

Eastern Suffolk BOCES
Middle States Accreditation for Growth
Annual Profile Update
2013-14



Office of Planning & Program Improvement
December 2013

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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 2012-13
- 2.) Successes/Strengths
- 3.) Challenges
- 4.) Anticipated changes for 2014-2015

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

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

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

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

INTERVIEWEE: Colleen Lipponer, Manager

DATE: November 1, 2013

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, 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 2012-2013:

- Office of Communications and Public Relations CoSer was shifted from Human Resources to Administrative Services.

2.) Successes/Strengths:

- Successfully implemented Etrition, EzSchool Pay and Real Asset Management software
- Over 20 component districts are using the on line contract system
- Component district use of auction and printing services has increased.

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 2014-2015:

- 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 (BTC)

DATE: November 13, 2013

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 2012-2013:

- Continuation of USDOE Arts Education Model Development and Dissemination Grant for 2013-14
- Meeting with PTAs to maintain, increase or re-start services
- Continuing work with NYSED for crosswalking Common Core Standards to sequential arts and arts in education
- Sharing the drafts of the National Coalition for Core Arts Standards with constituents
- Working with LI Arts Alliance to train artists and culturals Common Core Standards
- Initiating STEAM Ahead programming with local cultural organizations and districts

2.) Successes/Strengths:

- Completing second year of implementation of USDOE grant
- Award for fourth year of USDOE Grant
 - Implementing third Summer Seminar for Treatment Schools classroom teachers, arts teachers and library media specialists
 - Implementing third series of Residency programs for treatment school 3rd and 4th grade students
- Working with NYSED Arts Education staff and Cultural Education office continues and strengthens, including several Regents
- Facilitating Conference for Kids
- Continuing as representative to the NYS Council of Education Associations through the NYS BOCES Arts in Education Network

3.) Challenges:

- Maintaining support for all programs in continuing times of economic constraints
- Ensuring districts full participation given current fiscal realities
- Keeping program service at the same level with limited support staff.
- Charges at traditional site for Conference for Kids very high and might impact delivery of this event.

4.) Anticipated changes for 2014-2015:

- End of USDOE grant except for dissemination and closure

5.) Areas of Need:

- 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: Matthew Matera, Principal

DATE: November 15, 2013

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

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

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

1.) Significant facilities or program changes since 2012-2013:

- Included Site change from Eastport/South Manor Jr./Sr. High School to Patchogue-Medford Senior High School
- Change in principal and assistant principal
- Changes of related service staff and guidance counselors
- 3 new 8-1-1+2 classrooms
- Olweus Bullying Prevention Program
- Revamped Behavior Management System
- CDOS course
- KLT
- Music for the students being offered as a reward

2.) Successes/Strengths:

- Experienced teachers
- Program meeting the needs of a more diverse population
- KLT implementation
- Successful partnership with school districts

3.) Challenges:

- A more challenging student population
- Awaiting more new technology
- Sagamore currently has staffing issues
- 2nd year of Common Core Implementation
- NWEA administration
- Lack of drug counseling for students

4.) Anticipated changes for 2014-2015:

- Possible utilization of more classroom space from BTC
- Possible increase in Sagamore services

5.) Areas of need:

- More professional development related to the Common Core curriculum
- Drug counseling component
- More consistent Sagamore Services for the students

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

INTERVIEWEE: Nancy Smalling, Principal

DATE: November 2013

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

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

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

1.) Significant facilities or program changes since 2012-2013:

- Reduction of number of classes housed at BLC @ Samoset from 7 to 6.
- Introduction and implementation of a new curriculum, Unique Learning Systems [ULS].
- Introduction of SLO's
- Ongoing training and implementation of iPads and technology in the classroom.
- Installation of new printers
- Review and revision of Mission Statement by SDM to reflect changes in student population and program direction (*in progress*)
- Facility improvements:
 - New windows,
 - Expanded and paved parking lots,
 - New sidewalks
 - Exterior lighting.
 - Installation of Security Vestibules in East and West Buildings
 - Installation of interior security cameras in East and West Buildings
 - Installation of bleachers in the Gym
 - New tables & chairs in the cafeteria
 - Reconfiguration of classroom & office space to create Behavior Intervention Rooms, a therapy suite & a custodial office (*in progress*).
 - Working to make the Cafeteria kitchen a full-service kitchen for student breakfast & lunch (*in progress*). This would eliminate the need for meal pick-up @ BAC.
 - Ongoing attention to security measures: additional card scanners, visitor ID scanners; Office monitors.
 - Maximizing available space at Samoset for related service staff. Creation of a conference room.
 - Replenishing materials for the workshop and Pre-vocational skills

2.) Successes/Strengths:

- Assistance of a receptive and knowledgeable Curriculum Teacher.
- Monies provided to support Curriculum projects.
- Effectiveness of Support/Crisis Team.
- Implementation of Team Meetings
- Working collaboratively with BAC & BTC on student activities (Special Olympics, Cosmetology, Animal Care)
- Student participation to support Agency initiatives: Autism Walk, Lobby Day, PTA Dinner, Nurses' Appreciation Week
- 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
- 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
- Implementation of ULS Curriculum as a tool to measure progress for a severe to profound secondary developmental population.

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.
- Learning and adjusting to the continuous changes in procedures and initiatives coming from NYSED, Medicaid, state & federal mandates associated with Transition Planning.
- Understanding and utilizing appropriate methods of data collection.
- Utilizing the APPR as an effective tool for improving instruction –
- Time management

4.) Anticipated changes for 2014-2015:

- Complete facility/building improvements
- Possible downsize of classes housed at Hauppauge High School
- Internal reassignment of teaching staff due to retirement and enrollment
- Creating Sensory Room

5.) Areas of Need:

- Attention to heating systems. Systems do not operate efficiently – rooms are often cold.
- Time for frequent on-going small group meetings with staff to provide:
 - support
 - training
 - opportunities to discuss student progress and the effectiveness of implemented strategies and techniques;
 - a forum to express suggestions, concerns and solutions.
- Ensure collaboration among classroom teams
- Support for Related Service regarding technology and device
- Tech support – ongoing maintenance of the increasing technology installed and implemented in programs
- Wi-fi at included sites

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

INTERVIEWEE: Sam McAleese, Principal

DATE: November 10, 2013

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

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

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

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

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

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

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

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

1.) Significant facilities or program changes since 2012-2013:

- There have been some significant changes to the program at Brookhaven Technical Center this past year. Culinary Arts, Early Childhood Education and Nurse Assisting have been moved from the campus to the Milliken Technical Center. Two programs are new to the campus. Certified Personal Training and Barbering which have been moved from the Milliken Technical Center to Brookhaven Technical Center. These changes have resulted in a net reduction of student enrollment of approximately 100 students. Planned additions to the building over the next couple of years should bring a significant number of students back to the building. These changes were completed to follow the model of offering multiple section programs at the east and west end campus' and singleton programs at the Bellport campus. For the second year there has been a change at the administrative level for the building, a new Assistant Principal, Nicole Zergebel has joined the team. The previous Assistant Principal left the agency to return to a district based academic program. Additional staff changes include the reduction of 1 guidance counselor and 1 guidance support staff member; the building will now have 0.4 guidance counselor support and 1.0 guidance support staff (secretarial).

2.) Successes/Strengths:

- New policies and procedures (bus duty and hallway student supervision) continue to be instituted by the new administration to improve the educational environment in the building. There has been a restructuring of the monthly staff meeting to include additional staff development opportunities for professional growth. The professional staff at BTC continues to be a very professional and devoted staff. Although the number of staff members has been reduced there continues to be full involvement around the building supporting and being involved in SkillsUSA.

3.) Challenges:

- Challenges for the upcoming year remain the same on many fronts, economic climate, staff reductions, decreased student enrollment, and changing needs of the student population. The additional burden placed upon staff due to these staff reductions continues to be a challenge for both instructional staff and the building administration. Additional challenges will be to better distribute the available instructional space to accommodate the transition of new programs to the campus.

4.) Anticipated changes for 2014-2015:

- Research has begun to introduce new and additional programs to the campus for the 2014 – 2015 school year. Several of the ideas that may or may not come to fruition are: relocation of Marine Motorcycle from the Riverhead campus to BTC, the relocation of some if not all of the programs from Suffolk Aviation to the BTC campus, new programs including Advanced Manufacturing and the possibility of a STEM based high school program, and the inclusion of an additional administrative unit utilizing office space.

5.) Areas of Need:

- Areas of need remain the same for the foreseeable future. The building is in need of update/modernization and repair. All of which to different degrees are in progress. Additional staff is needed to support the mental health issues of the student population, and different avenues of funding our programs need to be explored.

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

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

DATE: December 16, 2013

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 2012-2013:

- Completed phase 1 of our security initiative, providing security vestibules, visitor management system, card access control, 156 interior and exterior cameras. Electrical and cooling system upgrades for new security system servers
- Relocated our adult education Literacy and Nursing programs from Central Islip to Brentwood
- Relocated CTE programs between MTC and BTC to meet regional enrollment needs
- Created a gym facility out of a wood shop and created a new wood shop to meet program needs at IAC at ICC

2.) Successes/Strengths:

- Better use of staff to meet changing program needs
- Training of staff

3.) Challenges:

- Need to provide more services with smaller budget and staff
- Keeping up with new codes and mandates, especially from the office of Civil rights, Health Department, Department of Environmental Conservation and Department of Labor

4.) Anticipated changes for 2014-2015:

- Adapting to doing more with less
- Adapting to changing program needs due to enrollment fluctuations between programs

5.) Areas of Need:

- Budgeting to meet Agency needs
- Time management in staff development, use of equipment, scheduling, preventive maintenance and doing activities more efficiently

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

INTERVIEWEE: Maureen Kaelin, Director

DATE: November 22, 2013

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 2012-2013:

- Implemented financial modules of the new financial management software (WinCap), which will be fully implemented over the next 2 years, During 2012-13 we implemented the financial part of WinCap and went live on July 1, 2013
- Trained over 400 users on various aspects of the new WinCap software
- Began initial set-up for the HR/Payroll module of the new WinCap Software with an anticipated go live date of July 1, 2014
- Developed a workshop to provide 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
- Continued to worked with the Special Education and Career Education staff to improve the billing interface from their BOCES Direct Software

2.) Successes/Strengths:

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

3.) Challenges:

- Training end user to use the new WinCap payroll software
- 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 2014-2015:

- We will work on the implementation of the Budgeting Module of the new WinCap software to build the 2015-16 budget during 2014-15

5.) Areas of Need:

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

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

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

DATE: November 15, 2013

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

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

1.) Significant facilities or program changes since 2012-2013:

- The CTE department rebrands the secondary technical programs and launches under a new name on December 3, 2013. The new name of the program is Eastern Long Island Academy of Applied Technology, and includes MTC, BTC, SAA and WTC.
- BTC welcomed a new Assistant Principal.
- Technical courses shift to MTC or BTC to position courses in the most convenient location for districts.
- A new CoSer was approved by NYSED, allowing in-district CTE courses to run under a different service number and tuition model.
- Multiple iPad carts were deployed to each technical center for classroom use. Teachers were trained and applications were purchased to customize learning experiences.
- CTE clusters were reorganized to align with the national common core clusters.
- A new Employment Resource Center opened at HB Ward Technical Center.
- Parking lot renovations took place at the Islip, Brookhaven and Riverhead campuses.
- Due to enrollment trends, two guidance counselors were reduced.
- Special Career Education won the Project Search Grant, partnering with Medford Multicare System, and holds classes on site providing students with on the job training in their last year of high school.
- ICC expanded the construction training room and created space for a gym for IAC.
- The Adult Literacy program and Health Careers moved from NYIT in Islip to the Adult Education Center in Brentwood.

- Incarcerated Education infused CTE courses to contextualize learning and provide technical skills to inmates and youth on probation.
- The Juvenile Day Reporting Center opened at the Suffolk County Farm, in partnership with the Justice system and Sunshine Prevention Center.
- Safety and security measures are greatly increased on all campuses, including additional cameras, secured entry points, and a comprehensive visitor management system.
- Wifi is available on all campuses for student, staff and visitor use.

2.) Successes/Strengths:

- Students and staff continue to amaze the community with the outstanding work they do in their classrooms. Our students then use the skills they learn to support the community by completing various community service projects in the region.
- 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.
- Additional funding was granted to Adult Literacy.
- New courses continue to be added to meet the demands of the community.
- The Riverhead Literacy Zone grant is awarded to Adult Education. Many partners join the coalition to provide pathways out of poverty to the community.
- Relationships continue to grow among districts, ESBOCES and BOCES statewide.
- Depending on their course of study, student completers are eligible for up to 19 college level credits.
- The NY PIN grant is awarded to Eastern Suffolk BOCES coalition to create college and career pathways across Long Island.
- Businesses, school districts, higher education and community organizations provide ongoing support for the development of a regional STEM school focused on engineering.
- Enrollment trends in CTE level off for 2013-14.
- Business and Industry partnerships meet specific student and program needs. Focus will continue on how to define and create more opportunities for collaboration.
- HB Ward Technical Center automotive technician students won first place in the national auto competition at the Javits Center.
- The BOCES across the state work to create eight common assessments in eight CTE courses.

3.) Challenges:

- The 2% tax cap impacts CTE/SCE enrollment and educational stability of the programs.
- Districts interpret CTE programs and create their own “CTE light” opportunities for students.
- 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 2014-2015:

- Possibility of reducing courses from full-time to half-time.
- Additional funding sources needed.
- New focus on marketing strategies to attract target audience.
- Expanded summer exploration programs for 7th – 10th grade students
- Expanded middle school CTE opportunities
- 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.
- Enrollment trends stabilize.
- CTE programs continue to align with college and career readiness and rigorous academics.
- Special Career Education enrollment increases with the new NYS CDOS credential implementation.
- New in-district CTE courses begin, expanding accessibility and affordability across the county.
- Adult comprehensive CTE courses align with secondary CTE curricula.
- Adult Ed offers additional sequences in popular courses.

5.) Areas of Need:

- New equipment and technology for green career pathways.
- 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 NRS and new test modules.
- Partner 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 students via ACCES/VR, Veterans affiliation, and business and industry.

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

INTERVIEWEE: Debra Epilone, Program Administrator

DATE: October 29, 2013

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 2012-2013:

- Program relocated from Central Islip to campus of Sisters of St. Joseph in Brentwood.

2.) Successes/Strengths:

- Maintain a financial assistance program which offers federal student financial aid.
- Maintain communication with business and industry partners to meet the diverse needs of the community.
- Ongoing collaboration with Eastern Suffolk BOCES special education programs to maximize varied student clinical experiences.

3.) Challenges:

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

4.) Anticipated changes for 2014-2015:

- NYS implementing electronic registration for licensing beginning January 2014.
- NYS Practical Nursing Licensing exam due to change April 2014. New exam brings change in structure of questioning.

5.) Areas of Need:

- Review of curriculum to be completed based upon new licensing exam blueprint.
- Review and change to all program exams to reflect new questioning format from NYS.

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

INTERVIEWEE: Sue Goltz, Principal

DATE: November 19, 2013

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

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

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

1.) Significant facilities or program changes since 2012-2013:

- This year there were no significant changes to the facilities. However upgrades included:
 - Computers and tables for each classroom allowing classroom teachers to access Read 180, Nova Net and NWEA from their individual classrooms.
 - Removal of carpeting and new tile installation in tone social work suite and subsequent offices
 - Office space reorganized
 - Installation of security cameras to monitor interior hallways and outdoor areas
- Program Changes included:
 - Upgrading computers allow teachers more innovation in instruction and assessment.
 - Training and implementation of iPads boasted higher student engagement increased creativity in instruction and anticipation in non iPad classrooms
 - The implementation of APPR expands and clarifies the teachers role and responsibilities.

2.) Successes/Strengths:

- Strong, dedicated and committed staff
- Excellent professional development
- Open and thoughtful communication
- Strong and active student council
- Ongoing community experiences, work study programs with area merchants which result in student employment.
- Reading to students in other BOCES Programs/Holiday Sing along/ End of Year BBQ and Field Day
- The receipt of a 20,000 dollar Grant in Aid apportioned for the students at CAC.

3.) Challenges:

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

4.) Anticipated changes for 2014-2015:

- The Special Ed Task Force and the Building Level SDM will continue to meet as we determine and review the program design, student profile, new credential requirements and enrollment/programming capabilities.

5.) Areas of Need:

- Will be determined as the overall direction of the program is clarified.

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

INTERVIEWEE: Christine Taylor, Senior Administrative Asst.

DATE: November 12, 2013

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 2012-2013:

- Older, less cost effective vehicles were replaced with newer, more energy efficient vehicles.
- Increased use of agency-owned fuel stations which reduced the agency costs for fueling vehicles and grounds equipment.

2.) Successes/Strengths:

- Dedicated, knowledgeable staff

3.) Challenges:

- Replacing the current PeopleSoft Vehicle Maintenance System.
- Reducing departmental costs while keeping the same level of quality and service that the agency and districts expect from Central Support Services (CSS).

4.) Anticipated changes for 2014-2015:

- 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: Gary Bixhorn, Chief Operating Officer

DATE: November 26, 2013

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

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

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

1.) Significant facilities or program changes since 2012-2013:

- Initiated multi-faceted effort to enhance school security
- Initiated the rebranding of CTE pursuant to the recommendation of the ESBOCES Task Force
- Established a CoSer enabling districts to host BOCES CTE programs on a cost effective basis
- Continued efforts through the LIEC to monitor the impact of the tax cap on Long Island education
- Coordinated regional efforts to promote school district advocacy for increased state support
- Oversaw development of comprehensive facility plan
- Oversaw introduction of additional controls related to the work of third party contractors
- Initiated planning for administrative staffing transition due to retirements
- Implemented regional and building security initiatives

2.) Successes/Strengths:

- Ability to maintain confidence/good will/faith of districts despite the economy and the turnover in school district administration
- Continued improvement of cooperation between offices, departments, and divisions – more cohesive
- Strengthened role as a regional leader – local governments look up to us.
- Improved security of BOCES facilities

3.) Challenges:

- Continuing to maintain our position in the County in the current economic environment
- Continuing to provide leadership as an intermediary of the State
- Communications (public and internal staff perception)
- Health insurance for retirees
- Improve sustainability of the CTE Program
- Continuing to address security and facility needs

4.) Anticipated changes for 2014-2015:

- CTE Task Force recommendations fully implemented

5.) Areas of Need:

- Legislative support for elimination of restrictions on reserves
- Introduction of “higher level” CTE offerings
- Improved perception of CTE within region
- Planning for changing patterns of service delivery for CTE and Special Education
- Introduction of strong “on-line” service offerings
- Continuation of regional advocacy support

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

INTERVIEWEE: Patricia McCabe, Administrative Coordinator

DATE: November 15, 2013

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 2012-2013:

Office of Communications

- Implementation of web content management solution, which includes new visual concepts, enhanced navigation and search tools, and improved content. Having received training from the vendor, over several months the OCR staff trained website editors at the program level on the software program that allows them to maintain the content of the webpages related to their respective programs. In addition, the OCR provided support to several programs to develop and add new webpages
- Establishment of Twitter account
- Re-branding of the Career and Technical Education Program to the Long Island Academy of Applied Technology (The Academy)
- Administration of professional development to educate ESBOCES staff on the role of public relations and agency communication standards.
- New leadership and clerical support, loss of web manager, addition of public relations specialist.

Office of Research

- New leadership and clerical support

2.) Successes/Strengths:

Office of Communications

- Talented and creative graphics and public relations staff
- Organized and efficient clerical support
- Major source of support for The Academy re-brand in the areas of public relations, graphics, promotional items, establishment of a website, and first steps toward revisions to all policies, procedures, regulations, and forms pertaining to agency communications and the re-brand.
- The agency's presence on Facebook continues to grow
- Roll-out of the new website
- Detailed planning and implementation of the agency's Superintendent Conference Day for central office staff

Office of Research

- Knowledgeable and efficient Research Analyst
- Continued provision of data support to the region, producing numerous presentations, fiscal analysis, and data reports that illustrate the impact of State Aid, the tax levy cap, demographic changes, and student outcomes.

3.) Challenges:

Office of Communications

- Development of a responsible budget under ongoing fiscal restraints
- Financial restraints on being able to keep up with current industry software and technology, as well as professional development
- Ongoing enhancement and addition of website and social media tools to provide state-of-the-art communication with all members of the ESBOCES community
- Development of a new communications guidelines manual that is both user friendly and supportive of the agency's expected outcomes.
- Development of an effective program to market the value of the ESBOCES public relations and graphics services to our component school districts.

4.) Anticipated changes for 2014-2015:

Office of Communications

- Additional social networking media
- Implementation of a website mobile application
- Further enhancements to the functionality and content of the ESBOCES website.
- Further support to The Academy for all of their re-branding and communication/public relations/graphics needs.

5.) Areas of Need:

Office of Communications

- Resources such as people, funding, and technology to develop and maintain high-quality activities and services that support the agency's mission and goals.

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

INTERVIEWEE: Maureen Kaelin, Director and
Laurie Conley, School Purchasing Agent

DATE: November 22, 2013

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 2012-2013:

- 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
- Successfully implemented Purchasing Module of new Financial Management System

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 2014-2015:

- Interpretation of legislation enabling municipalities to piggyback on other governments
- To continue to expand the Cooperative Bidding Program
- Implementation and use of Bidding Module of new Financial Management System

5.) Areas of Need:

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

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

INTERVIEWEE: Danielle Hudek, Administrative Coordinator

DATE: November 8, 2013

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

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

The Assessment Service includes: Training on grades 3-8 and NYSAA Assessments, regional scoring on New York State Education Department grades 3-8, NYSAA and NYSESLAT assessments, cluster scoring with districts as requested (2 or more districts with a host district), full service scoring and access to the Assessment Liaison Network.

1.) Significant facilities or program changes since 2012-2013:

Assessment Services:

- ESBOCES continued to lead cluster scoring into the 21st century by utilizing an electronic scoring model for ten of our East end districts to score the 3-8 New York State Assessments. This is double the participation from the previous year's East end cluster. Additionally, another electronic scoring cluster was formed between two of our West end districts.
- 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. This scoring option 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.
- EISS is utilizing an ESBOCES programmer to create an online registration system for all scoring services to be launched in the 2014-15 school year via our new regional scoring website. This will streamline internal clerical responsibilities and reduce the amount of time spent on thousands of entries into our current regional scoring database.
- The New York State Alternate Assessment (NYSAA) has been fully aligned to the Common Core in both ELA and Math. Teachers attended mandated full-day training as opposed to the half-day options in previous years. An increase in the rigor and complexity of the assessment has led EISS to offer many more regional opportunities for teachers to collaborate on creating student work for this assessment.
- Districts have been requesting 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.

Curriculum Services:

- Due to the ongoing release of the ELA and Math curriculum modules for the Common Core Standards, we are hosting interactive curriculum writing sessions for our component districts in the summer of 2014 hosted by a well-known national curriculum expert. There will be a pre-on-site webinar hosted by the presenter. Utilizing the Comprehensive Curriculum Base Service, subscribing districts will be able to take advantage of these curriculum writing opportunities at a discounted rate.

Literacy:

Leveled Literacy Intervention:

- In order to streamline our programs, we have partnered with the Coordinator of Professional Development to facilitate these professional development workshops for this school year.

Reading Recovery:

- Due to lack of enrollment and qualified instructors, ESBOCES has partnered with Nassau BOCES to deliver Reading Recovery Continuing Contact sessions for reading teachers in our component school districts.

2.) Successes/Strengths:

- Assessment services continue to grow despite fiscal challenges. We anticipate that there will be many districts taking advantage of our new full service option this year. This option specifically targets districts that have sent their tests out to a third party vendor and have not previously subscribed to any assessment services through Eastern Suffolk BOCES.
- We utilized the expertise of the ESBOCES Network Team trainers as regional scoring leaders in the areas of ELA and Math.
- Districts took advantage of utilizing our new regional scoring website to stay informed of assessment updates throughout the year.
- 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:

- This 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 Alternate Assessment 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 will need to hire more staff for the upcoming year.
- Keeping up with NYSED mandates and timelines for scoring assessments. We are also working with Student Data Services to create training models to assist districts in preparing for 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.
- Space – regional scoring requires large dedicated secure space for a period of three consecutive months.
- Storage – the storing of 1,100+ 1” binders for New York State Alternate Assessment from February to June.

4.) Anticipated changes for 2014-2015:

- We are looking to expand our Curriculum Development Service so that it is a tiered service based on district enrollment. We will also expand this service by offering more workshop opportunities with both local and national presenters.
- We will continue gathering competitive bids from vendors for electronic scoring services at ESBOCES.

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
(Sherwood)

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: November 12, 2013

Program/Service Description:

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

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

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

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

1.) Significant facilities or program changes since 2012-2013:

Summer Enrichment:

- Comsewogue’s program continued with year two and a guided reading instructional component along with the typical science and literacy components for all the students. The reading program was targeted for specific students that needed additional support over the summer.
- Bay Shore has continued in their second year with a “Reading for All” component. Every student enrolled in the six week program received guided reading, small group instruction. The combined average gain was 1.25 Fountas Pinnell levels. Next year, central office administration has asked us to work with the YMCA to blend the afternoon portion of the program. The enhanced afternoon program will have a swimming component as well as other fun activities such as rock climbing.
- Bayport-Blue Point UFSD continued with the program for the 4th year. This district continued with the three sessions that consisted of two week enrichment classes in science and literacy in the morning sessions.
- Central Islip approached ESBOCES to ask for assistance with a new enrichment program for their elementary students specifically geared toward Math and Reading (grades 1-4). ESBOCES quickly created this unique program. We had approximately 150 students in the program. The model was an intense focus on literacy and math skills. Students entering grades 1-4 were selected by the school district to attend this program. It was targeted for those students on the “cusp” who typically did not qualify for AIS services but were struggling. Students were placed by their specific reading and math levels to enhance targeted instruction. Pre and post tests were given to each student. Significant gains were made for those students that attended all six weeks of the program, (35% of the students performed above standard, 48% were at standard, 12% working towards standard, and 5% of the students were below standard). Plans are underway to expand the program for next summer.

2.) Successes/Strengths:

Junior ROTC

- Patchogue Medford and William Floyd continued with the Junior ROTC program again this year even though both districts experienced drastic cuts in program. Both districts value the strengths of the program. It services a part of their population that truly needs these leadership and community skills.

Year Round Enrichment:

- Enrichment opportunities have increased enrollment this year despite the fiscal climate.

3.) Challenges:

Year Round Enrichment:

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

Science 21 Kits:

- Continue the current enrollment of science kits with new pricing structure.

4.) Anticipated changes for 2014-2015:

Science 21 Kits:

- Science Kits will be updated with additional components and materials aligned to the Common Core Curriculum. Pricing will increase with these enhancements.

5.) Areas of Need:

- Being creative with the financial development of the programs to keep costs down so that districts will still request services. All of these services are optional and not part of the core curriculum. Districts are focusing their attention and monies on APPR and common core initiatives.

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

INTERVIEWEE: Christine Taylor, Senior Administrative Asst.

DATE: November 13, 2013

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 2012-2013:

- Increased use of printing services by districts
- Cross Contracting with Cattaraugus-Allegany BOCES for the printing of the Common Core Modules

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 that are electronically received.
- The ability to increase production with the current duplication equipment

4.) Anticipated changes for 2014-2015:

- Continued expansion of service requests from districts
- Replacement of 2 older, less efficient copiers

5.) Areas of Need:

- Updated, more efficient duplication equipment

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

INTERVIEWEE: Dean Lucera, District Superintendent

DATE: December 18, 2013

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

1.) Significant changes since 2012-2013:

- Appointed District Superintendent effective August 1, 2012
- Supported the efforts of the Commissioner of Education, Dr. John B. King, Jr.; Senior Deputy Commissioner for P-16, Mr. Ken Slentz and the NY State Board of Regents as they work to reform the NYSED system to provide for a richer school curriculum, better assessments of students and teachers, and the development of a comprehensive longitudinal data system that would cover every stage of the educational process so that teachers will have access to timely, meaningful data to inform instruction, and to become a hub of innovation and best practices
- Continued to serve in an advisory capacity to help in the development of the Department's Race to the Top initiatives and will support SED's implementation of the Common Core State Standards and Annual Professional Performance Review Plan (APPR) in the region
- Created and/or strengthened existing partnerships with Institutes of Higher Education, not-for-profits, teacher centers, and community based organizations to further support the SED's P-16 initiatives including but not limited to schools and districts on the 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 region/BOCES through a Stocktakes visit by the Commissioner of Education

3.) Challenges:

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

4.) Anticipated changes for 2014-2015:

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

5.) Areas of Need:

- Development of funding sources to create opportunities for students.

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

INTERVIEWEE: Marilyn Adsitt, Director

DATE: November 13, 2013

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 2012-2013:

- 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
- Technical infrastructure
- Technology upgrades
- Keeping non-mandated programs (arts, enrichment, etc.) viable and alive

4.) Anticipated changes for 2014-2015:

- 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
(Sherwood)

INTERVIEWEE: Keith Ferry, Divisional Administrator

DATE: November 6, 2013

Program Service Description: EISS supports the improvement of Eastern Suffolk BOCES student outcomes through its efforts in the areas of curriculum, professional development, and data analysis. Professional development is focused on curriculum implementation, data driven decision making, and support for New York State and Eastern Suffolk BOCES initiatives. In addition, we are continuing our work with staff and students to enhance instruction through the integration of the latest technology in our classrooms.

1.) Significant facilities or program changes since 2012-2013:

- 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 2014-2015:

- Possible budget reductions

5.) Areas of Need:

- Adequate staffing

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

INTERVIEWEE: Gina Reilly, Divisional Administrator

DATE: November 8, 2013

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 2012-2013:

- Seven additional instructors were added to our pool of CPI instructors, totaling 23.

2.) Successes/Strengths:

- Training all ESBOCES staff members annually can now be accomplished by our additional instructors, as well as tracking our staff to see who is in need of training.

3.) Challenges:

- None.

4.) Anticipated changes for 2014-2015:

- Offering expanded coursework to our instructors, Autism Spectrum Disorders: Applications of Life Space Crisis Intervention and Applied Physical Training.

5.) Areas of Need:

- Space for training.

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

INTERVIEWEE: Gina Reilly, Divisional Administrator

DATE: November 8, 2013

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 2012-2013:

- Using the teacher/para mentor program as a model, working directly with the human resources department, a mentor program was developed for administrators.

2.) Successes/Strengths:

- Mentors attended the NRCP Conference in Salt Lake City, Utah.

3.) Challenges:

- None.

4.) Anticipated changes for 2014-2015:

- Adding an iPad training as an additional module.

5.) Areas of Need:

- Space for training.

NAME OF PROGRAM/SERVICE: Educational Services Division

INTERVIEWEE: Julie Lutz, Deputy Supt. for Educational Services

DATE: November 27, 2013

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 2012-2013:

- Relocated out Adult Literacy and Adult Nursing programs from NYIT to St. Joseph’s in Brentwood
- Relocated the included site at Eastport South Manor High School to Patchogue High School
- Implemented the recommendations of the CTE Task Force including: adding new courses, focusing on the STEM in CTE, rebranding the image of CTE, sought and received approval from SED for in-district CTE courses with a different cost structure, shared the CTE Task Force work and rebrand plan with the entire agency
- Implemented the changes in DASA in all instructional programs
- Implemented massive improvements to the security in all of our buildings
- Relocated several CTE programs to different buildings
- Completed an agency space review and plan
- Preparing for the change in leadership in the Agency as well as the Departments of Special Education and Education and Information Support Services
- Planning for the opening of a STEM High School in September of 2014
- Implemented all aspects of APPR with success
- Implemented new systems Keeping Learning on Track and Unique Learning to assist teaching staff
- Succession Planning initiative in collaboration with HR

2.) Successes/Strengths:

- ESBOCES staff and leadership
- Transition planning for key leadership positions
- Implementation of the CTE Task Force Recommendations
- Successfully completed year one of the APPR plan including all timely submission of data
- Administrative Council collaboration on extensive program relocations and security project work across the agency
- Ongoing support to the region for RTTT Initiatives
- Work with the SCSSA Executive Board to support the region for RTTT and Common Core Implementation

3.) Challenges:

- Many initiatives at a time when we are downsizing staff
- Stressors of so many changes is impacting morale
- NYSED initiatives and deadlines
- Additional implementation of the RTTT initiatives
- Tax Levy Cap on districts
- Leadership transition
- Many unsettled CBA's

4.) Anticipated changes for 2014-2015:

- Administrative turnover
- Working to do more with less (people and money)
- Additional move for cost efficiency's
- Additional anticipated staff turn over

5.) Areas of Need:

- Sustain leadership morale in trying times
- The need to find additional funding sources to support our programs and the region

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

INTERVIEWEE: Lucille Buergers, Administrative Coordinator

DATE: November 25, 2013

Program/Service Description: Employee Assistance Program (EAP)

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

Student Assistance Service: The Student Assistance Service (SAS) uses professional counselors to provide early intervention services for K-12 students. The target populations are those students who are just beginning to exhibit behavioral and academic problems or signs of stress that could result in self-destructive behavior. The mission of SAS is to assist these students in the achievement of self-determined goals. SAS provides education, identification, assessment, early intervention, and referral services for students at risk of developing alcohol, drug, or emotional problems. Emphasis is placed on creating a caring and supportive atmosphere, encouraging high expectations and fostering a sense of belonging. Additionally, SAS provides violence prevention services to participating districts. SAS also provides violence prevention specialists and when placed in a building, his or her role is to assess and identify the strengths and needs; implement research-based initiatives to address the need; evaluate the results; and provide assessment, referral, and counseling services for selected and indicated populations. SAS serves 22 schools in 13 districts throughout Suffolk County and is regarded as a model program by the New York State Department of Alcohol and Substance Abuse Services and the Suffolk County Division of Substance Abuse Services.

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

Trainings

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

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

The times we live in, more than ever, necessitate that our students learn to use peaceful problem-solving techniques to resolve life's many conflicts. School staff is often an alternative to negative role models for dealing with conflict without even realizing it. In order to encourage a safe school climate, our workshops are designed to provide skills to adults, as well as students, in anger management and de-escalation techniques, clear communication, reading non-verbal messages, empathy, perspective-taking, and problem-solving. With these skills, our trainees learn to disagree without damaging their

relationships and peacefully negotiate for what they need. The following workshops have been developed to fulfill SAVE mandates or can be designed to meet your specific needs and timeframes:

- Recognizing the Risk and Protective Factors Surrounding Violent Students (Staff)
- Conflict Resolution and Mediation Training (Staff)
- Embracing Diversity (Staff)
- Turning Conflict into Cooperation (Staff)
- Dealing with Bullies (Staff or Students)
- Student Peer Mediation Training (Students, Grades 4-12)
- Resolving Personal Conflict (Students, Grades 5-8)

1.) Significant facilities or program changes since 2012-2013:

EAP:

- This year in collaboration with the EAP local committees, the Employee Resource Foundation (ERF), and the ES BOCES central office administration, the EAP coordinated an effort to assist ES BOCES employees who were impacted by Superstorm Sandy, many of whom suffered significant loss of property and personal belongings. Several departments and bargaining units within the agency, along with individual donations by numerous employees, resulted in donations that included: voluntary labor, moving and storage, temporary housing, pet care, transportation, children's toys, clothing, and an extensive list of household items including furniture and appliances. Additionally, as a result of a generous donation from the ERF holiday fundraiser, and ES BOCES employee donations, \$3,300 in cash and gift card donations were provided to employee's in need.

SAS:

- We were notified in early September that the SAS received a 3-year elementary counseling grant from the US Dept. of Education to provide 2 counselors for the Central Islip SD. The goal of the grant is to reduce the gap in the counselor to student ratio and lower the number of disciplinary referrals. The counselors were placed in the new 6th Grade Exploratory Academies that are located in the Reed and Mulligan Middle Schools.

2.) Successes/Strengths:

EAP:

- The BOCES EAP local committee began and will continue working on the goal of cultivating a positive workplace environment, with a focus on communication and staff appreciation. Working collaboratively with the BOCES Communications Department a Communication Survey was distributed to all employees in March, 2013. As a result of the survey responses, an action plan was developed that included: training for agency leadership with a focus on effective communication, and central office administration attendance at building faculty meetings throughout each school year to provide staff an avenue to learn about agency initiatives as well as to ask questions and share information.

SAS:

- SAS was able to maintain all participating school district contracts this year and gained a new district as a result of the US Department of Education grant.
- Through its partnership with the ROTHCO Corp. in Hauppauge, 2 scholarships were awarded to high school seniors to help pay for books and tuition to local community colleges for each year of their education. Additionally, ROTHCO wanted to do more

and the idea of awarding summer camp scholarships for students who wouldn't normally have the opportunity to attend was started. A total of 18 scholarships amounting to more than \$10,000 were given out. As a result of the success of this effort ROTHCO has pledged to designate their 2013 holiday fundraising efforts towards additional camp scholarships this year.

- Schools and Community Specialist Theresa Drozd, who was placed in Riverhead SD, retired and was replaced by Deborah Nigrel, LMSW. The SAS was fortunate that the district continued with the position, but they recognized the importance of the role and the benefits of all the work that was done by Ms. Drozd which they viewed as invaluable
- As a result of the successful SUSS (Students United for Safer Schools) team program at Comsewogue HS, the Miller Place district implemented their own SUSS program facilitated by SAS counselor Lisa Aitken. She also received funding from the district to train students and teachers and implemented a high school Natural Helpers program. Comsewogue Middle School also adopted a SUSS team model.
- SAS presented a well-attended forum on restorative justice and forgiveness featuring Dr. Robert Goldman, author of "No Room for Vengeance," with trauma survivor Victoria Ruvolo. SAS Counselor Joe Pifko, LCSW presented the SUSS program model which highlighted the practical application for preventing and offsetting the chances of bullying and other violent behaviors occurring by implementing programs such as SUSS.
- Lucille Buergers, ESSS Administrator, presented the "Brilliance of Resilience" workshop to 150 BOCES employees on Superintendent's Conference Day in November. She also co-facilitated a breakout session at the BOCES Leadership Conference with Dr. Julie Lutz following a presentation by Christian Moore from the "Why Try" program.
- SAS has 4 social work student interns this year, one from Adelphi and the other 3 are from Stony Brook's School of Social Welfare. Retired SAS Counselor Laurel Hoffman, LCSW has volunteered to run an intern collegial circle that meets monthly at the program's office in Medford.

3.) Challenges:

- As always, funding the program with increasing post-retirement, health, and salary expenses is troubling and challenging. Efforts are ongoing to seek additional grants and resources to supplement both programs.
- The SAS' major funding source, OASAS, continues to mandate the implementation of evidence-based programs which require training and resource materials that continually need to be updated and purchased without additional funding provided. The pressure to implement the programs is further complicated by the difficulty the staff faces when trying to get the time to be allowed access to students in classrooms since teachers are under tremendous pressure for instructional time as a result of the implementation of Core Curriculum, SLO's and the APPR.

4.) Anticipated changes for 2014-2015:

EAP:

- The EAP local committee will continue to work on the goal of addressing the feedback from the Communication Survey and optimizing the workplace environment throughout the 2013/2014 school year.

SAS:

- Anticipate interns from local administrative leadership programs to be placed in the ESSS in the Spring of 2014.

5.) Areas of Need:

- Additional funding to help maintain and offset the costs of both the EAP and SAS is first and foremost. There is also a need for additional staffing to include a clinical supervisor for SAS to assist in monitoring, implementation, and follow-through in order to keep the program in compliance and to maintain the integrity and high standard of prevention and early intervention services that the SAS is known for. This is a challenge in this fiscal climate and time of budgetary constraints.

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

INTERVIEWEE: Terri Brady-Mendez, Program Administrator

DATE: November 13, 2013

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 2012-2013:

- The only significant change among the five programs that comprise the ESL/Bilingual Programs office is the “sunsetting” of the Intensive Teacher Institute in Bilingual Education and ESL (ITI-BE) for general education teachers. The contractual end date for the ITI-BE had originally been targeted for June 30, 2013. However, due to advocacy by a variety of stakeholders, the contract has been extended to June 30, 2014 for the sole purpose of ensuring that the ITI-BE participants who had not yet completed their course sequence requirements would be able to do so.

2.) Successes/Strengths:

- The strengths and successes of all of our programs reside in the minds and hearts of the superb staff of all of our programs whose extensive knowledge and deep commitment to serving the English language learning population and their teachers. The L.I. RBE-RN has a sterling reputation for its technical assistance and professional development services. In the past year, over 100 on-site visits were conducted at school and districts for consultations and to provide professional development. In addition more than 5,000 individual inquiries were answered via telephone and individual e-mails. The combined ITI-BE and ITI-BSE Programs were responsible for the certification of over 150 bilingual education and ESL teachers and pupil personnel professionals in 2012-13 with more than 200 participants continuing in these programs in 2013-14. The two NCLB Title III Consortia in Nassau and Suffolk Counties are comprised of slightly 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.

3.) Challenges:

- The greatest challenge we have faced, and may continue to face in the future, are the inexplicable and extensive delays in receiving fiscal approval and release of funds from NYSED for our programs. Not only was the ITI-BE negatively affected by these inordinate delays, but the RBE-RN also was required to file for a one-year extension of its contract with NYSED as well. This process, from submission of required documents to the final release of funds to operate the RBE-RN took five months, significantly extending into the current fiscal year and well after “programmatic approval” had been received. This was the same situation that faced the ITI-BE. These situations have also created severe staffing problems, since due to these unresolved financial situations, the ITI-BE clerical assistant was reassigned at the end of June 2013, and the clerical assistant in the RBE-RN’s Nassau satellite office chose to accept another position within our agency. Moreover, the Assistant Coordinator of the ITI-BE has actively been pursuing other job opportunities due to the uncertainty of continued funding for her program, and we may well lose her talents if she finds a more permanent position in another district or within Eastern Suffolk BOCES itself. Simply finding replacement staff for such short-term assignments is a challenge in and of itself.

4.) Anticipated changes for 2014-2015:

- It is anticipated that there will be a new RFP issued for the Statewide RBE-RN network; exactly when the RFP will be issued by NYSED has not yet been announced.
- There is about whether a new RFP will be issued for continuing the ITI-BE Program in its current form; there has been no statement by NYSED on when or in what form such an RFP would be released.

5.) Areas of Need:

- The hiring of two additional clerical staff members (one for the ITI-BE and the other for the RBE-RN) remains outstanding; as mentioned above, it is possible that we will need to hire a short-term Assistant Administrative Coordinator for the ITI-BE in the event that the current Assistant Coordinator become employed in a district or another part of our agency.
- There is an urgent need for adequate and accessible storage space to house the Resource Library for the Suffolk office of the L.I. RBE-RN. The space that had been allocated in the Brookhaven Technical Center has been relegated to the basement of the facility, and is no longer accessible. Having a regional Resource Library is a mandated activity in the current RBE-RN contract, 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: December 1, 2013

Program Service Description: Migrant Education Outreach Program: The Migrant Education Outreach Program addresses the special needs of migrant children, aged 3-22. Parents, students, and staff work in partnership with local schools so that migrant children meet New York State's challenging educational standards. Assuming an advocacy role, staff members assess the educational, health, and social needs of each family member and set goals and objectives accordingly. All services are supplemental to the local school district's efforts. This program is funded through a State grant and is provided to migrant eligible families who have moved into the school district within the past three years and whose primary wage earner works in agriculture or fisheries. These services are funded through a regional grant, and are available, at no cost to districts, for migrant eligible youth and children in school districts in both Nassau and Suffolk Counties.

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

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

Mobile Outreach Parent-Child Home Program:

The Mobile Outreach Parent-Child Home Program is a dwelling-based parent-child literacy program, modeled after the national Parent-Child Home Program. It has been revised to meet the specific needs of families with infants and toddlers living in temporary housing. This service delivery model is being replicated nationally. Funded by local and State grants through Eastern Suffolk BOCES, there is no cost to the districts.

1.) Significant facilities or program changes since 2012-2013:

Migrant Education: During this year, the New York State – Migrant Education Program continued to update service delivery models in response to the needs generated by the roll-out of Common Core learning objectives and intensified attention on the relationship between student performance and teacher effectiveness. 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.

Protocols for service delivery in terms of providing and accounting for supplementary services were also revised. Migrant Tutor Advocates continued working under the provisions of last years' Service Delivery Plan; however, the changes in curriculum, assessment and graduation requirements, as well as the NYSED release of a new *Request for Proposal*, have set the wheels in motion to conduct a state-wide needs assessment that will frame the creation of a

new *Service Delivery Plan*. This plan will likely include outcome based tutoring and advocacy services that reflect both the needs of migrant learners and the demands of the curriculum. Record-keeping and data reporting intensified for a broader level of accountability reflecting Standards and student success.

Esperanza: Funding was based on the number of Migrant students who met the criteria for homelessness under McKinney-Vento. The number of migrant-homeless students increased proportionally to the funding, and collaboration between ESBOCES and NYSED-MEP led to a broader use of the funding to include an appropriate mechanism to provide the emergency supplementary goods and services necessary to support academic progress. Damage caused by Super Storm Sandy left many more migrant families seeking affordable and appropriate housing. Housing options were limited, and more children required the emergency assistance and services supported by this grant.

Homeless Children and Youth / Mobile Outreach Parent – Child Home Program: These State grant-funded programs provided educational advocacy services to children and youth affected by homelessness in Suffolk County. They 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. The program also supported homework help for elementary students in homeless shelters in Suffolk County. It also included implementation of the *Mobile Outreach Parent-Child Home Program*.

2.) Successes/Strengths:

- The Family Education Outreach Office was successful in providing a wide variety of supplemental educational services to migrant and homeless children and youth due to dedicated staff, a strong professional development program, and partnerships with school districts and other community service providers. All programs meet very specific needs, and serve student populations in a unique manner. In addition, Professional Development and regional collegial partnerships proved invaluable this year following Super Storm Sandy.

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 2012-2013 school year, so the fund development process continues.

4.) Anticipated changes for 2013-2014:

- 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 include the provision of preschool services to shelter-based children.
- The Migrant Program will grow to include Long Island and the five boroughs of NYC.
- Maintaining quality service delivery in the face of uncertain funding and staffing and increased needs in a growing segment of the population will present a challenge.
- New standards will need to be met in providing meaningful advocacy and supplemental services to migratory and mobile children and youth.
- 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 is increasing rapidly in our area. Anticipated needs include:
 - 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 a pathway for graduation that leads to migratory and mobile youth successfully earning a High School Diploma

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

INTERVIEWEE: Tim Murphy, Administrative Coordinator

DATE: November 15, 2013

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 2012-2013:

- 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 and Transportation
- 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 2014-2015:

- 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, 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: December 16, 2013

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 2012-2013:

- Retirement of key personnel
- Leave of absence of Director
- Reorganization of recruitment and Negotiation Information Systems

2.) Successes/Strengths:

- New Employee Orientation
- Employee Awards
- Annual Administrative Leadership Academy was coordinated and received high ratings from administrative staff.
- Superintendent Conference Day was coordinated and received praise from staff.
- Attendance initiative continues to be well received and influence improved employee attendance.
- A "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.
- Work cooperatively with Unions
- Actively participates 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, and teaching assistants. The existing committee for the Succession Program facilitates several opportunities throughout the year for aspiring employees.
- The web-based interface for the NIS CoSer system was developed and implemented.
- Work collaboratively with colleges to recruit and place student teachers and interns.
- 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.
- Principals evaluation process implemented in accordance with NYSED APPR requirements
- 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)

- HR services improved and/or expanded to support districts (e.g. NIS automation, HR Administrator CoSer development).
- Improved percentage of employee attendance
- Works collaboratively with Education Information Support Services to provide mentorship to new administrators

3.) Challenges:

- Fiscal impact of rising employee and teacher retirement system and health insurance costs
- Continue to raise awareness of diversity on Long Island
- Stressed employees need support and EAP services
- Streamline internal processes
- Continue to develop a diverse and highly qualified pool of potential candidates to serve in instructional and administrative positions across the region
- Fiscal
- Identifying system for digital records retention and develop a plan for implementation in the absence of efficiency grant funding
- Implementation of HR/Payroll system (WINCAP)

4.) Anticipated changes for 2014-2015:

- Implementation of a series of training opportunities for non-certificated supervisory staff available to component districts and internal ESBOCES staff
- Improved participation of online NIS system
- Assist districts in the implementation of Shared HR Administrator
- Improve procedure documentation
- Continued implementation of HR system (WINCAP)

5.) Areas of Need:

- Improve archiving
- Continue cross training of job functions
- Continue efforts to increase efficiency of practices aligned with labor laws and statutes defined at the Federal, State, and local levels.

NAME OF PROGRAM/SERVICE: Incarcerated Education Program

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

DATE: November 15, 2013

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

The Incarcerated Ed. Program provides educational services to minors in Riverhead and Yaphank Cor. Facilities, at least 15 hrs. per week, in preparing for their GED or Regents testing. Also available are Tutoring, Remedial Education, Cosmetology, ESL, Art, Career and Technical Education including Carpentry Health Careers, and Career/Life Planning.

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

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

1.) Significant facilities or program changes since 2012-2013:

- We have added two, part-time staff members who are working in the Riverhead Correctional Facility and teaching Cosmetology and Business Education. We have expanded the role of one of our existing staff members to include transitional counseling and services for exiting incarcerated youth.
- The “New” Yaphank Correctional Facility is now fully opened; some educational programming will be moving from the old jail to areas in the new jail
- The Day Reporting Center (DRC), located in Hauppauge in partnership with Probation, will be moving to Bay Shore and will commence an new partnership with the Family Service League
- The Sheriff’s Youth Tier program enters its second year of operation. There are ongoing discussions to expand the program from its current enrollment of approximately 15 youths to possibly as many as thirty during the next year.
- 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.
- BOCES continues to be a leader in the Sheriff’s initiative. The Education Sub-Committee, (part of the Task Force), has implemented a “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 BOCES, 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.
- BOCES has recently partnered with the Sunshine Foundation at Transitions-JDRC located on Cottage Lane in Yaphank. The program (formerly operated by Cornell), is an alternative, multi-service facility for juveniles, ages 15-17 years of age. Juveniles are placed here either by Family Court or OCFS. They are supervised by Suffolk County Dept. of Probation. Sunshine is responsible for; mental health, drug/alcohol, social welfare. BOCES provides the education component. At the completion of the

program, students transition either back to their home district, or the pursuit of a GED® certificate. All three agencies are involved in the transition process.

2.) Successes/Strengths:

- Continue to develop the co-teaching initiative.
- Infusion of CTE Classes in different areas including Health Careers and the Arts
- Focus Professional Development on teacher evaluation in the correctional classroom, authentic student evaluation, and the common core standards.
- Engage in professional development to understand and utilize the new NYSUT rubrics evaluation tools for Teachers.
- Increased transition services made available to inmates and ex-offenders.
- Development of a comprehensive transition program.
- High School Equivalency passing rate is 85%.
- Two recognition ceremonies during the year for students who achieved their high school equivalency diploma.

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
<p>Increase GED® pass rate for 2013-2014 school years compared to prior school year.</p>	<p>We were able to achieve an 85% pass rate on the High School Equivalency Tests (a 4% increase from last school year). While we fell short of our objective of a 90% pass rate, we still feel successful in that (1) our 81% pass rate for this alternative population is higher than the 2010 national average GED® pass rate of 76.9% (2010 GED® Testing Program Statistical Report) and if we look at New York State, recent research suggests that New York State “ranks 48th in the country in GED® pass rate, with only 60 percent of those who take the test passing as of 2007. New York City performs even worse, with only 47.5 percent passing” (Tereschan & Fischer, 2009, p. 2) and, (2) while small, we did have an overall increase which is more meaningful considering that the overall number of students served during the 2010-2011 school year was lower than the total number served during the prior year. The disaggregated pass rate for the Yaphank Correctional Facility was above the 90% mark.</p>
<p>Increased academic classroom attendance among program participants will be compared to prior year’s rates</p>	<p>As a result of this major effort there was an increase in the amount of time students spent engaged in classroom activities. We</p>

Measure	Outcome
(analysis of attendance rates)	developed a push-in model of ESL so that the ESL students were provided with support during the academic class session. This push-in ESL model was a pilot program between the ESL teacher and Math teacher and we plan to expand this model to include all content areas for the 2013-2014 school year. Additionally, we have added two new CTE components and are developing collaborative practices between the CTE teachers and the content teachers.
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 increases in knowledge and skills relating to the CCSS career readiness skills, and a huge level of "buy in" to the principles and practices 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 (PD) that is connected to their classroom practice. In reflective discussions, workshop evaluations, and collegial meetings, faculty report that the sustained PD activities have increased their understanding of issues related to incarcerated youth and their understanding of the importance of CTE skills and how to integrate these skills within the academic curriculum. We were able to increase the number of meetings we had from once monthly to weekly, therefore meeting and exceeding our target increase. 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 restroom facilities.
- Class changes and moves can be expected with the new the full implementation of the new facility at Yaphank.
- Space and resources in the Riverhead facility will become more of a concern as the Youth Tier continues to grow. Students will likely be divided into groups which will create challenges both logistically and programmatically since available floor space for the program is not increasing accordingly.
- 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.
- Transitions-JDRC is a new grant program. It is the first time BOCES, Probation, and Sunshine Prevention Center are working together. There is a logistical learning curve whenever multiple agencies are involved and this program is no different. Questions, areas of responsibility, and communication protocol are experienced regularly but communications remain open as progress continues.

4.) Anticipated changes for 2013-2014:

- Increasing attendance or mandate attendance if the pilot program is a success.
- New jail building opening will cause changes in the structure of the program.
- Continued integration of CTE skills within the academic curriculum.
- Implementation of the co-teaching model, expanded to CTE/Content.
- Continued use of Apple computers.
- 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 to possibility thirty youths.
- Education Sub-Committee (from the Sheriff's Re-Entry Task Force) will continue the "Dine and Discuss" dinner series. Each monthly meeting will focus on a specific topic based on the suggestions of the attendees. Aside from the core committee members, guest speakers or presentations will attend to coincide with each topic. A large focus of the series will be focused on "transition and re-entry", and will involve a large contribution from the BOCES Re-ROUT program.

5.) Areas of Need:

- Continued professional development targeting the needs of incarcerated students and the educators who serve them.
- Continued collaboration with the Sheriff's Department and Corrections.
- Increased space in the Riverhead CF to accommodate the expanding Youth Tier.
- An increased role for BOCES in the screening/selection of youths for the Youth Tier program.
- Greater stability in Youth Tier enrollment.
- Better communication between the participating agencies in the Transitions-JDRC program including; more clearly defined areas of responsibility, chains of command/reporting, and staff scheduling.

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

INTERVIEWEE: Susan Peterson, Principal

DATE: November 27, 2013

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 2012-2013:

- New gymnasium for the students at IAC@ICC. This eliminates the need for the cafeteria's split use and allows for physical education classes to be conducted during lunch periods.
- Cafeteria painted and new acoustical drop ceiling installed.
- 36 new laptops put into service with 3 new rolling security cabinets allows for greater access to technology for both staff and students.
- Projectors and screens installed in conference rooms at both IAC and IAC@ICC and cafeteria at IAC for use during faculty meetings, professional development activities, annual review meetings and parent support meetings.
- Installation of security window and double-door entry way
- Installation of personal identification system (Raptor)
- Retirement of various staff members
- Change in counselor and psychologist at IAC
- Change in student management software back to eschool from BOCES Direct for scheduling, grade reporting, attendance and discipline recording.
- Continued training for classroom teachers on the use of Ipads for classroom instruction.
- Continued Apple TV installation
- Continued implementation of the new teacher/principal evaluation software
- Continued implementation of OLWEUS Bullying Prevention Program

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
- Continuation of student/Staff Team
- Ongoing collaboration with component school districts, local police, and agency personnel
- BOCES DASA trainer assigned to program.
- Ongoing FBA/BIP review meetings.

3.) Challenges:

- Greater need for psychiatric services to accommodate students with severe emotional disturbance/behavioral needs.
- Managing severe student behavior with a reduction in support staff
- Supervising one program housed in two buildings
- Students entering program who are significantly behind in credit and are in jeopardy of not graduating with their cohort
- Scheduling students to recover credit loss while providing time in their schedule to attend half-day career classes.
- Scheduling and administration of state assessments (in two buildings) while implementing individual student testing accommodations and adhering to NYS Dept. of Ed. Procedures and protocols.
- 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 2014-2015:

- Discussion phase for installation of additional heating/cooling units at IAC (gymnasium and cafeteria)
- Alteration request made for main office at IAC to accommodate new security procedures while maintaining an efficient workspace for clerical staff.

5.) Areas of Need:

- Increased support for students with complex psychiatric needs combined with severe behavioral issues.
- Continued support and professional development for teachers and support staff with working with such a challenging population.
- Continued professional development and support to assist staff in the use of student data (generated from NWEA) in developing daily lesson plans that differentiate instruction for students with a wide range of academic abilities.

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

INTERVIEWEE: Pete Lepore, Principal

DATE: December 10, 2013

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 2012-2013:

- Project SEARCH @Medford Multi-Care
- Full Day Canine Careers
- New Carpentry Shop
- Full Day Barbering on site

2.) Successes/Strengths:

- Celebrated Teacher of the Year 2013 (Angela Amodio)
- Several students competed at the Regional and State level SkillsUSA Competition
- Monthly meetings with IAC/BAC Guidance and Administration to foster positive student outcomes.
- BEES evaluation implemented for all instructional staff

3.) Challenges:

- New Skills Credentials
- Enrollment
- Staffing
- Budget
- Student Population (Autism)
- Staff Development
- APPR
- DASA

4.) Anticipated changes for 2014-2015:

- Staffing
- New State Mandates

5.) Areas of Need:

- Continued Staff Development in Autism and Tech
- Updated Tech and Software
- Budget to include updating of equipment
- Budget to include new program needs
- Facility Upgrades

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

INTERVIEWEE: Christopher Williams, Principal

DATE: November 7, 2013

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

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

1.) Significant facilities or program changes since 2012-2013:

- New Principal
- OLWEUS Bullying Program in full effect and all staff trained on updated Dignity for All Students Act regulations.
- Creation of CDOS (Career Development and Occupational Studies) committee and opportunities to help students meet NYS Intermediate Level CDOS standards.
- Implementation of KLT (Keeping Learning on Track) formative assessment techniques.
- 8th grade transition classes to better prepare students for high school
- Continued iPad training for teachers and use by students
- New computers and laptops
- Change of student management systems from BOCES Direct to eSchool
- Staff changes-Guidance Counselor, 2 Social Workers, 2 Physical Education Teachers, and Home & Careers Teacher

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 2014-2015:

- Staff retirements

5.) Areas of Need:

- Continued professional development

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

INTERVIEWEE: Barbara Salatto, Associate Supt.

DATE: November 22, 2013

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 2012-2013:

- Negotiated a lease with Sisters of St. Joseph's for Adult Education, Text books and the Adult Literacy Program
- Implemented an agency-wide security system upgrade
- Developed a security services program for our component school districts to utilize

2.) Successes/Strengths:

- Successfully moved the above programs from NYIT to the Sisters of St. Joseph's Campus saving approximately \$257,740 in rental costs
- Presentation of timely topics at School Business Officials', NYSASBO, International ASBO meetings, and the SAMPO conference
- Developed, with the architects, a master plan for facilities
- Developed a five year financial plan for the Administrative and Capital Budgets
- Successfully implemented the WINCAP Financial System

3.) Challenges:

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

4.) Anticipated changes for 2013-2014:

- Additional CoSers to assist our districts
- Expanding our assistance to the districts in the areas of fiscal management and other non- educational services

5.) Areas of Need:

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

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

INTERVIEWEE: Nicole Drinkwater, Principal

DATE: November 15, 2013

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 2012-2013:

- Completion of a Multi-Sensory Environment Room (MSE) also known as “Sensory Room”
- Major expansion of the playground
- Change in class size options from 6:1:1’s and 8:1:1’s to 8:1:1’s and 8:1:1+3
- Creation of mini student computer labs in each classroom, four computer work stations available for student use at all times
- Implementation of the new common core aligned developmental curriculum-Unique Learning Systems
- Begin the process of creating a student game room to be used for group speech (social/pragmatic language development), social skills counseling groups, indoor recess, appropriate leisure skill development and student earning opportunities
- Begin the process of library renovation
- Installation of a new gym floor
- Use of OASYS for teacher evaluation

2.) Successes/Strengths:

- Higher quality, better-prepared substitutes
- Improved staff attendance
- Hired high quality staff in Special Education Aide, Teacher Assistants and Classroom Teachers positions
- Higher number of students transitioned to a less restrictive setting than in years
- Improved behavior data tracking system
- Implementing instructional use of student and teacher iPads & Apple TV’s for instructional use

- Implementing student work stations in the classroom
- Continued increase in paperless communication via e-mail to the staff
- Begin e-mail communication with parents
- Use of new common core aligned curriculum-Unique Learning Systems
- Use of NYSUT rubric for APPR of teaching staff
- Installation of new 35 space parking lot in the front circle to accommodate handicapped parking, visitor parking and staff overflow parking.

3.) Challenges:

- Student population more impaired and more behaviorally involved as well as an increase of students who also have psychiatric impairment
- Adjusting to more students per classroom
- 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 resulting in mold growth in some areas of the building
- New front office secretary
- Implement
- New State regulations related to APPR with no special education exemptions
- Sharing building space with ACLD after-school program from 2:30-6:00 pm daily
- Keeping up with related service needs for the windfall of new student entrants
- Dealing with broken glass and other unsafe items left on the playground in the evenings or the weekends due to community use.

4.) Anticipated changes for 2014-2015:

- Additional Middle School class
- New students arriving with Augmentative Alternative Communication Devices (AAC Devices) that school districts have not purchased and do not support
- Updated mission statement reviewed and approved by SDM due to the fact that we service students through middle school and now align academic lessons to the common core learning standards.

5.) Areas of High Need:

- Storage
- 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, 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 14, 2013

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 2012-2013:

- CTE made several moves of classes for Districts to have better access to all of our programs.
 1. Certified Nurse Assisting- Moved from BTC to MTC
 2. Culinary 1-move from BTC to MTC
 3. Extra Cosmetology moved from BTC to MTC
 4. Certified Personal Training-Moved from MTC to BTC
 5. Barbering Moved from MTC to BTCAll of these changes impacted our enrollment at MTC for the better and helped begin to level off am and pm attendance.
- The programs also moved singletons to BTC allowing access to all districts and duplicating programs to mirror at WCTC and MTC.
- The heightened security with the addition of many cameras and a security check point at entrance.

2.) Successes/Strengths:

- Increased enrollment to reflect the movement between programs.
- All teachers being rated highly effective.

3.) Challenges:

- All of our teachers being rated highly effective which means that our challenge would be to keep it up.
- The State evaluation process to reflect changes in assessments and multi measure assessments.
- Enrollment continues to be a challenge. Bi-lingual services continue to challenge us because of the trouble finding interpreters.
- Loss of Motorcycle/Marine, 1 Guidance Counselor, 1 Guidance Secretary which was moved to the front desk

4.) Anticipated changes for 2014-2015:

- None

5.) Areas of Need:

- With anticipated increased enrollment more support staff will be needed.

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

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: November 13, 2013

Program Service Description:

Model Schools: The Model Schools Program offers support to teachers and administrators in the area of technology integration. It provides teacher integration specialists who offer customizable and affordable services through on- and off-site professional development as well as: administrative workshops, Celebration of Technology in Education, district-to-district networking, district-wide technology needs assessment, free technology integration workshops, grant searching and writing support, interactive white board workshops, internationally themed IT projects, iSAFE training, Model Schools liaison meetings and technology showcases, Long Island Technology Summit, on-line course delivery, on-site customized training, stipend reimbursement, substitute reimbursement, technology planning, videoconferencing resources, Distance Learning – Blended Learning.

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

1.) Significant facilities or program changes since 2012-2013:

Model Schools:

- Model Schools is continuing to create new models for eLearning in conjunction with the Regional Information Center under COSER 444, Distance Learning. Planning is underway to create new online and blended learning opportunities for our component school districts. 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 working together with Student Managements Services to update the learning lab in our Westhampton Beach office. By the end of this school year, we will have a new computer lab with the latest technology where our component districts will be able to attend trainings.

2.) Successes/Strengths:

Model Schools:

- Districts continue to subscribe to Model Schools services even with the current financial difficulties.

3.) Challenges:

Model Schools:

- Financial limitations
- Continue to offer professional development opportunities with the latest and greatest technologies. In the past Model Schools has typically been able to purchase new equipment to utilize in our districts. For the past two years, due to budgetary constraints, the COSER cannot support these purchases.

Software Training:

- Financial limitations
- Limited requests. Teachers are finding other resources to train themselves on various software products via online videos and webinars.

4.) Anticipated changes for 2014-2015:

Model Schools:

- None

Software Training:

- None

5.) Areas of Need:

- Continuing the same level of service with fewer resources.

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

INTERVIEWEE: Christine Taylor, Senior Administrative Asst.

DATE: November 13, 2013

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

1.) Significant facilities or program changes since 2012-2013:

- Increase in the number of nonpublic schools having their books delivered directly to the school, rather than parent/student pickups
- Implementation of Follett Destiny Textbook Management Program, which included training of staff, transfer of data and barcoding of textbooks
- Relocation of the Central Islip Distribution site to the new distribution site in Brentwood.
- Reduction in inventory space at the Smithtown Distribution site
- An increase in the number of requests to replace textbooks due to Common Core
- Reduction of staff due to budget constraints

2.) Successes/Strengths:

- Knowledgeable staff

3.) Challenges:

- Decrease in enrollment of students attending nonpublic schools
- Containing costs while the number of requests for replacement textbooks increases due to Common Core

4.) Anticipated changes for 2014-2015:

- A continued decrease in the enrollment of students attending nonpublic schools.
- An increase in textbook costs due to Common Core
- Move of the Stony Brook Distribution site
- Closing of the Copiague Distribution site

5.) Areas of Need:

- Additional inventory space at the four distribution sites due to the reallocation of students that were being serviced by the Copiague Distribution site

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

INTERVIEWEE: Dr. Candace White-Ciraco, Director

DATE: November 14, 2013

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 2012-2013:

- 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 2014-2015:

- 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: November 14, 2013

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 2012-2013:

- Wi-Fi was completed in our main building. We now have computer internet access throughout the entire school.
- All our classrooms have Apple TV for the purpose of academic enrichment.
- Updating our stage with a new ramp, making the stage handicap accessible for all performances and end of the year recognition day ceremony.
- Addition of an outdoor railing for the new ramp. This provides a safe way to use our new ramp which provides egress for our 12:1:4 students and staff. It also allows safe access for our courtyard use for outdoor school events.
- Development and implementation of additional structured committees, i.e. Safety Committee, Special Events, Transition Committee. Staff was, once again, encouraged, during opening day meeting, to become more involved in committees. . Additionally, there will be skills aligned between these programs, i.e. functional communication and transitional skills allowing for greater generalization of student skills across all settings.
- Continuation of Behavior Management Committee to align interventions building wide.
- Continuation of our 'Lead Teacher' program which is a success as well as a basis for APPR activities
- Lighting and heating throughout our building have been updated.
- Classroom cohorts were chosen to be equipped with I-Pads for all students.
- Upgrading of equipment in the Conference Room.
- Cleaning our storage area and re-organization of all supplies.
- New equipment ordered for our physical therapy program.
- Expansion of our building involvement in the PECS program , facilitating communication for many students.
- Ordering of all equipment for our new Sensory Room.
- Removal of wall partition in the gymnasium.

2.) Successes/Strengths:

- **Increase in community outreach:**

- 9/11 "Premm Cares" project expanded to include the victims of **Hurricane Sandy**. Classes identified families in need within our own program. The families were given plastic bins, cleaning supplies and household goods. Gift cards were purchased and distributed. These project goals were aligned with our Community Education Trips and activities imbedded in our Transitional Skills Program.
- Coat Drive
- Therapy Dogs
- PBA Santa
- Singing Bus Driver
- Donation to our Troops in Afghanistan
- Easter Bunny
- Hoops for Heart
- Autism Walk at Jones Beach
- "Links of Love" Breast Cancer fundraiser ended with \$500.00 raised.
- Special Olympics collaboration with staff/students from our own Premm Included site program; students helping students continued.
- Culmination of therapy integration and focus on Individual Education Plan Goals with a Building Wide Carnival and Fair. Students showcased what they had learned with their related service teachers manning each activity.
- MTC sent volunteers to our carnival to do face and hand decals with the students.
- Thanksgiving Basket Collection for local needy families.
- The Christmas "Giving Tree" where faculty and staff purchased items from a list for students who were in need of items around the holidays.
- Added an SDM member that represents our Included Sites.
- Added our Included Sites to our weekly newsletter.

- **Increase in program offerings:**

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

- School Store expansion
- Full participation in Community Ed Program
- Parent Groups with focused training topics
- Transitional Planning across all settings
- I pads in selected classrooms

- **Improvements to transition planning:**

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

3.) Challenges:

- Staff transferred from other BOCES buildings requires training by PLC building staff for smooth assimilation to program focus and ability to offer appropriate support for students.
- Timelines for building and grounds improvements continue to be impacted by BOCES tenant status.
- Exposing/educating students in social skills, hygiene and sexuality issues.
- Several new State Education mandates with limited time for staff development.

- APPR implementation.
- Period by Period Attendance
- Transition from Ridge Elementary to West Middle Island
- Challenge of our New Curriculum Roll-out, Unique Learning System.
- Testing both General Ed and Alternate Ed populations in our Included Sites.
- Implementation of Common Core, including infusing the standards into our Lesson Plans.

4.) Anticipated changes for 2014-2015:

- Update playground; purchase new accessible equipment for students using wheelchairs.
- New Lift for the students in the new wing for ADL skills
- New Sensory Room to be installed.
- I-pads for all classrooms.

5.) Areas of Need:

- Additional outside courtyard enhancement
- Former kitchen to be dismantled and all equipment removed.
- All-Purpose Room Projectors will be updated and possibly moved for a ceiling installation.
- Increase in storage space

NAME OF PROGRAM/SERVICE: Professional Development (Sherwood)

INTERVIEWEE: Kate Davern, Program Administrator

DATE: November 7, 2013

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: Common Core Learning Standards Training, Curriculum Module Training, Differentiated Instruction, Creating Cultural Competence, Bridging the Achievement Gap, Data Informed Instruction

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

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

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

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

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

1.) Significant facilities or program changes since 2012-2013:

- Training on the new Common Core Learning Standards continues. Eastern Suffolk BOCES Network Team continues to go to 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.

2.) Successes/Strengths:

- Our component school districts continue to rate our workshops and training sessions highly.
- Many districts have chosen to hire members of our Network Team to work with their teachers in their district.

3.) Challenges:

- NYSED continues to be ambiguous about inter-rater reliability training and calibration in regard to the new APPR regulations.

4.) Anticipated changes for 2014-2015:

- With RTTT monies no longer being 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 webinars.
- Leverage resources to provide state-of the art software and equipment in moving forward with these initiatives.

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

INTERVIEWEE: Vincent Leone, Program Administrator

DATE: December 10, 2013

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 Focus Districts where students with disabilities are one of the Accountability sub-groups, and those school districts determined by the OSE to be "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 as well.

1.) Significant facilities or program changes since 2012-2013:

- The RSE-TASC continues its work with districts in Suffolk and Nassau counties, targeting especially those districts which struggle to maintain performance targets established for students with disabilities
- Towards the end of 2012-2013 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. Finally, SEIS participated as sub-group specialists in 14 Local Assistance Plan (LAP) Schools where students with disabilities are one of the Accountability sub-groups. This work will continue throughout the 2013-2014 school year

2.) Successes/Strengths:

- The 2012-2013 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 September, 2013, the RSE-TASC began distribution of a monthly Newsletter under the heading, "The Long Island RSE-TASC Reporter." Each month, one of our Specialists has authored/will author a feature article for the Newsletter, complete with a host of related resources. Each Newsletter also contains RSE-TASC Contact information and information on upcoming professional development opportunities. Topics to date include: "The Special Education Process for Principals: What Every

School Leader Needs to Know”; “Practical Guidance to Understanding Student Behavior”; “Making Instructional Meaningful by Incorporating the CDOS Learning Standards”; and “A Relationship Between Instruction and Behavior: Keeping Students Engaged.”

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 2013-2014 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. Despite that fact, 14 out of the 20 districts with an identified LAP school for students with disabilities across Long Island have agreed to partner with the RSE-TASC to engage in a Quality Improvement Process (QIP) to ensure the continuous growth of students with disabilities. This demonstrates a positive perception of the RSE-TASC’s purpose and quality of support among our constituents in the region.

4.) Anticipated changes for 2013-2014:

- We expect to meet new challenges associated with the continued role we will play in DTSDE and LAP processes
- An amendment to our 5-year grant has been both programmatically and fiscally accepted by the state education department. This amendment will allow the Long Island RSE-TASC to hire an additional Behavior Specialist (BS) and an additional Regional Special Education Training Specialist (RSETS). Both of these individuals will be allocated to serve Nassau County, allowing our current BS and RSETS, who presently serve both Nassau and Suffolk, to focus on Suffolk school districts. The hiring process is underway for the addition of these two new staff members
- The RSE-TASC occupied more space at the Sherwood Corporate Center to accommodate the two new FTE staff members who will be coming on board early in the 2013-2014 calendar year

5.) Areas of Need:

- None.

NAME OF PROGRAM/SERVICE: Regional Transportation (Sherwood)

INTERVIEWEE: Joseph Lesnick (School Transportation Administrator)

DATE: November 15, 2013

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 – Eastern Suffolk BOCES and Non-BOCES Special Education, 604 – Career Technical Education (CTE) – Special Career Education (SCE) – Field and Coach Trips, 607 – Nonpublic School and Gifted & Talented

Transportation – Related Services: Eastern Suffolk BOCES offers services related to transportation. We provide all NYS SED and NYS DMV 19-A required training and certification for drivers and matrons as well as training to district employees who want certification to train and monitor their own staff. We conduct state level audits, at a district's request to ensure their compliance with law, before they get audited. All Coach and Field trips, booked through RTP receive an on-site pre-trip safety inspection of the vehicles and driver audit review. With Shared Management, Eastern Suffolk BOCES provides a Transportation Professional to manage the district's transportation operation during the transitional period when the district is in the process of hiring a replacement employee or if the position doesn't require a full time person.

1.) Significant facilities or program changes since 2012-2013:

- 5 staff left; consolidated positions with 3 replacements
- Relocated and consolidated offices to realize economic savings

2.) Successes/Strengths:

- Reduced scheduled vendor contract increases from between 4-6% re-negotiated to a 2% cap to lower annual price increases
- Operating in second year of a five year service contract. Despite significant drop in volume of business when RFP became effective, the volume has held steady for the start of our second year.
- Initiated summer transportation program, utilizing idle BOCES buses.

3.) Challenges:

- Shrinking Market is becoming more price conscious rather than service oriented

4.) Anticipated changes for 2014-2015:

- Although transportation remains major focus, there will be more emphasis on training, auditing and testing services.
- More emphasis to do more programs with less staff

5.) Areas of Need

- Identify additional related services to support school district needs

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

INTERVIEWEE: Jonathan Hark, Manager

DATE: November 23, 2013

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 2012-2013:

- Addition of online training component
- Addition of Security Consultant RFQ
- Addition of Camera / Central Station Monitoring RFQ

2.) Successes/Strengths:

- Emergency Management very popular – asked to present as SFMI & NYSASPA
- Provided many security audits for district in-house

3.) Challenges:

- Online training generates little revenue and several districts have lowered participation levels in the program in favor of that
- Relocation of staff member has been difficult – learning curve of other staff members to replace workload
- Wincap system has been difficult transition with respect to district sign-up and billing resulting in a large number of contract modification forms
- Staff cut backs to maintain low increase – difficult to provide expected level of service in house and to districts
- Rising cost of benefits
- Code Rule 59 Review this year

4.) Anticipated changes for 2014-2015:

- Concern of losing more districts due to fiscal issues and online training
- Increased participation in 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 19, 2013

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 2012-2013:

- Increase in number of 8:1:1 classes
- Implementation of Common CORE curriculum

2.) Successes/Strengths:

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

4.) Anticipated changes for 2014-2015:

- Elimination 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: November 13, 2013

Program Service Description:

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

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

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

Virtual Reference Collection: A vast array of online databases is available through the Virtual Reference Collection (VRC) serving elementary, middle, and high school students. Training is available through the School Library System for a fee.

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

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

Professional Development Library: districts have access to eBrary and a professional development collection of materials housed at Sherwood.

1.) Significant facilities or program changes since 2012-2013:

- We have expanded our program offerings at liaison meetings resulting from the addition of a new computer lab and vendor area at SCLS.

2.) Successes/Strengths:

- We have cross trained support staff and realigned job responsibilities following a retirement.

3.) Challenges:

- Many school librarians lost their positions this year due to the 2% cap and the economic impact on our school districts. There is also no requirement for school librarians at the elementary level.

4.) Anticipated changes for 2014-2015:

- More eBooks in the Virtual Reference Collection to fill in subject area gaps.

5.) Areas of Need:

- State funding for School Library Systems has been an issue for years and remains a cause for concern.

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

INTERVIEWEE: Rob Becker, Director

DATE: November 27, 2013

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 2012-2013:

- Our Bellport Academic Center has an “included site” component (BOCES classes incorporated into a local school district) that allows some of our students to experience a typical school setting, while receiving more intensive support. We have operated ten classes in Eastport/South Manor Junior/Senior High School for the past ten years. We were notified that Eastport will not be renewing our lease for the coming year. As such, we worked with our component districts and have been able to secure a one year commitment from the Patchogue Medford School District to operate ten classes in their high school for the 2013-2014 school year.
- We have replaced a principal vacancy (due to retirement) by implementing an internal transfer, and promoting one of our existing Assistant Principals. This will impact two of our programs, but is the best deployment of our resources to meet our student’s needs.
- Last year, we planned and implemented 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.

- We were advised by the vendor for our BOCES Direct System that they would not be able to provide the comprehensive student management system that they had originally outlined for us. Instead, we have been working with them to utilize their system, which is aligned with our district's special education departments, with the eSchool Data student management system, which is aligned with typical school district's demographic and course management systems, as an integrated system to meet all of our needs seamlessly.
- 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 third year of implementing this initiative, and have continued to move aggressively to train our staff in the use of this technology. We anticipate that we will have trained all of our classroom teachers by the end of this school year, and implemented "basic skills" training for their classroom staff.

2.) Successes/Strengths:

- We have instituted more rigorous interview processes for teaching staff, and insisted on consistency of practice among our nine programs. Additionally, 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 our work to provide one "seamless" student management system, but have shown the creativity and resiliency to respond to the news that we will have to do so while integrating two effective systems (BOCES Direct and eSchool Data) to meet the needs of our students and districts. We expect to have a working prototype by spring, 2014.
- We continue to experience strong support and collaboration with the Office of Technology Integration in implementing the agency-wide WiFi project, enabling use of iPads throughout our organization, and now expanding to our included sites in district locations.
- 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 to introduce iPads for instruction has progressed to the point where all of our classroom teachers will have received training by the end of this year.
- 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.
- Declining enrollment and fiscal resources.
- Fiscal constraints on the part of our sending districts, complicating our student projection process, and our staff projections for the coming year.

4.) Anticipated changes for 2014-2015:

- Reduction of instructional and support staff in response to fiscal issues and an anticipated enrollment decline.
- Review of our student management system to insure provision of high quality service to our programs and component districts.
- Hiring of a new Director due to an upcoming retirement. This may bring further internal changes, depending on the outcome of the hiring processes.

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: Gina Reilly, Divisional Administrator

DATE: November 8, 2013

Program/Service Description:

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

1.) Significant facilities or program changes since 2012-2013:

- Offering opportunities to Middle School students for remediation where needed.

2.) Successes/Strengths:

- Increased graduation rates.
- Students gaining credits to remain in their cohort.

3.) Challenges:

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

4.) Anticipated changes for 2014-2015:

- Increased district participation.

5.) Areas of Need:

- Transportation for all students.

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

INTERVIEWEE: Gina Reilly, Divisional Administrator

DATE: November 8, 2013

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 2012-2013:

- Extended a summer school program at Rocky Point to students who were in need of academic intervention services.

2.) Successes/Strengths:

- Received positive feedback from parents, through a survey that they filled out.

3.) Challenges:

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

4.) Anticipated changes for 2014-2015:

- Increased district participation.

5.) Areas of Need:

- Expanding programs to other districts.

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

INTERVIEWEE: Ellen Moore, Administrative Coordinator

DATE: October 29, 2013

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 2012-2013:

- Forecasting continues as the role of the Shared Data Expert expands within Education and Information Support Services to support school districts in the implementation of Race to the Top initiatives, APPR practices, SLO development, longitudinal correlation analysis to predict student outcomes to lessen student pre-tests, and additional data linkages into the Warehouse.

2.) Successes/Strengths:

- Supervision of the planning, development, and implementation of longitudinal correlation analysis reports to predict student outcomes on Regents exams.
- Determine a contract with ELlevation (ESL vendor resource) to support data analysis for English language learners.
- Supervision of the Learning Technology Grant and Virtual Advanced Placement 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.
- Provide Shared Data Experts with professional development to support the data analysis demands of participating school districts.
- Increased service offerings to the School Data Bank Services.
- Administrator/Manager of the 2013 Long Island Technology Summit in partnership with Nassau BOCES, Western Suffolk BOCES and NYSCATE– Eastern Suffolk BOCES was the host for the event.

3.) Challenges:

- Translating SED initiatives to provide accurate support, services and personnel.
- Ongoing development of technology connectivity and security to support the implementation of ever changing, state-of-the-art hardware and software resources.

4.) Anticipated changes for 2014-2015:

- Program offerings in a time of change.
- School district support in a time of change.
- Data reporting to meet NYSED expectations.
- 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.
- Program development to support the implementation of online/blended learning

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

INTERVIEWEE: Darlene Roces, Divisional Administrator

DATE: November 13, 2013

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 2012-2013:

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

2.) Successes/Strengths:

- BARS on the Web is being utilized by the majority of districts and this system has provided accommodations for principal/teacher accountability.
- Shared Data Expert service has provided valuable assistance to districts in analyzing data and utilizing it effectively to inform instruction.
- Student Information Systems and Special Education support teams provided important hands-on services to subscribing districts.
- Test Scanning teams providing important “just-in-time” direction and assistance to districts with increasing data loading requirements.
- Student Data Services provided comprehensive support for APPR including robust Third Party Vendor Assessment support.

3.) Challenges:

- Doing more with less.
- Space limitations at Holbrook facility during test scoring/scanning season impacting directly on SDS staff.
- Collaboration between two sites.
- Meeting increased data reporting requirements from SED, sometimes with little advance notice or with adjustments or interpretations of requirements.

4.) Anticipated changes for 2014-2015:

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

5.) Areas of Need:

- Space
- Staff to keep up with increasing workload

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

INTERVIEWEE: Joe Stern, Program Administrator

DATE: November 12, 2013

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 increases the efficiency and accuracy of the data collection and reporting initiative. The New York State Data Validation Service applies 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, staff evaluation rating, student attendance, and special educational services. Future requirements will include additional staff reporting as well as local assessment data.

1.) Significant facilities or program changes since 2012-2013:

- Reporting Staff Evaluation Rating data for all districts.
- Development of a "score projection tool" to assist districts with data analysis to support development of Student Learning Objectives.
- Reporting staff/student data for both Eastern and Western Suffolk BOCES.
- 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 to support the EngageNY Data Dashboards

- 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 2014-2015:

- Supporting district utilization of the EngageNY Data Dashboards.
- Redesigning data reports to be more interactive and to possibly take advantage of new data structures that support the EngageNY Data Dashboards.
- 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 Data Services (DeFeo Bldg.)

INTERVIEWEE: Dr. Kristen Turnow, Program Administrator

DATE: November 12, 2013

Program Service Description:

General Education Student Management Systems:

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

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

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

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

Aspen Student Management Systems: is a web-based Student Information System that combines multiple databases into one powerful and cost effective solution. Aspen tracks class schedules, school events. Overall student performance, athletic eligibility, student health records and puts unique and impressive learning tools in the hands of educators.

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

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

Special Education Student Management Services:

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

generation of the STAC, exist within the system with the capability to create user-defined reports. Data entry and production of IEPs are available at an additional charge.

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

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

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

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

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

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

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

Third Party Vendor Assessment Services:

AIMSweb: AIMSweb® is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to instruction. AIMSweb's data-driven model provides Curriculum-Based Measurement (CBM) assessments for benchmarking and progress monitoring, in addition to web-based data management, charting, and reporting. Together, these components provide a complete system to benchmark and monitor students' acquisition of essential academic skills.

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

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

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

Discovery Assessment Discovery Education Assessment Progress Zone and Benchmark provide educators with the tools needed to inform instruction and drive student achievement. Discovery Education Assessment detail export function can support the efficient and effective acquisition of

student data that can inform instructional decisions for all students which will help prepare, remediate and enrich students, and to collect real-time data on their progress..

iReady: *iReady Diagnostic* is an adaptive diagnostic assessment tool that will pinpoint each student's unique areas of strength and instructional need. Built from the Common Core State Standards, *i-Ready* is completely web based and available for grades K-8 in Reading and Mathematics. Administer up to 4 times per year as a measure of student growth. NYSED approved as a student growth measure. Diagnostic is adaptive and yields data on student ability in all domains and sub skills. Results are delivered in scale scores and grade levels. Clear, concise, actionable reports facilitate data driven instruction—for individual or groups of students with like needs. *Tools for Instruction*, lesson plans in PDF format, map directly back to each student's (or group's) "next steps for instruction," and are included with the cost of the diagnostic.

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

1.) Significant facilities or program changes since 2012-2013:

- Converted 1 district to Aspen.
- Completed Medicaid Compliance Training.
- Began Medicaid Billing Service again and met with district officials in regards to compliant Medicaid billing.
- Medicaid Document Reviews started to include 10 districts.
- The Third Party Vendor Assessment software programs were added last year and grew substantially to include; AIMSweb, Right Reason Technologies, NWEA, Renaissance STAR, Discovery Assessment and iReady.
- Started new service "Go Green" for displaying Third Party Assessment Student Reports for each Third Party Assessment on each of the Parent Portal for each Student Management System with Edge Corporation

2.) Successes/Strengths:

- AIMSweb 27 districts and 2 successful User Meetings.
- Right Reason Technologies currently has 27 districts utilizing their program and is growing as not only can it offer an alternative cost savings educational eLearning platform but it offers a highly individualized HEDI calculation tool for meeting the mandates of APPR.
- NWEA has 10 districts utilizing this program.
- Renaissance STAR has 5 districts utilizing this Assessment program.
- Discovery Assessments has 2 districts utilizing this Assessment program.
- iReady has 1 district utilizing this program.
- Exponential growth for the Third Party Assessment programs.
- A plethora of trainings scheduled in district for full implementation of Third Party Assessment Programs.
- Continue to grow services in the general education and special education student management systems.
- User meetings and trainings for all student management systems are heavily attended.
- Positive relationships with school districts continue to grow as demonstrated by trainings attended and phone calls made to help desks.
- Developed new service to "Go Green" for displaying Third Party Assessment Student Reports for each Third Party Assessment on each of the Parent Portals for each Student Management System with Edge Corporation.
- Medicaid trusted agents for region.

3.) Challenges:

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

4.) Anticipated changes for 2014-2015:

- The hire of two new Administrators: Heather Ciccone, Assistant Administrative Coordinator, as of July 1, 2013 to assist with two of the Third Party Assessments and Donna Guiffre, Administrative Coordinator as of December 1, 2013 to assist with the Special Education Help Desk.
- Building relationships with Third Party Vendors to assist districts in a cost-effective manner.
- Substantial time spent in learning new programs added to the Help Desk.
- Continue to build a new Help Desk that can adequately support the 6 Third Party Assessments in an effective and efficient manner.

5.) Areas of Need:

- Adequate staffing is a major concern for the Student Management Systems and the addition of the Third Party Assessments. These new web-based assessment programs are extremely complex and require rigorous training in order to have a deep understanding of how to utilize the programs effectively. Based on the volume of phone calls and trainings in district it is apparent that additional staff is required in order to make this a service that is highly respected and sought after.
- Continued training for districts in using student management systems to most effectively and efficiently store and retrieve student data in order to stay compliant with NY State mandates.

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

INTERVIEWEE: Nancy Winkler, Program Administrator

DATE: November 15, 2013

Program/Service Description: Student Information Management Systems is an internal program that supports BOCES students and the needs of various departments by supplying accurate student data and other information as needed. We support the information and communication technology needs of the Educational Services Division, including but not limited to Special Education, Career and Technical Education, and Education and Information Support Services. SMS is also responsible for local and state reporting especially as it relates to student, course and teacher linkages and APPR.

1.) Significant facilities or program changes since 2012-2013:

- Billing and IEP Preparation now implemented in IEP/BOCES Direct and this year billing also includes CTE and SCE billing. The vendor did a re-write of their system which has presented significant challenges.
- Scheduling, attendance, grading, are no once again being handled in our original software, eSchool data, after an unsuccessful attempt to use BOCES Direct for this purpose last year. We had to migrate to a newer version of eSD to accomplish this, resulting in much set up and staff development.
- Preparation for reporting student and staff data from this software is underway, according to new APPR regulations.
- Ongoing significant collaboration with ESB Student Data Services to implement electronic submission to SIRS (NYSED Student Information Repository)

2.) Successes/Strengths:

- Ongoing successful collaboration with component school districts resulting in live data sharing of student IEPs.
- Professional development continues on all software products used to support our student data and related procedures.
- Strong teamwork by SMS staff
- We successfully completed one year of State reporting through SIRS, which was no small feat for a BOCES.

3.) Challenges:

- Increased, new, and ever changing reporting requirements by the State and Feds has resulted in a “padding as fast as we can” method of operation in this department.
- Software and vendor changes have been difficult to keep up with.
- Key staff members have transferred or are retiring; hiring adequate replacements is a struggle.

4.) Anticipated changes for 2014-2015:

- Our existing vendors for student data management are implementing changes in their services and delivery systems; this presented new challenges for us in terms of our ability to smoothly manage the data, maintain data accuracy and efficiently produce all necessary reports for all stakeholders.

5.) Areas of Need:

- Time to learn the processes and accomplish all that needs to be done to fulfill reporting requirements and internal requests for data.
- Professional development to manage all of the systems we need to have working together.
- Getting appropriate staff in place to continue moving SMS forward.

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

INTERVIEWEE: Liz Melichar, Program Administrator

DATE: December 3, 2013

Program/Service Description:

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

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

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

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

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

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

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

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

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

1.) Significant facilities or program changes since 2012-2013:

- Updated FBA/BIP Guidelines for administrative and staff use
- Streamlined procedures for AAC and increased cost efficiency of this service
- Updated Feeding for Nutrition Guidelines for use with 12:1:4 programs
- Updated service delivery model for 12:1:4 programs
- Coordinated delivery of supportive services by contract providers to our psychiatric populations
Utilization of laptop and innovative technology to improve related service instructional service delivery
- Expanded shared service implementation to include five additional component school districts
- 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
- Coordinated with professors from Columbia Teachers' College to prepare a presentation designed to train law enforcement officials in the needs of students on the autism spectrum

2.) Successes/Strengths:

- Lead Counselor under my supervision was awarded Suffolk County Leadership honors
- Speech teacher working under my supervision awarded ESBOCES Teacher of the Year honor by the Board of Education for the PECS and Technology initiative
- Successfully led two teachers on Teacher Improvement Plans from "Unsatisfactory" to "Effective" standards
- Provision of Medicaid reimbursable services based upon component school district's identification of Medicaid students. Continued improvement, enhancement and expansion of services to meet diverse BOCES and school districts needs in response to changing Federal, State and Medicaid guidelines and initiatives.
- Updated guidelines for services, all completed and dispersed electronically
- Direct administrative supervision aligned with APPR rubrics
- Expansive related services program results in the delivery of high quality, in many cases cutting edge, support services to students within all of our programs and throughout our region.
- Continued development of "the new face of BOCES" as the goal for the professional development of the programs offered. BOCES has remained the standard of expert resource for provision of reliable, high quality services to districts both through home based services. Through the provision of consultative training to districts, they are enabled to develop their own programs. A cadre of district consultants with expertise in various areas has been developed, further expanding the role of BOCES' diplomatic expertise in our component districts.
- Improved technology for administrative recording of observation data

3.) Challenges:

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

4.) Anticipated changes for 2014-2015:

- Numerous staff retirements in all areas

5.) Areas of Need:

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

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

INTERVIEWEE: Janet Kiley, Program Administrator

DATE: November 27, 2013

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

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

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

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

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

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

Secondary students typically spend one-half day in their home district and one-half day at the **Suffolk Aviation Academy**. Those enrolled in the Aviation programs will receive instruction at the Suffolk Aviation Academy, located at 133 Dawn Drive Shirley, New York @ Brookhaven Calabro Airport. More than 2,500 companies have employed graduates of Eastern Suffolk BOCES career and technical education programs.

1.) Significant facilities or program changes since 2012-2013:

- Pilot I class became half-time

2.) Successes/Strengths:

- Strong parental support for the program
- 94% of second year students had solo flight
- 16% increase in SkillsUSA membership

3.) Challenges:

- 14% decrease in enrollment

4.) Anticipated changes for 2014-2015:

- Possible change in program location

5.) Areas of Need:

- Increase in enrollment of Hispanic and African American students
- Increase in enrollment of female students
- Increase enrollment in all classes

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

INTERVIEWEE: Jeanne Weber, Manager

DATE: December 17, 2013

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
 - Schooldude
 - QueCentre
 - Capital Projects
 - Automated Emergency Call Notification Systems
 - Disaster Recovery Services
 - Planning
 - Offsite Data Retention
 - Offsite Finance Manager Disaster Recovery
 - Email Archiving
 - Video Surveillance Offsite Retention
 - Distance Learning / Credit Recovery
 - Videoconferencing / Webconferencing
 - Ensemble Web-based Video Management
 - Safari Montage
 - Applerouth SAT Prep
 - Benchprep SAT/ACT/AP
 - Various APPR solutions
 - Visitor Management Systems
 - Transportation Routing Systems
 - Cafeteria Management Systems
 - Filebound Document Management System
 - IQM2 Document Management System
- Technology Support Services
 - LAN / WAN
 - Internet
 - Internet2
 - VoIP
 - Security and Surveillance Systems
 - IP / Analog Video Surveillance Systems
 - Door Access Control Systems
 - Remote Hosting/Backup Digitized Blueprints/Emergency First Responder documents
 - Google Apps for Education – Help Desk and technical support
 - Microsoft Office 365 / LIVE@edu – Help Desk and technical support
 - Centralized NOC Management Services
 - Internal BOCES Technical Support Services
 - Student Data Systems
 - Special Education Instructional Programs
 - Career and Technical Education Instructional Programs

- Technology Acquisitions – Instructional and Administrative
- Website/Sharepoint/Moodle Hosting and Development

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

- Restructuring of Internet service provisioning to school districts to be more cost effective and efficient
- Continuation of the Internet2 service provisioning to school districts via Virtual Private Network (VPN) connections in addition to standard fiber connections
 - Introduction of Centralized NOC Management services for school districts to outsource their central network applications to be hosted at the RIC and gain significant cost savings
- Continued expansion of Disaster Recovery Planning and support services for districts including the ability for districts to recover their Finance Manager operations at Eastern Suffolk BOCES in the event of a crisis
- Continued growth and expansion of Email archival and retrieval services to include student email archival in addition to staff email archival
 - Introduction of Video Surveillance offsite retention and archival for school safety and security
- Opportunities to participate in various technology pilot projects, e.g., Google Apps for Education, Microsoft Office 365, SAS Curriculum Pathways, SchoolTown, etc., as part of the RIC's Research and Development partnership with New York Institute of Technology (NYIT)
- Continued Training for Technical Services staff to support the launch of the Google Apps for Education support service in 2011-12
- Continued expansion of Cafeteria Management Systems
- Continued expansion of Transportation Routing Software Systems with 3 new offerings to be launched in the 2011-12 school year
- Introduction of Visitor Management control systems installation and support services
- Introduction of new APPR based software solutions, as approved by NYSED and contracted for through statewide RIC consortia as a new service option
- Sharepoint Hosting and Design
 - Introduction of new distance learning and credit recovery software applications, in partnered association with Model Schools delivery of professional development
- Disaster Recovery Planning services for the school districts
- Introduction of IQM2 and Filebound Document Management system for digital record keeping of school district BOE meeting agendas, minutes and other associated materials
- Expansion of Security and Surveillance infrastructure/network support systems
- Strategic Planning
- Grant Writing

By continuing to focus on improving communications with school districts, expanding upon current service/program offerings, and introducing several new programs/service options to deliver the most up-to-date and highest quality services, school districts have continued to increase their participation in a variety of the services offered through the RIC over the 2010-11 school year.

1.) Significant facilities or program changes since 2012-2013:

- Addition of security and surveillance services for school districts
- Introduction of IQM2 and Filebound electronic document management services
- Expansion of Distance Learning opportunities and SAT/ACT/AP prep software support systems

2.) Successes/Strengths:

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

3.) Challenges:

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

4.) Anticipated changes for 2014-2015:

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

5.) Areas of Need:

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

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

INTERVIEWEE: Grant Nelsen, Director

DATE: December 11, 2013

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 2012-2013:

- Major upgrade of BOCES security appliances to accommodate both administrative and instructional networks.
- Change in Internet provider for the administrative network with increased redundancy/fail-over capabilities.
- Shift from upgrade of PeopleSoft to WinCap for agency's data management system.

2.) Successes/Strengths:

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

3.) Challenges:

- Responding to an agency of this size and complexity
- Cost/benefit of implementing new technology
- What technology do we need to push the agency forward
- Working within budget limitations in current economic climate

4.) Anticipated changes for 2014-2015:

- Working toward July 2014 target date for WinCap HR/Payroll implementation
- Expand Wi-Fi to Special Ed. included sites
- Reduction in staff due to WinCap implementation

5.) Areas of Need:

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

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

INTERVIEWEE: Marie Davis (Principal)

DATE: November 13, 2013

Mission Statement: The **H.B. Ward Career and Technical Center** is an integrated career and technical campus. Our mission is to provide high-quality education to a diverse population of secondary and adult students, empowering them to open doors of success in post-secondary education and/or career choices. Programs are structured to provide educational experiences incorporating teamwork, responsibility, discipline, professionalism, leadership and communication skills in a safe environment conducive to learning. We strive to remain focused on offering quality education for the rapidly changing world of this 21st century.

Program/Service Description: The Special Career Education program at H.B. Ward offers special education students programs of study in Transportation Services, Food Preparation Services, Retail Services, Business and Office Technology, and Canine Careers. Traditional secondary students along with special education mainstreamed students are offered programs in Law Enforcement, Animal Science, Clinical Medical Assisting, Auto Technology, Cosmetology, Culinary Arts, Nurse Assisting, Early Childhood Education, Auto Body Repair, Automotive Accessories Installation, Audio Production and Marine/Motorsports Technology.

1.) Significant facilities or program changes since 2012-2013:

- The Greenhouse collapsed during a snow storm in the winter of 2013. Discussions and plans to build additional classroom space in this area 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

4.) Anticipated changes for 2014-2015:

- None at this time.

5.) Areas of Need:

- Support staff for students – school social worker(s).
- Updating/Repair of Facilities:
 - New flooring/carpet in many classrooms
 - 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: December 12, 2013

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 2012-2013:

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

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

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

2.) Successes/Strengths:

- The ongoing strength and backbone of the program continues to be our dedicated and hardworking staff. Our successes include: a greater number of students attending less restrictive inclusive programs at district-based program sites, a significant decrease in the number of required student full-time individual aides, graduating students successfully transitioning to post-secondary programs and ongoing positive feedback received from parents and district personnel regarding program performance.
- One of the key successes of this program is the positive morale of the staff and their willingness to always assist and support one another through both pleasant and difficult situations and times.
- The programs' history of success and willingness to accommodate both the special needs of students as well as their school districts enables the program to maintain an excellent reputation, which in turn enables the program to maintain a steady and ever increasing student enrollment.

3.) Challenges:

- As in the past, the biggest challenge continues to be time. With the many new initiatives coming from the state, including; APPR and the common core standards the work demand has increased for both teaching staff and building administration.
- We have a large campus that serves a variety of student populations; alternate assessment vs. general assessment, physically handicapped, intellectually disabled, autistic, as well as behaviorally acting-out students. Different building locations on campus sometimes make it difficult to provide administrative supervision and visibility as is preferable.
- Incoming students are more and more behaviorally involved and/or physically aggressive than in years past. It is sometimes difficult to balance the academic

needs of students while also attempting to provide for everyone's health and safety in the classroom.

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

4.) Anticipated changes for 2014-2015:

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

5.) Areas of Need:

- Minimum cuts to existing program staff and resources.
- Less time spent on managerial paperwork, creating more time for classroom visitations and practical leadership opportunities.
- One start time for all students assigned to the center-based program.
- Faster attainment of available new technology provided to students.