

## Annual Meeting – April 5, 2017

### REPORT FROM THE BOARD PRESIDENT

Lisa Israel

On behalf of the Eastern Suffolk BOCES Board, welcome to the agency's 24<sup>th</sup> Annual Meeting. As we complete the final year of our seven-year strategic plan, and finalize preparations for a reaccreditation visit from Middle States, we have accomplished a great deal. This report lists some of the major accomplishments this year to date. It includes many changes and innovations.

#### **DISTRICT SUPERINTENDENT**

##### **Commissioner's Representative in the Region**

- On behalf of the Commissioner of Education, the District Superintendent has:
  - Coordinated and facilitated two regional meetings regarding the New York State Education Department's development of the Every Student Succeeds Act (ESSA) proposal.
  - Facilitated participation in the Rockefeller Institute's statewide study of BOCES within his role as chairperson of the Long Island Joint Management team.
  - Participated and coordinated multiple meetings facilitated by the Wallace Foundation to study principal preparation programs throughout the state.

##### **District Visitations**

- In order to develop relationships and understand the complex needs, cultural differences, and overall diversity of our component school districts, the District Superintendent has personally visited all of the school districts in the Eastern Suffolk BOCES region.

##### **Liaison between SED and the Region**

- The District Superintendent supported school district leadership and boards of education within the region by:
  - Coordinating communication from a group of superintendents to the Commissioner regarding concerns about Regents exams.
  - Assisting a superintendent in filing the proper paperwork to allow a school district to combine their superintendent and principal positions.
  - Serving, with a group of superintendents, on the CR Part 154 Task Force meant to develop recommendations on how to better serve our English language learners.
  - Coordinating a meeting between the CR Part 154 Task Force and officials from SED.
  - Assisted district leadership in the submission and review of various SED plans and initiatives such as the Professional Development Plan, SMART Schools Bond Plans, and capital project reviews.

### **Integrity Officer's Work**

- Acting in his role as Integrity Officer, the District Superintendent:
  - Assisted local school districts in the investigation of testing irregularities.
  - Coordinated communication between the State Education Department's Test Security Unit on issues related to testing irregularities, including the completion several investigations.
  - Supported the integrity of all NYS exams in grades 3-12.

### **Post-Secondary Partnerships**

- The District Superintendent maintained a partnership with the local colleges/universities to collaborate on various initiatives.

### **Federal and State School Support Initiatives**

- In order to support the work of the Federal and State School Support Initiatives, the District Superintendent:
  - Coordinated with the Chief Operating Officer in communicating with the network directors.
  - Supervised the work of the networks related to SED.
  - Collaborated with the network directors in developing objectives for the Middle States reaccreditation.
  - Facilitated the search for the replacement of a retiring director.
  - Met regularly with one of the directors who sat on the Commissioner's ESSA Think Tank in order to share information.

### **Advocacy**

- Acting as an advocate for the school districts in the region and the students that they serve, the District Superintendent:
  - Attended the Eastern Suffolk BOCES Community Legislative Committee meetings, as a member of the committee.
  - Worked with Health and Welfare Council of Long Island as they sought to bring together educational leaders and advocacy groups to discuss how we could better serve our immigrant students and their families.

## **CHIEF OPERATING OFFICER**

### **Internal Communications and Coordination**

- Continued work with Cabinet and Administrative Council members to oversee the implementation of the Eastern Suffolk BOCES Strategic Plan.
- Continued to support the agencywide "Bright Ideas" initiative as an avenue for engaging staff in ideas for improving the workplace.
- Supported the development of a Communications Committee to facilitate the effective and expeditious flow of information.
- Continued ongoing visitations to buildings to present on ESBOCES initiatives and reaffirming the ESBOCES Agency Beliefs.
- Implemented ESBOCES agency tours for staff.

### **ESBOCES Budget**

- Worked with Administrative Council members and budget planning committees to develop, review, adjust, and communicate the Eastern Suffolk BOCES budgets with all stakeholders.

### **Leadership Team Transition and Professional Development**

- Worked with the Administrative Council to implement ongoing professional development for agency leaders.
- Worked with the Associate Superintendent for Management Services to successfully transition multiple key staff in the Management Services Division.
- Implemented leadership development activities with ESBOCES Cabinet.

### **Office of Planning and Program Improvement (OPPI)**

- Oversaw the agencywide Middle States Association process with leadership, the Board, and staff.
- Worked to support the Employee Assistance Program's service to 31 districts, one municipality, two agencies, and 47 libraries.
- Supervised the Student Assistance Services programs to 11 school districts and two BOCES sites.
- Supported the work of almost 33 million dollars of specially funded projects.

### **Federal and State School Support Initiatives**

- Supervised the work of the Family Education Outreach Programs, which provided tutoring assistance and advocacy services to migrant and temporarily housed children and youth in over 30 school districts in the Long Island/Metropolitan area through numerous grants that expanded the scope of the region's services.
- Supported the work of the Long Island Regional Bilingual Education-Resource Network, Nassau and Suffolk NCLB Title III Consortia, and the Intensive Teacher Institute in Bilingual Special Education. These programs serve all of the school districts on Long Island.
- Supervised the Regional Special Education-Technical Assistance Support Center as they established standing as the foremost experts in the region on improving outcomes for students with disabilities.

### **Post-Secondary Partnerships**

- Maintained a partnership with local colleges and universities to collaborate on various initiatives.
- Co-chaired a subcommittee group for the Superintendents/College Presidents Partnership (S/CPP) related to the Long Island Regional Advisory Council on Higher Education (LIRACHE).

### **Regional Advocacy**

- Continued to work with the Long Island Education Coalition and the Suffolk County School Superintendents Association (SCSSA) to advocate for public education through research and the development of resources and reports.
- Co-chaired the SCSSA Legislative Committee which worked to develop legislative priorities, communicate with elected officials, and develop various legislative resources for use within the region.
- Provided regional presentations on school funding, Long Island education results, changing Long Island demographics, and various other presentations regarding Long Island educational outcomes and demographics.
- Maintained active membership in numerous coalitions, work groups, and organizations working to facilitate the pathway between K-12 education, higher education, and business and industry.

### **Support to Superintendents**

- Visited all Superintendents in the ESBOCES region as an orientation for the new District Superintendent.
- Held Chief School Administrators' meetings three times per year.
- Participated in all of three cohorts of the SCSSA New Superintendents' Collegial Circle program.
- Attended cluster meetings to update Superintendents on SED and regional issues.

## EDUCATIONAL SERVICES DIVISION

### Career and Technical Education (CTE)

- The new average enrollment tuition model was implemented for the 2016-17 school year. Enrollment trends have stabilized over the last five years which makes this an appropriate year for school districts to make this transition. Current year enrollment reached 1,656 students at lock-in. Next year's average is 1,613.
- The NYS Board of Regents continued to highlight CTE pathways to graduation, creating new models and approving new assessments for diploma attainment. Ultimately, these opportunities lead to higher graduation rates and better outcomes for students.
- The STEM High School of Engineering and Applied Science entered its third year in 2016-17, and graduated its first cohort in June 2016. All students graduated with at least partial scholarships to a respected engineering/STEM post-secondary institution.
- The demand for skilled trade professionals on the East End continued to drive enrollment with Heating, Ventilation, and Air Conditioning (HVAC) moving to full-time status for the 2016-17 school year.
- CTE focused on new technologies and new careers drove changes in the workforce. Research and development efforts focused on drone technology, emergency shelters, cybersecurity, and health related fields.
- Updating classrooms and technical centers remained a priority as we strive to build 21<sup>st</sup> century learning environments in every shop and lab space across the department.
- "In-District CTE" enjoyed its second year at Hauppauge High School and Centereach Academic Center. Students participated in a full BOCES CTE or Special Career Education (SCE) Program within the walls of their own high school.
- Using grant funding, BOCES provided shared experts in CTE development and work experience coordination to school districts.
- BOCES supported district expansion of "classic CTE" with innovative programs, training and certifications. BOCES expands to help districts identify existing CTE pathways, sequences courses for credit, and develops low-cost CTE opportunities through capacity building, staff development and resource acquisitions.
- Also through grant funding, BOCES created a Long Island version of [www.mygpsforsuccess.com](http://www.mygpsforsuccess.com). This web resource will build regional capacity for learners to access local workforce development and career exploration linked to training and jobs.
- Thinking Maps was fully implemented in the fall of 2016 with ongoing training and coaching provided for all new users. Thinking maps are eight fundamental thinking skills defined and animated by maps, and introduced as a common visual language for thinking and learning across whole learning communities.
- Every building focused on improving student outcomes and producing world class technical skills in students. Areas of improvement included credentialing, technical endorsement status, attendance, planning, grading, and work experiences.

### Special Career Education (SCE)

- Enrollment in Special Career Education courses has stabilized over the last three years and that pattern is expected to continue as Career Development and Occupational Studies (CDOS) and pathways expand to serve more students.
- The focus of our programs was training students for appropriate and attainable jobs, with a record number of on-the-job experiences and internships provided to all trained students.
- Additional emphasis was placed on business and industry relationships as suitable internship placements as well as the expansion of Project SEARCH, remained a priority. Real world experiences drive rigor and relevance in all of our classrooms.
- SCE programs were full and new courses were considered to mirror the workplaces of our students. An Introduction to HVAC is under consideration.

## Special Education

- Current student enrollment was 1,486, which is 44 students over our budgeted enrollment of 1,442. A moderate increase in projected enrollment made this the third year that the Special Education Department has budgeted for additional students. The Special Education Department is anticipating a 1% increase in student enrollment for the 2017-2018 school year, which is reflective of projected student graduates, and the anticipated number of students who will be maintained in their home districts where new classes/programs and refined assessment processes at the building and district level have been established.
- Several districts were successful in returning developmentally delayed students to the home district setting by building programs with the support of BOCES consulting services. Although the Special Education Department continued to see a decline in enrollment for developmental students, we have seen an increase in enrollment for students with conduct disorder, behavioral issues, and psychiatric needs.
- The Special Education Department continued to support our component districts by providing services to students with psychiatric concerns at the elementary and secondary level. As a result, we have seen a significant increase of students in need of these services at the high school level. The Bellport Academic Center program increased to 42 classes and is currently servicing over 330 students who require behavioral and/or intensive counseling services. Eastern Suffolk BOCES, in collaboration with Sagamore Children's Center, continued to offer intensive and therapeutic counseling services at our three academic programs: Bellport Academic Center, Jefferson Academic Center, and Sayville Academic Center.
- The Special Education Department projects will operate 11 included classes in local district facilities, with a geographic range from West Islip to East Moriches. The placement of small groupings of classes in our district-based facilities created a fiscal challenge in offering the instructional, management, and emotional supports necessary. We will continue to collaborate with our districts to provide these services, where appropriate, in the most fiscally sound way.
- The Special Education Summer Services Program at the secondary level administered the August Regents Exams. Students attended a six-week test preparation program culminating in the Regents. This course offering resulted in 32 students successfully passing a Regents exam.
- We continued to use Northwest Educational Association (NWEA) and Unique Learning Systems (ULS) tools to chart and update all student growth targets.
- Our programs utilized a web-based, Thing-link program which transformed static images into an interactive classroom journey. Over the past several years, common core curricula have challenged students to evaluate and extrapolate meaning from informational text across all content areas. Beyond traditional articles, students are being presented with charts, diagrams, images, and asked to make meaning, highlight connections, and answer questions related to these visual representations. To assist students in building their capacity to examine these visual texts and respond both verbally and in writing, we are increasing our focus on visual information and the tasks that exhibit students' comprehension. Using Thing-link, teachers can take a single image and embed access to various texts, video, articles, audio files, other images, or original writing, from "inside" the original image. As such, a single image is transformed into a dynamic patch-work of interconnected ideas. This is a resource we are also targeting to enhance vocabulary instruction and to make abstract concepts more accessible. Individual students and student groups can also participate in the creation and sharing of interactive images.
- We continued to program for both the CDOS and Skills and Achievement Commencement Credential (SACC) for our students by providing them with opportunities for work-based experiences. In addition, the Special Education Department, in collaboration with the Career, Technical and Adult Education Department, continued its career component, Introduction to Personal Enhancement, at Centereach Academic Center. An additional career component, Intro to Baking, was offered at Centereach Academic Center. Students were instructed in basic baking and food preparation skills, and gained increased experiences in and around the kitchen. These career course offerings provided students an opportunity to further their technical

academic skills needed to prepare for future employment or other post-secondary programs, and to meet CDOS requirements for work-based experiences.

- Our Transition Services Program at Brookhaven Learning Center underwent a makeover this summer to provide students with simulated work environments that mirror industry settings. Classrooms were renovated into a florist, bistro-style café, and a convenience store. These simulated classroom settings were designed to afford our students with a job-embedded experience to enhance knowledge and skills needed to prepare students to successfully transition from the school environment to post-school options. We have increased our industry partnerships, affording our students the opportunity to have work embedded experiences in the field as well.
- The Department of Special Education has partnered with ELA and Math consultants in the area of planning and writing to support learning and alignment with Common Core Standards. Consultants met with central office administrators, principals, curriculum teachers, and teacher leaders to construct and fine tune curriculum and develop formative and summative assessment protocols to track student growth. As such, we are excited to implement this new initiative to promote teacher effectiveness, which will result in an improved educational setting to support and achieve academic success.
- BOCES continued to support our districts' new classes/programs by utilizing our extensive experience by providing consultant teachers, home Applied Behavior Analysis (ABA) instruction, and parent training services.
- Expansion of the range of services offered by the Regional Alternative High School Program continued to provide fiscally responsible local programming to our region's students. Students had the opportunity to attend this twilight program, graduating with a Local, Regents or Advanced Regents Diploma. Students took advantage of the opportunity to meet requirements by participating in traditional credit accrual, as well as credit recovery, test prep, or course tutoring. We hosted programs at the Connetquot School District and Rocky Point School District, and the ESBOCES Islip Academic Center hosted a program for Central Islip School District students.
- We continued to offer a program for English language learners (ELL) on both the East End and the middle of the Island, offered at the ESBOCES Harry B. Ward Technical Center and the Islip Academic Center for various component school districts. These students attended the Alternative High School Program to gain academic enhancements, and took a career and technical component for career development. Twelve participating school districts enrolled 108 students in our Alternative High School programs, which is inclusive of 48 students enrolled in the ENL program.
- We continued to move forward with 21st century learning, piloting innovative classroom setup, and furniture. At our Sayville Academic Center Program at Seneca Middle School, our staff piloted the use of bean bag chairs, carpet mats, and tables to help students access their education within a 21<sup>st</sup> century environment. The Brookhaven Learning Center and the Masera Learning Center joined in this initiative and are preparing to equip classrooms with functional modular furniture to better meet the sensory and functional needs of students with autism. Through discussions with our Shared Decision-Making committees, we are going to be expanding our innovative classroom setup with additional purchases, which includes standing computer desks. We are hopeful that integrating such practices will spark student interest and increase learning.

## **Education and Information Support Services (EISS)**

### *Arts-In-Education:*

- Provided arts-based programs, workshops, residencies, field experiences, and more to 55-60 school districts.
- Provided almost 2,500 artistic experiences, including over 400 residencies.
- Our catalog included more than 500 artists and art organizations, providing performances, workshops, short- and long-term residencies, field experiences, and related videoconferences.
- Provided professional development to arts and classroom educators.

- Provided Exploratory Enrichment through visiting experts, and included programs in science, math, engineering, technology, health, character education, and more.
- In its 10th year, Exploratory Enrichment served 15 school districts with approximately 300 enrichment experiences.
- Provided workshops, programs, and in-school field experiences under Exploratory Enrichment through 75 presenters and organizations.

*Enrichment Programs - School Year/Summer:*

- Provided school year enrichment programs for students in 34 school districts.
- Provided summer enrichment programs for students in five school districts.
- Continued to seek new vendors and resources to provide both high quality and cost-effective services.
- Anticipated an increase in the number of districts participating in the summer programs due to some school districts being unable to offer enrichment opportunities for students.

*Junior Reserve Officers Training Corps (Jr. ROTC):*

- Provided leadership training and skills for ROTC units from across the Island.

*Model Schools:*

- Enrolled 33 member districts. We look forward to continuing our relationship with member districts in the 2017-2018 school year.
- Approximately 8,500 educators participated in Model Schools professional development.

*Professional Development, Curriculum, Instruction and Assessment:*

- Served over 100 school districts with in-district, job-embedded, coaching/staff development, educational leadership, professional development and support, curriculum development and alignment, regional workshops, strategic planning, and grant writing services.
- Research-based and targeted to meet local needs, services were available to teachers, administrators, support staff, boards of education, and parents.
- Supported over 66 school districts with state and federal assessment mandates, including regional scoring, and full service and turnkey training for an estimated 76,000 tests in grades 3-8.
- Base service and coordination fees remained the same for this year.

*Library Automation:*

- Library Automation served 44 school districts, 193 buildings, and three private schools.
- Library Services served 53 school districts and 206 buildings for the Virtual Reference collection, and 33 school districts and 113 buildings for the Digital Media Library.

*Science Instructional Kits:*

- A hands-on science program provided standards-based activities to students.

*Shared Coordinator:*

- This program was utilized by three school districts, and provided an in-district Shared Coordinator to assist districts in an effort to plan, manage, and evaluate the policies, procedures, and standards necessary related to data collection and reporting, as well as K-12 curricular initiatives.

*School Data Bank Services (Data Warehousing):*

- All Suffolk school districts participated in required data warehousing services.
- Fifty-seven districts participated in optional School Data Bank Services on the Introductory, Full, Inclusive, and Bantam levels. Customized college tracking reports were available.
- Sixteen districts participated in the optional NYS Data Validation Service (Certify).

- Twenty-five districts availed themselves of the services of an in-district Shared Data Expert to assist with data initiatives.
- Student Data Services provided data warehouse services to 216 New York City charter schools under a contract with the New York City Department of Education. These services also included professional development and help desk support for state data reporting requirements for these schools.

*Student Management Services:*

- Student Data Services provided help desk, hosting, training, and customization support to four student management systems. Each system provided web-based applications to support district needs related to scheduling, grades, discipline, and required state data reporting. All systems have appropriate data security implements, and are fully compliant with State Education Department data reporting requirements. The systems supported and district participation are:
  - eSchoolData – 31 districts
  - Infinite Campus – 17 districts
  - PowerSchool – 21 Suffolk districts, nine districts, and one non-public school from the Northeastern Regional Information Center
  - schoolTool – 6 districts

*Assessment Services:*

- Student Data Services provided help desk and training support to six third-party assessment applications. The systems' supports and district participation are:
  - aimsweb – 25 districts
  - Right Reason Technologies – 20 districts
  - Northwest Evaluation Association (NWEA) – 7 districts
  - Renaissance Learning – STAR – 6 districts
  - LinkIt! – 2 districts
  - iReady – 7 districts

*Medicaid/Other Related Services:*

- Medicaid Reimbursement - Data processing for Medicaid reimbursement billing was available.
- Eastern Suffolk BOCES staff members processed the required data from individual district-provided reports to generate the appropriate billing information.
- Eleven districts subscribed to *eBoard* by Sea Cliff Educational Solutions.
- One district utilized *Curricuplan* by Sea Cliff Educational Solutions.

*Test Scanning and Reporting Services:*

- Processed over 325,000 individual NYS Grades 3-8, NYSESLAT, and NYSAA assessments, and approximately 240,000 Regents exams.
- Provided extensive support to school districts concerning SED data reporting requirements, deadlines, and accountability rules.

*Special Education Student Management Systems:*

- Student Data Services supported districts in the utilization of a variety of tools to assist with the management of information related to special education students. All systems have appropriate data security implemented and are compliant with New York State data reporting requirements.

The systems supported and district participation include:

- Clear Track 200 - Special Education Data Management System – four districts
- Frontline Direct Special Education Data Management System – 44 districts
- NYSE Directors Service – 27 Special Education directors and staff subscribe
- Response to Intervention Management (RTIm Direct) – nine districts
- CentrisSync – 23 districts



- Medicaid Direct – 21 districts
- Document Repository – 13 districts

### **Regional Information Center:**

#### *Virtual Learning Services:*

- Virtual Learning Service – ESBOCES, in coordination with multiple BOCES partners across NYS, intends to offer one Learning Management System to deliver a variety of virtual learning opportunities
- Virtual Learning Service Lite – districts selected virtual learning solutions, in coordination with our vendor partners, on a student-by-student basis (in the areas of credit/credit recovery, homebound instruction, test prep, blended courses, and content).
- Immersive Experiences – allowed students the opportunity to engage with expert content providers, including access to NYS collaborations, a videoconference directory, loaner units, and Field Trip Zoom
- Immersive Experiences Lite – easy entry point that allowed access to NYS collaborations
- Language translation services were introduced this year

#### *Technology Acquisition Services:*

- Services were provided to 45 school districts.
- Acquisitions were associated with either Instructional or Administrative Technology, as appropriate.
- Network copier projects were available through this program.
- Vendor showcases were scheduled regularly.

#### *Instructional Technology/Internet Services:*

- This service provided project management and maintenance of Internet Services, including level one network monitoring, monthly utilization reports, and trouble ticket management. Direct connection to Eastern Suffolk BOCES Regional Information Center for secure transit of hosted services was optional for an additional fee.
- Services were provided to 13 school districts.

#### *eRate Management:*

- Services were provided to 56 school districts across Nassau and Suffolk Counties as part of consortium applications.
- eRate Modernization Order has significantly impacted telecommunication reimbursements by reducing eligible services in order to redirect funds to broadband and Wi-Fi services. The last year of Intellipath application filing will be 2017-18, and will include 16 school districts.
- The RIC continued to successfully respond to multiple Program Integrity Assurance (PIA) mini-audits conducted by the Universal Service Administrative Company (USAC).

#### *LAN/WAN Support:*

- This comprehensive service provided LAN/WAN network support to all participating districts; fees for these services varied based upon technical expertise of the personnel required and scope of engagement. Project management oversight for the installation and maintenance of LANs and WANs was included in this service, as well as various network solutions. This service did not include desktop computer repairs.
- Service also included project management, oversight of installation, and maintenance of district-based Fiber WAN connectivity
- Google Applications for Education and Microsoft Office 365 continued to grow in participation with options for certified Level 1 Help Desk and implementation engineering support

#### *Hosted NOC Management:*

- Consisted of centrally managed/hosted computing infrastructure located at the Regional Information Center and is transparent to school district end-users.
- Possible hosted management applications:
  - Facilities Management Applications
  - Financial Systems
  - Point of Sales Applications
  - Student Management systems

#### *Security, Surveillance and VoIP Services:*

- Services included design, implementation, and support for networked based video surveillance, door access control, and other systems
- Visitor Management system implementation and support services were available for the Raptor system, with other vendor solutions being explored for future offerings

#### *Financial and District Services:*

- Off-site, out-of-region disaster recovery and financial service backups continued to gain participation, with 47 districts currently participating.
- Email archiving continued to have increased district interest. Off-site and out of region storage was available.
- Finance Manager conversions to a new platform, entitled nVision, continued at a strategically steady pace. By the end of 2016-17, 18 conversions will be completed with eight more districts scheduled for 2017-18, representing an 85% completion rate of the original total of 30 districts.
- School Messenger and Connect Ed complemented both staff and student management Emergency Notification systems.
- Cafeteria Management systems continued to grow in response to district interest with the full addition of support services for the Nutri-Kids program now available. A total of 21 districts participated.
- Transportation Management systems were available with extensive support for participating districts.
- The RIC continued to look for ways to fund the implementation of electronic records managements systems for our member districts by once again applying for a shared service grant. We were successful in securing a grant in 2016-17.
- In the area of Facilities Management systems, districts were offered a choice of two highly effective systems, both supported through the RIC.
  - Que Centre
  - SchoolDude
- Election Management systems were offered to assist districts in managing voter registrations for local and other elections. School districts can choose between two vendors for these services:
  - BOLD
  - NTS
- Services were also provided for capital projects management.
- New services were introduced: web governance, secure email, data privacy and security, and meeting management software.
- The RIC facilitated bi-annual district clerk training.

#### *Intellipath:*

- Services were provided to 55 school districts as part of a consortium.

*Rate Changes:*

- RIC services are targeted to have a 1.99% increase or less in all areas for 2017-18.
- The above statement excludes vendor licensing costs, for which increases varied by contract

## **DEPARTMENT OF HUMAN RESOURCES**

### **Human Resources**

- Supported the recruitment and hiring of nine administrators, 67 teachers, and 121 paraprofessionals in the 2015-2016 school year.
- Developed, with state approval, a three-tier Recruiting Service CoSer to assist participating districts with recruitment efforts.
- Initiated the NIS CoSer Advisory Committee to increase district feedback in an effort to better meet district needs.
- Implemented and managed a WinCap Quality Assurance Committee to identify problems and issues, identify key personnel to address and resolve the problems and issues, and to provide updates related to progress and resolutions.
- Arranged for professional development for Civil Service staff, including supervisory training for applicable staff members.
- Continued to support the transition of the Employee Succession Program to the Department of Education and Information Support Services.
- Successfully negotiated one additional collective bargaining agreement, resulting in eight bargaining units with settled contracts.
- Successfully met all Affordable Care Act compliance requirements for the 2015-2016 school year.
- Worked collaboratively with the Business Office to address data issues so that IRS reporting requirements (i.e., 1065 forms to employees) were correct.
- Worked collaboratively with the Office of Administrative Services to schedule and analyze demonstrations of digital systems that will enable increased efficiency in the recruiting process and the storage of employee records.
- Planned and facilitated regular meetings of the Personnel Administrators Council to provide regional support to school district Human Resources officials.
- Offered a new Personnel Administrator Collegial Circle to new district Human Resources officials.
- Expanded the Personnel Services CoSer, which provides districts with personnel administrative support.
- Coordinated a Job Fair/Diversity Fair.
- Coordinated the Employee Awards Program.
- Coordinated New Employee Orientations.

## **MANAGEMENT SERVICES DIVISION**

### **Administrative Services**

- Increased cyber liability insurance coverage due to a rise in threats of data breaches resulting from accidental exposure, and intentional hacking of sensitive information of ESBOCES or our districts' data.
- Worked with Administrative Council members and their staff to review and update the descriptions of the cooperative services (CoSers) being offered by the agency to ensure that the services available are properly reflected in the New York State Aid Management System.

- Supported school districts in the distribution of additional Regents exams, Regents Competency Tests, science, ELA, and math assessment tests. Since April, 2016, over 9,100 tests have been distributed to 33 school districts.

### **Capital Asset Management (CAM)**

- Since July 1, 2016, the CAM has sold over \$33,000 worth of surplus equipment and vehicles for ESBOCES and our component school districts.
- Completed full building inventories at Brookhaven Learning Center East and West, Centereach and Islip Academic Centers, Premm Learning Center, and Harry B. Ward Technical Center.
- Assisted with various moves throughout the agency including the Juvenile Day Reporting Center from Yaphank to the Gary D. Bixhorn Technical Center in Bellport; classrooms from the Islip Academic Center to the Islip Academic Center at the Islip Career Center; classrooms from the Islip Academic Center at the Islip Career Center to the Islip Academic Center; and the Long Island Regional Bilingual Education-Resource Network from Nassau BOCES to Western Suffolk BOCES.
- Managed over 3,400 of the agency's record retention boxes.

### **Cooperative Bidding Program**

- Created the following new bids: Awards and Trophies, Field Marking Equipment and Paint, Graphing Calculators, Promotional Items, and Signage.
- Continued to work with school districts to refine and enhance specifications using school district committees for custodial supplies, arts and crafts supplies, musical instrument repairs, musical instrument supplies and equipment, microcomputer peripherals and software, and physical education, athletic, and first aid supplies.

### **Facilities and Security**

- Updated the Master Space Plan to maximize and improve agency building use, while reducing overall costs.
- Welcomed the new Security Coordinator, who brings decades of experience, to lead the security needs of Eastern Suffolk BOCES.
- Completed the requirements of the new law related to mandatory lead testing of school drinking water.
- Renovated the Transitional Services Program classrooms at the Brookhaven Learning Center to provide an industry simulated learning environment.
- Complied with the legislative changes related to school emergency response planning.

### **Leases**

- Successfully negotiated a lease agreement with the Sachem Central School District for the Sequoya Middle School. This location will provide improved space for both our students and staff. This relocation is a key component to our multi-year space efficiency plan.

### **Communications Services/Public Relations**

(formerly Media Community Relations Services)

- The Communications Consulting and Public Relations Service continued to provide aid-eligible options for school districts that include consultation, staff development, and guidance on all matters related to public relations and communications, website development, maintenance, and hosting.
- In the 2016-17 school year, nine additional school districts participated in the service, bringing the total of participating districts to 31.

### **Nonpublic Textbooks**

- Ordered, distributed, and stored textbooks for students who reside in 67 participating school districts and attended nonpublic schools in Nassau and Suffolk Counties.

- Implemented a software program that is used to order and distribute textbooks. The new program was written for the specific and unique needs of the Textbook Program, and makes the ordering and receiving of textbooks more efficient and less time consuming at the distribution center level.

### **Office of Communications and Research (OCR)**

- *Dialogue*, ESBOCES board-to-board publication, was re-designed to include less text, more graphics, and more data points to increase reader engagement and disseminate information more effectively.
- Instagram accounts were established for ESBOCES and the Academy.
- Twitter accounts were established for RSE-TASC, School Library Services, and professional development.
- Acquired website governance software to maintain an accurate and high-quality web presence, and to assist with meeting website accessibility requirements.
- Began using paid boosted posts on Facebook and Instagram to support the marketing efforts of Adult Education, and to publicize Academy and STEM High School Open Houses.
- The graphics department redesigned *The Star*, Arts-in-Education's monthly newsletter, for increased visual attraction.
- Public Relations staff began submitting press releases in Spanish to relevant publications.
- Facilitated Superintendent's Conference Day for 12-month staff, which took place on November 8, 2016.
- Assisted with the placement of digital signage to be placed in ESBOCES buildings. The Office of Communications staff received training on the software for uploading announcements and other content.

### **Office of Research and Advocacy**

- For the sixth year, developed, administered, and analyzed the Long Island Budget Impact survey, in collaboration with the Long Island Education Coalition.
- Performed a multi-year analysis of Long Island Foundation Aid paid and owed, in support of the Suffolk County School Superintendents Association and the Nassau County Council of School Superintendents.
- Performed multi-year analyses of Long Island student demographic trends, and an analysis of student assessment outcomes, to support advocacy efforts.
- Completed an analysis of the Governor's proposed education budget for 2017-18.
- Twenty-eight ESBOCES employees received training in preparation for the March 1, 2017 BOCES Lobby Day. These staff members were accompanied by several Academy and special education students on BOCES Lobby Day in Albany.

### **Printing**

- Continued to provide high-quality, printed materials to assist school districts in reducing their expenses by outsourcing their printing and duplication needs. This service is eligible for BOCES aid if the district subscribes to the Library Services/Media base service.
- Produced a large variety of items, including brochures, booklets, newsletters, calendars, postcards, posters, and Common Core modules using state-of-the-art equipment.
- Purchased an additional black and white high production printer to meet the demands of the program.
- Provided pickup and delivery services to the districts' central office at no additional cost.

### **School Lunch Program**

- Awarded approximately \$40,000 from the National School Lunch Program Equipment Grant and used the grant money to replace freezers agencywide.
- Completed the New York State Child Nutrition Review, which is a collaborative process between SED and ESBOCES that occurs once every three years. Off-site and on-site assessments

were performed to collect and validate information to gain a better understanding of ESBOCES operations and allow SED to observe the operation of the Child Nutrition Programs, and provide necessary technical assistance, guidance, and corrective actions where applicable. A final report has not yet been issued, but the closing conference at the end of the on-site review was overwhelmingly positive about the ESBOCES school lunch program, and confirmed compliance with required federal and state regulations.

- Completed the annual self-review required by New York State Child Nutrition that verifies the meals served at each site are in compliance with the bid specifications, that food is prepared properly, cashiers are trained correctly, and that ESBOCES policies are being followed.

#### **Substitute Service:**

- Provided procurement of per diem substitute teachers, nurses, aides, assistants, and other employees for Eastern Suffolk BOCES and participating districts.
- Provided support by providing three levels of service to 26 component districts and ESBOCES programs.
- Met regularly with substitute services team to develop, review, share, and analyze processes and procedures to ensure that customer service remains a top priority.
- Reinstated a Job Fair initiative for ESBOCES in order to increase the pool of substitute candidates for ESBOCES shared services.
- Provided cross training of all substitute services team members to ensure consistent support to school districts and ESBOCES.

#### **Technology Integration**

- Completed the integration of all campus Public Address (PA) systems.
- Expanded the agency's video conferencing system.
- Piloted a new digital signage solution.
- Completed the desktop virtualization project at the Westhampton Beach campus.
- Started work on the desktop virtualization project at the Bellport campus.
- Upgraded Internet bandwidth to meet the growing needs of the agency.

#### **Transportation**

- Provided transportation for 58 school districts across Nassau and Suffolk counties.
- Provided regional special needs and non-public school home-to-school transportation for 721 students in the 2016-17 school year.
- Provided summer school transportation for 763 students in the summer of 2016.
- Transportation services for the summer of 2016 and the 2016-17 school year were contracted for the first time by the Hempstead Union Free School District in Nassau County to transport over 60 special education students.
- Provided 35 school districts with New York State Education Department and Department of Motor Vehicles (NYSED/DMV) required training for bus drivers.
- Coordinated the use of four special education buses in the summer of 2016 and used them for shuttle runs, saving the Department of Special Education approximately \$12,000.
- Retained New York State Education Department Master Instructors as consultants for school districts to use as needed, to ensure their transportation staff is in compliance with NYSED/DMV regulations.
- Trained six employees in the Department of Special Education to become school bus drivers. The Regional Transportation Program will provide ongoing support and required continuing education to all ESBOCES bus drivers.