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www.esboces.org

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Special Edition II HIGHLIGHTS

OCTOBER 2008

Eastern Suffolk BOCES and the Middle States Re-Accreditation Process

Throughout the 2007-2008 and now 2008-2009 school years, the Eastern Suffolk BOCES Re-Accreditation Planning Team (*Highlights*, March 2008) has been busily leading the agency through the planning process protocol for Middle States Re-Accreditation through 2016.

Re-Accreditation Planning Protocol

The first activity performed by the team was to reflect on the agency's planning efforts over the past seven years and document this history using the Accreditation for Growth Appraisal Rubric. Their work product was reviewed by over 70 internal and external stakeholders and will be included in the materials for the Middle States review. It will also be placed on our web site, when completed.

Self-Assessment

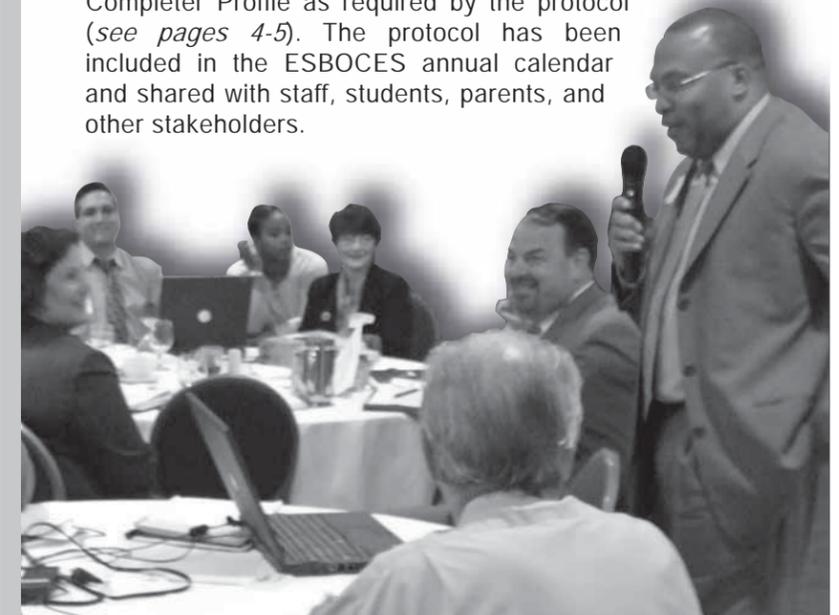
The next task to be completed by the Re-Accreditation Planning Team was to conduct a self-assessment of the agency's status in meeting the Middle States Standards for Accreditation of Service Agencies. A summary of the results has been sent to staff, parents, and students. The full evaluation report is on the ESBOCES web site at <http://www.esboces.org/publications>. The team also developed an ESBOCES Student Completer Profile as required by the protocol (see pages 4-5). The protocol has been included in the ESBOCES annual calendar and shared with staff, students, parents, and other stakeholders.



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Questions or Comments?
Contact Dr. Candace White-Ciraco, Director of Planning and Program Improvement, at 631-687-3263.



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Goals

Following a thorough review, the team decided to maintain the current mission statement, beliefs, and planning parameters. The next task was to assess the existing Board goals for the agency in order to recommend any changes based on the growth of the agency over the past seven years. The planning team felt the goals were still valid yet needed some refinement:

- The new 2009-16 Goals reflect the agency's growing role as a regional resource and leader.
- The third goal, "Quality Management" was replaced by one entitled "Shared Services" as the group felt that quality management is embedded in every goal and is emphasized in the new Goal V. The "Shared Services" goal was added to reiterate the importance of offering a wide array of shared services to districts and facilitate partnerships between districts, municipalities, and institutions of higher education.
- The previous set of Board goals focused exclusively on building the internal capacity of the agency and programs.

Throughout the new set of proposed goals the word "services" was added to "programs" as we offer both to the region. We are also recognizing our growth as a regional leader, as well as our ability to continuously improve internally and dynamically with our various partners (community, statewide, and national).

- The title for Goal VIII was revised as "Health, Safety, Security, and Space," emphasizing "health" and "safety" as significant components of the updated 2009-16 Goals.
- Staff recruitment and retention, as well as the support the agency provides to component school districts in terms of personnel administration, were highlighted within the description of Goal XI, "Human Resources."
- Goal XII was broadened to reflect the great deal of regional advocacy we conduct and facilitate and will need to build upon through 2016.

Goals for 2009-16

Approved by ESBOCES Board, May 2008

In order to continue providing cost-effective programs and services that address the needs of our component districts and support the success of all students in the supervisory district, Eastern Suffolk BOCES has established the following goals for the 2009-16 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 the learning standards or alternative provisions set by the New York State Board of Regents.
II. STAFF DEVELOPMENT	Eastern Suffolk BOCES will promote the continued professional growth of current and future teachers, administrators, and support staff by providing a coordinated program of affordable, needs-based staff development internally and externally.
III. SHARED SERVICES	Eastern Suffolk BOCES will offer a wide array of relevant shared services to school districts within the region, promote sharing amongst school districts, and facilitate partnerships between school districts, municipalities, and institutions of higher education.
IV. PROGRAM AND SERVICES AVAILABILITY	Eastern Suffolk BOCES will ensure availability of its programs and services and other resources throughout the region and efficiently bring learners to programs/services and programs/services to learners.
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 improve communication and research, enhance operational and instructional effectiveness and efficiency, and foster increased student achievement for all members of the educational community.
VII. STRATEGIC PLANNING	Eastern Suffolk BOCES will continuously identify and prioritize its major goals and objectives and align appropriate resources on an annual basis by utilizing proactive, flexible strategic planning and budgetary processes which provide opportunity for stakeholder input and regular communication to all stakeholders about the status of these processes.
VIII. HEALTH, SAFETY, SECURITY, AND SPACE	Eastern Suffolk BOCES will ensure that sufficient, appropriate space is available for all its programs and services throughout the Eastern Suffolk BOCES region on a continuing basis and that all students and staff have a safe, secure, healthy and stable environment in which to learn and work.
IX. PUBLIC INFORMATION	Eastern Suffolk BOCES will ensure that all students, parents, school boards, administrators and staff of component districts and their communities are knowledgeable about the full range of Eastern Suffolk BOCES programs and services and are aware of their academic, financial and career benefits.
X. INTERNAL COMMUNICATION	Eastern Suffolk BOCES will ensure that all staff are fully informed in a timely manner and knowledgeable about programs, services and strategic planning progress/activities.
XI. HUMAN RESOURCES	Eastern Suffolk BOCES will recruit and retain a highly-qualified and diversified staff and serve as a regional resource, providing support in personnel administration to its component school districts.
XII. RESEARCH, PROGRAM IMPROVEMENT AND REGIONAL ADVOCACY	Eastern Suffolk BOCES will ensure that its programs continue to meet the present and future needs of its students and districts through research, program improvement, and regional advocacy.

When a student completes an Eastern Suffolk BOCES program, recommendations are made to the home school district to grant a diploma/technical endorsement. The district then awards the diploma based on that recommendation. Within the context and widely varied functioning level of the students in our programs, the following profiles clearly identify what students are expected to know, what they are expected to do with what

CTE Student Completer

A student who completes a program of study in any of the Eastern Suffolk BOCES Career and Technical and/or Special Career Education programs, will be able to demonstrate:

- Achievement of specific technical skills and knowledge through participation in the career and technical education program of their 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(s) leading to well developed employability skills/work ethics and permanent employment (e.g., cooperative work experience programs, diversified cooperative work experience programs, internships, career exploration internship programs, pre-apprenticeship programs, and supported employment programs, etc.);
- Successful completion and attainment of industry-related assessments and/or certifications;
- Commitment to community service and the desire to lend assistance to those in need;
- Increased confidence, awareness of self-worth, and maturity, as well as knowledge of and competency in interacting with people from diverse backgrounds.

Leading to any of the following outcomes:

- Obtaining an entry level position in the workforce as the first step in their career path;
- Articulation into a college or trade school with advanced standing as a result of their course of study with our program;
- Acceptance into any of the five branches of the Military.



they know, and what qualities or characteristics they are expected to demonstrate by the time they have completed a program. Each profile is broad enough to address the expectations for all students regardless of their plans upon completion. They also identify multiple aspects of student performance demonstrating the complexities of the expectations the Eastern Suffolk BOCES community has for its completers.

Special Education Student Completer

A student who completes 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 NYS requirements to obtain a Regents, Local, or Individual Education Plan, Diploma.
- Competencies in academic foundation skill areas of reading, writing, mathematics, speaking and listening skills that reflect NYS Standards at a commencement level, or as outlined in the student's Individual 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), Vocational Educational Services for Individuals with Disabilities (VESID) assisted living placements or acceptance into the armed forces.
- Competency 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, armed forces, assisted living, and/or small and large group environments.
- Knowledge of, and competency in, interacting with people of diverse backgrounds.



Strategic Objectives 2009-16

The team also reviewed the agency's eight strategic objectives in the current plan and considered whether these objectives should be continued "as is" through 2016 or revised. Again, the team felt it important for the agency to focus on the same objective areas, but expand upon them for 2009-16. Although each of the 2009-16 objectives are similar to the previous set of objectives, they reflect a focus on regional leadership and continued internal improvement. The objectives were sent with appropriate measures, baseline data, and projections for 2016 to Middle States this past summer for their technical review and revisions before the December 2-5, 2008 Validation Visit for Re-Accreditation.

TITLE	STRATEGY STATEMENT/OBJECTIVE
I. Improving the Educational Outcomes of Eastern Suffolk BOCES Students	By July 2016, there will be a measurable improvement in the educational outcomes of Eastern Suffolk BOCES special and career education students as measured by state and industry assessments, honors and specialized diplomas, community service, cultural competence activities, attendance, suspension trends, and appropriate post graduate outcomes (college, work, training, community participation).
II. Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management	By July 2016, there will be a measurable improvement in facilities services to Eastern Suffolk BOCES students, staff, and regional school district operations and maintenance departments by 1) ensuring the health, safety, and security of all Eastern Suffolk BOCES facility occupants; and 2) becoming a regional leader in the area of school facilities management.
III. Educational Support Services to School Districts to Improve Student Outcomes	By July 2016, Eastern Suffolk BOCES will support improved student learning by increasing the quality and quantity of educational support services/programs offered regionally to its component school district and Eastern Suffolk BOCES programs, as measured by district participation rates, attendance at activities, Co-Ser survey results, and regional student assessment data.
IV. Human Resources Administration	By July 2016, Eastern Suffolk BOCES will have 1) developed initiatives for recruiting and retaining a highly qualified and diversified workforce; 2) documented and supported professional development for administrative and teacher staff units; 3) developed succession plans for select administrative positions within the agency; and 4) become a regional resource in all areas of human resources administration.
V. Communicating Eastern Suffolk BOCES Initiatives	By July 2016, Eastern Suffolk BOCES will have established public information strategies increasing awareness about Eastern Suffolk BOCES programs and services. There will be a measurable increase in the percent of internal and external constituents who agree they are informed about agency initiatives, have opportunities for input to agency decisions, and can represent the mission and vision of the agency from a position of knowledge, understanding, and participation in its future.
VI. Researching, Improving Programs/Services, and Advocating for the Region	By July 2016, Eastern Suffolk BOCES will continue to improve its capacity for research, program/service improvement, and regional advocacy through: 1) strategic planning; 2) the Middle States Association Accreditation for Growth (AFG) process; 3) the availability of data for data-driven decision-making; 4) facilitative grants management; and 5) advocacy activities.
VII. Ensuring Operations, Management, and Finance	By July 2016, Eastern Suffolk BOCES will: 1) continue to review and update its Board Policies, Administrative Regulations, rules, procedures, practices, and forms ensuring alignment with federal and state requirements; agency vision, mission, beliefs, and goals; and best practices; 2) continue to evaluate and improve the agency's internal controls to ensure compliance with all regulatory authorities; and 3) provide expanded regional leadership and resources to school districts in the areas of school operations, business management, and educational finance.
VIII. Leading the Region in Technology Services	By July 2016, Eastern Suffolk BOCES will become 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.

ESBOCES Strategic Planning Council Ninth Annual Meeting - August 13, 2008

After a year's worth of work by the ESBOCES staff and Re-Accreditation Planning Team, it was time again for the summer meeting to review what we had accomplished, plan for our final year of this strategic plan cycle, and begin to plan for the 2009-16 strategic plan. A total of 95 stakeholders from the region (representing staff, parents, districts, students, institutions of higher education, business, government, bargaining units, and community organizations) attended the meeting to complete the annual review and give their feedback for the 2008-09 plan as well as their thoughts for the 2009-16 proposed objectives.



At the meeting, council members expressed concern about national, state, and local fiscal issues and reiterated the importance of ESBOCES regional partnerships. The support given by the agency to districts was greatly appreciated with continuing requests for more training, sharing of expertise, and resources. The increasing number of collaborations with institutions of higher education was also noted. Several attendees valued our ever-improving web site and the host of information it conveyed.

The agency's focus on developing cultural competence in the region was praised with requests for our agency to provide leadership in addressing difficult issues facing students, parents, and staff in a changing world. Building culturally inclusive environments was still a concern in our region. Strategizing new ways to communicate with

people internally and externally remains a priority, with new initiatives happening each year.

Looking for diversified funding sources will continue to be a role of the agency for our region. Increasing partnerships, collaborations, information, and advocacy will help this region.

Districts expressed appreciation for the increasing ESBOCES training, mentoring, and information-sharing provided by the Management Services Division, whether it be helping educators learn more about school finance, training for new school business staff, looking for feedback about audits, or sharing best management services and practices in educational settings. Educating people about using technology also continues to be a regional priority. Districts are pleased to work with the Regional Information Center as it continuously expands its services based on district and regional needs.

A DVD highlighting some of the agency's accomplishments for 2007-08 was shared with the attendees and is posted on the web site at <http://www.esboces.org/aboutus>.

Based on the feedback from the meeting, the 2008-09 ESBOCES Strategic Plan was approved by the Board at the September 2008 meeting. It can be found on our web site at <http://www.esboces.org/publications>.



Re-Accreditation Validation Visit - December 2-5, 2008

Based on all the work, reflection, analysis, and planning the agency has done, there will be a Middle States Team of 12 professionals from educational communities coming to visit us December 2-5, 2008. The team will review our history, planning process, accomplishments, ability to meet and exceed the 10 Middle States Standards for Service Agencies (*Highlights*, September 2007), commitment to student performance and growth, involvement of representative constituents, and our commitment to continuous improvement agency-wide. They will meet and visit with many groups throughout the agency including the Re-Accreditation Planning Team, staff, students, Board members, district representatives, shared decision-making members, parents, and others.

The chair of the 12 member Middle States Team is Dr. James Van Hoven, a retired school administrator from Rye, New York, and an esteemed Middle

States volunteer. Dr. Van Hoven served as the Commissioner of the Middle States Commission on Elementary Schools (1999-2002) and was the chair or assistant chair of over 10 team visits nationally and internationally.

Dr. Van Hoven currently lives in northern New York in Lake Champlain and will bring great leadership and facilitation to our Middle States Team. Having someone with such commitment, dedication, and experience in education will help to make our re-accreditation validation visit most worthwhile.

ESBOCES will be provided with feedback of the team's overall perceptions on December 5, 2008 at a closing meeting. After the visit, the team will submit a report to Middle States that will either recommend the agency for full accreditation, accreditation with stipulations, probationary accreditation, or removal of accreditation. We expect to receive the final report for review in the latter part of 2009.