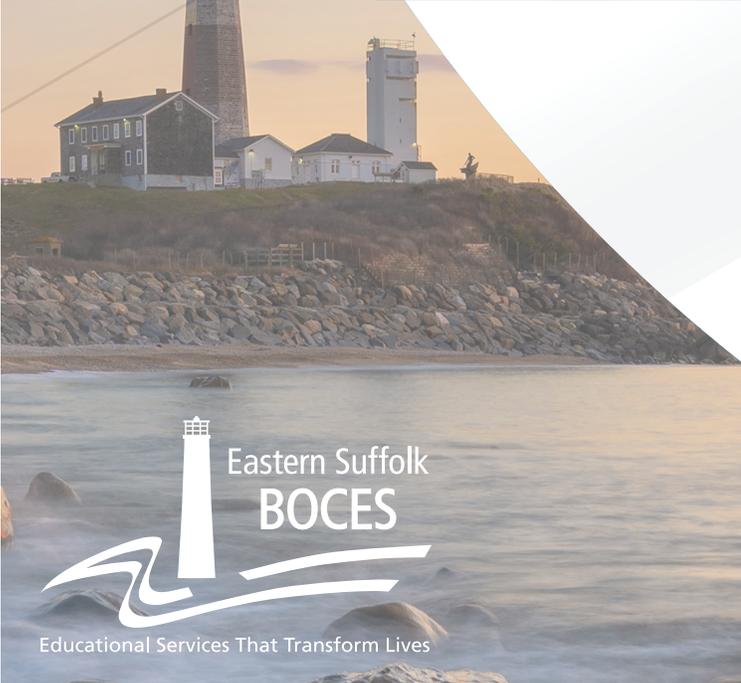


EASTERN SUFFOLK BOCES

Strategic Plan Achievements



2022

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Introduction: The ESBOCES Journey

“Innovation and Service”

As we reflect on the fifth year of our seven-year reaccreditation period from the Middle States Association of Colleges and Schools (MSA) and focus on the implementation of our long-range strategic plan for 2017-24, it is important to remember the framework upon which the work is based.

In 1998, the Board of Eastern Suffolk BOCES embarked on an unprecedented journey that was destined to lead our agency into a new millennium of change and improvement. Now, in the 2022-23 school year, we are continuing our strategies based on new challenges with a focus on diversity, equity, and inclusivity in an ever-changing environment. For those of us who have traveled the strategic planning path initiated by a forward-thinking Board, this document represents a review of our focus and successes this past year. For those readers who have remained at the periphery of this initiative, or for whom this is their first introduction, this work stands as a testament to the power of community effort guided by strong leadership. Within its pages, the reader will find examples of how our agency enacts its vision.

Educational Services That Transform Lives

The “ESBOCES journey” is a story about where we are going and how we are going to get there. The destination of our ESBOCES journey is summarized in our agency mission statement. The conviction with which we follow our journey is outlined by our foundational documents. Our journey’s itinerary is specified through a set of 12 agency goals. These goals have been reestablished and reordered to frame our journey based on an analysis of our accomplishments and the region’s continuing needs as revealed in our year-long self-study for the Middle States Reaccreditation.

In the following pages, you will learn that our focus continues to be on accessing innovation to provide the best possible service to each of our stakeholders. However, we also have a commitment to diversity, equity, and inclusivity as we support this region and the students that are educated here. The needs of the world are far different than they were in 1998. Our responsibility is to adapt to meet those needs while staying true to our mission.

Staff effort and commitment is the vehicle that takes us on our journey. Through outstanding classroom and leadership practices, cutting edge instructional and management practices, and excellent governance, our BOCES family exhibits innovation and service that is unsurpassed by any organization, public or private, educational, or other. Without a doubt, those who have chosen to make the ESBOCES journey have special qualities fueled by an agency climate and practices that are described by our reaffirmed agency beliefs.

We are convinced that the planning and work that has been done, and that remains to be done, through the ESBOCES journey, is valuable and important.

In reflecting on the Eastern Suffolk BOCES journey past and present, we are proud of our accomplishments and excited by our possibilities. We extend our invitation to you to travel along with us on this wonderful adventure that is the ESBOCES journey.

Our Mission

Eastern Suffolk BOCES, an inclusive educational cooperative of 51 Long Island school districts, provides regional leadership and advocacy, direct instruction, management, and support through quality, cost-effective instructional programs, and shared services. These programs and services maximize inclusive educational and career opportunities and equitable access for Long Island's diverse community promoting lifelong learning for both children and adults, to achieve excellence and enhance the operational effectiveness of the region.

Our Beliefs

We believe that...

- Successful, inclusive organizations create effective operational systems and enable diverse individuals to take responsibility for their actions, be accountable for the programs and services they deliver, and use all of their expertise and resources to meet the expectations of those they serve.
- Everyone has the right to a safe, healthy, caring, and inclusive environment which fosters equity and cultural proficiency, respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the sharing of ideas.
- We are a diverse, inclusive community of reflective, lifelong learners, both children and adults.
- Our diverse community of children and adult learners is a valuable resource entitled to high quality, equitable instruction and services.
- Respect, inclusivity, honesty, trust, and integrity are essential in all of our interactions.
- The foundation of our organizational success is grounded in continuous evaluation, high standards, innovation, and effective communication through a lens of equity and inclusivity.
- The integrity, equity, and high standards of our educational programs are reflected in our student outcomes, and provide students with the skills they need to become responsible citizens and contributing members of the global society.
- Effective communication which provides space for all voices to be heard and accurate information to be exchanged, improves understanding and enhances engagement of all stakeholders.
- Quality, equitable outcomes depend on the collective effort of a diverse, inclusive, well-developed and motivated workforce that embraces the agency's mission and beliefs.

Our Goals 2017-2024

In order to continue providing cost-effective, equitable, and inclusive programs and services that address the needs of our diverse learning communities and support the success of all students in the supervisory district, Eastern Suffolk BOCES has established the following goals for the 2017-2024 period:

I. HIGH STANDARDS FOR STUDENT ACHIEVEMENT

Eastern Suffolk BOCES will ensure that every student who is educated in an Eastern Suffolk BOCES program meets or exceeds expectations set by the New York State Board of Regents and/or is prepared for career or post-secondary opportunities.

II. STAFF DEVELOPMENT

Eastern Suffolk BOCES will provide continued professional growth for current and future educators, leaders, and support staff through coordinated programs of effective, affordable, and accessible professional development based on regional needs.

III. SHARED SERVICES

Eastern Suffolk BOCES will promote and offer a wide array of inclusive services designed to meet the needs of school districts within the region, and facilitate partnerships between school districts, business and industry, municipalities, and institutions of higher education.

IV. PROGRAM AND SERVICES AVAILABILITY

Eastern Suffolk BOCES will be responsive to the diverse needs of the region through the creation and equitable delivery of high-quality, innovative programs and inclusive services.

V. COST EFFECTIVENESS, QUALITY MANAGEMENT, AND OPERATIONAL EFFICIENCY

Eastern Suffolk BOCES will operate with optimum efficiency consistent with the delivery of high-quality, cost-effective programs and services, will utilize best management practices, and will actively seek new funding sources to aid in accomplishing its goals.

VI. TECHNOLOGY

Eastern Suffolk BOCES will continuously use an integrated system of technology to enhance operational and instructional effectiveness, efficiency, and equity to support improved outcomes for all members of the educational community.

VII. STRATEGIC PLANNING

Eastern Suffolk BOCES will regularly seek stakeholder input to identify, assess, prioritize, and communicate its goals and objectives using a flexible strategic planning and budgetary process to support this endeavor.

VIII. HEALTH, SAFETY, SECURITY, AND SPACE

Eastern Suffolk BOCES will ensure that all students and staff have a safe, secure, and healthy environment in which to learn and work, in appropriate space available throughout the region.

IX. PUBLIC INFORMATION

Eastern Suffolk BOCES will ensure that all stakeholders and their communities are knowledgeable about the full range and benefits of Eastern Suffolk BOCES programs and services in an effort to ensure equitable access.

X. INTERNAL COMMUNICATIONS

Eastern Suffolk BOCES will ensure that all staff are fully informed about programs, services, and our commitment to strategic planning.

XI. HUMAN RESOURCES

Eastern Suffolk BOCES will recruit and retain, and support a highly-qualified and diverse staff, and serve as a regional resource for human resource administration while promoting equity and inclusivity.

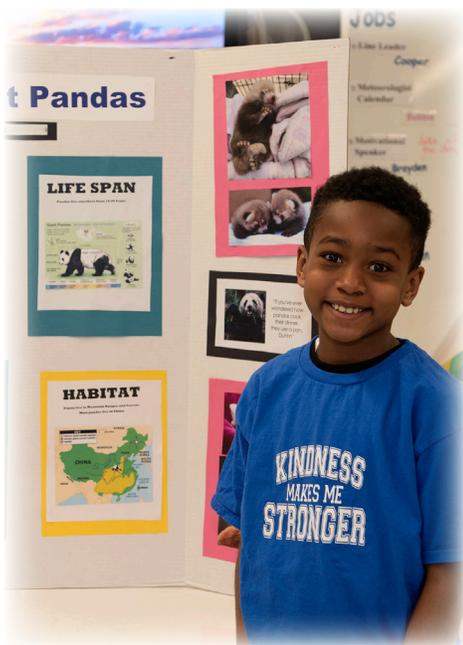
XII. RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY

Eastern Suffolk BOCES will meet the present and future needs of its diverse stakeholders through outreach, research, program improvement, and regional advocacy.

Special Education Program Completer

Students who complete a program of study in the Eastern Suffolk BOCES Department of Special Education programs will demonstrate a range of competencies in areas of academic, social/behavioral, transition/living skills, and employability skills, based on individual strengths, abilities, and cognitive functioning. These include:

- Successful completion of New York State requirements to obtain a Regents Diploma, a Skills Commencement Credential, or a Career Development and Occupational Studies (CDOS) Commencement Credential.
- Competencies in academic foundation skill areas of reading, writing, mathematics, speaking, and listening skills that reflect New York State Standards at a commencement level, or as outlined in the student's Individualized Education Plan.
- Competencies in transition skill areas leading to a range of post-graduate outcomes including post-secondary training (higher education, vocational education, supported employment), Adult Career and Continuing Education Services (ACCES), assisted living placements, or acceptance into the military services.
- Competencies in the utilization of technology to research and evaluate information, as well as to communicate effectively through correspondence, through presentations, or by use of augmentative or assistive communication devices.



- Competencies in social and behavioral skills as reflected in effective functioning in post-secondary training/higher education, employment, military services, assisted living, and small and large group environments.
- Knowledge of, and competency in, interacting with people of diverse backgrounds.

Special Career Education (SCE) Program Completer

The purpose of Special Career Education is to provide quality career education programs that will transition each student from secondary education to competitive employment.

Students who complete a program of study in any of the Eastern Suffolk BOCES SCE programs will be able to demonstrate:

- Competency in specific technical skills and knowledge in the special career education program of his/her choosing. Achievement will be reflected in each student's Employability Profile Report and quarterly grade.
- Successful completion in a paid or unpaid work-based learning experience leading to well-developed employability skills/work ethics and permanent employment.
- Increased confidence, awareness of self-worth and maturity, as well as knowledge of, and competency in, interacting with people of diverse backgrounds.
- The ability to participate in appropriate transition planning.



This Transition plan may lead to the following outcomes:

- Obtaining an entry-level position in the workforce as the first step in his/her career path.
- Articulation into our Academy Program, Eastern Suffolk BOCES Adult and Health Sciences Program, a college, or a trade school as a result of his/her course of study with our program.
- Acceptance into other career training programs such as Supported Employment or other community-based agency programs.
- Referrals to various state agencies for continued support, such as ACCES/Vocational Rehabilitation and the Office for People with Developmental Disabilities/Office of Mental Health.
- Successful completion of New York State requirements to be eligible to receive a Skills and Achievement Commencement Credential or a Career Development and Occupational Studies (CDOS) Credential.

Adult Education Program Completer

A student who completes a career training program in the Eastern Suffolk BOCES Adult Education programs will demonstrate a range of competencies that will prepare them for both college and the workplace.

Adult CTE students have:

- Engaged in rigorous, relevant coursework that is purposeful and specific to the technical skills being taught. A technical education infuses 21st century skills, including problem-solving, critical thinking, and the use of innovative tools, resources and systems.
- Demonstrated achievement of specific technical skills as reflected in course completion, certification, licensure, and/or employment.
- Participated in internships, clinical experiences, pre-apprenticeships, and work-based learning opportunities where appropriate.
- Earned industry-recognized certifications and stackable credentials preparing them for entry-level positions in the workforce.
- Knowledge of, and competency in, interacting with people of diverse backgrounds.
- Become proficient in the use of technology aligned with industry standards.



Career and Technical Education (CTE) Program Completer

When a student completes a program of study in any of the Eastern Long Island Academy of Applied Technology programs, recommendations are made to the home school district to grant an endorsement on the student's high school diploma. The district then awards endorsements based on that recommendation. Through rigorous coursework, articulations, and real-world experiences, students completing a program at the Eastern Long Island Academy have the advantage of graduating from high school prepared for both college and the workplace. CTE student completers have:

- Engaged in rigorous, relevant coursework because academics are purposeful and specific to the technical skills being taught. A technical education infuses 21st century skills including problem solving, critical thinking, and the use of innovative tools, resources, and systems.
- Applied what they learned in academic classes. Core academic content is integrated in all CTE programs.
- Demonstrated achievement of specific technical skills as reflected in his/her Employability Profile Report and quarterly grade.
- Earned college credits to give them an extra advantage after earning his/her diploma. Nearly every CTE program connects with a community college, private institution, and/or state university which makes it possible for students to reduce college costs.
- Participated in internships, pre-apprenticeships, and work-based learning opportunities.
- Engaged in local and national clubs, and participated in industry-specific organizations to build and expand interpersonal and leadership skills that enhance academic, personal, and career development.
- Earned industry-recognized certifications and stackable credentials, preparing them for entry-level positions in the workforce.
- Gained knowledge of, and competency in, interacting with people of diverse backgrounds.
- Gained competency in the use of technology that is aligned with industry standards.



Strategic Action Plans 2017-2024

I. EDUCATIONAL OUTCOMES

By July 2024, there will be a measurable improvement in the educational outcomes of Eastern Suffolk BOCES Special Education and Career Education students.

II. EDUCATIONAL OUTCOMES – ADULT EDUCATION

By July 2024, there will be a measurable improvement in the educational outcomes of Eastern Suffolk BOCES Adult Career and Technical Education students.

III. EDUCATIONAL SUPPORT SERVICES

By July 2024, Eastern Suffolk BOCES support services and regional networks will have provided high-quality, innovative programs and services through an outstanding customer service focus to the local education agencies we serve.

IV. REGIONAL TECHNOLOGY SERVICES

By July 2024, Eastern Suffolk BOCES will continue to be a regional leader in technology services, offering new and enhanced technologies to improve efficiencies and strengthen the quality of the programs and services offered to all members of our educational community.

V. HUMAN RESOURCES

By July 2024, the Eastern Suffolk BOCES Department of Human Resources will be a resource, both internally to the agency and regionally to component school districts, promoting best practices that ensure compliance with local, state, and federal employment laws; maintain a highly-skilled workforce that will promote best practices within the Agency and the region to recruit and retain a culturally and ethnically diverse workforce that represents the demographic diversity of the region's students and community; while meeting full range of student needs; and improve operational and fiscal efficacy.

VI. COMMUNICATIONS AND PUBLIC RELATIONS

By July 2024, there will be a measurable increase in the engagement with all members of the Eastern Suffolk BOCES community, both internal and external, by productively interacting with the media; developing and identifying new and innovative methods of communication; complying with all federal, state, and local regulatory authorities regarding print and electronic communication; and aligning all activities with the mission, beliefs, and goals of the agency.

VII. RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY

By July 2024, Eastern Suffolk BOCES will continue to improve its capacity for research, program/service evaluation and improvement, regional advocacy and research through strategic planning, following the Middle States Association's Adding Educational Value protocol and process, facilitation of grants management, advocacy activities, and ongoing programs and services evaluations.

VIII. OPERATIONS, MANAGEMENT, AND FINANCE

By July 2024, Eastern Suffolk BOCES will effect a measurable improvement in Operations, Management, and Finance by evaluating and updating its Board Policies, Administrative Regulations, Procedures, and Forms; ensuring alignment with federal and state requirements, agency mission, beliefs, and goals; evaluating and improving the agency's operations to maximize efficiencies and best practices; and providing expanded regional leadership and resources to school districts in the areas of operations and school business finance.

IX. SCHOOL FACILITIES MANAGEMENT

By July 2024, Eastern Suffolk BOCES will continue to effect a measurable improvement in school facilities management by providing healthy, safe, and secure facilities for students and staff, as well as leading the region in best practices for school facilities management.

Action Plans I & II

Educational Outcomes

...measurable improvement in educational outcomes of Special Education and Career Education students...

Special Education

Brookhaven Learning Center has acquired an Active Floor® Jump and Learn Pro 2 System, which projects interactive lessons onto the floor. It is responsive to touch by a foot, or by a foam hockey stick for students who use wheelchairs. There are also many sensory and movement programs which the students enjoy. Classroom teachers have access to a bank of lessons which can be connected with our Unique Learning System (ULS) or other teacher-created lessons. Due to the success and student popularity of the Active Floor, the Department of Special Education will be purchasing additional Active Floors for other ESBOCES learning centers and elementary schools.

Our Diversity, Equity, and Inclusivity building liaisons continued their work with the ESBOCES Director of DEI, and building administrators turnkey train while providing resources to both students and staff. Every special education building now has a DEI Action Plan that is specific to each building, and Student Advisory Councils have been established where students can share their voice in this important work.



“We continue our work to expand programs and offerings to remain current with student needs to support our districts throughout the region”

Our work in 2021-22 has resulted in a new Kindergarten Center at the Premm Learning Center, which will be opening in September. The Center will accommodate five brand new kindergarten classes in addition to the four already in place, as well as a Behavior Intervention Room.

A 12:1:1 class size option at Sequoya High School was developed and will go into effect in September. The high school has also continued its partnership with Suffolk County Community College by offering college-level courses to our students. To date, five college courses are offered.

In response to NYSED mandates for mental health education, as well as the unique learning and social-emotional needs of many of our students, ESBOCES has engaged in developing and implementing new mental health modules. Staff members have begun their education on a comprehensive set of training modules, which were strategically planned to scaffold knowledge and skill acquisition to support the multitude of mental health issues that affect the students we serve. The training series opens with a general introduction of mental health, and then will move on to specific issues, beginning with drug and alcohol addiction.

1,700

the number of students served by the Department of Special Education

Action Plans I & II

Educational Outcomes (continued)

...measurable improvement in educational outcomes of Career Education students...

Career Education - Secondary and Adult

Focus on student support services to help all students' access learning

- Additional academic and instructional supports for English Language Learners, students with disabilities, and students that are economically disadvantaged.
- Social workers established in every high school building.
- Student leadership teams continue their work to support peers socially, emotionally, and professionally.
- Continued enhancement of Practical Nursing through digital curriculum, simulation activities, and instructional supports.
- Creation of a Practical Nursing Student Support Team.

Professional supports to promote teacher development and growth

- Secondary CTE Department Induction Program graduated its first “cohort” using Teaching to Lead as a research-based curriculum.
- Three college courses were offered to high school students during the summer of 2021.
- Three courses ran as dual enrollment throughout the secondary CTE Department Induction Program.
- Adult Education utilized a research-based curriculum to provide monthly one-hour remote training sessions regarding instructional practices to enhance student engagement.
- Adult Education created an online resource library to include instructional tools and strategies, syllabus guidance, and creating assessments that meet the needs of diverse learners.



“To meet the needs of a diverse population, instructional and assessment strategies were evaluated”

Diversity, Equity and Inclusivity (DEI) teams were created in every building and program. All teams created goals with outcomes that include:

- In secondary programs, new student advisory committees were established and equity walks were conducted in every building.
- Curriculum and materials were reviewed and data was analyzed through subpopulation disaggregation.
- The Pioneers in Skirts Watch Party was shared with all stakeholders (a movie about supporting women in non-traditional career paths).
- Professional development was offered to all staff and students regarding DEI.
- Adult Education implemented an action plan that focuses on upgrades to common areas to create a more welcoming environment.
- Instructional strategies were assessed to meet the needs of a diverse population, including equitable access to the curriculum and use of a variety of assessment strategies.
- A Health Sciences Student Advisory Council was established.

Enhanced student experiences and outcomes

- SkillsUSA returned to in-person competitions in 2022, with 134 regional competitors with 63 winners, and 119 state competitors with 33 winners. The 19th Annual Emerging Leaders Competition had 19 competitors with five winners.
- There are now 131 agreements with 39 schools, including Dual Enrollment Agreements with four colleges and eight programs for students.
- Adult Education utilized grant funding to enhance Workforce Development Continuum for Pre-Employment/Transition Services and the Workforce Development Demonstration Project.
- For employment readiness, Adult Education hosted a Health Sciences Job Fair where 28 facilities participated, of which 10 were new hiring partners.
- Two new programs are now offered at the request of business and industry partners - Home Health Aide and Hospitality for the Healthcare Professional.

New and expanded partnerships across Long Island were developed, resulting in a total of over 300 industry partners who assist with Work-based Learning Opportunities and Comprehensive Local Needs Assessment work.

300

the number of industry partners that assist with Work-based Learning Opportunities and Comprehensive Local Needs Assessment work

Action Plan III

Educational Support Services

...provide high-quality, innovative programs and services...

Monthly Curriculum Council meetings were held with regional leaders of curriculum and instruction to focus on various educational topics such as mental health support for students and staff; updates on the NY Learning Standards; supporting diversity, equity, and inclusivity in our schools; graduation pathways; and educational partnership resources related to high-quality instruction, among many others.

The Professional Development Program supported educators by offering 231 workshops focused on improving the educational experience of our students. There were nearly 3,000 participants from throughout the region.

The School Library System launched “LI Students Read” which is an online eBook library based on the NYSED Culturally Responsive Sustaining Education Framework. This was implemented in cooperation with the other Long Island School Library Systems for all students to access books 24/7, 365 days a year.

The Model Schools Program increased the number of regional professional development opportunities that focused on meeting the needs of diverse learners, and assisting teachers to better align educational technology to content standards and student outcomes. These workshops enabled educators to earn required continuing education credits.

The Arts-in-Education Program will provide educator training for the Partners in Education, Arts and Community Empowerment (PEACE) Program for five years. The Patchogue Arts Council was awarded a \$1,800,000 US Department of Education Assistance in Arts Education Grant and has collaborated with ESBOCES Arts-in-Education to provide the arts integration training.

The Third Party Assessment Program continued to evaluate new products and services to meet the needs of school district students and staff. This program offers access, support, and training on computer-based assessment and social-emotional learning products.



“The Long Island Regional Bilingual Education Network (L.I. RBERN) expanded its reach and visibility in supporting the needs of English Language Learners by presenting at numerous regional and national conferences”

The Diversity, Equity, and Inclusivity Shared Service partnered with over 25 districts in Nassau and Suffolk to provide professional learning and technical support around culturally responsive education strategies. In 2021-22, there were over 1,500 instructional and non-instructional staff from across the region who received training.

Family Education Outreach Program

The Migrant Education Program hosted two early childhood programs for migrant preschoolers. One was a ten-week series of literacy sessions led through Zoom and the other was held in-person, which provided the children with an in-school experience. Students received bilingual literacy and numbers experience, completed art projects, played games, participated in peer socialization and play, and enjoyed snacks and refreshments. Families also received home visits where families were provided with instructional books to enhance their learning experience.

An after-school enrichment program was offered to 5th – 9th grade students attending Riverhead CSD. Students received weekly in-person support from a certified special education teacher and tutor advocates. Students had the opportunity to complete homework and class projects or to engage in literacy lessons.

ENL/Bilingual Programs

ESBOCES was awarded a 21st Century Community Learning Center Grant in the amount of \$1.2 million per year for five years. Submitted in partnership with Brentwood UFSD, the mission of the project, entitled SPARK (Service, Personal Achievement, Responsibility, Knowledge) will provide transformative experiences that promote lifelong learning for both children and adults.

The L.I.RBERN Title III Consortium now consists of both the Nassau and Suffolk Consortia, which merged in order to align the mission and goals of the program across Long Island, to use funds most effectively, and allow for more flexibility for teachers to attend staff development. This program provides professional development and technical assistance to school districts that enroll English Language Learners, which includes 121 school districts on Long Island and 24 school districts from outside the region.

10,000

the number of teachers that received professional development from a Model Schools Teacher Integration Specialist

Action Plan IV

Regional Technology Services

...continued to be a regional leader in technology services...

The Regional Information Center One Core Data Privacy and Security Services had 43 participating districts. The service allowed them to catalogue and post Education Law 2-d compliant applications and provide professional development to staff. The districts also had the opportunity to participate in the first annual statewide user group meeting, which had approximately 250 attendees.



The District Data Protection Officer Support Services worked with 20 districts to assist them to expand their security posture and NYS EdLaw 2-d compliance. A second service was established to assist districts with creating and/or updating their Incident Response, Disaster Recovery and Business Continuity Plans. A third service has been planned to begin early next school year offering technical and cyber security professional development to our component school districts.

Financial Services completed annual nVision data verifications for all 48 subscribing districts. The daily validations and annual verifications are crucial elements for districts in their disaster recovery and business continuity planning. Financial Services currently supports 11 districts and interest in the nVision Hosted Shared Service is expected to continue to increase as districts look to lessen the impact of local network outages and cyberattacks.

The Suffolk Regional Information Center (RIC) continues to provide 271 charter schools within the New York City Department of Education (NYCDOE) with data warehousing services to meet NY State Education Department (SED) regulations. The project continues to collaborate with the NYSED Information and Reporting Services (IRS) and Charter School Offices and the RIC created custom applications to monitor the quantity and quality of data collected. New Education Law 2d applications were also created to enhance the documentation of access to data warehousing software systems.



“The daily data validations and annual verifications performed by Financial Services are crucial elements for districts in their disaster recovery and business continuity planning”

Student Data Services continued to collaborate with NYSED to provide data support to 69 Suffolk County school districts, the Syracuse City School District, and 249 schools in the Jewish Education Project, with targeted communication and technical support provided throughout the year.

- The NYS test scanning team has printed and shipped over one million ELA, Math, Science, NYSESLAT, and Regents scan sheets.
- Student Data Services has developed a service to assist districts with the collection and reporting of a digital resource parent survey to assess the level of internet and computer accessibility at home. The NYS Education Department began requiring school districts to collect this data in the 2021-22 school year.
- Additional new services include the Regents Data Loading Service, AP Data Loading Service, and the District Data Loading Service.
- Student Data Services also supports Passport for Good, which helps collect community service hours. In addition, Passport for Good has worked with NYSED on functionality for collecting and calculating the points for the Seal of Civic Readiness.

The Student Management System (SMS) teams have expanded to support 78 school districts plus one BOCES (includes CTE/Special Education Schools, Virtual School, and Regional Summer School), two Regional Information Centers, and two nonpublic schools. Student Data Services now supports five Student Management Systems including eSchool (34 districts), Infinite Campus (16 districts), SchoolTool (six districts), PowerSchool (21 districts), and Synergy (two districts).

The Special Education System Management team currently supports 55 districts. Student Data Services supports two Special Education Management Systems including Frontline (52 Districts) and ClearTrack (three districts).

The Technology Acquisitions team processed over 550 projects representing 65 districts. The number of Education Law 2-d consortium agreements continues to increase to almost 320.

The Tech Services team has continued to collaborate with Telecom Service providers through quarterly business review meetings and monthly tactical service delivery meetings. The net result of these enhanced interactions has resulted in the team successfully negotiating a number of bandwidth service upgrades at lower costs to the host school district. Mid-Year 2022 Tech services upgraded its hosting Storage Infrastructure Disk capacity to support data storage growth needs and enhance the Disaster Recovery data protection.

12,000

the number of Help Desk tickets the RIC responded to in their support of schools

Action Plan V

Human Resources

...promoting best practices...
...maintaining a highly-skilled workforce...
...improving operational and fiscal efficacy...

The Human Resources Department conducted five New Employee Orientation meetings during the 2021-2022 school year. These meetings are critical to properly onboard and retain new employees so they are able to acclimate to their new role, understand the ESBOCES mission and vision, and feel welcome and a part of the ESBOCES culture.

Training in the software program, SchoolFront, took place for all Human Resources Department staff whose roles involve the onboarding of new staff.

Other SchoolFront training sessions were held for ESBOCES administrators and support staff on the process for completing and submitting vacancy requests, requests for background checks, and appointment notices.

The new employee onboarding process using SchoolFront was piloted with the hiring of staff for the ESBOCES Year-Round Enrichment and Summer Enrichment programs. It's anticipated that in the 2022-23 school year, all ESBOCES programs will be using the new onboarding process for new hires through SchoolFront.

Funding has been secured to begin scanning approximately one-third of our employee personnel files. It's expected to have all personnel files in electronic form by the end of the 2024-25 school year.



“The Department conducted personal phone calls to the fifty-one component school districts to ascertain how to best meet their needs”

The 2022 Career Fair for Culturally and Ethnically Diverse Educators was conducted online and in-person with a kick-off general meeting on March 9, an Open House on March 23, and a Resume Writing and Certification Review on March 30. Seventeen school districts participated along with 138 applicants that took advantage of this opportunity. The Career Fair was supported by the Long Island Black Educators Association (LIBEA), the Long Island Latino Teachers Association (LILTA), The Asian Pacific American Council of Educators (APACE) and the Nassau County NY Alliance of Black School Educators (NCNY_ABSE).

The Human Resources Department conducted personal phone calls to the 51 component school districts to ascertain how to best meet their needs through the Human Resources Shared Service. Each Human Resource official was invited to participate in the ESBOCES continued series of networking opportunities which include a Personnel Advisory Board, a Personnel Administrators Council, and the New Personnel Administrators Collegial Circle.

The Human Resources Department partnered with the Diversity, Equity, and Inclusivity Department to conduct a survey on the creation of Employee Connection Groups (ECG). Those interested in participating in an ECG in the Fall of 2022 were invited to an orientation meeting that was held in June 2022.

A review of the ESBOCES Hiring Manual was conducted with over 50 ESBOCES building and district leaders to establish consistency in hiring practices, and ensure that an equity lens is applied throughout the hiring process.

The Regional Certification Office provided five workshops throughout the 2021-2022 school year on the changes to NYS certifications for educators. The workshops were provided to several school districts, members of the LI Association of School Personnel Administrators, and to ESBOCES staff through our Agency-Wide Professional Growth Opportunities offerings.

138

the number of applicants who participated in the 2022 Career Fair for Culturally and Ethnically Diverse Educators

Action Plan VI

Communications and Public Relations

...engagement with all members of the community...

...interacting with media...

...innovative methods of communication...

Publication of the ESBOCES *Spotlight* newsletter began in mid-March. *Spotlight* shares the same great news as our former newsletters, but with a different look and for all audiences, to more broadly and effectively promote and market the agency. This newsletter is translated and available in Spanish and mailed home to the residences of all Academy, Special Education, Special Career Education, and Adult Education students.

Eastern Suffolk BOCES is on TikTok! Since its roll out in March, each of our posted videos have been viewed well over 200 times. They not only promote our programs and services, but also market our high school and Adult Career and Technical Education programs. Our TikTok channel can be found at www.tiktok.com/@esboces.

The Communications Office carried out several advertising campaigns to assist CTE and Special Ed with recruiting candidates for several job openings. Activities included the graphic development and internal distribution of a flyer, posts on the ESBOCES website, social media boosted posts on multiple platforms, and paid radio advertising. Jobs were also listed on Indeed, ZipRecruiter, and the Handshake app was utilized to reach college students to advertise our summer employment opportunities.



“The new *Spotlight* newsletter more broadly and effectively promotes and markets the Agency”

A Public Relations Survey was distributed in the Fall of 2021. This biennial survey was designed to collect information from all internal and external stakeholders about how people like to receive their news about ESBOCES students, programs, and upcoming events. Survey respondents also had the opportunity to provide input about our website, newsletters, and social media. Overall, ratings were good or excellent. This data will continue to be used to provide high-quality communications and public relations services.

The Communications Office piloted a Public Relations Liaison Program with staff from the Educational Services Department. With a concerted effort to develop content for social media, this collaboration helped to raise the profile of the services that the Educational Services Department provides to our component school districts.

Communications Office staff participated in several workshops to expand the facilitation of authentic and inclusive messaging and visuals in ESBOCES print and digital outputs.

The Communications Office provided foreign language translations to support NYS BOCES district superintendents in their work toward reviewing state high school graduation measures. Regional meetings included participation from a variety of education providers, as well as the general public. Six documents were translated into 11 languages to make the meetings more accessible in order to garner a larger number of interested parties.

Development of a sub-website for the Adult Education Program was launched. The content will still be part of the ESBOCES main website, but will have a customized layout designed to make it easier for prospective students to explore courses and to register. www.esboces.org/AdultEducation

100

the number of languages available for translation through the ESBOCES Translation Services (including American Sign Language)

Action Plan VII

Research, Program Improvement, and Regional Advocacy

*...program/services evaluation and improvement...
...regional advocacy and research...*

The Agency's Strategic Planning work continued with its annual Council meeting in August 2021, annual update meetings with individual plan administrators, and two Steering Committee meetings in May and November.

The Annual Report for post-secondary CTE institutions was submitted to the Middle States Association and accepted.

With the collaboration of the Research Office, the Division of Educational Services, the sub-committee of the DEI Advisory Council, and the DEI Office, a work culture survey was developed and disseminated to ESBOCES staff. The data collected was used to understand the present work culture and will continue to inform decisions about supporting an inclusive, engaged, and satisfying work environment.

BOCES Advocacy Day took place in a weeklong event via Zoom. Students and staff met with state lawmakers to share their experiences at ESBOCES and to discuss proposed legislative changes.



“A work culture survey was developed and disseminated and will continue to inform decisions about supporting an inclusive, engaged, and satisfying work environment.”

The Long Island Costs and Outcomes Study for 2022 was developed and disseminated in collaboration with the Long Island Association.

Diversity, Equity, and Inclusivity activities included:

- The ESBOCES DEI Work Group has now become a DEI Advisory Committee, which meets five times a year for a combination of learning and reviewing the DEI work in the Agency.
- Ongoing work in all departments to research successful systems to help the Agency identify structural or systemic biases.
- The DEI CoSer was developed during the 2021-22 school year to assist districts in developing and implementing the shared regional goals of DEI.
- Several regional book studies were facilitated.
- The annual Spring DEI conference, a collaboration between the ESBOCES DEI Department and Educational Support Services, focused this year on enhancing the capacity of educators to foster school environments that meet the needs of all learners, promote cultural competence, and to ensure voices from all groups of people within the school community are heard. Regional equity champions who were nominated by their school districts were recognized for demonstrating principles of acceptance and inclusion by implementing innovative and creative initiatives that promote student, family, and community voice.



36/13

the number of DEI liaisons
in the number of buildings
at ESBOCES programs/
services

Action Plan VIII

Operations, Management, and Finance

*...improving agency operations to maximize efficiencies
and best practices...*
...providing regional leadership and resources...

The Office of Technology Integration deployed Multi-Factor Authentication solution (MFA) to all users requiring remote access and access to our email system, completed an agency wide Wi-Fi, and phone system upgrades.

The Regional Transportation Program (RTP) furnished special needs and nonpublic school home-to-school transportation for 890 students, from 25 school districts, to 106 destination schools and, for the first time, provided transportation for 950 Westhampton Beach UFSD students.

The Capital Asset Management Department created a central receiving station to improve the efficiency and effectiveness of tagging and inventorying large orders of technology equipment.

Substitute Services has steadily increased the number of component school districts over the years for a current year total of 37 school districts. The benefits and resulting increase in subscribers is due to the strong customer service provided by the program staff as well as the payment in BOCES aid on the expense of the service.

Since September 2021, Central Support Services (CSS) has tracked, packed, and distributed COVID-19 test kits for those staff who participated in the on-site required testing program. The Capital Asset Management (CAM) Department with assistance from Central Support Services staff received, distributed, and accounted for over 600,000 New York State COVID-19 test kits for ESBOCES component school districts, as well as the Agency.



“The benefits and resulting increase in subscribers to Substitute Services is due to the strong customer service provided by the program staff”

The Cooperative Bidding Program continued to meet the needs of participating school districts and municipalities by:

- Creating new bids.
- Holding Ad Hoc Committee meetings with school districts and other participating municipalities to refine and enhance specifications and/or to evaluate “alternate” submissions.
- Auditing cooperative bids for usage, no-bids and content as part of the process in preparing a new bid for an existing bid that is coming to term.
- Conducting Advisory Committee meetings as necessary to solicit input and make decisions that involve the Cooperative Bidding Program.
- Maintaining and managing 63 contracts; 57 bids, and six (6) RFPs, covering a broad range of commodities for its 74 participants.
- To date, ESBOCES has received over \$433K in FEMA aid for personal protective equipment and cleaning supplies that have been purchased in response to COVID-19.

The School Lunch Program successfully applied to operate under the Seamless Summer Food Service Reimbursement Option for the entire 2021-22 school year, which is a reimbursement program that provides a higher federal meal reimbursement rate than under the traditional reimbursement program. The program also applied for and received approval to operate, for the first time, the Summer Food Service Program for ESBOCES summer school, which provides students with nearly 35,000 free healthy meals over the six-week program and, therefore, converts the school lunch service from a 10-month to a 12-month program.

The Agency collectively worked together to develop a budget that met the needs of component school districts. The Administrative Budget was overwhelmingly approved by component boards of education.

Latest year-end external audit revealed no management letter comments and internal auditors continued to enhance and improve internal controls for the Agency.

35K

the number of free, healthy meals delivered to students during ESBOCES Summer School

Action Plan IX

School Facilities Management

...providing healthy, safe, and secure facilities for students and staff...

...leading the region in best practices...

Health, Safety, and Security

- Onboarded a full-time safety officer to service additional component school districts, but also to specifically service Eastern Suffolk BOCES agency facilities and staff members.
- Performed a legislative review and updating of Public Employees Safety and Health (PESH) compliance templates that are available to the component school districts to utilize themselves or through a safety officer.
- Invited additional ESBOCES employees, community members, and emergency responders to join the Agency's Safety Team and Health & Safety Committee.
- Participated in building-level faculty meetings to review emergency response protocols.
- Conducted lockdown drill debriefs with individual buildings after participation and review of the events to ensure understanding of the lockdown protocols.
- Expanded knowledge of, and participation by, faculty and staff in the RAVE Panic Button app by presenting at each building's faculty meeting, which is done annually. Additionally, the RAVE app was expanded to four additional facilities that house ESBOCES staff.
- Conducted training to ESBOCES staff on how to react and implement our policies in emergency situations.
- Upgraded access control at most buildings in the Agency.
- Added more lockdown features to buildings throughout the Agency using swipe cards and strobe lights.
- Software and servers were upgraded for security video and access control.



“Conducted training to ESBOCES staff on how to react and implement our policies in emergency situations”

Facilities

- Organized an ESBOCES Chief Custodian Committee to discuss needs and projects within our buildings and to build a team atmosphere between the chief custodians and Facilities Office.
- Our custodial staff continued to do an amazing job disinfecting and cleaning our facilities to limit the spread of COVID-19 and provide a safe learning environment.
- Continued to support our local school districts with best practices for facilities management in response to COVID-19.
- Surveyed ESBOCES facilities with respect to the Capital Facilities Plan.
- Continued efforts to replace and upgrade rooftop HVAC equipment. The new equipment is more energy efficient, provides better air quality, and uses smart technology for controls.

Operations and Maintenance

The Operations and Maintenance Department completed and is starting numerous facilities upgrades that align with our current Master Space Plan. These upgrades included:

- Hines Administration Center - Replacement of HVAC equipment and new gas service to the building
- Islip Career Center - Culinary Kitchen completed
- Edward J. Milliken Technical Center - Audio Lab completed
- Westhampton Beach Annex and Bellport Academic Center - Completed the replacement of the main electrical switchgear systems
- Bixhorn Technical Center and Edward J. Milliken Technical Center - Established a capital project to replace asbestos flooring materials
- Jefferson Academic Center, Brookhaven Learning Center, Bixhorn Technical Center, Samoset Middle School and Westhampton Beach Learning Center – Replacing ceilings and lights

30%

the estimate of energy efficiency from the replacement of rooftop air conditioning units



Eastern Suffolk BOCES Board and Administration

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Vice President

William K. Miller

Member and Clerk

Fred Langstaff

Members

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

District Superintendent

David Wicks

Chief Operating Officer

Ryan J. Ruf

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 Lipponer – Business Services
Susan Maddi – Administrative Services
Grant Nelsen – Technology Integration
Gina Reilly – Special Education
Darlene Roces – Regional Information Center

www.esboces.org

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, gender identity or expression, transgender status, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of American Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org; the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, OCR.NewYork@ed.gov.