- Increased support staff for more psychiatric/behavioral student population
- More security cameras around the building/campus

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

INTERVIEWEE: Christopher Williams, Principal

DATE: October 8, 2014

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 2013-2014:

- New Assistant Principal
- OLWEUS Bullying Program in full effect and all staff trained on updated Dignity for All Students Act regulations.
- CDOS (Career Development and Occupational Studies) committee and opportunities to help students meet NYS Intermediate Level CDOS standards.
- Year two of KLT (Keeping Learning on Track) formative assessment techniques.
- 7th and 8th grade transition classes to better prepare students for high school.
- Two new 8:1:1+2 classes; one in 6th grade and one in 8th grade
- Continued iPad training for teachers and use by students
- Staff changes-2 Social Workers and 2 Physical Education Teachers
- Implementation of the Digits math program

2.) Successes/Strengths:

- Flexible and dedicated staff
- Strong support team that helps students remain in the educational setting
- Program’s effectiveness in working with students with varying abilities and disabilities
- Transition of students to our two 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 and Dignity Period)
- Reduction of school suspensions
- Collaboration with local businesses and organizations

3.) Challenges:

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

4.) Anticipated changes for 2015-2016:

Staff retirements

Improved classrooms and technology

5.) Areas of Need:

Continued professional development

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

INTERVIEWEE: Barbara Salatto, Associate Supt.

DATE: October 30, 2014

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 2013-2014:

- Closed Suffolk Aviation Center and moved program to BTC.
- Implemented WINCAP HR/Payroll System
- Moved Operations and Maintenance from a leased facility to BAC
- Implemented SAVE Hotline agency-wide

2.) Successes/Strengths:

- Successfully negotiated a lease with Sherwood Corporate Center which reduced our cost from \$16.40 square foot to \$11.37.
- Maintained Administrative charges to component districts at below zero percent increases for the fourth year in a row
- Presentation of timely topics at School Business Officials', NYSASBO, International ASBO meetings, and the SAMPO conference
- Updated the Five Year Financial Plan for Administrative and Capital Budgets

3.) Challenges:

- With the retirement of the Associate Superintendent for Management Services in June of 2015 and the subsequent retirement of the Director of Business and the Principal Accountant in November of 2015 and January of 2016, the challenge will be to find staff to fill these critical positions.
- To assist districts with the property tax freeze and 1% reduction government efficiency plans.

4.) Anticipated changes for 2015-2016:

- Significant staff changes
- Expanding our assistance to districts in the areas of fiscal management and other non-educational services.

5.) Areas of Need:

- Ability to hire staff who can successfully replace the Associate Superintendent for Management Services, the Director of Business Services and the Principal Accountant.
- Ability to maintain the Administrative Budget at or below the 2% Cap.

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

INTERVIEWEE: Nicole Drinkwater, Principal

DATE: October 22, 2014

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
- Task Analysis
- Low tech AAC devices; i.e., the Picture Exchange Communication System (PECS) and high tech AAC devices, i.e., iPad/Alt-Chat/Dynavox
- Social Stories/video Social Stories
- Positive Reinforcement
- Multi-Media Instruction (iPads, Apple TV, SMARTboards, Computer Work stations)

1.) Significant facilities or program changes since 2013-2014:

- Implementation of the new common core aligned developmental curriculum-Unique Learning Systems
- Implementation of a new elopement protocol
- Completion of library renovation-supported by an outside grant of \$5,000 from Northeast Structural Steel.
- All teachers have gone through iPad boot camp and have access to classroom sets of iPads for instructional use.
- Completion of Game Room (structural renovations were required, had to knock down a wall and rebuild). Game room is used for speech, social skills groups, indoor recess and earning opportunities.
- Creation of a PECS Resource Room to be used for individual and small group speech instruction and staff training.
- Pre-Voc Room currently being renovated and stocked with new materials to maximize student uses.
- Creation of a Reinforcer/FBA Room to conduct FBA's and Reinforcer Surveys.
- Use of OASYS for teacher observations and walkthroughs.
- Renovation and relocation of the school store under way to update, make more functional and centrally locate in the core hallway of school.
- Updated front lobby with new furniture

2.) Successes/Strengths:

- Higher quality, better-prepared substitutes
- Improved staff attendance
- Hired high quality staff as Special Education Aide, Teacher Assistant and Classroom Teacher positions.
- New teachers-PE, younger class and Middle School class
- Knowledgeable, trained curriculum teacher
- Highly qualified professional Speech Department
- Regular student use of and access to the Sensory Room.
- Data collection of the sensory room to inform use and purchases of new materials.
- New Parent Welcome-new parent meeting for staff and parents prior to students starting
- Improved behavior data tracking system
- Implementing instructional use of student and teacher iPads & Apple TV's for instructional use
- Implementing student computer work stations in the classroom
- Continued increase in paperless communication via e-mail to the staff
- e-mail communication with parents
- Use of new common core aligned curriculum-Unique Learning Systems
- Parent member to join SDM
- Hosted an evening Open House
- Interprogram Collaboration between Masera and ICC and CAC. The culinary program at ICC prepared cookies for Graduation and the Cookie Feast. The botany program donated flowers for retirees. CAC had guest readers read to MLC students during the Book Fair week. We have partnered with CAC for their food pantry program.

3.) Challenges:

- Student population more impaired and more behaviorally involved as well as an increase of students who have psychiatric impairment
- New teachers, new staff to train mentor and monitor
- Increased number of students who need residential
- Implementing iPads for instructional use and getting all support staff adequately trained to support instruction
- Working with "chiller" issues that affect air flow and air quality.
- Need a new roof, several leaks damaging the building (new computer, gym floor and PE equipment)
- Filling the teacher coordinator position
- APPR for evaluation
- New front office secretary
- Dealing with broken glass and other unsafe items left on the playground in the evenings or the weekends due to community use.
- 63% of students require support of the behavior team
- 40% of the students have a BIP

4.) Anticipated changes for 2015-2016:

- New students arriving with Augmentative Alternative Communication Devices (AAC Devices) that school districts have not purchased and do not support
- Front office building renovations

5.) Areas of High Need:

- Storage
- Adequate substitutes on a daily basis
- 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, eDocs, iPads Apple TV use etc.
- Air Conditioning system regulated in summer months to condition the air not just cool it.

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

INTERVIEWEE: Thomas McGrath, Principal

DATE: November 5, 2014

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 2013-2014:

- Increased enrollment in Clinical Medical Assisting created an extra section and required the hiring of an additional teacher.

2.) Successes/Strengths:

- A number of SkillsUSA State winners
- A SkillsUSA National Competition competitor
- Scholarships valued in excess of \$500,000 awarded to graduates
- Ford AAA Competition finalists.
- Completion of Industry Assessments for all students
- The MTC community continued to make significant contributions to Breast Cancer Awareness with "Pink Hair for Hope: fundraisers.
- Our Blood Drives were an overwhelming success with over 48 units of blood donated.
- MTC rebranded under the Eastern Long Island Academy of Applied Technology umbrella.
- Our Law Enforcement students took part in another Suffolk Police Youth Academy.

- Culinary Arts students took 1st Place at the NYS BBQ Championship.
- A record 94 students were inducted into the National Technical Honor Society.

3.) Challenges:

- Bilingual services to an increasing population of Language-other-than-English learners
- Staying current with industry trends
- Recruitment and hiring of highly qualified instructors to replace veteran teachers

4.) Anticipated changes for 2015-2016:

- None

5.) Areas of Need:

- Projected building alterations

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

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: October 22, 2014

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, 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. Our team supports districts in various instructional goals such as the Flipped Classroom, Google Tools, Digital Portfolios, multiple devices, Whiteboard Technology, and implementation of the Common Core through various technology tools. We also offer support for popular Microsoft Office and Adobe productivity applications, as well as e-mail, Internet, Web 2.0, and business communication instruction.

1.) Significant facilities or program changes since 2013-2014:

- Model Schools is continuing to work in conjunction with the Regional Information Center under COSER 444, Distance Learning to offer eLearning opportunities. Many of the current opportunities revolve around online programs for K-12 students 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 continuing to expand this program to meet the growing needs of our component school districts and the world in which our students live and learn.
- Model Schools and Student Management Services continue to work together to update the learning lab in our Westhampton Beach office. We are currently in the process of installing new equipment. We are proud to offer a new facility with the latest technology where our component districts are able to attend trainings.

2.) Successes/Strengths:

- Districts continue to subscribe to Model Schools services even with the current fiscal constraints.
- Model Schools offered a unique free Summer Workshop Series. Three districts participated and were able to choose select models that would fit their instructional needs and current infrastructure. The pilot districts were extremely pleased with the level of service and the Teacher Integration Specialists.

3.) Challenges:

- Continue to offer professional development opportunities with the latest and greatest technologies due to financial limitations.

4.) Anticipated changes for 2015-2016:

- 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: Christine Taylor, Senior Administrative Asst.

DATE: October 23, 2014

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 four convenient locations in Suffolk County.

1.) Significant facilities or program changes since 2013-2014:

- Full implementation of Follett Destiny Textbook Management which included barcoding of books
- Closing of the Copiague Distribution Center
- Relocation of the Stony Brook Distribution Center
- Reduction in inventory space at the Smithtown Distribution site

2.) Successes/Strengths:

- Dedicated, knowledgeable staff

3.) Challenges:

- Containing costs while the number of requests for replacement textbooks increases due to Common Core
- Increasing the number of nonpublic schools that have their books delivered directly to the school, rather than having parents/students pickup their books
- Reducing the amount of time it takes for a parent to pick up books at the Brentwood and Commack Distribution Centers. The reassignment of students from the closure of the Copiague Distribution Center has increased the wait time at these two centers.

4.) Anticipated changes for 2015-2016:

- Reduction in inventory space at the Smithtown Distribution site

5.) Areas of Need:

- Additional space for a fifth distribution center

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

INTERVIEWEE: Dr. Candace White-Ciraco, Director

DATE: November 5, 2014

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 2013-2014:

- 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
- Monthly Funding News sent to increased numbers of regional stakeholders

3.) Challenges:

- Securing additional special funding
- Working with less staff

4.) Anticipated changes for 2015-2016:

- 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 28, 2014

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 2013-2014:

- Completion of the installation of Snoezelen (sensory) Room
- Snoezelen training provided by Flaghouse for teachers and related service providers
- Committees were formed to research potential upgrades to playground equipment
- Approval was received for a new integrated playground to be purchased and installed
- Expansion of Wi-Fi capability
- New printers and computers were installed in each classroom
- Changing room was designed and completed to maintain the privacy of students
- Installation of washer and dryer
- All classrooms were equipped for iPads for student use
- Art Center was created
- Restructuring of Activities for Daily Living (ADL) program, with addition of a SmartBoard and library to supplement and enhance the curriculum
- Integration of Pre-Vocational Skills program into the classroom curriculum

2.) Successes/Strengths:

- Police Benevolent Association (PBA) visit for holidays, with gift donations for students
- End of year carnival, which integrated and generalized skills from all related service areas, including Occupational Therapy, Physical Therapy and Speech
- Summer World Series, in association with summer thematic unit from Unique Learning Systems
- Students designed school T-Shirt. Shirts were ordered and distributed to all students.
- Students and staff participated in a mock Cruise, integrating all related services including Occupational Therapy, Physical Therapy and Speech
- Hoops for Heart
- Halloween scavenger hunt and parade
- "Strummin' and Drummin' " through Arts in Ed
- Participation in Links of Love; donation was made by PLC
- Thanksgiving Feast with dedication to Mr. Becker

- Premm Winter Games
- Spirit Week for Read Across America
- Visit from the Spring Bunny
- Spring Concert
- Marine Touch Tank, through Arts in Ed
- Holiday Boutiques
- Field Day and Special Olympics
- Meet the Farm Animals, through Cornell Cooperative Extension
- 2nd Annual Awards Night
- Collaboration with Milliken Tech Center to host student interns at PLC
- Holiday Giving Tree
- Thanksgiving Baskets
- Full implementation of Unique Learning Systems
- West Middle Island Talent Show
- Autism Walk and Fundraiser
- Make-a-Wish Foundation donation for annual dinner
- Annual coat drive
- Financial Planning and OPWDD workshops for parents/guardians
- Improvement of transition planning
- Student tours to transition sites
- Full program field trip to Riverhead Aquarium

3.) Challenges:

- Staff Transfers
- Buildings and Grounds timelines extended due to tenant status
- Installation issues slowed installation of Snoezelen Room
- Removal of Focus Room
- Decrease from two classes to one class at West Middle Island
- Identifying appropriate students for included sites
- Unique Learning System – functional levels of benchmarks and differentiation
- NYSAA implementation and scoring
- Health and safety concern of rubber tiles in rear of building – not conducive to wheelchairs in the courtyard
- Lack of consistent use of bus, very lengthy process to train driver for community outings

4.) Anticipated changes for 2015-2016:

- Installation of new playground
- Opening of Snoezelen Room
- Increase in number of classes at West Middle Island
- Full implementation of iPads at included sites
- Courtyard upgrades
- Upgrade of sewer/septic system by Connetquot
- Increase access to developmentally appropriate educational apps for iPads

5.) Areas of Need:

- Courtyard safety upgrade/resolution
- Removal of old kitchen
- Installation of Focus Room
- Replacement of door handles/locks in faculty bathrooms
- Classroom sink/faucets

NAME OF PROGRAM/SERVICE: Professional Development (ISC)

INTERVIEWEE: Bernadette Gentile, Program Administrator

DATE: October 27, 2014

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: 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 2013-2014:

- Training on the Common Core Learning Standards continues. The Eastern Suffolk BOCES Network Team continues to attend trainings sponsored by NYSED on the implementation of their reform agenda. Regionally, the Network Team continues to turnkey these trainings to our component school districts.
- EISS applied for NYSED Dignity for All Students Act provider certification and was awarded provider status in July 2014. We have offered four six-hour certification DASA workshops since July, serving over 217 people. We continue to offer six-hour DASA certification trainings throughout the school year, both during the school day and outside of the school day (i.e., Saturdays, after school hours, during school breaks).

2.) Successes/Strengths:

- Our component school districts continue to rate our workshops and trainings highly.
- We are working toward increasing the number of professional development opportunities to support academic scaffolding.

3.) Challenges:

- The tax cap continues to limit district resources for professional development

4.) Anticipated changes for 2015-2016:

- With RTTT monies no longer available, NYSED trainings will end. All workshops and trainings will no longer be turnkey and available through RTTT funds.

5.) Areas of Need:

- Providing cost-effective professional development opportunities through more distance learning services such as Go To Meeting or 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: November 6, 2014

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 2013-2014:

- 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
- Throughout the 2013-2014 school year, the RSE-TASC, specifically the Coordinator and the Special Education School Improvement Specialists (SEIS) participated in Elementary and Secondary Education Act (ESEA) Diagnostic Tool for School and District Effectiveness (DTSDE) reviews across Long Island. SEIS participated on Integrated Intervention Teams (IIT) in Focus Schools in our region where students with disabilities are one of the Accountability sub-groups. Additionally, SEIS participated as sub-group specialists on IIT’s in Priority Schools across our region as capacity allowed

2.) Successes/Strengths:

- The 2013-2014 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 have independently formed small learning communities to support the development of each other’s understanding and skill
- We also engaged in professional development to improve and strengthen the 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
- In May of 2014, the RSE-TASC hosted a Career Development and Occupational Studies (CDOS) Commencement Credential Conference at L.I. University, C.W. Post Campus, which was attended by over 450 educators, employers, parents and students from around the region. Topics of this transformational conference included: CDOS 101 - An Overview of the CDOS Credential; Educating Students with Disabilities about Workplace Safety and Health; CDOS 201 - A Deeper Understanding of the CDOS Credential; The CDOS Learning Standards; Using CareerZone to Inform the Career Plan; Making Work-Based Learning Happen In Your District; Career/Technology

Education and the CDOS Credential; Workforce Career Centers; and Connecting With Community Agencies

- In July of 2014, Eastern Suffolk BOCES was awarded both Part I and Part II of the RSE-TASC contract, funding the network through the 2018-2019 school year

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
- Pursuant to the State Education Department's (SED's) dual Accountability Systems, the Department has, in years past, equated poor academic performance for the sub-group of students with disabilities (NCLB/ESEA Accountability criteria), as measured on standardized state testing results, to an Individuals with Disabilities in Education Act (IDEA) Accountability identification. All districts that are in fact IDEA identified are "compelled" by the SED to receive technical assistance from the RSE-TASC to improve outcomes for students with disabilities. However, for the 2014-2015 school year, the SED did not equate poor academic performance for students with disabilities in Local Assistance Plan (LAP) schools with an IDEA identification. Therefore, schools identified as LAP Schools for the performance of students with disabilities on Long Island were not compelled to receive technical assistance from the RSE-TASC

4.) Anticipated changes for 2015-2016:

- The RSE-TASC's role, specifically the SESIS, as a part of the DTSDE and LAP processes are now contractual deliverables. As such, our role as sub-group specialists on IITs will be expanded during the 2015-2016 school year, when new Priority and Focus schools will be identified for the first time in three years
- New collaboration with Regional Vocational Rehabilitation – Community Employment Specialists (RVR-CES) and ACCES-VR (Part III of the RSE-TASC contract) will help post-school outcomes for current and former students with disabilities who are under the age of 21

5.) Areas of Need:

- None

NAME OF PROGRAM/SERVICE: Regional Transportation (Sherwood)

INTERVIEWEE: Joseph Lesnick, School Transportation Administrator

DATE: October 30, 2014

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) and 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, SED testing, and SBDI (School Bus Driver Instructor) training and on-site school bus safety drill student training.

1.) Significant facilities or program changes since 2013-2014:

- The facilitator of the Safety Sally program retired and was not replaced. Program has been reengineered.
- One Transportation Specialist left the agency and is in the process of being replaced.
- Developed a training program for BOCES staff who want to become BOCES bus drivers.

2.) Successes/Strengths:

- The school transportation industry is highly regulated. Our experienced and knowledgeable staff are looked upon as a key resource for transportation departments in the region.
- Despite annual contractual price increases of up to 6%, we have been able to renegotiate rates with our contractors down to 2% increases, holding our prices in line in a price competitive market.
- We are a service oriented program.

3.) Challenges:

- The market continues to shrink and become more competitive. We are disadvantaged when our published price lists are discounted by our competitors.

4.) Anticipated changes for 2015-2016:

- Transportation continues to remain our largest and most profitable revenue stream. We will continue to attract business.
- Continued streamlining of staff to reduce overhead and become more responsive to our school districts' needs.
- We continue to diversify in audit and training programs as mandated by NYS SED and DMV.
- Expand the internal bus driver training service to the component districts.
- We will look to reengineer our business model to adapt to the market.

5.) Areas of Need:

- Assistance with the promotion and regulation of the regional transportation model.

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

INTERVIEWEE: Jonathan Hark, Manager

DATE: November 17, 2014

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 2013-2014:

- Additional online training testing
- Moved offices in June
- Security initiative
- Added CPR/AED training

2.) Successes/Strengths:

- Security Consultant Program growing
- Secured involvement of BOCES with NYS SAFE Schools Task Force

3.) Challenges:

- Online training competition
- Available time to provide training in districts' decreasing
- Sign-ups through WinCap still difficult with districts and it matching billing
- Loss of staff office member again difficult not replaced yet gone since July
- Continued rising cost of benefits and health care
- Field staff member has been out due to personal reasons – hard to provide adequate coverage during absence along with credits to districts

4.) Anticipated changes for 2015-2016:

- Concern of losing districts due to fiscal issues and online training
- Additional participants to Security and Camera Monitoring RFQs

5.) Areas of Need:

- Further consideration of the value of providing services like Weather Service and Online Training that provide little revenue for the program

NAME OF PROGRAM/SERVICE: Sayville Academic Center Programs

INTERVIEWEE: Michelle Carpenter, Principal

DATE: November 4, 2014

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 2013-2014:

- Significant increase in number of classes in the program
- Continued implementation of Common CORE curriculum

2.) Successes/Strengths:

- Invested staff that are willing to add to their repertoire of skills to optimize student success
- Aligned Common CORE literacy, math, science and social studies curriculum
- Formative assessment resources that assist in informing decisions that affect student success and learning targets.
- On site Sagamore Comprehensive Psychiatric Services

3.) Challenges:

- Meeting the demands of the mandated related services and providing a consistent level of service
- Meeting and maintaining the academic rigor while addressing the psychiatric needs of student's
- Significant need for psychiatric service prevails

4.) Anticipated changes for 2015-2016:

- Final phase of discontinuing 6:1:1 classes

5.) Areas of Need:

- Ensure that teacher's consistently and effectively use data to match instruction to student learning.
- Providing accessible resources to the parents of the students that we service.

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

INTERVIEWEE: Gail Barraco, Administrative Coordinator

DATE: October 6, 2014

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 a fee.

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

1.) Significant facilities or program changes since 2013-2014: We are hosting a Fall Institute for school librarians from the three School Library Systems on Long Island: Nassau BOCES SLS, Western Suffolk BOCES SLS, and Eastern Suffolk BOCES SLS for the first time. The theme for the first institute is BUILDING RELATIONSHIPS. We are partnering with Model Schools on a trainer for the Virtual Reference Collection and Digital Media Library.

2.) Successes/Strengths: We are grateful to have been able to sustain our programs through the economic downturn and have added 3 districts to our Digital Media Library service.

3.) Challenges: We are in need of a teaching librarian at SLS to provide trainings to the region and to manage the systems for DML and VRC on the back end. Many of our districts have lost elementary school librarians in the economic downturn and have not replaced them. The Library Services and Technology Act funding from the federal government to the states was caught up in the sequester in Congress threatening library system funding and funding for NOVELny (free online resources through the NYS Library).

4.) Anticipated changes for 2015-2016: Building a teaching librarian into the budget for 2015 – 2016.

5.) Areas of Need: As stated previously, there is a need for a professional certified school librarian to assist with training and systems implementation at SLS.

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

INTERVIEWEE: Gina Reilly, Director

DATE: October 24, 2014

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 2013-2014:

- After completing our first year at Patchogue-Medford High School, the district was able to offer Eastern Suffolk BOCES a three year lease. Together we will move forward to increase mainstream opportunities for our students.
- We have replaced a principal vacancy (due to retirement) by promoting one of our existing Assistant Principals. This allowed for some internal movement with our Assistant Principals, as well as hiring a new Assistant Principal.
- We continue to plan and implement a number of initiatives relative to state mandated changes in staff evaluation, instructional assessment, data usage, and data reporting. We successfully completed the Annual Professional Performance Review (APPR) process for all of our staff impacted by Education Law 3012-c. We are now working with our building level leaders, as well as our agency level committees (BEES Evaluation Committee and Administrative APPR Committee) to review our process and outcomes for possible changes. Topics under review include: rubric outcomes for classroom teachers and principals, ongoing implementation and expansion of a computerized system (OASYS) to assist in the collection and assessment of evaluation data, development of student learning objectives for all classes and review of best practices for administering our new assessments (MAP and Unique Learning Systems) and others.
- In response to district requests, we have expanded our service offerings to districts to meet the needs of middle elementary, middle and high school age students in support of ELA and Math skills development.
- We have utilized grants, donations from PTO's and individuals and reallocation of fiscal resources to expand the use of iPads into our programs for administrative and instructional uses. We are currently in our fourth year of implementing this initiative,

and have continued to move aggressively to train our staff in the use of this technology and deployed classroom sets of iPads to all instructional classrooms.

- We have expanded our Alternative High School Program to serve the Central Islip School District. This past September, we opened an additional site at Eastern Suffolk BOCES Islip Academic Center.

2.) Successes/Strengths:

- We have instituted more rigorous interview processes for teaching staff, and insisted on consistency of practice among our nine programs. We have instituted a “final interview” with the Director prior to any hiring of teaching staff, insuring consistency and rigor of practice. We have found that our candidates are better prepared, and that our new teachers, as a group, consistently show the skills and potential that we need to meet our student’s extensive needs.
- APPR initiative – We are closely involved in program review and committee work to review our practice and results relative to our implementation of these required initiatives. We continue to plan, implement, review, and then plan further for continuous improvement.
- We continue to experience strong support and collaboration with the Office of Technology Integration in implementing sound instructional practices using technology.
- Continued 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 regarding iPads for instruction has progressed to the point where all of our classroom teachers will have received training.
- We are experiencing the positive outcome of identifying and administering new diagnostic assessments for our students, which have supported individualized instruction, Common Core Curriculum and high expectations for all of our students.

3.) Challenges:

- Meeting the increasing state regulatory requirements related to APPR with existing resources, while continuing to support instructional initiatives.
- 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 2015-2016:

- Looking at student enrollment and the need for additional space in various locations.

5.) Areas of Need:

- Time and fiscal resources to support ongoing staff development at all levels (administration, teachers, teaching assistants and teacher aides) so that our staff/programs can continue to meet student’s special education needs, 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: Matt Matera, Divisional Administrator

DATE: October 7, 2014

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 BOCES facilities 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.

1.) Significant facilities or program changes since 2013-2014:

- New Alternative High School opened at the Islip Academic Center in request from the Central Islip School District.

2.) Successes/Strengths:

- Increased graduation rates
- Dedicated administration and faculty

3.) Challenges:

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

4.) Anticipated changes for 2015-2016:

- Increased district participation
- Increase in student enrollment within each program

5.) Areas of Need:

- Increase in district participation

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

INTERVIEWEE: Matt Matera, Divisional Administrator

DATE: October 7, 2014

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 2013-2014:

- Full-day summer school program now offered at our Shoreham-Wading River site.

2.) Successes/Strengths:

- Dedicated administrators
- Strong faculty
- Adaptability

3.) Challenges:

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

4.) Anticipated changes for 2015-2016:

- Increased district participation
- Increase of full-day students

5.) Areas of Need:

- Possible expansion into other districts

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

INTERVIEWEE: Heather Ciccone, Asst. Administrative Coordinator

DATE: October 24, 2014

Program Service Description: Student Data Services provides support for the following Third Party Assessment vendors: Right Reason Technologies, NWEA, Renaissance Learning STAR, Discovery Assessment, iReady. All are web-based applications that assist districts with Assessments and APPR/SLOs. The ESBOCES service includes application support, local training, telephone/on-site support, and clerical assistance in emergency situations.

1.) Significant facilities or program changes since 2013-2014:

- Increased ESBOCES support for districts on Right Reason Technologies
- Meeting increased data reporting requirements for APPR
- Went from a 1.0 FTE to a .25/.5 FTE on Third Party Help Desk

2.) Successes/Strengths:

- User meetings and workshops are well attended
- Kept up with regulatory changes from NYSED on K-2 assessments and assisted in keeping region up-to-date
- Became Eastern Suffolk BOCES districts' liaison to NWEA when upgrading to new infrastructure
- Right Reason Technologies: 25 districts
- NWEA: 10 districts
- iReady: 1 district
- Renaissance Learning STAR: 3 districts
- Assisting vendors with APPR/SLO requirements as it pertains to Right Reason Technologies

3.) Challenges:

- Doing more with less.
- Space limitations at ISC and WHB to host meetings.
- Collaboration between two sites.

4.) Anticipated changes for 2015-2016:

- Hiring additional help desk support
- Remove support for Discovery Assessments
- Build a robust Level 1 Help Desk for Right Reason Technologies
- Expand help desk support for NWEA
- Provide increased guidance to districts on assessment use for APPR compliance and Data Informed Instruction
- Continue to investigate new programs
- Continue to sustain and/or grow existing programs

5.) Areas of Need:

- Space
- Staff to keep up with increasing workload while continuing to provide quality support

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

INTERVIEWEE: Donna Guiffre, Adm Coord for Student Data Srvcs

DATE: October 27, 2014

Program Service Description: Student Data Services provides support for the following Special Education Student Management Systems: Clear Track 200-Management Service, Centris IEP Direct, Centris Sync, Medicaid Direct, Document Repository and NYSE Directors. Under Response to Intervention (RtI) systems, Student Data Services provides the following support: Response to Intervention Management (RTIm Direct) and AIMSWeb from Pearson. Our department also supports eBoard and Curricuplan. Under NYSED, the department is responsible for facilitating Medicaid trainings regionally as well as conducting 9-10 district Document Reviews each year.

1.) Significant facilities or program changes since 2013-2014:

- Broadened in-district support to districts to include smaller increments of support
- One vendor changing their current platform to another enhanced platform
- Various staff transition
- Wincap transition

2.) Successes/Strengths:

- Very consistent number of districts that continue to use the same special education student management systems with ESBOCES support.
- User meetings and workshops are heavily attended.
- Special education support provides extensive help desk support and direction to participating districts.
- Strong teams that are trained experts in their specific area.
- Our ability to training school districts that have had extensive turn over in their own district as it relates to the special education support staff.

3.) Challenges:

- Doing more with less.
- Space limitations at ISC and WHB to host meetings.
- Collaboration between two sites.
- Staff gaps that exist when one employee leaves and another one is hired

4.) Anticipated changes for 2014-2015:

- Hiring new Program Administrator
- Hiring replacement clerical staff and special education help desk staff
- Continue to investigate new programs
- Continue to sustain and/or grow existing programs

5.) Areas of Need:

- Space
- Staff to keep up with increasing workload while continuing to provide quality support

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

INTERVIEWEE: Ellen Moore, Administrative Coordinator

DATE: October 16, 2014

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 2013-2014:

- The demand for the Shared Data Expert Support Service continues to grow within Education and Information Support Services. The service supports school districts in the implementation of NYSED initiatives.

2.) Successes/Strengths:

- Enhancement of the Score Projection Tool offers longitudinal correlation analysis to predict student outcomes to reduce the amount of pre-tests and post-tests offered to students.
- Development of the K-1, 2 into Grade 3 workshop series to support awareness prior to grade 3.
- Successful supervision of the Learning Technology Grant, Virtual Advanced Placement Grant and the Teaching is the Core Grant.
- 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.
- Provided Shared Data Experts with excellent professional development to support the data analysis demands of participating school districts.
- Increased service offerings to the School Data Bank Services.
- Served as administrator liaison for the 2014 Long Island Technology Summit in partnership with Nassau BOCES, Western Suffolk BOCES – Nassau BOCES is the host for 2014.

3.) Challenges:

- Data security
- Advanced data reporting to meet the needs/expectations of school districts

4.) Anticipated changes for 2015-2016:

- Support reporting demands
- Support in the area of teacher/administrator evaluation process
- Delivery of instruction to meet 21st Century Learning expectations

5.) Areas of Need:

- Program development to support school district efforts in a time of change
- Fiscal resources
- Increased data storage capability

NAME OF PROGRAM/SERVICE: Student Data Services (ISC/Holbrook)

INTERVIEWEE: Darlene Roces, Divisional Administrator

DATE: October 24, 2014

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 2013-2014:

- Initiation of Regional Correlation Analysis to populate Score Projection Tool to be used by districts in APPR process
- Continued support and development of Assessment Services
- Growth of Shared Coordinator Service

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 (ISC) 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 2015-2016:

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

5.) Areas of Need:

- Space
- Staff to keep up with increasing workload while continuing to provide quality support

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

INTERVIEWEE: Joe Stern, Program Administrator

DATE: October 27, 2014

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. In addition, the Data Warehouse is being used by SED to collect staff demographic and assignment information. Additional requirements will soon include VADIR, BEDS, and attendance reporting.

1.) Significant facilities or program changes since 2013-2014:

- Staff demographic and assignment data being collected in the data warehouse.
- Requirements from SED to develop "common data view" reports for districts users and teachers to access Grades 3-8 assessment data.
- Increasingly complex data reporting requirements and aggressive timelines.

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 SED data reporting requirements related to staff.
- 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 2015-2016:

- Supporting districts to meet the challenges of reporting staff data.
- Redesigning data reports to be more interactive.
- Continued increased SED data reporting requirements particularly related to reporting of staff data.

5.) Areas of Need:

- 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 Information Management Services
(Sherwood)

INTERVIEWEE: Nancy Winkler, Program Administrator

DATE: October 30, 2014

Program/Service Description: Student Information Management Systems is an internal program that supports Eastern Suffolk 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. SMS is also responsible for local, state and federal reporting especially as it relates to student, course and teacher linkages and APPR. We also support our Special Education Staff using IEP Direct, which allows us to do live data sharing with our sending School Districts.

1.) Significant facilities or program changes since 2013-2014:

- Billing for Career and Technical Education, Special Career Ed and Special Education are all done through BOCES Direct. We work with the BOCES Business Office to supply a billing file which the business office imports into WinCap to produce comprehensive bills for districts.
- Special Education data elements are managed through IEP Direct.
- Academic data elements, attendance, grading, demographics and discipline are managed through eSchool Data.
- There remains ongoing significant collaboration between our office, ESB Student Data Services, the District Superintendent's office, the Chief Operating Officer's office, the Associate Superintendent's for office, and Human Resources to implement electronic submission of large amounts of student and staff data to SIRS (NYSED Student Information Repository) for the purposes of accountability and Annual Professional Performance Review (APPR).

2.) Successes/Strengths:

- Continued ongoing successful collaboration with component school districts resulting in live data sharing of student IEPs and a mutually productive Annual Review season.
- Professional development continues on all software products, web based systems, applications and application portals used to support our student and staff data and all related procedures.
- Strong teamwork by SMS staff. In fact, this office is fully staffed with well-trained technical staff for the first time in some time, which had been the result of recent retirements and staff transfers.
- We successfully completed another year of State reporting through SIRS, which remains full of challenges for any school district, but particularly a BOCES.
- We provide and effective help desk/support team for users of our student and staff information systems.

3.) Challenges:

- The ongoing, increased, new, and ever changing reporting requirements by the State and Federal governments remain a challenge to keep up with.
- Upgrades to software, browsers and reporting environments result in down times and frustration for end users.
- Successful reporting requires the cooperation of many facets of Eastern Suffolk BOCES. This requires a strong focus on collaboration to meet deadlines.

4.) Anticipated changes for 2015-2016:

- New reporting requirements
- More software updates
- Possible staffing changes

5.) Areas of Need:

- Continued time to learn all of the processes, software, reporting rules, and to accomplish all that needs to be done to fulfill reporting requirements and internal requests for data.
- Ongoing professional development to maximize management all of the various student and staff information management systems that need to work together, and for all BOCES staff that use these systems.

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

INTERVIEWEE: Liz Melichar, Program Administrator

DATE: November 6, 2014

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, Visually Impaired Services, Occupational Therapy, Physical Therapy

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

Disciplines addressed include: Blind/Visually Impaired, Deaf/Hearing Impaired, Mobility, 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 2013-2014:

- Streamlined procedures for AAC and increased cost efficiency of this service
- Planned for succession of AAC service delivery with the impending retirement of key staff
- Continued expansion of Home ABA program for students with autism since its inception ten years ago, providing cost efficient services to school districts
- Continued expansion of district consult model for the delivery of autism services
- Creation of innovative training modules for Autism and Parent Training programs
- Creation of related program brochures designed to outline available service
- Continued expansion of the Picture Exchange Communication System (PECS) initiative, expanding programmatic development to four ESBOCES programs.
- Provided for continuity in the provision of audiology services, providing for a shift in service delivery from an Educational Audiologist upon her retirement, to the hearing department. Procedures and guidelines were amended accordingly.
- Planned and executed changes in NYSESLAT administration
- Considered changes to ESL/ELL service requests based upon SED changes

2.) Successes/Strengths:

- 2 Speech teachers working under my supervision awarded ESBOCES Teacher of the Year honor
- 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
- 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 2015-2016:

- ESL/ELL SED changes

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 Regional Information Center (Sherwood)

INTERVIEWEE: Tim Murphy, Dominick Mupo, Donna Siegel RIC Administrators

DATE: November 12, 2014

Program/Service Description: The **Suffolk Regional Information Center (RIC)** offers a variety of high-quality programs and services designed to support school districts in the following areas. Please note that all of the Student Data Services previously associated with the RIC are now managed within the Education and Information Support Services area:

- Financial and District Services
 - Finance Manager
 - Facilities Management Systems
 - Capital Projects
 - Automated Emergency Call Notification Systems
 - Disaster Recovery Services
 - Planning
 - Offsite Data Retention
 - Offsite Finance Manager Disaster Recovery
 - Email Archiving
 - Distance Learning / Credit Recovery
 - Videoconferencing
 - Ensemble Web-based Video Management
 - Safari Montage
 - SAT/ACT/AP Prep
 - Various APPR solutions
 - Transportation Routing Systems
 - Cafeteria Management Systems
 - Document Management Systems
 - Learning Management Systems
- Technology Support Services
 - LAN / WAN
 - Internet
 - Internet2
 - VoIP
 - Access Control and Video Surveillance
 - Cloud Based Help Desk and technical support
 - Centralized NOC Management Services
 - Internal BOCES Technical Support Services
 - Student Data Systems
 - Financial and District Systems
- Technology Acquisitions – Instructional and Administrative
- Website/SharePoint/Moodle Hosting and Development

These services are available to all school districts across Suffolk County and are structured to meet their requested needs. Initiatives that were undertaken in 2012-13 and successfully implemented include:

- Continued enhancement of Internet service provisioning to school districts including options to monitor district wide-area networks
- Continuation of Internet2 service provisioning to school districts via Private Network connections and enhancement of district options by relaying available research and education content delivery opportunities

- Management and refinement 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
- Continue to seek opportunities to participate in various technology pilot projects
- Continued training for staff to support all enhanced applications and services
- Continued expansion of Cafeteria Management Systems
- Continued expansion of Transportation Routing Software Systems
- Continued support of APPR based software solutions, as approved by NYSED and contracted for through statewide RIC consortia as a new service option
- Continued support for SharePoint Hosting and Design
- 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
- Expansion of Document Management systems providing 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 2013-14 school year.

1.) Significant facilities or program changes since 2013-2014:

- Increased implementation of district video surveillance and security services
- Increased usage and opportunities for new cloud based technology in the classroom i.e. Google Classroom, Microsoft 360 Increased opportunities for learning and assessment tools
- Implementation of network operations center hardware and software providing increased efficiency and capacity

2.) Successes/Strengths:

- Continued growth and development of new internet service provisioning model
- Continue to increase group dynamic of Technical Services team with addition of new employees, resulting in greater bench depth, information sharing, and knowledge strength to continue to grow and develop services to districts

3.) Challenges:

- Continued evaluation of service offerings and fee structures to insure recurring participation in the face of continual district fiscal burdens
- Retention and recruitment
- Time required to vet increased volume of vendor offerings
- Providing districts with equipment in the face of reduced availability of OGS contracts
- Creation and development, along with the ESB legal team, to provide a service level agreement for any offering with specific District/BOCES responsibilities, using the Disaster Recovery service as a template

4.) Anticipated changes for 2015-2016:

- Development of NOC hosted financial systems

5.) Areas of Need:

- Sales promotion and advertising

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

INTERVIEWEE: Grant Nelsen, Director

DATE: October 30, 2014

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 2013-2014:

- Change in Internet provider for the instructional network with increased bandwidth, redundancy/fail-over capabilities.
- Assumption of all Instructional technology support for the agency
- Implementation of WinCap HR/Payroll for agency's data management system.
- Implementation of new agency wide security system – cameras, door access controls, visitor management

2.) Successes/Strengths:

- Meeting technical needs of the agency efficiently
- Staff focused on 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 2015-2016:

- Expand Wi-Fi to Special Ed. included sites
- Implementing employee self-service/timesheets as part of WinCap HR/Payroll
- Increase in staff due to assumption of Instructional technology support

5.) Areas of Need:

- Upgrade hardware and software more aggressively
- Increase redundancy of infrastructure for disaster recovery

NAME OF PROGRAM/SERVICE: H.B. Ward Technical Center (WTC)

INTERVIEWEE: Marie Davis (Principal)

DATE: October 18, 2014

Mission Statement: The **Ward 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 WTC offers special education students programs of study in Transportation Services, Food Preparation Services, Facilities Maintenance, 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 and Aftermarket Accessories, and Audio Production. Adult Education offers Literacy and CTE class during the day and in the evening.

1.) Significant facilities or program changes since 2013-2014:

- The Marine Technology program (CTE) was moved to BTC. The Auto Body Repair and Aftermarket Accessories Installation programs (CTE) were merged into the Auto Body Repair and Aftermarket Accessories program. Facilities Maintenance (SCE) was added; Business Office Technology/Retail Services was closed.
- New ADA-compliant sidewalks were added to several entrances around the campus.
- Plans for funds received from insurance company for the collapse of the greenhouse are ongoing.

2.) Successes/Strengths:

- We continue to offer high quality educational programs with fewer resources.
- We are maintaining student enrollment.

3.) Challenges:

- Increase student enrollment.
- Increase the number of school districts that counselors can attend to do presentations/student recruitment.
- District enrollment caps on the number of students that may attend a CTE/SCE program.

4.) Anticipated changes for 2015-2016:

- None at this time.

5.) Areas of Need:

- Support staff for students – school social worker(s), additional guidance counselor for SCE students.
- Updating/Repair of Facilities:
 - New flooring/carpet in many classrooms and offices
 - New gutters – many not draining properly, rusted, etc.
 - New hand rails – rusted, splintered wood, etc.

NAME OF PROGRAM/SERVICE: Westhampton Beach Learning Center

INTERVIEWEE: Kevin Crofton, Principal

DATE: November 13, 2014

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 2013-2014:

- The most significant change to the program for this school year was the change in start time for our secondary pre-vocational and 12-1-4 students, from 8:30 a.m. to 9:00 a.m. This change resulted in the program having the same start time for all students. Previously, there was two different start times for the elementary and secondary-aged students, which caused much confusion for parents, component districts and the school bus companies transporting the students.
- Another exciting change to the program was a work internship that we initiated for our secondary pre-vocational students ages 17 – 21. These students were provided with the opportunity to receive work training and experience while performing a variety of work activities at a local Home Depot store. The participating students work either two, three or five days a week for a maximum of two hours per day. Their participation in this internship not only supports their post-

secondary school goals, but also supports the initiatives comprising the Common Core Curriculum and new graduation credential certifications.

- In order to accommodate the transportation needs of the students participating in the above-referenced work internship, the agency purchased and provided our program with a new mini bus, which would be specifically dedicated for use with the internship initiative. In this way, students not participating in the internship program would still have the opportunity to experience community outings using the existing bus, without disruption or compromise.
- In order to accommodate the large number of staff in our program three new staff bathrooms were constructed on the campus in an attempt to alleviate the waiting by staff.
- A new bus duty configuration was developed to simplify and quicken the loading and unloading of students to and from buses in both the a.m. and p.m. This new configuration also assisted in minimizing traffic log jams in the parking lot and proved to be overall more efficient.
- Updated required appliances on campus (refrigerators, microwaves, washer, dryer).
- Updated faculty room furniture in Annex building.

2.) Successes/Strengths:

- As has been stated in the past, the ongoing strength and foundation of our program continues to be our dedicated and hardworking staff who apply their skill and focus on the individual needs of our students.
- One of our program's key strengths is the ability to adapt and modify program aspects in order to address and meet individual student needs in a caring, creative and effective manner.
- Another strength of our program is the willingness and open mindedness to accept very challenging students into the program. This flexibility provides assistance to our component school districts and is greatly appreciated by them.
- The program's history of success with students and its willingness to accommodate both the special needs of students as well as the needs of school districts enables the program to maintain an excellent reputation, which in turn has a positive effect on student enrollment.
- The expansion and modification of our existing pre-vocational program which serves students ages 13 – 21 and has its foundation in the instruction and practice of life skills, has served to maximize student independence and provide increased community education experiences.
- Our program is quite fortunate to have a very active and responsive SEPTA organization that supports our program and staff in a variety of ways.

3.) Challenges:

- As stated in the past and which will probably continue into the future, the biggest challenge is time. There is just not enough time in the work day to effectively supervise a program, manage staff and students, communicate with parents and district representatives, spend quality time in classrooms, conduct observations, complete staff evaluations, conduct CSE meetings and complete additional required paperwork and initiatives.

- Students entering the program are much more behaviorally and/or psychologically involved than in the past. Many of these students require individualized behavioral plans that require ongoing adjustments and monitoring. Considering that our program services students up to age 21, many such students are physically large in size, posing potential hazard when these students become physically aggressive.
- Our program campus consists of three separate buildings serving a variety of student populations, alternate assessment vs. general assessment, physically handicapped, intellectually disabled, autistic, as well as behaviorally acting-out students. Providing administrative supervision, support and visibility in three different locations can be a very challenging task.
- Our program also serves students and school districts covering a vast geographic area and varying locations. Some parents and districts find it difficult to travel the long distance it might be from their home or district location to our program location. This sometimes results in a less than desired level of participation with regards to meetings and/or school events.

4.) Anticipated changes for 2015-2016:

- Ongoing need to hire quality skilled staff to replace veteran retiring staff and to accommodate ever increasing student enrollment.
- Potential expansion of new work internship initiative, to include additional internship sites.
- Ongoing refinement and modification of existing program components to maximize student safety and student independence.
- Ongoing need to update building technology to remain current with technical advances.
- Updating and implementation of new curriculum materials, resources, and assessments that support common core standards.
- Need to respond to potential new politically motivated educational initiatives.

5.) Areas of Need:

- More hours in a day.
- For State Ed. representatives to have a clearer understanding of our student population and their eclectic skill and disability levels.
- For State Ed. representatives to establish more realistic goals and expectations for our student population, based on the above-stated need. Many of the new initiatives in education are geared to the regular education student and have a dramatic and negative impact on developmentally delayed special education students.
- Increased physical space with regards to infrastructure, in order to accommodate ever increasing student enrollment and enable the creation of increased innovative supportive initiatives.
- Faster completion rate of identified infrastructure renovation projects.
- Faster remediation of identified infrastructure security concerns.



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