

Eastern Suffolk BOCES
Middle States Accreditation for Growth
Annual Profile Update
2015-16



Office of Planning & Program Improvement
November 2015

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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 2014-15
- 2.) Successes/Strengths
- 3.) Challenges
- 4.) Anticipated changes for 2016-2017

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

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

This information was collected by Barbara Colombo, Research Analyst, Office of Planning and Program Improvement (OPPI), and Dr. Candace White-Ciraco, Director of OPPI and the Agency Internal Coordinator for the Eastern Suffolk BOCES Middle States Accreditation for Growth process. For more information, call 631-687-3263.

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

INTERVIEWEE: Susan Maddi, Manager

DATE: November 4, 2015

Program/Service Description: Shared services promote cost-efficiency in school district administration and allow local districts to utilize their limited resources for instructional purposes. Services include the sale of surplus equipment program, business office support, substitute per diem services for teachers, nurses, aides and assistants and food services management. Administrative services also provide internal support to the Agency. Internal services include management of BOCES contracts with component districts, lease negotiations, records retention, capital asset management, Freedom of Information requests, substitute per diem teacher, nurses, aides and assistants, the school lunch program, workers compensation management, general liability insurance, and CoSer compliance.

1.) Significant facilities or program changes since 2014-2015:

- New Manager of Administrative Services was hired
- Substitute Services was moved under Administrative Services
- Senior Clerk Typist retired and was replaced
- Two additional districts signed on for Shared Substitute Services

2.) Successes/Strengths:

- Dedicated and knowledgeable staff in all areas
- Applied for and received under the Community Eligibility Provision, free breakfast and lunch for all students at Centereach Academic, Jefferson Academic and Sayville Academic Centers
- 51 District using WinCap Web Online Contract Renewal System
- All AS-7 Contracts, Contract Modifications and Cross Contracts filed electronically for viewing on eDocs
- Record Retention has gained efficiency by using new service for destruction of records
- Continued improvement in accounting for Agency fixed assets/inventory including full building inventory counts
- 25 Districts and ESBOCES using Shared Substitute Services with positive reviews of services from component districts

3.) Challenges:

- Limited Revenues due to 0% CPI/Tax Levy Cap
- Limited Space available to store our capital assets/inventory
- Limited Space available to house Substitute Services staff together
- Competing with the less regulated private sector in providing services to districts
- Reducing costs internally while maintaining the quality of programs
- Stricter enforcement and penalties for time sensitive Worker's Compensation Reporting

4.) Anticipated Changes for 2016-2017:

- Increased focus on technology to ease compliance burden on districts and to increase efficiency of ESBOCES staff whenever possible

5.) Areas of Need:

- Increased NYSED staffing to provide support for BOCES in CoSer compliance and other BOCES related areas when required
- Space for equipment and staff

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

INTERVIEWEE: Carol Brown, Administrative Coordinator

DATE: November 2, 2015

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. The publication of the monthly newsletter, *The Star*

1.) Significant facilities or program changes since 2014-2015:

- USDOE 2014 4-year grant: completed planning year. Beginning year 1 of implementation
- b. Continue to meet with new district Arts in Ed Coordinators
- c. Continue to meet with PTA to maintain, increase or re-start services
- d. Continue to have close relation with NYSED regarding National Arts Standards and 4+1 Alternative Pathways to Graduation through the Arts

2.) Successes/Strengths:

- Completed extended dissemination of lessons learned from 2010-2014 USDOE AEMDD grant
- Used year 1 of second USDOE AEMDD grant for planning, including Teaching Artist/Cultural Partner Institute and Summer Teacher Institute.
- NYSED Cultural Education office's Uncommon Approaches to Common Core, sitting on both Statewide and Regional committee
- Working towards arts support with several NYSED Regents, including Roger Tilles
- Continuing as representative to the NYS Council of Education Associations through the NYS BOCES Arts in Education Network

3.) Challenges:

- Maintaining support for all programs in continuing times of economic constraints with this year's Tax Cap being under 1%.
- Ensuring districts full participation given current fiscal realities
- Keeping program service at the same level with limited support staff.
- Training new support staff member.
- Wincap ongoing issues

4.) Anticipated changes for 2016-2017:

- New program for the USDOE grant
- Sharing new National Arts Standards with constituency

- Offering Teaching Artist and Cultural Institutions arts integration, 21st C Skills and Common Core Institutes
- Facilitating Conference for Kids

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: Steven Repperger, Principal

DATE: November 9, 2015

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

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

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

1.) Significant facilities or program changes since 2014-2015:

- Change in assistant principal
- 8:1:1+2 classes no longer offered at BAC. All 8:1:1+2 classes relocated to Islip Academic Center
- Addition of new teachers and related service staff to fill vacancies from retirements and increased enrollment
- Three additional classrooms added to the program
- Increased student enrollment
- Music classes now offered as an elective
- New off-site program created at Southaven School. BAC@Southaven will open in December 2015. Program will consist of four classes for ninth and tenth grade students who have a difficult time transitioning at BAC and need a smaller environment.

2.) Successes/Strengths:

- Experienced staff
- Program meeting the needs of a more diverse population
- KLT strategies continue to guide instruction and assessment
- Successful partnership with school districts
- Technology available to all students. iPads available for students to use in each classroom

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

- Continued growth of student population
- New staff to replace retirements and increased enrollment

5.) Areas of need:

- More space to accommodate enrollment

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

INTERVIEWEE: Nancy Smalling, Principal

DATE: November 30, 2015

Mission Statement: The **Brookhaven Learning Center** is a secondary school that empowers students to develop functional academic, personal, and pre-vocational skills. Our mission is to encourage independence and self-advocacy to successfully transition from the school environment to post school options. Skilled staff, in partnership with families, districts and the community, provide quality instruction and services to students. Diverse educational strategies that are aligned with Common Core Learning standards offer curriculum accessing real-life settings, in conjunction with community-based education and work experiences.

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

Service Description: The **Brookhaven Learning Center** provides a continuum of services for students with moderate to severe developmental disabilities. Students participate in a modified New York State Curriculum with an emphasis on life skills. Typically a student would start at BLC. If students meet specific criteria they may be recommended to an included site, BLC @ 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 12:1:1 and TSP @ BLC Program or full day TSP. Many districts send students to TSP for half day (and remain in their district the other half). Student attending the Transition Services Program [TSP] may also participate in the Work Activities Center where they practice work related skills in the community under the supervision of a Job Coach.

1.) Significant facilities or program changes since 2014-2015:

- Continued building upgrade and improvements: Abatement and installation of new floors in the West hall, abatement and replacement of floor tiles in the East hall, new interior doors in East & West building, clack replaced with a wireless system.
- Interior painting at Samoset
- Installation of air conditioning units at Samoset.
- Cafeteria kitchen fully operational for food service.
- New classroom furniture for teachers, students & staff in all Brookhaven Campus classrooms.
- Canopy over entrance to West Building
- New lighting in the gym
- Increased exterior lighting.
- Continued security measures: additional cameras and card readers
- Fire alarm system replaced.
- Technology improvements: new Smartboard projectors, wiring for Wi-Fi and internet access.

2.) Successes/Strengths:

- Effectiveness of the Administrative team, Support Staff, Curriculum teacher and Mentors.
- Assistance from a highly knowledgeable Curriculum Teacher.
- Maintaining positive relationships with union representatives.
- Monies provided to support Curriculum projects: donations, mini-grants
- Effective use of Team Meetings and BIP meetings to foster collaboration of the instructional team to address student needs.
- Working collaboratively with BAC & GBTC on student activities

- Student participation in support of Agency initiatives: Autism Walk, Lobby Day, PTA Dinner
- Revising aspects of the program to provide greater support to our classroom teachers and paraprofessionals, reflective of the change in student population.
- Providing our students with meaningful, full-bodied educational programs by streamlining & linking academic curriculum, life skills, simulated settings and community experiences – achieved by tremendous staff support and strong collaboration by teachers and related service
- Special Olympics at BLC & Samoset
- On site educational enrichment programs and initiatives such as: Star Lab inflatable planetarium, ELA Project performances, Arts & Education programs; mini-grant programs, Special Olympics, BBQ. All possible because of the tremendous commitment of staff to our students.
- Annual overnight environmental education trip to Frost Valley YMCA.
- Having a knowledgeable and experienced team of Social Workers to provide guidance on transition planning for students and families as they prepare for post-school placements.
- Continued collaboration between related service and classroom teachers to provide an integrated service delivery model.
- Ongoing development in the Work Activities Center to provide greater opportunities for student and TSP class work experiences

3.) Challenges:

- Continuously meeting the needs of our staff in terms of the implementation of appropriate behavioral techniques.
- Continuously offering supports to ensure the health and safety of both students and staff.
- Continuously adapting our BLC Programs to meet the needs of our districts, students and families.
- Managing an increasing physically aggressive population safely and effectively for the well-being of students and staff
- Maintaining enrollment
- Learning and adjusting to the continuous changes in procedures and initiatives coming from NYSED, Medicaid, state & federal mandates associated with Transition Planning.
- Securing Community Education Bus Drivers to make community experiences more accessible.
- Understanding and utilizing appropriate methods of data collection.

4.) Anticipated changes for 2016-2017:

- Complete renovation of the Transition Services Program classrooms to simulate and provide the best opportunity for learning real world employment skills.
- Moving alternately assessed students currently placed in 8:1:1+2 classes at IAC from ICC to TSP for vocational training.
- Continued building upgrade & improvement: Concrete sidewalk repairs, landscaping, replacing ceilings in west main office, staff & student bathrooms, cafeteria kitchen service station, faculty room, west building window replacement, painting, new water fountains, East building abatement and new flooring.

5.) Areas of Need:

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

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

INTERVIEWEE: Sam McAleese, Principal

DATE: November 9, 2015

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

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

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

Program/Service Description: The Eastern Long Island Academy of Applied Technology (Eastern Suffolk BOCES) offers approximately 40 career education courses at the Edward J. Milliken Technical Center in Oakdale, Gary D. Bixhorn Technical Center in Bellport, 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 **Gary D. Bixhorn Technical Center**. Students enrolled in the STEM High School program participate in a full day, all-inclusive program.

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

1.) Significant facilities or program changes since 2014-2015:

- In recent years the name of the division has changed to The Eastern Long Island Academy of Applied Technology and the building underwent a name change to the Gary D. Bixhorn Technical Center. The building and program continue to work with the name changes so districts and students identify with the new names.
- The start of the 2015 – 2016 school year marked the second year of our STEM High School program. This brings to the building additional new instructional modules to the program. The enrollment of the program has grown significantly with the staff continually promoting the program to continue this growth.
- The facility continues to be modified to meet the ever growing needs of the staff and student population. The LGI (Large Group Instruction) room has been expanded. It is now capable of holding in excess of 180 people up from only 65. This will make large scale auditorium meetings possible. Because of the expansion of the LGI the faculty room was relocated as well.
- The growth of the STEM High School Program necessitated the moving of the Certified Personal Trainer program to a new location which was accomplished during the summer of 2015.

- A new SCE (Special Career Education) Food Preparation program was introduced to Bixhorn Technical Center in January 2015. The class continues for the 2015 – 2016 school year.

2.) Successes/Strengths:

- The staff of the Gary D. Bixhorn Technical Center continues to be very professional and devoted. The para professional and professional staff continues to support the student leadership organization SkillsUSA and opportunities for their involvement in decision making for the building and programs have been expanded.

3.) Challenges:

- Current resources continue to be stressed. Enrollment and expansion of programs continue but staffing has increased only slightly. With the increase of students in the Career and Technical Education programs, addition of a Special Career Education program, and the STEM High School program support services are at maximum capacity if not already over taxed.
- Current challenges that may not be unique to the Bixhorn Technical Center but are experienced often:
 - Keeping moral high
 - Agency Initiatives
 - Lack of qualified substitutes

4.) Anticipated changes for 2016-2017:

- The anticipated changes for the 2016 – 2017 continue to be the same as for the current school year.
- The growth of programs, including the STEM High School program, require additional instructional space within the confines of the building. Redistribution of space may be necessary to facilitate needs.

5.) Areas of Need:

- There is continued need for counseling support for students that attend BTC.
- There is continued improvement to the condition of the building and the buildings' grounds. Our O & M Department has made great strides toward modernization of the plant. Continued progress in this area needs to be maintained.
- The building is in need of an area that can be consistently used to support classroom academics. Ideally, the room would be multi-purpose, offering a separate location for student testing with computers in sufficient quantity so that entire classes could be brought to the room to work on research and/or program projects. The room would need to be technically supported by OTI and have adequate software for the various programs throughout the building.

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

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

DATE: November 23, 2015

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 2014-2015:

- Completed security vestibules at SLC,MLC,PLC, JAC
- Created additional conference room space in the LGI at BTC
- Reconfigured the main office /Asst. Principal and nurses office @ MLC
- Replaced roof at MTC complete with top surface that will facilitate future installation of solar panels.

2.) Successes/Strengths:

- Added a Security Director position to the department which now allows more dedication of time to our security efforts.
- Provided several new Civil Service positions; Chief Custodian, Grounds Keeper III, Maintenance Mechanic IV, School Maintenance Crew Chief Leader.
- Continued Leadership training through both the State and County levels of the School Facilities Management Association.
- Providing resources to school district facility departments through roundtables and networking.

3.) Challenges:

- Completing projects in program space where the space is used 12 months out of the year.
- Adjusting to more stringent purchasing requirements.
- Keeping up with quickly promulgated codes such as Legionella cooling tower maintenance & CO sensors in areas with open flames.

4.) Anticipated changes for 2016-2017:

- Replacement of fluorescent lighting with LED
- Evolving issues in security

5.) Areas of Need:

- Capital project funding for roofs.
- Scheduling of projects that are sent to SED Bureau of Facilities Planning who currently have a 48 week backlog for approval.

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

INTERVIEWEE: Colleen Lipponer, Director

DATE: October 20, 2015

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 program budgets into a total BOCES budget and preparing budget presentation materials for multiple budget meetings. Once the budget is developed the Business Services office maintains, monitors and reports on the budget throughout the year.

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

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

1.) Significant facilities or program changes since 2014-2015:

- Implemented WinCapWeb employee self-service including electronic timesheets
- Trained over 500 users on electronic timesheets and provided related support.
- Provided workshops of an overview of BOCES Budget and Finance for Aspiring Administrators and the Administrator Mentoring Program. It is planned that this workshop will be offered 2-3 times each year.
- Worked with new colleagues and provided training on BOCES business practices
- Current Director of Business Services retired. Transition planning continues.

2.) Successes/Strengths:

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

3.) Challenges:

- Unfunded mandates from the State and Federal government
- Finding, recruiting and training of new hires working within the civil service system
- Dealing with vendors, consultants and school districts in the current economy where every dollar being spent is stretched to the limit and everyone wants more

4.) Anticipated changes for 2016-2017:

- Principal Accountant is retiring.
- Continue to improve processes and procedures in WinCap

5.) Areas of Need:

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

NAME OF PROGRAM/SERVICE: Career, Technical and Adult Education
Instructional Support Center (ISC)

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

DATE: October 30, 2015

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 offer foundational skills in CTE clusters, but focus on providing specific readiness skills for supported or competitive employment, depending on the student. Up to three years of programming is available to special education students up to the age of 21.

ESBOCES Adult Education is committed to providing quality educational opportunities to a diverse population of adults 18 years of age and older who wish to develop skills for employment in current and future job markets. Adult Education classes are offered for adults interested in taking the Test Assessing Secondary Completion (TASC, formerly known as the GED Exam), English for Speakers of Other Languages (ESOL), and dozens of career and technical education classes. The CTE department 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 2014-2015:

- The Regional STEM High School of Engineering and Applied Science opened its doors at BTC on September 3, 2014. This full day program offers students contextualized academics, rigorous Advanced Placement and Regents level coursework with an engineering focus. A second cohort began in 2015, tripling enrollment of the first cohort.
- Teachers continue to learn and apply new technologies in Smartboard, iPad and career specific advancements.
- Renovations took place at the Islip, Brookhaven and Riverhead campuses including the following:
 - BTC- LGI expansion; STEM high school classrooms added so that each discipline has appropriate facilities; Certified Personal Training relocated to better mirror a working fitness center.
 - ICC- A new Graphic Arts classroom was created.
 - MTC- Law Enforcement classroom was updated with new flooring, college seating and electric upgrades; HVAC expanded to accommodate growing enrollment.
 - WTC- HVAC classroom was created for the new offering on the east end.
- Special Career Education graduated its second Project SEARCH cohort. Long Island Project SEARCH earns an employment outcome award for 87% of the first cohort retaining employment.
- SCE Enrollment continues to increase in response to the new CDOS Credential implementation.

- Incarcerated Education continued to infuse CTE courses to contextualize learning and provide technical skills to inmates and youth on probation.
- A Barbering Prep class was opened to CAC students to ensure a CDOS credential for all of their students.
- The first In-District CTE is running at Hauppauge High School. A Cosmetology lab was moved from MTC as well as a .5 teacher to support this class.

2.) Successes/Strengths:

- Students and staff continue to practice the skills taught in our classrooms and shops in the community. Our students then use the skills they learn to support the community by completing various community service projects in the region.
- Courses continue to be added to meet the demands of the community; i.e., commercial driving, transit career training, dialysis, esthetician, and aviation ground school training.
- Our Literacy Zone initiative continues to expand the number of partners to provide multiple pathways out of poverty in the Riverhead Community.
- Relationships continue to grow among districts, ESBOCES and BOCES regionally and statewide.
- Depending on their course of study, student completers are eligible for up to 19 college level credits.
- NYSED's focus on the importance of CTE through the development of pathways, graduation options, regents equivalents.
- Businesses, school districts, higher education and community organizations provide ongoing support for the continued development of our regional STEM school focused on engineering.
- Enrollment trends in CTE remained steady for the 2015-16 school year.
- Business and Industry partnerships continue to be expanded to better meet the specific needs of our students and their programs of study. Focus will continue on how to define and create more opportunities for collaboration.
- Financial aid is offered to Cosmetology Adult students for the first time.

3.) Challenges:

- New tuition model in 2016-17 will create a one-year dip in enrollment and budget.
- The number of new initiatives, state mandates and requirements, including APPR.
- Component Districts attempt to replicate our course offerings instead of partnering with us to develop high quality CTE and SCE programs together.
- Enrollment continues to be higher in the afternoon sessions on every campus.
- Grant procurement becomes more cumbersome and competitive.
- Increase in competitive agencies serving supported employment and transition clients.
- Inter-program charges continue to make up more than one-third of the CTE budget.
- New systems are needed to track educational and employment outcomes for Adult Literacy students.
- Transportation remains a barrier for learners in all programs.
- Administrative staff feels the pressure of added responsibilities, more complex procedures and tighter auditing processes.
- Alumni initiatives in the classroom provide great resources and networking opportunities for students, but building-wide activities garnered low participation.

4.) Anticipated changes for 2016-2017:

- New tuition model will create stable budget and enrollment projections for school districts.
- Possibility of reducing course session offerings based on enrollment.
- Additional funding sources needed.
- Content specific marketing strategies to attract target audience through the expanded use of social media/multi-media.
- Continuing middle school CTE opportunities in the Summer Career Exploration program through Adult Ed and middle school counselors.
- 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.
- Expansion of in-district courses begin, providing accessibility and affordability across the county.
- Comprehensive Adult CTE courses continue to align with secondary CTE curricula.
- Adult Ed will continue to offer additional course offerings in the more popular career areas. We will also look to offer our students the opportunity to earn industry certification in courses as appropriate.

5.) Areas of Need:

- New equipment and technology will be purchased to reflect changes in industry. This includes efforts to become friendlier from an environmental standpoint in all career areas.
- Increase student enrollment.
- Process to involve and invest private, corporate and/or business support in Career and Technical programs.
- Reduce operational costs to increase affordability and efficiency.
- Develop partnerships with school districts to support students in college and career pathways.
- Expand and enhance funding to continue support of students into transitional services to workforce.
- Due to an increase in the number of disadvantaged students in our region, we need to identify and secure additional funding to better support this population.
- Continued improvement of curriculum and instruction.
- Seek additional funding sources for both secondary and adult students.
- Increase college articulations and opportunities for dual enrollment.
- Classroom design and technology updates occur in each building to align with career and student needs in the 21st century classroom.
- Creation of Shared Pathways Expert to provide districts with needed support and resources.

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

INTERVIEWEE: Debra Epilone, Program Administrator

DATE: October 20, 2015

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 2014-2015:

- Sim Lab is operational and one faculty member and administrative coordinator attended classes this past summer and obtained certification as SIM lab instructors.
- Practical Nursing curriculum was revised to reflect current trends in nursing. Increased emphasis on ethics and cultural diversity included to reflect societal needs.

2.) Successes/Strengths:

- Cohesive group of dedicated instructors work collaboratively to offer high quality instruction to students.
- Student financial services office continues to offer exceptional personalized financial aid counseling. The office has expanded their role to offer services to all adult education students.
- Students continue to have high success rate on NYS Practical Nursing Licensing Exam.

3.) Challenges:

- Hospitals are currently not hiring LPNs. This has impacted ability to maintain relationships for clinical affiliation. NYS requires practical nurses to have training in acute care facilities. Hospitals not sympathetic to education requirements.

4.) Anticipated changes for 2016-2017:

- Addition of a part time day practical nursing program to be offered in January 2016. Decision to open new section based on phone and inquiries via internet regarding winter start of practical nursing program.
- Further revamp of curriculum to include more long term facility clinical experiences due to decrease of acute care sites.

5.) Areas of Need:

- Decrease in number of acute care facilities poses challenges to place students for clinical experiences.

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

INTERVIEWEE: Sue Goltz, Principal

DATE: November 6, 2015

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

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

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

1.) Significant facilities or program changes since 2014-2015:

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

2.) Successes/Strengths:

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

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

- Additional CDOS experiences and community partnerships.
- Continue ongoing expansion and growth in implementation of Common Core.

5.) Areas of Need:

- Job coach training for para professionals
- Continued support in facilities upgrades i.e.: security vestibule

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

INTERVIEWEE: Christine Taylor, Senior Administrative Asst.

DATE: October 23, 2015

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 2014-2015:

- In addition to outdated, unreliable office equipment being replaced, new equipment was purchased. This has resulted in improved productivity and efficiency.

2.) Successes/Strengths:

- Dedicated, knowledgeable staff

3.) Challenges:

- Working within the limited amount of space that Central Support shares with the Textbook Program and Duplication Department.
- 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 2016-2017:

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

5.) Areas of Need:

- Increased awareness and use of Central Support Services
- Adequate space for equipment and staff

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

INTERVIEWEE: Julie Davis Lutz, Chief Operating Officer

DATE: November 3, 2015

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

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

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

1.) Significant facilities or program changes since 2014-2015:

- The most significant change since 2014-15 is the resignation of the District Superintendent. As per regulation when that happens we need to provide the NYS education department enrollment and budgetary data on our programs and services so that they can make a determination of whether we should reconfigure and/or merge with an adjoining BOCES. We are awaiting that determination. We also have had key turn over in another Cabinet level position and a number of Administrative Council level positions.
- We have also had turn over in several positions on the Board which is highly unusual and has created the need for us to do two special elections this year. In addition we had two board members retire at the end of June creating two open positions which were filled effective July 1, 2015.

2.) Successes/Strengths:

- One of our biggest strengths is the leadership of our Board as well as our focus on long term strategic planning. One supports the work that we do every day, the other helps to keep us focused on our goals and the activities put into place to achieve them. In spite of leadership changes we seem to be able to stay on track and move forward.
- The programmatic initiatives that were begun a year earlier are continuing to progress successfully. (in-district CTE, STEM high school, long range facility planning, security initiative, managing leadership transitions, an alternative high school for English Language Learners and leadership development focused on changing agency culture.) We also have been able to come to closure on the majority of our Collective Bargaining Agreements.

3.) Challenges:

- Tax levy cap for school districts that is less than 1%
- The loss of history inherent in leadership transition
- Continuing to provide leadership as an intermediary of the State
- Communications (public and internal staff perception)
- Health insurance for retirees
- Continuing to address security and facility needs
- New Board members on a board that has been very stable for 21 years
- Negative press about public education

4.) Anticipated changes for 2016-2017:

- Additional transition in the business office
- Changing the tuition structure in our CTE programs

5.) Areas of Need:

- Ongoing work with the agency employees to shift culture and increase engagement
- Building capacity in new leadership and new Board members

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

INTERVIEWEE: Patricia McCabe, Administrative Coordinator

DATE: November 17, 2015

Program/Service Description:

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

The **Office of 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 2014-2015:

Office of Communications

- Established a Communications Advisory Committee in April 2015 to address internal and external communication items and move forward the actions plans of the agency strategic plan that relate to communications
- Redesigned the look of our Newsletters, *Highlights* and *Dialogue*
- An agency LinkedIn account was established
- Facilitated the migration of the ESBOCES calendar to an electronic calendar available on the website and facilitated the dissemination of student, parent, and staff information formerly distributed via the print calendar
- Nassau BOCES created their own Media Community Relations CoSer for their component districts. Twenty districts that were formerly served by ESBOCES are now receiving their services through Nassau BOCES. ESBOCES now provides services only to its component districts and several upstate districts. However, the number of Suffolk county districts has increased due to the availability of BOCES aid for web services in conjunction with MCRS
- Purchased Hootsuite, which is a social media dashboard that provides ease of use with multiple social media platforms
- Public Relations Specialist was promoted to Public Relations Director

Office of Research

- For the first time, SkillsUSA students were trained and participated in BOCES Lobby Day

2.) Successes/Strengths:

Office of Communications

- Continued support to all website editors and training to new editors
- Support and guidelines were provided to several individual programs to establish and maintain targeted social media accounts
- Public Relations staff continue to build relationships with staff agency-wide via participation in agency committees, attendance at building staff meetings, and continuous outreach

- Public Relations staff continue to build relationships with the media and external stakeholders
- Replaced old photography equipment with new, state-of-the-art equipment
- Replaced small computer monitors with oversize monitors for ease of use
- Detailed planning and implementation of the agency's Superintendent's Conference Day for central office staff
- Provided technical support via Outlook for the Inter-visitation Program, to assist with increasing the participation by administrators
- Talented and innovative staff

Office of Research

- Establishment of an "Advocacy" tab on the ESBOCES website
- Completion of various research projects to support the education advocacy efforts of ESBOCES administration in regard to funding, demographics, student achievement, etc.

3.) Challenges:

- Marketing the MCRS CoSer while districts are under fiscal constraints
- Maintaining a viable budget while continuing to provide quality services – anticipated budgetary expenses exceed allowable increase to overall budget
- The growing need for video for communications and marketing
- We continue to remind our internal stakeholder to keep us informed of newsworthy programs/events that need to be shared with our stakeholders
- Continued assessment of the ESBOCES intranet site, electronic bulletin board, and edocs for optimum ease of use by agency staff
- Ongoing review of all policies, regulations, procedures, and forms relating to the Office of Communications culminating in the publication of a new Visual Identity Guide for staff use
- Increasing use of social media by way of generating awareness and training staff and other stakeholders
- Need for feedback of the publications we create and distribute, both in print and electronically
- Consistent transparency of agency initiatives to the communications staff

4.) Anticipated changes for 2016-2017:

- Development of formal communications plan
- Development of viable evaluation tool and application of analytics to document the effectiveness of communications efforts
- Increased distribution of agency newsletters
- Continue to increase who we "follow" and "like" on social media platforms of legislators, community partners, and other educational service providers
- Continued expansion of social media

5.) Areas of Need:

- Departmental meeting space
- Professional Development – photography, video, video-editing, desktop publishing, graphics
- Monetary resources to support necessary staff that aligns with expanding agency needs and requests for services

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

INTERVIEWEE: Laurie Conley, Purchasing Administrator

DATE: October 26, 2015

Service/Program Description: The Cooperative Bidding Program is comprised of 69 school districts and five 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 2014-2015:

- 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
- Conduct Ad-Hoc Committees with Buildings and Grounds regional staff to create new and evaluate existing bids.
- One technician and two support staff have joined the department due to staff promotions.

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
- Added a Fire District and a Town to the program.

3.) Challenges:

- Due to the loss of NYS Office of General Services contracts, the program is working on new bids to compensate and help participants remain in compliance with major purchases.
- Time consuming reviews of National Cooperative bids. Counsel has not recommended participation due to various non-compliance issues.

4.) Anticipated changes for 2016-2017:

- To continue to expand the Cooperative Bidding Program
- Work with the WinCap vendor to modify software for expanded use of Bidding Module
- Audit of existing bids for usefulness to participants

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
Instructional Support Center (ISC)

INTERVIEWEE: Danielle Hudek, Administrative Coordinator

DATE: November 3, 2015

Program/Service Description: Building assessment and enrichment capacity based on district identified needs and NYSED guidelines remain our mission.

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

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

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 2014-2015:

Assessment Services:

- The EISS Assessment Service will be offering full service scoring for the 2015-16 school year. Full service scoring was so well received last year that regional scoring and cluster scoring participation declined significantly and will not be offered as an option for this year.
- EISS will coordinate and supervise full service scoring for the New York State Testing Program Grades 3-8 assessments with our current electronic scoring vendor for the third consecutive year. This full service scoring option was extremely well received during the past two years and has been created to assist districts that are faced with the staffing challenges that occur when teachers need to be pulled out of the classroom for assessment scoring. We anticipate participation from more component school districts this year.
- For the second year, EISS will offer the addition of science performance scoring for grades 4 and 8. Districts will also have the option to score the performance section themselves to help reduce their scoring costs.
- The turnkey leader training for ELA and math assessment scoring will be offered as a full day option for the second year based on last year's positive feedback.
- EISS is continuing to utilize an ESBOCES programmer to create an online registration system for all scoring services to be launched in the 2016-17 school year via our regional scoring website. This project was unable to be completed last year due to unforeseen interruptions. This system will ultimately streamline internal clerical responsibilities and reduce the amount of time spent on thousands of entries into our current scoring database.

- The design of the New York State Alternate Assessment (NYSAA) is changing significantly in the 2015-16 school year. The ELA and Math components will now be computer based. The Social Studies and Science components will continue to be a datafolio-style paper based assessment. The testing window and timeline has changed significantly and information continues to be released regarding the role of BOCES in the rollout of the new assessment.

Enrichment Programs

- The Year Round Enrichment Program, the Science Enrichment Program and the Junior ROTC Program have all been transferred to my supervision.

2.) Successes/Strengths:

Junior ROTC

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

Year Round Enrichment

- Enrichment opportunities have increased enrollment again this year, especially in the WISE program (Women in Science and Engineering).
- The Year-Round Enrichment Program at Comsewogue has had a significant increase in student enrollment for the 2015-16 school year.

3.) Challenges:

- Continue to offer scoring services during a time when student participation in testing is extremely low and revenue has significantly decreased.
- The cost of overhead charged to the scoring budget has increased over the years and it is extremely challenging to cover it without a significant increase in revenue to our program.
- The testing calendar released by SED for this year has a very short window for administering and scoring the assessments.
- 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.
- Continue to offer Science 21 kits to our component school districts even though enrollment is extremely low. Product updates are in progress now to align with Common Core Standards. Once all updates are completed, the product will be very rich in content and easy to use.
- Continue to maintain services and grow new services with budgetary constraints.

4.) Anticipated changes for 2016-2017:

- We will launch our new online registration system for all scoring options for the 2015-16 school year.

5.) Areas of Need:

- None at this time.

NAME OF PROGRAM/SERVICE: Curriculum & Assessment Services
Instructional Support Center (ISC)/Model Schools

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: November 9, 2015

Program/Service Description:

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

1.) Significant facilities or program changes since 2014-2015:

- The Bayport-Blue Point UFSD program was expanded to include field trips to enhance the educational programs. Students attended Fire Island National Seashore, Bethpage Restoration Village and the Cradle of Aviation. Swimming was also incorporated every Friday to the Town of Islip facility.

2.) Successes/Strengths:

- We supported five different summer enrichment programs this year. The base service is comprised of three sessions that consists of two week enrichment classes in science and literacy in the morning sessions. The afternoon is filled with physical education activities and arts and crafts with a swimming component on Fridays.
- Connetquot CSD had a successful program in year two. It was comprised of the base service model with the expansion of field trips and swimming. They partnered with the Bayport-Blue Point program for these additional opportunities. Combining the buses and field trips afforded the opportunity for more children to attend at a cheaper rate.

3.) Challenges:

- Keeping tuition costs down with increases in benefit for staff.

4.) Anticipated changes for 2016-2017:

- Coordinator, Molly Licalzi, will be meeting with the Connetquot, Assistant Superintendent for Curriculum and Instruction and his administration to move forward with the planning process to incorporate "Reading for All".
- Central Islip plans to increase their student enrollment by 100 students next year.

5.) Areas of Need:

- Continue to offer program and services under the current fiscal constraints and increasing O & M charges while maintaining budgets.

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

INTERVIEWEE: Christine Taylor, Senior Administrative Asst.

DATE: October 23, 2015

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 2014-2015:

- Due to the increase in duplication requests an additional copier was purchased
- Unreliable, less efficient finishing equipment was replaced

2.) Successes/Strengths:

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

3.) Challenges:

- Maintaining intended specifications (i.e. color, layout, format, etc.) of printed materials
- Working within the space that the Duplication Department has while trying expand services

4.) Anticipated changes for 2016-2017:

- Continued expansion of service requests from districts
- The purchase of an additional copier capable of producing ring-bound books

5.) Areas of Need:

- Increased awareness of services to districts
- More space for existing equipment and staff

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

INTERVIEWEE: TBD, District Superintendent (completed by Julie Lutz, COO)

DATE: November 3, 2015

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 2014-2015:

- District Superintendent resigned effective October 18, 2015
- Interim District Superintendent appointed October 19, 2015
- New Commissioner of Education in NYS effective July 2015
- Multiple resignations at SED in high level positions
- Race to the Top funds depleted July 2015
- Huge outcry of opposition to the Regents Reform Agenda across the region.
- One local school district has a school in Receivership due to prolonged failures.

2.) Successes/Strengths:

- Continued collaboration on the part of DS's and COO's across all three Long Island BOCES creating an atmosphere of collaboration.
- Oversight of the state supported networks in the areas of special education, bilingual education, migrant education and homeless education continued with the support of the Deputy Superintendent/COO

3.) Challenges:

- Turnover amongst the District Superintendent positions in other parts of the state
- Turnover in leadership at SED
- Limited resources – Getting funding or a system to develop new ideas while facing the state aid and tax cap
- Building more support for the Superintendent in Residence position
- Absence of operational money from the State to support expanded role and projects
- Need for foundation support from 501(c)(3) or other entity to expand initiatives
- Negative public sentiment about public education
- Turnover on the BOCES Board

4.) Anticipated changes for 2016-2017:

- Successful search for a District Superintendent
- More collaboration with all three Long Island BOCES
- Continue ongoing dialogue and partnering of the Chief Operating Officer and Interim District Superintendent

5.) Areas of Need:

- Stability in leadership at the state and local level
- Stability on the BOCES Board

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

INTERVIEWEE: Kate Davern, Director

DATE: November 9, 2015

Program/Service Description: The Department of Educational Support Services (ESS) offers a variety of high-quality programs and services that are designed to enhance instructional programs and improve outcomes for 21st century students. Research-based and targeted to meet the needs of school districts, these services are available to educators, including administrators and support staff, boards of education, students, and parents.

1.) Significant facilities or program changes since 2014-2015:

- New programs developed and launched
- Existing programs enhanced and appropriately shifted
- New administrative 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
- Computer Based Testing for NYSAA
- Keeping non-mandated programs (arts, enrichment, etc.) viable and alive
- Fiscal resources

4.) Anticipated changes for 2016-2017:

- EISS will be coordinating the agency's Succession Program and My Learning Plan Support
- Computer Based Testing

5.) Areas of Need:

- Space
- Resources (funding, personnel)

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

INTERVIEWEE: Keith Ferry, Divisional Administrator

DATE: October 22, 2015

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

1.) Significant facilities or program changes since 2014-2015:

- Transition of program scheduled for January 2015
- Transition of staff scheduled for January 2015

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 2016-2017:

- None

5.) Areas of Need:

- None

**NAME OF PROGRAM/SERVICE: Education and Information Support Services –
Crisis Prevention Institute (CPI)
Instructional Support Center (ISC)**

INTERVIEWEE: Matt Matera, Divisional Administrator Special Education

DATE: November 4, 2015

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 2014-2015:

- Currently, all of our instructors are now certified in Applied Physical Training which is an advanced course under CPI.

2.) Successes/Strengths:

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

3.) Challenges:

- None

4.) Anticipated changes for 2016-2017:

- Increase in Applied Physical Training refreshers.

5.) Areas of Need:

- None

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

INTERVIEWEE: Keith Ferry, Divisional Administrator

DATE: October 22, 2015

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

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

1.) Significant facilities or program changes since 2014-2015:

- Hiring of new mentors
- New Administrative Supervisor anticipated December 2015

2.) Successes/Strengths:

- Revisions to the Behavior Management Professional Development module
- Mentors presented at the National Resource Center for Paraeducators Annual Conference in April 2015

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

- None

5.) Areas of Need:

- Space for training

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

INTERVIEWEE: Peggie Staib, Associate Supt. for Educational Services

DATE: October 30, 2015

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 2014-2015:

- Successfully implemented a career component at Centereach Academic Center
- Successfully implemented Sagamore services at Jefferson Academic Center
- Successfully implemented Outreach programs at our Bellport Academic Center
- Successfully implemented drug and alcohol counseling in our Alternative HS Programs
- Opened Sayville Academic Center @ Seneca Middle School to shift 4th and 5th grade students out of SAC in order to alleviate space constraints
- Opened Premm Learning Center @ Merrimac Elementary School as an included site attached to the Premm Learning Center
- Opened Westhampton Beach Learning Center @ Shoreham-Wading River High School as an inclusive site for the Westhampton Beach Learning Center.
- Relocated several included classrooms from Longwood School District
- Relocated the Model Schools Program to the Instructional Support Center in an effort to curtail costs and stay within budget.
- Successfully implemented an alternative HS program for ELL students – 16 years old and above to provide an alternative setting and pathway
- Increased enrollment and participation in our after school programs in several of our component districts.
- Successfully sought and gained approval from NYS to change the name of our Health Careers program to Health Sciences programs to communicate increased rigor and structure of the program.
- Hired additional staff and implemented the Project Lead the Way curriculum at the Regional STEM High School, along with a full day component
- Developed a new logo for the Regional Information Center
- Worked with the NYC BOE to secure a contract to assist and ensure that NYC Charter School are in compliance with data reporting requirements.

2.) Successes/Strengths:

- Implemented the Student Data Privacy Act
- Provided expanded professional development and coaching activities for both ESBOCES and component school district staff
- In collaboration with several bargaining units, successfully developed and implemented Employee Improvement Plans to address ineffective staff members.
- Successful submission of APPR data

3.) Challenges:

- NYSED funding/mandates
- Shift to all computer-based NYSAA
- Staff morale
- Transition in leadership/facilities throughout the Agency
- APPR negotiations
- Securing adequate available space from component school districts for included classrooms.

4.) Anticipated changes for 2016-2017:

- Shift toward computer-based testing
- Loss of potential space for several included sites
- Staff turnover
- APPR negotiations

5.) Areas of Need:

- Staff morale
- Funding sources
- Mentoring of new Administrative, teaching and support staff
- Administrative training in Inter-Rater Reliability to ensure evaluation feedback is fair and consistent
- More oversight of ineffective staff members

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

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

DATE: November 6, 2015

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 (SAS):

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

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

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

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

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

SAS serves over thirteen districts and is regarded as a model proactive program by the New York State Office of Alcohol and Substance Abuse Services [OASAS] and the Suffolk County Division of Substance Abuse Services.

Conflict Resolution and Mediation Service:

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

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

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

Program offerings include:

Trainings (hourly)

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

Example Topics Might Include:

Recognizing the Risk and Protective Factors Surrounding Violent Students

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

District Assigned Violence Prevention Specialist:

A licensed professional mental health provider (i.e., Licensed Clinical Social Worker) who has specialized training in violence prevention and conflict mediation will assist school administration in the development of a district wide comprehensive plan for compliance with SAVE and DASA legislation. The designated Specialist will work in tandem with district administrators to either recommend or implement strategies, policies and procedures sensitive to the unique needs of the district. As an example, specialists may offer professional development or program recommendations to assist departmental leaders in concern areas such as the incidences of disproportionality or excessive suspension rates. In other cases, the Specialist may target a specific site location or building to offer guidance and assistance in growing a peaceful culture of learning.

Specialists use both qualitative (interviewing) and quantitative data from sources such as the Violent and Disruptive Incident Reporting (VADIR) system or other district resources to build functional needs assessments. The Specialist will then discuss and review the outcomes with district designated authorities and together build a plan of action for interventions at the micro, macro and mesa levels. Examples include facilitating community consortiums, building liaison relationships for the district with police, conferencing with building leaders or central administrators or offering workshops/training to

targeted district staff. Additional activities might include working with the district administrator for Special Education or Pupil Personnel officer to assist in the development of plans for decreasing student violence, reducing suspension rates for students with special needs or providing on site assistance and consultation on interventions for selected classrooms. Violence Prevention Specialists require at least a one year commitment and work full-time within the host district setting.

Consultant Services (hourly)

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

1.) Significant facilities or program changes since 2014-2015:

- Appointment and transition of new EAP Program Supervisor (Effective July 1, 2015)
- Expansion of EAP into the Southold School District
- Expansion of counseling services into the Centereach Academic Center of Eastern Suffolk BOCES (ESBOCES).
- Expansion of SAS counseling services with a [.5] counselor servicing the Mattituck-Cutchogue elementary schools.
- Expansion of counseling services into the Islip Academic Center of Eastern Suffolk BOCES.
- New Annual Report format and data collection methodologies for both SAS and EAP; reports provide more comprehensive quantitative data of services provided to participating districts.
- Continued outreach efforts to central district administrators within the ESBOCES catchment areas.
- EAP has transformed workshop and professional development topics to align with the expressed needs of libraries/agencies/districts.
- Public library administrators were provided with a series of no-cost professional workshops by the EAP Supervisor on the topic of negotiating/managing emotionally distraught employees.
- Public school districts have received a whole new series of professional development training workshops to closely align with both the common core and transitions within the field of education.
- Grant applications pursued for additional funding sources to provide additional support for participating school districts.
- Part-time staffing reconfiguration within EAP to meet the needs of satellite offices in Hampton Bays and Commack.
- Purchase of new office computers to upgrade existing network from Windows XP.
- Development and analysis of an ESBOCES Workplace Survey.
- Transition and training of all SAS staff to new statistical reporting methods implemented by the Office of Alcoholism and Substance Abuse Services (OASAS).

2.) Successes/Strengths:

- Outcome surveys and data continue to remark, "ESBOCES EAP is an important intervention for participating agencies/districts."
- Counselor evaluations and feedback by building level administrators of SAS Counselors consistently detailed the dedication, commitment and outstanding level of service they received from their SAS staff.

- The Shared Decision Making Team [SDM] organized an all-day voluntary training for SAS Counselors on a weekend in October with guest speakers; the event was held at the Sayville Middle School.
- In a climate of budget restrictions, both SAS/EAP have realized small to moderate growth over the past year.
- Program Administrator has created a liaison relationship between the Stony Brook School of Social Welfare, Adelphi University School of Social Welfare and ESBOCES. Over six graduate level social work interns are placed within the EAP/SAS program with supervision voluntarily provided by professional staff.
- SAS Counselors continue to provide extensive evening/after-school workshops, programs and/or actively participate in community coalitions on substance abuse prevention.
- Holiday baskets, annual giving and other school based philanthropically oriented activities continue to be led by SAS Counselors in district based locations.
- Camp and higher education scholarships continue to be provided by ROTHCO Corporation under the direction of the SAS program.
- Updates and modifications have been made in partnership with the SDM on the Operations and Procedures Manual for both EAP and SAS.

3.) Challenges:

- Funding from OASAS has remained static for over twenty years, while SAS program costs have consistently been on the rise. The shortfall has rendered the program dependent upon increasing district contribution rates. Any additional funding received by the state has been immediately decreased by any Suffolk County contributions as the “flow-through” funding source.
- The statewide budget cap threatens all non-mandated service provider programs as districts search for ways to reduce spending costs.
- Program fixed costs continue to rise including the costs for unfunded mandates, salaries, benefits and operations above the state established rates.
- Several employees are approaching retirement requiring additional training and outreach to those districts impacted by the changes.
- The reduction of two clinical supervisors from the SAS program reduces the availability of time for program development and grant seeking activities.
- Procuring and researching additional grants and/or funding sources to assist in stabilizing operational costs must be a priority for subsidizing program expenses.
- A federal grant to Central Islip Schools is entering its final year and continued resources will be necessary to maintain the program. By federal guidelines, the grant cannot be extended.
- Extensive construction and building maintenance problems continue to obstruct day to day operations.
- New statistical programs by the state have resulted in both duplication and additional task/work responsibilities to remain in compliance of mandated reporting.

4.) Anticipated changes for 2015-2016:

- Search and procurement of possible alternative office building rentals to both decrease operating expenses and address building challenges.
- Retirement of Administrative Assistant and several professional staff (EAP/SAS) will impact program operations; new staff will require additional training and support.

- Reduction in [2.0 full-time] staffing upon completion of US Department of Education grant.
- Collaborative projects with local Universities to establish SAS as an Evidenced Based Organization [EBO].
- SDM activity to evaluate, assess and implement alternative evidenced based programs.
- Collaborative training with special education social workers and SAS counselors; including special education and substance abuse prevention.
- Expansion of SAS into additional school districts.

5.) Areas of Need:

- Grant funding to provide at least an annual cost of living adjustment that is not offset by further county reductions.
- Procurement of additional funding sources to offset operational expenditures and reduce district share for contributions.
- EAP/SAS programmatic expansion and development into districts currently not receiving services.
- Successful integration and training of new staff to replace those departing under retirement.
- Need for an SAS Clinical Supervisor to assist in program management and operations.
- Ensuring professional development activities including Superintendent's Conference Day and bi-monthly counselor staff meetings are responsive to current mandates and trends while concurrently attracting valuable low/no-cost speakers.

NAME OF PROGRAM/SERVICE: ESL/Bilingual Programs
Instructional Support Center (ISC)

INTERVIEWEE: Terri Brady-Mendez, Program Administrator

DATE: October 28, 2015

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 English Language Learners (ELLs) in Suffolk County.

These services include:

- Assisting NYSED with interventions in underperforming, targeted districts and schools in the Long Island region
- On-site provision of professional development, consultations, and technical assistance in NYSED identified districts and schools
- Technical assistance
- Program planning, implementation, and review
- 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 Program. 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 24 New York City districts and 25 school districts in the rest of the state, and 45 NYSED approved Pre-schools. The ITI-BSE Program collaborates with 22 institutions of higher education (IHEs) across New York State. These IHEs offer 44 unique courses of study related to Bilingual Special Education and Teaching English to Speakers of Other Languages at the graduate and undergraduate levels through the ITI-BSE's tuition assistance program.

1.) Significant facilities or program changes since 2014-2015:

- The ESL/Bilingual Programs continues with all four of the above programs in 2015-2016. It should be noted that the Long Island Regional Bilingual Education Resource Network at Eastern Suffolk BOCES was awarded a new five year contract with NYSED, beginning on July 1, 2015 and ending on June 30, 2020. The length of the contract should make the L.I. RBE-RN more stable for all staff members, leading to a more cohesive approach to assist districts in the Long Island region.
- Due to ongoing recruitment efforts by our ITI-BSE Program staff, the number of collaborating institutions of higher education (IHEs) expanded by two colleges this year, now allowing participants to choose among 22 collaborating colleges and universities across New York State.

2.) Successes/Strengths:

- As always, the strengths and successes of all of our programs reside in the outstanding staff of all of our programs who share their extensive knowledge and deep commitment to serving the English language learner population and their teachers. The L.I. RBE-RN has consistently enjoyed an excellent reputation for its technical assistance and professional development services.
- During the past year, 27 professional development workshops specifically on the Amendments to CR Part 154 were delivered to 1,558 participants. Overall, in 2014-2015, the L.I. RBE-RN provided in-person professional development to 2,816 educators across Long Island.
- Customized technical assistance and professional development services were delivered to 14 NYSED-identified "targeted districts" through ongoing collaboration between our Bilingual Resource Specialists and the Coordinators of Bilingual and ESL in these districts.
- The ITI-BSE Program provided tuition assistance to total of 257 special education teachers and pupil personnel professionals, 51 paraprofessionals, and 12 pre-service undergraduates, for a total of 320 participants in 2014-2015, an all-time high in this decade.
- The two NCLB Title III Consortia in Nassau and Suffolk Counties are comprised of approximately 40% of the school districts across Long Island with ELLs; without this opportunity to join a consortium, they would be unable to obtain Title III funding individually.

- The ESL/Bilingual Program’s web site has also been a valuable resource for educators of ELLs both within and outside our catchment area; for the period from July 1, 2014 through June 30, 2015, the site received 28,656 “hits” from the public, representing an all-time high.

3.) Challenges:

- During 2014-2015, the RBE-RN operated on yet another one-year contractual extension, with fiscal approval of the contract delayed until well into the fall.
- Between June and September, the L.I. RBE-RN lost three Bilingual Resource Specialists from its professional staff. Recruiting replacements for these three positions was extremely challenging, since a teacher who is tenured in a district is not likely to resign to take a position in mid-year. Fortunately, two candidates emerged in November 2014 and January 2015 who accepted two of the available three positions.
- The new L.I. RBE-RN contract has expanded the Bilingual Resource Specialist staff from four to six for the new five-year contract, which was a major plus in terms of the amount of deliverables in the contract. However, once again, even after receiving programmatic approval from NYSED, the RBE-RN’s ability to recruit and interview candidates to whom we might like to offer positions has been hampered by the lack of fiscal approval from the Comptroller’s Office. As noted above, this situation is exacerbated by the unlikelihood of a tenured teacher’s willingness to leave a teaching position in mid-year.

4.) Anticipated changes for 2015-2016:

- The regulatory changes announced by NYSED in 2014-2015 in the amendments to CR Part 154 are expected to be implemented by all New York State school districts in 2015-2016. Due to the sweeping nature of these changes, it is anticipated that ongoing technical assistance and professional development will need to be provided across the Island and in the NYSED “targeted districts” in particular.
- Significant changes to the New York State English as a Second Language Achievement Test (NYSESLAT), in both its format and academic expectations for ELL students, necessitated additional training for teachers in administering and scoring the assessment last year, and it is apparent that this need will continue in 2015-2016.
- The new RBE-RN contract mandates a “Parent Academy” to be held in the region annually; this new deliverable will necessitate finding an appropriate date, time and location to hold the event, as well as increased outreach to all districts in our region to ensure the event’s success. We anticipate that the “Parent Academy” will be held in the spring of 2016.
- The L.I. RBE-RN will continue to seek the most highly qualified and experienced candidates possible to fill the three vacancies that resulted from the new five-year contract with NYSED.

5.) Areas of Need:

- The hiring of three additional Bilingual Resource Specialists whose background and experience match the requirements of the L.I. RBE-RN contract with NYSED continues to be extremely challenging. It should be noted that when appropriate candidates were found last year, the Eastern Suffolk BOCES District Superintendent was steadfast in his support of those selected through the hiring process. We sincerely hope that once the Comptroller's Office approves the fiscal part of the new five-year contract, this ongoing support will continue and on which the L.I. RBE-RN Program can rely.
- There is an urgent need for adequate and accessible storage space to house the Resource Library for the Suffolk office of the L.I. RBE-RN. The space that had been allocated in the Bixhorn Technical Center was relegated to the basement of the facility, and is no longer accessible. Having a regional Resource Library is a mandated activity in the L.I. RBE-RN contract, and it has been at least four years since such a space has been available to us.

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

INTERVIEWEE: Julia Schnurman, Program Coordinator

DATE: October 31, 2015

Program Service Description:

Migrant Education Outreach Program: The Migrant Education Outreach Program addresses the special needs of migrant children, aged 3-22. Parents, students, and staff work in partnership with local schools so that migrant children meet New York State’s challenging educational standards. Assuming an advocacy role, staff members evaluate the educational, health, and social needs of each family member and set goals and objectives in support of local school initiatives accordingly. All services are supplemental to the local school district’s efforts and tailored to maximize collaboration with other school-specific Title I Programs. This program is funded through a State grant and is provided to migrant eligible families who have moved into the school district within the past three years and whose primary wage earner works in agriculture or fisheries. These services are funded through one of nine regional grants across the state, and are available, at no cost to districts, for migrant eligible youth and children in school districts in Nassau, Suffolk and the five boroughs.

Esperanza Homeless Children and Youth Program: Funded by a State McKinney-Vento sub-grant awarded to the New York State Migrant Education Consortium, this program provides emergency assistance, advocacy and supplementary academic services to migrant eligible children and youth in the Long Island – Metro Migrant Program service area who are living in temporary, transitional or doubled-up in sub-standard housing as a result of poverty / economic status. The services are available to families meeting the traditional migrant eligibility, as well as the criteria for homelessness, as stated in the McKinney-Vento Homeless Children and Youth Act, and are provided at no cost to families or school districts.

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

1.) Significant facilities or program changes since 2014-2015:

Migrant Education:

- During this year, the most significant change for the Family Education Outreach Programs was the expansion of school and center-based service provision in response to a variety of factors: Parents or guardians must be present in order for students to be eligible to receive dwelling-based instructional support, work schedules for migrant agricultural workers frequently extend through late in the evening. Lack of accessibility as well as conditions of farm-worker housing in terms of (lighting, heat, seating / table or desk, and parking) preclude home-visiting model. Complexity of curriculum for English language learners and dependence on technology (computer based assignments, web-access, expectation of parental involvement) also contributed to centralizing services.

- The New York State – Migrant Education Program continued to conduct a Comprehensive Needs Assessment which accounts for student needs, curriculum mandates, and increased graduation requirements. The results of the NYS Assessments yielded a statewide decrease in proficiency and an increase in the number of students ineligible for (4 year) graduation. These changes in curriculum, assessment and graduation requirements have led SED to develop a Service Delivery Plan that will include outcome based supplementary tutoring and advocacy services that reflect both the needs of migrant learners and the demands of supporting the curriculum. Record-keeping and data reporting were also intensified for a broader level of accountability reflecting Standards and student success, and there was a greater focus on connecting students with district mandated AIS, ENL, and other Title I services because of the depth of needs generated by the increase of ESL and SIFE (students with interrupted formal education) students across the state.
- In order to provide highly effective supplemental academic support to migrant students, extensive professional development opportunities were provided. In particular, we increased 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 more successful learning outcomes in our center-based instructional support.

Esperanza:

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

McKinney-Vento Children and Youth Programs:

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

2.) Successes/Strengths:

- The Family Education Outreach Office was successful in providing a wide variety of supplemental educational and advocacy services to migrant and homeless children and youth due to dedicated bilingual staff, a strong professional development program, and partnerships with school districts and other community service providers. All programs meet very specific needs, and serve student populations in a unique manner. In addition, Professional Development and regional collegial partnerships continued to prove invaluable to our service delivery this year, expanding to Western Suffolk and Nassau BOCES.

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 2015-2016 school year, so the fund development process continues.

4.) Anticipated changes for 2016-2017:

- The McKinney-Vento Program has expanded its scope of work to include direct service provision to students across multiple Districts and shelter providers. It will raise the provision of preschool services (4 – 5 year-olds) and homework help centers to school, shelter and center based children. This is the last year of a three year funding cycle. The New York State Education Department is releasing a new Request for Proposal in January. They have alluded to changes in the proposal, and we will work on developing the necessary collaborations and partnerships to accommodate whatever the changes are, and plan to respond to the RFP when it is released.
- The Migrant Program will continue to grow to include the higher enrollment of Long Island and NYC based migrant students. Our need for more extensive referral development through education of school district personnel and dedicated commitment from SED to provide increased Recruitment efforts (due to the retirement of the only down-state Recruiter) will assure that all migrant eligible students are both identified and served.
- Maintaining quality service delivery in the face of declining funding and increased difficulty competing with School Districts to secure necessary bi-lingual staffing. There is a limited pool of appropriate candidates needed to accommodate the increased needs of district-specific locations where we are welcoming newly immigrated students with more academic and social needs. Staffing and training will present an amplified challenge.

- The depth of academic standards that we are working to support in providing meaningful advocacy and supplemental services to migratory and mobile children and youth has increased. Additional training and deeper collaboration with school districts will be needed to empower staff to support student learning outcomes in the Common Core Curriculum. In addition, there is a particular unanticipated consequence of APPR on the delivery of instructional support in collaboration with teachers. School Administrators have indicated an increase in the reluctance of teachers to access any services that could diminish the amount of instructional time spent with their students. This added to the need for centralization of instructional support services.

5.) Areas of Need:

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

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

INTERVIEWEE: R. Terri McSweeney, Asst. Supt.

DATE: November 10, 2015

Mission Statement: The Eastern Suffolk BOCES **Department of Human Resources** 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 2014-2015:

- Continued training of HR staff in operations
- Capturing diverse candidates in recruitment efforts
- Development of new HR CoSers
- Expansion of NIS CoSer
- ACA accountability and compliance within the measurement compliance period now in effect
- 7 of 9 bargaining unit contracts settled (DPMM and BLT in negotiations)

2.) Successes/Strengths:

- New Employee Orientation continues to be informative/productive
- Personnel Administrators meetings continue to schedule pertinent and meaningful presentations on current HR issues, sharing Best Practices with component districts
- Increased communication with Agency departments to create more effective processes related to HR procedures
- Participation in many Agency committees working across all levels and departments
- Administrative Mentor Program collaboration/assistance
- Continuation of agreements with local colleges to promote partnerships that enhance professional development
- Continued monitoring and compliance with all applicable local, State, and Federal guidelines related to hiring and employment practices

3.) Challenges:

- Full implementation of WinCap
- Fiscal prudence in providing high levels of service within acceptable tax cap limitations
- Creating more diverse workplace and employment opportunities
- Developing internal measures that will ensure full compliance with ACA regulations
- Improving the posting and recruitment of highly qualified individuals who can enable ESBOCES to provide highest levels of service
- Identifying and implementing a full service HR records system

- Cross-training HR staff to provide assistance and backup when operations need to continue forward in the absence of individual employees

4. Anticipated Changes for 2016-2017:

- Advertise and expand new HR CoSers
- Ensure that component districts are receiving value added service
- Provide guidance and training related to new tenure/APPR regulations
- Expand professional development to component districts in the areas of supervision, evaluation, and HR best practices

5. Areas of Need:

- Expanding cross-training efforts within Department of HR
- HR digital records management, including application and hiring processes to improve efficiency
- Assisting smaller component districts, through new Personnel Services CoSer, to provide necessary HR practices and functions to ensure compliance with all local, State, and Federal guidelines
- Continued diligence in managing budgetary constraints in a need more environment

NAME OF PROGRAM/SERVICE: Incarcerated Education Program
Bixhorn Technical Center (BTC)

INTERVIEWEE: Robert F. Dembia, Administrative Coordinator, Jail Education
Erin Sellek, Assistant Administrative Coordinator for CTE

DATE: November 6, 2015

Program/Service Description: The **Incarcerated Ed. Program, Juvenile Day Reporting Center (JDRC), Pal-O-Mine & 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 and the Staff at Pal-O-Mine.

The Incarcerated Ed. Program provides educational services to minors in Riverhead and Yaphank Cor. Facilities, at least 15 hours per week, in preparing for their TASC™ or Regents testing. Also available are Tutoring, Remedial Education, Business Education, Economics, ESL, Career and Technical Education including Carpentry, Graphic Design, Horticulture, 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) TASC™, ESL and Career/Life Planning.

1.) Significant facilities or program changes since 2014-2015:

- In addition to the education programs in the jails, Eastern Suffolk BOCES has move on from the DRC program in Hauppauge and has now entered into a special grant program funded by the Suffolk County. It is a partnership with Suffolk County probation called the Juvenile Day Reporting Center (JDRC). It is a small program servicing up to 18 adolescences ages 13-17 located on the Suffolk County Farm on Yaphank Ave. In addition to their academics, students have the opportunity to participate in programs that include carpentry, small engine repair, and horticulture and business education.
- The Eastern Suffolk BOCES Program at Pal-O-Mine is collaboration between Eastern Suffolk BOCES and Pal-O-Mine Equestrian, Inc. The program provides students at risk with a unique learning opportunity that enables them to recognize their potential, prepare for a career, gain acceptance into college and be a productive citizen. This program provides academic and related support services to students who have been identified as having needs not met in current school programs, or as a recommended court placement. The academic components incorporate career readiness with curriculum that is focused on individual student needs to prepare them for NYSED graduation requirements or high school equivalency preparation. In addition, students participate in a work study component on the Pal-O-Mine farm where they work in small groups with the assistance of a job coach.

2.) Successes/Strengths:

- Eastern Suffolk BOCES remains an integral member of the Suffolk County Sheriff's Task Force addressing alternative to incarceration and working to reduce recidivism. Additionally, along with other Task Force Members, the Incarcerated Education's Transition Counselor attends criminal court weekly providing updates to the court on current students at the Pal-O-Mine program and also meeting with potential new students that come through the court

- Also, coordinated by the Transition Counselor, and outcome of the Task Force, Dine and Discuss, where parents of incarcerated minors are invited to discuss the issues that are more challenging to them in an informal setting which includes a light food fare. In addition to the discussions, guest speakers from a number of the different not-for-profits attending to help support the parents and provide information on available services in Suffolk County
- In the Incarcerated Programs, the GED®/TASC™ passing rate remains strong at over 80% of students that test receiving their High School Equivalency Diploma while attending our educational programs

3.) Challenges:

- As New York State moves away from incarcerating 16 and 17 year olds, the challenges, besides funding, include providing the proper physical facilities and the necessary support staff. The juvenile populations that come out of the jails and off probation and are in need of intensive supports which may not always be available or which the needed funding is not in place.
- While in general the incarcerated programs function well, some challenges remain. In Suffolk County, as well as many other counties throughout the state, appropriate space to provide the best educational program is difficult to attain. Corrections works closely with us to support the educational programs but space is something there will always be limits on having available.
- Staffing, to work with this very special population, in the jails as well as the alternative programs can be difficult to put in place. Recruitment efforts will continue.

4.) Anticipated changes for 2016-2017:

- Most of the efforts that have been put in place the last two years we look to continue the build upon and improve. Eastern Suffolk BOCES will continue to work throughout the county to build relationships and develop partnerships in the quest to best serve the population in the Juvenile Justice System.
- As the minor population moves from incarceration to alternatives to Incarceration (ATI), Eastern Suffolk BOCES will look to expand on the alternative programs that are already in place. Currently there are plans to open another alternative site in the Brentwood area in the next year.

5.) Areas of Need:

- As previously mentions, space remains an area of need. In the jails, we will continue to work with Corrections to best address this need.
- Strong partnership, as with Probation and Pal-O-Mine, are a continuing need to properly serve the students in alternative education programs and in the community.

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

INTERVIEWEE: Susan Peterson, Principal

DATE: November 6, 2015

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 psychiatric concerns and moderate to severe learning disabilities. Ninth and tenth grade students in the 8:1:1 placement option 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. Students in the 8:1:1+2 placement option working towards a Regents diploma receive a full-day academic program for ninth and tenth grades and a half-day career program for eleventh and twelfth grades. Students who are participating in the Alternate Assessments and working toward a Skills and Achievement Commencement Credential participate in half-day career classes beginning at age 14.

1.) Significant facilities or program changes since 2014-2015:

- Replacement of obsolete and out-of-warranty SMART board projectors with new Epson projectors
- New lighting and ceiling tiles in the main hallway of IAC
- Removed and replaced existing heating system in cafeteria and gymnasium at IAC with a new more efficient HVAC system.
- Removed and replaced carpeting in administrative hallway at IAC with vinyl tile
- Hiring of several new certified teaching staff including three classroom teachers
- Hiring of many new support staff to fill Aide and TA vacancies within classrooms and on the crisis team.
- Increase in the number of counselors for IAC to accommodate the additional students
- Increase in the number of speech therapist
- Increase in the total number of 8:1:1+2 classes from 3 to 8. This includes the transfer of 4 classes from the Bellport Academic Center and the addition of 1 class to accommodate the incoming 9th graders from the Jefferson Academic Center.
- Assistant principal trained as certified CPI instructor.

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
- Ongoing FBA/BIP review meetings
- Continuation of Student/Staff Team
- Ongoing collaboration with component school districts, local police, and agency personnel
- Significant increase in the amount of psychiatric consultation services for the students in the 8:1:1+2 program

- Ongoing weekly team meetings with administration, counseling staff and consulting psychiatrists
- Monthly parent support group conducted by counseling staff
- Ongoing access to a Board Certified Behavior Analyst (BCBA) to provide trainings to staff, particularly staff in the 8:1:1+2 program

3.) Challenges:

- Manage a severe student population with an increase in violent behaviors
- Supervising one program housed in two buildings
- Students entering the program with significant delays in reading and math making the general education curriculum inaccessible without significant modifications
- Master schedule that cannot support the needed course requests because many students need to repeat courses or enter the program needing to double up on various courses
- Scheduling students to recover credit loss while providing time in their schedule to attend a half-day career class
- Encouraging regular attendance for students who are diagnosed with anxiety/school phobia as well as other psychiatric disorders
- Limited parental support and participation in their child's education and psychiatric treatments.

4.) Anticipated changes for 2016-2017:

- Continued increase in the number of 8:1:1+2 classes for students with severe psychiatric illness and diminished cognitive abilities
- Construction of a new handicapped accessible bathroom for female staff.
- Updated heating system for entry doorways at IAC. Currently there is no heat mechanism for the hallways of IAC other than at the entry doors
- Removal and replacement of carpeting with vinyl tile in all offices in the administrative wing of IAC
- New lighting and ceiling tiles in the classrooms of IAC and IAC@ICC
- Additional Classroom space for IAC should the program continue to expand

5.) Areas of Need:

- Continue to expand the psychiatric consultation for the 8:1:1+2 classes should the program continue to expand its enrollment.
- Continued support and professional development for teachers and support staff working with such a challenging population
- Explore other career options for students that are not successful at the Islip Career Center
- Continue to build staff knowledge of Autism and other psychiatric disorders that are prevalent in our student population

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

INTERVIEWEE: Peter Lepore, Principal

DATE: November 20, 2015

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 2014-2015:

- Added a new 8:1:1 survey computer graphic arts class.
- Received a full size bus to increase internships.

2.) Successes/Strengths:

- Increasing the rigor by making all classes more challenging.
- Increased our internships by 20% to fulfill our mission at ICC.

3.) Challenges:

- Less support. Taking in an increasing amount of psychiatric students that require more support than in the past.

4.) Anticipated changes for 2016-2017:

- Adding new offices to handle the increasing need for support staff.

5.) Areas of Need:

- Professional development to educate staff on the needs of these psychiatric students, as well as the exploding population of Spanish speaking students.
- More support staff including:
 - Full time social workers
 - School psychologist
 - Spanish speaking BISS aides

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

INTERVIEWEE: Christopher Williams, Principal

DATE: October 30, 2015

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

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

1.) Significant facilities or program changes since 2014-2015:

- Nurses office renovation
- Home and Careers renovation
- Student weight room renovation
- Improved security system
- Sagamore Children’s Psychiatric Services
- OLWEUS Bullying Program in full effect and all staff trained on updated Dignity for All Students Act regulations.
- CDOS (Career Development and Occupational Studies) committee and opportunities to help students meet NYS Intermediate Level CDOS standards.
- 7th and 8th grade transition classes to better prepare students for high school.
- Continued iPad training for teachers and use by students
- Staff changes- 8 new staff members (4 teachers, 3 teacher assistants, 1 aide)
- Implementation of the Math 180 program in grades 7 and 8

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 2016-2017:

- Staff retirements
- Improved classrooms and technology
- Student population increase

5.) Areas of Need:

Continued professional development

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

INTERVIEWEE: Ryan Ruf, Associate Superintendent

DATE: November 2, 2015

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 2014-2015:

- Added new space at the Seneca Middle School in the Sachem Central School District.
- Added new space at the South Haven School in the South Country Central School District.
- Completed phase I of our agency-wide security upgrades.
- Moved sub-services into Management Services.
- Implemented the timesheet component of the WinCap System.

2.) Successes/Strengths:

- Facilitated the government efficiency plan for 12 component school districts, identifying over \$7.5 million in efficiencies.
- Updated the Five-Year Financial Plan for Administrative and Capital Budgets.
- Reduced the Agency's long term disability policy's costs by over \$100,000 annually.
- Increased the interest rate on the Agency's investments by over \$60,000 annually.

3.) Challenges:

- Ensuring the smooth transition due to retirements of key positions within Business Services.
- Identifying and responding to the requirements related to the Affordable Care Act.
- Developing budgets that are within the guidelines of the allowable levy limit.
- Responding and taking the corrective action plan of the IRS audit.
- Continuing to support the implementation of WinCap Program.

4.) Anticipated changes for 2016-2017:

- Issue a RFP for a Solar Power Purchase Agreement at our Milliken Technical Center location.
- Identify new spaces and locations to meet our programs' needs.

5.) Areas of Need:

- Create an updated version of the Agency's Space Master Plan.
- Increase the cooperative purchasing program to include more RFP's for services as well as, additional bid contracts for goods and services.

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

INTERVIEWEE: Nicole Drinkwater, Principal

DATE: November 20, 2015

Mission Statement: The **Masera Learning Center** provides a transdisciplinary 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 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, SMART boards, Computer Work stations)

1.) Significant facilities or program changes since 2014-2015:

- Construction of a new front office space to include our AP office in the front of the building and a front office conference room.
- New double door “man trap” construction at the front of the building as phase 2 of agency wide security measures.
- Started the school year with two more classes than we started with last year. We opened an additional (18th) class in November.
- Moved the game room into the cafeteria.
- Opening of the new Pre-Voc room this month.
- Three student lunch periods rather than two, due to enrollment.
- Dismantling of the student computer lab to save space, each classroom has gained four computers, so the original computer lab was no longer needed.

2.) Successes/Strengths:

- New highly qualified classroom teachers, speech teachers, occupational therapists and physical therapist.
- Newly hired special education aides (28).
- New Teacher Coordinator.
- Starting a student chorus this month.
- Multiple staff have been the successful recipients of grant funding, both agency sponsored and private grants.
- Shared planning meetings for Middle School Teachers.
- Beginning Shared planning meeting for Elementary/discrete trial teachers.
- Additional behavioral support staff to support the growing enrollment.
- Active ABA-PTO that funds student activities.
- Strong group of staff volunteers who run committees for special programming; i.e., Scholastic Book Fair, Field Day, Harvest Day, Yearbook Committee, etc.
- Higher quality, better-prepared substitutes

- Improved staff attendance
- Highly qualified professional Speech Department
- Regular student use of and access to the Sensory Room.
- New Parent Welcome-new parent meeting for staff and parents prior to students starting
- Continued increase in paperless communication via e-mail to the staff
- E-mail communication with parents
- Use of new common core aligned curriculum-Unique Learning Systems
- Hosted an evening Open House the most well attended ever.
- Interprogram Collaboration between Masera and ICC and CAC. The culinary program at ICC prepared cookies for Graduation and the Cookie Feast. The botany program donated flowers for retirees. CAC had guest readers read to MLC students during the Book Fair week. We have partnered with CAC for their food pantry program.

3.) Challenges:

- High number of parents represented by advocates and attorneys which is time consuming to administration.
- Running out of building space as enrollment grows; difficult to host special activities such as book fairs and holiday boutiques. No open classrooms and no lobby space.
- Keeping a qualified staff, 16 staff members resigned over the summer to assume other employment opportunities.
- Filling IA vacancies, both full time employment and substitutes.
- High number of students who require a B.I.P., which require skilled staff members to implement.
- More than 20 new staff to train/orientate to ESBOCES and MLC
- Two new front office staff. (Need to learn all staff, students and systems).
- Moving to fully electronic systems. (Emergency Management Guide Book App., eDocs, etc.) Major learning curve for the staff to adjust and access what is required.

4.) Anticipated changes for 2016-2017:

- Grow the 8:1:1+3 class size options by 1-2 classes especially for Middle School students to help prepare for them to transition to BLC 8:1:1+2 setting.
- More structural building changes to accommodate continued student growth.
- Possible need to move for summer school due to roof renovation.

5.) Areas of Need:

- Adequate substitutes to fill daily vacancies.
- Common space for whole building use.
- Smoother operation of the school lunch program.
- Storage space for building supplies and materials. MLC is in major need of container storage.
- Recruitment / training of additional bus drivers. (Anticipate the retirement of at least one driver).
- Recruitment of additional Spanish-speaking translators. (for the stipend position).
- Additional referrals for psychiatrists who service student on the spectrum.
- Trained bus matrons and a greater number of matrons on many buses.
- Provide training and support to the non-certificated staff in technology and new web-based systems required for their position; i.e. Wincap, eDocs.

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

INTERVIEWEE: Thomas McGrath, Principal

DATE: November 17, 2015

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 2014-2015:

- Creation of computer lab.
- Outside freezer/refrigerator planned and installed by the MTC HVAC class.
- NOCTI pre/post testing for all classrooms that it applies.

2.) Successes/Strengths:

- Increase of enrollment
- Better preparedness for industry assessments due to pre-testing and 2nd year of Practical work.
- Student work experiences, internships and field trips were increased because of own bus.
- Parent portal rollout.
- All grade reporting done online no more mailing home.

3.) Challenges:

- Increased enrollment in CMA means more classroom space for future.
- Qualified Law enforcement instructors not needing a waiver.
- The amount of testing being done in the building is taking up valuable classroom time.

4.) Anticipated changes for 2016-2017:

- None

5.) Areas of Need:

- None

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

INTERVIEWEE: Molly Licalzi, Administrative Coordinator

DATE: November 9, 2015

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, District-to-district networking, district-wide technology needs assessment, free technology integration workshops, interactive white board workshops, internationally themed IT projects, Model Schools liaison meetings and technology showcases, Long Island Technology Summit, on-line course delivery, on-site customized training, stipend reimbursement, substitute reimbursement, technology planning, videoconferencing resources, Distance Learning – Blended Learning. Our team supports districts in various instructional goals such as the Flipped Classroom, Google Tools, Digital Portfolios, multiple devices, Whiteboard Technology, and implementation of the Common Core through various technology tools. We also offer support for popular Microsoft Office and Adobe productivity applications, as well as e-mail, Internet, Web 2.0, and business communication instruction.

1.) Significant facilities or program changes since 2014-2015:

- Model Schools is continuing to grow and we have hired four new Teacher Integration Specialists due to district support and new requests.
- Model Schools is continuing to work in conjunction with the Regional Information Center under COSER 444, Distance Learning to offer eLearning opportunities. Five districts across Suffolk County worked with Stony Brook University's Department of Technology and Society to create the Long Island E-learning Project. Model Schools Coordinator, Molly Licalzi, was the facilitator for this project. The program was modeled after a Stony Brook course called "Digital Generation". This course focuses on creating a positive web presence. Teachers from the five districts designed the course for the high school students. Google and Driven Local, a Melville-based digital marketing company, were partners in the effort.

2.) Successes/Strengths:

- Districts continue to subscribe to Model Schools services. Connetquot just requested a Teacher Integration Specialist for their instructional technology needs three times per week.

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

- None

5.) Areas of Need:

- Continue to offer program and services under the current fiscal constraints and increasing O & M charges while maintaining budgets.

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

INTERVIEWEE: Christine Taylor, Senior Administrative Asst.

DATE: October 23, 2015

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 2014-2015:

- Opening of the Oakdale Distribution Center
- Closing of the Smithtown Distribution Center
- Development of the ESBOCES Textbook Management Program

2.) Successes/Strengths:

- Dedicated, knowledgeable staff

3.) Challenges:

- Increasing the number of nonpublic schools that have their books delivered directly to the school
- Hiring of summer help

4.) Anticipated changes for 2016-2017:

- Opening of the Lindenhurst Distribution Center
- Full implementation of the ESBOCES Textbook Management Program
- Possible expansion of program into Nassau County

5.) Areas of Need:

- Additional space at the Oakdale Distribution Center for delivery school inventory

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

INTERVIEWEE: Dr. Candace White-Ciraco, Director

DATE: November 10, 2015

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 2014-2015:

- 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 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 2016-2017:

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

5.) Areas of Need:

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

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

INTERVIEWEE: Carolynn Hansen, Principal

DATE: October 28, 2015

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 2014-2015:

- Program wide training has been completed for Snoezelen (sensory) Room
- Committee formed to plan the Grand Opening of the Sensory Room.
- Installation was completed of a new playground and re-surfacing.
- Installation of a new concrete patio and walkway; removal of exterior rubber tiled surface.
- Additional Wi-Fi access points added.
- Opened up a new Included Site at Merrimac Elementary School as a result of the closing of the Longwood Included Sites.
- One of the Faculty Bathrooms was converted to a fully handicapped accessible toilet training bathroom to assist the students in achieving their ADL goals.
- Installation of a new high capacity dryer
- Installed updated Smart Board Projectors for several classrooms.
- Vision Center was created to accommodate the addition of several new vision providers,
- Expansion of Activities for Daily Living (ADL) program, to include household chores to supplement and enhance the curriculum
- Integration of Pre-Vocational Skills through our Community Education Program.
- Demolition of the "Old Kitchen" underway.
- Focus room has been framed for installation.
- All new faucets were installed in the classrooms.
- Faculty Bathroom door handles were replaced.
- New sinks and cabinets were installed in two classrooms in the 12:1:4 wing.
- Installation of Security Doors in the Lobby.
- Conference Room Door was moved for security.
- New cesspools were installed by Connetquot.
- Memorial Garden was fenced in for security.
- New intercom system installed with the addition of a new intercom in our changing area.
- Phone system was integrated into the BOCES network.

2.) Successes/Strengths:

- Police Benevolent Association (PBA) visit for holidays, with gift donations for students
- End of the year celebration including a Petting Zoo and Pony Rides which integrated and generalized skills from all related service areas, including Occupational Therapy, Physical Therapy and Speech
- “Premmville” was created to mimic a community of services. A Post Office, bakery, etc. were staffed by the students. This was designed to supplement the summer thematic unit from Unique Learning Systems
- Therapy dogs came to visit during the summer showcasing their talents.
- Students and staff participated in Read Across America, integrating all related services including Occupational Therapy, Physical Therapy and Speech
- Hoops for Heart
- Fall Harvest festival and Parade encompassed skills from all related services.
- Several programs were presented to the students, including “Bubblemania” and “Squeaky Clean” through Arts in Education.
- Fundraising for Autism Speaks
- Thanksgiving Feast with all included sites.
- Spring Bunny
- Easter Egg Coloring at IAC
- Spring Concert
- Scholastic Book Fair
- Holiday Boutiques
- Field Day and Special Olympics
- Bayport-Blue Point High School Students worked with our students through their Community Service Program
- 3rd Annual Awards Night
- Collaboration with Health Sciences Program to host Nursing Interns at PLC
- Holiday Giving Tree
- Thanksgiving Baskets
- Continuation of Unique Learning Systems with the addition of “News 2 You”.
- West Middle Island Concert
- Autism Walk
- Make-a-Wish Foundation donation for annual dinner
- Annual coat drive
- Financial Planning and OPWDD workshops for parents/guardians
- Continuation of transition planning utilizing outside resources.
- Student tours to transition sites

3.) Challenges:

- Substitute coverage, especially in the Included Site Locations
- Buildings and Grounds timelines extended due to tenant status
- Installation issues slowed down the new focus room
- Lack of storage space
- Loss of Middle School Level Included site at Longwood
- APPR Evaluation Tool does not adequately represent Developmental teachers’ performance.
- Unique Learning System – functional levels of benchmarks and differentiation
- NYSAA implementation and scoring

- Soil quality in our courtyard remains a concern, in terms of functional outdoor use.
- Process to train driver for community outings remains lengthy.

4.) Anticipated changes for 2016-2017:

- Completion of time-out room and ADL Center
- Courtyard upgrades
- Increase access to developmentally appropriate educational apps for iPads
- Expansion of functional communication strategies and resources
- More work-study opportunities for our older classes and our Included Sites
- Remodeling lobby for increased security
- Additional second Conference Room

5.) Areas of Need:

- Courtyard safety upgrade/resolution
- Complete removal of Fire Safety Equipment in the Old Kitchen
- Focus Room
- Classroom Bathrooms in the 12:1:4 rooms
- Upgraded handicapped accessible swing set for the playground

NAME OF PROGRAM/SERVICE: Professional Development
Instructional Support Center (ISC)

INTERVIEWEE: Bernadette Gentile, Program Administrator

DATE: November 4, 2015

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

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

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

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

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

The My Learning Plan System Includes: Alignment of district goals to professional development activities, automated procedures, course approvals, 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 2014-2015:

- We received NYSED Dignity for All Students Act provider certification as of July 2014. We have offered eighteen six-hour DASA certification workshops since July 2014, serving over 912 individuals.
- RTTT funds have ended and so NYSED Network Team trainings have concluded. S/CDN has begun a “Statewide Professional Development Framework” offered at the Capital Region BOCES to provide professional development for those BOCES interested in participating. ESB is taking part and is sending seven consultants to train in the four different areas (i.e., ELA, Math, SS, Teacher Leader Evaluator). Once they receive training, they will provide a regional turn-key training for our districts.
- We successfully offered our first ‘live’ on-line Turbo Meeting Recertification training in August 2015. Twenty-four people attended the training and it received above-average to excellent ratings.
- We began offering ‘cluster’ professional development opportunities. A ‘cluster’ PD opportunity allows a district to partner with one or more neighboring districts to offer a professional development opportunity on-site and share in the expense. Since July 1, 2015, had four different cluster PDs arranged.

2.) Successes/Strengths:

- Our component school districts continue to rate our workshops and trainings highly.
- We have carefully mapped out trainings aligned with NYSED goals and initiatives. For example, we have made sure to offer at least one or more ELL related workshop per month, based on the increased need for ELL related workshops.

3.) Challenges:

- The tax cap continues to limit district resources for professional development.
- Districts have mentioned that the number of substitutes available is cause for concern.

4.) Anticipated changes for 2016-2017:

- We anticipate an increase in on-line professional development opportunities.

5.) Areas of Need:

- 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)
Instructional Support Center (ISC)**

INTERVIEWEE: Vincent Leone, Program Administrator

DATE: November 20, 2015

Program/Service Description: The RSE-TASC works in partnership with the Office of Special Education’s (OSE) Special Education Quality Assurance (SEQA) offices, and other OSE and NYSED supported initiatives to provide directed technical assistance and professional development to improve instructional practices and outcomes for students with disabilities. The primary recipients of these services will be those school districts determined by the OSE to be “at risk”, “Needs Assistance”, “Needs Intervention”, or “Needs Substantial Intervention” in order to (a) improve outcomes for students with disabilities and (b) to meet the State’s targets for improvement as identified in the State Performance Plan (SPP). However, non-designated districts are invited to participate in all regional training opportunities.

1.) Significant facilities or program changes since 2014-2015:

- The RSE-TASC continues its work with districts in Suffolk and Nassau counties, targeting especially those districts which struggle to maintain performance targets established for students with disabilities
- Throughout the 2014-2015 school year, the RSE-TASC, specifically the Coordinator and the Special Education School Improvement Specialists (SEIS) participated in Elementary and Secondary Education Act (ESEA) Diagnostic Tool for School and District Effectiveness (DTSDE) reviews across Long Island. SEIS participated on Integrated Intervention Teams (IIT) in Focus Schools in our region where students with disabilities are one of the Accountability sub-groups. Additionally, SEIS participated as sub-group specialists on IIT’s in Priority Schools across our region as capacity allowed

2.) Successes/Strengths:

- The 2014-2015 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 November, 2014, Matthew Jurgens, Transition Specialist for the RSE-TASC was named Eastern Suffolk BOCES Administrator of the year

3.) Challenges:

- The RSE-TASC continues to work with our school districts to form collaborative partnerships in order to improve outcomes for students with disabilities. Establishing and maintaining these relationships are critical if we are to be viewed as a support to

building and district level staff who must meet the challenges of educating students with disabilities

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

4.) Anticipated changes for 2016-2017:

- The RSE-TASC's role, specifically the SESIS, as a part of the DTSDE and LAP processes are now contractual deliverables. As such, our role as sub-group specialists on IITs will be expanded during the 2016-2017 school year, when new Priority and Focus schools will be identified for the first time in three years
- New collaboration with Regional Vocational Rehabilitation – Community Employment Specialists (RVR-CES) and ACCES-VR (Part III of the RSE-TASC contract) will help post-school outcomes for current and former students with disabilities who are under the age of 21

5.) Areas of Need:

- None

NAME OF PROGRAM: Regional Transportation
Instructional Support Center (ISC)

PROVIDED BY: Joseph Lesnick, School Transportation Administrator

DATE: November 20, 2015

Program/Service Description:

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

Transportation – Related Services: Eastern Suffolk BOCES offers other services related to transportation. These services include shared management, child safety zones, coach and bus inspections, route analysis, SED testing, and SBDI (School Bus Driver Instructor) training and on-site school bus safety drill student training.

1.) Significant facilities or program changes since 2014-2015:

- The quantity of students and buses involved in transportation remains consistent this year with the last two years. The number of staff has decreased thru attrition.

2.) Successes/Strengths:

- We are a service oriented program.
- The school transportation industry is highly regulated. Our experienced and knowledgeable staff are looked upon as a key resource for transportation departments in the region.
- The recent threat of a strike by a major transportation provider placed ESBOCES as the coordinator between NY State Ed Transportation Department, several School Districts and adjacent BOCES.

3.) Challenges:

- The market continues to shrink and become more competitive. We are disadvantaged when our published price lists are discounted by our competitors.
- We have been unable to attract replacement staff as there is a lack of qualified candidates willing to work for our salary level.

4.) Anticipated changes for 2016-2017:

- Transportation continues to remain our largest and most profitable revenue stream. We will continue to maintain existing and attract new business.
- Continued streamlining of staff to reduce overhead and become more responsive to our school districts' needs.
- Where no staff is available, we will hire those with potential and train them for their certification
- We continue to diversify in audit and training programs as mandated by NYS SED and DMV.

- Expand the internal bus driver training service to the component districts.
- We will look to reengineer our business model to adapt to the market.
- We need to determine the need for a new RFP or extend the current 5 year award.

5.) Areas of Need:

- Assistance with the promotion of the regional transportation model.
- Availability of qualified and experienced staff.

NAME OF PROGRAM/SERVICE: Safety and Administrative Support
(O & M at Bixhorn Technical Center)

INTERVIEWEE: Jonathan Hark, Manager

DATE: November 10, 2015

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 2014-2015:

- Conversion of safety plans to phone app based system
- Significant trainings in global harmonization
- Stopped providing weather services to district due to lack of need

2.) Successes/Strengths:

- Significant growth in Security Consultant Program
- Continued involvement with NYS SAFE Schools
- President of Association of Educational Safety & Health Professionals
- Increase in use of Environmental Consultant RFQ

3.) Challenges:

- Online training competition
- Available time to provide training in districts decreasing
- Field Staff Member still having health issues – lost some of his districts despite credits and coverage
- Continued rising cost of benefits and health care
- Had to pass on several State training opportunities due to lack of conference room space

4.) Anticipated changes for 2016-2017:

- May lose more districts due to fiscal issues and advent of online training
- Additional users for security consulting

5.) Areas of Need:

- Further consideration of the value of providing Online Training that provides little revenue for the program
- More available conference space

NAME OF PROGRAM/SERVICE: Sayville Academic Center Programs (SAC)

INTERVIEWEE: Michelle Carpenter, Principal

DATE: November 12, 2015

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 2014-2015:

- Addition of a new 8:1:1, self-contained, academic program within the Sachem School District to accommodate the significant increase in number of classes in the program
- New Assistant Principal
- Continued implementation of Common CORE curriculum

2.) Successes/Strengths:

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

3.) Challenges:

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

4.) Anticipated changes for 2015-2016:

- Continued reduction of assigned Individual Aides
- Continued reduction of 6:1:1 classes

5.) Areas of Need:

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

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

INTERVIEWEE: Gail Barraco, Administrative Coordinator

DATE: October 28, 2015

Program Service Description:

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

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

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

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

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

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

1.) Significant facilities or program changes since 2014-2015:

- Continuing the Long Island School Library Systems Fall Institute with Western Suffolk BOCES School Library System and Nassau BOCES School Library System. Expanded professional development offerings through the Library Leadership Academy.

2.) Successes/Strengths:

- Robust participation in our services and programs and expansion of digital resources in ebook format for our subscribers.

3.) Challenges:

- Need for more technology staff and a teaching librarian for collection development and training. Loss of certified librarian positions during the economic downturn in our school districts and replacement with uncertified personnel.

4.) Anticipated changes for 2016-2017:

- Retirements of Administrative Coordinator for School Library System and Senior Account Clerk.

5.) Areas of Need:

- Certified school librarian to provide technology support for library automation, virtual reference collection, and digital media library.

NAME OF PROGRAM/SERVICE: Department of Special Education
Instructional Support Center (ISC)

INTERVIEWEE: Gina Reilly, Director

DATE: November 3, 2015

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 Common Core standards and are designed to achieve appropriate educational outcomes for each student we serve. These outcomes include completion of a New York State Regents, Local, CDOS or SACC Credentials, as well as 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 2014-2015:

- Due to the change in our student population, we needed to realign some of our classes for the 2015-2016 school year. Students who are currently assigned to the Bellport Academic Center in the 8-1-1+2 class size option will be relocated under the Islip Academic Center program. We are projecting seven classes for this option at Islip Academic Center for the upcoming school year.
- The Special Education Department projects we will operate twelve (12) included classes in local district facilities, with a geographic range from West Islip to Hampton Bays. The use of small groupings of classes in our district-based facilities creates a fiscal challenge in offering the instructional, management and emotional supports that have brought our students to BOCES. The diverse needs of the students have made it difficult to place students at these sites. As a result, we will no longer have included classes at Hauppauge High School, Hampton Bays High School, West Middle Island Elementary and Longwood Middle School.

However, the following programs will have new sites attached to their program:

- Premm Learning Center will have classes located in the Sachem School District at Merrimac Elementary School. This program will service students in grades 3 through 6.
- Sayville Academic Center will have classes located in the Sachem School District at Seneca Middle School. This program will service students in grades 4 through 5. The Sayville Academic Center site will only provide instruction to students in

grades K through 3. However, Sayville Academic Center, in collaboration with Sagamore Children's Center, will continue to provide Sagamore services to students in grades K through 5.

- Westhampton Beach Learning Center will have classes located in the Shoreham-Wading River School District at Shoreham-Wading River High School. The program will service students in grades 9 through 12.
- Expansion of the range of services offered by the Regional Alternative High School Program will continue to provide fiscally responsible local programming to our region's students. Students have the opportunity to attend this twilight program, graduating with a Local, Regents, or Advanced Regents Diploma. Students can take advantage of the opportunity to meet requirements by participating in traditional credit accrual, as well as credit recovery, test prep or course tutoring. Currently, we are hosting programs at Connetquot School District and Rocky Point School District, and most recently, our BOCES Islip Academic Center has started a program for Central Islip School District students. We are happy to announce we are now offering an addition to the Alternative High School Program for English Language Learners (ELL) for students at our BOCES H.B. Ward Technical Center. These students will be attending the Alternative High School Program to gain academic enhancements, as well as taking a Career and Tech component for career development.
- We continue to plan and implement a number of initiatives relative to state mandated changes in staff evaluation, instructional assessment, data usage, and data reporting. We successfully completed the Annual Professional Performance Review (APPR) process for all of our staff impacted by Education Law 3012-c. We are now working with our building level leaders, as well as our agency level committees (BEES Evaluation Committee and Administrative APPR Committee) to review our process and outcomes for possible changes under the new Educational Law 3012-d. 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 have utilized grants, donations from PTO's and individuals and reallocation of fiscal resources to expand the use of iPads into our programs for administrative and instructional uses. We are currently in our fourth year of implementing this initiative, and have continued to move aggressively to train our staff in the use of this technology and deployed classroom sets of iPads to all instructional classrooms.

2.) Successes/Strengths:

- We have instituted more rigorous interview processes for teaching staff, and insisted on consistency of practice among our nine programs. We have instituted a "final interview" with the Director prior to any hiring of teaching staff, insuring consistency and rigor of practice. We have found that our candidates are better prepared, and that our new teachers, as a group, consistently show the skills and potential that we need to meet our student's extensive needs.
- APPR initiative – We are closely involved in program review and committee work to review our practice and results relative to our implementation of these required

initiatives. We continue to plan, implement, review, and then plan further for continuous improvement.

- We continue to experience strong support and collaboration with the Office of Technology Integration in implementing sound instructional practices using technology.
- Continued support and collaboration with our Operations and Maintenance Department on the implementation of many large scale projects to improve our facilities and campuses to support safe and effective learning environments.
- We are experiencing the positive outcome of identifying and administering new diagnostic assessments for our students, which have supported individualized instruction, Common Core Curriculum and high expectations for all of our students.

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

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

5.) Areas of Need:

- Time and fiscal resources to support ongoing staff development at all levels (administration, teachers, teaching assistants and teacher aides) so that our staff/programs can continue to meet student's special education needs, new learning standards and state requirements.
- Fiscal and professional resources to support a varied population of students with psychiatric needs.

NAME OF PROGRAM/SERVICE:

**Special Education –
Regional Alternative High School
Instructional Support Center (ISC)**

INTERVIEWEE:

Matt Matera, Divisional Administrator

DATE:

November 4, 2015

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 Eastern Suffolk BOCES Regional Alternative High School is offering placement to students who are English Language Learners. Students enrolled in this program will have a daily schedule that consists of a four hour departmentalized format. Instruction takes place in “blocks”, focusing on two core subjects (ELA, Math) and includes a daily CTE component.

1.) Significant facilities or program changes since 2014-2015:

- Two new ELL sites are currently located at the Harry B. Ward Technical Center in Riverhead and the Islip Career Center in Oakdale.

2.) Successes/Strengths:

- Increased graduation rates.
- Dedicated administration and faculty.
- Adaptability

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

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

5.) Areas of Need:

- Increase in district participation.

NAME OF PROGRAM/SERVICE: Special Education – Regional Summer School
Instructional Support Center (ISC)

INTERVIEWEE: Matt Matera, Divisional Administrator

DATE: November 4, 2015

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 2014-2015:

- Full-day summer school program now offered at both our Shoreham-Wading River and Bay Shore sites.

2.) Successes/Strengths:

- Dedicated administrators.
- Strong faculty.
- Adaptability.

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

- Increased district participation.
- Increase of full-day students.

5.) Areas of Need:

- Possible expansion into other districts.

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

INTERVIEWEE: Heather Ciccone, Asst. Administrative Coordinator

DATE: November 2, 2015

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

1.) Significant facilities or program changes since 2014-2015:

- Increased ESBOCES support for districts on Curriculum Associates i-Ready
- Meeting increased data reporting requirements for APPR
- Went from a .25 FTE to a .5 FTE on Third Party Help Desk
- Increased training on all aspects of i-Ready to component district

2.) Successes/Strengths:

- User meetings, workshops, and product demonstrations are well attended
- Keeping up-to-date with regulatory changes from NYSED on 3012-d in order to keep component districts up-to-date on new regulations and the effects on districts utilization of assessments
- Assisting vendors with APPR/SLO requirements and district needs
- Monitor compliance of assessment vendors for districts that have them as part of their APPR plans
- Building/maintaining strong connection and relationship with vendors and districts in order to better support component districts utilizing products
- Right Reason Technologies: 25 districts
- NWEA: 10 districts
- Curriculum Associates i-Ready: 3 district
- Renaissance Learning STAR: 4 district

3.) Challenges:

- Doing more with less.
- Space limitations at the Instructional Support Center and DeFeo Administration Building to host meetings.
- Collaboration between two sites.
- Changes in mandates from State Ed regarding APPR

4.) Anticipated changes for 2016-2017:

- Hiring additional help desk support
- Expand Level 1 Third Party Help Desk for districts using i-Ready, STAR and RRT
- Continue to investigate new programs
- Continue to sustain and/or grow existing programs
- Support for western Suffolk districts on RRT will be transferred to Western Suffolk BOCES.

5.) Areas of Need:

- Space to host meetings, professional development and user groups
- Staffing to keep up with increasing workload and training while continuing to provide quality support

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

INTERVIEWEE: Elaine Conlin, Program Administrator

DATE: October 30, 2015

Program Service Description: Student Data Services provides support for four general education student management systems: eSchoolData, Infinite Campus, PowerSchool, and schooltool. All are web-based applications that assist districts in meeting NYS data reporting mandates and provide functionality such as attendance, state reports, parent portals, and a teacher grade book. The ESBOCES service includes application support, local training, telephone/on-site support, clerical assistance in emergency situations, and production services.

1.) Significant facilities or program changes since 2014-2015:

- Extended in-district support to more districts as requested to meet the demand created by changes to their student management system support staff
- Assisted three districts in transferring to different student management systems
- Supported the introduction of a new eSchool data dashboard as an enhancement to a student management system
- Brought 12 North Eastern Regional Information Center (NERIC) districts into our help desk student management system support
- Met increased need for elementary and secondary standards based report cards

2.) Successes/Strengths:

- The number of districts using the same student management system remains consistent
- User meetings and workshops are heavily attended
- Quality student management system help desk support to participating districts

3.) Challenges:

- Doing more with less
- Space limitations at Instructional Support Center and DeFeo Administrative Building to host meetings
- Learning a new ticket system to support NERIC districts
- Meeting increased data reporting elements from New York State Education Department

4.) Anticipated changes for 2015-2016:

- Hiring a new Administrative Coordinator for Special Education Systems
- Increase number of districts hosting their student management systems with Eastern Suffolk BOCES

5.) Areas of Need:

- Maintaining staff to keep up with increased workload brought on by demand for in-district support and desire to continue to provide quality support to our district
- Replacing and training staff that are transitioning to other programs

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

INTERVIEWEE: Tracy A. Davey, Adm Coord for Student Data Services

DATE: October 30, 2015

Program Service Description: Student Data Services has embarked on a new customer service contract with the New York City (NYC) Department of Education (DOE) for the facilitation of data collection from NYC charter schools. Student Data Services has provided charter school staff with live (in-person and webinar) training for the use of Level 0 for the reporting of data as required by the State Education Department. On-going help desk support regarding state regulations and technical assistance for the reporting of required data via Level 0 software is provided. Student Data Services staff created a new data warehouse to maintain NYC data on an independent platform and will coordinate data transfers and submissions with the NYC DOE.

1.) Significant facilities or program changes since 2014-2015:

- New instance of the data warehouse software for charter school data was created.
- Student Data Services staff was trained on variations of data reporting for LEAs vs. charter schools.
- A new ticket system for tracking helpdesk inquires was established for report writing and billing.

2.) Successes/Strengths:

- Participated in Charter U, the annual school year kick-off meeting for charter school leaders.
- Four (4) trainings have been offered to charter school staff for new skills and method of data reporting.
- 108 staff members from 206 NYC charter schools attended training.
- Positive feedback from live trainings by DOE administration and participants.
- Frequent communication with the NYC charter school office regarding the coordination of the project.
- Frequent communication with the NYC Department of Instruction and Information Technology for the transfer of data.

3.) Challenges:

- Time/distance to travel for face-to-face meetings and trainings.
- Guiding charter school staff on meeting reporting requirements and deadlines.
- Numerous changes to the NYC DOE point of contact assigned as the liaison for this project.
- Setup of all aspects of the data warehouse with NYC specific information, unique from our regular data warehouse setup.
- Establishment of data access rules to protect certain data elements from accidental changes.
- Comprehensive documentation of the nature and solution of all help desk inquiries.

4.) Anticipated changes for 2016-2017:

- Training charter schools for a new method and software for data reporting.
- Establishing a fully functioning help desk.

5.) Areas of Need:

- Establish liaisons at each charter school.
- Determine and develop training to meet the needs of data reporting.
- Provide on-going training and the provision of technical how-to documentation.

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

INTERVIEWEE: Donna Guiffre, Adm Coord for Student Data Srvcs

DATE: October 30, 2015

Program Service Description: Student Data Services provides support for the following Special Education Student Management Systems: Clear Track 200-Management Service, Centris IEP Direct, Centris Sync, Medicaid Direct, Document Repository and NYSE Directors. Under Response to Intervention (RtI) systems, Student Data Services provides the following support: Response to Intervention Management (RTIm Direct) and AIMSWeb from Pearson. Our department also supports eBoard, Curricuplan, Unique Learning Systems and News 2 You. Under NYSED, the department is responsible for facilitating Medicaid trainings regionally as well as conducting 9-10 district Document Reviews each year.

1.) Significant facilities or program changes since 2014-2015:

- Broadened in-district support to districts to include smaller increments of support
- One vendor changing their current platform to another enhanced platform (AIMSWeb 1.0 to AIMSWeb Plus)
- Various staff transition both in and out of the department
- Added a new vendor contract called n2y

2.) Successes/Strengths:

- Very consistent number of districts that continue to use the same special education student management systems with ESBOCES support.
- User meetings and workshops are heavily attended.
- Special education support provides extensive help desk support and direction to participating districts.
- Strong teams that are trained experts in their specific area.
- Our ability to train school districts that have had extensive turn over in their own district as it relates to the special education support staff.
- Well-developed and implemented Employee Improvement Plans for staff member(s) when needed.

3.) Challenges:

- Looking for creative ways to support NYSED unfunded mandates for our component districts.
- The 2% tax cap imposed on school districts and the impact it has on ES BOCES pricing increases.

4.) Anticipated changes for 2016-2017:

- Continue to investigate new programs
- Continue to sustain and/or grow existing programs (Medicaid and n2y)

5.) Areas of Need:

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

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

INTERVIEWEE: Charles King, Program Administrator

DATE: October 30, 2015

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.

New York State Data Validation Service (Certify): This service allows for an automated review of the data quality found in district source systems. Customized feedback is provided on a daily basis to assist district staff in making data corrections. This process will increase the efficiency and accuracy of the data collection and reporting initiative. The New York State Data Validation Service will apply the Level 0 rules for state data reporting to the data in a district's student information system and special education data system on a nightly basis. The service produces easy to read reports detailing any reporting discrepancies at the student level. These online, school-targeted error reports allow districts to review and address data issues before data submission deadlines.

New York State Required Data Collection and Reporting: This service requires mandated participation for all districts as per the New York State Education Department. Billing will be based upon most recent verified BEDS Day PreK-12 enrollments reported. Services include scheduled District Data Coordinator meetings, access to locally developed verification reports, Level 0 software, daily loading to the Level 1 data warehouse, and access to <http://datacentral.esboces.org>. The Data Warehouse contains required information related to student demographics, enrollments, assessments, program services, and special education data, as well as required staff data.

1.) Significant facilities or program changes since 2014-2015:

- Staff demographic, assignment, tenure and attendance data being collected in the data warehouse.
- Requirements from SED to develop "common data view" reports for district users and teachers to access Grades 3-8 assessment data.
- Increasingly complex data reporting requirements and aggressive timelines.
- Updating SLO prediction tool to include new Common Core Regents assessments.
- ELA and Math sections of New York State Alternate Assessment will now be computer based.

2.) Successes/Strengths:

- Excellent relationships with district customers.
- Knowledgeable and hardworking team that creatively designs and implements solutions to complicated processing issues.
- Offer meaningful and timely training to districts

3.) Challenges:

- Meeting more aggressive SED timelines for processing and reporting data with the quality expected by our district customers.

- Implementing additional SED data reporting requirements related to staff (assignment, tenure, attendance).
- Maintaining and expanding technical infrastructure (servers, connectivity, desktop computers, software) to support increasing data demands.
- Understanding and implementing new data requirements and responsibilities that will be associated with computer based testing.
- Meeting all the above challenges with decreasing fiscal resources.

4.) Anticipated changes for 2016-2017:

- Supporting districts to meet the challenges of reporting staff data.
- Redesigning data reports to be more interactive.
- Increased SED data reporting requirements, particularly related to reporting of staff data.
- Establishing change in roles for staff members with the gradual implementation of computer based testing.
- Change in data responsibility for test scoring with the transition from paper based to computer based testing

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.
- Finding new revenue streams due to the change in testing environment from paper based to computer based testing.

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

INTERVIEWEE: Ellen Moore, Administrative Coordinator

DATE: October 22, 2015

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 2014-2015:

- Student Data Services participated with the Level 1 Centers to develop a set of “Common Data Views” reports. During 2015 Grades 3-8 ELA and math were made available to all Suffolk LEAs in the BOCES Assessment Reporting System (BARS)
- The Level 1 Centers committed to providing access to this information in a format that is identical across the State. The release is meant to help districts inform curriculum planning and professional development, and provide a consistent set of information state-wide.

Samples of released reports are:

- Performance Report with Gap Analysis
- Constructed Response Distribution of Points Awarded
- Individual Student Performance Report

2.) Successes/Strengths:

- Modification of the Score Projection Tool pathways due to changes imposed by the Common Core. The Score Projection Tool offers longitudinal correlation analysis to predict student outcomes, which can help reduce the amount of pre-tests and post-tests offered to students.
- Development of a set of Common Data Views Reports
- Implementation of the Teaching is the Core Grant. The primary purpose of the grant was to support district/consortium applicants in their efforts to (1) improve the quality of all educational assessments, while also (2) reducing the number of assessments that do not contribute to teaching and learning. In addition, to help districts/consortia identify and/or develop high-quality assessments already in use for instructional or other curricular purposes that can simultaneously be used for Annual Professional Performance Review (APPR) purposes.

3.) Challenges:

- Maintain Staff Developers/Shared Data Experts staffing
- Data security and privacy
- Budget cycle/Agency expectations and deadlines

4.) Anticipated changes for 2016-2017:

- Management and supervision of the budget process to meet Agency expectations and deadlines

5.) Areas of Need:

- Restructure the Shared Data Expert observation measures so that what is observed applies to the year-end evaluation criteria

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

INTERVIEWEE: Joseph P. Stern, Divisional Administrator

DATE: November 3, 2015

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, course, assessment, and program service for students as well as data related to staff reporting and teacher and principal evaluations, 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 2014-2015:

- Beginning the New York City Charter Data Collection Project which focuses on assisting approximately 200 charter schools in New York City in meeting state data reporting requirements.
- Continued upgrading and enhancements to the Regional Correlation Analysis and Score Projection Tool to assist districts in meeting APPR requirements.
- Collaborating with Level 1 Centers across the state to produce a set of “Common Data View” reports which are available to teachers and principals to view state assessment data.
- Significant changes in administrative leadership across most Student Data Services programs.

2.) Successes/Strengths:

- The over 80 staff members of the Student Data Services program continue to provide excellent customer service to our district customers in the areas of data warehouse, accountability, state assessments, student information systems, special education data systems and data analysis.
- Growth of Medicaid document review service to assist districts seeking reimbursement for Medicaid claims.
- Continued growth of a team approach involving Shared Data Experts, student system support, and data warehouse staff led by a Shared Coordinator to respond to urgent district needs related to data management.

3.) Challenges:

- Meeting the unknown requirements to support the State Education Department’s transition to computer based testing.
- Maintaining the current paper based test scanning and reporting service while, at the same time, managing the new computer based testing environment.
- Doing more with less. Managing budgets with stagnant or decreasing revenue sources.
- Collaborating between two sites with half the staff at ISC in Holbrook and half at DeFeo in Westhampton Beach.

4.) Anticipated changes for 2016-2017:

- Introduction of computer based testing.
- Increased and changing data reporting requirements for teachers and other staff.
- Continued development of Common Data View reports to include Regents exam data as well as the development of additional reports.

5.) Areas of Need:

- Space/time/staff to manage increasing requirements in the face of stagnant or reduced revenue streams.

NAME OF PROGRAM/SERVICE: Student Information Management Services
Instructional Support Center (ISC)

INTERVIEWEE: Nancy Winkler, Program Administrator

DATE: October 30, 2014

Program/Service Description: Student Information Management Systems is an internal program that supports Eastern Suffolk BOCES students, staff and the needs of various departments by supplying accurate student data and other information as needed. We support the information and communication technology needs of the Educational Services Division, including but not limited to Special Education, Career and Technical Education, and Education and Information Support Services. SMS is also responsible for local, state and federal reporting especially as it relates to student, course and teacher linkages and APPR. We also support our Special Education Staff using IEP Direct, which allows us to do live data sharing with our sending School Districts. In addition, SMS supports both Special Ed and Career and Tech with their billing through BOCES Direct.

1.) Significant facilities or program changes since 2014-2015:

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

2.) Successes/Strengths:

- Continued ongoing successful collaboration with component school districts resulting in live data sharing of student IEPs and a mutually productive Annual Review season.
- Professional development continues on all software products, web based systems, applications and application portals used to support our student and staff data and all related procedures.
- Strong teamwork by SMS staff. This has recently improved due to some staffing changes.
- We successfully completed yet another year of State reporting through SIRS, which remains full of challenges for any school district, but particularly an agency as large and unique as our BOCES.
- We provide an effective help desk/support team for users of our student and staff information systems.

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

- Increased reporting requirements
- More software updates
- Implementation of additional software features
- New staff members in place and receiving training
- Retirement of experienced Program Administrator, new Divisional Administrator taking over, transition in process.

5.) Areas of Need:

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

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

INTERVIEWEE: Liz Melichar, Program Administrator

DATE: November 11, 2015

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, and Physical Therapy

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

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

Consulting Teacher Services/Parent Training/Home ABA Services: 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 2014-2015:

- The addition of WinCap Financial
- Changes in included program locations which challenges scheduling of services
- With the retirement of our key AAC provider, a succession plan was implemented, training 7 providers to take on the collective work of the one retiree. He remains as a consultant for stability.
- Increasing demands for ESL and bilingual speech services, as well as for district assistance for NYSESLAT administration.
- Increased demand for psychiatric professionals at our programs supporting these students as well as increased demands within our school districts.
- 'Outside' related service providers require intensive training and support through their first two years.

2.) Successes/Strengths:

- Additional PECS implementers have been trained
- The implementation of 'New Teacher Support Groups' for speech teachers, psychologists and social workers.
- The roll out of Win Cap Financial in the Summer 2015 program, with on-site training at every location.
- The addition of a Summer Progress Summary stored on the student's IEP to measure the effectiveness of summer instruction, as addressed y classroom staff and all related service providers.

3.) Challenges:

- Ability to attract seasoned mental health professionals paying at a cap of 5 years' experience.

4.) Anticipated changes for 2016-2017:

- Planning for potential administrative retirement
- Budgetary restrictions in not being able to align revenue changes with actual expenditures, including provider costs.

5.) Areas of Need:

- None

NAME OF PROGRAM/SERVICE: Suffolk Regional Information Center
Instructional Support Center (ISC)

INTERVIEWEE: Darlene Roces, Director of Regional Information Center

DATE: November 6, 2015

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 areas identified below. 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.

Financial and District Services

- Finance Manager
- Election Management Systems
- Facilities Management Systems
- Capital Projects
- Automated Emergency Call Notification Systems
- Disaster Recovery Services
 - Planning
 - Offsite Data Retention
 - Offsite Finance Manager Disaster Recovery
 - Email Archiving
- Distance Learning / Credit Recovery
 - Videoconferencing / Web conferencing
 - Test Prep
 - Various APPR solutions
 - Various for credit and credit recovery offerings
- Transportation Management and Routing Systems
- Cafeteria Management Systems
- Document Management System
- Leadership and Strategic Planning
- Intellipath and eRate application processing
- Administrative District Integration Platforms

Technology Support Services

- LAN / WAN support
- Internet service provisioning
- Internet2
- VoIP
- Secure Email
- Security and Surveillance Solutions
- Google Apps for Education – Help Desk and technical support
- Microsoft Office 365– Help Desk and technical support
- Centralized NOC Management Services
- Internal BOCES Technical Support Services
 - Student Data Systems
- Website/SharePoint/Moodle Hosting and Development

Technology Acquisitions

- Instructional technology
- Administrative technology
- Network printers
- One-time acquisitions and multiyear financed projects available

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 2015/16 school year.

1.) Significant facilities or program changes since 2014-2015:

- Increase in communication vehicles with districts via the creation of two listservs and a RIC Advisory Council
- Finance Manager conversions to nVision platform, increased APPR and NYS report requirements/demand
- 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
- Continued expansion of Cafeteria Management Systems
- Continued expansion of Transportation Routing Software Systems
- Introduction of IQM2 Document Management system for digital record keeping of school district BOE meeting agendas, minutes and other associated materials
- Strategic Planning and Leadership service
- Launch of redesigned Google Apps for Education and Microsoft Office 365 service and Help Desk
- Enhanced network infrastructure to increase efficiency, redundancy and high availability of services
- Restructuring of Internet service provisioning to school districts to be more cost effective and efficient
- Introduction of Centralized NOC Management services for school districts to outsource their central network applications to be hosted at the RIC and gain significant cost savings
- Increased number of one-time and multi-year acquisitions

2.) Successes/Strengths:

- Experienced staff with low staff turnover creates development and consistency of services
- Enhanced cloud-based productivity services support structure
- Increased service subscriptions through marketing and outreach initiatives
- Staff development
- Recognition by component districts of our continual support to them including but not limited to our flexibility to respond to unanticipated needs

3.) Challenges:

- Managing the spikes in workload with existing staff. Planning for future demands/deliverables from NYSED
- Ability to maintain high level of services with financial constraints placed on budgets
- Limited resources for Research and Development
- Expanding subscriptions and customer base in fixed market segment
- Limited procurement vehicles to acquire requested acquisitions results in longer process time and incremental costs
- Complexity of record keeping increased due to auditing rules

4.) Anticipated changes for 2016-2017:

- More component districts converting to nVision
- Additional staff
- Expanded staff development opportunities
- Pursue additional bids, licensing agreements and other procurement vehicles as per district demand

5.) Areas of Need:

- Time management and project management training
- RIC/District interconnectivity
- Increased support staff
- Potential need for additional staff due to increased district demand

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

INTERVIEWEE: Grant Nelsen, Director

DATE: November 3, 2015

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 2014-2015:

- Expanded Wi-Fi to Special Ed. included sites
- Implemented employee self-service/timesheets as part of WinCap HR/Payroll
- Increased staff due to assumption of Instructional technology support

2.) Successes/Strengths:

- Meeting technical needs of the agency efficiently
- Staff focused on customer service

3.) Challenges:

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

4.) Anticipated changes for 2016-2017:

- Implementation of Virtual Desktops across agency
- Upgrade all SMART Board hardware/software across agency

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: October 26, 2015

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 be successful 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, 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/Accessories Installation, Audio Production and HVAC. Adult Education offers Literacy and CTE classes during the day and in the evening.

1.) Significant facilities or program changes since 2014-2015:

- We are now offering an HVAC program for the 2015-2016 school year.
- Many old exterior doors have been replaced.
- Much of the parking lot has been repaved.
- New gutters have been installed.
- New hand rails have been installed.
- An outdoor area has been completed for use by the Animal Science class.

2.) Successes/Strengths:

- The number of students who earn an industry certification continues to increase.
- The number of students who earn Certificates of Completion continues to increase.
- Facility upgrades/repairs have been completed; doors, hand rails, parking lot, and old greenhouse area.

3.) Challenges:

- District enrollment caps on the number of students that may attend a CTE/SCE program
- Support staff for students.

4.) Anticipated changes for 2016-2017:

- None at this time.

5.) Areas of Need:

- Support staff for students – school social worker(s), additional guidance counselor for SCE students.
- Replacement of carpeting/flooring in classrooms and office areas.

NAME OF PROGRAM/SERVICE: Westhampton Beach Learning Center

INTERVIEWEE: Kevin Crofton, Principal

DATE: November 23, 2015

Mission Statement: The mission of the **Westhampton Beach Learning Center** is to provide high quality, evidence based instruction and support services that meet the unique needs of each student. Our diverse specialty programs foster student engagement, independence and promote high expectations to ensure that students are challenged to meet the Common Core state standards and are prepared for success in their post-school lives.

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 2014-2015:

- Complete makeover of the main building conference room.
- Installation of new wall padding in the main building gymnasium.
- Replacement of old exterior wooden fencing with new chain-link fencing. Additional fencing was added for safety purposes.
- Demolition of former pool house building that was in major disrepair.
- Renovation of kitchen areas in 300 wing Pre-Voc. area and 200 wing Autism Program. Renovation included replacement of all wooden cabinetry and new appliances.
- Installation of new building intercom system.
- Installation of exterior lighthouse lantern constructed by our Pre-Vocational students in the wood shop Pre-Voc. rotation.
- Renovations scheduled to be completed in the very near future include, the replacement of existing pre-fabricated interior classroom walls in the Autism Program

200 wing. The existing walls are not full floor to ceiling height and therefore create potential safety and sound-proofing issues. New walls will be constructed of sheetrock with sound-proofing insulation added.

- With regards to significant program change, our previous High School Inclusive Program site at Hampton Bays High School was no longer available and therefore the program was moved to a new location in the Shoreham-Wading River High School.

2.) Successes/Strengths:

- As has been stated in the past, the ongoing strength and foundation of our program continues to be our dedicated and hardworking staff who apply their skill and focus on the individual needs of our students.
- One of our program's key strengths is the ability to adapt and modify program aspects in order to address and meet individual student needs in a caring, creative and effective manner.
- Another strength of our program is the willingness and open-mindedness to accept very challenging students into the program. This flexibility provides assistance to our component school districts and is greatly appreciated by them.
- The program's history of success with students and its willingness to accommodate both the special needs of students as well as the needs of school districts enables the program to maintain an excellent reputation, which in turn has a positive effect on student enrollment.
- The expansion and modification of our existing pre-vocational program which serves students ages 13 – 21 and has its foundation in the instruction and practice of life skills, has served to maximize student independence and provide increased community education experiences.
- Provided Pre-Voc. students ages 17 – 21 with successful community-based work internship at a Home Depot Store.
- Creation of new work internship initiative with community-based agency. Internship opportunities involve students working on a local farm performing a variety of work tasks. Potential for ongoing partnership with this community-based agency and expansion of student work internship opportunities.
- Creation of a working environment that provides for ongoing positive staff morale.
- Our program is quite fortunate to have a very active and responsive SEPTA organization that supports our program and staff in a variety of ways.

3.) Challenges:

- As stated in the past and which will probably continue in the future, the biggest challenge is time. There is just not enough time in the work day to effectively supervise a program, manage staff and students, communicate with parents and district representatives, spend quality time in classrooms, conduct observations, complete staff evaluations, conduct CSE meetings and complete additional required paperwork and initiatives.
- Students entering the program are much more behaviorally and/or psychologically involved then in the past. Many of these students require individualized behavioral plans that require ongoing adjustments and monitoring. Considering that our program services students up to age 21, many such students are physically large in size, posing potential hazard when these students become physically aggressive.
- Our program campus consists of three separate buildings and three off-campus inclusive sites serving a variety of student populations, alternate assessment vs.

general assessment, physically handicapped, intellectually disabled, autistic, as well as behaviorally acting-out students. Providing administrative supervision, support and visibility in several different locations can be a very challenging task.

- Our program also serves student and school districts covering a vast geographic area and varying locations. Some parents and districts find it difficult to travel the long distance it might be from their home or district to our program location. This sometimes results in a less than desired level of participation with regards to meetings and/or school events.
- Finding appropriate assessment and evaluation tools for students that are significantly cognitively impaired and which are age appropriate, specifically for older aged students.

4.) Anticipated changes for 2016-2017:

- Ongoing need to hire quality skilled staff to replace veteran retiring staff and to accommodate ever increasing student enrollment.
- Ongoing expansion of new work internship initiatives, to include additional internship sites.
- Ongoing refinement and modification of existing program components to maximize student safety, student independence and motivation.
- Ongoing need to update building technology to remain current with technical advances.
- Updating and implementation of new curriculum materials, resources and assessments that support Common Core standards.
- Need to respond to potential new politically motivated educational initiatives including new commissioner, potential changes to teacher/administrator evaluation system (rubrics), ongoing controversies with Common Core and the parent supported opt-out movement.

5.) Areas of Need:

- More hours in a day.
- For State Ed. Representatives to have a clearer understanding of our student population and their eclectic skill and disability levels.
- For State Ed. Representatives to establish more realistic goals and expectations for our student population, based on the above-stated need. Many of the new initiatives in education are geared to the regular education student and have a dramatic and negative impact on developmentally delayed Special Education students.
- Increased physical space with regards to infrastructure, in order to accommodate ever increasing student enrollment and enable the creation of increased innovative supportive initiatives.
- Faster completion rate of identified infrastructure renovation projects.
- Faster remediation of identified infrastructure security concerns.
- Larger pool of skilled daily substitutes.
- Return of the community bus aide to a full-time position. Currently position is a part-time position.
- Additional storage space for older, but still useful adaptive equipment.



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