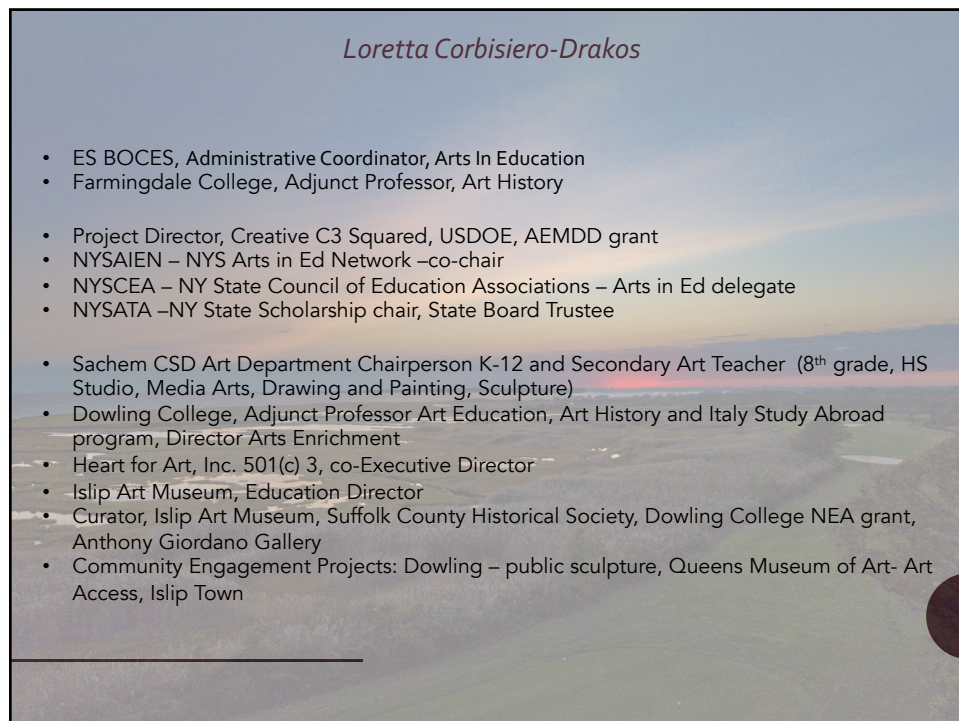




1



2

Arts in Ed Office



Diane Bloxon

Office Application Specialist

Artist applications
Performance contracts
Website updates



Renee Trapani

Office Assistant

Supports AiE/EE
Coordinates conferences and meetings

3

ALL INQUIRIES:

artsined@esboces.org

631.286.6989

4

ARTS IN EDUCATION VS EXPLORATORY ENRICHMENT

ARTS IN ED

- BOCES operates a shared service designed to integrate the arts into education.
- Individual activities may include music, drama, dance, writing, and the visual and media arts.
- Staff professional development related to a specific arts activity may also be provided.

EXPLORATORY ENRICHMENT

- Exploratory Enrichment provides activities which exceed or are different from content offerings found in standard courses.
- Based on NY State Learning Standards
- Science, Math, Marine Studies, Health & Wellness (YOGA/MINDFULNESS)
- Activities may not generate school or college credit and may not be scheduled on weekends.
- **NO PROFESSIONAL DEVELOPMENT!**

NO FAMILY NIGHTS, PARTIES OR FUND RAISERS!!

5

ARTS IN EDUCATION AND EXPLORATORY ENRICHMENT

- Authentic learning experiences
- Develops 21st century learning skills
- Educates the “whole-child”
- Promotes:
 - Critical Thinking
 - Collaboration
 - Communication
 - Creativity



6

BENEFITS OF USING ES BOCES ARTS IN ED & EXPLORATORY ENRICHMENT

- BOCES Arts-In-Education (AIE) program provides service to school districts for integrating music, theater, dance, literary arts, visual arts, and media arts into the classroom.
- Exploratory Enrichment (EE) provides meaningful student experiences and opportunities in other curricular areas such as; science, math, health & wellness, SEL, environmental.
- Professional development for both arts and classroom teachers related to arts activities is also provided through the Arts-in-Education CoSer (BOCES Cooperative Service).
- By contracting programs through BOCES AIE, school districts are eligible to receive reimbursement from New York State for a portion of the costs of those programs, based on your districts State Aid Ratio.

7

EVALUATIONS

- The AIE office also maintains a database of performer evaluations from the previous year in which schools rate the programs they have received in four areas: artistic quality, educational quality, student response and presenter interaction, as well as technical quality. Teachers also note reasons why they would/would not recommend a program to other school districts.
- Artists complete an evaluation of their experience in the school.



8

APPLICATION INFORMATION

9

Filling out your application MID-LATE JUNE

- Previous application is no longer valid – must be new each year
- Preview the website – see what's offered
- BOTH THE APPLICATION & PROGRAM DESCRIPTION must be completed or renewed
- REFERENCES NEED TO BE PROVIDED BY ALL APPLICANTS
- WE NEED LETTERS OF RECOMMENDATION FOR NEW ARTISTS ONLY
- NEWYORK STATE RETIREMENT FORM MUST BE COMPLETED EVERY YEAR
- NO "TRAVEL FEES EXTRA"!!
- NO APPLICATIONS AFTER DECEMBER 1ST UNLESS REQUESTED BY A DISTRICT



10

NEW PRESENTERS

- IF A SCHOOL ASKS YOU TO APPLY YOU MUST LET US KNOW
- OFTEN WE WILL RECEIVE A W9 WITH NO OTHER INFORMATION

11

ARTS IN EDUCATION MUST HAVE:

- Clear connection to Arts Standards!
- Cr, Pr, Re, Cn

EXPLORATORY ENRICHMENT

- CAN NOT HAVE PROFESSIONAL DEVELOPMENT

CULTURALLY RESPONSIVE – SUSTAINING EDUCATION

If there is a clear connection – indicate

- 1. Welcoming and Affirming Environment
- 2. High Expectations and Rigorous Instruction
- 3. Inclusive Curriculum and Assessment
- 4. Ongoing Professional Learning

Application Information

- All information will be on our website
- Application will come from dbloxon@esboces.org (check spam)



Questions?

- Contact OUR OFFICE at 631-286-6989 ARTSINED@ESBOCES.ORG

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Main Art Form:	Visual Arts (VA)
Secondary Art Form:	Professional Development

☒ Cr-Creating-conceiving & developing new artistic ideas and work.

- Generate & Conceptualize artistic ideas and work.
- Organize & develop artistic ideas and work.
- Refine & complete artistic work.

☒ Pr-Performing (Music-Dance-Theater)/ Presenting (Visual Arts)/ Producing (Media Arts)

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

☒ Re-Responding-Understanding and evaluating how the arts convey meaning.

- Perceive and analyze artistic work.
- Interpret meaning in artistic work.
- Apply criteria to evaluate artistic work.

☒ Cn-Connecting-Relating artistic ideas and work with personal meaning and external context.

- Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
- Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

☐ Welcoming and Affirming Environment

☐ High Expectations and Rigorous Instruction

☐ Inclusive Curriculum and Assessment

☐ Ongoing Learning/Professional Development

Applied [NY State Learning Standards for the Arts](#):
(check all that apply)

Applied [Culturally Responsive -- Sustaining Education](#):
(check all that apply)
Provide details to support CR-S in your program description.

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Helpful Information

- Be sure videos are short and concise (5 minutes OR LESS)
- Make sure website/VIDEO appropriate for schools (CONTENT, RELIGION, ETC.)
- A separate website / YouTube channel for schools?
- Must have permissions to publish video/photograph students
- If content is strong it may be blocked by our filters – follow up with Diane if email is rejected
- CHOOSE KEY WORDS CAREFULLY FOR SEARCH IN OUR CATALOG
- IF YOU MUST LOOK AT YOUR PROGRAM GO TO WEBSITE CATALOG
ARTSINED.ESBOCES.ORG



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IMPORTANT

- YOU MUST FILL OUT ALL THREE PARTS OF APPLICATION
- MODIFYING YOUR PROGRAM WILL TAKE YOU OFFLINE –ANY ACTIVITY WILL TAKE YOU OFFLINE! SCHOOLS WILL NOT SEE YOUR PROGRAM AND IT WILL NEED TO BE REVIEWED AGAIN
- NO CHANGES TO PRICING FOR THE YEAR (YOU can offer discounts, but not increases)
- IF A # IS REQUIRED YOU MUST PUT A # (e.g. Telephone)
- PURSUANT TO ITEM “C” IN YOUR PROFESSIONAL SERVICES CONTRACT ALL CERTIFICATIONS, LICENSES, AND INSURANCE ARE YOUR RESPONSIBILITY
- “You can find me/us in the ES BOCES Arts in Education / Exploratory Enrichment online catalog” NOTHING ELSE IS ACCEPTABLE!
- When a blast email is sent out – it is a general email – if it doesn’t pertain to you please don’t call to verify it’s not for you

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UPDATES

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IN-SCHOOL ARTIST/PRESENTER COVID TESTING

- IT IS YOUR RESPONSIBILITY TO CHECK INDIVIDUAL DISTRICT REQUIREMENTS IN ADDITION TO ABOVE, PRIOR TO ENTERING SCHOOL BUILDINGS.

New York State Department of Health guidance documents:
[New York State Department of Health Determination to Test](#)
[Interim New York State Department of Health Guidance](#)



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Partners in Education, Arts, & Community Empowerment (PEACE) at Patchogue Arts Council (PAC) is a program that empowers educators in Suffolk county middle and high schools to make more effective use of the arts for underrepresented students through College, Career, and Civic Readiness (CCCR) and Culturally Responsive-Sustaining education (CR-S), which are urgent issues in local, state, and national education.

[Press Release](#)

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Changing school culture by listening to learners






PEACE was inspired by ten years of research conducted by Eastern Suffolk BOCES with funding from the US Department of Education, which found that learning experiences planned in schools among teachers, artists, and cultural organizations could strengthen student critical thinking, collaboration, communication, and creativity, often known as 21st Century skills. [Read the study.](#)

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ASSISTANCE FOR ARTS EDUCATION (AAE)
US Department of Education grant
Partnership with Patchogue Arts Council



- Partners in Education, Arts, and Community Empowerment (PEACE)
- U.S. Department of Education awarded \$17 million to 27 grants representing 15 states
- Patchogue Arts Council (PAC) was selected as a recipient for funding and awarded \$1.8 million over a five-year period
- Development of an "Arts Integration Institute" through ES BOCES for Professional Development
- Scholarships will be awarded through PAC for educators to attend
- Application www.patchoguearts.org

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Culturally Responsive - Sustaining Education (CR-SE)

- Diversity, Equity and Inclusivity
- Social Emotional Learning
- Changes to application
- Changes to program description

**CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION**



Welcoming
and affirming
environment



High
expectations
and rigorous
instruction



Inclusive
curriculum and
assessment



Ongoing
professional
learning

[CR-S Education](#)

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CIVIC READINESS GUIDANCE FROM NYSED



**CIVIC
KNOWLEDGE**

Demonstrate a fundamental and functional knowledge of government, law, history, geography, culture, economics, and current events. These may include inquiries within our democratic system at the federal, state and local level. Students should know how to apply this knowledge to different circumstances and settings.



**CIVIC
MINDSETS**

Demonstrate the mindset of a participant in a democratic society. A civic mindset is a commitment to democratic interpersonal and intrapersonal values, virtues, attitudes, and beliefs and informed actions that promote and facilitate meaningful participation in civic life. It is an understanding of self as part of and responsible to larger social groups.



**CIVIC
SKILLS
& ACTIONS**

Demonstrate a broad array of critical analytic, verbal, communication, media literacy and other skills and participate in a wide variety of actions. Students should practice such actions both inside and outside of school on a regular basis.



**CIVIC
EXPERIENCES**

Participate in developmentally appropriate civic experiences. Civic readiness should be developed in a variety of settings and ways—inside and outside of the classroom, across content areas, and for multiple purposes. Civic Readiness should be promoted by engaged students in relevant experiences that include students as active participants.

[Civic Readiness Landing Page](#)

[Civic Readiness Regents Update 2022](#)

[K-4 Guidance Document](#)

[5-8 Guidance Document](#)

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ARTS CONNECTION	CURRICULUM CONNECTION
<ul style="list-style-type: none"> Authors (TH) Circus (TH) Dance (DA) Drama (TH) Health Literature Magic (TH) Media Arts (MA) Mime (TH) Music (MU) Math Poetry Professional Development Puppetry (TH) Science Social Studies Storytelling (TH) Theatre-Musical (TH) ✓ Visual Arts (VA) 	<ul style="list-style-type: none"> ✓ Arts: Dance, Media Arts, Music, Theatre, Visual Arts Professional Development Anthropology Archaeology Astronomy Biology Career Development & Occupational Studies (CDOS) Career and Technical Character Development Chemistry College, Career, Civic Readiness Community Connections and Engagement Computer Science and Digital Fluency Culturally Responsive and Sustaining Education Diversity, Equity and Inclusivity English Language Arts Environmental Studies Family and Consumer Science Geography Geometry Global / Multicultural Studies Government, Civics, Citizenship Health Sciences Health, Wellness, Physical Education History (World/US) Interdisciplinary Language other than English Marine Studies Mathematics Native American Studies NY State / Long Island Physics Science Social Emotional Learning Social Justice/Advocacy Social Studies Technology Education Writing/Speaking/Presenting Skills

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WRITING YOUR PROGRAMS

CONSIDER THE FOLLOWING

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Standards versus Curriculum

- Standards are expectations. Curriculum is the program created by local school districts to learn and teach why.
- Standards are statements. Curriculum includes many resources: activities, lessons, units, assessments, and textbooks.
- Standards define what is to be learned by the end of a school year. Curriculum is the detailed plan for day to day teaching.

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Highlights of Arts Standards

- Addition of Media Arts
- Common Artistic Processes
- 11 Anchor Standards
- Grade level bands for sequential instruction
- Discipline specific Enduring Understandings
- Discipline specific Essential Questions
- Artistic Literacy
- Traditional and Contemporary Approaches
- Responding
- Connecting



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Foundations of Artistic Literacy

- The knowledge and understanding required to participate authentically in the arts.
- Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts.
- It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.



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Artistically literate students:

- Use a variety of artistic media, symbols, and metaphors to communicate their own ideas and to respond to the artistic communications of others.
- Develop creative personal realization in at least one art form in which they continue active involvement as an adult.
- Cultivate culture, history and other connections through diverse forms and genres of artwork.
- Find joy, inspiration, intellectual stimulation, and meaning when they participate in the arts.
- Seek artistic experiences and support in the arts in their communities.

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PLEASE ALIGN YOUR PROGRAMS TO THE NY STATE LEARNING STANDARDS

<http://www.nysed.gov/curriculum-instruction>

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Art Standards at a glance

Artistic Processes <i>Shared by all disciplines</i>		Anchor Standards <i>Shared by all disciplines</i>	Performance Indicators <i>Discipline - specific</i>
Cr	Creating	1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.	All Disciplines <ul style="list-style-type: none"> Pre-K – 8th Grade <ul style="list-style-type: none"> grade by grade High School <ul style="list-style-type: none"> HSI – Proficient HSII – Accomplished HSIII – Advanced <p>.....</p> Music Only – Additional Strands <ul style="list-style-type: none"> Harmonizing Instruments, Traditional and Emerging Ensembles <ul style="list-style-type: none"> Novice - 5 Intermediate – 8 Composition & Theory, Technology <ul style="list-style-type: none"> HSI – Proficient HSII – Accomplished HSIII – Advanced
Pr	Performing (Dance, Music, Theater) Presenting (Visual Arts) Producing (Media Arts)	4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.	
Re	Responding	7. Perceive and analyze artistic work. 8. Interpret meaning in artistic work. 9. Apply criteria to evaluate artistic work.	
Cn	Connecting	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	

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Cr CREATING

CONCEIVING AND DEVELOPING NEW ARTISTIC IDEAS AND WORK.

- Anchor Standard 1. Generate and conceptualize artistic ideas and work.
- Anchor Standard 2. Organize and develop artistic ideas and work.
- Anchor Standard 3. Refine and complete artistic work.



Audrey Flack @ Parrish Art Museum

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Pr PERFORMING PRESENTING PRODUCING

- PERFORMING (dance, music, theater): Realizing artistic ideas and work through interpretation and presentation.
- PRESENTING (visual arts): Interpreting and sharing artistic work.
- PRODUCING (media arts): Realizing and presenting artistic ideas and work.

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Pr PERFORMING PRESENTING PRODUCING



- Anchor Standard 4. Select, analyze, and interpret artistic work for presentation.
- Anchor Standard 5. Develop and refine artistic techniques and work for presentation.
- Anchor Standard 6. Convey meaning through the presentation of artistic work.

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Re RESPONDING



UNDERSTANDING AND EVALUATING HOW THE ARTS CONVEY MEANING

- Anchor Standard 7. Perceive and analyze artistic work.
- Anchor Standard 8. Interpret meaning in artistic work.
- Anchor Standard 9. Apply criteria to evaluate artistic work.

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Cn CONNECTING



Fearless Girl, Photo Image K. Corcoran, 2017

RELATING ARTISTIC IDEAS AND WORK WITH PERSONAL MEANING AND EXTERNAL CONTEXT

- Anchor Standard 10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
- Anchor Standard 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and in turn how artistic ideas shape cultures past, present and future.

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NYSED RESOURCES



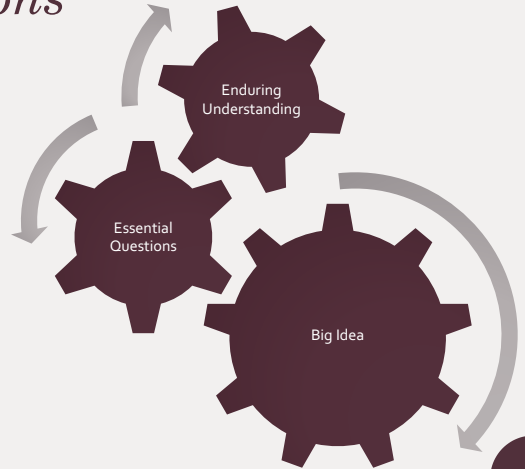
- Conceptual Framework
- Enduring Understandings & Essential Questions
- Discipline-specific Glossaries
- Inclusion Strategies
- Implementation Guide

[NYS Arts Standards](https://www.nyartsstandards.org/)
<https://www.nyartsstandards.org/>

[National Arts Standards](#)

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Enduring Understandings & Essential Questions



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Dance

- **Enduring Understanding:** Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.
- **Essential Question:** Where do choreographers get ideas for dances?
- **Enduring Understanding:** Personal experiences, knowledge, and contexts are integrate and synthesized to interpret and create dance.
- **Essential Question:** How do empathy for others, understanding of ourselves, events around us, and other knowledge, deepen our dance experience?

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Media Arts

- **Enduring Understanding:** Media arts ideas and works are shaped by the imagination, creative processes, artistic traditions, and experiences.
- **Essential Question:** How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?
- **Enduring Understanding:** Media artworks synthesize personal experience to create meaning.
- **Essential Question:** How are personal experiences and knowledge related to understanding, making, and producing media artwork? How do we learn about and create meaning through producing media artwork?

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General Music

- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?
- **Enduring Understanding:** The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to in
- **Essential Question:** How does music deepen our understanding of ourselves, promote creative expression, and encourage productive collaboration? What inspires and informs the creative work of musicians?

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Theatre

- **Enduring Understanding:** Creativity is a foundation of theatrical practice.
- **Essential Question:** What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration?
- **Enduring Understanding:** Theatre artists allow awareness of relationships between self and others to influence and inform their work.
- **Essential Question:** What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

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Visual Arts

- **Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.
- **Essential Question:** What conditions, attitudes, and behaviors support creativity and innovative thinking?
How Does Collaboration expand the creative process?
- **Enduring Understanding:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
- **Essential Question:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How does art-making contribute to awareness and understanding of one's lives and the lives of others in the community?

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WHAT ARE SCHOOLS LOOKING FOR?

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**CULTURALLY
RESPONSIVE
SUSTAINING
EDUCATION**



- Diversity, Equity and Inclusivity
- Social Emotional Learning

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- STEAM
- Maker Space
- Drug Awareness / Prevention
- Motivational / Inspirational
- Authors / Literacy
- Science / Math
- Programs that make interdisciplinary connections
- Professional Development for Teachers – new CTLE requirements
- Mindfulness / Yoga / meditation
- Social Emotional workshops (Yoga, Non-violent communication)



PLEASE SHARE FEEDBACK...

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September: National Suicide Prevention
National Hispanic Heritage
Arts in Ed week

October: Hispanic Heritage
National Bullying Prevention
Arts and Humanities

November: NYS History

January:
Martin Luther King Jr.

February: Black History
Teen Dating Violence Awareness

March: Women's History
Youth Art Month
Music Inspires

April: Poetry

May: Asian/Pacific American Heritage
Haitian Heritage
Jewish American Heritage

June: LGBTQIA+ Pride
Juneteenth



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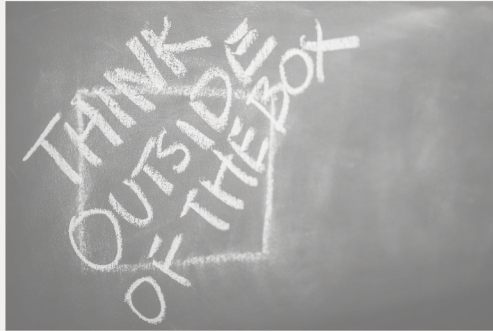


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Other opportunities



- Conference for kids
- Spotlight on arts
- Star newsletter
- Arts on Terry – street fair

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PUBLICATIONS

Keep updated.... Read and share with Administrators and Teachers

SPOTLIGHT

SPOTLIGHT Highlights C&K Conference
Arts in Education is highlighting arts from our annual C&K Conference February 15th & 16th, 2022.

Cleveland Museum of Art
<https://clevelandmuseumofart.org/>

Look and Discover Egypt
Explore the museum's collection through this general introductory experience designed to examine artworks and artifacts from different time periods and cultures.

Cleveland Museum of Art
<https://clevelandmuseumofart.org/>

Look and Discover Ancient Egypt
Explore the museum's collection of Ancient Egypt through this general introductory experience designed to examine artworks and artifacts from different time periods and cultures.

These programs and more can be found in the Eastern Suffolk BOCES Arts in Education online catalogue: artsineducation.org

STAR NEWSLETTER

The Star
Eastern Suffolk BOCES Arts in Education Newsletter

Artist Spotlight
Our final Artist Spotlight for the year is on an artist who performed on May 13 at the Potomac Theatre Artist Spotlight through the Arts event.

Potomac Theatre for the Performing Arts 71 East Main Street, Potomac, NY
<https://www.potomactheatre.org/>

Our performances included the following artists which we would like the spotlight to shine on for showcasing their work. All of these performances are available through our Arts in Education program for in school performances, as well as in our performing arts center. If you are interested in any of these performers, please contact us at 631.286.6969 or artsineducation@esboces.org

Artist Spotlight
Artist: Rafael Torres
Through intense athleticism, gravity-defying acrobatics, and useful artistry – award-winning Rafael Torres' theatre, inspired and is known for his joy and warm, honest and joyful, the big question and the answer being, "Your performance is a masterpiece." Rafael Torres is a 19-year-old performer who could be used with a study guide in the classroom.

Artist: Rafael Torres
One shining circus star after another in a high energy, this family-friendly party of fun celebrates the circus and the strong spirit. This unique mix of acrobatics, aerials, and circus specialty artists ignited the imagination of the artist.

David Torres
An award-winning "Rafael's Got Talent" this amazing act combined amazing feats, juggling and acrobatics. It was truly a high level performance.

Artist: Rafael Torres
An award-winning world-traveling a variety group based out of Boston, MA, demonstrated how to make and keep a group of people while keeping the audience through a mixture of music, humor, sharing what they have learned. They hope to inspire children to perform by showing that music is a beautiful universal language.

Artist: Rafael Torres
Using words and simple actions this act showed how to use words and actions to tell a story around the world through the timeless magic of hand shadows.

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STEAM Conference for Kids

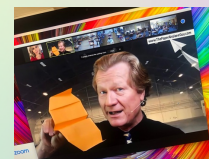
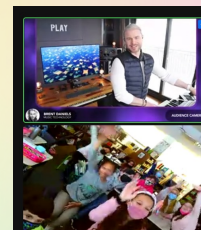
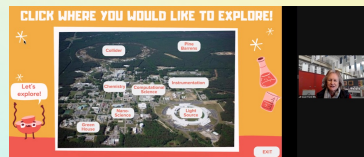
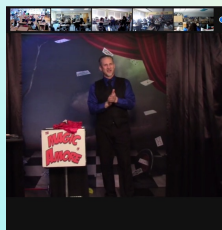


Science, Technology, Engineering, Art and Math

- Approximately 500 students in grades 4 & 5
- A full day of Arts in Ed and Exploratory Enrichment
- Visual Arts, Dance, Music, Character Education, Theater Arts, STEAM, Robotics, Forensics, Coding, Marine Life, Social Studies and more
- Suffolk Community College, Riverhead Campus
- Virtual program – over 2,400 students

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VIRTUAL C4K –February 2022



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SHARE

A PROGRAM YOU PRESENT THAT ADDRESSES ANY OF THE TOPICS DISCUSSED:

- ARTS STANDARDS
- OTHER LEARNING STANDARDS
- CULTURALLY RESPONDING – SUSTAINING EDUCATION
- SOCIAL EMOTIONAL LEARNING
- DIVERSITY, EQUITY AND INCLUSIVITY
- COMMUNITY COLLABORATION
- SOCIAL PRACTICE
- ETC.

RESPOND

I THINK...
I WONDER...
I WISH...



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CONTRACTS AND INVOICES

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Be sure you have a contract in place before your event

If you do not have a contract, check your online ledger then contact our office

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ARTIST INFO ON ESBOCES SITE:

- *Application*
- *Personal Info*
- *Program Info*
- *Ledger*

BOCES ARTS-IN-EDUCATION / EXPLORATORY ENRICHMENT ACCOUNT INFORMATION

Consultant Application: You must complete the Consultant Application, then Renew/Establish New Programs.

Program Descriptions - School Year 2022 - 2023

Title	Created
Visual Arts - View Details	6/24/2022
Visual Arts - View Details	6/24/2022

ARTS IN EDUCATION and EXPL. ENRICHMENT VOUCHER LEDGER SHEET

Contract #	School District	Performance Date	School	Perf. Date	Date	Amount
*** Payment approximately 30 days from R/R Submittal Date. ***						

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Invoicing

How to expedite payment

- Sign professional services contract sign white, hold blue.
- Email or regular mail original invoice to Arts in Ed
- SEND INVOICE AND SIGNED CONTRACT AT THE SAME TIME FOR QUICKEST TURN AROUND

artsined@esboces.org

Problems or concerns with payment

- DO NOT call district
- Contract is with ES BOCES – not district! Problems call Arts in Ed
- 631-286-6989
- Payment 30 days from performance verification authorization



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*All payments will be issued to
the name provided on w9*

LEGAL NAME



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INVOICE

NAME:

ADDRESS:

DATE OF INVOICE:

Bill to: Eastern Suffolk BOCES
 Arts-In-Education
 Brookhaven Technical Center
 350 Martha Avenue
 Bellport, NY 11713

Contract Number:

Purchase Order Number:

School District:

Building Name:

Performance Title:

Date(s) Performed:

Amount Due:

Invoices
 can be written only *up to the contracted amount*. If an invoice is for more
 than the contracted amount, it will be returned to you to correct which
 will **delay payment**. Please bill the school directly for the difference. You
 must note any date or amount changes from the contract on this invoice.

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Artsined@esboces.org


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Eastern Suffolk BOCES Board and Administration

President
Lisa Israel

Vice President
William K. Miller

Member and Clerk
Fred Langstaff

Members

Arlene Barnesi	Joseph LoSchiavo	Catherine M. Romano
Linda S. Goldsmith	Anne Mackenney	Robert P. Sweeney
William Hsiang	James F. McKenna	Norman A. Wagner
Susan Lipman	Brian O. Mealy	John Wyche

District Superintendent
David Wicks

Chief Operating Officer
Ryan J. Ruf - Management Services

Associate Superintendent
James J. Stucchio - Management Services

Associate Superintendent
Claudy Damus-Makelele - Educational Services

Assistant Superintendent
Christopher Cook - Human Resources

Directors

Leah Arnold - Career, Technical and Adult Education
Kate Davern - Educational Support Services
Mark Finnerty - Facilities
April Francis-Taylor - Diversity, Equity, and Inclusivity
Colleen Lippner - Business Services
Susan Maddi - Administrative Services
Grant Nelson - Technology Integration
Gina Reilly - Special Education
Darlene Rocas - Regional Information Center

www.esbores.org

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