

**Middle States Accreditation**  
**AFG Re-Accreditation 2009-2016**

**Validation Visit**  
**December 2-5, 2008**



## Eastern Suffolk BOCES

### Self-Study Document Middle States Association AFG Re-Accreditation Validation Visit December 2-5, 2008

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- Narrative ESBOCES Table of Organization
- ESBOCES Table of Organization - July 1, 2008 Agency, Divisions, Departments/Offices (previous years' will be included with evidence files)

### SECTION A: Results of the Period of Reflection/Appraisal

- 2007-08 Middle States Reaccreditation Planning Process Review
- AFG Commitment Form
- Newsletter Highlights "Special Edition" - September 2007
- Newsletter Highlights "Special Edition II" - October 2008
- Strategic Planning Timeline Highlights
- Staff Handout "MSA Standards for Accreditation of Service Agencies with Indicators"
- Reaccreditation Planning Team 2007-08 (Document A)
- Reaccreditation Planning Team 2008-09

#### Appraisal, Rubric, Summary and Additional Questions (Document B)

- I: Planning Processes
- II: Content of Plan
- III: Self-Assessment of Standards for Accreditation
- IV: Accreditation Maintenance Requirements
- V: Summary of Appraisal Rubric
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- Sample of ESBOCES Stakeholder Groups

## **REFERENCED APPENDICES for Rubric**

- "BOCES At A Glance" Brochures – 2003-04 through 2007-08
- Changes in Organization Structure – 2002 to Present
- Objectives and Results 1998-2008 – Agency
- Objectives and Results 1998-2008 – Educational Services Sites
- 2008-09 ESBOCES Strategic Plan "A Decade of Planned Achievement"  
(previous years' will be included with evidence files)
- "Core of the Strategic Plan" Brochures – 2004-05 through 2007-08
- Annual Reviews / Minutes of Strategic Planning Council Annual Meetings – 2008, 2007  
(previous years' will be included with evidence files)
- Shared Services Co-Ser Survey Evaluation 2006-07  
(previous years' will be included with evidence files)

## **SECTION B: Self-Assessment of Meeting the Middle States Standards of Accreditation**

- Introduction on Self-Assessment
- Middle States Standards Survey Evaluations 2008 (Internal Staff, Students, and Parents)
- Chart Comparing Major Staff Concerns of All Three Studies (2000, 2005, 2008)
- *HIGHLIGHTS* newsletter, May 2008 (Page 3 references results of survey)
- June 2008 Memo to Staff, Parents, Students
  - Memo to Staff (distributed 6/08 with payroll)
  - Memo to Parents (includes note on bottom to request Spanish version)
- Brochure "Middle States Standards Survey Results 2008"
  - English version
  - Spanish version (only supplied upon request)
- Website page with link

## **SECTION C: Mission**

- Reaffirmed Mission
- Reaffirmed Vision Statement

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- Reaffirmed Beliefs
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## **SECTION E: Profile of Student Completers**

- Profiles of ESBOCES Student Completer (insert included in agency calendar)
  - CTE Student Completer
  - Special Education Student Completer
- Website page with link

## **SECTION F: ESBOCES 2009-2016 Goals and Strategic Objectives**

- Goals 2009-2016
- 2009-2016 ESBOCES Strategic Objectives
  - Technical Review #1A (correction in numbering of objective measures)
  - Technical Review #1 completed by Middle States (October 2008)
  - Submission to Middle States (August 2008)

*Strategic Objectives as approved by Middle States will be incorporated into the planning document with all technical review(s) when completed.*

## **SECTION G: Action Plans**

- Proposed Strategy Statements/Objectives with Agency Goals Addressed
- Draft Action Plans of each of the Approved 'A' Strategic Objectives for 2009-2016\*

*\*Will be provided to the Validation Team prior to the December 2008 Middle States Validation Visit.*

*All 2009-2016 action plans will be completed throughout the 2008-09 school year with their related operational action plans, depending on what has been completed in this year's 2008-09 strategic plan.*

## **SECTION H: Appendix A – Reports of the Validation Teams**

*Team Chair requested only conclusion/recommendation sections of reports be included.*

***Full reports are available in evidence files.***

### AFG Validation Reports

- December 1999 – Agency Level
- March 2001 – Divisional Level (Three divisions)
- December 2003 – Site Level I (Nine of seventeen instructional sites)
- March 2004 – Site Level II (Eight of seventeen instructional sites)

## **SECTION I: Appendix B – Reports of the Mid-Point Reviews**

*Team Chair requested only conclusion/recommendation sections of reports be included.*

***Full reports are available in evidence files.***

### Mid-Point Review Reports

- July 2002 – Agency / Divisional
- November 2005 – Agency
- May 2006 – Site Level I (Dec. 2003 validation sites)
- December 2006 – Site Level II (March 2004 validation sites)

## **SECTION J: Responses to Special Commission Actions or Stipulations**

- December 9, 2002 letter from Middle States/Susan Nicklas on changes to the accreditation timelines for ESBOCES
- May 1, 2003 letter from Middle States/Susan Nicklas outlining changes granted by MSA including agency accreditation extended to May 1, 2009
- January 20, 2005 correspondence to Middle States including agency and sites' responses "Update on Learning Media Services and Technology Standard" (12/03 sites granted Accreditation with Stipulations – did not meet Standard)
- September 26, 2005 correspondence to Middle States including agency and sites' responses "Update Reports on Learning Media Services and Technology Standard" (3/04 sites granted Accreditation with Stipulations – did not meet Standard)
- June 11, 2008 letter from Middle States/Steven Heft Official letter of MSA acceptance of sites providing document of meeting Learning Media Services and Technology Standard

## TEAM MEMBER INFORMATION

- **Letter to Team**
- **Team Membership Information**  
(most current included, updates will be provided)
- **Visit Schedule**  
(most current included, final will be provided at visit)
- **Travel Information**  
(directions to and from sites will be provided at visit)

### Additional Documents:

- **Understanding Eastern Suffolk BOCES**
- **About the ESBOCES Board**
- **MSA Certificate of Accreditation – May 1, 2000 to May 1, 2009**
- **Narrative ESBOCES Table of Organization**
- **ESBOCES Table of Organization – July 1, 2008**  
Agency, Divisions, Departments/Offices  
(previous years' will be included with evidence files)

**AFG PRELIMINARY LIST OF VALIDATION TEAM MEMBERS**

CURRENT  
as of 11-18-08

**NAME OF SCHOOL:** Eastern Suffolk Board of Cooperative Educational Services  
James Hines Administration Building, 201 Sunrise Highway  
Patchogue, NY 11772

**HEAD OF SCHOOL:** Gary D. Bixhorn  
Chief Operating Officer  
631-687-3006; FAX: 631-289-2529  
Email: gbixhorn@esboces.org

**DATES OF VISIT:** DECEMBER 2 (HALF DAY), 3, 4 & 5, 2008

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**CHAIRPERSON:** Dr. James Van Hoven  
2255 Lake Shore Road, PO Box 114  
Essex, NY 12936  
518-963-4084  
Email: jimcolleenvh@yahoo.com

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**TEAM MEMBERS:**

**Ms. Dael Cohen**  
**Transition Specialist**  
Overbrook School for the Blind  
6333 Malvern Avenue  
Philadelphia, PA 19151-2597  
215-877-0313 x276; FAX: 215-477-1696  
Email: Daelc@OBS.ORG

**Mr. Kevin Conner**  
**Instructional Technology Specialist**  
Allegheny Intermediate Unit  
475 East Waterfront Drive  
Homestead, PA 15120  
412-394-5760; FAX: 412-394-5750  
Email: kevin.conner@aiu3.net

**Mr. Lou DeAngelis**  
**Printing Supervisor**  
Madison-Oneida Board of Cooperative Educational Services  
4937 Spring Road P. O. Box 168  
Verona, NY 13478

315-361-5500; FAX: 315-361-5595  
Email: [ldangelis@moboces.org](mailto:ldangelis@moboces.org)

**Mr. Matthew Goedecke**  
**Project Manager, Planning and Organizational Development**  
Laurent Clerc National Deaf Education Center  
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800 Florida Ave NE  
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202-651-5504; FAX: 202-651-5435  
Email: [matthew.goedecke@gallaudet.edu](mailto:matthew.goedecke@gallaudet.edu)

**Ms. Trina Smith Newton**  
**Assistant Superintendent for Curriculum, Instruction and Accountability**  
Binghamton City School District  
164 Hawley Street, P.O. Box 2126  
Binghamton, NY 13902-2126  
607-762-8100; FAX: 607-762-8112  
Email: [newtont@binghamtonschools.org](mailto:newtont@binghamtonschools.org)

**Dr. Paul M. Seversky**  
**Coordinator of Special Projects (retired Deputy District Superintendent)**  
Madison-Oneida BOCES  
4937 Spring Road, P.O. Box 168  
Verona, NY 13478  
315-361-5510; FAX: 315-361-5517  
Email: [pseversky@moboces.org](mailto:pseversky@moboces.org) and [pseversk@twcnny.rr.com](mailto:pseversk@twcnny.rr.com)

**Dr. Monica A. Sullivan**  
**Principal**  
Plymouth Whitmarsh High School  
201 E. Germantown Pike  
Plymouth Meeting, PA 19462  
610-825-1500, ext. 1901; FAX: 610-832-0766  
Email: [msullivan@colonialsd.org](mailto:msullivan@colonialsd.org)

**Mrs. Cynthia Surdi**  
**Educational Services Supervisor**  
Cooke Center for Learning and Development  
475 Riverside Drive, Suite 730  
New York, NY 10115  
212-280-4473; FAX: 212-280-4477  
Email: [csurdi@cookecenter.org](mailto:csurdi@cookecenter.org)

**Ms. Theresa Swett**

**Principal**

Capital Regional Career and Technical School

1015 Watervliet-Shaker Road

Albany, NY 12205

518-399-1847; FAX: 518-862-4800

Email: [tswett@gw.neric.org](mailto:tswett@gw.neric.org)

**Marian Trapani, Ed.D.**

**Director of Planning, Research and Evaluation**

Phillipsburg School District

445 Marshall Street

Phillipsburg, NJ 08865

908-213-2610; FAX: 908-213-2424

Email: [Trapani.Marian@pburgsd.net](mailto:Trapani.Marian@pburgsd.net)

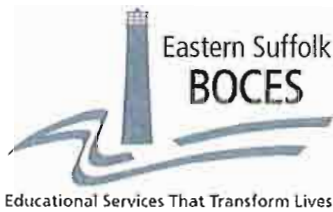


**Eastern Suffolk BOCES  
Middle States Association Re-Accreditation Validation Team Visit  
December 2-5, 2008**

**PROPOSED FLOW OF MEETINGS**

**TUESDAY - DECEMBER 2, 2008**

- |                |   |
|----------------|---|
| 2:00 – 4:00 pm | Team Arrives at Hotel<br>Greeted by Chair and ESBOCES Internal Coordinator<br><i>[Refreshments, including coffee and snacks, available in meeting room]</i> |
| 4:00 – 5:30 pm | Chair Meets with Team<br>Orientation and Training on AFG Re-Accreditation Process<br>Review of Visit Schedule, Assignments                                  |
| 5:30 – 6:30 pm | Chief Operating Officer and Internal Coordinators Brief Team<br>about ESBOCES and Answer Questions  |
| 7:00 pm        | Dinner Buffet at Hotel for Team   |
| 8:00 pm        | Team members prepare in their rooms   |



Current  
as of 11/5/08

**Eastern Suffolk BOCES  
Middle States Association Re-Accreditation Validation Team Visit  
December 2-5, 2008**

**PROPOSED FLOW OF MEETINGS**

NOTE: All groups should be able to address questions about any of the standards and/or action plans; however, some of their specializations have been noted below.

Room A and Board Room have been set aside at Hines December 2-5 for use as work rooms for team

**WEDNESDAY - DECEMBER 3, 2008**

7:00 – 8:00 am	Breakfast at Hotel	
8:00 – 8:30 am	Travel to James Hines Administration Center	
8:30 – 9:30 am	Combined Meeting with Chief Operating Officer and District Superintendent <i>[All Standards and Action Plans]</i>	Board Room
9:30 – 10:30 am	Meet with ESBOCES Re-Accreditation Planning Team <i>[All Standards and Action Plans, Period of Appraisal, etc.]</i>	Room C
10:45 – 11:30 am	Meet with Administrative Council Members <i>[All Standards and Action Plans, Period of Appraisal, etc.]</i>	Room C
11:30 – 12:00	Open / Break / Team Time	Board Room
12:00 – 1:15 pm	Lunch and Meeting with ESBOCES Board <i>[All Standards and Action Plans]</i>	Room C
1:15 pm	Travel to Sherwood Instructional Support Center (from Hines)	
1:30 – 4:30 pm	Interviews with Leadership and Administrative Staff focused on Proposed Objectives/Action Plans and Related Middle States Standards	Sherwood Meeting Rooms
	Note: Administrative Council will provide names Team will break up into smaller groups for interviews in separate rooms/areas	
5:00 pm	Reception & Meeting with District/Community/Business Partners <i>Separate teams to meet with each group - District, Business, Higher Education, Government, etc. [Standards 1,2,3,7]</i>	Sherwood Conference Rooms
	Note: Cabinet will provide names	
6:30 pm	Team Debriefing/Discussion/Writing Time	Hotel
8:00 pm	Dinner at Hotel	Hotel

**Eastern Suffolk BOCES  
Middle States Association Re-Accreditation Validation Team Visit  
December 2-5, 2008**

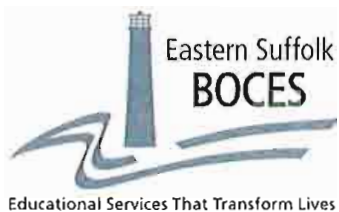
**PROPOSED FLOW OF MEETINGS**

NOTE: All groups should be able to address questions about any of the standards and/or action plans; however, some of their specializations have been noted below.

Room A and Board Room have been set aside at Hines December 2-5 for use as work rooms for team.

**THURSDAY - DECEMBER 4, 2008**

7:00 – 8:00 am	Breakfast at Hotel	
8:00 – 8:30 am	Travel to Sites	
8:30 – 12:00	<p>Team Members Visit CTE and Special Ed Sites 4 smaller teams – <i>[Standards 1,4,6,7,8,9,10 and Action Plans # 1]</i></p> <p>Team 1: ICC, PLC Team 2: SLC @ Wm. Floyd, WTAC Team 3: BLC/TSP, BAC, BTC Team 4: MLC, SAC</p>	See "Site Visitation Schedule"
12:00 – 12:30	Travel to Brookhaven Technical Center (from various sites)	
12:30 – 1:15 pm	<p>Lunch and Meeting with Members of various Shared Decision-Making Teams – Meal prepared by ESBOCES Students <i>[All Standards and Action Plan # 1]</i></p> <p><i>Approximately 25-30 people including validation team</i> Note: Assoc Supt. for Ed Services will provide SDM Team member names</p>	Brookhaven Technical Center
1:15 – 1:30 pm	Travel to Sherwood Instructional Support Center (from BTC)	
1:30 – 4:30 pm	<p>Interviews with Other Levels of Stakeholders focused on Proposed Objectives/Action Plans and Related Middle States Standards</p> <p>Note: Administrative Council will provide names Team will break up into smaller groups for interviews in separate rooms/areas</p>	Sherwood Meeting Rooms
5:00 pm	<p>Meeting &amp; Reception with Parents <i>[Standards 1,7,8 and Action Plans # 1, V]</i></p> <p>Note: Assoc Supt. for Ed Services to provide names</p>	Sherwood Conference Rooms
6:30 pm	Team Meeting and Writing Time	Hotel
8:00 pm	Dinner at hotel	Hotel



Current  
as of 11/5/08

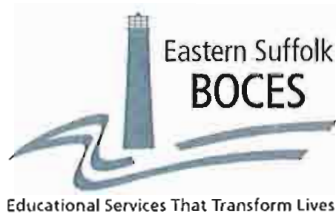
**Eastern Suffolk BOCES  
Middle States Association Re-Accreditation Validation Team Visit  
December 2-5, 2008**

**PROPOSED FLOW OF MEETINGS**

**FRIDAY - DECEMBER 5, 2008**

7:00 – 8:00 am	Breakfast at Hotel	
8:00am – 2:30pm	Team Writing/ Discussion/ Meeting	Hotel
11:45 am	Lunch for team members	Hotel
2:00 pm	Chair Travels to Sherwood	
2:15 pm	Chair meets with Cabinet to review oral report	Sherwood Meeting Room A
2:30 pm	Team travels to Sherwood	
3:00 pm	Team Oral Report <i>Agency Community Members will be invited</i>	Sherwood Conference Rooms

Note: ESBOCES Re-Accreditation Planning Team will provide names



Current  
as of 11/5/08

**Eastern Suffolk BOCES  
Middle States Association Re-Accreditation Validation Team Visit  
December 2-5, 2008**

**SITE VISITATIONS  
December 4, 2008  
8:30 am – 12:30 pm**

**TEAM 1**

8:30 – 10:00	Islip Career Center (ICC)
10:30 – 12:00	Premm Learning Center (PLC)
12:00	Travel to BTC for lunch
12:30	Lunch at Brookhaven Technical Center (BTC)

**TEAM 2**

8:30 – 10:00	Sayville Learning Center @ Wm. Floyd Elementary
10:30 – 12:00	Harry B. Ward Technical and Academic Center (WTAC)
12:00	Travel to BTC for lunch
12:30	Lunch at Brookhaven Technical Center (BTC)

**TEAM 3**

8:30 – 9:45	Brookhaven Learning Center (BLC) and Transition Services Program (TSP)
10:00 – 11:00	Bellport Academic Center (BAC)
11:00 – 12:20	Brookhaven Technical Center (BTC)
12:20	Travel to BTC for lunch
12:30	Lunch at Brookhaven Technical Center (BTC)

**TEAM 4**

8:30 – 10:00	Masera Learning Center (MLC)
10:30 – 12:00	Suffolk Aviation Center (SAC)
12:00	Travel to BTC for lunch
12:30	Lunch at Brookhaven Technical Center (BTC)



Candace White-Ciraco, Ed.D.  
AGENCY INTERNAL COORDINATOR/  
Director, Planning and Program Improvement  
James Hines Administration Center  
201 Sunrise Highway  
Patchogue, New York 11772  
Phone: (631) 687-3263 / Fax: (631) 687-3247  
E-mail: cwhiteci@esboces.org

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**Eastern Suffolk BOCES  
Middle States Validation Visit  
December 2-5, 2008**

**TRAVEL INFORMATION**

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Team members need to make their own travel arrangements for travel on December 2 and return trip on December 5.

**REMINDER:**

**Team members will be reimbursed by Eastern Suffolk BOCES for travel related expenses (original receipts required) after the visit.** This includes cost of travel, plus an allocation of up to \$50 for meals on each day of travel.

*If traveling by car, Long Island Expressway to Exit 63 (Additional detailed directions will be provided, if needed)*

*If traveling by air, closest airport for your destination would be Long Island Islip-MacArthur*

*If traveling by train into NYC Penn Station, closest station to ESBOCES is Ronkonkoma*

*The hotel has free shuttle service from/to L.I. MacArthur Airport and the Ronkonkoma Train Station.*

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**During the Validation Visit, Eastern Suffolk BOCES staff will be transporting Team Members to and from sites.**

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**HOTEL / FOOD ARRANGEMENTS** during your visit to the Eastern Suffolk BOCES region.

HOTEL: Crowne Plaza Long Island  
1730 No. Ocean Avenue  
Holtsville, New York 11742  
Phone: (631) 758-2900  
Website: [www.crowneplaza.com/longisland](http://www.crowneplaza.com/longisland)

Guestroom expense (Check in 12/2, check out 12/5) and planned meals at the hotel will be paid for directly by ESBOCES.

Arrangements are being made for other planned meals elsewhere which are also paid for directly by ESBOCES.

Any special dietary needs?...please make sure you advise Eastern Suffolk BOCES prior to the visit.

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**EXPENSES:** Original Receipts must be submitted with completed and signed forms when submitting for reimbursement immediately after the visit.

**PRIOR to the Visit, in order to expedite the process, please:**

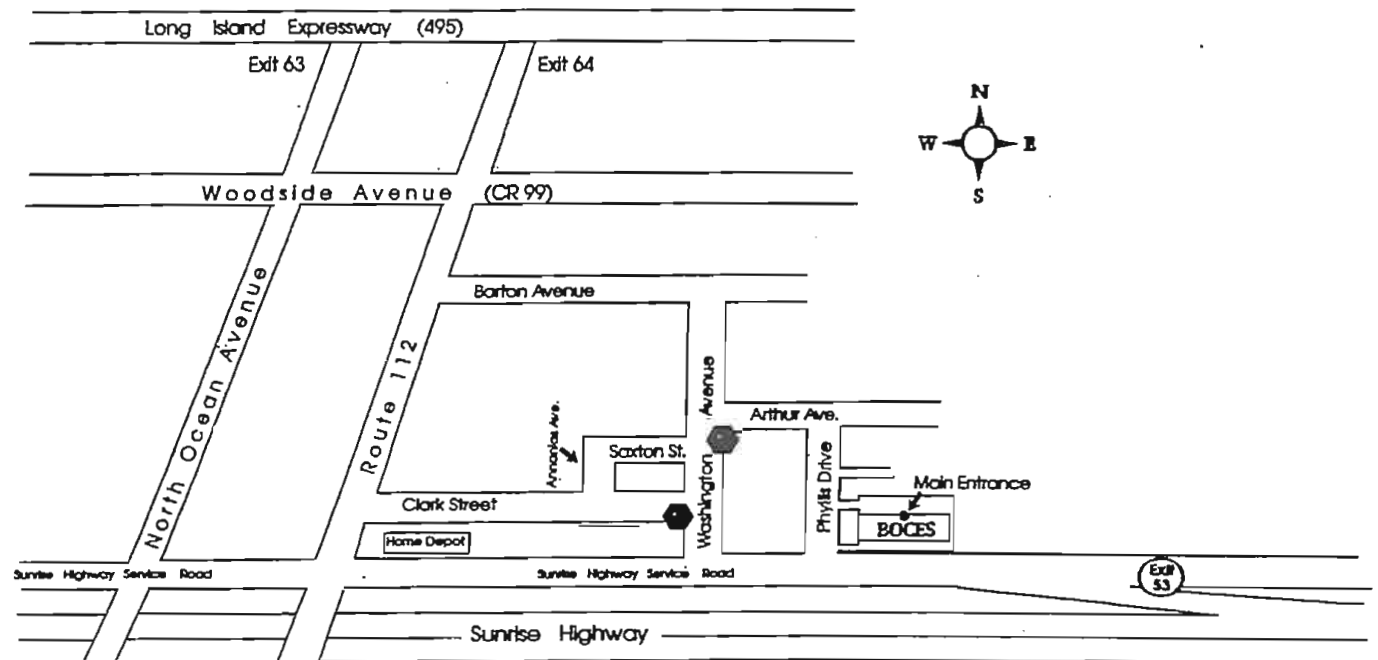
- complete the W-9 Request for Taxpayer ID # and Certification previously provided
- sign and date it
- return original to Dr. Candace White-Ciraco in the postage envelope previously provided

**AFTER the visit,**

- complete the *Visiting Team Expense Reimbursement*
  - include all original receipts
  - sign and date it
  - forward all to Dr. Candace White-Ciraco in the postage envelope previously provided.
-



201 SUNRISE HIGHWAY  
PATCHOGUE, NEW YORK 11772  
631-289-2200





**From the Long Island Expressway:**

Long Island Expressway to Exit 63 *South* (North Ocean Ave. a/k/a CR 83).

No. Ocean Avenue south to Woodside Avenue and make a left. Take to Route 112 and make a right. Approximately 1.5 miles make a left onto Barton Avenue (at traffic light). Take Barton Avenue to first traffic light and make a right onto Washington Avenue. Make your first left onto Arthur and then your first right onto Phyllis Drive. Take almost to the end and make a left into the first parking lot entrance.

**Directions from the Sunrise Highway (heading East):**

Sunrise Highway to Exit 53, Route 112. As you get off the Sunrise Hwy., get into the left turning lane and make a left at the first traffic light onto Rte. 112 heading north. At the second traffic light make a right onto Clark St. Take Clark St. to the end and make a left onto Washington Avenue. At first stop sign make a right onto Arthur Ave. and your first right onto Phyllis Drive. Take almost to the end and make a left into first parking lot entrance.

**Directions from Sunrise Highway (heading West):**

Take to exit 53, Route 112 and make the first right onto Phyllis Drive and second right into the parking lot.



## UNDERSTANDING EASTERN SUFFOLK BOCES

Educating more than 4,500 school-age pupils and nearly 7,000 adults from 51 school districts from Montauk to West Islip, and providing innovative and cost-effective services on Long Island and throughout New York State, the staff and constituents of Eastern Suffolk BOCES help improve the quality of public education.

ESBOCES stands for Eastern Suffolk Board of Cooperative Educational Services. Service offerings are created at the request of member districts. Member districts are not required to purchase services from ESBOCES. When the cost and quality are superior to providing the service on their own, districts turn to ESBOCES and save money by sharing the cost. Eastern Suffolk BOCES offers the most innovative and diverse array of BOCES services in New York State and serves a geographic area of nearly 1,000 square miles. We also became the first intermediate educational agency accredited by the Middle States Association of Colleges and Schools. The accreditation assures that we meet rigorous external standards and represents the commitment of our staff and the outstanding quality of our programs.

New York State reimburses 30% to 65% of the costs of services used by participating districts.

### *The Impact of Eastern Suffolk BOCES*

There are 51 component school districts in Eastern Suffolk BOCES with a total student enrollment of 170,510 (based on the 2007-08 services year). Our services provide high quality support to districts across Long Island and throughout the state.

<b>Service</b>	<b>Participating Districts (2007-08)</b>
Educational Services	115
Management Services	160
Regional Services	42

Student enrollment in career education, special education, special career education, and adult education provides meaningful opportunities to students and helps provide the skills most in demand by the region's employers.

<b>Program</b>	<b>Enrollment (2007-08)</b>
Career Education	2,400
Special Career Education	550
Special Education	1,728
Adult Education	6,761

Eastern Suffolk BOCES employed approximately 2,200 individuals during the 2007-08 service year.



## **About the Eastern Suffolk BOCES Board**

A 15-member Board elected by the Boards of Education of our component school districts governs Eastern Suffolk BOCES. Board members serve for three-year terms that are staggered so that five seats open each year. An ESBOCES Board member must reside within the boundaries of a component school district but need not be a member of a school board. An ESBOCES Board member may not be an employee of a component school district. The Board is the official policy-making body of ESBOCES. Among the Board's duties and responsibilities are the following:

- Establish policies for the operation of ESBOCES
- Set goals and develop a vision for the agency
- Build community support and promote understanding of the agency
- Offer career and technical education programs that meet regional needs
- Offer special education programs that meet regional needs
- Offer shared services to local school districts
- Provide administrative support to local school districts
- Appoint a district superintendent
- Prepare administrative, capital, and program budgets
- Prepare and maintain a strategic plan to meet the need for services in the region
- Employ staff to carry out programs and services
- Provide transportation for students to ESBOCES programs

ESBOCES Board members, like all school board members in New York State, serve on a volunteer basis and receive no pay for their services.

**Middle States Association of Colleges and Schools  
Committee on Institution-wide Accreditation**

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**CERTIFICATE OF ACCREDITATION**

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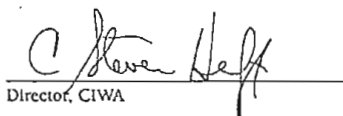
*This is to affirm that  
**Eastern Suffolk Board of Cooperative  
Educational Services***

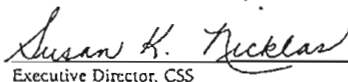
*has demonstrated to evaluators that it is effectively advancing the quality of educational experiences  
it offers its students and meets its responsibilities to the public and to the profession of education.*

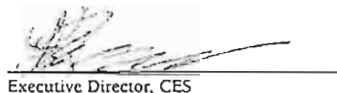
*It meets standards for accreditation that are established by the Middle States Association of  
Colleges and Schools and are approved by the members of the Association  
and is, therefore, granted accreditation for the period*

***May 1, 2000 – May 1, 2009***

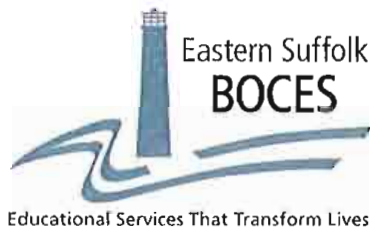
*subject to the terms of accreditation maintenance set by the Middle States Association.*

  
Director, CIWA

  
Executive Director, CSS

  
Executive Director, CES





## Eastern Suffolk BOCES Table of Organization

Eastern Suffolk BOCES is made up of many levels who all work together to carry out the mission of the agency. Currently, the Eastern Suffolk BOCES organizational structure includes a District Superintendent (DS) (*Edward J. Zero*) and a Chief Operating Officer (COO) (*Gary D. Bixhorn*). The District Superintendent serves as the Executive Officer of the Board and possesses the power to discharge the duties defined in Education Law. He is also an officer of the New York State Education Department and has those powers and duties assigned by the law and the Commissioner of Education. The Chief Operating Officer provides executive leadership for all programs and services as well as the administrative infrastructure of the organization. Two half Superintendents-in-Residence were added to support the District Superintendent and Chief Operating Officer and are filled with personnel when needed.

Two Associate Superintendents and one Assistant Superintendent also report directly to the Chief Operating Officer:

- Associate Superintendent for Educational Services, *Julie Davis Lutz, Ph.D.*
- Associate Superintendent for Management Services, *Barbara M. Salatto*
- Assistant Superintendent for Human Resources, *Michael J. Locantore*

The Associate Superintendent for Educational Services has three directors reporting directly to her:

- Director of Educational Support Services (ESS), *Marilyn H. Adsitt*
- Director of Special Education, *Robert Becker*
- Director of Career Technical and Adult Education (CTE), *Joan Skelly*

The Associate Superintendent for Management Services has five directors reporting directly to her:

- Director of Administrative Services, *Gregory Hamilton*
- Director of the Office of Technology Integration (OTI), *Sylvia Savarese*
- Director of Building Services, *Keith G. Anderson*
- Director of Business Services, *Maureen Kaelin*
- Director of Regional Information Center (RIC), *Jeanne K. Weber*

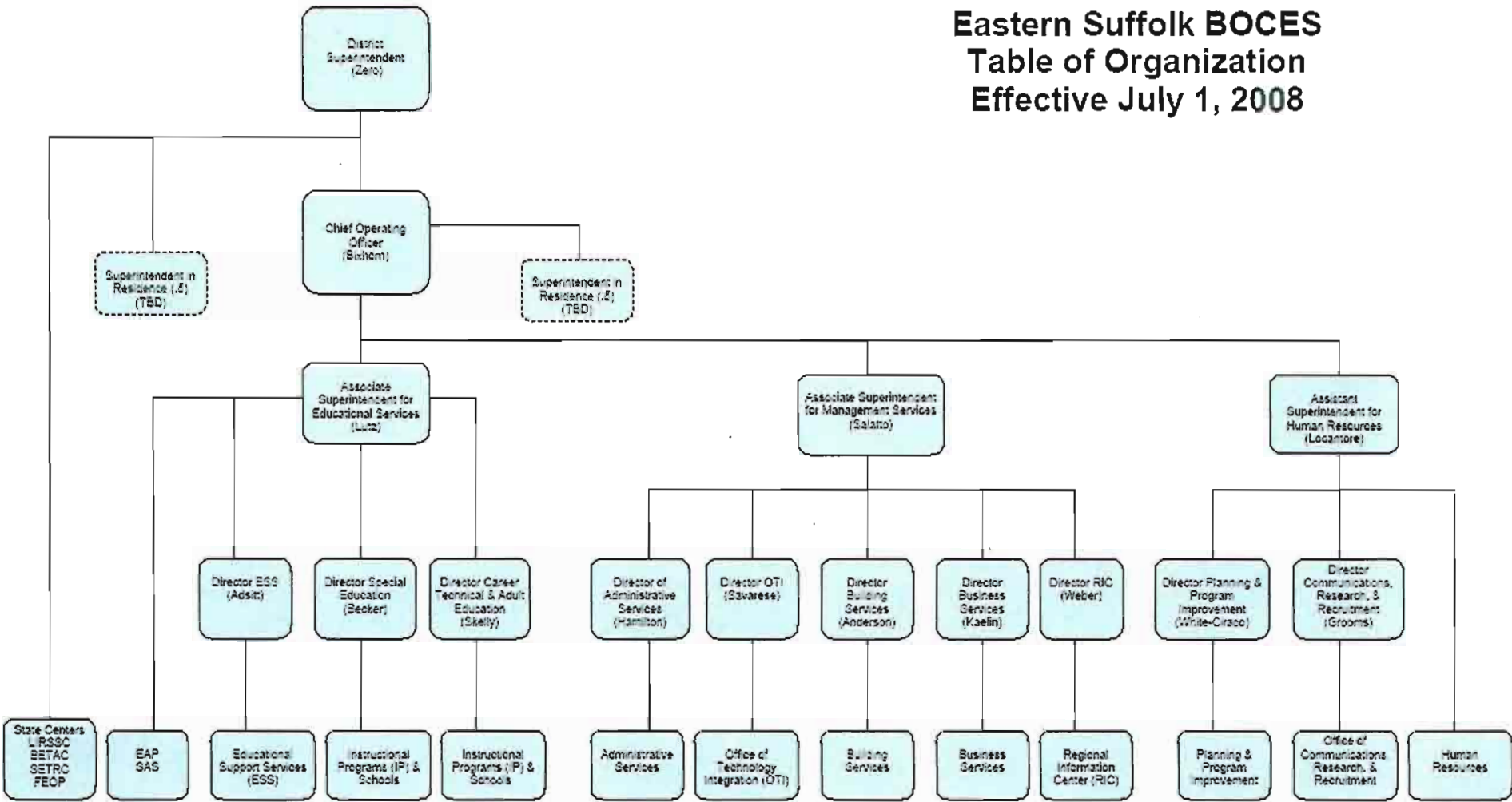
The Assistant Superintendent for Human Resources has two directors reporting directly to him:

- Director of the Office of Planning & Program Improvement (OPPI), *Candace White-Ciraco, Ed.D.*
- Director of the Office of Communications, Research and Recruitment (OCRR), *Andrea Grooms*

Each of the directors supervises many civil service employees, administrators, and other personnel.

For further clarification, reference can be made to the organization charts and Self-Study Rubric (Section One, Part VI, Structure, p.3 of 31).

# Eastern Suffolk BOCES Table of Organization Effective July 1, 2008





EASTERN SUFFOLK BOCES  
EDUCATIONAL SERVICES DIVISION

Julie Davis Lutz, Ph.D.  
Associate Superintendent for Educational Services  
Eastern Suffolk BOCES  
201 Sunrise Highway, Patchogue, NY 11772  
Phone: (631) 687-3056 Fax: (631) 687-3048

Marilyn Adsitt  
Director  
Department of Educational Support Services  
(631) 244-4074

Robert Becker  
Director  
Department of Special Education  
(631) 244-4033

Joan Skelly  
Director  
Department of Career, Technical  
& Adult Education  
(631) 244-4099

Barry Rosen  
Administrative Coordinator  
Employee & Student Support Services  
(631) 289-0078



EASTERN SUFFOLK BOCES  
 EDUCATIONAL SERVICES DIVISION  
 Department of Educational Support Services  
 2008-09 School Year

Julie Davis Lutz, Ph.D.  
 Associate Superintendent for Educational Services  
 Eastern Suffolk BOCES  
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 Divisional Administrator for  
 Educational Support Services  
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Gina Reilly  
 Program Administrator for  
 Educational Support Services  
 (631) 244-4054

Gail Barraco  
 Administrative Coordinator  
 School Library System/Library  
 Automation/Library Services  
 (631) 286-0891

Carol Brown  
 Administrative Coordinator  
 For Arts-in-Education  
 (631) 286-6989

Kate Davern  
 Administrative Coordinator  
 for Professional  
 Development  
 (631) 218-4152

Molly Licalzi  
 Administrative Coordinator  
 for Curriculum &  
 & Assessment  
 (631) 244-4269

Darlene Roces  
 Administrative Coordinator  
 For Model Schools  
 (631) 288-9568

Maria Casamassa  
 Assistant Administrative  
 Coordinator for  
 Curriculum & Assessment  
 (631) 244-4250



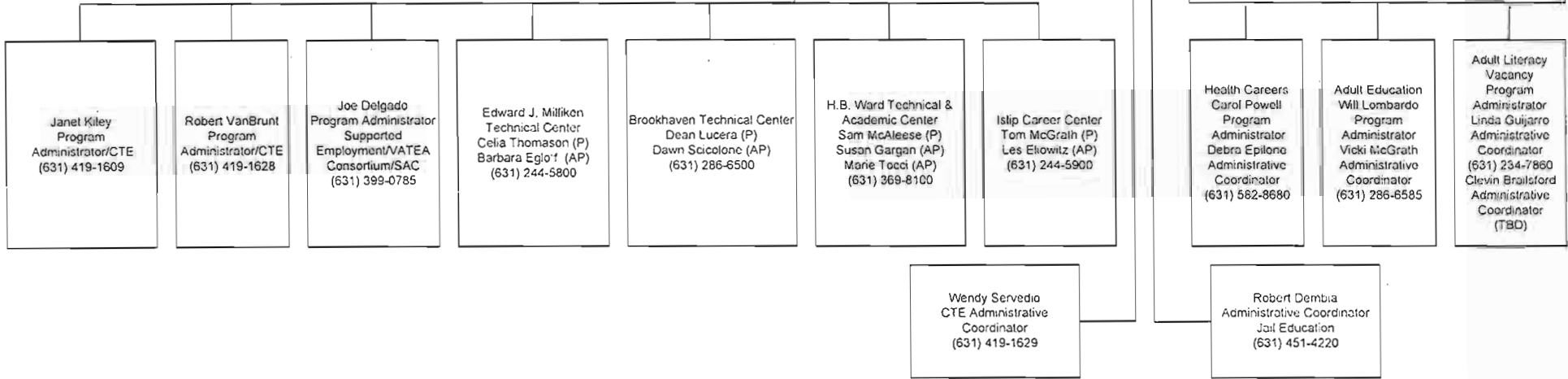


EASTERN SUFFOLK BOCES  
 EDUCATIONAL SERVICES DIVISION  
 Department of Career, Technical and Adult Education Programs  
 2008-09 School Year

Julie Davis Lutz, Ph.D.  
 Associate Superintendent for Educational Services  
 Eastern Suffolk BOCES  
 201 Sunrise Highway, Patchogue, NY 11772  
 Phone: (631) 687-3056 Fax: (631) 687-3048

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 Director  
 Department of Career, Technical & Adult  
 Education Programs  
 (631) 244-4099

Judy Cahn  
 Divisional Administrator for Career, Technical &  
 Adult Education Programs  
 (631) 286-6590



P= Principal  
 AP= Assistant Principal



EASTERN SUFFOLK BOCES  
 EDUCATIONAL SERVICES DIVISION  
 Department of Special Education  
 2008-09 School Year

Julie Davis Lutz, Ph.D.  
 Associate Superintendent for Educational Services  
 Eastern Suffolk BOCES  
 201 Sunrise Highway, Patchogue, NY 11772  
 Phone: (631) 687-3056 Fax: (631) 687-3048

Robert Becker  
 Director  
 Department of Special Education  
 (631) 244-4033

Diana Zuchelli  
 Divisional Administrator for Special Education  
 (631) 218-4182

Lori Cannetti  
 Divisional Administrator for Special Education  
 (631) 244-4052

Elizabeth Melichar  
 Program Administrator for Student Support  
 Services  
 (631) 218-4178

Bernard Thomas  
 Admin Coord./School Health  
 & Management Svcs.  
 (631) 218-4180

Nancy Winkler  
 Program Administrator  
 Student Management Systems  
 (631) 244-4058

Bellport Academic Center  
 Marc Foreman (P)  
 Dave Herrick (AP)  
 Keith Pushee (AP)  
 (631) 286-6900

Brookhaven  
 Learning Center  
 Cynthia Croke (P)  
 Roberta Kempf (AP)  
 Nancy Smalling (AP)  
 (631) 286-6750

Centereach Academic Center  
 Susan Peterson (P)  
 Matthew Matera (AP)  
 (631) 471-6400

Islip Academic Center  
 Carolynn Hansen (P)  
 Renee Hamilton (AP)  
 (631) 244-5950

Jefferson Academic Center  
 Sue Goltz (P)  
 Pete Lepore (AP)  
 Sharon Smith (AP)  
 (631) 476-0564

Masera Learning Center  
 Margo Ude (P)  
 Tina Hannel (AP)  
 (631) 422-1570

Premm Learning Center  
 Kevin Crofton (P)  
 Rich Romito (AP)  
 (631) 567-4901

Sayville & William Floyd  
 Learning Center  
 Linda Conroy (P)  
 Nicole Drinkwater (AP)  
 Connie Rock (AP)  
 (631) 567-8518 (SLC)  
 (631) 281-3159 (WFLC)

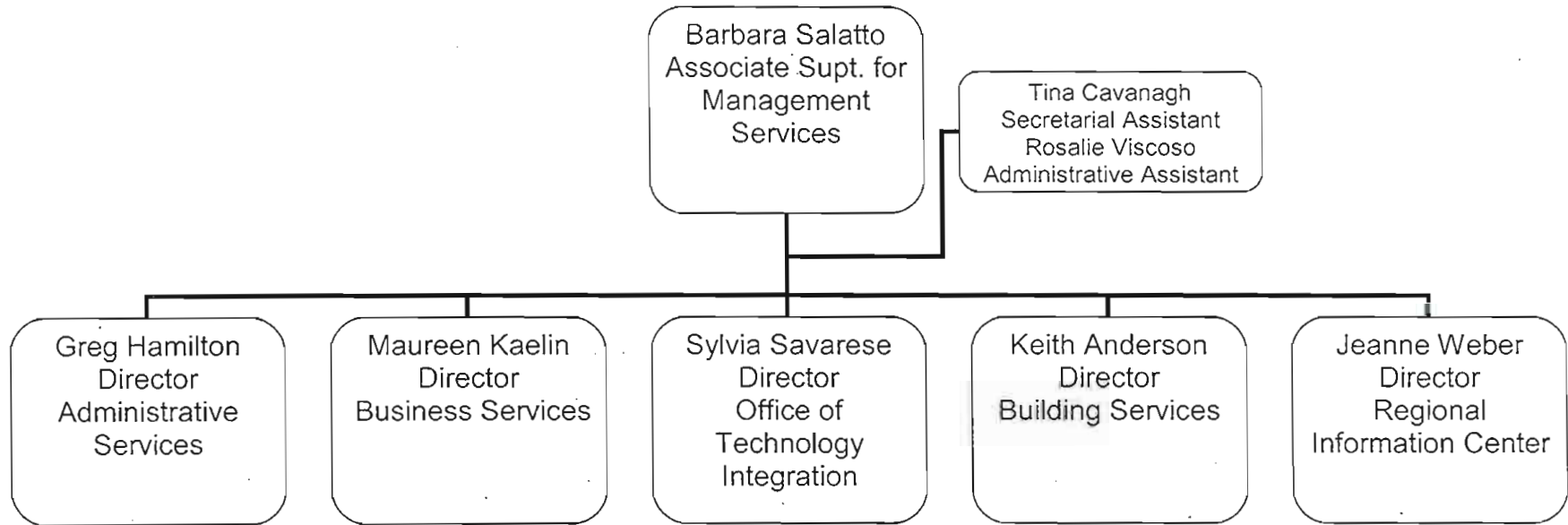
TSP @ Brookhaven  
 Learning Center  
 Cynthia Croke (P)  
 Roberta Kempf (AP)  
 Nancy Smalling (AP)  
 (631) 286-6734

H. B. Ward Technical &  
 Academic Center  
 Sam McAleese (P)  
 Susan Gargan (AP)  
 Marie Tocci (AP)  
 (631) 369-8100

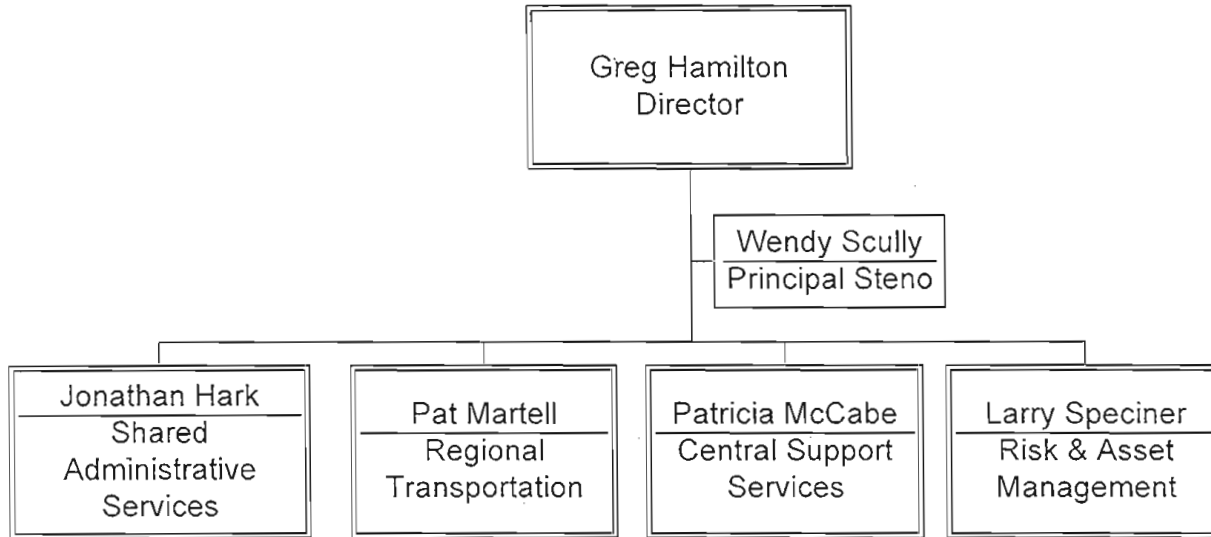
Westhampton Beach  
 Learning Center  
 Fran Cenerelli (P)  
 Michele Mannino (AP)  
 James Smith (AP)  
 (631) 288-6400

Eastern Suffolk BOCES

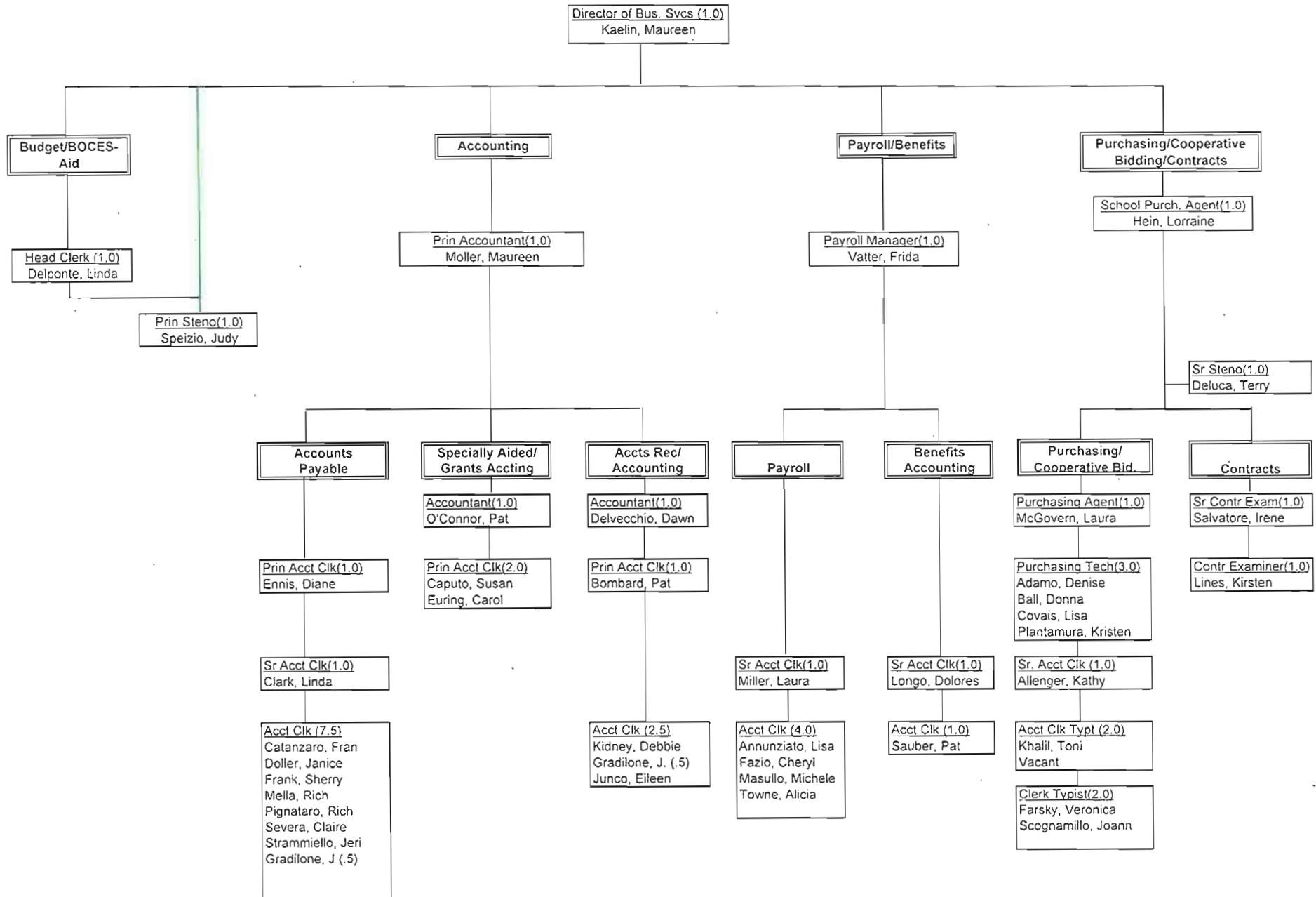
MANAGEMENT SERVICES DIVISION



Eastern Suffolk BOCES  
Department of Administrative Services  
2007/08

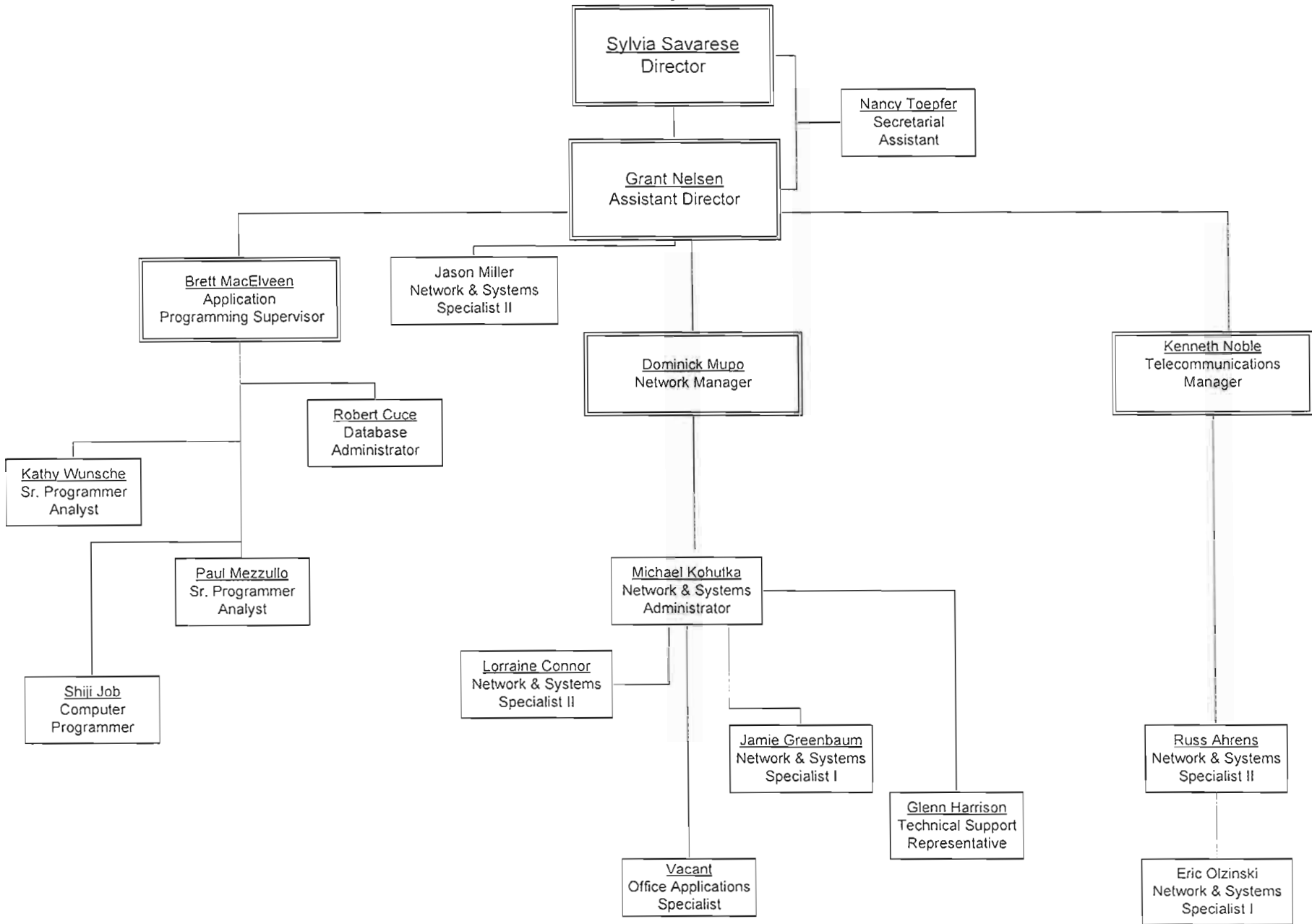


**Business Services Department Organizational Chart**  
2008-09

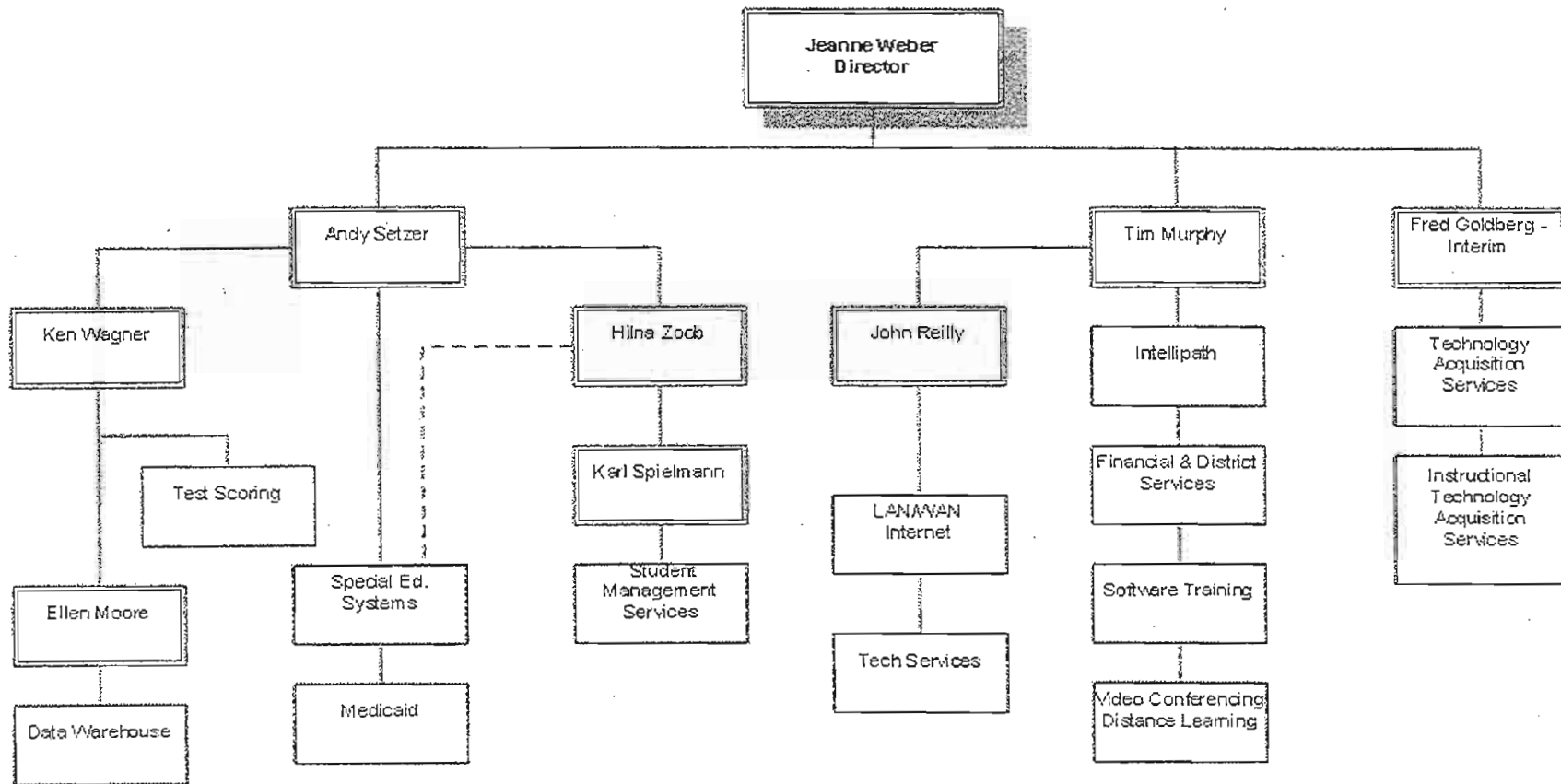


# Office of Technology Integration

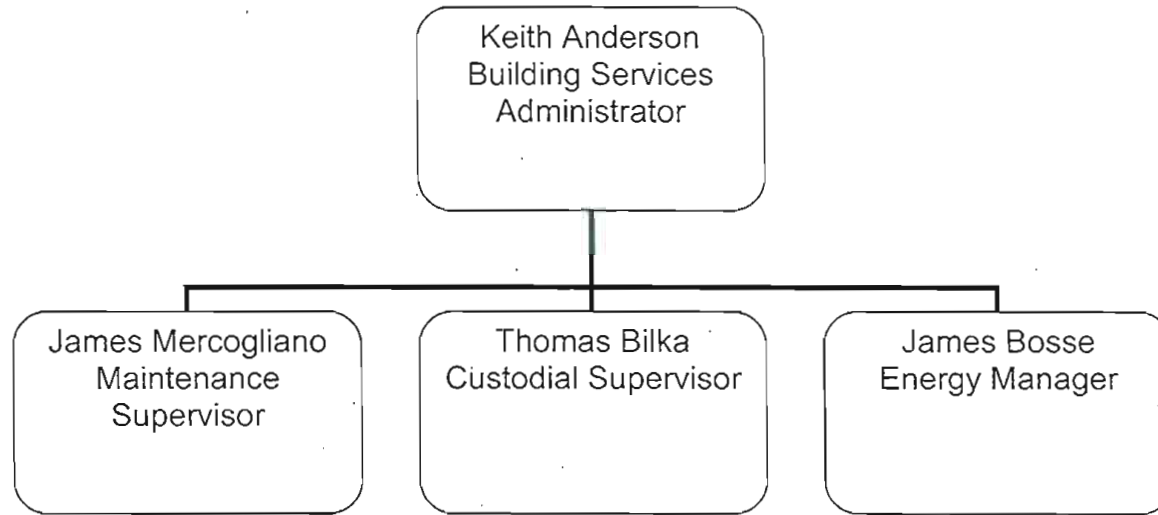
July 2008



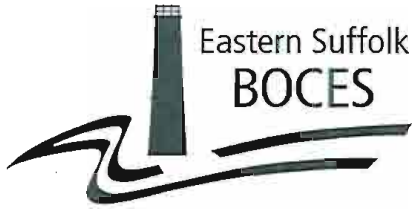
# RIC Organizational Chart 2007-08



## Operations and Maintenance



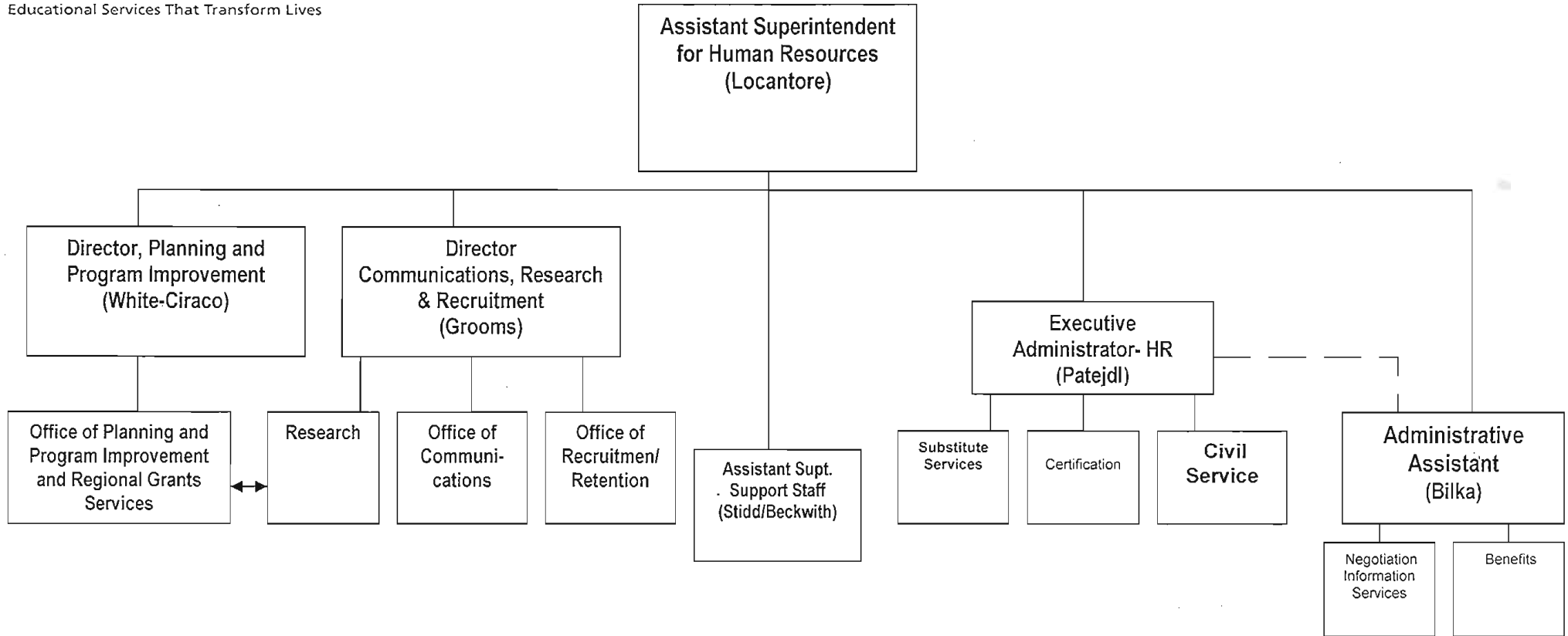




Eastern Suffolk  
BOCES

Educational Services That Transform Lives

# Department of Human Resources Table of Organization 2008-09

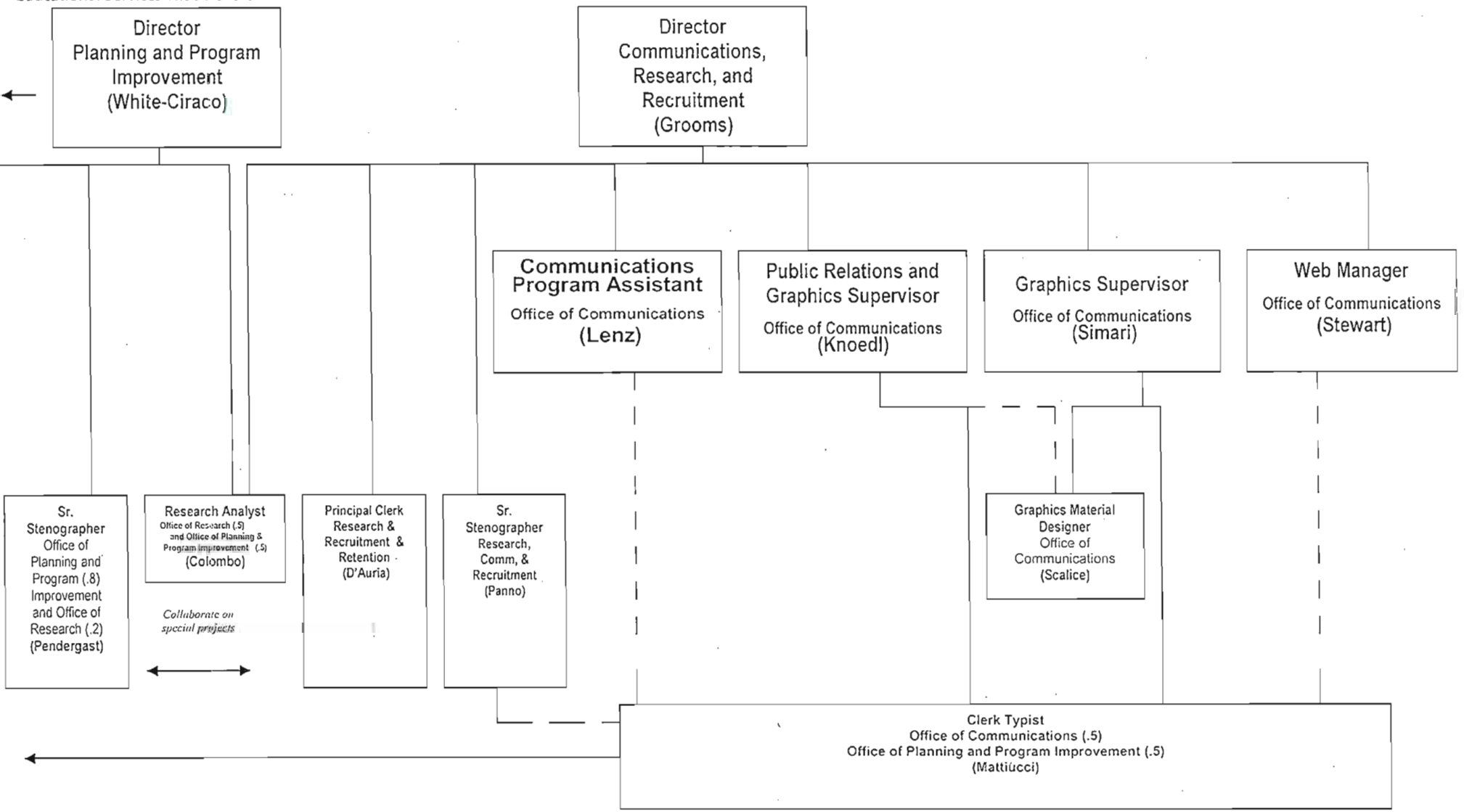




Eastern Suffolk  
BOCES

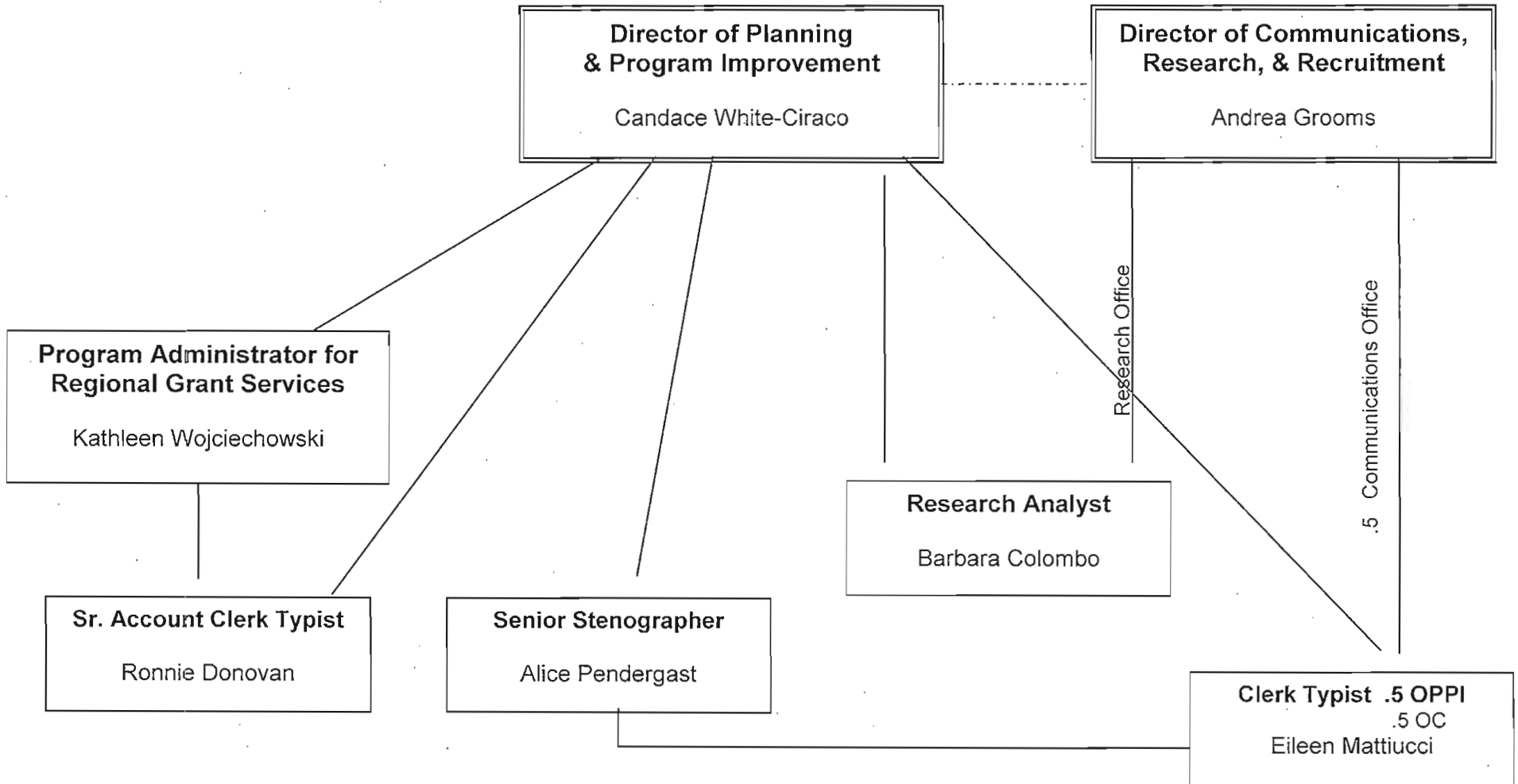
Educational Services That Transform Lives

Office of Communications,  
Research, and Recruitment  
Table of Organization  
2008-09



## Office of Planning and Program Improvement

2008-09



## **SECTION A: Results of the Period of Reflection/Appraisal**

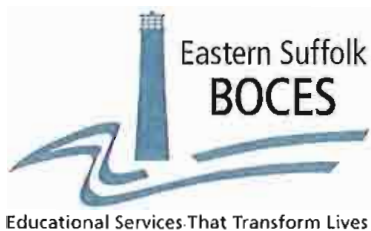
- 2007-08 Middle States Reaccreditation Planning Process Review
- AFG Commitment Form
- Newsletter Highlights “Special Edition” - September 2007
- Newsletter Highlights “Special Edition II” - October 2008
- Strategic Planning Timeline Highlights
- Staff Handout “MSA Standards for Accreditation of Service Agencies with Indicators”
- Reaccreditation Planning Team 2007-08 (Document A)
- Reaccreditation Planning Team 2008-09

### **Appraisal, Rubric, Summary and Additional Questions (Document B)**

- I: Planning Processes
  - II: Content of Plan
  - III: Self-Assessment of Standards for Accreditation
  - IV: Accreditation Maintenance Requirements
  - V: Summary of Appraisal Rubric
  - VI: Additional Appraisal Questions
- 
- Sample of ESBOCES Stakeholder Groups

### **REFERENCED APPENDICES for Rubric**

- “BOCES At A Glance” Brochures – 2003-04 through 2007-08
- Changes in Organization Structure – 2002 to Present
- Objectives and Results 1998-2008 – Agency
- Objectives and Results 1998-2008 – Educational Services Sites
- 2008-09 ESBOCES Strategic Plan “A Decade of Planned Achievement”  
(previous years' will be included with evidence files)
- “Core of the Strategic Plan” Brochures – 2004-05 through 2007-08
- Annual Reviews / Minutes of Strategic Planning Council Annual Meetings  
2008, 2007 (previous years' will be included with evidence files)
- Shared Services Co-Ser Survey Evaluation 2006-07  
(previous years' will be included with evidence files)



## **Eastern Suffolk BOCES 2007-2008 Middle States Reaccreditation Planning Process Review**

As part of the reaccreditation planning process protocol, Eastern Suffolk BOCES formed a Reaccreditation Planning Team (hereafter referred to as the “team”). This team is made up of 29 internal and external stakeholders including staff, district, higher education, union, graduate, parent, and business representatives.

### **ESBOCES HISTORY**

The first activity required by the team was to reflect on the agency's planning improvement efforts over the past seven years and describe this history using the Accreditation for Growth Appraisal Rubric and Appraisal Questions (format provided/required by the Middle States Association). The attached six section document outlines the results from this period of appraisal.

### **SELF-ASSESSMENT**

The next task to be completed by the Reaccreditation Planning Team was to do another self-assessment of the agency's status in meeting the Middle States Standards for Accreditation (of Service Agencies). The results and evaluation report are included in this document along with a summary chart outlining agency performance on these standards since 2000.

### **GOALS**

After deciding to maintain the current mission, beliefs, and parameters, a third task accomplished by the team was to look at the standing 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 tweaking:

- The new 2009-2016 Goals reflect the agency's growing focus 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 part of every goal and is emphasized in the new Goal V. Adding the goal "Shared Services" came about as it was necessary for 2009-2016 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.
- In the previous set of Board goals, the focus was more solely on building the internal capacity of the agency, with a focus on programs. Throughout the new set of proposed goals the word "services" was added to "programs" as we offer both to the region. We also are 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).
- In Goal VIII, the emphasis on "health" and "security" was added to "space and safety."
- In Goal XI, "Staff Recruitment and Retention" was expanded to "Human Resources" with an emphasis still on the importance of recruitment and retention, but also providing support in personnel administration to our component school districts.

- Goal XII was broadened to reflect the great deal of regional advocacy we have been doing and will need to continue to do through 2016.

The new complete 2009-2016 goals as proposed for consideration and approval by the Board (in May 2008) are outlined in Section F and are titled as follows:

- I. High Standards for Student Achievement
- II. Staff Development
- III. Shared Services
- IV. Program and Services Availability
- V. Cost-Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Health, Safety, Security, and Space
- IX. Public Information
- X. Internal Communications
- XI. Human Resources
- XII. Research, Program Improvement, and Regional Advocacy

### **STRATEGIC OBJECTIVES**

The next task completed by the team was to review the agency's achievement on the eight major strategic objectives in the current plan and consider whether these objectives should be continued through 2016 or changed. Again, the team felt it important for the agency to focus on the same objective areas, but adapt them for 2009-2016. Although each of the eight objective areas are similar to the previous set of objectives, they reflect a focus on regional leadership and continued internal improvement. The 2009-2016 objectives approved by the Board are outlined in the notebook and are titled as follows:

- I.A Improving the Educational Outcomes of Eastern Suffolk BOCES Students
- II.A Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management
- III.A Educational Support Services to School Districts to Improve Student Outcomes
- IV.A Human Resources Administration
- V.A Communicating Eastern Suffolk BOCES Initiatives
- VI.A Researching, Improving Programs/Services, and Advocating for the Region
- VII.A Ensuring Operations, Management, and Finance
- VIII.A Leading the Region in Technology Services

The eight objectives, including appropriate measures, baseline data, and projections for 2016, were sent to Middle States for their technical review in August 2008. Basically approved, pending some baseline data that will be available by June, 2009, the draft action plans for those objectives will be shared with the Validation Team. Their related operational action plans will be developed throughout the 2008-2009 school year, reviewed at the August 2009 Annual Strategic Planning Council Meeting, and approved by the Board in the Fall of 2009.

Exhibit 3A

*Accreditation for Growth*  
**COMMITMENT FORM**

By choosing *Accreditation for Growth (AFG)* as its accreditation protocol, an institution confirms its commitment to provide evidence of the following parameters:

*A Focus on Student Performance and Growth*

- The institution's improvement efforts will focus on growth and improvement in student performance and the institution's capacity to affect that growth and improvement. Improvement efforts are aimed at targeted growth and improvement in student learning, student performance, and student results.

*A Culture of Accountability in Student Performance*

- The institution's objectives are measurable, there is a viable process monitoring achievement of the objectives, and there is an accountability system for monitoring accomplishment of the objectives and the action plans to achieve them.

*A Planning Ethic*

- The institution is engaged in a continuous clarification of its unique mission, beliefs, and expectations in terms of student performance. The institution is action-oriented as shown by the development of long-term strategic action plans that integrate program, services, facilities, and other support systems to address growth needs.

*Commitment to Continuous Improvement*

- The institution is committed to continuous evaluation, an annual review process, peer review, and a dynamic process with the flexibility to modify action plans.

*Involvement of Representative Constituents*

- A broad spectrum of the institution's stakeholders are involved in identifying the mission, beliefs, profile of graduates, objectives for growth and improvement in student performance, and action plans to achieve the objectives. Stakeholders are also involved in overseeing implementation of action plans and monitoring achievement of the objectives.

In signing this form, representatives of the Board, the district/parent organization, and the institution endorse the above five commitments to demonstrate that all levels of the organization expect to work together toward the implementation of the *Accreditation for Growth* plan.

Eastern Suffolk BOCES

Name of Institution

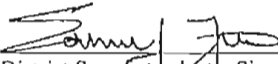
Patchogue, New York

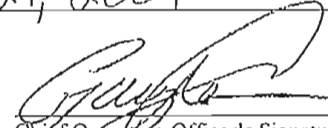
City, State

June 27, 2007

Date

  
Board President's Signature

  
District Superintendent's Signature

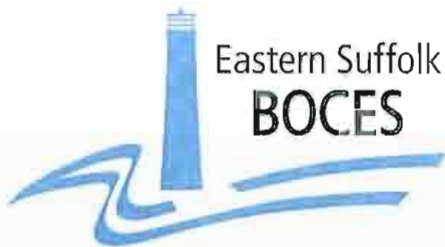
  
Chief Operating Officer's Signature

Pamela Beltheil  
Printed or Typed Name

Edward J. Zero  
Printed or Typed Name

Gary D. Bixhorn  
Printed or Typed Name

rev. 5/05



Eastern Suffolk  
BOCES

Educational Services That Transform Lives

# HIGHLIGHTS

SEPTEMBER 2007

*Special Edition*

For more news and information about Eastern Suffolk BOCES, please visit our website: [www.esboces.org](http://www.esboces.org)

## EASTERN SUFFOLK BOCES AND THE MIDDLE STATES ACCREDITATION PROCESS

In 2000 Eastern Suffolk BOCES became the first intermediate educational agency to be accredited by the Middle States Association of Colleges and Schools. Our divisions and educational services programs followed with accreditation in 2001 and in 2004. This accreditation represents our agency's commitment to strategic planning and to providing services that meet rigorous standards and serve our lifelong learners.

Throughout the 2007-08 year we will be reappraising the work we have done over the past seven years and getting ready for our reaccreditation visit that will occur in the fall of 2008. A planning team made up of administrators, teachers and staff, component district representatives, parents, and business and higher education stakeholders will help facilitate and lead the process. An outline of the reaccreditation timeline is shown below.



### REACCREDITATION TIMELINE

<i>Spring, 2007</i>	Agency Recommitment to AFG Protocol Planning Committee Expansion / Invitations
<i>May – September, 2007</i>	Collect Data for Period of Appraisal Revise Strategic Plan
<i>August, 2007</i>	Annual Review by Agency Strategic Planning Council
<i>October, 2007</i>	Begin Re-evaluation of Middle States standards File Application for Evaluation Do Profile of Graduates/Completers
<i>Winter, 2007-08 &amp; Spring, 2008</i>	Formulate and Submit 2009-2016 Agency Objectives for Middle States Technical Review
<i>August, 2008</i>	Annual Review by Agency Strategic Planning Council
<i>September, 2008</i>	Finish Self-Study Document and send to Middle States and Visitation Chair
<i>October, 2008</i>	Pre-visit by Chair
<i>November/December, 2008</i>	Validation Visit

As our service agency is continuously evolving in response to district needs and interests as well as state and federal mandates, we will be asking for reaccreditation on an agency basis for the 2009-2016 period, incorporating the several previous separate accreditations into one agency accreditation for all programs and services.

Membership in the Middle States Association requires that each agency demonstrate that it meets certain standards for accreditation. As noted in the process timeline, one of the activities we need to conduct is a re-evaluation of our performance and status related to those ten Middle States Standards for Service Agencies. Staff, parents, students and other stakeholders will be asked to reflect on the agency's (Eastern Suffolk BOCES) ability and success in implementing these standards. The Middle States Association is in the process of developing the survey for service agencies and we will be sending it out throughout the fall of 2007.

If you have any questions about the upcoming reaccreditation process, please feel free to contact Dr. Candace White-Ciraco, Director of Planning and Program Improvement, at 631-687-3263.

### *In this Issue...*

***Middle States Association Standards for Accreditation of Service Agencies*** 2-3

***The Board Reaffirms Commitment to AFG*** 4

***Eastern Suffolk BOCES Eighth Annual Strategic Planning Council Meeting*** 5

***History of the Eastern Suffolk BOCES Strategic Planning Initiative*** 6-7



## MIDDLE STATES ASSOCIATION STANDARDS FOR ACCREDITATION OF SERVICE AGENCIES

The standards with each of their performance indicators will also be posted on the ESBOCES home page in shared documents. The ten (10) standards are somewhat different from the twelve (12) standards with which the educational services programs have become familiar. We encourage administrators and staffing groups to review and discuss them before the official survey is administered sometime this fall.

### 1. STANDARD: Philosophy/Mission/Beliefs/Objectives

*Rationale for the Standard:* Whether large or small, an institution functions more effectively and harmoniously when stakeholders understand and participate in the development of the organization's philosophy, mission, beliefs, and goals. The mission provides the unifying theme that illuminates the purposes and clients of the organization. This theme must be supported by beliefs that form an ethical core. Often an organization will have parameters that guide daily conduct of business as well as a set of objectives that provide focus for improvement and growth efforts. These documents should be appropriate for the groups served, prominently displayed, and periodically reviewed.

### 2. STANDARD: Governance and Constituent Relations

*Rationale for the Standard:* Effective governance and positive relations with constituent groups are key to the long-term well-being of any high quality service agency. The governing body, staff, and constituent groups must work in partnership to assure the integrity, quality, and usefulness of programs and services. There should be an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. The governing body should focus its activities on policy development, planning, assessing the service agency's performance as well as that of the agency leadership.

### 3. STANDARD: Leadership and Planning

*Rationale for the Standard:* In an effective service agency, the head of the agency ensures a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day operations and the long-term future of the agency. The focus of a service agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients.

### 4. STANDARD: Resources

*Rationale for the Standard:* Financial, physical, and human resources must be sufficient to contribute to the fulfillment of the mission and objectives of the organization. Buildings should be safe and secure and sufficiently maintained. Class sizes should be appropriate to meet student needs. Learning materials, technology and equipment should be up-to-date and accessible to students and staff.

### 5. STANDARD: Business Practices

*Rationale for the Standard:* The business practices of a service agency should promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles. The agency should effectively allocate fiscal resources to accomplish the mission and identified goals of the organization and to meet the needs of end users. Stakeholders should have opportunities



to provide input into financial plans and levels of income and expenditure should be in appropriate balance. Educational service agencies are expected to deliver cost-effective programs and services that contribute to the educational health of the local community.

**6. STANDARD: Organization and Administration**

*Rationale for the Standard:* The organizational structure of a service agency is the vehicle for carrying out the established philosophy and goals of the educational program and support services. A clearly defined set of reporting relationships is key, and administrative, instructional, and support staff that is qualified, competent and sufficient in number is essential for success. Founded in organizational theory and exhibited in the daily functioning of any service agency is the realization that relationships among the staff and administration sustain the dynamic nature of that organization.

**7. STANDARD: Instructional Programs and Services**

*Rationale for the Standard:* The instructional program of a service agency should reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. The curriculum at all levels is defined in scope and sequence and is consistent with the agency's stated purposes. It should be designed to stimulate student learning at all levels for all abilities. The materials, technology, and equipment for instruction are appropriate, current, functional, and well-maintained. Programs should be aligned with the standards for appropriate state, local, and school district requirements and is supported by adequate record-keeping and good communication.

**8. STANDARD: Support Services**

*Rationale for the Standard:* Effective service agencies are designed to deliver a broad array of instructional, management, staff development, and technical support services to its clients. Needs assessments are used to make decisions regarding the type and nature of services to be offered and assessments of customer satisfaction, efficiency and effectiveness are conducted.

**9. STANDARD: Results/Outcomes**

*Rationale for the Standard:* An effective service agency looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance, performance results for support services, customer satisfaction, follow-up surveys of graduates, and cost effectiveness of programs and services. Results are used to develop strategies for improving service and program quality.

**10. STANDARD: Human Resources Development**

*Rationale for the Standard:* The Human Resources Development program of a service agency should emulate the agency's mission and belief statements. Personnel practices should promote recruitment of quality staff, facilitate communications, advocate for the fair and equitable treatment of staff, ensure that staff accountability practices are followed, and assist in the design and delivery of staff development/professional growth programs. At the same time, service agencies are concurrently challenged to maintain relationships that are reflective, honest, open, and representative. Ongoing professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students.



## THE BOARD REAFFIRMS COMMITMENT TO AFG

At the June 2007 Board Meeting, the Eastern Suffolk BOCES Board approved the Middle States Association Accreditation for Growth (AFG) Commitment Form. In approving this form, representatives of the Board, district and agency endorsed the five commitments described below and committed to use the AFG protocol throughout the next Middle States Accreditation for Growth period of 2009 through 2016.

By choosing *Accreditation for Growth (AFG)* as its accreditation protocol, an institution confirms its commitment to provide evidence of the following parameters:

### *A Focus on Student Performance and Growth*

- The institution's improvement efforts will focus on growth and improvement in student performance and the institution's capacity to affect that growth and improvement. Improvement efforts are aimed at targeted growth and improvement in student learning, student performance, and student results.

### *A Culture of Accountability in Student Performance*

- The institution's objectives are measurable, there is a viable process monitoring achievement of the objectives, and there is an accountability system for monitoring accomplishment of the objectives and the action plans to achieve them.

### *A Planning Ethic*

- The institution is engaged in a continuous clarification of its unique mission, beliefs, and expectations in terms of student performance. The institution is action-oriented as shown by the development of long-term strategic action plans that integrate program, services, facilities, and other support systems to address growth needs.

### *Commitment to Continuous Improvement*

- The institution is committed to continuous evaluation, an annual review process, peer review, and a dynamic process with the flexibility to modify action plans.

### *Involvement of Representative Constituents*

- A broad spectrum of the institution's stakeholders are involved in identifying the mission, beliefs, profile of graduates, objectives for growth and improvement in student performance, and action plans to achieve the objectives. Stakeholders are also involved in overseeing implementation of action plans and monitoring achievement of the objectives.



## EASTERN SUFFOLK BOCES EIGHTH ANNUAL STRATEGIC PLANNING COUNCIL MEETING

August 2007

On August 15, 2007 Eastern Suffolk BOCES conducted its Eighth Annual Strategic Planning Council meeting at the Best Western in Riverhead, New York. Out of the 191 internal and external stakeholders invited, 136 accepted, 95 people attended, and 12 staff gave support to the meeting. The attendees represented a variety of Eastern Suffolk BOCES staffing levels, the agency's leadership team, superintendents and staff from a number of school districts, as well as faculty members from colleges and universities, business and non-profit representatives, and leaders of a variety of religious, community, parent and governmental organizations. The purpose of the meeting was to convene a regional group to share highlights of Eastern Suffolk BOCES 2006-07 accomplishments and gather input for the proposed 2007-08 strategic plan that will be presented to the Board at the November 1, 2007 meeting.

After welcomes from Eastern Suffolk BOCES Chief Operating Officer Gary D. Bixhorn, and District Superintendent Edward J. Zero, the group observed a presentation highlighting the agency's strategic plan accomplishments for the 2006-07 year. A DVD of the presentation is being distributed to interested attendees, the Board, Administrative Council members, Building Principals, and has been placed on our website for the public to see.

The main part of the meeting entailed the group breaking into nine focus/discussion groups to give feedback to Administrative Council members in charge of each part of the strategic plan. Group members offered their perceptions of the proposed plan, provided suggestions for resources, discussed potential challenges, and gave additional ideas for action plan activities for the 2007-08 year and beyond.

Each group had a lively conversation giving many valuable ideas and perceptions that will be considered by the group facilitators for incorporation into the final draft of the strategic plan.

### *Some of the successes cited by the attendees include:*

- the cultural competency training done internally and externally
- putting all the ESBOCES facility information in one place and making it available electronically
- helping to bridge the gap of the digital divide
- providing the Career Fairs every year
- increased communications about BOCES internally and across the region
- internal and regional support from Education Support Services

- support from ESBOCES for the professional development and information sharing of business officials
- the expanding RIC services responding to the district needs
- building greater capacity in the region to obtain special funds to serve Long Island's learners
- the SED certifications of the CTE programs approved for academic credit
- the successful mid-point review of the remaining seven educational service sites and the plan to integrate the process into one agency-wide accreditation for the years 2009-2016
- The RIC staff support is very helpful. Meetings on ways to strategize ongoing project management are very important.
- the agency's growing awareness of the importance of valuing diversity, recruiting and retaining a diverse workforce, and preparing students to be productive citizens of the world

### *Some of the focus groups' suggestions included:*

- Include measuring graduation/completer and drop-out rate in the student performance outcome data.
- Keep trying to involve parents in the agency's work.
- Continue to include character development for our K-12 students.
- Collaborate as much as possible with higher-education, business, teacher centers, civic, faith-based and other community organizations.
- Find more ways to direct students to ESBOCES and the opportunities it provides.
- Explore ways to help programs and districts support projects that have been grant-funded and need to be continued.
- Give additional professional development support to business officials, especially the many people new to the field.
- Explore the various possibilities for sources for BOCES program space.
- Continue to provide videoconferencing and distance professional development.
- Give more help to the middle school teachers and administrators...also math teachers.
- Continue to provide appropriate training to all staff members (mailroom to boardroom) to ensure they demonstrate skill, attitudes and practices to achieve intended diversity results.
- Ensure supervision, observation and evaluation practices support diversity goals.

Overall, the meeting provided a great deal of input for the 2007-08 strategic plan and feedback to help Eastern Suffolk BOCES continue to carry out its mission and go forward with its educational cooperative of 51 school districts to transform the lives of Long Island's diverse community of lifelong learners.

## HISTORY OF THE EASTERN SUFFOLK BOCES STRATEGIC PLANNING INITIATIVE

*Improvement and Change Through The Power of  
Community and Leadership*



The Strategic Planning process was initiated at Eastern Suffolk BOCES in November 1998 by a Board action adopting six agency-wide goals guiding Eastern Suffolk BOCES through the year 2000. One of these goals focused on the introduction of the strategic planning process.

**Board Goal – Strategic Planning:** Eastern Suffolk BOCES will identify and prioritize its improvement and development through a strategic planning process that develops, maintains, and, at least annually, updates a three- to five-year plan and aligns resources to accomplish that plan.



This goal was an outgrowth of a previous Board effort to evaluate existing programs for relevance, efficiency, and quality, as well as to position ESBOCES for the future.

In preparation for the comprehensive strategic planning effort, the National Study of School Evaluation (NSSE) conducted a major survey of ESBOCES staff, students and parents. The study provided the agency with information concerning perceptions of ESBOCES instructional programs that has been used in our planning efforts.

Since then, Eastern Suffolk BOCES has embarked on an unprecedented journey that has led our agency into a new millennium of change and improvement. The major historic highlights are listed below.

### *Middle States Association Accreditation*

A major advantage of implementing strategic planning for organizational improvement at Eastern Suffolk BOCES is the agency's accreditation from the Middle States Association under their Accreditation for Growth (AFG) Program. The primary benefit of accreditation by the Middle States Association (MSA) is that it encourages and facilitates improvement by providing public accountability, stakeholder involvement and commitment, and validation by an external review team. The focus of accreditation is growth toward self-defined goals; it is a widespread process that involves the entire Agency and all of its stakeholders in a unified vision targeting areas of student growth and achievement. Eastern Suffolk BOCES was the first BOCES in the state to attain Middle States Accreditation.



A Special Thanks goes out  
to all the students  
who contributed photos,  
from Don Miellie's  
Professional Photography/  
Digital Photography program.



### *Highlights of Strategic Planning Timeline*

- 11/98 Board adopts Strategic Planning goal
- 12/98 NSSE Self-Study of Instructional Programs presented to Board
- 2/99 Board approves application to MSA-AFG Program
- 2/99 Cabinet develops "Plan to Plan"
- 5/99 Agency-wide Strategic Planning Council Retreat
- 11/99 Board adopts Agency-wide Strategic Plan
- 12/99 Instructional Programs Strategic Planning Council Retreat
- 3/00 Administrative Services and Instructional Support & Technology (ASIST) Strategic Planning Council Retreat
- 4/00 Action Plan Task Force Committees begin work
- 5/00 MSA Accreditation granted at Agency level
- 8/00 First Annual Meeting of Agency-wide Strategic Planning Council
- 10/00 Board approves Divisional Mission Statements
- 11/00 Board approves amendments to Strategic Plan
- 1/01 Site/Program Planning initiated
- 3/01 MSA Validation Visit – Divisional level
- 8/01 Second Annual Meeting of Agency-wide and Divisional Strategic Planning Councils merged
- 10/01 MSA Accreditation granted at Divisional level
- 6/02 Revised SDM Plan integrating Strategic Planning and TQM into SDM process submitted to NYSED
- 7/02 Mid-Point Review
- 8/02 Third Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council – divisional missions rewritten to reflect organizational restructure at central administrative level
- 9/02 Site Planning begins
- 8/03 Fourth Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council
- 12/03-3/04 MSA Validation Visit – All 17 Eastern Suffolk BOCES program sites were recommended for Middle States accreditation
- 8/04 Fifth Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council
- 8/05 Sixth Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council
- 11/05 Middle States Mid-Point Review – agency
- 5/06 Middle States Mid-Point Review of seven instructional program sites
- 8/06 Seventh Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council
- 12/06 Middle States Mid-Point Review of remaining seven instructional program sites
- 8/07 Eighth Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council



Check out our website to learn more at [www.esboces.org](http://www.esboces.org)



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Joan Skelly ~ Educational Support Services  
Jeanne K. Weber ~ Regional Information Center  
Candace White-Ciraco, Ed.D. ~ Planning and Program Improvement

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The Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment or candidate for enrollment on the basis of gender, race, color, religion or creed, age, national origin, marital status, disability or any other classification protected by 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. BOCES will be in full compliance with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990). Inquiries regarding the application of the above references should be directed to either of the BOCES Civil Rights Compliance Officers: Michael J. Locantore, Assistant Superintendent for Human Resources, 201 Sunrise Highway Patchogue, NY 11772 (631) 687-3029 or Dr. Julie Davis Lutz, Associate Superintendent for Educational Services, 201 Sunrise Highway, Patchogue, NY 11772 (631) 687-3056.

## Pendergast, Alice

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**From:** Pendergast, Alice on behalf of White-Ciraco, Candace  
**Sent:** Friday, October 31, 2008 10:38 AM  
**To:** BOCES - All Users  
**Subject:** \*\*\*MIDDLE STATES AFG - Process and Visit Update\*\*\*

**Importance:** High

**Attachments:** 2327 Special Edition Highlights\_10-08.pdf; Rev5 PROPOSED SCHEDULES - for team 10-24-08.pdf

Hello Everyone!

*Please share this with fellow staff members who do not have email...*

Special Edition II of *Highlights* about Eastern Suffolk BOCES and the Middle States Re-Accreditation process will be off the press and coming to your buildings in early November. We would like everyone to read it so we're all up to date. In the meantime, while we're waiting for the hard copies, here's the electronic version to read.



2327 Special Edition  
Highlight...

Invitation requests to identified staff (and external stakeholders), who will be asked to be in interview groups for the December 2-5 Middle States Visit, will be going out in early November. The visiting team will be asking groups questions related to the 10 Middle States Standards for Services Agencies, as well as questions about our proposed eight objectives for 2009-2016 and what we have previously accomplished related to our strategic plan from 2000 through now. Below is the visit schedule to date. We are still forming interview groups at this time.



Rev5 PROPOSED  
SCHEDULES - for ...

If you have any questions, feel free to contact me at 687-3263 or by email at [cwhiteci@esboces.org](mailto:cwhiteci@esboces.org)

***Candace White-Ciraco, Ed.D.***

Agency Internal Coordinator/  
Director, Office of Planning & Program Improvement  
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## 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.



For more news and information about Eastern Suffolk BOCES, please visit our website: [www.esboces.org](http://www.esboces.org)



## 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.



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## Highlights of Strategic Planning Timeline

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August, 2001	Second Annual Meeting of Agency-wide and Divisional Strategic Planning Councils merged
October, 2001	MSA Accreditation granted at Divisional level
June, 2002	Revised SDM Plan integrating Strategic Planning and TQM into SDM process submitted to NYSED
July, 2002	Midpoint Review
August, 2002	Third Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council – divisional missions rewritten to reflect organizational restructure at central administrative level
September, 2002	Site Planning begins
August, 2003	Fourth Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council
Dec. 2003 & March 2004	MSA Validation Visits – All seventeen Eastern Suffolk BOCES program sites were recommended for Middle States accreditation
August, 2004	Fifth Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council
August, 2005	Sixth Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council
November, 2005	Middle States Mid-Point Review – agency
May, 2006	Middle States Mid-Point Review of seven instructional program sites
August, 2006	Seventh Annual Meeting of Eastern Suffolk BOCES Strategic Planning Council
December, 2006	Middle States Mid-Point Review of remaining seven instructional program sites

Spring 2007	Agency Recommitment to AFG Protocol Planning Committee Expansion
May–September, 2007	Data Collection for Period of Appraisal Revision of Strategic Plan
August, 2007	Eighth Annual Meeting of ESBOCES Strategic Planning Council
October, 2007	Re-evaluation of Middle States standards File Application with Middle States for Evaluation Do Profile of Graduates/Completers
October 2007	Planning Team for Reaccreditation meets for first meeting
Winter, 2007-08 & Spring, 2008	Formulate 2009-2016 Agency Objectives
August, 2008	Submit 2009-2016 Agency Objectives to Middle States for Technical Review
August, 2008	Ninth Annual Meeting of ESBOCES Strategic Planning Council
September, 2008	Compile Self-Study Document and schedules for visit
October, 2008	First Technical Review completed by Middle States
October, 2008	Previsit by Chair
October, 2008	Finish Self-Study Document - send to Middle States, visitation chair, and team members
October, 2008	ESBOC Reaccreditation Planning Team meets and reviews Middle States First Technical Review
December 2-5, 2008	Middle States Validation Visit for Reaccreditation 2009-2016



9/24/07

***SPECIAL NOTE for ESBOCES Staff Members:***

*The following pages contain the 10 Middle States Standards for Educational Service Agencies with their related indicators. ESBOCES staff members should use this document to familiarize themselves with the standards and indicators in preparation for the agency-wide survey coming out in the Fall of 2007.*

*Additional information on Strategic Planning and our Reaccreditation can be found in the September 2007 Highlights Special Edition newsletter now available in all ESBOCES facilities.*

*Questions or Comments? Contact the Office of Planning and Program Improvement @ 687-3263*

**MIDDLE STATES ASSOCIATION  
STANDARDS FOR ACCREDITATION  
OF SERVICE AGENCIES  
With  
INDICATORS**

**Commission on Elementary Schools  
Commission on Secondary Schools  
Committee on Institution-wide Accreditation**

## **1. STANDARD: Philosophy/Mission/Beliefs/Objectives**

**Rationale for the Standard:** Whether large or small, an institution functions more effectively and harmoniously when stakeholders understand and participate in the development of the organization's philosophy, mission, beliefs, and goal. The *mission* provides the unifying theme that illuminates the purposes and clients of the organization. This theme must be supported by *beliefs* that form an ethical core. Often an organization will have *parameters* that guide daily conduct of business as well as a set of *objectives* that provide focus for improvement and growth efforts. These documents should be appropriate for the groups served, prominently displayed, and periodically reviewed.

- a.) The Agency has clearly written statements of philosophy/mission/ beliefs and educational goals/objectives that convey the general and specific purposes of the Agency's programs and services and express expectations for quality.
- b.) The Agency's philosophy/mission /beliefs and educational goals/objectives have been cooperatively developed by representative elements of the community.
- c.) The Agency's philosophy/mission /beliefs and educational goals/objectives are generally understood and accepted by the governing body, component districts, staff, parents, and students.
- d.) The Agency's philosophy/mission /beliefs and educational goals/objectives are consistent with the ethical and civic norms of American society and demonstrate respect for persons of all races, creeds, and cultures.
- e.) The Agency's philosophy/mission /beliefs and educational goals/objectives are free of contradiction, ambiguity, and excessive abstraction and can be discussed by Agency authorities and leading members of the school community in terms of operation, action, movement, and direction.
- f.) The Agency's philosophy/mission /beliefs and educational goals/objectives are appropriate for the component districts served, students enrolled, and communities served.
- g.) The Agency's philosophy/mission /beliefs and educational goals/objectives are prominently and accurately cited in the Agency, the schools it operates, and in all Agency literature.
- h.) The Agency's philosophy/mission /beliefs and educational goals/objectives are periodically reviewed to ensure that the statements are appropriate to the needs of the districts and students served.

## **2. STANDARD: Governance and Constituent Relations**

**Rationale for the Standard:** Effective governance and positive relations with constituent groups are key to the long-term well-being of any high quality service agency. The governing body, staff, and constituent groups must work in partnership to assure the integrity, quality, and usefulness of programs and services. There should be an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. The governing body should focus its activities on policy development, planning, assessing the service agency's performance as well as that of the agency leadership.

- a.) The Agency governing body and staff act ethically, fairly, and equitably in all dealings with component districts, parents, students, staff and the school community.
- b.) The Agency governing body and staff work cooperatively to establish and maintain clearly formulated policies and practices that are consistent with the Agency's philosophy and are understood by component districts, staff, parents, students, and others.
- c.) The Agency governing body and staff maintain appropriate and constructive relations with component districts, parents, students, staff, the host community, and with each other in the interest of serving the needs of the component districts and students.
- d.) The Agency functions effectively in its dual role of representing the interests and needs of component districts and as the local representative and interpreter of state initiatives for local school districts.
- e.) The Agency governing body and staff comply with applicable statutes, governmental regulations, and Board policies.
- f.) The Agency governing body provides appropriate opportunities for trustee education, including orientation and training sessions so that all governing body members understand their responsibilities and roles.
- g.) The membership and organization of the Agency governing body provides the Agency with solid leadership, continuity, and effective support. The governing body thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
- h.) The Agency governing body focuses its activities on selecting and evaluating the Agency leadership, policy development, planning, assessing the Agency's performance, and ensuring adequate resources to accomplish the Agency's mission and goals.
- i.) The Agency governing body utilizes a clearly defined performance appraisal system for Agency leadership. The appraisal is conducted with the knowledge and participation of Agency leadership.
- j.) The Agency provides support to component districts in carrying out state initiatives and programs.

### **3. STANDARD: Leadership and Planning**

**Rationale for the Standard:** In an effective service agency, the head of the agency ensures a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day operations and the long-term future of the agency. The focus of a service agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients.

- a.) The Agency staff provides the Agency programs and services with solid leadership, continuity, and effective support. The staff thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
- b.) The head of the Agency is accountable to the Agency governing body and is responsible for creating a productive work environment and for the day-to-day operation of the Agency.
- c.) The head of the Agency maintains positive, meaningful relationships with state and local authorities.
- d.) The Agency staff ensures that all Agency programs and services are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
- e.) The Agency staff maintains timely and open communication with various elements of the school community, including component districts, parents, students, local agencies, and governmental entities.
- f.) The Agency staff stays well informed of educational developments.
- g.) The Agency governing body and staff undertake operational, long range, and strategic planning aimed at accomplishing the Agency's mission and goals.
- h.) Agency leadership plan, organize, manage and support an ongoing Agency improvement process that has broad-based, component district, staff, and community participation and commitment.
- i.) Agency improvement plans place major focus on student achievement and performance as well as administrative functions, staff training, and other support functions provided to component districts.
- j.) Periodic review of the Agency improvement plan is conducted to determine the extent to which outcomes meet expectations and so that corrective actions can be initiated.

### **4. STANDARD: Resources**

**Rationale for the Standard:** Financial, physical, and human resources must be sufficient to contribute to the fulfillment of the mission and objectives of the organization. Buildings should be safe and secure and sufficiently maintained. Class sizes should be appropriate to meet student needs. Learning materials, technology and equipment should be up-to-date and accessible to students and staff.

- a.) All resources (human, technological, and material) employed by the Agency contribute to the fulfillment of the Agency Philosophy/Mission/ Beliefs/Objectives, to the provision of high quality services, and to the achievement of desired student learning outcomes.
- b.) All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency provide for the health, safety, and security of students and staff and meet all code requirements for safe access and egress.
- c.) All Agency staff and the students they serve are trained in safe facilities occupancy and use.
- d.) All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency are sufficiently maintained to meet the Agency's mission and objectives.
- e.) All buildings owned, rented, and/or operated by the Agency offer a variety of spaces for providing high quality programs and services and for the integration of special needs populations. Schools and programs operated by the Agency include appropriate accommodation for instruction, administration, conferences, student activities, and student services.
- f.) Schools and programs operated by the Agency provide class sizes that meet student needs and effectively utilize the intended capacity of the facility.
- g.) Schools and programs operated by the Agency provide up-to-date learning media services and technology resources that are current, adequate, and accessible. Such resources support the total educational program and encourage students and staff to broaden and extend the range of learning.
- h.) Schools and programs operated by the Agency have up-to-date instructional materials that are accessible to students and staff. Materials are properly catalogued, housed, and maintained and supported by sufficient and appropriately qualified staff.
- i.) Schools and programs operated by the Agency have up-to-date instructional materials, learning media services, and technology that is appropriately supported through adequate funds provided in an annual budget.

## **5. STANDARD: Business Practices**

**Rationale for the Standard:** The business practices of a service agency should promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles. The agency should effectively allocate fiscal resources to accomplish the mission and identified goals of the organization and to meet the needs of end users. Stakeholders should have opportunities to provide input into financial plans and levels of income and expenditure should be in appropriate balance. Educational service agencies are expected to deliver cost-effective programs and services that contribute to the educational health of the local community.

- a.) The Agency governing body and the staff exercise prudent control over all financial operations, following accepted accounting principles, billing procedures, and annual independent audit practices.
- b.) Short-term and long-range financial plans are put into place to sustain the programs and supporting services at a level that enables them to achieve their desired outcomes.
- c.) Financial resources to attain the Agency's mission and objectives are available and utilized.
- d.) Agency staff participates in the determination and development of the annual budget.
- e.) Agency staff and component districts participate in the determination of programs and services to be offered.
- f.) The Agency, in accordance with written policies and sound business practices, is accountable to all appropriate segments of the Agency community including federal/state/local governmental agencies, component districts, and local school communities.
- g.) Agency finances are currently stable and projections indicate continuing stability. Levels of income and expenditure are in reasonable balance.
- h.) The corporate status of the Agency is clear. No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and/or any corporate linkages are expressed as enforceable agreements.
- i.) The Agency and all schools and programs it operates are approved for their function by the civil authority within whose jurisdiction they are located.
- j.) The Agency staff ensures that all statements and representations relating to Agency programs, services, and resources are clear, accurate, and current. Advertising and promotional literature is completely truthful and ethical.
- k.) The Agency explains what it attempts to do, its methods, and results that are reasonably anticipated. Cost/benefit analyses are conducted where necessary and appropriate.

## **6. STANDARD: Organization and Administration**

**Rationale for the Standard:** The organizational structure of a service agency is the vehicle for carrying out the established philosophy and goals of the educational program and support services. A clearly defined set of reporting relationships is key and administrative, instructional, and support staff that is qualified, competent and sufficient in number is essential for success. Founded in organizational theory and exhibited in the daily functioning of any service agency is the realization that relationships among the staff and administration sustain the dynamic nature of that organization.

- a.) There is a clearly delineated table of organization that specifies levels of responsibility and reporting relationships.
- b.) The Agency has an administrative, instructional, and support staff that is sufficient in number, qualified, and competent to meet the mission and objectives of the Agency. Staff members possess the qualifications of education, preparation, experience, and commitment that contribute to excellent service and the provision of top-quality instructional programs, instructional services, and support services.
- c.) Designated, qualified leadership provides coordination and direction for the
  - Agency
  - divisions within the Agency
  - instruction, activities, and services that Agency-operated schools/programs provide.
- d.) The Agency leadership and staff work cooperatively to create a climate that fosters the attainment of the Agency's mission and objectives.
- e.) The Agency meets all applicable state requirements and regulations for organization, administration, and control, unless official exemption has been granted by state authorities.

## **7. STANDARD: Instructional Programs and Services**

**Rationale for the Standard:** The instructional program of a service agency should reflect a well orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. The curriculum at all levels is defined in scope and sequence and is consistent with the agency's stated purposes. It should be designed to stimulate student learning at all levels for all abilities. The materials, technology, and equipment for instruction are appropriate, current, functional, and well-maintained. Programs should be aligned with the standards for appropriate state, local, and school districts requirements and is supported by adequate record-keeping and good communication.

- a.) Curriculum, instruction, and assessment in Agency-operated instructional programs are clearly defined and aligned into a coherent system consistent with the Agency's philosophy and goals.
- b.) Admission and placement procedures are well-defined, well-administered, and do not promote bias or inequity. Procedures include evaluation, counseling, and the development of productive relationships with students, parents, and component districts.
- c.) Student records are complete and well-maintained. General standards for transcript control and use are known and observed.
- d.) Commonly held norms relating to academic credit, grade placement, academic recognition, and testaments to academic competence are practiced.
- e.) Consideration is given to the varying levels of ability of students and the instructional program is designed to meet student needs.
- f.) Communication with component districts regarding students' progress and needs is regular, productive, and meaningful.
- g.) Formal policies and/or procedures provide direction for the Agency staff in the development, implementation, and improvement of the educational program
- h.) The educational program, Agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students, parents, and the Agency community.
- i.) Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program.

## **8. STANDARD: Support Services**

**Rationale for the Standard:** Effective service agencies are designed to deliver a broad array of instructional, management, staff development, and technical support services to its clients. Needs assessments are used to make decisions regarding the type and nature of services to be offered and assessments of customer satisfaction, efficiency and effectiveness are conducted.

- a.) The Agency provides a comprehensive and appropriate set of instructional, management, and technical support services and staff development programs to meet the needs of its component districts.
- b.) Services are delivered in such a manner that component districts, Agency staff, students and parents can effectively use the services offered.
- c.) The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services.
- d.) Communication with component districts about support services is regular, productive, and meaningful.
- e.) Assessment of customer satisfaction, efficiency, and effectiveness are the indicators for documenting the quality of the Agency's support services.

## **9. STANDARD: Results/Outcomes**

**Rationale for the Standard:** An effective service agency looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance, performance results for support services, customer satisfaction, follow-up surveys of graduates, and cost effectiveness of programs and services. Results are used to develop strategies for improving service and program quality.

- a.) The Agency maintains a disciplined knowledge of its future with projections of income, expense, trends in the business environment, and cost/benefit analyses of its services.
- b.) The Agency identifies specific criteria for assessing
  - student learning and performance
  - performance results for support services
  - customer satisfaction of component districts
  - followup surveys of graduates
  - cost effectiveness of programs and services
- c.) Progress in the following areas is regularly evaluated and accurately interpreted and reported in an understandable manner.
  - student learning and performance
  - performance results for support services
  - customer satisfaction of component districts
  - followup surveys of graduates
- d.) Agency-operated schools and programs utilize appropriate and varied methods to assess student learning and performance.
- e.) Assessment results are actively used to develop strategies for improving programs and services.
- f.) All staff, Board members, and other appropriate Agency personnel commit to, participate in, and share in the accountability for student learning and quality programs and services.
- g.) The Agency communicates its assessment policies and practices and the results of its evaluations to the total Agency community
- h.) Assessment results are the basis for decisions regarding the allocation of resources.
- i.) The Agency is engaged in a continuous improvement process that focuses on improved student learning and the provision of quality programs and services to the component districts.
- j.) A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes.

## **10. STANDARD: Human Resources Development**

**Rationale for the Standard:** The Human Resources Development program of a service agency should emulate the agency's mission and belief statements. Personnel practices should promote recruitment of quality staff, facilitate communications, advocate for the fair and equitable treatment of staff, ensure that staff accountability practices are followed, and assist in the design and delivery of staff development/professional growth programs. At the same time, service agencies are concurrently challenged to maintain relationships that are reflective, honest, open, and representative. On-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students.

- a.) Personnel policies and regulations for the operation of the Agency are written and available to all employees.
- b.) Personnel practices provide for adequate compensation, reasonable work loads, acceptable working conditions, ethical treatment, professional satisfaction, and good general morale among all segments of the staff.
- c.) There is a clearly defined system of appraisal of staff, based on predetermined criteria. It is conducted with the knowledge of the staff member and reported in writing. The staff member shall have an opportunity to discuss and appeal any aspects of the appraisal.
- d.) Agency leadership supports a comprehensive and ongoing program of staff development for professional and support staff that encourages professional growth and job-specific training.
- e.) Staff development programs are designed through needs assessment with input from Agency personnel in planning and evaluating the programs.
- f.) Employee morale is regularly assessed to determine employee perceptions and the data are used to improve and expand upon employee developmental activities.



**Eastern Suffolk BOCES  
Middle States Accreditation 2009-2016**

**DOCUMENT A**

**Reaccreditation Planning Team 2007-08**

LAST NAME	MEMBERSHIP	ORGANIZATION	POSITION
Ms. Deloris Alexander-Davis	Administrative Council	Eastern Suffolk BOCES	Director of Career, Technical and Adult Education
Mr. Keith Anderson	Administrative Council	Eastern Suffolk BOCES	Director of Building Services
Ms. Margaret Baird	Parent Representative – Special Education		
Mr. Robert Becker	Administrative Council	Eastern Suffolk BOCES	Director of Special Education
Mr. Thomas Bilka	Parent Representative – Career and Technical Education		
Mr. Gary Bixhorn	Administrative Council	Eastern Suffolk BOCES	Chief Operating Officer
Dr. Paul Casciano	District / Budget Planning Chairperson – RIC	Wm. Floyd UFSD	Superintendent
Dr. Carla D'Ambrosio	District / Budget Planning Chairperson – Educational Services	Rocky Point UFSD	Superintendent
Dr. Julie Davis Lutz	Administrative Council	Eastern Suffolk BOCES	Associate Superintendent for Educational Services
Mr. Raymond Fell	Administrative Council	Eastern Suffolk BOCES	Superintendent in Residence
Ms. Andrea Grooms	Administrative Council	Eastern Suffolk BOCES	Director of Communications, Research and Recruitment / Agency Internal Coordinator
Mr. Gregory Hamilton	Administrative Council	Eastern Suffolk BOCES	Director of Administrative Services
Ms. Maureen Kaelin	Administrative Council	Eastern Suffolk BOCES	Director of Business Services
Mr. Michael Locantore	Administrative Council	Eastern Suffolk BOCES	Assistant Superintendent for Human Resources
Mr. Craig Markson	Higher Education Representative	Stony Brook University	Director of Teachers' Professional Development Institute
Ms. Nancy Muro	UPSEU Union Representative	Eastern Suffolk BOCES	President, UPSEU
Dr. Clyde Payne	Higher Education Representative	Dowling College	Dean of Education
Mr. Dan Perkins	Business Representative	Long Island Association	Vice President for Government Affairs
Ms. Carol Powell	ADSUP Union Representative	Eastern Suffolk BOCES	President, ADSUP
Ms. Barbara Salatto	Administrative Council	Eastern Suffolk BOCES	Associate Superintendent for Management Services
Ms. Sylvia Savarese	Administrative Council	Eastern Suffolk BOCES	Director of Technology Integration
Dr. Hector Sepulveda	Higher Education Representative	Suffolk Community College	Associate Dean of Academic Affairs
Ms. Joan Skelly	Administrative Council	Eastern Suffolk BOCES	Director of Educational Support Services
Mr. Ray Stenberg	BEES Union Representative	Eastern Suffolk BOCES	First Vice President, BEES
Ms. Marie Tocci	CTE Graduate	Eastern Suffolk BOCES	Assistant Principal
Mr. Alan Van Cott	District / Budget Planning Chairperson – Administrative Services	Islip UFSD	Superintendent
Ms. Jeanne Weber	Administrative Council	Eastern Suffolk BOCES	Director of Regional Information Center
Dr. Candace White-Ciraco	Administrative Council	Eastern Suffolk BOCES	Director of Planning & Program Improvement / Agency Internal Coordinator
Mr. Edward Zero	Administrative Council	Eastern Suffolk BOCES	District Superintendent

**Eastern Suffolk BOCES  
Middle States Accreditation 2009-2016**

**Reaccreditation Planning Team 2008-09**

LAST NAME	MEMBERSHIP	ORGANIZATION	POSITION
Ms. Marilyn Adsitt	Administrative Council	Eastern Suffolk BOCES	Director of Educational Support Services
Mr. Keith Anderson	Administrative Council	Eastern Suffolk BOCES	Director of Building Services
Ms. Margaret Baird	Parent Representative – Special Education		
Mr. Robert Becker	Administrative Council	Eastern Suffolk BOCES	Director of Special Education
Mr. Thomas Bilka	Parent Representative – Career and Technical Education		
Mr. Gary Bixhorn	Administrative Council	Eastern Suffolk BOCES	Chief Operating Officer
Dr. Paul Casciano	District / Budget Planning Chairperson – RIC	Wm. Floyd UFSD	Superintendent
Dr. Carla D'Ambrosio	District / Budget Planning Chairperson – Educational Services	Rocky Point UFSD	Superintendent
Dr. Julie Davis Lutz	Administrative Council	Eastern Suffolk BOCES	Associate Superintendent for Educational Services
Ms. Andrea Grooms	Administrative Council	Eastern Suffolk BOCES	Director of Communications, Research and Recruitment / Agency Internal Coordinator
Mr. Gregory Hamilton	Administrative Council	Eastern Suffolk BOCES	Director of Administrative Services
Ms. Maureen Kaelin	Administrative Council	Eastern Suffolk BOCES	Director of Business Services
Mr. Michael Locantore	Administrative Council	Eastern Suffolk BOCES	Assistant Superintendent for Human Resources
Mr. Craig Markson	Higher Education Representative	Stony Brook University	Director of Teachers' Professional Development Institute
Ms. Nancy Muro	UPSEU Union Representative	Eastern Suffolk BOCES	Past President, UPSEU
Dr. Clyde Payne	Higher Education Representative	Dowling College	Dean of Education
Mr. Dan Perkins	Business Representative	Long Island Association	Vice President for Government Affairs
Ms. Carol Powell	ADSUP Union Representative	Eastern Suffolk BOCES	President, ADSUP
Ms. Barbara Salatto	Administrative Council	Eastern Suffolk BOCES	Associate Superintendent for Management Services
Ms. Sylvia Savarese	Administrative Council	Eastern Suffolk BOCES	Director of Technology Integration
Dr. Hector Sepulveda	Higher Education Representative	Suffolk Community College	Associate Dean of Academic Affairs
Ms. Joan Skelly	Administrative Council	Eastern Suffolk BOCES	Director of Career, Technical and Adult Education
Mr. Ray Stenberg	BEES Union Representative	Eastern Suffolk BOCES	First Vice President, BEES
Ms. Marie Tocci	CTE Graduate	Eastern Suffolk BOCES	Assistant Principal
TBD	District / Budget Planning Chairperson – Administrative Services		
Ms. Jeanne Weber	Administrative Council	Eastern Suffolk BOCES	Director of Regional Information Center
Dr. Candace White-Ciraco	Administrative Council	Eastern Suffolk BOCES	Director of Planning & Program Improvement / Agency Internal Coordinator
Mr. Edward Zero	Administrative Council	Eastern Suffolk BOCES	District Superintendent

# APPRAISAL RUBRIC, SUMMARY AND ADDITIONAL QUESTIONS

## Outline

- I. **PLANNING PROCESSES - Narratives**
  - Institution Profile/Context of the Institution
  - Planning Team Composition
  - Planning Team Operation
  - Role of Internal Coordinators
  - Role of Governing Body
  - Role of Administration
  - Communication and Awareness Activities
  - Action Plan / Implementation Teams
  - Annual Review Process
  - Data Management Processes
  
- II. **CONTENT OF PLAN - Narrative**
  - Mission Components
  - Mission Tone and Format
  - Beliefs
  - Profile of Graduates
  - Objectives
  - Constituent Support for Mission, Beliefs, and Objectives
  - Action Plans
  
- III. **SELF-ASSESSMENT OF STANDARDS FOR ACCREDITATION – Narrative/Results (SURVEYS – Staff, Students, and Parents)**
  
- IV. **ACCREDITATION MAINTENANCE REQUIREMENTS - Narrative**
  
- V. **SUMMARY OF APPRAISAL RUBRIC – Ratings Chart**
  - Planning Process
  - Content of the Plan
  - Review of MSA Accreditation Standards
  - Accreditation Maintenance Requirements

## VI. **ADDITIONAL APPRAISAL QUESTIONS**

### Appraisal of the Analysis of the Rubric:

- Using the rubric, identify the areas where the institution feels it has experienced the greatest amount of growth.
- Using the rubric, list the institution's overall strengths.
- Using the rubric, list the institution's overall areas for improvement

#### Appraisal of the Planning Process:

- What changes did the institution make to the planning process over the last five years? Did the Planning Team change? Has/have the Internal Coordinators changed? What group of stakeholders has overseen and monitored implementation of the action plans? What changes, if any, have been made to the way the institution plans and makes decisions about its plans for institutional improvement?

#### Appraisal of the Content of the Institution:

- In what significant and important ways has the institution changed in the last five years?
- What external and internal events and trends are affecting and will affect the institution's ability to achieve excellence in student performance? How should/will the institution respond and attend to these events and trends?

#### Appraisal of Student Performance Objectives:

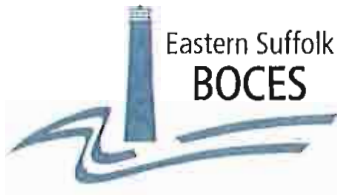
- Provide summary of student performance results on assessments used to measure achievement of the AFG or VTV student performance objectives. (NOTE: Response to this question should be brief and may be presented in a table format to show progression in results over the past five years on each measure of the objectives. Include the original objectives, measures, and baseline data.)
- To what extent, has the institution achieved each of its student performance objectives? If the institution did not achieve all or some of its objectives, what were the factors (root causes) that either contributed to or hindered success?
- Has the institution and its community grown in its capacity to plan for and produce improvements in the areas as of student performance identified by its objectives? If yes, in what ways has it grown? If no, why has it not grown and what must be done so that it can grow?
- Is the institution satisfied with the growth that has occurred? How did the institution respond when progress slowed or dropped below previous results?

#### Appraisal of Action Plans:

- Provide a summary of the current status of the action plans to achieve the student performance objectives. Indicate steps that have been completed, are in process, have not been done, and/or have been abandoned. Indicate other action steps that have been added.

#### Appraisal of Continuing and Annual Reviews:

- Describe the process used to conduct annual reviews. Indicate who was involved and with what results.
- Provide records and descriptions of celebratory events and activities
- Provide selected samples of evidence of improved (student) performance (*thank you letters from parents, districts, etc.*)



## **SECTION ONE: Planning Processes**

### **Profile/Context 2007 – 2008**

*"Educational Services That Transform Lives"*

#### **I. UNDERSTANDING BOCES**

BOCES, which is an acronym for Board of Cooperative Educational Services, were created by the New York Legislature in 1948 to provide shared educational services to school districts. BOCES offer services that a single district could not provide as efficiently and economically on its own. As of 2007, there are 37 BOCES in New York State incorporating all but 9 of the state's 698 school districts.

Component school districts pay only for the BOCES services they elect to purchase, as well as a proportionate share of the BOCES Administrative Budget.

Although a BOCES has no taxing authority and does not receive State Aid, school districts that use BOCES services may receive aid for those services. BOCES Aid paid to component school districts may generate reimbursement of the costs of those services and programs used by the individual districts. The costs of some BOCES services, such as special education and transportation, are partially reimbursed to individual school districts based on other state and federal formulas.

A BOCES is governed by a Board made up of members elected by the boards of education of its component school districts. BOCES board members do not need to be local school board members, but they must be eligible voters in the BOCES component school districts. A BOCES board member may not be an employee of a component school district.

The Board is the official policy-making body of a BOCES. BOCES Board Members, like all school board members in New York State, serve on a volunteer basis and receive no pay for their services.

#### **II. EASTERN SUFFOLK BOCES**

Eastern Suffolk BOCES is one of the largest BOCES in the state of New York. With a staff of over 2,200 (2006-07 data), the agency serves 51 school districts with a combined student enrollment of

169,167 (2006-07 data) across an area nearly 1,000 square miles in eastern Suffolk County. Eastern Suffolk BOCES enrolls over 4,500 school age pupils, over 8,700 adult education students, and offers the most innovative and diverse array of BOCES programs in New York State.

Eastern Suffolk BOCES was the first intermediate educational agency to be accredited by the Middle States Association of Colleges and Schools. The accreditation represents our agency's commitment to student performance and growth, continuous improvement, a culture of accountability in student performance, a planning ethic, and involvement of our constituents so we may be able to provide educational services that transform lives. Since ESBOCES agency accreditation in 2000, the divisions and educational services instructional programs followed with accreditation in 2001 and in 2004. The agency, as a whole, is now preparing for its next proposed accreditation period from 2009-2016.

**MISSION STATEMENT...**

*Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management, and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.*

**III. DIVERSITY OF THE DISTRICTS**

The diversity of its districts is reflected in some of the demographic data collected by the State (2006). ESBOCES has districts that are located in very densely populated suburban areas to others in more sparsely populated areas. Some have staff numbering as high as 2650 or as low as 6. There are districts with student enrollment numbers as high as 15,528 and as low as 11. Our districts' data varies across the region with student demographics ranging anywhere from 12% to 100% White, 0% to 60% Black, 0% to 64% Hispanic, 0% to 100% Free/Reduced Lunch, 3% to 18% students with disabilities, 0% to 21% Limited English Proficient (LEP) students, and 78% to 100% to College. Transportation methods also vary throughout the districts with some districts requiring a boat/ferry or four-wheel drive vehicle to reach the school.

**IV. FUNDING**

To serve the array of needs of our diverse districts, in a time of challenging local economy and fiscal issues confronting many of our school districts in 2007, Eastern Suffolk BOCES has an annual operating budget of over \$291 million, with \$262 million in the Program Budget, \$6 million in the Capital

Budget, and \$23 million in the Administrative Budget. The agency continuously works to maintain the lowest costs possible.

A BOCES budget is dynamic and moves up or down throughout the year depending on the degree to which districts utilize its many programs. Should revenues exceed the sum of expenses and contributions to proper reserves, refunds are made to component school districts based on a program participation basis. Over the past several years, Eastern Suffolk BOCES, with skilled fiscal management and planning, has been able to maintain very reasonable budgets to provide needed programs and services for its districts. Besides serving its 51 component districts, ESBOCES also provides an array of services to over 100 other districts and BOCES across the state that request our services.

## **V. GOVERNANCE and PLANNING**

Eastern Suffolk BOCES is governed by a 15-member board elected by the boards of education of our component school districts. Board members serve for three-year terms which are staggered so that five seats open each year. Currently 10 of our Board members have served on the ESBOCES Board for over eight years. This stability has brought continuity as well as dedicated and effective policy-making leadership to our region.

Since 1998, when the Board of Eastern Suffolk BOCES embarked on formalizing the agency's strategic planning process with the Middle States Association Accreditation for Growth (AFG) protocol, the agency has developed an agency-wide strategic plan which provides a road map for the region's future. The plan is comprised of the mission, beliefs, parameters, twelve goals, and strategic and operational action plans of Eastern Suffolk BOCES as a premiere educational service agency. The plan is a fluid, working document that is reviewed and revised throughout each year by numerous internal and external stakeholders and then annually approved by the Board.

## **VI. STRUCTURE**

To fulfill its mission for Long Island's diverse community of lifelong learners and enhance the effectiveness of its schools, the agency adapts its organizational structure to best meet the needs of its districts and reach the goals set in the strategic plan. Currently, the Eastern Suffolk BOCES organizational structure includes a District Superintendent (DS) and a Chief Operating Officer (COO).

The District Superintendent serves as the Executive Officer of the Board and possesses the power to discharge the duties defined in Education Law. He is also an officer of the New York State Education Department and has those powers and duties assigned by the law and the Commissioner of Education. The Chief Operating Officer provides executive leadership for all programs and services as well as the administrative infrastructure of the organization. The Chief Operating Officer is responsible to the Board and DS. ESBOCES employees are responsible to the COO, through an appropriate supervisory structure, for all services and support of component school districts. (See *Organizational Charts 2007, 2008*)

A Cabinet leadership team consists of the DS, COO, a part-time Superintendent in Residence, an Associate Superintendent for Educational Services, an Associate Superintendent for Management Services, and an Assistant Superintendent for Human Resources. An Administrative Council consists of the six cabinet members, plus nine Directors (ten as of 2008) supervising various programs and services throughout the agency. These two groups make up the primary operational leadership teams of the agency.

As of 2007, the agency is organized with two major administrative units – the Educational Services Division and the Management Services Division. Educational Services includes four departments: Educational Support Services; Special Education; Career, Technical and Adult Education; and Employee Assistance Program/Student Support Services. Management Services consists of five subunits including: Administrative Services Department; Business Services Department; the Office of Technology Integration; the Regional Information Center; and Building Services.

A third smaller unit, the Department of Human Resources, provides a variety of other services to the agency and districts. The department includes four offices – the Office of Planning and Program Improvement, the Office of Communications, the Office of Research, and the Office of Recruitment and Retention.

ESBOCES is the local educational agency facilitating several specially funded state center projects that strive to help districts in our region and beyond to better serve New York's students. The majority of these network centers report to the District Superintendent in his role as the liaison to the State Education Department and form another staffing group in the agency.

#### State-Funded Networks

The state-funded network partners comprise a statewide system of technical assistance and support to close the gap in student performance in identified school districts and schools. School districts and



schools may be identified as needing improvement in English Language Arts (ELA) and/or mathematics, or for low performance or disproportionality in special education. The Centers work with educators, other members of the school community, and regional network partners, with the primary mission of raising the achievement of general education and special education students in low-performing schools and school districts.

On Long Island, regional network partners have established the Long Island Regional Strategic Planning Network (LIRSPN) to strengthen the capacity of Long island technical assistance providers to improve outcomes for all students in the schools and school districts identified by the New York State Education Department (NYSED) and targeted by the Long Island Regional School Support Center (LIRSSC) Executive Committee. Recently, NYSED recognized LIRSPN as a model for state-funded network partnerships throughout the state.

#### BETAC - ESL/Bilingual Programs

The English as a Second Language (ESL)/Bilingual Programs of Eastern Suffolk BOCES comprise four New York State Education Department (NYSED) funded programs aimed at providing technical assistance and support services to Limited English Proficient/English Language Learners (LEP/ELLs) and the professionals who serve them across the region and state. These programs include: the Bilingual/ESL Technical Assistance Center (BETAC); the Intensive Teacher Institute in Bilingual Education and ESL (ITI-BE); the Intensive Teacher Institute in Bilingual Special Education (ITI-BSE); and the Title III Consortium of Suffolk County.

BETAC provides technical assistance and services, free of charge, to the 69 school districts in Suffolk County serving LEP/ELLs. These services include assistance in program planning and implementation, applying for federal and state funds, interpreting current laws and regulations impacting LEP/ELL students, providing staff development courses, conferences, curriculum development, materials and resource center, parent activities, and other efforts aimed at building capacity for local school districts to effectively serve the LEP/ELL population.

ITI-BE and ITI-BSE provide tuition assistance across the entire state of New York to general and special education teachers, teaching assistants, and other licensed professionals who are seeking to become certified in the NYSED designated teacher "shortage areas" of Bilingual Education and ESL.

Finally, the Title III Consortium of Suffolk County, of which ESBOCES BETAC is the lead applicant for 28 Suffolk County school districts, provides staff development and embedded classroom coaching with

a focus on the use of technology in ESL classrooms, in collaboration with the ESBOCES and Western Suffolk BOCES Model Schools programs.

#### Family Education Outreach Programs

The Family Education Outreach Programs (FEOP) were formed through the merger of the former Equity Support Services (ESS) and the Migrant Education Outreach Program (MEOP). Together they continue to work on their common mission to provide educational support and advocacy to families who have a migratory life, are homeless, and/or are low income.

#### Long Island Regional School Support Center

The Long Island Regional School Support Center (LIRSSC) is one of seven centers statewide established by the New York State Education Department (NYSED) in 2000. Its purpose is to assist schools and school districts in their efforts to improve student achievement and decrease the gaps that exist between current performance and the state standard, especially in key subgroups identified by the federal No Child Left Behind (NCLB) legislation, such as Students with Disabilities (SWD) and English Language Learners (ELL). To accomplish its mission, the LIRSSC provides technical assistance to the Nassau County and Suffolk County school districts targeted by the Center's Executive Committee, based on NCLB accountability status. Like its counterparts statewide, the LIRSSC also provides technical assistance to Long Island schools that have received federal grants through NYSED to implement a *Reading First* program.

#### Emergency Technical Assistance – Request of Commissioner Mills

The New York State Commissioner of Education asked the District Superintendents of Eastern Suffolk BOCES and Nassau BOCES, and the LIRSSC Interim Executive Director, to assist in finding reductions to the Roosevelt UFSD budget after the New York State Comptroller's Office had projected a cumulative deficit of \$12 million. The team developed a report which findings and recommendations were submitted to the Commissioner in April 2007.

#### Special Education Training and Resource Center

The Special Education Training and Resource Center (SETRC), located in Suffolk County at Eastern Suffolk BOCES (ESBOCES), the largest of 56 SETRC programs in New York State, encompasses 70 school districts and two BOCES. The program is federally funded and is the largest training network in the United States.

The SETRC mission is to support the New York State Education Department (NYSED) and the Office of Vocational and Educational Services (VESID) by ensuring the development of local capacity through

quality staff development to prepare students with disabilities for lifelong success. As part of our mission we work with local school districts and stakeholders to develop, implement, and evaluate plans based on research-validated principles that result in improved student performance. SETRC programs provide coaching and technical assistance based on the needs of the districts we serve. Within SETRC, individual and regional staff development programs are created for school districts, with emphasis given to those that have been determined to have specific needs based on the outcome of their reviews. SETRC also offers assistance pertaining to bilingual, ESL/ELL, and other special education issues.

## **VII. SHARED DECISION MAKING**

Another important organizational structure and process within the agency that helps to improve our student outcomes is our shared decision-making (SDM) teams. Shared decision making and school based planning are required by the New York State Education Department and have the purpose to improve the educational performance of all students regardless of such factors as socioeconomic status, race, sex, language, background or disability. Integrating quality management, problem solving processes, strategic planning and the Middle States Accreditation for Growth protocol, the agency has three levels of shared decision-making committees. They include: 1.) The Central Committee, which includes decision makers from the executive levels of both union and management and a parent representative; 2.) Special Education and Career and Technical Education SDM Committees, each including an instructional director, building administrators, teachers, para-educators, non-certificated staff and a parent; and 3.) Building/Site SDM Committees where K-12 ESBOCES students are served, each including the building administrator, teacher, para-educator, non-certificated staff, and parent members. These committees play an important role in the agency's success in improving the educational outcomes of all ESBOCES students. Periodically there are agency-wide reinvestment meetings for all committee members to reiterate the importance of the shared decision-making process. The most recent meeting was held in December, 2007. Each committee is responsible for self-training and orienting new members. Occasionally, there are inter-group trainings as well.

## **VIII. BARGAINING UNITS**

Eastern Suffolk BOCES has seven major bargaining units representing the staff. The largest unit is the BOCES Educators of Eastern Suffolk with over 1500 members including teachers, para educators and other professionals. The smallest unit is the CSEA Data Processing Management and Supervisory Unit

(D.P.M.M.) with 14 members. Other units include various professionals, support personnel, administrators, tech specialists, adult nursing instructors, and adult education personnel. Most contracts have lengths from three to six years. About 12% of the employees are not represented in any of the bargaining units and have individual contracts that are up for renewal each year. These seven units and the support given to employees play a significant role in creating a climate that assists all to carry out the mission of the agency throughout the region.

## **IX. CURRENT ISSUES**

Some of the issues affecting the region, and therefore the agency, include: the local economy; NCLB legislation; school finance; state aid reform; the role and salary cap of the ESBOCES District Superintendent; staff recruitment and retention; and facility availability.

### Economy / Staff Recruitment and Retention

As summarized in the 2007 Long Island Index published by The Rauch Foundation, the myth of Long Island being a wealthy suburb of New York City is exactly that – a myth. The U.S. economy is growing faster than Long Island's with most Long Island employee wages stagnating since 2003. Since 2000, more residents are leaving Long Island than are moving in to the area. The population is aging with more over the age of 55 and less in their 20's and 30's. With housing costs very unaffordable for most people in their 20's and 30's, Long Island is suffering from a "brain drain," with many of its young, educated populations leaving for more affordable areas. This has a tremendous effect on the agency's ability to recruit and retain a diverse staff, an issue that has been formally noted since the 1990's.

Eastern Suffolk BOCES, in order to effectively serve its districts, requires a highly skilled and motivated staff. We have lost several key employees over the past few years due mostly to retirements. Many positions are filled from internal candidates and several from external. The racial/ethnic diversity of the staff has grown from 6.7% to 8.2% since 2001. The local economy and difficulty in finding affordable housing is a concern for those departments recruiting new people into the agency who are not already living in the region. Several applicants have declined positions after exploring housing availability.

Efforts are being made throughout Long Island to create more affordable housing, more vibrant communities, supportive environments, and innovative economies. In 2007, Eastern Suffolk BOCES established an Office of Recruitment and Retention in the Human Resources Department to help the agency focus on recruiting and retaining a diverse, talented and highly-qualified staff. Efforts have

been increased in reaching out to the region, establishing better relationships with community organizations, higher education institutions as well as with business and non-profit agencies.

### State Aid / School Finance

Despite a record increase in State Aid to school districts in 2007, based on a revised yet inadequate formula, Suffolk County school districts still struggle to fund the education of its students. This also affects their ability to subscribe to the many BOCES programs and services they need and require. Increasingly, throughout the years, Eastern Suffolk BOCES has taken a leadership role in informing the regional and state leaders about the issues affecting Long Island's communities and has advocated for opportunities for change and improvement. This role will need to continue in order to correct the numerous misconceptions about Long Island and its schools. The facts show that over half of the students in the county are enrolled in districts that are below the state average in wealth. Long Island school districts fund around 65% of school costs with local property taxes, which is much higher than the rest of the state (45%).

The cost of living on Long Island is high and even when adjusted for regional cost differences, the per pupil expense on Long Island is below the state median. Within the diverse array of Eastern Suffolk BOCES districts, there are many that outperform schools across the state, and an increasing number that need more support to meet the established and increasing state and federal mandates.

In New York State, governmental financial support for Charter Schools continues to grow. In the region served by Eastern Suffolk BOCES, several already financially challenged component school districts have been negatively impacted by the development of Charter Schools. Monies needed for students within these component districts follow students who enroll in Charter Schools in a disproportionate fashion. With ever-growing financial challenges, districts are often forced to increase taxes to make up the shortfall. Given the regulatory language associated with the formation of Charter Schools, most if not all component districts face the possibility of experiencing this sort of scenario at some point in time.

There continues to be a potential negative impact for BOCES with the development of Charter Schools as fewer available dollars may cause a component district to "think twice" before spending its dollars on BOCES initiatives, programs and services.

### Salary Cap / Role of District Superintendent

Two other important issues that continue to impact the agency's ability to attract and retain top leadership are: 1.) The state's cap on the salary of the District Superintendent and 2.) the role of the

District Superintendent. The salary and benefits offered to potential Long Island BOCES District Superintendents are not regionally competitive, with most local superintendents of schools making more than the regional BOCES District Superintendent. This problem has affected the agency for the past several years, with the Deputy Superintendent taking the D.S. position at one time and then relinquishing it to return to the Deputy Superintendent/Chief Operating Officer position because the salary cap was still in place. Fortunately, in 2006 the agency was able to recruit a very skilled, experienced educational leader from its ranks to fill the vacant D.S. position. However, if the salary cap remains, he too may be faced with the decision to remain or seek other opportunities.

The Board, District Superintendent, and Chief Operating Officer have been able to work out effective roles, responsibilities and relationships despite the challenges, but everyone still supports the position that the salary cap be removed and the determination of salary and benefits be a local responsibility of the Board.

In the past, the multiple roles of the District Superintendent serving both the Board, running the daily operations of the agency, and being a state employee responsible to the Commissioner of Education were a major challenge for most District Superintendents. It remains a challenge, but with the current organizational structure the Deputy Superintendent/Chief Operating Officer is responsible for the overall operations of the agency and the District Superintendent has the role of supervising the state funded networks linked to ESBOCES as well as all his responsibilities as District Superintendent responsible to the Commissioner and the ESBOCES Board. This division of labor has made the ever increasing tasks of the District Superintendent's role more feasible. However, it is a newly designed partnership and one that requires continuing reflection. Both positions are key to the evolution of the quality of education in the region.

#### Sharing Services / Functional Consolidation

In a state with almost 700 school districts, 51 of them our components, there is increasing concern that there are too many school districts and there should be consolidation. Since there has historically and presently not been much local community approval for consolidation, ESBOCES continues to play an active role in helping communities see the advantages of functional consolidation – functional consolidation is basically what BOCES does. It helps districts share services and save resources. Some examples of major functional consolidation include multiple districts that share a purchasing office, transportation department or facilities management office. ESBOCES has been an advocate of working with the State to provide incentives to districts who want to do this.

## Facilities

An issue that ESBOCES continuously faces, and for which it creatively finds resolutions, is providing equitable facilities for all ESBOCES students and staff. Until 1967, BOCES were not permitted to own facilities. After that they were allowed to construct and own facilities following voter approval by district residents. Currently, ESBOCES owns several of the buildings that house our programs and services. However, many of our programs and services are in leased spaces. Many of the buildings ESBOCES owns and leases are old and require extensive maintenance, repair, and upgrading. We are currently in the stages of doing another updated facilities assessment and space utilization analysis and plan. As our programs and services are district-need based and often change each year, regular review of our space and the needs of our programs is a top priority. Over the years we have seen our enrollment in special education programs decrease thus requiring us to evaluate our need for space, the location of that space and the best way to efficiently utilize the space we have for those programs. Many of our career and technical education programs are also changing and we have seen increases in enrollment in these programs. These changes at times require new space and more often new equipment to ensure that the programs are providing the students with experiences that are up to date, rigorous and consistent with the expectations of post-secondary programs and industry. District needs continue to dictate where we house programs. Relationships with districts and other institutions also play a key role in areas where we share space. Strategies to seek special funds to support facility availability and improvement are also being explored. Using school district space to house our included programs has been systematically increasing over time.

## NCLB

No Child Left Behind (NCLB), the new name for the seventh reauthorization of the Elementary and Secondary Education Act (ESEA), has resulted in positive and negative outcomes for our region and agency and continues to present us with challenges and opportunities. The agency has taken an active leadership role in gathering information from and sharing information with internal and external stakeholders, as the law is being considered for reauthorization. One of the informative aspects of NCLB is that districts are required to analyze student performance results by aggregated and disaggregated groups. This has helped the agency and the districts it serves to more thoroughly examine the outcome data among subgroups and allocate funds to resources that will better assist all students to meet the NYS Standards. The law requires all students to be tested, which has raised expectations and strengthened student outcomes in most cases. Using student data to inform instruction, decision-making, and curricula has helped build regional capacity.

However, there are continuing challenges to the region as a result of the NCLB law that have negative outcomes for students and communities. Some of these include the use of an "adequate yearly

progress” (AYP) provision that does not measure systemic longitudinal growth. If a district fails to meet “AYP” in any of the nine groups, the district may wind up “on a list” and the list often comes with punishing sanctions instead of effective help that builds capacity. The impact of “AYP” provisions is demoralizing for a school, district, and community and at times thwarts educational innovation and progress. The law also provides very limited accommodations for students with special needs and, as it stands, requires Limited English Proficient (LEP) students to be tested before having adequate time to learn English.

Schools that are not meeting designated targets are subjected to NCLB sanctions which, although well intended, present potentially greater obstacles to success. Penalties such as school choice and Supplemental Educational Services create new expenses that drive funds away from the low performing schools and toward transportation and private providers. Public confidence is compromised resulting in an even greater challenge to enlisting parent support and engagement as well as decreasing the chances of escaping negative designation.

Based on the NYSED Chapter 655 Reports, students in the Eastern Suffolk BOCES region, as a whole, have exceeded statewide levels of academic student performance in the state assessments. However, when the data are disaggregated and one looks at district wealth, there is a huge student performance gap between the wealthiest and least wealthy districts, with the least wealthy districts’ students performing much more poorly than the students in wealthy districts. There are also big differences in other student outcome measures with more LEP students and drop outs in poorer districts as well as fewer students graduating with Regents diplomas and going to post-secondary education opportunities in the least wealthy districts.

Looking at this data has spurred the agency into taking an even more active role in assuring the region has the fiscal resources necessary to support the education of its students. As we exist to serve our districts, whatever affects the districts, affects Eastern Suffolk BOCES, the agency.

**EVIDENCE:**

- Reaccreditation Planning Team Meeting Minutes
- Organizational Charts 1999-2007
- Agency Annual Budget Books 2000-2008
- BOCES At A Glance brochures
- Core of the Strategic Plan brochures
- Strategic Plans
- Shared Services Guides
- Annual Reports
- Shared Decision Making Plans
- Board Policies, Regulations, Procedures, Forms
- Advocacy brochures
- Human Resources files



**EVIDENCE** (continued):

- Cost Effective Services brochure(s)
- Facilities Survey
- Regional Space Plan and updates
- Student Services Delivery Continuum
- Website
- Intranet / Extranet sites
- ESBOCES Report *"Regional Perspectives on NCLB: A Survey Study of Eastern Suffolk County School District Superintendents with Recommendations for the Upcoming Reauthorization of ESEA"*
- Middle States Validation Reports - 1999, 2001, 2003, 2004
- Middle States Mid-Point Review Reports – 2002, 2005, 2006
- Middle States Planning document notebooks – Agency
- Highlights newsletters
- Dialogue newsletters
- Innovate Long Island Report (2006)
- ESBOCES Regional Report Cards (2005-07)
- CTE and Special CTE Rainbow brochures
- Adult Education support documents

## **Eastern Suffolk BOCES**

### **Planning Team Composition and Operation**

The **Agency Strategic Planning Council**, made up of internal and external stakeholders, has grown from 46 members in 1999 to over 95 members in 2007 representing an array of stakeholders.

In 1999, the council was comprised of 4 Board Members, 2 district Board of Ed members, 6 district staff, 1 government member, 1 higher education representative, 2 business representatives, 2 ESBOCES students, 4 ESBOCES parents, 7 ESBOCES administrators, 8 ESBOCES staff members, and 9 ESBOCES cabinet members.

In 2007, the Agency Strategic Planning Council has evolved to include a representative group of usually one-half internal and one-half external stakeholders. [Note: Over 160 are invited] These members include representatives from the three budget planning teams of Educational Services, Administrative Services and Regional Informational Center, each made up of internal and external stakeholders. It also includes the agency's leadership team, superintendents and staff from over 23 school districts, ESBOCES staff from a variety of positions, representatives from 8 higher education institutions, and numerous members from business and non-profit organizations as well as leaders from a variety of religious, community, parent, alumni and government organizations.

The Agencywide Strategic Planning Council meets every summer to conduct a formal review of the Strategic Plan, where highlights of accomplishments are shared and celebrated while input is gathered for improvements and enhancements to the proposed plan for the next year.

**Agency Strategic Planning/Planning Committees** have evolved from 9 members in 1999 (District Supt., Deputy Supt., 3 divisional heads, agency internal coordinator, 3 school district representatives) to 28 people in 2007, including the 15 ESBOCES administrative council members, 2 parents, 3 agency budget planning team members, 1 business representative, 3 higher education members, 1 CTE student graduate, and 3 bargaining unit representatives.

From 2002 through 2007, before the period of appraisal when the Agency Steering/Planning Committee was expanded, the Administrative Council, made up of the extended leadership team of the Agency (Cabinet and Directors) served as the Steering/Planning Committee for the Strategic Plan. Coordination and facilitation of strategic planning efforts for the agency have been the responsibility of

the Director of the Research and Planning Office (which is now the Office of Planning and Program Improvement).

The plan is reviewed on an ongoing basis by staff members and other stakeholder groups. The Administrative Council formally reviews the plan in the late fall and spring, proposing revisions for the Agencywide Strategic Planning Council during the summer review. The revised plan is then presented to the Board for approval in the fall, shared with the stakeholders on the website and in printed version for the ESBOCES Board and administrators. The ESBOCES Strategic Plan is used as the framework for decision-making and action by administrators and staffing groups on a continuous basis.

Updates and a brochure about the strategic plan are sent to all employees and various stakeholder groups. Throughout the year, staff and stakeholder meetings provide input and feedback where plan activities are evaluated, revised, and/or sometimes deleted or added.

Throughout the year, staff and community members may be recommended to be part of the Agency Strategic Planning Council. As standing members move, retire or are unable to continue, replacement members are transitioned into the council. The agency internal coordinator provides briefings to any new member interested. A database is maintained of the planning members and their characteristics to ensure balance in representation of constituents.

The success of ESBOCES and the effects of the implementation of its plan are celebrated in numerous ways throughout the region. Accomplishments of its students, departments, and districts are shared in various ways including the ESBOCES website, Highlights newsletter, Dialogue newsletter (board to board publication), employee award events, the annual council meetings, numerous program events, new staff orientations, Regional PTA dinners/meetings, as well as faculty and staff meetings. In 2005 the agency celebrated its eleventh anniversary as Eastern Suffolk BOCES at an event that gathered the employees, Board members, past Superintendents from the two merged BOCES that formed ESBOCES in 1994, and numerous other invited external stakeholders. In November 2007 the staff of the Special Education and Career, Technical and Special Education programs met at separate meetings to discuss the recent history in each of those programs, the challenges that have been faced and the resources and goals for the future. The Strategic Plan was the basis for meeting those challenges as well as directing the future goals. The staff also viewed the Strategic Planning DVD which highlights the most recent accomplishments across the agency. At the program site level, each of the sites continuously celebrate the successes of their students and the results of their plan activities at various program events, graduations, annual review meeting, and parent and staff meetings. Agency, program, staff, and student accomplishments are communicated throughout the region through various media including radio, television, newspaper, and web media.

**EVIDENCE:**

- *Middle States Reports and Planning Documents*
- *Strategic Plan*
- *Annual Strategic Planning Council meeting agendas, minutes and attendance*
- *Administrative Council meeting agendas and minutes*
- *Highlights newsletters*
- *Dialogue newsletters*
- *Anniversary documents*
- *Website*
- *Student Surveys*
- *New Staff Orientation PowerPoint*

## **Eastern Suffolk BOCES**

### **Role of the Internal Coordinator**

The role of the "internal coordinator (IC)" for the strategic planning process has evolved over the past several years in the agency. There has always been an agency level internal coordinator since 1999. In the beginning years of the formalized strategic planning process with the Middle States Association Accreditation For Growth protocol we also had an external facilitator who worked with the agency to ensure we effectively progressed and met the Middle States accreditation requirements. After receiving agency level accreditation, the plan was to continue with divisional accreditation and then again at the instructional level with all the sites. The external facilitator continued with the agency through the divisional level.

In 1999 when the divisions were beginning their accreditation process, each of the then three divisions had internal coordinators, who worked along with the agency level coordinator. Later in 2002, when the instructional sites were ready to begin their process, a site level internal coordinator was added along with internal coordinators for each of the then 17 instructional sites to assist the agency level IC. The site level IC coordinated the work of all the instructional sites internal coordinators. These coordinators also worked closely with their site curriculum teachers to facilitate the AFG process in each of their programs/services. Through the site self-study and validation visit years, the site level IC set up an ongoing learning community with the sites ICs as a group. After the visits, through the site accreditation period, the site level IC continued to support the sites each year and facilitated all their mid-point visits and continuing AFG appraisal work.

The internal coordinators for each of the sites played a pivotal role in the AFG process of each program and those remaining continue to be actively involved in the process.

Since all three levels (agency, divisional, instructional sites) of accreditation and mid-point visits have been completed, it has been decided by both Middle States and Eastern Suffolk BOCES that the future accreditation process be a single organizational one rather than separate components. There is now one strategic planning process and one strategic plan that integrates all levels of the agency. As the agency prepares for its reaccreditation period for 2009-2016, it will continue to have an agency level internal coordinator (Director, Office of Planning and Program Improvement) and a co-internal coordinator (Director, Office of Communications, Research and Recruitment). All the Administrative Council members play an important role in facilitating the planning process, but the agency level IC and the Co-IC will have the major roles in coordinating the process.

The Educational Services Division will also have a staff person assigned to help coordinate all the activities necessary for the reaccreditation planning process within the division as their programs and services are so extensive and directly serve students.

All internal coordinators have used the Middle States IC job descriptions to guide their work. The agency level IC has the coordination and facilitation of the agency's strategic planning efforts incorporated into the position's job description rather than being treated as an extra duty.

Throughout the years, the internal coordinators have kept the staff, Board, agency and community informed about the strategic plan, its progress, and continue to actively strategize solutions to challenges. Internal Coordinators have actively participated as liaisons to Middle States, networked with other AFG institutions and served on AFG validation and mid-point evaluation visits.

**EVIDENCE:**

- *Strategic Plan*
- *Middle States Planning Documents*
- *Middle States Reports*
- *Job Descriptions*
- *Administrative Council meeting agendas and minutes*
- *Website*

## **Eastern Suffolk BOCES**

### **The Role of the Governing Body**

Even before 1998 when the ESBOCES Board members made the formal decision to embark on an agency-wide strategic planning process, they have always been involved in the strategic planning process. Board members have participated in all the initial planning retreats, provided the planning parameters, served as Agency Strategic Planning Council members in the formative years, and continue to review and approve the plan each year.

The agency has been very fortunate to have continuity in its Board with two-thirds of them serving for over eight years and newer members providing ongoing support and consistency. The Board offers representative connection to and from the districts, keeps the pulse of the trends, strengths and challenges in the region, and is a full partner in ensuring the ESBOCES mission is a reality and not just a dream.

As the needs of the region and therefore the agency have changed, the strategies to address the needs and therefore our strategic plan have evolved over the past seven years. The Board, in its collective role of policymaker and adopter, has always ensured that the plan drives the resource allocations and that any policy decisions made effectively support the plan's implementation.

Throughout the past several years, as the strategic planning process has become more fully integrated into the life of the agency, the role of the Board has become increasingly focused on the policy making and regional leadership role it plays related to the mission, vision, and goals of Eastern Suffolk BOCES and its strategic plan.

#### **EVIDENCE:**

- *Board Policies, Regulations*
- *Middle States Reports and Planning Documents*
- *Highlights newsletters*
- *Dialogue newsletters*
- *Board Meeting Minutes*
- *Board President at August meeting*
- *Board Presentations – formal at meetings*
- *Board participation at events*

## **Eastern Suffolk BOCES**

### **The Role of Administration**

The administration of Eastern Suffolk BOCES continuously plays a leading role in the institution's planning efforts. Administrative Council (AC) members are responsible for the implementation of various sections of the strategic plan. The AC members and the Chief Operating Officer, in particular, ensure that necessary time, resources and support are provided for effective planning and implementation activities throughout the agency.

As the expanded leadership team of the agency, the Administrative Council has been a key component of the agency steering/planning committees as well as the ESBOCES Strategic Planning Council. They formally review and revise the plan each year with stakeholder input and ready the plan for Board approval each fall. Throughout the agency, all administrators are leaders as well as participants in the agency's planning efforts. At the program sites directly serving ESBOCES students, the principals and their teams have served as the educational leaders to lead the strategic planning and accreditation for growth activities in their programs and services.

Each of the educational services sites serving students participate in the state required shared decision-making (SDM) team to improve the educational performance of all students. The AFG student performance objectives are a related focus of these meetings. The three levels of these teams (agency, divisional, and site level) include Central; two divisional level teams - Special Education, and Career and Technical Education SDM Committees; and all the building/site level committees. Each of these committees are made up of representative members of various stakeholder groups including administration, teachers, paraeducators, non-certificated staff, and parents.

Fortunately, the agency has had the current Chief Operating Officer as a top institutional leader in varying roles throughout this entire process. He is the only current Cabinet member who has been in the Cabinet since 1998 when this formalized approach to strategic planning began. He has been the Deputy Superintendent, the District Superintendent, and is now the Deputy Superintendent/Chief Operating Officer of the agency. As District Superintendent, he identified several actions within the strategic plan that were used as elements of his personal performance evaluation by the Board, thus initiating a greater emphasis on connecting accountability to the strategic plan and its results to all levels of evaluation in the agency. Throughout the past several years he has led the agency through numerous changes as it responds to the evolving needs of the region, the districts and their lifelong learners. He, along with all the AC members, has been an untiring communicator of the benefits and positive effects of the strategic planning process and has initiated increased services to districts who



are interested in strategic planning and accreditation for growth or related protocols for building capacity and improvements.

**EVIDENCE:**

- *Strategic Plan*
- *Administrative Council meeting agendas and minutes*
- *Organizational Chart*
- *Annual Strategic Planning meeting agendas and minutes*
- *Cabinet meeting agendas and minutes*
- *Board meeting agendas and minutes*
- *Budget books*
- *Budget Advisory Groups – Presentations*
- *SDM, Committees, Task Force*
- *Welcome/Opening Day Letter from COO*
- *Participation in student outcomes*
- *Monthly Site Visit Reports*
- *Leadership Development Meeting agendas*
- *Professional Development Opportunity listings*

## **Eastern Suffolk BOCES**

### **Communication and Awareness Activities**

The ESBOCES Strategic Plan is a clear, well articulated plan that "tells the story" of what the agency is doing and has been doing to achieve its goals and carry out its mission. During each year, it is used as a planning tool throughout the agency. The information is consistently gathered through a variety of sources to inform the Administrative Council/Planning Team members accountable for the various sections of the plan.

Besides sending hard copies of the plan to Board and administrative members, a strategic plan brochure is updated and disseminated internally and externally each year. The plan is posted on the website each year, along with a DVD highlighting the accomplishments of the previous year. All new employees are briefed about the plan and the planning process throughout the year. At each year's Superintendent's Conference Days, aspects of the plan are emphasized to all employees.

In addition to the ongoing communication structures embedded in Board, department and unit staff, shared decision making, union, and district meetings of various function levels, the agency has numerous communication tools that effectively inform the internal and external community. These structures and tools encourage multi-level feedback and communication.

With the establishment and staffing of an agency Office of Communications in 2002, there has been an ever increasing array of publications and presentations that inform the region (internally and externally) about the work being done related to ESBOCES mission, vision, goals, and objectives. They include the website, intra and extranet sites, calendars, newsletters, annual reports, brochures, catalogs, reports, research studies, and PowerPoint presentations too numerous to list. A formal system of communication liaisons, both internally and externally has been established to promote multi-level and multi-modal communication. The Office of Communications and the leadership of the agency also work with an external professional media/communications firm that helps the agency share its messages and respond to its community.

The ESBOCES Board, Administrative Council and overall staff continuously interact with innumerable stakeholder groups (see "A Sample of Stakeholder Groups"). All these relationships contribute to keeping the strategic plan and its activities relevant and responsive to regional needs as well as a visionary plan that paves a way to the future.

**EVIDENCE:**

- *Strategic Plan*
- *DVDs - Strategic Plan Progress Updates*
- *Website*
- *Intranet / Extranet sites*
- *Communications documents (newsletters, reports, brochures, catalogues, adult ed mailings, etc.)*
- *Posters*
- *Calendars*
- *Research studies*
- *Stakeholder group list*
- *Middle States Reports and Planning documents*
- *Superintendent's Conference Day*
- *Alerts*
- *Community Outreach Activities*
- *TV*
- *Radio*

## **Eastern Suffolk BOCES**

### **Action Plans / Implementation Teams**

Since its inception in 2000, the ESBOCES strategic Plan has been a fluid document reflecting the work being done to meet the mission and goals through 2009. In 2000, there were 125 internal and external stakeholders organized into task forces to develop action plans to achieve the 24 objectives that had been developed for the strategic plan related to the mission and 12 agency-wide goals. By July 2002, there were 8 long range strategic objectives and action plans and 15 related operational objectives and action plans in the plan. By the fall of 2007, the 8 long range strategic objectives and their updated plans remain with 30 related operational objectives and plans.

The agency, divisional and instructional program site level, in the beginning of their phase of the strategic planning process, had formal action planning teams. As experience was gained and the work of the plan was more integrated into the way of work, formalized action planning teams were not as necessary and activities continue to be carried out by the related staffing groups/committees/teams within and across units. Administrators are held accountable for their various sections of the plan and the work it represents.

There have been many operational action plans completed and added since the formal beginning of the ESBOCES strategic plan in 2000. The plan was initially a five year plan; however, in 2002 it was switched to an end year of 2009 when our accreditation period was extended to that year.

As of June 2007, 48 operational action plans have been completed toward the accomplishment of the long range strategic objectives and action plans. Throughout the past few years, several operational action plans have been added to strategic objectives and action plans VII (Management Services Division Mission Achievement) and VIII (Supporting Educational Opportunities through Technology Services). There has also been an increased focus on staff recruitment and retention as well as developing cultural competence both within the agency and in the districts and region.

In support of the mission and goals, there has been a focused effort to improve internal controls, systems, processes, and operational efficiency throughout the agency and region. There has also been a greater focus on improving technology services throughout Eastern Suffolk BOCES and its districts.

Improvements and successes have been completed in all the major strategy areas as noted in the “Action Plans Completed” and “Milestones” sections of the strategic plan. Major student program realignments were also conducted based on student and district needs throughout the past several years.

**EVIDENCE:**

- *Middle States Planning Documents*
- *Middle States Reports*
- *Strategic Plan*
- *Annual Strategic Planning Council meeting agendas and minutes*
- *Highlights newsletters*
- *Dialogue newsletters*
- *DVDs - Strategic Plan Progress Updates*
- *Website*

## **Eastern Suffolk BOCES**

### **Annual Review Process**

The Eastern Suffolk BOCES Strategic Plan is reviewed on an ongoing basis by various stakeholder groups throughout the year. There is a formal review process every summer by the Agency-wide Strategic Planning Council. The Administrative Council reviews it formally in the fall and spring of each year and suggests updates and revisions for the agency-wide summer review. Based on the input from the summer review, the revised plan is presented to the Board in the early fall after which hard copies are shared with all administrators and Board. The Board approved plan is then also placed on the website. An updated [Core of the] Strategic Plan brochure is made available to all stakeholders as well and is also placed on the website.

For the program sites that were accredited they each have their own annual reviews every year and update their plans at least annually. Their plans are used on an ongoing basis and updates are submitted to the Office of Planning and Program Improvement each spring. All site plans will be integrated into one major strategic objective action plan, I. Improving the Educational Outcomes of BOCES students, in 2009-2016. All reviews include available quantitative and qualitative performance data analysis as well as reviews of action plan steps and their results.

At the end of each year, before the summer annual review, the Administrative Council prepares a DVD of the past year's strategic plan major accomplishments. It is shown to the Strategic Planning Council at the agency-wide summer meeting and is then posted on the agency website. Copies are shared with numerous staffing and stakeholder groups including the Board, component districts, and interested community groups.

#### **EVIDENCE:**

- *Strategic Plan*
- *Middle States Planning Documents*
- *Middle States Reports*
- *Annual Strategic Planning Council meeting agendas and minutes*
- *Board Meeting agendas and minutes*
- *Administrative Council Meeting minutes*
- *Shared Decision Making meeting minutes*
- *Highlights newsletters*
- *Dialogue newsletters*
- *DVDs - Strategic Plan Progress Updates*
- *Website*

## **Eastern Suffolk BOCES**

### **Data Management Processes**

The Data Management Processes area for the agency has greatly improved since 2000, but still remains a challenge. All administrators responsible for each part of the strategic plan have been requested to submit baseline and results data for each of their objectives. Over the past several years, each department has improved, but some areas are still struggling with establishing baseline data and measuring results. By 2007, all action plans rely on collection and analysis of data, measuring results and adapting activities to obtain or surpass the results desired. The Office of Planning and Program Improvement along with the Office of Research continue to work with departments to help them measure the effects of their work. The Department of Educational Support Services has also built in resources and staff over the past few years to support student data management systems and processes. In each of the program/service sites, the shared decision-making teams review the action plans related to their specific sites as well as the agency plans.

Beginning in 2002, a Research and Program Improvement Department was begun in the Educational Services Division with a Director and a Coordinator. The purpose of this office was to strengthen the quality of data that supported decision-making and documented organizational progress throughout the agency. The staff also functioned as the internal coordinators for the agency and 17 site accreditation process. In 2003, with the Director retiring, a trained educational researcher was hired to provide the necessary research expertise required and the then present coordinator was promoted to Director. The department became part of the Regional Services Division in subsequent years, with additional supervisory responsibilities for the Communications Office and the regional educational researcher being promoted to coordinator. Then in 2007, when the division of Regional Services was ended, the Office of Research and Planning and the Office of Communications were reconfigured, within the Human Resources Department, into separate offices – the Office of Planning and Program Improvement (OPPI) and the Office of Communications, Research and Recruitment (OCRR). Both offices share staff and activities. The Office of Planning and Program Improvement focuses on strategic planning, AFG, Middle States, grants management, and program improvement. The Office of Communications, Research and Recruitment is responsible for those three major functions for the agency and region. An added research analyst was hired to replace the promoted coordinator in 2007 and the position works with both offices. The research tasks are very integrated for the agency and the region. The hopes are that with a recently formed stable staff, the capacity for the agency to continue to gather, interpret and communicate the data and information it needs will improve and deepen.

The 2005 Agency Mid-Point Review Report states *"The Divisions or Departments responsible for each objective have identified or created means for measuring the performance of their work as well as achievement of the objectives. There has also been considerable growth in the amount of performance data that are being collected, analyzed, and used for strategic and operational decision-making. This progress is possibly the most important accomplishment realized as a result of the strategic plan. The Agency as a whole, its Divisions and Departments, and individual members of the staff were able to report to the Reviewer the progress they are making on the basis of actual performance data that have been collected rather than solely on the basis of anecdotal evidence, which had been the norm."* As noted above, there has been a great deal of growth in the agency's data management processes with the focused work of several offices including Educational Support Services, Office of Technology Integration, the Regional Information Center, OPPI, and OCRR. It is however, an area in which we still need to grow.

In 2003, only 12 out of 34 action plans had baseline or result measures. All action plans now rely on collection and analysis of data, measuring results and adapting activities to obtain or surpass the desired results. The baseline and results data, however, need to be summarized in each part of the strategic plan and not only in separate documents. The agency is still working on this. Over the years, all major reports are published and shared on the website and intranet. This has helped tremendously in communicating results to stakeholders.

In order to support all the student-based direct services provided by the Educational Services Division, a great deal of student data management work has been successfully completed. In 2003 the Eastern Suffolk BOCES Educational Services Division began using a web based student information management system called eSchool. This necessitated a transition from an Access data base in Special Education and from Pentamation, an older software program, in Career and Technical Education. The implementation of eSchool was not without some challenges along the way. However, by the 07-08 school year, eSchool has become our primary student data collection device and primary student data source. To accommodate some of our information needs which are unique to a BOCES, we have integrated eSchool with PeopleSoft, to allow for adequate reporting and to manage our projected student enrollment from year to year.

A major advantage to using this new web based system is that our student information is now accessible to a variety of users (central office, building administrators, clerical, teachers) and is consistent and standardized. Previously, much information was kept only at the building level and therefore difficult to access, or at the central office level and not distributed to buildings. Much progress has been made in the area of data accuracy and access. Another major advantage to the new system is its compatibility with the New York State Accountability System and the new State Repository,



allowing us the ability to electronically exchange data with the state and with our component school districts.

Projected student enrollment for the next school year is something crucial to a BOCES, since our students are sent to us by their tuition district and do not necessarily return from year to year. The PeopleSoft Student Enrollment Management System was designed for us by our Office of Technology Integration so that we can enter student information as districts indicate that they will be sending a student to us. We are unable to utilize our primary system, eSchool, for this purpose because it is not designed to project into the future. By using the PeopleSoft system, we are able to make decisions about staffing and space for the new year. Also, application packets are sent electronically to our special education service sites to facilitate the timely review and placement of students who are in need of special education services.

Prior to 2005, data regarding grades 3-8 New York State assessments were limited to a small number of reports received from the Regional Information Center (RIC). These reports were usually incomplete or inaccurate. Corrections to these reports had to be made by hand. During the 2004-2005 school year, Educational Support Services (ESS) began working with the RIC to improve the accuracy of the grade 3-8 assessment data. In 2005, ESS purchased BOCES Assessment Reporting Software from the RIC. This software enables us to run a variety of accurate reports regarding BOCES student's performance on elementary and middle school level state assessments. Just recently, Eastern Suffolk BOCES obtained access to the NYStart system, which allows us to generate additional NY State assessment data reports.

Prior to the 2006-2007 school year, all data regarding Regents Exams and Regents Competency Tests were generated at the building level. The data were compiled utilizing a variety of methods improvised by the building administrators, including charts, excel spreadsheets, etc. Beginning in January 2007, ESS began scanning Regents Examinations with the RIC. As a result, a number of detailed reports about Regents results are available to administrators and teachers. Since data reports for Regents Competency Tests are not available through the RIC, ESS has purchased test scanners and Datalink software for this purpose. RCT scanning will be piloted during the January 2008 administration of the tests.

In 2005, ESS began working with administrators from the RIC to provide data analysis training for BOCES special education staff. Initial training was provided for administrators, curriculum teachers, and guidance counselors. In 2006, ESS hired a Shared Data Expert from the RIC to provide staff development in the area of data analysis and data driven instruction. ESS has since hired a second Shared Data Expert. Trainings are ongoing and focus on using data to improve instruction.

The Career and Technical Education Department has made progress in centralizing some of the data collection into their central offices and has established a Data Analysis Initiative Committee to identify and analyze student data and make recommendations regarding program concerns.

Student attendance is now maintained in eSchool, and reports and letters can be generated using this information in a way that is useful to districts and parents. Previously, all attendance was recorded by hand on attendance cards and required hand counting by administrators when this information was requested.

A computer application system called "Cleartrack" is used to generate Annual Student Profile packets electronically. Similarly, records of student discipline are now maintained in eSchool, and letters regarding suspensions can be electronically generated. This has made reporting Violent and Disruptive Incidents to the State much more efficient and has allowed buildings to utilize periodic reports of the number and nature of incidents in their program. Once again, this replaced the old "home grown", disparate systems that were being used by various programs.

Student scheduling in our secondary departmentalized programs is now done electronically, replacing the old manual method. Grade reporting, once down on paper carbon copy NCR forms, is now done by teachers right in eSchool, and progress reports and report cards are subsequently generated in central office for distribution to the student's homes. We also track and report scores for the New York State Alternate Assessments through our electronic system.

We need to continue to refine and enhance our use of our integrated Student Information Management Systems so that we are able to continue to interpret the data, to make data driven decisions and to effectively communicate to stakeholders.

In 2005 the Educational Services Division appointed an administrator to oversee the Student Information Management Systems, giving this important area a renewed focus and emphasis that has resulted in improvement in the systems and better utilization of our student information in many of the ways described above.

**EVIDENCE:**

- *Strategic Plan*
- *e-school system*
- *Website*
- *Intranet / Extranet sites*

**EVIDENCE (continued):**

- *Middle States Planning Documents*
- *Middle States Reports*
- *PeopleSoft System*
- *My Learning Plan*
- *Staff Development – Databases/documents*
- *Professional Support / Data Analysts*
- *Staff surveys*
- *Topics – staff development*
- *NY State Assessment Reports*
- *CoSer Surveys*
- *CTEDS 1 & 2*
- *NRS*
- *CTE Lesson Plan*
- *Agenda/CIO Meetings*
- *E-school user groups*
- *Clear Track*
- *ASP*
- *Goal Bank*



## SECTION TWO: Content of Plan

### Mission Components

The Eastern Suffolk BOCES mission statement clearly identifies what the institution is and what it consistently strives to become. Maximizing the educational and career opportunities for Long Island's diverse community of lifelong learners is its top priority.

#### MISSION STATEMENT...

*Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management, and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.*

As it was originally adopted by the Board in 1999 and accepted by Middle States, then amended in 2004 basically to change the number of districts as a result of a merger while also making a few editorial changes, the ESBOCES mission statement has maintained its relevance and meets the required components of a meaningful mission statement (as noted in all our Middle States Reports):

- Audience: ....Long Island's diverse community of lifelong learners...
- Action: ...provides educational leadership, direct instruction, management and support...
- Aim: ...maximize educational and career opportunities for Long Island's diverse community of lifelong learners...
- Identity: ...an educational cooperative of 51 Long Island school districts...
- Means: ...through quality, cost-effective instructional programs and shared services...

As recommended in the Middle States 1999 Validation Report, the agency adopted a vision statement in 2001 that captures the mission in a concise and memorable way. The vision statement appears on all our documents, our website and materials with our logo.

#### VISION STATEMENT...

Eastern Suffolk BOCES: Educational Services That Transform Lives

## **MISSION TONE and FORMAT**

The mission and vision statements promote excellence and support, continual reflection, growth, and development. They are outcome based and inspiring. The mission is clear and concise and each word is meaningful and communicates a unique aspect of the broad array of ESBOCES elements. The vision is motivating and encourages involvement in this vibrant community.

## **BELIEFS and PARAMETERS**

The nine belief statements continue to express ESBOCES fundamental values accepted by the Agency's constituencies. Each belief grows in strength and significance throughout the years. The agency's members strive to put these beliefs into practice and make them real. The beliefs serve as the moral compass for the Agency. They communicate "matters of faith", not always "matters of fact."

BELIEFS (*As amended by Board, 11-21-00*)

We believe that ...

- we are a diverse community of reflective, lifelong learners, both children and adults
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service
- respect, honesty, and trust are essential in all our interactions
- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success
- the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society
- successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all their energies to fulfill the expectations of those who count on them
- effective communication of accurate information within the agency and to all our stakeholders enhances involvement and reduces conflict
- production of quality outcomes depends on the collective effort of a well-trained, motivated and healthy workforce who are encouraged to express their opinions
- everyone has the right to a safe, healthy and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness

The beliefs are inspiring and empowering. They are fully communicated to stakeholder groups in our written materials, on the website, in our strategic plan, and in our new employee orientations.

The Eastern Suffolk BOCES parameters are procedural guidelines that govern the actions of the Agency. They are planning parameters that provide a framework upon which the agency and its constituents should act. They have been established by the Board and continue to be an important base for the agency's mission.

**PARAMETERS** (Adopted by the Board 11/30/99):

**Eastern Suffolk BOCES will always be visionary in planning for the future while operating within the following parameters which have been established by the Board:**

Eastern Suffolk BOCES will only provide programs and services that conform to our mission.

Eastern Suffolk BOCES will always follow all established policies, laws, rules and regulations governing our agency.

Eastern Suffolk BOCES will always abide by negotiated agreements with all employees and will follow all applicable labor laws, rules, regulations, and guidelines.

Eastern Suffolk BOCES will always engage in business practices that conform with laws, rules, and regulations and that follow applicable guidelines, including standard accounting practices.

Eastern Suffolk BOCES will not tolerate discriminatory practices, prejudice or harassment of any kind.

Eastern Suffolk BOCES will always use respectful interpersonal interactions and peaceful methods of conflict resolution in its daily operations and will never tolerate speech or actions which compromise the dignity of the individual.

Eastern Suffolk BOCES will always be truthful.

Eastern Suffolk BOCES will always expect the highest level of performance from our staff and the highest level of achievement from our students and will provide a supportive environment for their work.

Eastern Suffolk BOCES will always maintain a safe, secure, and healthy environment for our students and staff.

Eastern Suffolk BOCES and its staff will never use partisan politics or personal gain as a basis for decision-making or actions, and will disclose all potential conflicts of interest.

Eastern Suffolk BOCES will always use a participatory management approach which relies upon total quality principles and practices.

## Profile of Graduates

As Eastern Suffolk BOCES serves such a widely diverse population of students, two separate Graduate Profiles were written. One of the profiles identifies the expectations for the students enrolled in the Career programs, the other for the students enrolled in the Special Education programs. The profiles were developed by two groups of stakeholders one from each of those departments. The profile drafts were then reviewed and revised by the Reaccreditation Planning Team members

As Eastern Suffolk BOCES does not issue diplomas to its students, we do not technically have "graduates" but "completers". When students complete our programs, 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 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.

### CTE/SCE Student Graduate [APPROVED 2-7-08]

A student who completes a program of study in any of the Eastern Suffolk BOCES Career and Technical and/or Special Career Education program, 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.

### **Special Education Student Graduate [APPROVED 2-7-08]**

A graduate of 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, small and large group environments.
- Knowledge of, and competency in, interacting with people of diverse backgrounds.

See official "ESBOCES Student Completer Profiles" insert for ESBOCES 2008-09 School Calendar.

## **Objectives**

The eight major strategic objectives and their related operational objectives in the ESBOCES 2007-08 strategic plan reflect the major work done over the past seven years by the agency toward accomplishing its twelve goals (outlined below) and carrying out its mission.

### ***Goals As Amended by the Board, 11-21-00***

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:

#### *I. HIGH STANDARDS*

Eastern Suffolk BOCES will ensure that every student who is educated in a 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.

#### *III. QUALITY MANAGEMENT*

Eastern Suffolk BOCES will deliver the highest quality programs and services by incorporating quality management principles and practices in all operations and by empowering all staff to engage in continuous improvement and process improvement.

#### *IV. PROGRAM AVAILABILITY*

Eastern Suffolk BOCES will ensure availability of its programs throughout the regional area by bringing learners to programs and programs to learners in efficient, cost-effective ways.

#### *V. RESOURCING AND OPERATIONAL EFFICIENCY*

Eastern Suffolk BOCES will operate with optimum efficiency consistent with the delivery of high-quality, cost-effective programs and services and will actively search for non-district funding sources to aid in accomplishing its goals.

#### *VI. TECHNOLOGY*

Eastern Suffolk BOCES will develop and use an integrated system of technology to improve communication, enhance operational and instructional effectiveness and efficiency, and foster increased student achievement.

#### *VII. STRATEGIC PLANNING*

Eastern Suffolk BOCES will 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. SPACE AND SAFETY*

Eastern Suffolk BOCES will ensure that sufficient, appropriate space is available for all BOCES programs throughout the supervisory area on a continuing basis and that all students and staff have a safe 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 BOCES programs and services and are aware of their academic, financial and career benefits.

*X. INTERNAL COMMUNICATIONS*

Eastern Suffolk BOCES will ensure that all staff are fully informed about BOCES programs and services in a timely manner and involved in addressing issues that affect them.

*XI. STAFF RECRUITMENT AND RETENTION*

Eastern Suffolk BOCES will enhance its organizational value by recruiting and retaining a highly qualified and fully diversified staff who reflect Long Island demographics, meet student needs, and improve the agency's ability to reach its mission and goals.

*XII. RESEARCH AND DEVELOPMENT*

Eastern Suffolk BOCES will establish a priority for research and development to ensure that its programs continue to meet the present and future needs of its students and districts.

Completed action plans and milestones are listed in the plan with current objectives and activities described in the back section of the plan.

The number one strategy is to improve the educational outcomes of BOCES students. The remaining seven strategy statements support that strategy as well as the overall mission to maximize the educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

Besides the objectives in the strategic plan, each of the remaining instructional program sites have tracked their results through the years as part of their AFG process. These will all be infused into the overall agency student performance objectives for the 2009-2016 years and the integrated agency accreditation.

The summaries of both sets (the agency and the sites) of objectives include a narrative summary, as well as the baseline and annual results available in a separate document.

## **Constituent Support for Mission, Beliefs, and Objectives**

The overall constituents have some knowledge of the mission, beliefs, and objectives and are able to indicate ways the agency implements the concepts identified in the documents. Briefings are given to all new employees. Information about the strategic plan and the AFG process are communicated throughout the agency via website, printed materials (such as CORE brochure, Highlights newsletter, calendar), faculty meetings, SDM and other meetings. Administrators throughout the agency may be more aware about the documents and concepts than other levels of the constituency, but it varies from building to building and program to program.

### **Action Plans**

The action plans in the agency strategic plan are comprehensive, and clearly defined. They are logical and ensure growth toward the achievement of the objective and its related goals. They include the necessary activities, target dates for completion, responsible persons/group, status/outcome descriptors, resources required, baseline data, implementation measures, results, and required information for measures.

Some of the action plans still need to establish relevant baseline data and results. A few areas have their baseline and current result data in separate documents and not summarized in the strategic plan. This is an area in which the agency is struggling to improve, but has made considerable gains since 2000.

#### **SECTION TWO**

##### **EVIDENCE:**

- Strategic Plans – agency and sites
- Middle States Reports and Planning Documents
- Website
- Print Items
- Summary of Objectives
- Profile of Completers
- Edward J. Milliken Scholarship Application
- Scholarships
- Graduation Program



## **SECTION THREE: Self Assessment of Standards For Accreditation**

### **Process for Self-Assessing the MSA Accreditation Standards**

Since 2000, the agency has been periodically reviewing its status related to the ten Middle States Standards for Educational Service Agencies. (See comparison below.) Then beginning in 2002, each of the then seventeen ESBOCES instructional program sites assessed themselves based on their self-study of the twelve Middle States Standards for Schools and again later for their mid-point reviews in 2006.

Ongoing discussions are held at faculty, staff, shared decision-making meetings, and annual strategic planning council meetings related to strengths, weaknesses, problems, and solutions that arise. The changes and evolutions in the agency strategic plan as well as the site plans, are testimony to the spirit of reflection, improvement, and growth in the agency. Many of the standards and indicators that were perceived to have weaknesses in the agency's performance have and are being addressed.

There has been noticeable growth in the areas of communication, data management, resources (learning, media services and technology), business practices, and human resources development. These are still areas that will continuously need to develop, grow, and change based on the agency and region's needs and, as in the past, will be reflected in the strategic plan.

#### **EVIDENCE:**

- *Middle States Standards Survey Reports – 2000 and 2005*
- *Middle States Planning Documents and Reports*
- *Highlights newsletters*
- *Dialogue newsletter*
- *Audit Reports*
- *Internal Audits*
- *E-rate Audit*
- *Comptroller's Reports*

**Major Staff Concerns from Internal Scans of Agency Performance  
On Agency-wide Middle States Standards**

<b>YEAR 2000</b>	<b>YEAR 2005</b>
<ul style="list-style-type: none"> <li>• Maintenance of grounds</li> <li>• Variety and appropriateness of instructional space</li> <li>• Learning media services, technology and instructional materials</li> <li>• Overall technology in Agency</li> <li>• Parking</li> <li>• Employee morale</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and security with agency owned and leased buildings</li> <li>• Financial and human resources (not enough)</li> <li>• Up-dated learning materials and technology within academic sites</li> <li>• Business practices concerning budgeting and accounting principles</li> <li>• Stakeholder input and communication related to agency-wide decision making</li> </ul>
<p>Total Respondents: 376 (Sampled 5 Board members, 371 staff)</p> <p>Overall rating of standards = over '3' on 1-5 scale</p> <p>1 = not implemented 2 = implemented 5 = strongly implemented</p>	<p>Total Respondents: 1021 (out of 2188 employees who were sent survey)</p> <p>Overall rating of standards = most standards are being implemented</p> <p>Ratings: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know</p>
<p><b><u>Standard Areas Needing More Attention</u></b></p> <p>Resources (Financial, physical, human) Business Practices Results / Outcomes Human Resources Development</p>	<p><b><u>Standard Areas Needing More Attention</u></b></p> <p>Resources (Financial, physical, human) Business Practices Organizational and Administration Human Resources Development</p>

## **SECTION FOUR: Accreditation Maintenance Requirements**

### **Accreditation Maintenance Requirements**

Eastern Suffolk BOCES carefully tracks and fulfills all accreditation maintenance requirements. The dues and fees are paid on time. Annual profiles are updated continuously and team visit nomination forms are completed and updated throughout the year. Each year, Eastern Suffolk BOCES has submitted the names of many employees for visits elsewhere. Numerous staff members have been asked and have participated in visits as team members, chairs, and co-chairs. The agency considers this professional development and fully supports participation. Members have also attended and facilitated Middle States briefings and workshops throughout the years.

Since 2002, the agency has had two successful and informative Mid-Point Reviews and the fourteen remaining sites have each had their mid-point reviews. Effective and pertinent information was prepared for all the visiting members and support was given to all teams to allow for rich and accurate reports.

#### **EVIDENCE:**

- *Middle States Planning Documents – Agency and Sites*
- *Middle States Reports – Validation and Mid-Point Reviews – agency and sites*
- *Business Services fiscal reports*
- *Middle States Annual Profiles*
- *Middle States Team Nomination Forms*
- *Middle States Workshop Registration*

## SECTION FIVE: SUMMARY OF APPRAISAL RUBRIC

<b>THE PLANNING PROCESS</b>				
Our institution can provide...	Limited Evidence or No Evidence	Adequate/ Basic Evidence	Good Evidence	Exceptional Evidence
<b>Institution Profile/Context of Institution</b>				X
<b>Planning Team Composition</b>				X
<b>Planning Team Operation</b>				X
<b>Role of Internal Coordinators</b>				X
<b>Role of Governing Body</b>				X
<b>Role of Administration</b>				X
<b>Communication and Awareness Activities</b>				X
<b>Action Plan/ Implementation Teams</b>				X
<b>Annual Review Processes</b>				X
<b>Data Management Processes</b>				X
<b>CONTENT OF THE PLAN</b>				
Our institution can provide...	Limited Evidence or No Evidence	Adequate/ Basic Evidence	Good Evidence	Exceptional Evidence
<b>Mission Components</b>				X
<b>Mission Format and Tone</b>			X	



	Limited Evidence or No Evidence	Adequate/ Basic Evidence	Good Evidence	Exceptional Evidence
<b>Constituent Support for Mission, Beliefs and Objectives</b>		X		
<b>Beliefs</b>				X
<b>Profile of Graduates</b>				X 2/7/08
<b>Objectives</b>			X	
<b>Action Plans</b>				X
<b>REVIEW OF MIDDLE STATES ASSOCIATION ACCREDITATION STANDARDS</b>				
Our institution can provide...	Limited Evidence or No Evidence	Adequate/ Basic Evidence	Good Evidence	Exceptional Evidence
<b>Process for Reviewing Middle States Accreditation Standards</b>				X
<b>ACCREDITATION MAINTENANCE REQUIREMENTS</b>				
Our institution can provide...	Limited Evidence or No Evidence	Adequate/ Basic Evidence	Good Evidence	Exceptional Evidence
<b>Accreditation Maintenance Requirements</b>				X

## SECTION SIX: ADDITIONAL APPRAISAL QUESTIONS

### APPRAISAL OF THE ANALYSIS OF THE RUBRIC (Compilation 11/15/07 and 1/17/08)

- Using the rubric, identify the areas where the agency feels it has experienced the greatest amount of growth:

The major areas of growth Eastern Suffolk BOCES has experienced since 2000 have been in our strategic and long-term planning processes, relationship building within and outside of the agency, communication and technology systems, building cultural competence, the value and quality of our programs and services, and building a responsive and effective organizational structure and leadership system.

Our strategic, long-term planning processes have become totally integrated into our way of work (see *“Profile/Context, Section I, Part Two “Planning Team Composition and Operation”, p. 14; and Part One “Governance and Planning”, p. 3).*

The agency’s role as a regional leader has expanded, as staff have continuously built relationships within and outside of the organization. Our advocacy role has grown as we have become more of a regionally universal resource on K-12 education. (See *Profile/Context, Section I, “Structure”, p. 3-7; and “Current Issues” - “State Aid/School Finance”, p. 9; “Sharing Services”, p.11; “NCLB”, p.11-12).*

Another area of greatest growth is in communication and technology systems. (See *Profile/Context, Section I, Part Six “Communication and Awareness Activities” p.22 and “Middle States Accreditation for Growth Agency Objectives and Results – Strategic Action Plan V.A. BOCES Communication Initiatives p.27,28; Strategic Action Plan IA., Improving the Educational Outcomes of BOCES Students, p. 7-10; Support Services to School Districts to Improve Student Outcomes p. 16-18; Strategic Action Plan VII.A Management Services Division Mission Achievement p.34-38; and Strategic Action Plan VIII.A Supporting Educational Opportunities through Technology Services p.39-43).* Communication to external and internal stakeholders has expanded. Stakeholders are more willing to provide feedback and see action as a result of their feedback. There is greater unity and communication throughout the various programs and increased staff awareness.

Numerous upgrades related to the Middle States Learning Media Services and Technology Standard were implemented throughout the past several years (*See Appendix C – Self-Study Document; Profile/Context Part Nine “Data Management Processes, p. 27-31*). The agency is committed to continuous evaluation and implementation of the necessary and appropriate resources for its students and staff.

In a region that is one of the third most racially segregated areas in the country, Eastern Suffolk BOCES has made great strides in implementing strategies and activities to build cultural competence within its own agency as well as serve as a resource for its districts and regional community. (*See Strategic Action Plan I.A. Improving the Educational Outcomes of BOCES Students, p. 1-2, 10-12; Strategic Action Plan III.A Educational Support Services to School Districts to Improve Student Outcomes, p.16-18; Strategic Action Plan IV.A Human Resources Administration, p.19-26*).

The value and rigor of our programs have grown. Extensive curricula review is ongoing. Enrollment and program offerings have increased. The agency has developed broader expertise in special education and career and technical education. Special education services have been improved and refined. Concentrated work has been done to ensure meeting and surpassing federal and state regulations. Students, parents, and districts show they value their programs (*See CoSer Survey results; Middle States Survey results; Middle States Accreditation for Growth Agency Objectives and Results 2002-2007*).

The organizational structure and leadership team has grown in its flexibility, effectiveness and responsiveness to the needs of the region. (*See Profile/Context “Structure”, Part I, p. 3-7; “The Role of the Administration”, p.20-21; “Current Issues”, “Salary Cap/Role of District Superintendent”, p. 9-10*).

• **Using the rubric, list the agency’s overall strengths:**

- Overall commitment to planning process
- Expertise of staff
- Vision/pro active
- Relationships
  - Administrative/Union
  - Staff – collaboration
- ‘We’ mentality – sharing
- Commitment to ongoing staff development
- Confidence, self esteem
- Institutional change

- Brings students from region together (diversity)
  - District Superintendent /Chief Operating Officer leadership model
  - Agencywide systems
  - Planning process
  - Governance practices of Board
  - Mission
  - Relationships with component school districts
  - The diversity of our component school districts
  - The ability to respond and adapt to change
  - ESBOCES as a unifying force in the region
- **Using the rubric, list the agency's overall areas for improvement:**
- Diversify resources / seek additional resources (budget)
  - Continue to collaborate / dialogue on program/cost issues for planning purposes 'in district', at BOCES
  - Gathering data on student post-secondary outcomes
  - Improving student achievement
  - Investigate 'growth model' for student assessment
  - Data analysis and practical application
  - Long range planning for facilities
  - Celebrating success
  - Partnerships with Higher Education
  - Documenting results
  - Documenting policies, procedures, regulations
  - Internal Communication
  - Developing regional grants
  - Diversifying resource base to support regional mission

## **SECTION SIX: ADDITIONAL APPRAISAL QUESTIONS**

### **APPRAISAL OF THE PLANNING PROCESS (2/7/08 MEETING)**

- **What changes did the institution make to the planning process over the last five years? Did the Planning Team change? Has/have the Internal Coordinators changed? What group of stakeholders has overseen and monitored implementation of the action plans? What changes, if any, have been made to the way the institution plans and makes decisions about its plans for institutional improvement?**

There have been some changes in the planning process over the past several years, but ESBOCES has basically used the same AFG planning model throughout. The planning team members have changed and the internal coordinators have changed. There have always been Annual Council Reviews of the work, though some of the members have changed. (*See Planning Team Composition and Operation, Part Two of the Profile p.14-16; Role of the Internal Coordinator, Part Three, p.17-18; The Role of the Governing Body, Part Four, p.19; The Role of Administration, Part Five, p.20-21*). Action plans are implemented through the various staff and network groups. Everyone involved monitors his/her work and through the leadership of the administrative council and their stakeholder networks, has input for agency improvement (*See Action Plans, Part Seven, p.24-25; Annual Review Process, Part Eight, p.26; Data Management Processes, Part Nine, p. 27-31*).

Throughout the past seven years, there have been changes in our accreditation cycles based on our organizational and planning developments. The Agency had its first validation visit in 1999 and was accredited in 2000. Then later in 2001, the three agency divisions had their validation visit, and were accredited in 2001. In 2002, the agency and three then current divisions had their mid-point review. Another mid-point visit to the agency occurred in 2005, as summarized in the 2005 Mid-Point Review Report:

#### ***Changes to the Agency's Middle States Accreditation***

*The Mid-Point Review Report of July 2002 documented a discussion between the leadership of the Eastern Suffolk BOCES and the Middle States Commission on Secondary Schools regarding the need to rethink the accreditation term for the Eastern Suffolk BOCES and its*

*Divisions given all the changes that had occurred in the Agency since it was first evaluated in 1999. Following that visit, MSCSS' Executive Director and the Chief Executive Officer of the Eastern Suffolk BOCES entered into conversations to determine what would be best for the Agency, especially with the impending evaluation visits to the BOCES' instructional programs.*

*In May 2003, the Middle States Committee on Institution-Wide Accreditation approved changes to the accreditation of the Eastern Suffolk BOCES to correspond with changes within the Agency that have occurred since the original Validation Team's visit in 1999. These changes are as follows:*

- *The Eastern Suffolk BOCES' current accreditation terms (for the Agency and the three Divisions) will be extended to May 1, 2009. This new accreditation term would then correspond with the accreditation terms of 17 individual instructional sites.*
- *Separate accreditation of the three Divisions (Educational Services, Management Services, and Regional Services) will be discontinued and, instead, combined with the accreditation of the Agency. The functions and operations of the Divisions will be addressed as applicable during the self-study process and team visits involving other units of Eastern Suffolk BOCES.*
- *An additional onsite Mid-Point Visit to the Agency will be scheduled after all instructional sites have hosted their accreditation teams.*

*During this Mid-Point Review, the Chief Operating Officer asked that consideration be given to yet another change to the accreditation structure for Eastern Suffolk BOCES. Because of the changes that have taken place both organizationally and in the strategic plan over the last several years and because of the reduction in the number of instructional sites due to a decline in special education enrollment, it would make more sense, he offered, to recognize that there is now one organization with one strategic plan by either accrediting the Agency as a whole or accrediting the Agency and the Educational Services Division separately when the current accreditation terms expire in 2009.*

In 2003 and 2004, seventeen educational services instructional program sites had validation visits and were accredited in 2004. In the Spring and Fall of 2006, the fourteen remaining sites had successful mid-point reviews.

In 2005, Middle States confirmed that it would be better for the agency to continue for reaccreditation as a whole instead of as separate sections, since there is one strategic plan, one organization, and a fluid number of educational services, based on district needs.

3/11/08

## **SECTION SIX: ADDITIONAL APPRAISAL QUESTIONS**

### **APPRAISAL OF THE CONTEXT OF THE INSTITUTION (2/7/08 MEETING)**

The Reaccreditation Planning Team met and discussed the context of the institution over several meetings in 2007-08. At the January 2008 meeting they listed some of the more significant and important ways the agency has changed over the past several years (*See chart below and Section One through Four of the Profile/Context 2007 document*).

- **In what significant and important ways has the institution changed in the last five years?**

- Agency providing additional support to SED with less financial support
- Use of technology throughout agency has improved and increased
- Channel 57 – expanded expectations for the District Superintendent
- Organizational structure
- Meeting Regents standards
- Increased collaborative efforts with higher education
- Now a “fact” based organization
- More data available
  - data driven decision making
- Reputation has grown
- Communications / Media coverage has improved and expanded
- Broader base funding sources are being found
- District Superintendent /Chief Operating Officer roles and responsibilities in response to regional and statewide needs
- Staff more aware of business practices
- Regional research and advocacy leadership role has developed
- Agency’s ability to reach out to school districts through different networks has improved
- Acknowledgement of the need for diversity
- Strategic planning process has strengthened
- Demand for CTE services has increased
- Academic credit for courses has expanded
- Data collection/analysis support has grown
- More of an integrated agency
- Facilities meeting the needs of programs
  - more systems/procedures
  - technology needs being met
- More selective in the type of space we acquire and length of the leasing agreements/terms
- Business practices improved
- Awareness of policies/regulations is greater
- Resources more available
  - staff more aware of resources
- Smaller special education population with higher degree of need

- Request for stakeholder input to improvement programs
- Accountability
- Increase diversity in student population
- Decreased enrollment in special education
- Increased collaboration
  - Internal – reducing isolation
- Funding streams from Albany
- Long term planning happens
- Interactions with Business and Suffolk County Superintendents Association
- Political Advocacy has increased
- Work in Cultural competence is greater
- Communication to external stakeholders has increased and diversified
- Value of programs – parent perception is greater
- Increase in # and diversity of programs
- Enhancement of quality programs and services
- Investment in curriculum resources
- Students value BOCES program they attend
- Administrative structure – district superintendent/chief operating officer– internal/external
- Stakeholders more willing to provide feedback – see action as a result of feedback
- Overall commitment to planning process is greater
- Vision/pro active
- 'We' mentality – sharing
- Commitment to ongoing staff development

- **What external and internal events and trends are affecting and will affect the institution's ability to achieve excellence in student performance? How should/will the institution respond and attend to these events and trends?**

EVENT / TREND	RESPONSE
SED and Governor's Office IDEA, NCLB Foundation Formula Potential property tax cap Uncertainty about state aid Funding streams	Regional Advocacy link to Governor and legislators Develop relationships with SED, Govt., etc. Work with U.S. Congressman Tim Bishop Gather info from constituents Regional Networks
Gap between contract award and fiscal approval	Unity among three L.I. BOCES Priority of BOCES Boards and school districts
L.I. economy - less available local dollars - transformations affecting CTE	Look for new business partnerships
Demographic changes, Increasing diversity	Facility needs Communicating with different groups, meeting the needs
Recruiting/Retaining Staff	Better Aligning intra-district programs Bilingual certification Continued focus on HR needs ESBOCES as a Community resource Change perceptions about ESBOCES
Indirect Cost – grant awards	Consider indirect costs look for differing amount SED should make more funds available.
Rate of turn over among school district leaders	Promoting from within Help districts build capacity



EVENT / TREND	RESPONSE
	Bring university to site Continue resources for ESB networks, not duplicating professional network work Provide more support for entire level district people
Lack of knowledge about BOCES	Success stories about staff/students Highlight new employees Continue annual Strategic Plan conference Community outreach – promote success to general public, higher ed., etc. ESBOCES should stay ahead of the trend
Certification process	TV show produced by CTE Partner with higher ed to provide CTE courses Recruit Student Alumni (formal process needed)
SED's ability to serve the State	Advocacy Building relationships
Growing ELL / LEP population	Translating Support district recruitment Promote BETAC more
Agency leaders retiring	Succession planning
Growth Model + - for student performance, accountability	Investigating it, waiting to see what NCLB position ourselves to support developmentally based models
ESBOCES collaborative initiatives with SED+	Continue, build new relationships
STEM initiatives + - State and Federal	Continuing collaborations
Partnerships with Higher Ed.	Continue, strengthen, build new ones
Exploring alternative funding sources	Continue Network
Civil Service	Meet with Suffolk County Civil Service
Decreased enrollment in Special Education	Improve class size ratios

3/18/08

**SECTION SIX:  
ADDITIONAL APPRAISAL QUESTIONS**

**APPRAISAL OF STUDENT PERFORMANCE OBJECTIVES  
(2/7/08 MEETING)**

After reviewing the results of both the agency and educational services objectives (*See Agency Objectives and Results 2002-2007; Educational Services-Sites Student Performance Objectives and Results 2002-2007*), the Reaccreditation Planning Team recommended to continue the eight areas of strategic focus, but update and revise the objectives, baseline data, and measures and perhaps add another area of strategic focus. The future proposed objectives began to be developed in March, 2008.

- **Provide summary of student performance results on assessments used to measure achievement of the AFG or VTV student performance objectives. (NOTE: Response to this question should be brief and may be presented in a table format to show progression in results over the past five years on each measure of the objectives. Include the original objectives, measures, and baseline data.)**
- **To what extent, has the institution achieved each of its student performance objectives? If the institution did not achieve all or some of its objectives, what were the factors (root causes) that either contributed to or hindered success?**
- **Has the institution and its community grown in its capacity to plan for and produce improvements in the areas as of student performance identified by its objectives? If yes, in what ways has it grown? If no, why has it not grown and what must be done so that it can grow?**
- **Is the institution satisfied with the growth that has occurred? How did the institution respond when progress slowed or dropped below previous results?**

Review of 8 ESBOCES 2007-08 Strategy Statements/Objectives  
Recommendations for 2009-2016  
Results of Planning Team Workgroup Reviews 2-7-08

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**I.A Improving the Educational Outcomes of BOCES Students**

By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special, career, and adult education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and job settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum and/or to curriculum reflecting the NYS standards. There will be a measurable increase in the number of secondary students earning diplomas. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting and who have improved standing for entry into the job market or higher education. This will be achieved and measured through the establishment of a comprehensive program based upon this action plan and the indicators of the State Performance Plan and P-16.

- I.B Improving the Educational Outcomes of BOCES Special Education Students in Integrated Settings
- I.C Implementing a New computerized Student Management System
- I.D [NEW] Implementation of New High School Level Math Courses and Regents Exams
- I.E. [NEW] Collaborative Plan for Merger of the Brookhaven and Jefferson Academic Centers
- I.F Career, Tech and Adult Ed Program Relocation, Student Data Analysis and Effectiveness Measures
- I.G Staff Development in Cultural Competence for Agency Staff
- I.H Student Programs in Cultural competence for BOCES Students
- I.I [NEW] Transition of Director of Career, Technical and Adult Education Programs

*Comments from Planning Team:*

- *Yes, continue*
- *Add behavioral objectives*
- *Blend in site with I.A*
- *We see improvement*
- *Improve documentation of demonstration of progress*
- *Adult Education? Where is it in the plan?*
- *Continue Plan*

## **II.A Assuring Equitable Facilities for All BOCES Students and Staff**

By July 2009, all BOCES students and staff shall be educated and work in facilities that meet agency-wide standards established by the BOCES to effectively and efficiently: assure the health, safety, and reasonable comfort of all occupants; enhance the learning and working potential of students and staff; and meet all regulatory requirements.

- II.B Space Utilization
- II.C [REVISED] Agency Wide-Facilities Assessments
- II.D [NEW] Operations and Maintenance Project Management

*Comments from Planning Team:*

- *Yes, continue*
- Response:*
- Annual inspections*
  - Custodial Standards*
  - Facilities Study*
  - Safety committees*
  - Create a strategic action plan related to facilities*
- *Making progress*
  - *Addressing needs*
  - *Continue*

## **III.A Educational Support Services to School Districts to Improve Student Outcomes**

By June 2009, the Department of Educational Support Services will assist districts to reach their goals of improved student outcomes, through staff and curriculum development and the use of instructional technology. The foundation of all ESS activities will be the New York State Learning Standards and research-based best practices that support academic, social and emotional growth of all students. ESS activities will be aligned to ensure that services integrate seamlessly and reinforce common outcomes and strategies.

- III.B Regional Staff Development and Student Programs in Cultural Competence for Eastern Suffolk BOCES Component Districts

*Comments from Planning Team:*

- *Yes, continue*
- *Appear to be providing service (CoSer Survey)*
- *Need clear data to reflect quality/quantity of services*

- *Continue*
- 

#### **IV.A Human Resources Administration**

By the year 2009, Eastern Suffolk BOCES Department of Human Resources will: 1) develop initiatives to recruit, hire and track a culturally and racially diverse workforce; 2) assure that all Eastern Suffolk BOCES employees participate in professional development so that they meet annual certification standards and have the opportunity for career advancement; 3) develop and implement systems for evaluating staff; and 4) develop and implement systems for tracking staff.

IV.B Evaluation Assurance Phase II

IV.C [REVISED] Recruitment and Retention of a Culturally and Racially Diverse Workforce

*Comments from Planning Team:*

- *Yes, continue*
  - *Create strategy for providing more support to school district administration*
  - *Develop regional strategies*
  - *Moving ahead*
  - *Making progress – internal/external*
  - *Continue*
- 

#### **V.A BOCES Communication Initiatives**

By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. By 2008, there will be a measurable increase in the percent of Eastern Suffolk BOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.

V.B Develop Cross-functional Team

*Comments from Planning Team:*

- *Yes, continue*
  - *Progress*
  - *Parent info on special education services*
  - *Balance with district limitations and concerns*
  - *Communicate linkages and partnerships (identify)*
- 

#### **VI.A Research and Program Improvement**

By July 2009, Eastern Suffolk BOCES will improve its capacity for research and program improvement 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) the capacity to survey stakeholders for program improvement efforts; and 5) grants administration.

VI.B Agency-wide, Divisional and Site Accreditation

VI.C Establishing a Consortium of Grants Administrators

VI.D [NEW] Research Performance and Capacity

*Comments from Planning Team:*

- *Yes, continue*
- *Develop strategies to train people to use and understand data*
- *Research and program improvement should be integrated into all goals.*
- *Research/Planning*

- *Progress*
  - *Continue*
- 

## **VII.A Management Services Division Mission Achievement**

By July 2009, the Management Services Division will increase its capacity to achieve, and the achievement of, its mission by: providing effective needs-based staff development to divisional and agency staff; continuing to improve internal controls agency-wide; continuing to improve internal divisional systems and processes; continuing to improve existing and/or creating new services to both external and internal customers; and increasing the internal and external leadership / resource / support role of all administrators and other appropriate staff within the division.

- VII.B Review, Revise, Establish, and Publish or Re-Publish Rules, Procedures, Practices, and Forms
- VII.C Revamping the Billing System
- VII.D Creating 5 Year Technology Plan to Improve Productivity
- VII.E Expand Extranet
- VII.F Enhance Division's Leadership Position in School Finance, Business Management, Operations, and Information Technology

### *Comments from Planning Team:*

- *Continue, but revise*
  - *Progress*
  - *Continue*
- 

## **VIII.A Supporting Educational Opportunities through Technology Services**

By the year 2009, Eastern Suffolk BOCES will offer new and enhanced technologies to improve the efficiency and strengthen the quality of the programs and services offered to all members of our educational community.

- VIII.B Assess the Services Provided by the Regional Information Center
- VIII.C Review of RIC Pricing Structures and Service Offerings
- VIII.D RIC Research and Development of Expanded Network Solutions
- VIII.E RIC Project Management Tracking Procedure
- VIII.F RIC Research and Development Procedures
- VIII.G RIC Contract Management Procedures
- VIII.H RIC Disaster Recovery Plan Development

### *Comments from Planning Team:*

- *Continue, but revise*
- *Progress / Continue*



## **SECTION SIX: ADDITIONAL APPRAISAL QUESTIONS**

### **APPRAISAL OF ACTION PLANS**

- **Provide a summary of the current status of the action plans to achieve the student performance objectives. Indicate steps that have been completed, are in process, have not been done, and/or have been abandoned. Indicate other action steps that have been added.**

Since 2000, there have been 48 action plans completed related to the agency's eight major strategic objectives and numerous related operational objectives. The action plans are used as ongoing framework documents, are reviewed by the Administrative Council as a group twice a year, and formally revised at the end of each year to prepare for input at the summer Annual Council meeting. Departments use the plan as an ongoing planning and measuring tool.

Each year, the agency also tracks "milestones" in its plan, which are important completed activities that are part of Action Plans that may or may not yet be fully completed. As of the beginning of the 2007-08 year, there were 59 milestones recorded as well.

In the 2007-08 plan, which will again be updated before the validation visit in December 2008, there are eight major strategic objectives. The first and most important is "Improving the Educational Outcomes of BOCES students." The other seven major objectives support the #1 objective as well as the overall mission and goals of the agency. Each of the major objectives has a number of related operational objectives. Both the strategic and related operational objectives have action plans. Since 2000, the major areas of focus in the strategic objectives have remained the same with the operational objectives changing and evolving as they were completed. (*See the various Strategic Plans from 2000 -2007; and Profile Section Two: Content of Plan, Part Seven, "Action Plans"*)

## **SECTION SIX: ADDITIONAL APPRAISAL QUESTIONS**

### **APPRAISAL OF CONTINUING AND ANNUAL REVIEWS**

- Describe the process used to conduct annual reviews. Indicate who was involved and with what results.
- Provide records and descriptions of celebratory events and activities
- Provide selected samples of evidence of improved (student) performance (*thank you letters from parents, districts, etc.*)

The process used to conduct annual reviews is described in Section One, Part Eight "Annual Review Process" of the Appraisal Rubric Profile.

Samples from the large body of evidence of celebratory events and activities, improved student performance are available in various notebooks and displays available to the team.



**A Sample of Eastern Suffolk BOCES Stakeholder Groups  
2008**

<b>ESBOCES BOARD AND CENTRAL ADMINISTRATION</b>	<ul style="list-style-type: none"> <li>• Communications and Legislation Committee</li> <li>• Policy Committee</li> <li>• Agency-wide Issues</li> <li>• Board Liaison Program</li> <li>• Administrative Budget Planning Team</li> <li>• Regional Information Budget Planning Team</li> <li>• Educational Services Budget Planning Team</li> <li>• Audit Committee</li> <li>• Chief School Administrators</li> <li>• Chief School Administrators – Cluster</li> <li>• New Chief School Administrator Orientation</li> <li>• Children’s Health collaborative (County, School)</li> <li>• Bargaining Units and Executive Boards</li> <li>• Agency Shared Decision Making</li> <li>• Suffolk PTA</li> <li>• Long Island Association</li> <li>• Suffolk County Shared Services Initiative Team</li> <li>• NYSED</li> </ul>
<b>EDUCATIONAL SERVICES DIVISION</b>	<ul style="list-style-type: none"> <li>• Special Education Directors (District Contacts)</li> <li>• Regional Space Planning Committee</li> <li>• Central SDM (Shared Decision Making) Committee</li> <li>• Asst. Superintendents of Curriculum and Instruction</li> <li>• Department and Building SDM's</li> <li>• CTE Advisory Council             <ul style="list-style-type: none"> <li>Parents</li> <li>District Personnel</li> <li>State and Regional/Local agencies: VESID, DOL, LI Business News, LI Works Coalition</li> <li>Regional Business and Industry Representatives</li> </ul> </li> <li>• Parent Group/Parent Foundation</li> <li>• LIACTEA - Regional</li> <li>• Student Youth Club Organization - SkillsUSA</li> <li>• ACTEA - State</li> <li>• ACTE - National</li> <li>• District Contact meetings - Counselors of our component high schools</li> <li>• Suffolk County Principals - Component High School Principals</li> <li>• Suffolk County Counselors Association (Western and East End)</li> <li>• CASE Meetings</li> <li>• Council for Exceptional Children</li> <li>• Postsecondary Institutions (Colleges and Trade Schools)</li> <li>• National Honor Society</li> <li>• Technical National Honor Society</li> <li>• PTO, PTA</li> <li>• Special Education Task Force</li> <li>• Model Schools Celebration of Technology in Education</li> <li>• Health Care Facilities/Providers</li> <li>• Department of Health</li> <li>• L.I. BOCES Collaboration</li> <li>• LIASEA</li> <li>• NYSED</li> </ul>



<p style="text-align: center;"><b>MANAGEMENT SERVICES DIVISION</b></p>	<ul style="list-style-type: none"> <li>• Management Services meets with the School Business Officials – ESBOCES led meeting</li> <li>• Management Services meets with the School Business Officials - Suffolk ASBO meetings, Statewide BOCES Business Officials meetings &amp; NYSASBO meeting, and International ASBO</li> <li>• Management Services meets with the Supt.'s as a resource and speaker at COO's Chief School Administrator meetings</li> <li>• Management Services meets with the Board's Management Services Committee</li> <li>• Long Island Education Coalition</li> <li>• Assoc. Superintendent for Management Services (and Assoc. Superintendent for Educational Services) meet with District Superintendents</li> <li>• Technology Directors</li> <li>• RIC meets with Western Suffolk BOCES</li> <li>• RIC Directors – statewide</li> <li>• District Superintendents' Technology Committee</li> <li>• Business Services meets with the Cooperative Bidding Program participants</li> <li>• All divisional leaders (directors) meet with administrative, supervisory, technical, and clerical staff</li> <li>• NYS Association of Buildings and Grounds</li> <li>• Superintendents of Buildings &amp; Grounds Association (SBGA)</li> <li>• Association of Educational Safety &amp; Health Professionals (AESHP)</li> <li>• Suffolk County Fire, Rescue, &amp; Emergency Services (FRES)</li> <li>• Suffolk County Police</li> <li>• (O&amp;M) Monthly liaison meetings with the principal and head custodian</li> <li>• (O&amp;M) Annual dept meeting with transportation Health &amp; Safety and O&amp;M with school principal and H&amp;S committee</li> <li>• O&amp;M Monthly SOBG meetings</li> <li>• NYS Tech Committee</li> <li>• Suffolk Chief Information Officers</li> <li>• Suffolk District Clerks</li> <li>• NYS Data Core</li> <li>• NYS Government Broad Band Committee</li> <li>• DATAG</li> <li>• Suffolk County Health Department</li> <li>• Cornell Extension</li> <li>• NYSED</li> </ul>
<p style="text-align: center;"><b>HUMAN RESOURCES DEPARTMENT</b></p>	<ul style="list-style-type: none"> <li>• HR Meets with School HR/Personnel Officials</li> <li>• New Employee Orientation Committee</li> <li>• Superintendent's Conference Day Committee</li> <li>• Administrative Propractice</li> <li>• Teacher Propractice</li> <li>• HR/Personnel School District Committee (external/internal)</li> <li>• Evaluation Revision Committee</li> <li>• Strategic Planning Council (external/internal)</li> <li>• Awards Committee</li> <li>• Diversity Job Fair Committee (external/internal)</li> <li>• Professional Development Plan Committee</li> <li>• Teacher Mentoring Committee</li> <li>• Principal Mentoring Committee</li> <li>• Assistant Principal Mentoring Committee</li> <li>• Program/Divisional Administrator Mentoring Committee</li> <li>• Safety Committee</li> <li>• Para Professional Pro Practice</li> <li>• UPSEU Pro Practice</li> <li>• Leadership Conference Day Committee</li> <li>• Wellness Committee</li> <li>• Council on Prejudice Reduction</li> <li>• Hiring Practices Committee</li> <li>• Para Mentoring Committee</li> <li>• Long Island Assoc. School Personnel Administrators</li> <li>• Long Island School Public Relations Association</li> <li>• NYSED</li> </ul>

## **APPENDICES to Rubric**

### REFERENCED APPENDICES for Rubric

- **“BOCES At A Glance” Brochures** – 2003-04 through 2007-08
- **Changes in Organization Structure** – 2002 to Present
- **Objectives and Results 1998-2008 – Agency**
- **Objectives and Results 1998-2008 – Educational Services Sites**
- **2008-09 ESBOCES Strategic Plan** “A Decade of Planned Achievement”  
(previous years' will be included with evidence files)
- **“Core of the Strategic Plan” Brochures** – 2003-04 through 2007-08
- **Annual Reviews / Minutes of Strategic Planning Council Annual Meetings**  
**2008, 2007** (previous years' will be included with evidence files)
- **Shared Services Co-Ser Survey Evaluation 2006-07**  
(previous years' will be included with evidence files)

## Component Districts

Amagansett	Mount Sinai
Bay Shore	New Suffolk
Bayport-Blue Point	Oysterponds
Brentwood	Patchogue-Medford
Bridgehampton	Port Jefferson
Center Moriches	Quogue
Central Islip	Remsenburg-Speonk
Comsewogue	Riverhead
Connetquot	Rocky Point
East Hampton	Sachem
East Islip	Sag Harbor
East Moriches	Sagaponack
East Quogue	Sayville
Eastport/South Manor	Shelter Island
Fire Island	Shoreham-Wading River
Fishers Island	South Country
Greenport	Southampton
Hampton Bays	Southold
Hauppauge	Springs
Islip	Three Village
Little Flower	Tuckahoe
Longwood	Wainscott
Mattituck-Cutchogue	West Islip
Middle Country	Westhampton Beach
Miller Place	William Floyd
Montauk	

### CONTACT INFORMATION

To learn more about ESBOCES programs and services, please visit our website at [www.esboces.org](http://www.esboces.org)

Office of Communications  
Eastern Suffolk BOCES  
201 Sunrise Highway  
Patchogue, New York 11772

If you have a question for a specific department, call:

Administrative Services.....	(631) 687-3038
Cooperative Bidding Program.....	(631) 687-3160
Educational Support Services.....	(631) 244-4054
Special Education.....	(631) 244-4033
Employee / Student Assistance Programs.....	(631) 289-0078
Health and Safety Services.....	(631) 687-3131
Negotiations Information Service.....	(631) 289-2200
Regional Information Center.....	(631) 244-4211
Regional Certification Center.....	(631) 687-3020
Regional Transportation Services.....	(631) 472-6480
Career, Technical and Adult Education.....	(631) 244-4059
Textbook Programs.....	(631) 687-3116



Eastern Suffolk BOCES Board and Administration

President  
Pamela Bethell

Vice President  
Lisa Israel

Member and Clerk  
Fred Langstaff

#### Members

Walter Wm. Denzler, Jr.	Anne Mackesey
Stephen Dewey, Ph.D.	William K. Miller
Chris Garvey	Jeffrey Smith
William Hsiang	Sandra Townsend
Susan Lipman	Andrew T. Wiltman, Jr.
Joseph LoSchiavo	John Wyche

District Superintendent  
Edward J. Zero

Chief Operating Officer  
Gary D. Bixhorn

#### Associate Superintendents

Julie Davis Lutz, Ph.D. – Educational Services  
Barbara M. Salatto – Management Services

#### Assistant Superintendent

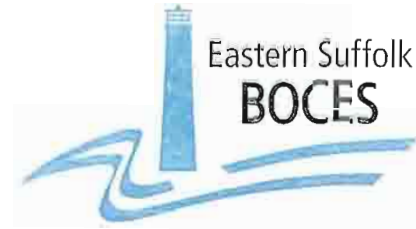
Michael J. Locantore – Human Resources

#### Directors

Deloris Alexander-Davis – Career, Technical and Adult Education  
Robert Becker – Special Education  
Andrea Grooms – Communications, Research and Recruitment  
Gregory Hamilton – Administrative Services  
Maureen Kaelin – Business Services  
Sylvia Savarese – Technology Integration  
Joan Skelly – Educational Support Services  
Jeanne K. Weber – Regional Information Center  
Candace White-Ciraco, Ed.D. – Planning and Program Improvement

[www.esboces.org](http://www.esboces.org)

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment or candidate for enrollment on the basis of gender, race, color, religion or creed, age, national origin, marital status, disability or any other classification protected by law. For further information or concerns regarding this statement, please contact the Eastern Suffolk BOCES Department of Human Resources at (631) 687-3035.



## ESBOCES At a Glance

2007-08



Educational Services That Transform Lives

## Agency Mission

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management, and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

## The Organization

Eastern Suffolk BOCES is one of the largest BOCES in the state. Serving 51 school districts across an area nearly 1,000 square miles, Eastern Suffolk BOCES enrolls over 4,500 school age pupils, over 8,700 adult education students, and offers the most innovative and diverse array of BOCES programs in New York State.

## Agency Beliefs

We believe that...

- we are a diverse community of reflective, lifelong learners, both children and adults.
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- respect, honesty, and trust are essential in all of our interactions.
- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.
- the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.
- successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all of their energies to fulfill the expectations of those who count on them.
- effective communication of accurate information within the agency and to all of our stakeholders enhances involvement and reduces conflict.
- production of quality outcomes depends on the collective effort of a well-trained, motivated, and healthy workforce who are encouraged to express their opinions.
- everyone has the right to a safe, healthy, and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.

# ESBOCES At a Glance

## Understanding BOCES

Boards of Cooperative Educational Services (BOCES), were created statewide to support and supplement local school districts. Each BOCES offers services that a single district could not provide as efficiently and economically on its own. Component school districts pay only for the services they elect to purchase, as well as a proportionate share of their BOCES Administrative Budget.

## Board Governance

Eastern Suffolk BOCES is governed by a 15-member board elected by the boards of education of our component school districts. Board members serve for three-year terms which are staggered so that five seats open each year. An ESBOCES board member must reside within the boundaries of a component school district and need not be a member of a school board. An ESBOCES board member may not be an employee of a component school district.

The board is the official policy-making body of ESBOCES.

ESBOCES board members, like all school board members in New York State, serve on a volunteer basis and receive no pay for their services.

## Career, Technical and Adult Education

This department offers courses designed to prepare students for post-secondary education or the world of work with curriculum based, technically rigorous courses and hands-on learning. Secondary courses are approved for academic credit and many offer articulation agreements with post-secondary institutes.



Options include:

- Career Technical Education
- Cooperative Services Model
- Special Career Education
- Regional Summer School
- Adult Literacy Programs including GED and ESL
- Adult Vocational Programs
- Adult Health Programs

## Middle States Accreditation

Eastern Suffolk BOCES is the first intermediate educational agency to be accredited by the Middle States Association of Colleges and Schools. The accreditation represents our agency's commitment to strategic planning and to provide services that meet rigorous external standards. We are proud of this accomplishment and are willing to help other organizations grow and improve through this accreditation process. Please feel free to contact ESBOCES at (631) 687-3263 for further information.

## BOCES Funding

School districts that elect to utilize Eastern Suffolk BOCES programs or services are charged for those services. Each of the 51 component school districts pays an administrative charge to fund a share of the ESBOCES administrative costs.

Although ESBOCES does not receive State Aid, school districts that use ESBOCES services may receive Aid for those services. BOCES Aid paid to component school districts typically generates a reimbursement rate of between 30% to 65% of the costs of ESBOCES services and programs used by the individual school districts. The costs of some ESBOCES services, such as special education and transportation, are partially reimbursed to individual school districts based on other aid formulas.

We believe that respect, honesty, and trust are essential in all of our interactions.

## Educational Support Services

This department offers programs and services designed to support internal programs and school districts in the region. Initiatives include:



- Coaching/Staff Development
- NYS Standards and Assessments
- Regional Scoring Services
- Curriculum Development and Alignment
- Literacy Programs
- Strategic Planning
- Grant Writing
- Cultural Competence
- School Library System
- Model Schools
- Educational Leadership and Support

## Administrative Services

Shared Administrative Services are intended to promote cost-effectiveness in school district management and allow local districts to utilize their limited resources for instructional purposes. Examples of these services are: Cooperative Bidding, Non-Public School Textbook Distribution, Regional Occupational Health and Safety, Regional Transportation, Shared Business Office Services, and Food Services Management.

## Regional Information Center

These shared services support the information and technology needs of school districts in Suffolk County. Professional and cost-effective services include: planning and analysis; training, installation, support, and maintenance for a variety of financial and student information systems; special education, test scoring, student data analysis, and office productivity software; network design and management; and factory warrantied microcomputer repair. This service also provides firewall and filtered (CIPA compliant) Internet services along with LAN support and WAN management services.

## Special Education

This department offers a broad spectrum of services and programs to about 1% of the region's most severely impaired, disabled, and "at risk" students. These programs and services are aligned with the New York State (NYS) curriculum standards and use the NYS general and alternate assessments to evaluate student progress. Options include:

- Separate Setting
- Special Education Centers
- Integrated Special Education Centers
- Included Sites in Component Districts
- Itinerant Services
- GED Programs
- Summer School Services



## Statistics

Career Education Enrollment	2,349
Special Career Education Enrollment	519
Special Education Enrollment	1,654
Adult Education Enrollment	8,713
Component School Districts	51
Component Enrollment	169,167
Square Miles	924
Employees	2,201
Regional Information Center Participating Districts	133
Regional Transportation Program Participating Districts	76
Educational Support Services Participating Districts	128
Administrative Services Participating Districts	68

Statistics above are based on the 2006-07 school year as of 6/30/07



## Understanding BOCES

BOCES, which is an acronym for Board of Cooperative Educational Services, were created to support and supplement local school districts. BOCES offer services that a single district could not provide as efficiently and economically on its own. Component school districts pay only for the services they elect to purchase, as well as a proportionate share of the Administrative Budget.

## Component Districts

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## BOCES Board

**President**  
Pamela Bethell

**Vice President**  
Lisa Israel

**Member & Clerk**  
Fred Langstaff

### Members

Walter Wm. Denzler, Jr.	Anne Mackesey
Stephen Dewey, Ph.D.	Jeffrey Smith
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Susan Lipman	Andrew T. Wittman, Jr.
Joseph LoSchiavo	John Wyche

**District Superintendent**  
Edward J. Zero

**Chief Operating Officer**  
Gary D. Bixhorn

### Associate Superintendents

Raymond F. Fell . . . . .Regional Services, Interim  
Shane Higuera . . . . .Management Services  
Julie Davis Lutz, Ph.D. . . . .Educational Services

### Assistant Superintendent

Michael J. Locantore . . . . .Human Resources

### Directors

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Robert Becker . . . . .Special Education  
Gregory Hamilton . . . . .Administrative Services  
Maureen Kaelin . . . . .Business Services  
Will Lombardo . . . . .Staff Support Services  
Sylvia Savarese . . . . .Technology Integration  
Joan Skelly . . . . .Educational Support Services  
Jeanne K. Weber . . . . .Regional Information Center  
Candace White-Ciraco, Ed.D. . . . .Research & Planning

## BOCES AT A GLANCE



2006-07

## Agency Mission

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management, and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

## The Organization

Eastern Suffolk BOCES is one of the largest BOCES in the state. Serving 51 school districts across an area nearly 1,000 square miles, Eastern Suffolk BOCES enrolls over 4,700 school age pupils, over 6,600 adult education students, and offers the most innovative and diverse array of BOCES programs in New York State.

## Agency Beliefs

### We believe that...

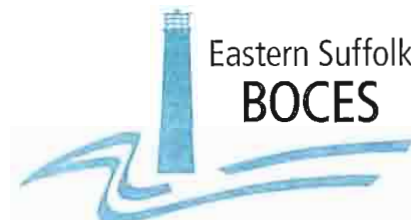
- we are a diverse community of reflective, lifelong learners, both children and adults.
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- respect, honesty, and trust are essential in all of our interactions.
- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.
- the integrity and high standards of our educational program are reflected in our students and provide them with the skill they need to become responsible citizens and useful members of society.
- successful organizations create effective operational systems and depend upon individuals who take responsibility for the actions, are accountable for the programs and services they deliver, and use all of their energies to fulfill the expectations of those who count on them.
- effective communication of accurate information within the agency and to all of our stakeholders enhances involvement and reduces conflict.
- production of quality outcomes depends on the collective effort of a well-trained, motivated, and healthy workforce who are encouraged to express their opinions.
- everyone has the right to a safe, healthy, and caring environment which fosters respect and high expectations; maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.



Eastern Suffolk  
BOCES

The Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment or candidate for enrollment on the basis of gender, race, color, religion or creed, age, national origin, marital status, disability or any other classification protected by law.

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Eastern Suffolk  
BOCES

Educational Services That Transform Lives

## Educational Support Services

The Educational Support Services Department offers a variety of high-quality programs and services designed to support school districts in enhancing instructional programs to improve student outcomes. Research-based and targeted to meet local needs, these services are available to teachers, administrators, support staff, boards of education, parents, and students. Initiatives include:

- In-district job-embedded coaching/staff development
- Educational leadership and support
- New York State learning standards and assessments
- Regional Scoring Services
- Curriculum development and alignment
- Literacy programs
- Meeting the needs of diverse learners
- No Child Left Behind updates
- Strategic planning
- Grant writing
- Arts in Education
- School Library System

Workshops and seminars provide an opportunity for participating districts to learn from the foremost experts in the field. In-district job-embedded coaching provides customized staff development in specific content areas to schools, creating a link between theory and practice.



Regional Information Center

These shared services support the information and technology needs of school districts in Suffolk County. Professional and cost-effective services include: planning and analysis; training, installation, support, and maintenance for a variety of financial and student information systems; special education, test scoring, student data analysis, and office productivity software; network design and management; and factory warranted microcomputer repair. This service also provides firewall and filtered (CIPA compliant) Internet services along with LAN support and WAN management services.

## Career, Technical and Adult Education

The Career, Technical and Adult Education Department offers a broad array of secondary programs designed to meet the needs of our component school districts and school age and adult students. Our focus is to improve student outcomes for secondary career, technical, and adult learners by meeting or exceeding State Education Department standards and offering career and technical courses that are State Education Department approved to award a NYS high school diploma technical endorsement. Our efforts reflect our ongoing commitment to deliver quality programs that transform lives of secondary and adult learners.

We offer over 40 career education courses at the Edward J. Milliken Technical Center in Oakdale, the Brookhaven Technical Center in Bellport, the Suffolk Aviation Center in Shirley, and the Harry B. Ward Technical and Academic Center in Riverhead for secondary and adult students. Local colleges offer articulation agreements to students in many areas of study and high school students may earn college credits or advanced standing at selected post-secondary institutions.

Day and evening programs are available for adults in literacy, ESL, GED, and vocational and technical education. Our courses are taught at the Edward J. Milliken Technical Center in Oakdale, the Brookhaven Technical Center in Bellport, the Harry B. Ward Technical and Academic Center in Riverhead, the NYIT campus in Central Islip, where literacy and health programs are offered, and various eastern Long Island sites. There are over 150 different opportunities for enrollment with tuition assistance available to qualified adults.



Administrative Services

Shared Administrative Services are intended to promote cost-efficiency in school district administration and allow local districts to utilize their limited resources for instructional purposes. Examples of these services are: Public Relations, Cooperative Bidding, Non-Public School Textbook Distribution, Regional Occupational Health and Safety, Regional Transportation, Business Office Services, and Food Services Management.

## Special Education

The Special Education Department offers a broad spectrum of classes and services that are highly specialized to meet the diverse needs of students with disabilities, as well as non-classified students in need of alternative school settings.

Classes are offered for students ranging in age from 5 to 21 years in BOCES centers, as well as inclusive settings in our component school district buildings.

Students enrolled in our district sites are provided with opportunities for inclusion in general education academic classes, special subject classes, and building-wide activities while receiving specialized support services and instruction from BOCES staff.

All programs are aligned with NYS curriculum standards and are designed to achieve appropriate educational outcomes for each student we serve. These outcomes include completion of a NYS Regents course of study, as well as academic, behavioral, and social skills development. These skills are developed along the continuum of student needs exhibited within the Eastern Suffolk BOCES area.

New programs are under development to meet the evolving needs of our component school districts. All of our programs have received accreditation by the Middle States Association of Colleges and Schools, and we continue to work toward improving student outcomes through research and assessment of best practices and emerging trends in the field.



Board Governance

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The board is the official policy-making body of the BOCES.

BOCES board members, like all school board members in New York State, serve on a volunteer basis and receive no pay for their services.

## Statistics

Career Education Enrollment	2,409
Special Career Education Enrollment	648
Special Education Enrollment	1,711
Adult Education Enrollment	6,635
Component School Districts	51
Component Enrollment	172,184
Square Miles	924
Employees	2,290
Regional Information Center Services Participating Districts	133
Regional Transportation Participating Districts	77
Educational Support Services Participating Districts	126
Administrative Services Participating Districts	83

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## Contacts

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Regional Information Center	(631) 244-4211
Regional Certification Center	(631) 687-3020
Regional Transportation Services	(631) 472-6480
Career, Technical and Adult Education	(631) 244-4099
Textbook Programs	(631) 687-3116

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## UNDERSTANDING BOCES

BOCES, which is an acronym for Board of Cooperative Educational Services, were created to support and supplement local school districts. BOCES offer services that a single district could not provide as efficiently and economically on its own. Component school districts pay only for the services they elect to purchase, as well as a proportionate share of the Administrative Budget.

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Eastern Suffolk BOCES is the largest BOCES in the state. Serving 51 school districts across an area nearly 1,000 square miles, Eastern Suffolk BOCES enrolls over 4,600 school age pupils, over 6,800 adult education students, and offers the most innovative and diverse array of BOCES programs in New York State.

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East Islip	Sag Harbor
East Moriches	Sagaponack
East Quogue	Sayville
Eastport / South Manor	Shelter Island
Fire Island	Shoreham - Wading River
Fishers Island	South Country
Greenport	Southampton
Hampton Bays	Southold
Hauppauge	Springs
Islip	Three Village
Little Flower	Tuckahoe
Longwood	Wainscott
Mattituck - Cutchogue	West Islip
Middle Country	Westhampton Beach
Miller Place	William Floyd
Montauk	



### BOCES BOARD

#### PRESIDENT

Pamela Betheil

#### VICE PRESIDENT

Lisa Israel

#### MEMBER & CLERK

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#### MEMBERS

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Stephen Dewey, Ph.D.

Chris Garvey

William Hsiang

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Jeffrey Smith

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Pamela Waltz

Andrew T. Wittman, Jr.

John Wyche

#### CHIEF OPERATING OFFICER

Gary D. Bixhorn

#### ASSOCIATE SUPERINTENDENTS

Raymond Fell

Shane Higuera

Valerie Krizel

#### ASSISTANT SUPERINTENDENT

Michael Locantore

#### EXECUTIVE DIRECTOR

Stanley Packman



# BOCES AT A GLANCE

2005 - 06



Educational Services That Transform Lives

## AGENCY MISSION

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management, and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

## AGENCY BELIEFS

### We believe that...

- we are a diverse community of reflective, lifelong learners, both children and adults.
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- respect, honesty, and trust are essential in all of our interactions.
- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.
- the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.
- successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all of their energies to fulfill the expectations of those who count on them.
- effective communication of accurate information within the agency and to all of our stakeholders enhances involvement and reduces conflict.
- production of quality outcomes depends on the collective effort of a well-trained, motivated, and healthy workforce who are encouraged to express their opinions.
- everyone has the right to a safe, healthy, and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.

## MIDDLE STATES ACCREDITATION

Eastern Suffolk BOCES is the first intermediate educational agency to be accredited by the Middle States Association of Colleges and Schools. The accreditation represents our agency's commitment to strategic planning and to provide services that meet rigorous external standards. We are proud of this accomplishment and are willing to help other organizations grow and improve through this accreditation process. Please feel free to contact Eastern Suffolk BOCES at 631-218-4164 for further information.

**SPECIAL EDUCATION**

The Special Education Department offers a broad spectrum of classes and services that are highly specialized to meet the diverse needs of students with disabilities, as well as non-classified students in need of alternative school settings.

Classes are offered for students ranging in age from 5 to 21 years in BOCES centers, as well as inclusive settings in our component school district buildings.

Students enrolled in our district sites are provided with opportunities for inclusion in general education academic classes, special subject classes, and building-wide activities while receiving specialized support services and instruction from BOCES staff.

All programs are aligned with NYS curriculum standards and are designed to achieve appropriate educational outcomes for each student we serve. These outcomes include completion of a NYS Regents course of study, as well as academic, behavioral, and social skills development. These skills are developed along the continuum of student needs exhibited within the Eastern Suffolk BOCES area.

New programs are under development to meet the evolving needs of our component school districts. All of our programs have received accreditation by the Middle States Association of Colleges and Schools, and we continue to work toward improving student outcomes through research and assessment of best practices and emerging trends in the field.

**EDUCATIONAL SUPPORT SERVICES**



The Educational Support Services Department offers a variety of high-quality programs and services designed to support school districts in enhancing instructional programs to improve student outcomes. Research-based and targeted to meet local needs, these services are available to teachers,

administrators, support staff, boards of education, parents, and students. Initiatives include:

- In-district job-embedded coaching/staff development
- Educational leadership and support
- New York State learning standards and assessments
- Regional Scoring Services
- Curriculum development and alignment
- Literacy programs
- Meeting the needs of diverse learners
- No Child Left Behind updates
- Strategic planning
- Grant writing
- Arts in Education
- School Library System

Workshops and seminars provide an opportunity for participating districts to learn from the foremost experts in the field. Job-embedded coaching in-district provides customized staff development in specific content areas to schools, creating a link between theory and practice.

**CAREER, TECHNICAL AND ADULT EDUCATION**



The Career, Technical and Adult Education Department offers a broad array of secondary programs designed to meet the needs of our component school districts and school age and adult students.

Our focus is to improve student outcomes for secondary career, technical, and adult learners by meeting or exceeding State Education Department standards and offering career and technical courses that are State Education Department approved to award a NYS high school diploma technical endorsement. Our efforts reflect our ongoing commitment to deliver quality programs that transform lives of secondary and adult learners.

We offer over 40 career education courses at the Edward J. Milliken Technical Center in Oakdale, the Brookhaven Technical Center in Bellport, the Suffolk Aviation Center in Shirley, and the Harry B. Ward Technical and Academic Center in Riverhead for secondary and adult students. Local colleges offer articulation agreements to students in many areas of study and high school students may earn college credits or advanced standing at selected post-secondary institutions.

Day and evening programs are available for adults in literacy, ESL, GED, and vocational and technical education. Our courses are taught at the Edward J. Milliken Technical Center in Oakdale, the Brookhaven Technical Center in Bellport, the Harry B. Ward Technical and Academic Center in Riverhead, the NYIT campus in Central Islip, where literacy and health programs are offered, and various eastern Long Island sites. There are over 150 different opportunities for enrollment with tuition assistance available to qualified adults.

**REGIONAL INFORMATION CENTER**

These shared services support the information and technology needs of school districts in Suffolk County. Professional and cost-effective services include: planning and analysis; training, installation, support, and maintenance for a variety of financial and student information systems; special education, test scoring, student data analysis, and office productivity software; network design and management; and factory warrantied microcomputer repair. This service also provides firewall and filtered (CIPA compliant) Internet services along with LAN support and WAN management services.

**ADMINISTRATIVE SERVICES**

Shared Administrative Services are intended to promote cost-efficiency in school district administration and allow local districts to utilize their limited resources for instructional purposes. Examples of these services are: Public Relations, Cooperative Bidding, Non-Public School Textbook Distribution, Regional Occupational Health and Safety, Regional Transportation, Business Office Services, and Food Services Management.



**BOCES FUNDING**

School districts that elect to utilize Eastern Suffolk BOCES programs or services are charged for those services. Each of the 51 component school districts pays an administrative charge to fund a share of the Eastern Suffolk BOCES administrative costs.

Although BOCES doesn't receive State Aid, school districts that use Eastern Suffolk BOCES services may receive Aid for those services. BOCES Aid paid to component school districts typically generates a reimbursement between 30% to 65% of the costs of Eastern Suffolk BOCES services and programs used by the individual school districts. The costs of some BOCES services, such as special education and transportation, are partially reimbursed to individual school districts based on other federal and state formulas.

**BOARD GOVERNANCE**

Eastern Suffolk BOCES is governed by a 15-member board elected by the boards of education of our component school districts. Board members serve for three-year terms which are staggered so that five seats open each year. A BOCES board member must reside within the boundaries of a component school district and need not be a member of a school board. A BOCES board member may not be an employee of a component school district.

The board is the official policy making body of the BOCES.

BOCES board members, like all school board members in New York State, serve on a volunteer basis and receive no pay for their services.

Career Education Enrollment	2,237
Special Career Education Enrollment	647
Special Education Enrollment	1,741
Adult Education Enrollment	6,895
Component School Districts	51
Component Enrollment	172,184
Square Miles	924
Employees	2,247
Regional Information Center Services ~	
Participating Districts	127
Regional Transportation ~	
Participating Districts	71
Educational Support Services ~	
Participating Districts	123
Administrative Services ~	
Participating Districts	65

Statistics above are based on the 2004-2005 school year as of 6/30/05.

**CONTACTS**



To learn more about BOCES programs and services, please visit our website at [www.esboces.org](http://www.esboces.org).

You can also write to us at:  
 Communications Office  
 Eastern Suffolk BOCES  
 201 Sunrise Highway  
 Patchogue, New York 11772

**If you have a question for a specific department, call:**

Administrative Services	(631) 687-3038
Cooperative Bidding Program	(631) 687-3160
Educational Support Services	(631) 244-4054
Special Education	(631) 244-4033
Employee / Student	
Assistance Programs	(631) 289-0078
Health and Safety Services	(631) 687-3131
Negotiations Information Service	(631) 289-2200
Regional Information Center	(631) 244-4211
Regional Certification Center	(631) 687-3020
Regional Transportation Services	(631) 472-6480
Career, Technical and	
Adult Education	(631) 244-4099
Textbook Programs	(631) 687-3116



## UNDERSTANDING BOCES

BOCES, which stands for Board of Cooperative Educational Services, were created to support and supplement local school districts. BOCES offer services that a single district could not provide as efficiently and economically on its own. Component school districts pay only for the services that they elect to purchase, as well as a proportionate share of the Administrative Budget.

## THE ORGANIZATION

Eastern Suffolk BOCES is the largest BOCES in the state. Serving 51 school districts across an area nearly 1,000 square miles, Eastern Suffolk BOCES enrolls over 4,500 school age pupils, over 7,800 adult education students, and offers the most innovative and diverse array of BOCES programs in New York State.

## COMPONENT DISTRICTS

Amagansett • Bay Shore • Bayport-Blue Point • Brentwood • Bridgehampton • Center Moriches • Central Islip • Comsewogue • Connetquot • East Hampton • East Islip • East Moriches • East Quogue • Eastport-South Manor • Fire Island • Fishers Island • Greenport • Hampton Bays • Hauppauge • Islip • Little Flower • Longwood • Mattituck-Cutchogue • Middle Country • Miller Place • Montauk • Mount Sinai • New Suffolk • Oysterponds • Patchogue-Medford • Port Jefferson • Quogue • Remsenburg-Speonk • Riverhead • Rocky Point • Sachem • Sag Harbor • Sagaponack • Sayville • Shelter Island • Shoreham-Wading River • South Country • Southampton • Southold • Springs • Three Village • Tuckahoe • Wainscott • West Islip • Westhampton Beach • William Floyd



**Pamela Bethell • President**  
**Albert Prodell, Ph.D. • Vice President**  
**Fred Langstaff • Member & Clerk**

## Members

Walter Denzler, Jr.  
Stephen Dewey, Ph.D.  
Chris Garvey  
William Hsiang  
Lisa Israel  
Joseph LoSchiavo  
Anne Mackesey  
Ann Savino  
Jeffrey S. Smith  
Sandra Townsend  
Pamela Waltz  
John Wyche

## District Superintendent/ Executive Officer

Gary D. Bixhorn

## Associate Superintendents

Raymond Fell • Regional Services (Interim)  
Shane Higuera • Management Services  
Valerie Krizel • Educational Services

9/04



# BOCES At a Glance



*Educational Services That Transform Lives*

## AGENCY MISSION

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management, and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of life-long learners, both children and adults, and enhance the operational effectiveness of its schools.

Adopted 11/30/99

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- ~ the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.
- ~ successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all of their energies to fulfill the expectations of those who count on them.
- ~ effective communication of accurate information within the agency and to all of our stakeholders enhances involvement and reduces conflict.
- ~ production of quality outcomes depends on the collective effort of a well-trained, motivated, and healthy workforce who are encouraged to express their opinions.
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**Educational Support Services**



The Department of Educational Support Services provides local school districts with a range of educational support services such as staff development, curriculum writing projects, and instructional technology staff and programs. Researched-based and targeted to local needs, these services are available to students, parents, communities, educators, and boards of education. Initiatives include, but are not limited to,

responding to the New York State Learning Standards and assessments, No Child Left Behind, instructional strategies to enhance learning, curriculum development and alignment, early literacy, meeting the needs of diverse learners, instructional technology, distance learning, educational leadership, the arts, library media, shared decision making, and strategic planning. Workshops and seminars provide an opportunity for participating districts to learn from the foremost experts in the field, while on-site, in-class experiences provide the link between theory and practice.

**Career, Technical, and Adult Education**



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**Board Governance**

Eastern Suffolk BOCES is governed by a 15-member board elected by the boards of education of our component school districts. Board Members serve for three-year terms which are staggered so that five seats open each year. A BOCES Board Member must reside within the boundaries of a component school district and need not be a member of a school board. A BOCES Board Member may not be an employee of a component school district.

The Board is the official policy making body of the BOCES.

BOCES Board Members, like all school board members in New York State, serve on a volunteer basis and receive no pay for their services.

Career Education Enrollment.....	2,003
Special Career Education Enrollment.....	687
Special Education Enrollment.....	1,876
Adult Education Enrollment.....	7,805
Component School Districts.....	51
Component Enrollment.....	174,281
Square Miles.....	924
Employees.....	2,254
Regional Information Center Services ~	
Participating Districts.....	115
Regional Transportation ~	
Participating Districts.....	71
Educational Support Services ~	
Participating Districts.....	134
Administrative Services ~	
Participating Districts.....	65

*Statistics above are based on the 2003-2004 school year as of 6/30/04.*



To learn more about BOCES programs and services, please visit our website at [www.esboces.org](http://www.esboces.org).

You can also write to us at:  
**Communications Office**  
**Eastern Suffolk BOCES**  
 201 Sunrise Highway  
 Patchogue, New York 11772

If you have a question for a specific department, call.

Administrative Services.....	631-687-3038
Cooperative Bidding Program.....	631-687-3160
Educational Support Services.....	631-244-4054
Special Education.....	631-244-4052/4033
Employee/Student Assistance Programs.....	631-289-0078/0079
Health and Safety Services.....	631-687-3131
Negotiations Information Service.....	631-289-2200
Regional Information Center.....	631-244-4211
Regional Certification Center.....	631-687-3020
Regional Transportation Services.....	631-472-6480
Career, Technical, and Adult Education.....	631-244-4089
Textbook Programs.....	631-687-3116



## UNDERSTANDING BOCES

BOCES, which stands for Board of Cooperative Educational Services, were created to support and supplement local school districts. Regional BOCES offer services that a single district could not provide as efficiently and economically on its own. Component school districts pay only for the services that they elect to purchase as well as a proportionate share of the Administrative Budget.



## THE ORGANIZATION

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## COMPONENT DISTRICTS

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## BOCES Board

Pamela Betheil • President  
Albert Prodell, Ph.D. • Vice President  
Fred Langstaff • Member & Clerk

## Members

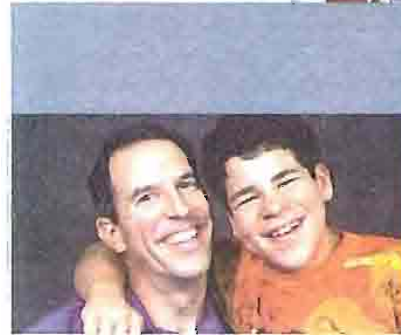
Walter Denzler, Jr.  
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Lisa Israel  
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Ann Savino  
Jeffrey S. Smith  
Sandra Townsend  
Pam Waltz  
John Wyche

Executive Officer/  
District Superintendent  
Gary D. Bixhorn

Associate Superintendents  
Raymond Fell • Regional Services (Interim)  
Shane Higuera • Management Services  
Valerie Krizel • Educational Services



# BOCES At a Glance



Educational  
Services  
That  
Transform  
Lives



## AGENCY MISSION

Eastern Suffolk BOCES, an educational cooperative of 53 Long Island school districts, provides educational leadership, direct instruction, management and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of life-long learners, both children and adults, and enhance the operational effectiveness of its schools.

Adopted 11.30.99



## MIDDLE STATES ACCREDITATION

Eastern Suffolk BOCES recently became the first intermediate educational agency to be accredited by the Middle States Association of Colleges and Schools. The accreditation represents our organization's commitment to Strategic Planning and providing services that meet rigorous external standards. We are proud of this accomplishment and are willing to help other organizations grow and improve through this accreditation process. Please feel free to contact Eastern Suffolk BOCES for further information.



# SERVICES

## ELEMENTARY, DEVELOPMENTAL & INCLUSIVE PROGRAMS

The Elementary, Developmental and Inclusive Programs Department offers a broad spectrum of classes and services that are highly specialized to meet the diverse needs of students with disabilities, aged five to twenty-one. Classes are offered in BOCES centers, as well as in an increasing number of inclusive settings in component school district buildings. BOCES students are provided with opportunities for inclusion in general education academic classes, special subject classes and building-wide activities while receiving support from BOCES staff. All programs are dedicated to the ongoing enhancement of service to students toward the goal of maximizing each one's potential to achieve a productive and rewarding life. New programs are continually being developed for students to meet the changing needs of our component districts.

## EDUCATIONAL SUPPORT SERVICES CENTER

The Educational Support Services Center provides local school districts with a range of educational support services such as staff development, curriculum writing projects and instructional technology staff and programs. Researched based and targeted to local needs, these services are available to students, parents, communities, educators and boards of education. Initiatives include, but are not limited to, responding to the New York State Learning Standards and Assessments, No Child Left Behind, instructional strategies to enhance learning, curriculum development and alignment, early literacy, meeting the needs of diverse learners, instructional technology, distance learning, educational leadership, the arts, library media, shared decision making and strategic planning. Workshops and seminars provide an opportunity for participating districts to learn from the foremost experts in the field, while on-site, in-class experiences provide the link between theory and practice.

## SECONDARY & ADULT PROGRAMS

The Secondary and Adult Programs Department offers a broad array of secondary programs designed to meet the needs of our component districts, school age, and adult students. Our focus is on improving student outcomes for special education, career and technical, and adult learners by meeting or exceeding State Education Department Standards, offering Career and Technical courses that are Career and Technical Education approved, and utilizing research and best practices related to our special needs populations. Our efforts reflect our ongoing commitment to deliver quality programs that transform lives of secondary and adult learners.

We offer over 35 career education courses at the Edward J. Milliken Technical Center in Oakdale, Brookhaven Technical and Academic Center in Bellport, Suffolk Aviation Academy in Shirley, and the Harry B. Ward Technical and Academic Center in Riverhead for secondary and adult students. Local colleges offer articulation agreements to students in many areas of study and high school students may earn college credits or advanced standing at selected post-secondary institutions.

Partial day and full evening programs are available for the adult students. We offer full and partial day instructional programs for secondary special education students. Individual educational plans are followed and specialized services provided. Students receive programs at BOCES sites or in included settings within our component school districts. A summer services instructional component is available for students recommended by their Committee on Special Education.

## REGIONAL ADMINISTRATIVE SERVICES

Shared Administrative Services are intended to promote cost-efficiency in school district administration and allow local districts to utilize their limited resources for instructional purposes. Examples of these services are: Public Relations, Graphics Presentation, Cooperative Bidding, Textbook Distribution, Regional Occupational Health and Safety, Regional Transportation, Business Officials Services, and Food Services Management.

## REGIONAL INFORMATION CENTER SERVICES

These shared services support the information and technology needs of school districts in Suffolk County. Professional and cost-effective services include: planning and analysis; training, installation, support, and maintenance for a variety of financial and student information systems; special education; test scoring; student data analysis and office productivity software; network design and management; and factory warranted microcomputer repair. This service also provides fire walled and filtered (CIPA compliant) Internet services along with LAN support and WAN management services.



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School districts that use *Eastern Suffolk BOCES*, services receive State Aid. The *BOCES* does not receive State Aid. *BOCES* Aid paid to component school districts typically generates a reimbursement between 30% to 65% of the costs of *Eastern Suffolk BOCES* services and programs used by the individual school districts. The costs of some *BOCES* services, such as special education and transportation, are partially reimbursed to individual school districts based on other federal and state formulas.



## STATISTICS

Career Education Enrollment.....	1,934
Special Career Education Enrollment.....	961
Special Education Enrollment.....	1,952
Adult Education Enrollment.....	7,059
Component School Districts.....	53
Component Enrollment.....	172,708
Square Miles.....	924
Employees (full time).....	2,650
Employees (part time).....	24
Regional Technology Services ~	
Participating Districts.....	90
Regional Transportation ~	
Participating Districts.....	70
Educational Support Services ~	
Participating Districts.....	115
Administrative Services ~	
Participating Districts.....	65

Statistics above based on 2002-2003 school year



## CONTACTS

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If you have a question for a specific department, call:

Administrative Services.....	631-687-3038
Cooperative Bidding Program.....	631-687-3160
Educational Support Services.....	631-244-4054
Elementary, Developmental and Inclusive Programs.....	631-244-4052
Employee/Student Assistance Programs.....	631-289-0480
Health and Safety Services.....	631-687-3131
Negotiations Information Service.....	631-687-3050
Regional Information Center.....	631-244-4211
Regional Certification Office.....	631-289-2200
Regional Transportation Services.....	631-472-6480
Secondary and Adult Education Programs.....	631-244-4033
Textbook Program.....	631-687-3116

Eastern Suffolk BOCES

Changes in Organization Structure  
2002 to Present

2002	<ul style="list-style-type: none"> <li>• New District Superintendent</li> <li>• Associate Superintendent for Management Services</li> <li>• Associate Superintendent for Regional Services</li> </ul>
2004	<ul style="list-style-type: none"> <li>• New Assistant Superintendent for Human Resources</li> <li>• New Director of Regional Information Center</li> </ul>
2005	<ul style="list-style-type: none"> <li>• District Superintendent returns to reconfigured position as Chief Operating Officer</li> <li>• Change from three divisions (Educational Services, Management Services, Regional Services) and Department of Human Resources</li> </ul> <p style="text-align: center;">TO</p> <p>Two divisions (Educational Services, Management Services) and Department of Human Resources</p>
2006	<ul style="list-style-type: none"> <li>• New District Superintendent</li> <li>• New Associate Superintendent for Educational Services</li> <li>• New Director of Administrative Services</li> </ul>
2007	<ul style="list-style-type: none"> <li>• Superintendent in Residence part-time position added</li> <li>• Human Resources Department Reconfigured, includes <ul style="list-style-type: none"> <li>- reconfigured Office(s) of Communication, Research and Recruitment</li> <li>- reconfigured Office of Planning and Program Improvement</li> </ul> </li> <li>• State Network Projects report to District Superintendent</li> </ul>
2008	<ul style="list-style-type: none"> <li>• New Director of Building Services</li> </ul>



**Middle States Accreditation For Growth**  
**A DECADE OF ACHIEVEMENT**  
**Agency Re-Accreditation**  
**Agency Objectives and Results**  
**1998 – 2008**

*Based on data and information submitted as of June 2008*

Prepared by:  
Eastern Suffolk BOCES  
Office of Planning and Program Improvement  
September 16, 2008

# INTRODUCTION

This document summarizes the results accomplished by Eastern Suffolk BOCES from 2000-2008 in its endeavors to carry out its mission and vision in the region. Based on the Eastern Suffolk BOCES strategic plan, it includes a summary appraisal of each of the eight major strategic action plans and their related operational plans. It also lists all of the completed action plans and milestones since 2000. This information will again be updated in the final year of this long-range plan for 2008-2009.

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# Eastern Suffolk BOCES

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## **STRATEGIC ACTION PLAN I.A: Improving the Educational Outcomes of BOCES Students**

### **Appraisal of the agency's performance on Strategic Action Plan I:**

Eastern Suffolk BOCES has made significant progress towards achieving the agency goal 1.A. Improving the Educational Outcomes of all BOCES students. This is an objective which is ongoing and evolving reflective of the increased standards and accountability that are set for all educational institutions by the related changes in the work force needs and society as a whole.

Specific areas of progress are reflected in the many milestones achieved since the plan was put into place in 2001. These milestones include:

- Ongoing review of; instructional programs, student enrollment trends, district requests for services, regional initiatives, revisions in regulations and new legislation in an effort to plan for effective, efficient programs, administrative structure to support such programs and appropriate facilities to house those programs. These ongoing reviews result in new, improved, revised, and at times discontinued programs that reflect a response to the needs of the region.
- All instructional programs have developed Strategic Planning objectives related to student performance. Approval of those plans and related actions plans was achieved as was a successful mid-point review of the progress of each plan
- Strengthening the quality of instructional support internally through the services of the Educational Support Services Center
- Reducing the number of special education students in the region who are educated in separate settings to be consistent with state mandates. These reductions have happened through district collaboration, staff professional development and the development of clear guidelines for the profile of students who can be successful in integrated settings.
- Improved curriculum and offerings for both year round and summer programs
- Increased use of enrichment programs such as Arts in Education
- Increased number of articulation agreements with institutes of Higher Education
- Increased number of approved CTE courses with increased academic rigor
- The development and regular update of a continuum of services guide for special education programs with clear, program profiles and procedures for student review and placement
- The development of clear published protocol for the development and implementation of staff development initiatives pursuant to the agency's contractual obligation.

Areas of continuing growth and improvement:

- There has been a measurable improvement in the educational outcomes of BOCES special education students who have access to the general education curriculum
- Work has been done to improve the successful transition of students to their next educational /life setting
- Progress has been made in implementing a computerized student management system. Full implementation of the system which includes the ability to utilize it to generate meaningful reports that have educational usefulness is still evolving.
- Parent Involvement has been an ongoing issue in the agency. In spite of attempts to engage parents in agency wide initiatives, this is still an area of concern
- An initiative has begun to develop a standardized curriculum and instructional expectations in the area of cultural competence among staff and students

Eastern Suffolk BOCES has shown a tremendous commitment to strategic planning and the AFG process. The drive to accomplish the objectives, revise objectives when appropriate, and add operational action plans as needed is still present and has become part of the culture. This allows people to refocus on the goals in their area as well as setting up the need to focus on the data and adjust the plan accordingly.

**STRATEGIC PLANNING STRATEGY:** By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special, career, and adult education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and job settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum and/or to curriculum reflecting the NYS standards. There will be a measurable increase in the number of secondary students earning diplomas. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting and who have improved standing for entry into the job market or higher education. This will be achieved and measured through the establishment of a comprehensive program based upon this action plan and the indicators of the State Performance Plan and P-16.

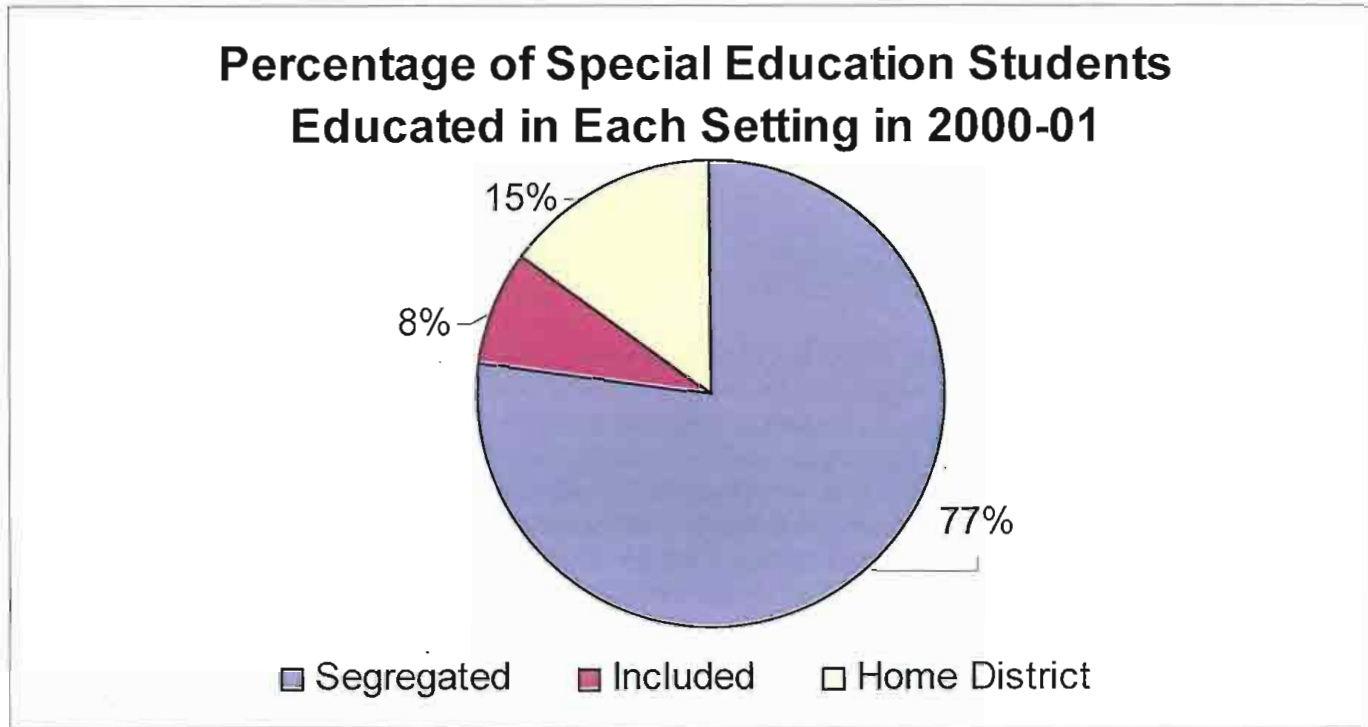
**BASELINE DATA:**

Program Relocation Data

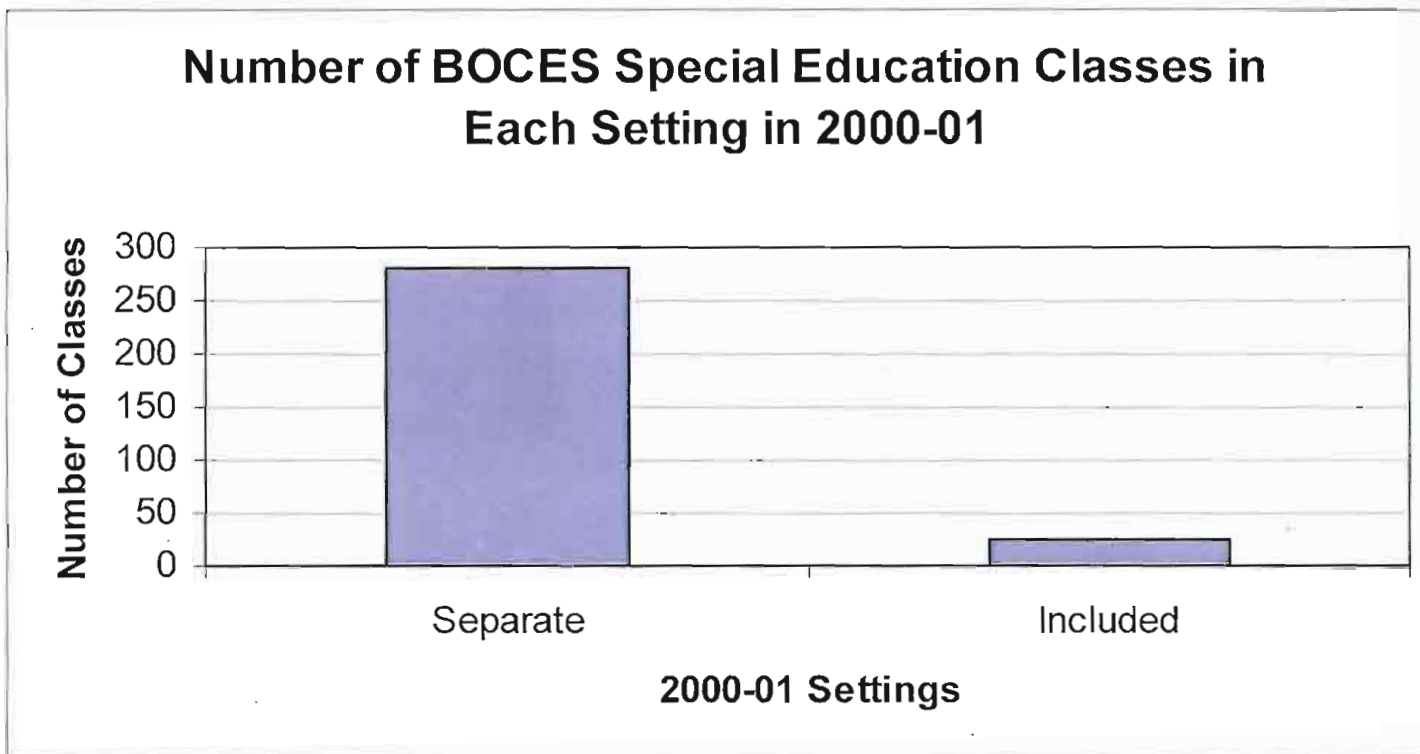
77% of BOCES Special Education students educated in segregated settings, baseline year – 2000-01

8% of BOCES Special Education students educated in Included settings, baseline year – 2000-01

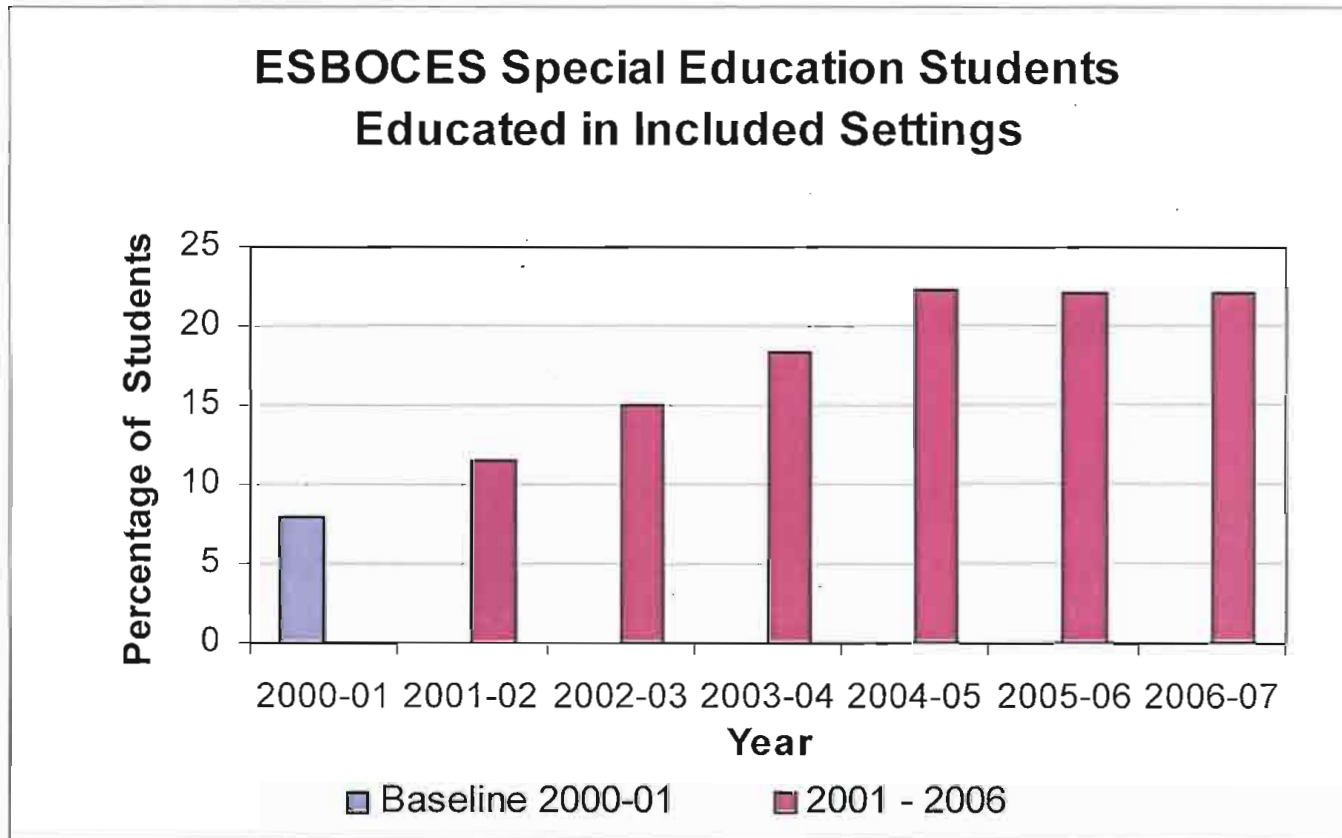
15% of BOCES Special Education students provided related services in home district settings, baseline year – 2000-01



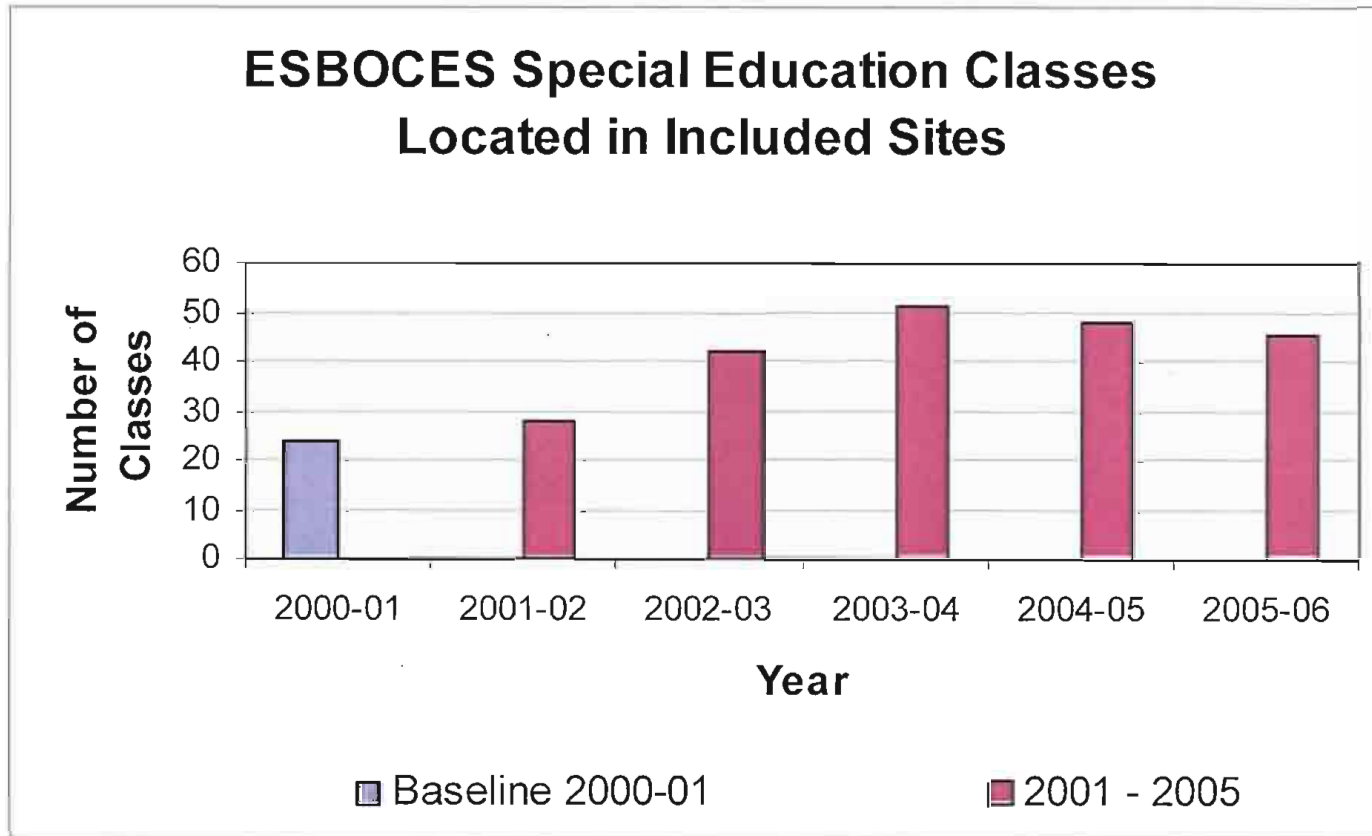
280 (92%) BOCES Special Education classes located in separate sites, baseline year – 2000-01  
24 (8%) BOCES Special Education classes located in included sites, baseline year – 2000-01



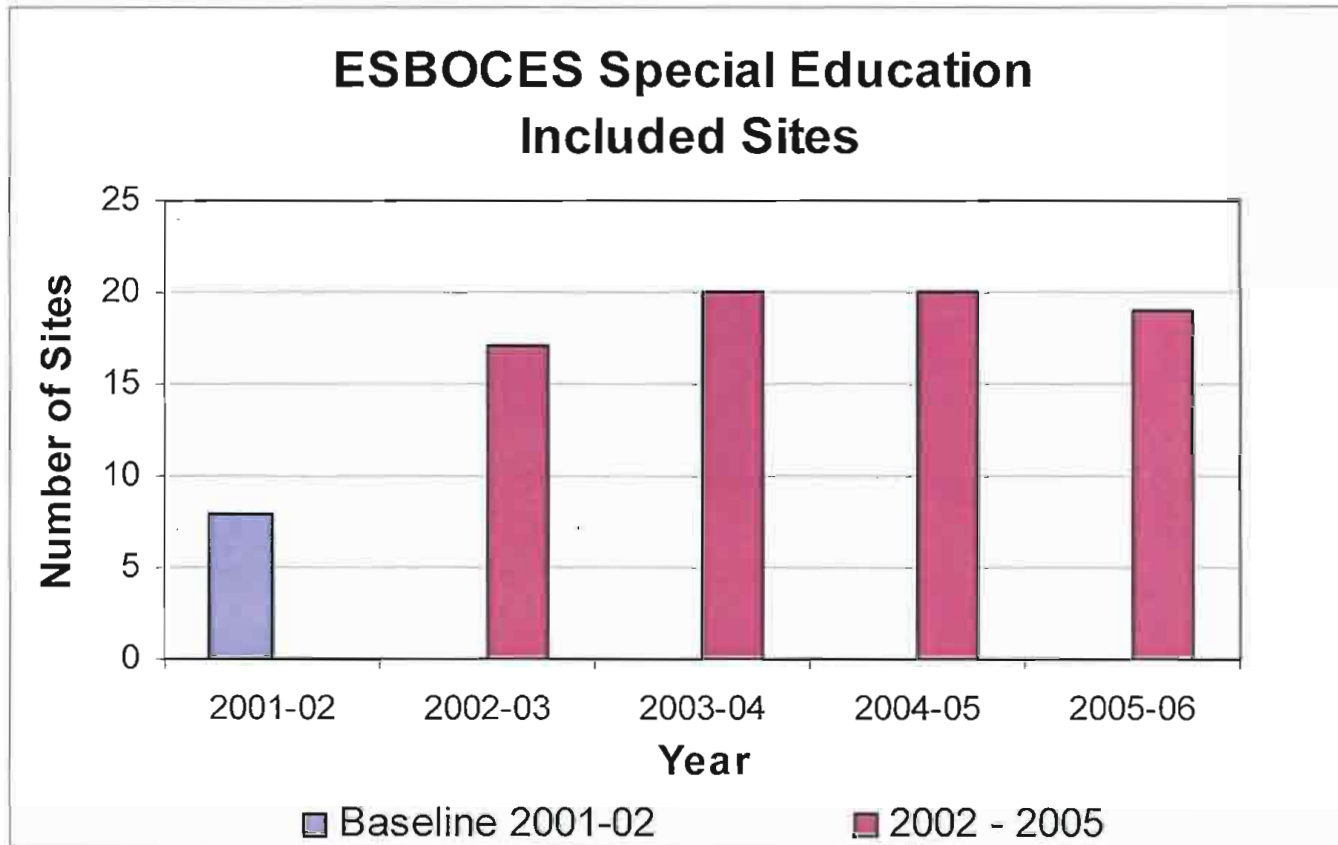
8% of BOCES Special Education students educated in Included settings, baseline year – 2000-01  
11.4% in 2001-2002  
15% in 2002-2003  
18.3 % in 2003-2004  
22.2 % in 2004-2005  
22.1% in 2005-2006  
22.1% in 2006-2007



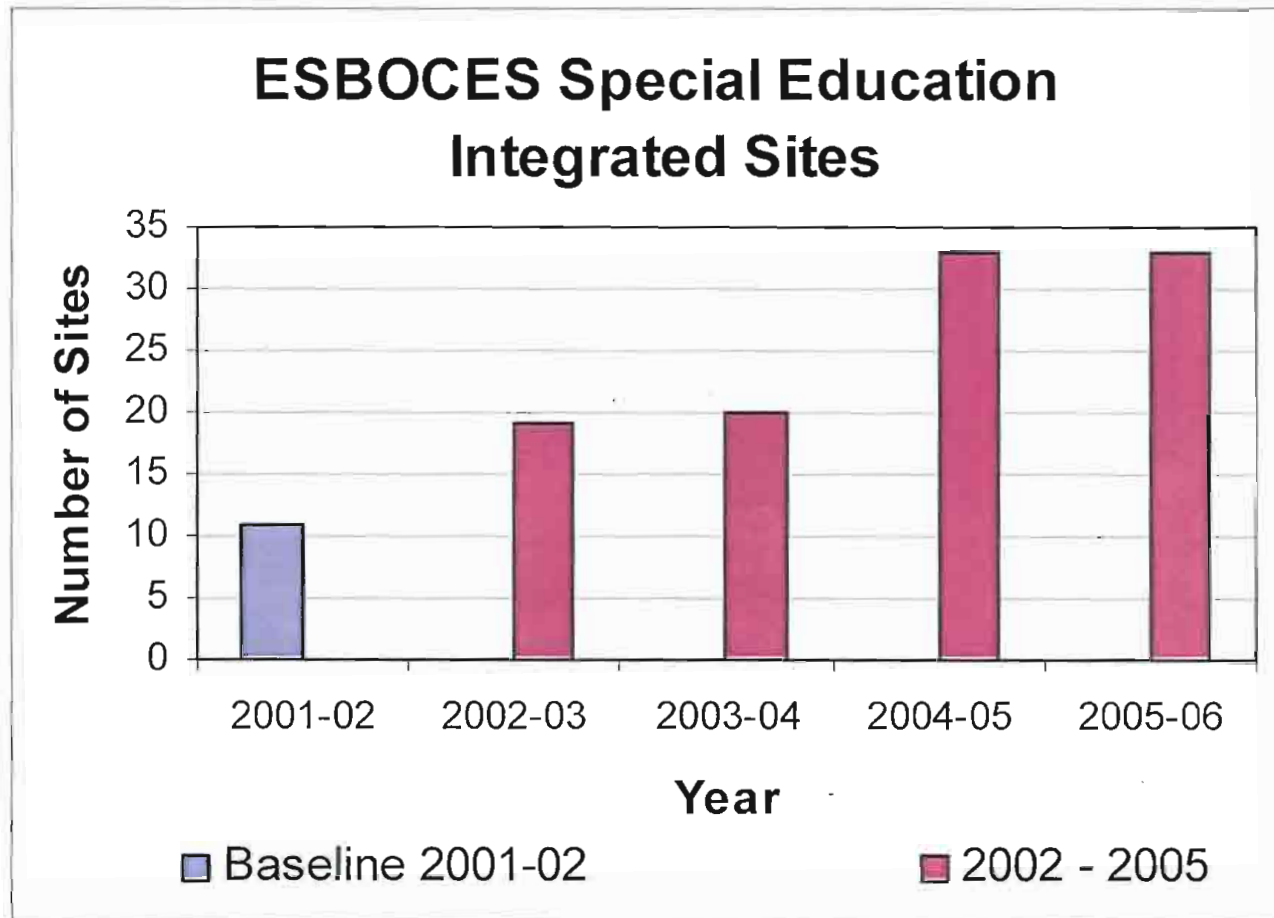
24 BOCES Special Education classes located in included sites, baseline year – 2000-01  
28 in 2001-2002  
42 in 2002-2003  
51 in 2003-2004  
48 in 2004-2005  
45 in 2005-2006



8 BOCES Special Education Included Sites, baseline year – 2001-02  
17 in 2002-2003  
20 in 2003-2004  
20 in 2004-2005  
19 in 2005-2006



11 BOCES Special Education integrated sites in baseline year 2001-2002  
19 in 2002-2003  
20 in 2003-2004  
33 in 2004-2005  
33 in 2005-2006





**Program Redesign Data**

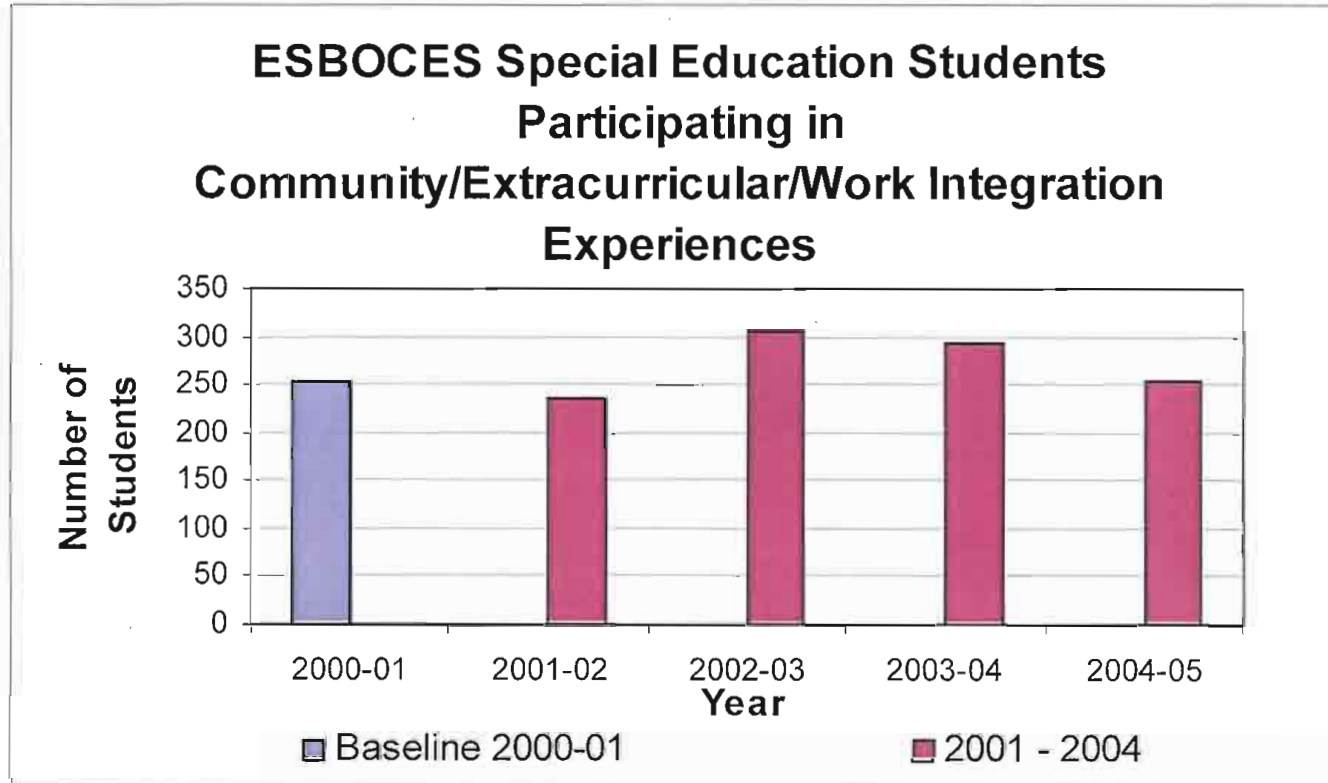
252 Special Education students participating in community/extracurricular/work integration experiences, baseline year – 2000-2001

236 in 2001-2002

305 in 2002-2003

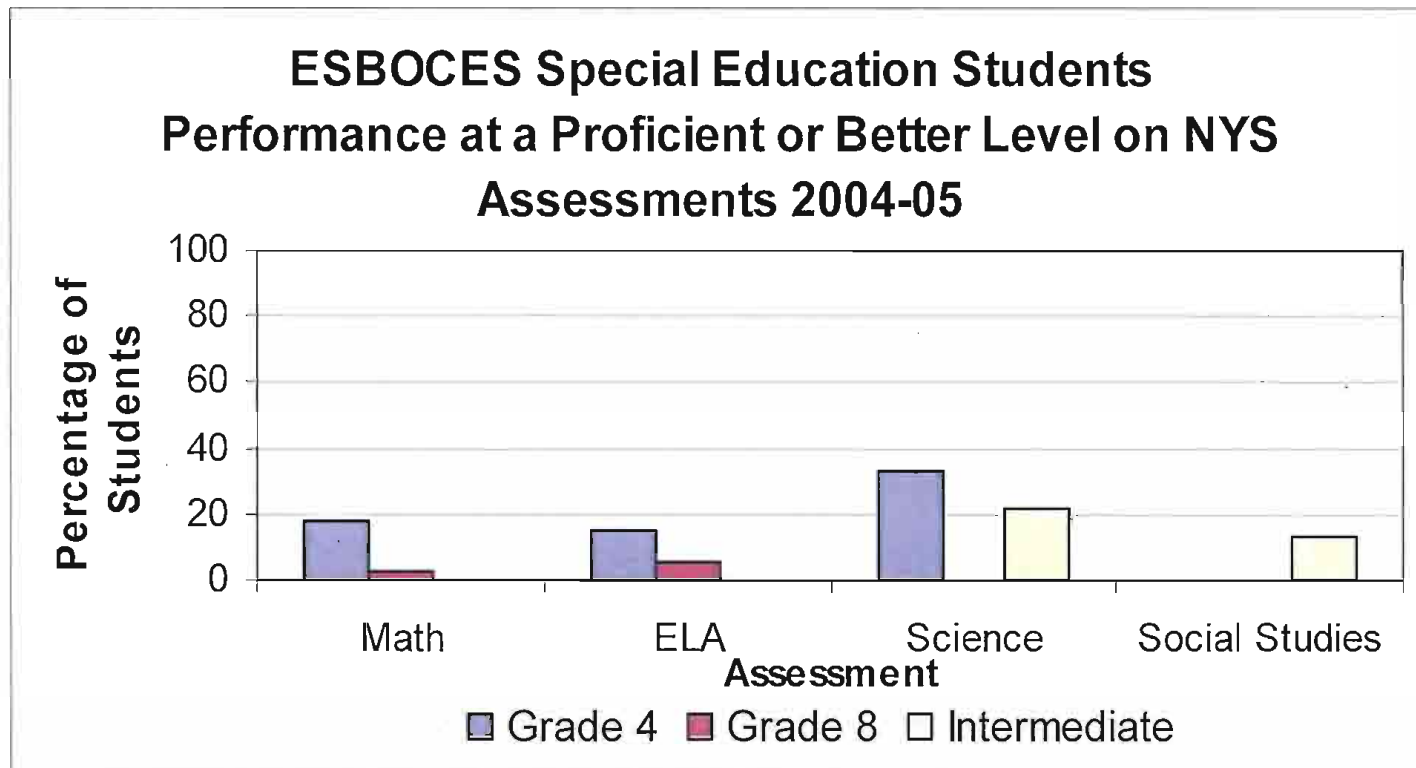
293 in 2003-2004

254 in 2004-2005

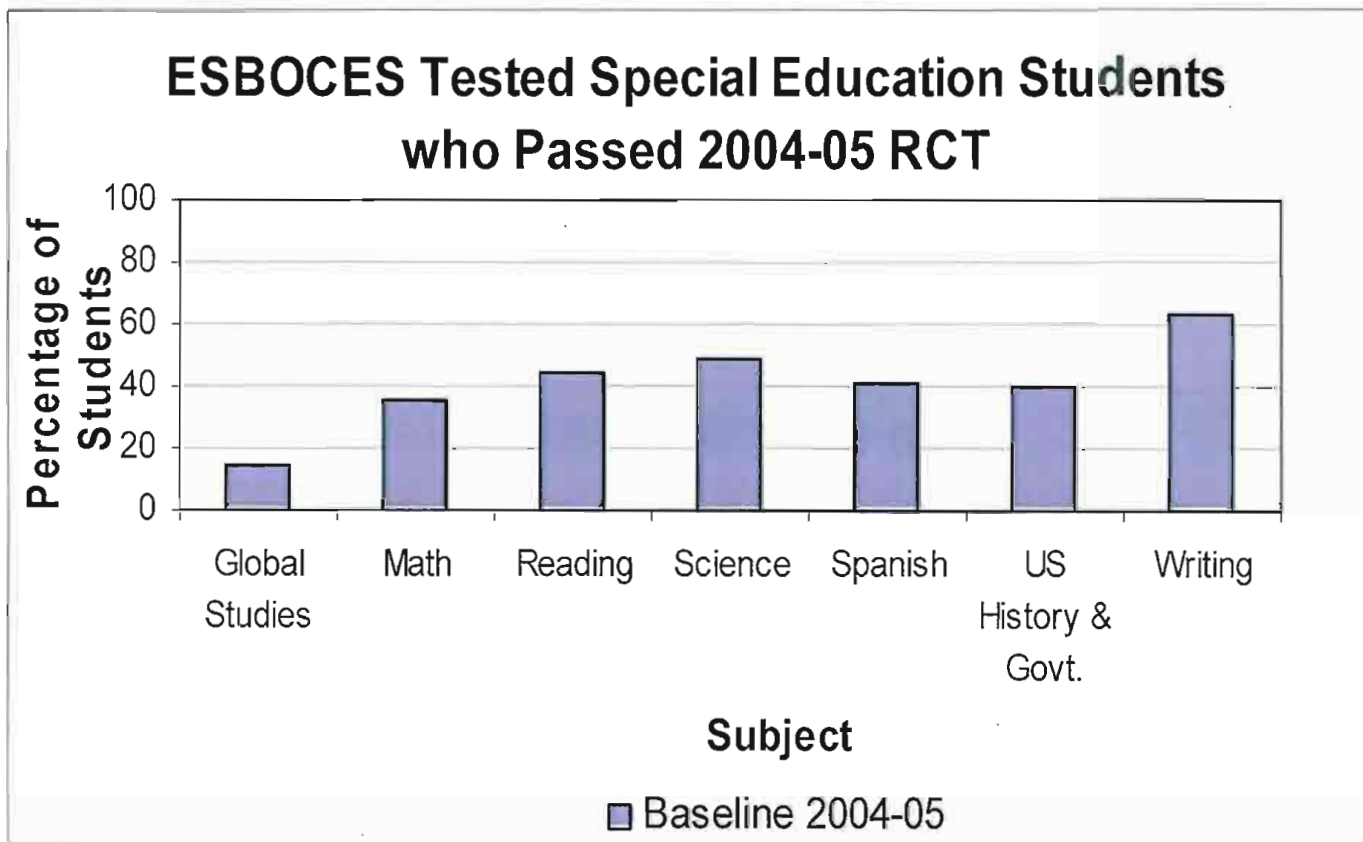


Student Assessment Data

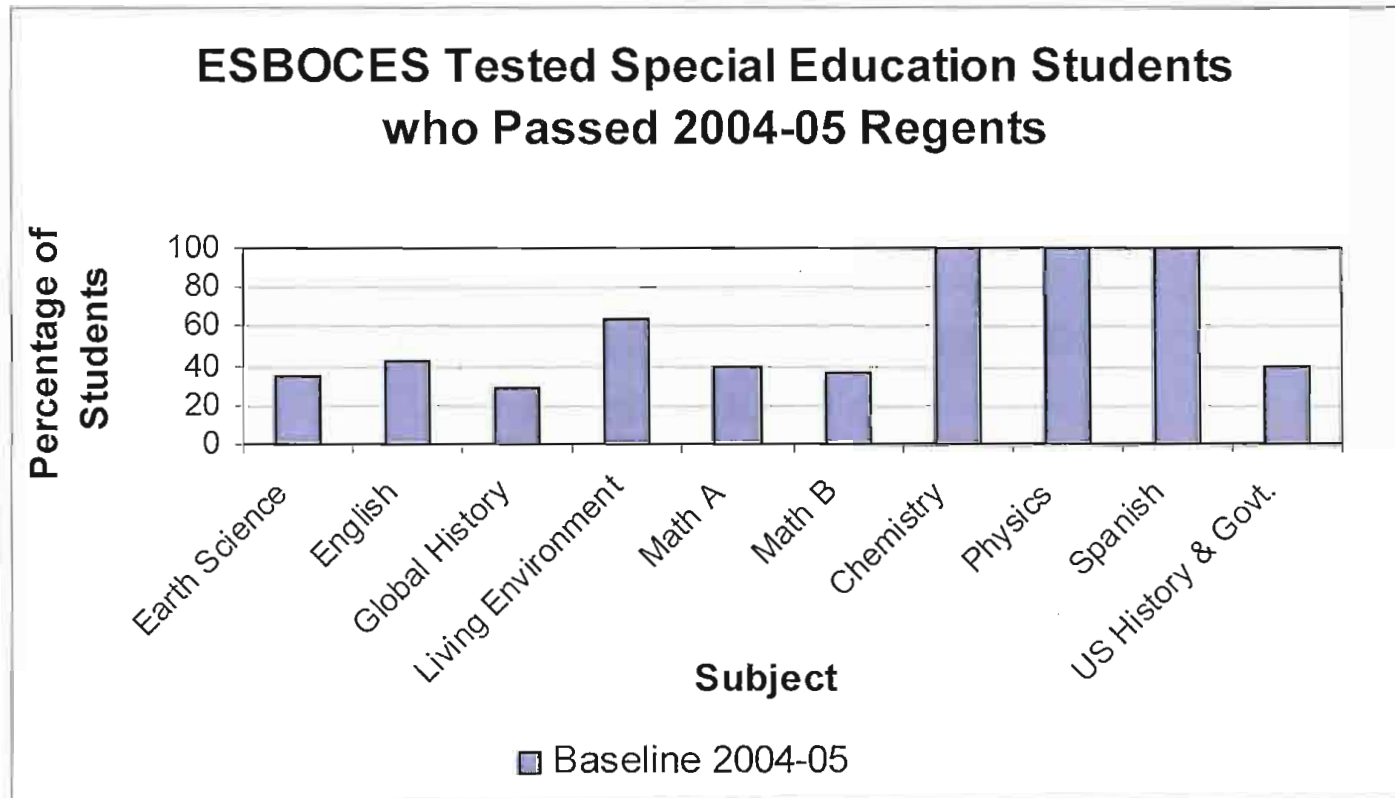
18% of Special Education Students performing at a proficient or better level on NYS Grade 4 Math Assessment, baseline year 2004-2005  
3% of Special Education Students performing at a proficient or better level on NYS Grade 8 Math Assessment, baseline year 2004-2005  
15% of Special Education Students performing at a proficient or better level on NYS Grade 4 ELA Assessment, baseline year 2004-2005  
6% of Special Education Students performing at a proficient or better level on NYS Grade 8 ELA Assessments, baseline year 2004-2005  
33% of Special Education Students performing at a proficient or better level on NYS Grade 4 Science Assessment, baseline year 2004-2005  
22% of Special Education Students performing at a proficient or better level on NYS Intermediate Science Assessment, baseline year 2004-2005  
13% of Special Education Students performing at a proficient or better level on NYS Intermediate Social Studies Assessment, baseline year 2004-2005



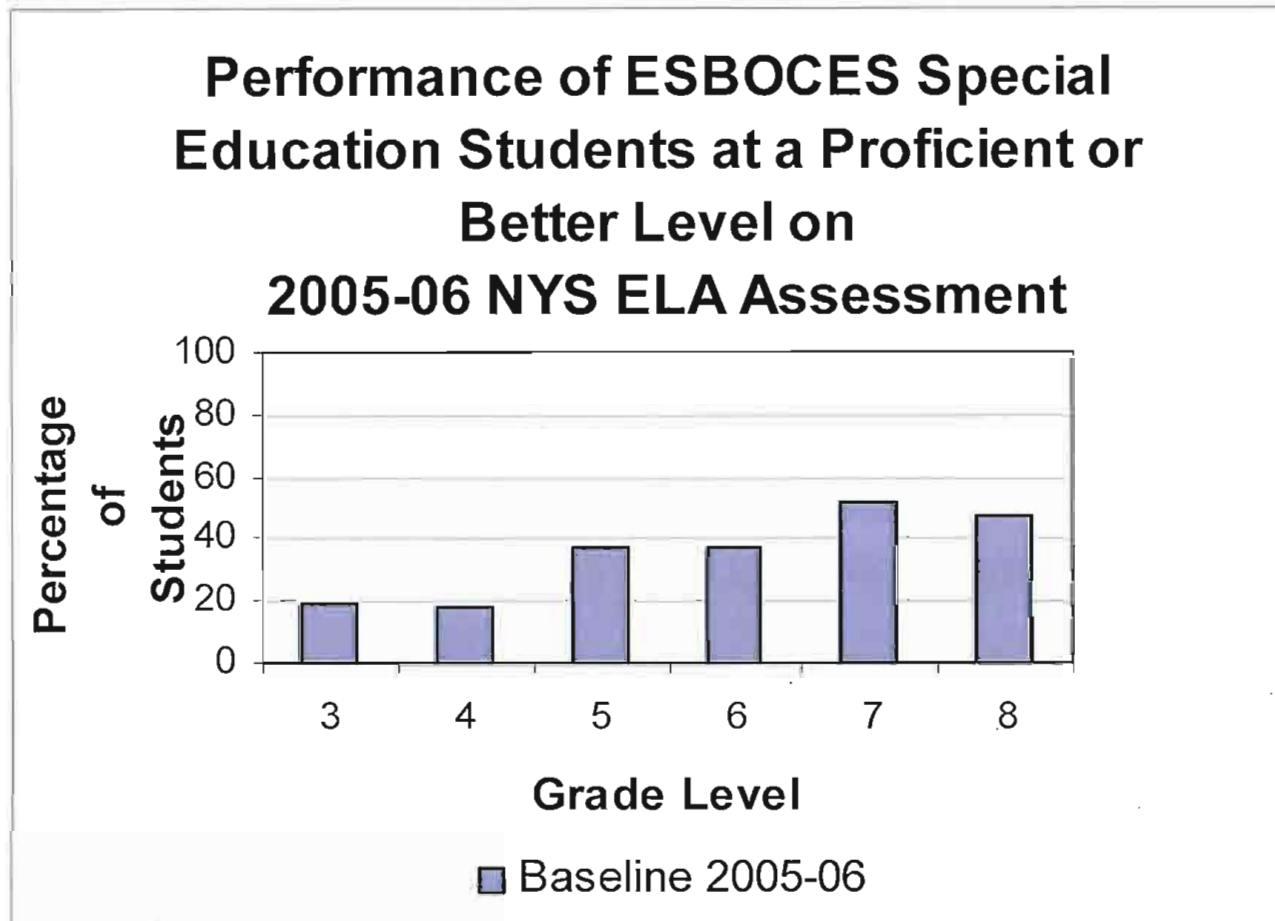
15% of Special Education Students tested, passed RCT Global Studies in baseline year, 2004-2005  
 36% of Special Education Students tested, passed RCT Math in baseline year, 2004-2005  
 45% of Special Education Students tested, passed RCT Reading in baseline year, 2004-2005  
 49% of Special Education Students tested, passed RCT in Science in baseline year, 2004-2005  
 41% of Special Education Students tested, passed RCT in Spanish in baseline year, 2004-2005  
 40% of Special Education Students tested, passed RCT in US History and Government in baseline year, 2004-2005  
 63% of Special Education Students tested, passed RCT in Writing in baseline year, 2004-2005



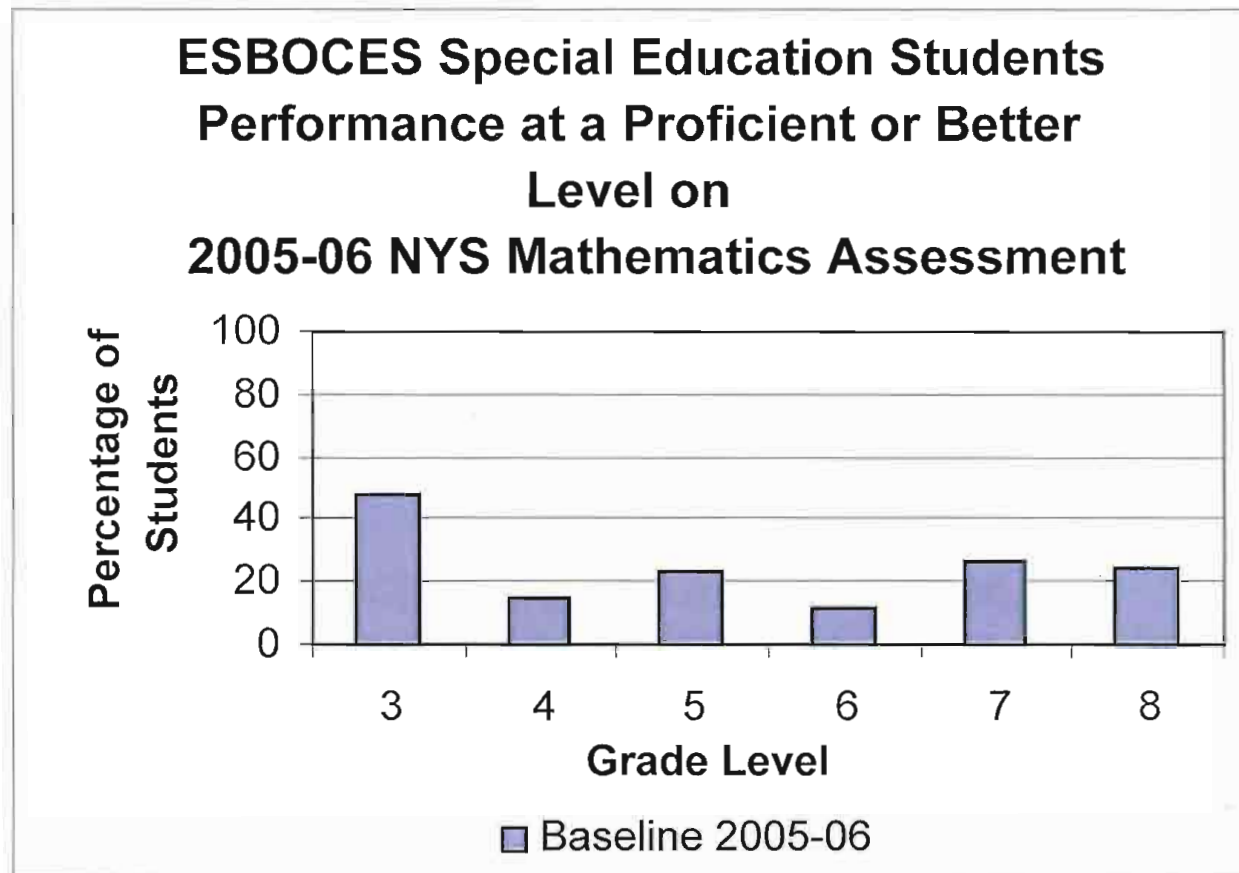
35% of Special Education Students tested, passed Regents in Earth Science, baseline year 2004-2005  
 43% of Special Education Students tested, passed Regents in English, baseline year 2004-2005  
 29% of Special Education Students tested, passed Regents in Global History, baseline year, 2004-2005  
 64% of Special Education Students tested, passed Regents in Living Environment, baseline year, 2004-2005  
 40% of Special Education Students tested, passed Regents in Math A, baseline year, 2004-2005  
 36% of Special Education Students tested, passed Regents in Math B, baseline year, 2004-2005  
 100% of Special Education Students tested, passed the Regents in Chemistry, baseline year, 2004-2005  
 100% of Special Education Students tested, passed the Regents in Physics, baseline year, 2004-2005  
 100% of Special Education Students tested, passed the Regents in Spanish, baseline year 2004-2005  
 39% of Special Education Students tested, passed the Regents in US History and Govt. baseline year, 2004-2005



19% of Special Education Students performing at a proficient or better level on NYS Grade 3 ELA 2005-2006  
18% of Special Education Students performing at a proficient or better level on NYS Grade 4 ELA 2005-2006  
37% of Special Education Students performing at a proficient or better level on NYS Grade 5 ELA 2005-2006  
37% of Special Education Students performing at a proficient or better level on NYS Grade 6 ELA 2005-2006  
52% of Special Education Students performing at a proficient or better level on NYS Grade 7 ELA 2005-2006  
47% of Special Education Students performing at a proficient or better level on NYS Grade 8 ELA 2005-2006



48% of Special Education Students performing at a proficient or better level on NYS Grade 3 Math 2005-2006  
15% of Special Education Students performing at a proficient or better level on NYS Grade 4 Math 2005-2006  
23% of Special Education Students performing at a proficient or better level on NYS Grade 5 Math 2005-2006  
12% of Special Education Students performing at a proficient or better level on NYS Grade 6 Math 2005-2006  
27% of Special Education Students performing at a proficient or better level on NYS Grade 7 Math 2005-2006  
24% of Special Education Students performing at a proficient or better level on NYS Grade 8 Math 2005-2006



Student Transition Outcome Data

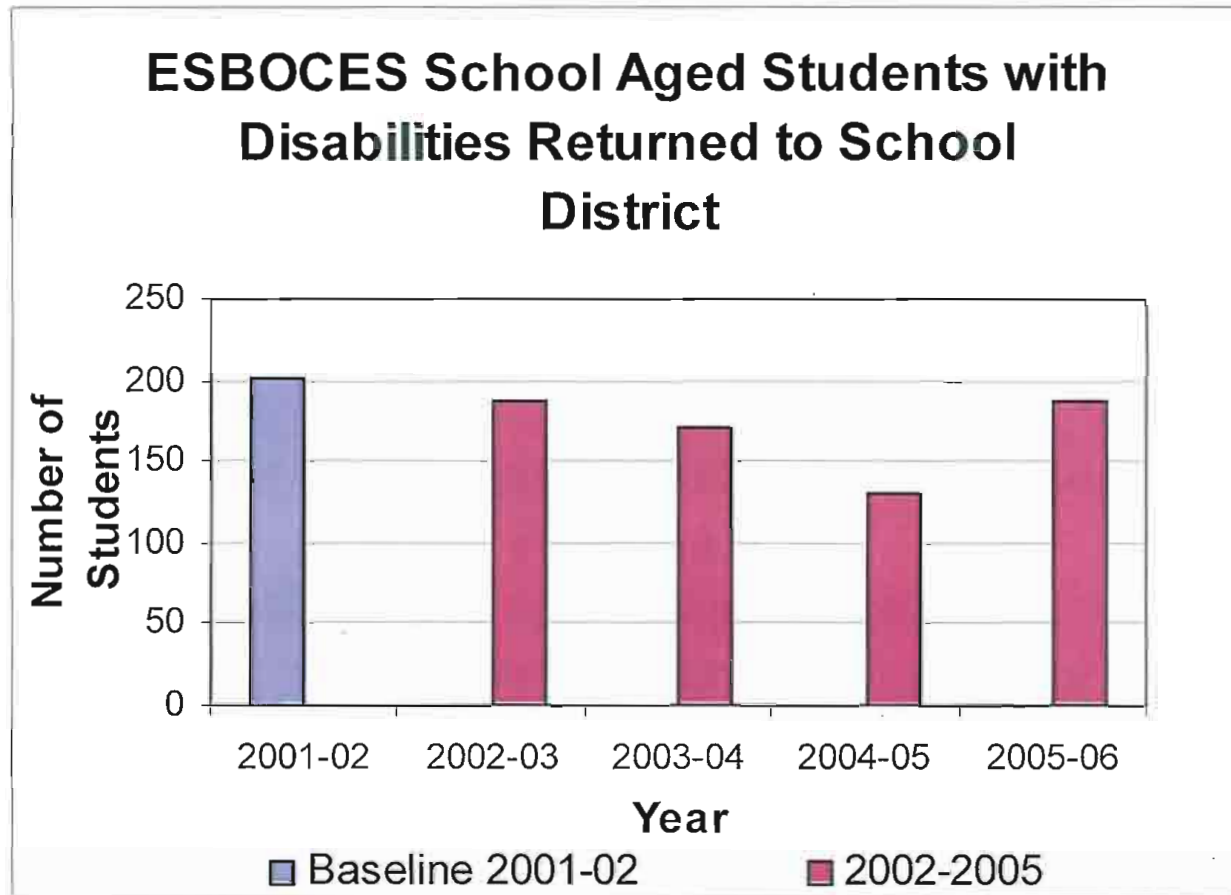
201 BOCES School aged students with disabilities returned to district in baseline year 2001-2002

186 in 2002-2003

171 in 2003-2004

130 in 2004-2005

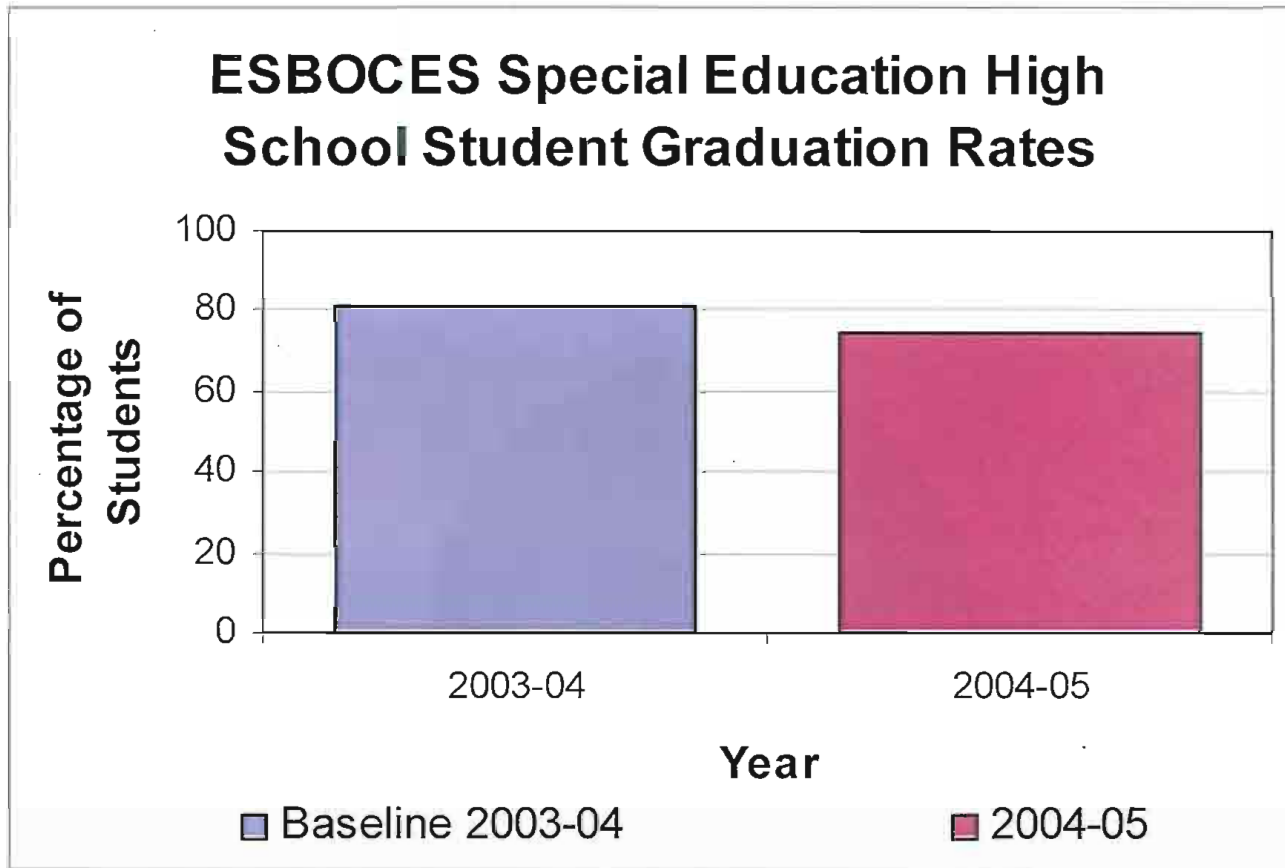
187 in 2005-2006



Graduation rates:

81% of BOCES Special Education High School students graduated in 2003-2004

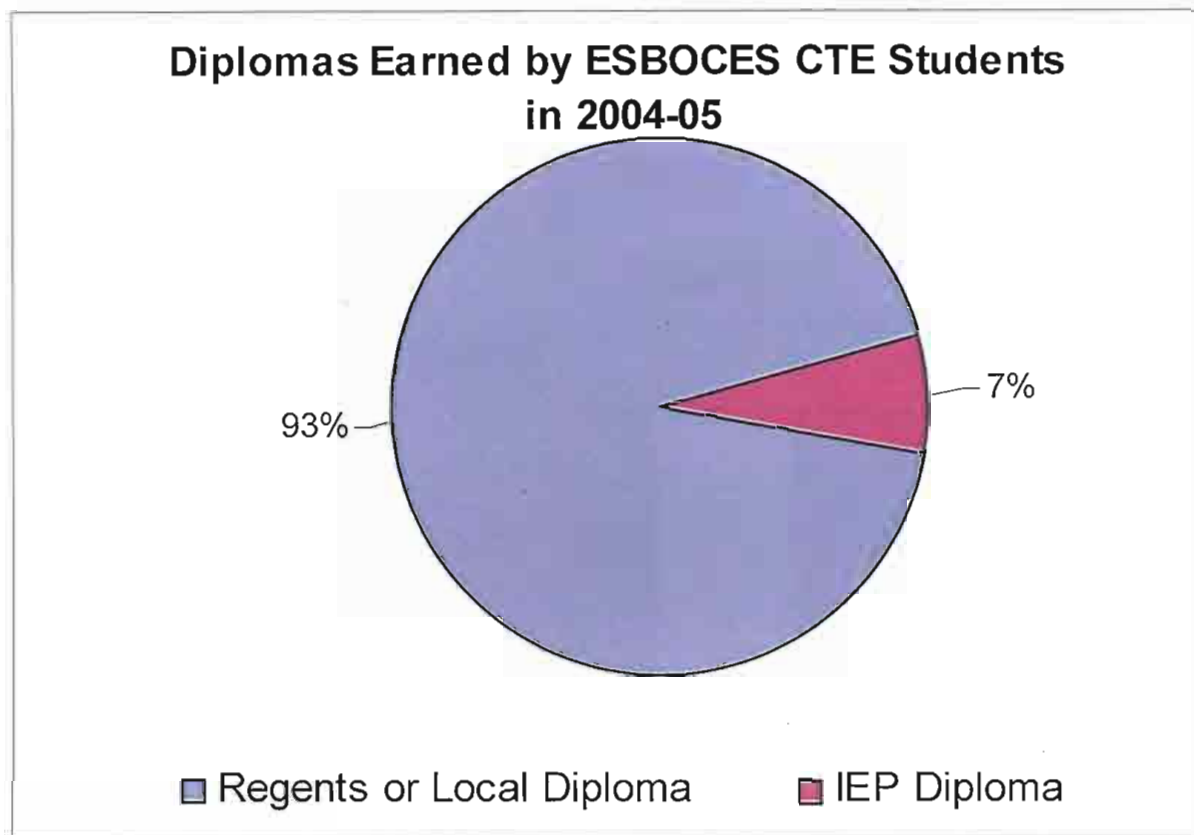
74% of BOCES Special Education High School students graduated in 2004-2005



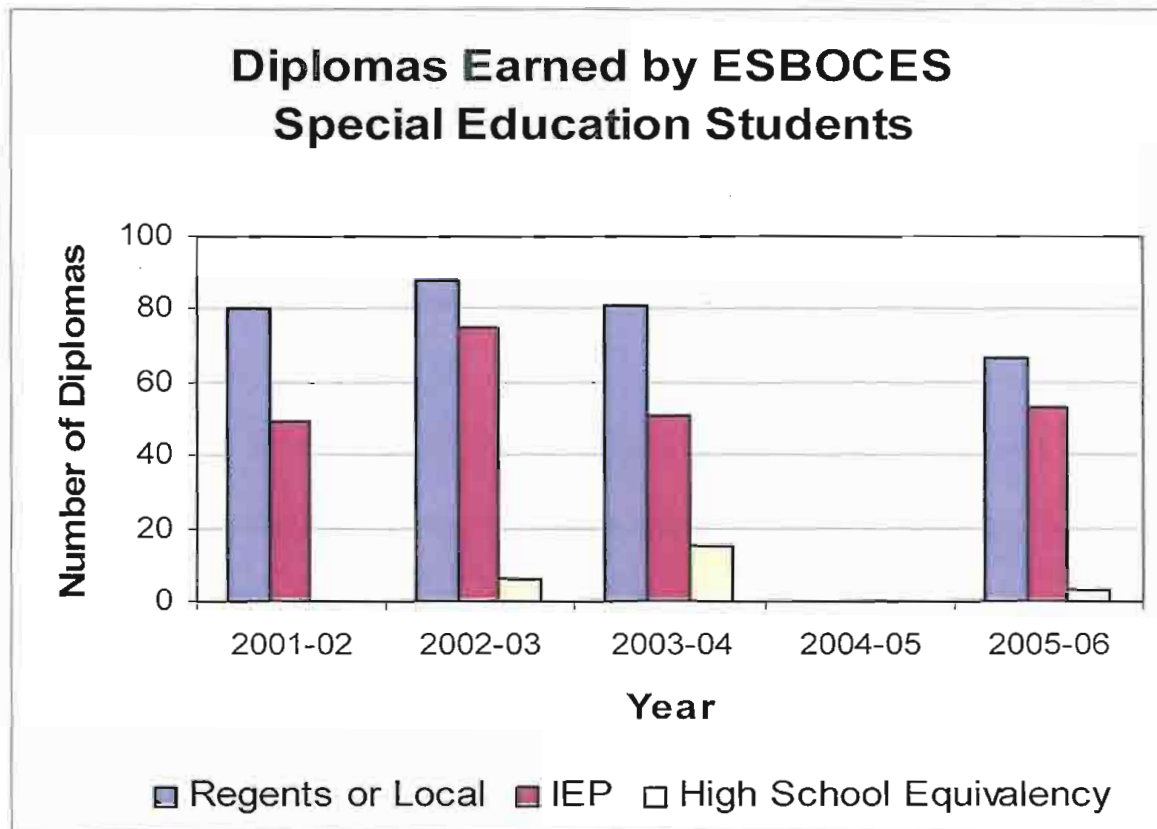
Diploma Rates



93% of CTE students earned a Regents or Local diploma in baseline year 2004-2005  
7% of CTE students earned an IEP diploma in baseline year 2004-2005



- 80 BOCES Special Education Students earned a Regents or Local diploma in 2001-2002
- 49 BOCES Special Education Students earned an IEP diploma in 2001-2002
- 88 BOCES Special Education Students earned a Regents or Local diploma in 2002-2003
- 75 BOCES Special Education Students earned an IEP diploma in 2002-2003
- 6 BOCES Special Education Students earned a High School Equivalency diploma in 2002-2003
- 81 BOCES Special Education Students earned a Regents or Local diploma in 2003-2004
- 51 BOCES Special Education Students earned an IEP diploma in 2003-2004
- 15 BOCES Special Education Students earned a High School Equivalency diploma in 2003-2004
- 67 BOCES Special Education Students earned a Regents or Local diploma in 2005-2006
- 53 BOCES Special Education Students earned an IEP Diploma in 2005-2006
- 3 BOCES Special Education Students earned a High School Equivalency Diploma in 2005-2006



\*No High School Equivalency data for 2001-02 and no data available for 2004-05

**RESULTS:** See Outcome Data Above

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**Related Operational Action Plan I.B: Improving the Educational Outcomes of BOCES  
Special Education Students In Integrated Settings**

**RELATED OPERATIONAL OBJECTIVE:** By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and pre-employment settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting.

**BASELINE DATA:**

Program Relocation Data

Percentage of BOCES Special Education students educated in Included settings, baseline year – 2000-01

8% in 2000-2001

11.4% in 2001-2002

15% in 2002-2003

18.3 % in 2003-2004

22.2 % in 2004-2005

15% of BOCES Special Education students provided related services in home district settings, baseline year – 2000-01

280 (92%) BOCES Special Education classes located in separate sites, baseline year – 2000-01

Percentage of BOCES Special Education classes located in included sites

24 in 2000-2001

28 in 2001-2002

42 in 2002-2003

51 in 2003-2004

48 in 2004-2005

Number of BOCES Special Education Included Sites

8 in 2001-2002

17 in 2002-2003

20 in 2003-2004

20 in 2004-2005

Number of BOCES Special Education integrated sites in baseline year 2001-2002

11 in 2001-2002

19 in 2002-2003

20 in 2003-2004

33 in 2004-2005

### Program Redesign Data

Special Education students participating in community/extracurricular/work integration experiences, baseline year – 2000-2001

252 in 2000-2001

236 in 2001-2002

305 in 2002-2003

293 in 2003-2004

254 in 2004-2005

9 Career Education courses approved for Academic credit, baseline year – 2001-02

20 Career Education courses articulated for college credit, baseline year – 2000-01

34 Career Education courses articulated for college credit in 2004-2005

### Student Transition Outcome Data

201 BOCES school-aged students with disabilities returned to district in baseline year 2001-2002

186 in 2002-2003

171 in 2003-2004

130 in 2004-2005

### Graduation Rates

81% of BOCES Special Education High School students graduated in 2003-2004

74% of BOCES Special Education High School students graduated in 2004-2005

### Student Outcome Data

Industry Assessment Results for Career and Tech Ed.

67% of students passing Industry Assessments, baseline year 2002-2003

83% in 2003-2004

90% in 2004-2005

### **RESULTS:**

Targets to be established as decisions on appropriate outcomes/measures are finalized

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## **Related Operational Action Plan I.C: Implementing a New Computerized Student Management System**

**RELATED OPERATIONAL OBJECTIVE:** By July 2005, Eastern Suffolk BOCES will complete the Phase 1 implementation of its new computerized student management system. Phase 1 will include the functions of student attendance, performance reporting, and student discipline. By July 2006 Phase 2 implementation of the student management system will be completed. Phase 2 will concentrate on support structure reorganization, procedure definition and documentation, and reassessment of agency requirements with an emphasis on decentralization of responsibilities.

### **BASELINE DATA:**

Fall of 2005, the Access and Pentamation databases had been replaced. Career and Tech programs had the eSchool Data System in place and five (5) Special Ed sites had also been distributed the system.

September of 2006, all Career and Tech programs continue to use eSchool. The Special Education Department Central Office maintains admissions/demographic/related services information in eSchool. All elementary and secondary center based special education programs utilize the system for attendance and discipline, and report cards. The integrated sites have started using the system with minor exceptions. (These gaps are currently being addressed). The scheduling module has been implemented in the secondary buildings.

Additionally, we are utilizing Clear Track, a web based application, for managing the Annual Student Profile preparation process.

PeopleSoft is being used for student reporting and student enrollment management.

The current focus of the Student Management Systems Office is on addressing ongoing training issues towards our goal of consistency between buildings and maintaining accurate data which can be used to improve instruction and inform decision making.

### **RESULTS:**

By the end of June 2007, every site will be effectively and accurately using the eSchool student data system for the functions of student attendance, scheduling, performance reporting and student discipline. This data will be readily available for analysis through a streamlined reporting system. This reporting system will be aligned with required New York State Education Department reports. The Annual Student Profile preparation process will be fully implemented on line.

Progress will be measured by Central Office (Office of Student Management Systems) monitoring.

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**NEW Related Operational Action Plan I.D: Implementation of New High School Level Math Courses and Regents Exams**

**RELATED OPERATIONAL OBJECTIVE:** By June 2010, the implementation of three new high school level math courses and three corresponding Regents exams will be completed. This implementation will include the realignment of the curriculum, purchase of instructional materials, and professional development for instructional staff.

**BASELINE DATA:**

Current Curriculum  
Current instructional materials

**RESULTS:**

Needs assessment survey results to be determined.

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**NEW Related Operational Action Plan I.E: Collaborative Plan for Merger of the Brookhaven and Jefferson Academic Centers**

**RELATED OPERATIONAL OBJECTIVE:** During 2007-2008, committees of professionals from the Brookhaven Academic Center and the Jefferson Academic Center will be convened/developed for the purpose of outlining each program's parameters, and working collaboratively on a program design that will merge the current Brookhaven Academic Center and Jefferson Academic Center into one middle school center. The task will be to assimilate New York State Curriculum requirements, as well as, academic, social and management needs of our students into a highly effective program. It is expected that the outcome of these planning meetings will be a program design that incorporates stakeholder experience and expertise, best practices in the field of special education, and optimum facility use of the Jefferson Academic Center, the site of the merged program.

**BASELINE DATA:** Existing Program designs and information.

**RESULTS:** To be determined

Expected: Consensus on the proposed program design among all stakeholders. Completion of the Brookhaven Academic Center program relocation within the timeline parameters. The merged program will be operational, effective by September, 2008.

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**Related Operational Action Plan I.F: Career, Technical, and Adult Education Program:  
Program Relocation, Student Data Analysis, and Program Effectiveness Measures**

**RELATED OPERATIONAL OBJECTIVE:** By July 2007, the Career, Technical, and Adult Education Programs clearly developed and redefined a plan for continuous student and program improvement, as well as student access to secondary Career and Special Career Education programs. This process has and will continue to emphasize the role of Career and Technical Education and also highlights its presence within the region through June 2009. The process will include a continuous review of student data collection and the analysis of this data to increase program effectiveness as well as improve student outcomes.

**BASELINE DATA:**

2005-06 CTE Enrollment is 2,353.

2005-06 SCE Enrollment is 640.

Thirty-one SCE students were transitioned to CTE programs during the 2005-06 school year.

e-School Student Management Program undergoing development to produce CTEDs data.

There are no SCE programs approved for academic credit as of June 2006.

As of 2005-06, the following CTE procedures require standardization: Bell Schedule, Teacher Substitute, Driving/Walking Pass, Bus Regulations, Emergency Pickup, Program Application, Work Experience, Attendance, etc.

Percentage of CTE completers: 80% as of June 2006.

2244 students enrolled as of October 2005, 1794 certificates of completion issued in June 2006

Percentage of CTE students in National Technical Honor Society: 5% as of June 2006.

2244 students enrolled as of October 2005, 117 inductees as of June 2006.

Percentage of CTE students who are members of SkillsUSA: 65% as of June 2006

2244 students enrolled as of October 2005, 1456 members as of June 2006.

Percentage of CTE students receiving tech endorsement: 48% as of June 2006.

1794 certificates of completion issued in June 2006, 864 technical endorsements granted in June 2006.

Average number of Articulation Agreements for each CTE program: 88 with 29 colleges and/or trade schools as of June 2006.

Percentage of CTE students in work based activities: As of June 2006 we presently do not have the data to report.

Second year returning students – no baseline data.

**RESULTS:**

	<b>Baseline 2005-06</b>	<b>2006-07</b>
CTE Enrollment will increase by a minimum of 5% over the next two years.	2353	2351 (0.08%)
SCE Enrollment will increase by a minimum of 5% over the next two years (June 2008).	640	548 (-14%)
Students transitioned from SCE to CTE will occur at a minimum rate of 5% each year.	31	22 (-29%)
E-school Student Management System will compile CTEDs I & II student data.	In process	In process
SCE programs approved for academic credit will increase by 5% per year.	0	3
Standardization of student processes/procedures will be completed at the rate of 50% per year and shall be completed by June 2008.	In process	In process
CTE completers will increase by 5% of total enrollment annually to 85%.	1794	1724 (-4%)
CTE students inducted into the national Technical Honor Society will increase by 5%.	117	149 (+27%)
CTE student SkillsUSA membership will increase by 5%.	1456	1401 (+3%)
CTE students receiving technical endorsement will increase yearly until 70% have achieved this goal by May 2009.	864	782 (-10%)
Each CTE program will obtain an overage of four articulation agreements by May 2009.	88 agreements with 29 colleges*	94 agreements with 29 colleges** 94/35 = 2.7
Year Two CTE students will increase by 5% each year to reach an 80% return rate by June 2009.	No data	728 Baseline Number
CTE students participating in work based activities will increase by 10% yearly until a minimum threshold of 80% is achieved by June 2009.	No data	To be determined

\*We have two colleges that have agreed to grant us blanket agreements for all of our programs that are not reflected in this number.

\*\*We have three colleges that have agreed to grant us blanket agreements for all of our programs that are not reflected in this number.



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### **Related Operational Action Plan I.G: Staff Development in Cultural Competence for Agency Staff**

**RELATED OPERATIONAL OBJECTIVE:** By June 2008, there will be a measurable increase in professional development activities in the area of cultural competence available to agency staff. Workshops will include professional development in adult to adult interactions, adult to student interactions (including instruction) and student to student interactions.

**BASELINE DATA:**

2005-2006 – Number of professional development activities dealing directly with cultural competence and bias: 6

2005-2006 – Number of professional development activities focusing on character education or topics indirectly related to cultural competence and bias: 5

**RESULTS:**

Number of staff development/training opportunities offered/implemented by June, 2007

Number of staff members completing training by June, 2007

- Superintendent's Conference Day: 1 workshop offered to All Eastern Suffolk BOCES staff/2187 participants
- Article 7 Staff Development – Cultural Competence: 36 workshops offered/262 participants
- Article 7 Staff Development – Related Topics: 21 workshops offered/296 participants
- Regional Workshops/Professional Days: 26 workshops offered/149 participants
- Conferences: 7 conferences/15 participants
- Para/Teacher Mentor Training – Cultural Competence: 2 workshops offered/68 participants
- Training for 19 Staff Developers in Cultural Competence: 5 workshops offered
- Superintendent's Conference Day Cultural Competence Train the Trainers Workshop: 1 workshop offered/57 participants

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### **Related Operational Action Plan I.H: Student Programs in Cultural Competence for BOCES Students**

**RELATED OPERATIONAL OBJECTIVE:** By September 2008, standardized curriculum and instructional expectations in the area of cultural competence will be identified and shared with Educational Services staff. By September 2007 there will be a measurable increase in student programs in the area of cultural competence in BOCES classes.

**BASELINE DATA:**

Curriculum: June 2006 – inconsistent use of division-wide materials for instruction in cultural competence

Programs/Presentations: June 2006 – no data collected

**RESULTS:**

Curriculum guidelines and expectations for all Special Education, CTE/SCE programs - September 2008

Increase presentations for secondary students - June 2007

Identify curriculum materials for pilot - September 2007

- Teaching Tolerance materials K-12 ordered for all Special Education, CTE/SCE programs appropriate to grade level

**For Educators:**

Responding to Hate at School (English or Spanish)  
Starting Small Kit (VHS only)

**All Grades:**

One World Poster Set

**Early Grades:**

I Will Be Your Friend (Grades 2-5)  
Mighty Times: The Legacy of Rosa Parks (VHS only) (Grades 5 and up)

**Middle and Upper Grades:**

Mighty Times: The Legacy of Rosa Parks (VHS only)  
Mighty Times: The Children's March (VHS or DVD)  
America's Civil Rights Movement (VHS only)  
A Place at the Table (VHS only) (Grades 8 and up)  
One Survivor Remembers (VHS or DVD) (Grades 8 and up)  
Shadow of Hate (Grades 8 and up)  
- World of Difference/Classroom of Difference Curriculum  
- Secondary elective developed:

**Societal Issues and Tolerance**

Module 1: Race  
Module 2: Gender  
Module 3: Ethnicity and Religion  
Module 4: Human Rights

- Secondary English Language Arts material for diverse high school populations (CAC and IAC)

**2006-2007 Cultural Competence Anti-Bias Presentations (hours assigned by program):**

BAC: 4 hours  
BCC: 13.5 hours  
SAC: 6 hours  
CAC: 16 hours  
MTC: 30.5 hours  
IAC and IAC @ ICC: 12 hours  
IAC @ Islip HS: 4 hours  
ICC: 18 hours  
WTAC: 18.5 hours

**2006-2007 Suffolk County PAL Anti-Bully/Anti-Gang Program:**

JAC: 2 programs for 72 students  
WHB: 1 program for 30 students  
SLC: 1 program for 40 students

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**NEW Related Operational Action Plan I.I: Transition of Director of Career, Technical, and Adult Education Programs**

**RELATED OPERATIONAL OBJECTIVE:** By July 2008, the Director of Career, Technical, and Adult Education will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, the process will include a review and evaluation of the structure and responsibilities amongst central office administrators in this department.

**BASELINE DATA:** Existing Administrative Structure and Responsibilities

**RESULTS:** To be determined

Expected: Completion of the transition following the time frames indicated above.

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## **STRATEGIC ACTION PLAN II.A:**

### **Assuring Equitable Facilities for All BOCES Students and Staff**

#### **Appraisal of the agency's performance on Strategic Action Plan II:**

Since 2001, the agency has made great strides to ensure that all BOCES students and staff are transported and housed in educational facilities that meet all regulatory requirements and meet the needs of students and staff.

In 2004, a Facilities utilization committee comprised of members from the Division of Educational Services and the Division of Management Services completed an assessment of BOCES leased and owned locations. This committee gathered key building information, surveyed employee and program managers in an effort to evaluate that the agency is utilizing space in an efficient manner. An outcome of this committee was the re-alignment of several administrative and program moves in subsequent years, the entering into several new lease agreements, as well as the agency securing a new location for the Suffolk Aviation Academy.

The Department of Administrative Services has undertaken several related action plans to support the strategic plan. BOCES Facilities Planning and Health & Safety intranet workspaces have been recently created to gather and disseminate relevant information. The Facilities planning workgroup makes available to administrators online information regarding BOCES locations such as lease agreements, facility utilization information, maps and emergency management information. A BOCES Health & Safety Committee workgroup has been created to make available to all building administrators agency-wide and building level health & safety information.

The agency has experienced tremendous growth over the last several years and recognizes the need to re-evaluate its Facilities needs. In the 2007/08, Strategic Plan Related Operation Plan II.C was developed to revisit the agency's current and future facilities needs. Over the past year, the agency has made great strides to ensure progress against the strategic plan via new related operational action plans and ongoing management objectives. At the present time, the only barrier that may hinder success is time. There are many major program moves and capital projects that require planning and implementation.

**STRATEGIC PLANNING STRATEGY:** By July 2009, all BOCES students and staff shall be educated and work in facilities that meet agency-wide standards established by the BOCES to effectively and efficiently; assure the health, safety, and reasonable comfort of all occupants; enhance the learning and working potential of students and staff; and meet all regulatory requirements.

#### **BASELINE DATA:**

2002-2003 studies

Demographic - Facilities - Long Range Planning

Facilities Survey tapping Customer Satisfaction and Prioritizing Facility Issues:

- ◆ ADA comparability
- ◆ Air quality
- ◆ Restroom facilities

- ◆ Cleanliness of building
- ◆ Energy efficiency
- ◆ Other environmental issues
- ◆ Fire/safety/security
- ◆ Maintenance standards
- ◆ Parking
- ◆ Gym/playground facilities

Appropriate space for teachers and support personnel

**RESULTS:**

TBD

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**Related Operational Action Plan II.B: Space Utilization**

**RELATED OPERATIONAL OBJECTIVE:** By December 2006, the Administrative Services Department shall have created, populated, and published on the Administrative Council segment of the agency Intranet an agency-wide facilities space utilization database. Periodic updates will continue through 2009.

**BASELINE DATA:**

No current data in compiled form

**RESULTS:**

TBD

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**REVISED Related Operational Action Plan II.C: Agency-wide Facilities Assessment**

**RELATED OPERATIONAL OBJECTIVE:** By July 2008, the Administrative Services Department shall have conducted an agency-wide assessment of all BOCES facilities. Facilities will be evaluated to ensure they meet the needs of the program and enhance the learning and working potential of students and staff.

**BASELINE DATA:**

Regulatory requirements  
 2007-2008 ESBOCES Facilities Survey results  
Industry facilities benchmark data

**RESULTS:**

TBD

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**NEW Related Operational Action Plan II.D: Operations and Maintenance Project Management**

**RELATED OPERATIONAL OBJECTIVE:** By July 2008, the Administrative Services Department shall have developed a project management and reporting system for use by the Operations and Maintenance unit to monitor and report the status and progress of all internal building related projects and Capital projects.

**BASELINE DATA:**

2007-08 Capital Projects

2007-08 Internal Construction Projects

2008-09 Internal Construction Projects

**RESULTS:**

Evaluation of Summer 2008 projects

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## **STRATEGIC ACTION PLAN III.A:**

### **Educational Support Services to School Districts to Improve Student Outcomes**

#### **Appraisal of the agency's performance on Strategic Action Plan III:**

Prior to 2001, the Department of Educational Support Services (ESS) did not exist in Eastern Suffolk BOCES. Staff, student and curriculum programs, Arts-in-Education, Model Schools and the School Library System were part of the Regional Information Center, whose major focus was providing technology and services related to technology to the BOCES component districts. Few if any of the Regional Services were utilized by the BOCES Special Education, CTE, Special Career and Adult Education programs. In fact, the disconnect was so great that teachers from BOCES schools often went to conferences and workshops and after encountering colleagues and services that they didn't know about – returned to their jobs saying 'I didn't know BOCES did that!' Internal support for educational programs within BOCES was provided by a small staff, in configurations that frequently changed.

Starting in 2001, staff developers (now known as Curriculum Teachers), worked a percentage of time in their own classroom and a percentage of time as staff developers. Another configuration was a group of 6 full time teachers – with two teachers serving the instructional technology needs and the staff and curriculum development needs of each of the 3 major special education programs: elementary, secondary, and developmental. These staff members were housed at Sherwood and were scheduled to provide services at the various sites as assigned.

In September 2002, Educational Support Services was created to serve both internal and external programs for curriculum, staff development, and assessment. From a department serving only internal BOCES schools, ESS brought together all ESB professional services to educators, programs for students, curriculum development and alignment and all aspects of the administration and scoring for New York State assessments. For the first time, the nature of the service, rather than the primary consumer (component districts or internal BOCES programs) was the rationale behind the grouping. The services previously housed in the RIC were combined with the internal services within the ESS department. All of the moves were clearly defined, with the exception of Model Schools, which is primarily dedicated to technology for instruction and serves educators and students, and some services within the RIC that provide access to hardware, infrastructure and administrative services. For this reason, Model Schools has been moved between the RIC and ESS several times, and currently resides with ESS, where, we hope it will remain.

Prior to and during this time, standards based curriculum and instruction and specific regulations regarding assessment became requirements for special education students. CTE programs were required to provide more emphasis on the core academic subjects and assessments were developed for the most developmentally challenged special education students. The use of instructional technology, along with the need to support teachers in its use became of paramount importance.

Although some networks, like SETRC and BETAC, and divisions provide some support to BOCES as part of their role in the region, ESS is probably the most integrated in terms of service to districts and BOCES programs. This has resulted in a sharing of BOCES expertise, most notably in the area of the NYSAA – and in increasing access of BOCES students in Special Education and CTE/SCE to services like Arts in Education, School Library Services – including the virtual reference collection – and access to staff in all regional

staff, curriculum, and assessment services. The wall between those experts providing services to districts and those providing services to BOCES have been effectively eliminated in ESS.

Our strategic plan represents a common goal – *Educational Support Services to School Districts to Improve Student Outcomes* – with the recognition that each of the services is unique and has specific objectives to accomplish. Strategic Plan III.A has allowed us to institutionalize a comprehensive planning and assessment process for all of the services we deliver. Early in the process, each program was asked to include at least one objective that related to a collaborative effort within ESS or between ESS and an internal program. For each year of the plan, since 2002, each ESS administrator selects one or more goals for the school year, completes an action plan for each goal and assesses the performance of the service.

Through the planning and assessment process, ESS has become a cohesive and efficient entity and is able to provide quality services to our clients – both internal and external. Feedback in the form of agency surveys of districts and BOCES staff, evaluations of services provided by each program (Arts-in-Education, Model Schools, regional staff development, etc.), and informal and anecdotal comments shared by our stakeholders. Participation in services has increased overall.

**STRATEGIC PLANNING STRATEGY:** By June 2009, the Department of Educational Support Services will assist districts to reach their goals of improved student outcomes, through staff and curriculum development and the use of instructional technology. The foundation of all ESS activities will be the New York State Learning Standards and research-based best practices that support academic, social, and emotional growth of all students. ESS activities will be aligned to ensure that services integrate seamlessly and reinforce common outcomes and strategies.

**BASELINE DATA:**

Co-Ser survey results 2003-2004

**RESULTS:**

Co-Ser Survey results 2004-2005





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<p style="text-align: center;"><b>STRATEGIC ACTION PLAN IV.A (REVISED):</b> <b>Human Resources Administration</b></p>
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**Appraisal of the agency's performance on Strategic Action Plan IV:**

By the year 2009, Eastern Suffolk BOCES Department of Human Resources will 1) develop initiatives to recruit, hire, and track a culturally and racially diverse workforce; 2) assure that all Eastern Suffolk BOCES employees participate in professional development so that they meet annual certification standards and have the opportunity for career advancement; 3) develop and implement systems for evaluating staff and 4) develop and implement systems for tracking staff.

Over the next three years, the staff at Eastern Suffolk BOCES will become more diverse in its racial and ethnic makeup as a result of the activities created within this plan. There will be a need to offer a comprehensive staff development plan that will demonstrate increased individual and professional growth, an improvement in student outcomes, and the ability to track the training needs and accomplishments of our diverse staff.

The department achieved success in accomplishing its objective in a multitude of areas since the inception of the strategic planning process. These accomplishments are summarized below:

- 1) Developing initiatives to recruit, hire, and track a culturally and racially diverse workforce.
  - ✓ In 2002 the department improved upon its ability to coordinate the collection and analysis of data illustrating staff diversity in relation to ethnicity, race, gender, and age. This has allowed the department to better focus on and prioritize its recruitment efforts.
  - ✓ The agency's first comprehensive *Hiring Practices Handbook* was developed and utilized among all hiring administrators in 2003.
  - ✓ In 2004 the department, in partnership with the Education Services Division, researched and provided opportunities for the implementation of diversity awareness programs for all staff.
  - ✓ In 2006 related action plan IV.C was added and revised to improve staff recruitment and retention.
  - ✓ The Office of Recruitment and Retention was created in 2007 and was charged with planning and implementing policies and strategies related to employee recruitment, retention and induction.
  - ✓ In 2007 department's annual *Career Fair for Culturally and Ethnically Diverse Educators*, an initiative borne out of component school districts goals to obtain highly qualified and diversified staff in various certification areas, drew more than 630 candidates, representing a 66% increase in candidate participation compared to the previous year.
  - ✓ In 2007 an online Intranet web site for the Office of Recruitment and Retention was established to streamline and centralize the applicant screening process and provide hiring administrators with up-to-date and easily accessible Teaching and Administrative candidate information.

- 2) Assuring that all Eastern Suffolk BOCES employees participate in professional development so that they meet annual certification standards and have the opportunity for career advancement.
  - ✓ The department began to create and monitor employee mentor programs to increase retention rates among administrative staff. In 2001 two new mentoring programs were developed and implemented by the department.
  - ✓ Between 2002 and 2005, the department worked with union leaders to ensure professional development initiatives were included in future bargaining unit contracts.
  - ✓ A broad based agencywide system of staff development for all employees was established in 2006 in collaboration with the Education Services Division.
  - ✓ In 2006 a standardized clerical assignment process incorporating a career pathway for clerical staff was put into place. The process addresses an identified need to standardize clerical assignments throughout the agency based on the work responsibilities that are required in particular job assignments. It also provides clerical staff with the opportunity to advance within the system through the clerical career pathway as established by Civil Service Guidelines.
- 3) Developing and implementing systems for evaluating staff.
  - ✓ As of 2003 the department began to formally evaluate all staff development activities to assess participant learning, the use of new knowledge and skills in the workplace, and the impact on student outcomes.
  - ✓ In 2007 the Civil Service Evaluation committee was formed. The committee reviewed and revised the current Performance Report utilized to evaluate Civil Service employees. The revised form was piloted and will be further revised based on input emerging from the field test.
- 4) Developing and implementing systems for tracking staff.
  - ✓ In 2005 the department invested in and developed electronic systems via PeopleSoft for tracking and monitoring the use of training programs for tuition reimbursement, and other professional advancement activities.

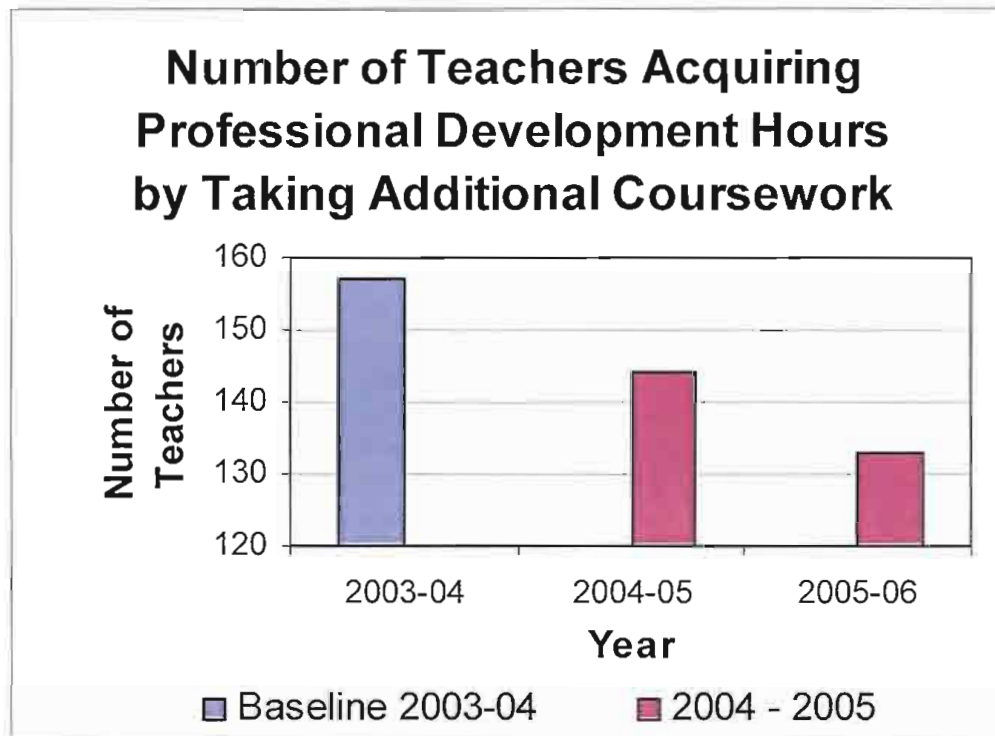
**STRATEGIC PLANNING STRATEGY:** By the year 2009, Eastern Suffolk BOCES Department of Human Resources will: 1) develop initiatives to recruit, hire, and track a culturally and racially diverse workforce; 2) assure that all Eastern Suffolk BOCES employees participate in professional development so that they meet annual certification standards and have the opportunity for career advancement; 3) develop and implement systems for evaluating staff; and 4) develop and implement systems for tracking staff.

## BASELINE DATA AND RESULTS:

### Tracking Teacher Professional Development

A paper tracking system was set in place in the 2003/04 year to determine the number of teachers enhancing their skills by taking additional coursework as per contract.

- An average of 109 teachers received an increment on September 1, 2003. Another 48 increments were granted February 1, 2004. These 157 increments represent 21.19% of the bargaining unit.
- In 2005-06, 144 teachers acquired their professional development hours by taking additional coursework. Salary increments were provided for those teachers fulfilling the requirement.
- In 2006-07, 133 teachers acquired their professional development hours by taking additional coursework. Salary increments were provided for those teachers fulfilling the requirement.



### **Tracking Teaching Assistant Certification/Professional Development**

Due to new certification requirements for Teaching Assistants, tracking will take place for staff completing Level 3 Teaching Assistant requirements at a later date.

### **Tracking for Substitute Services**

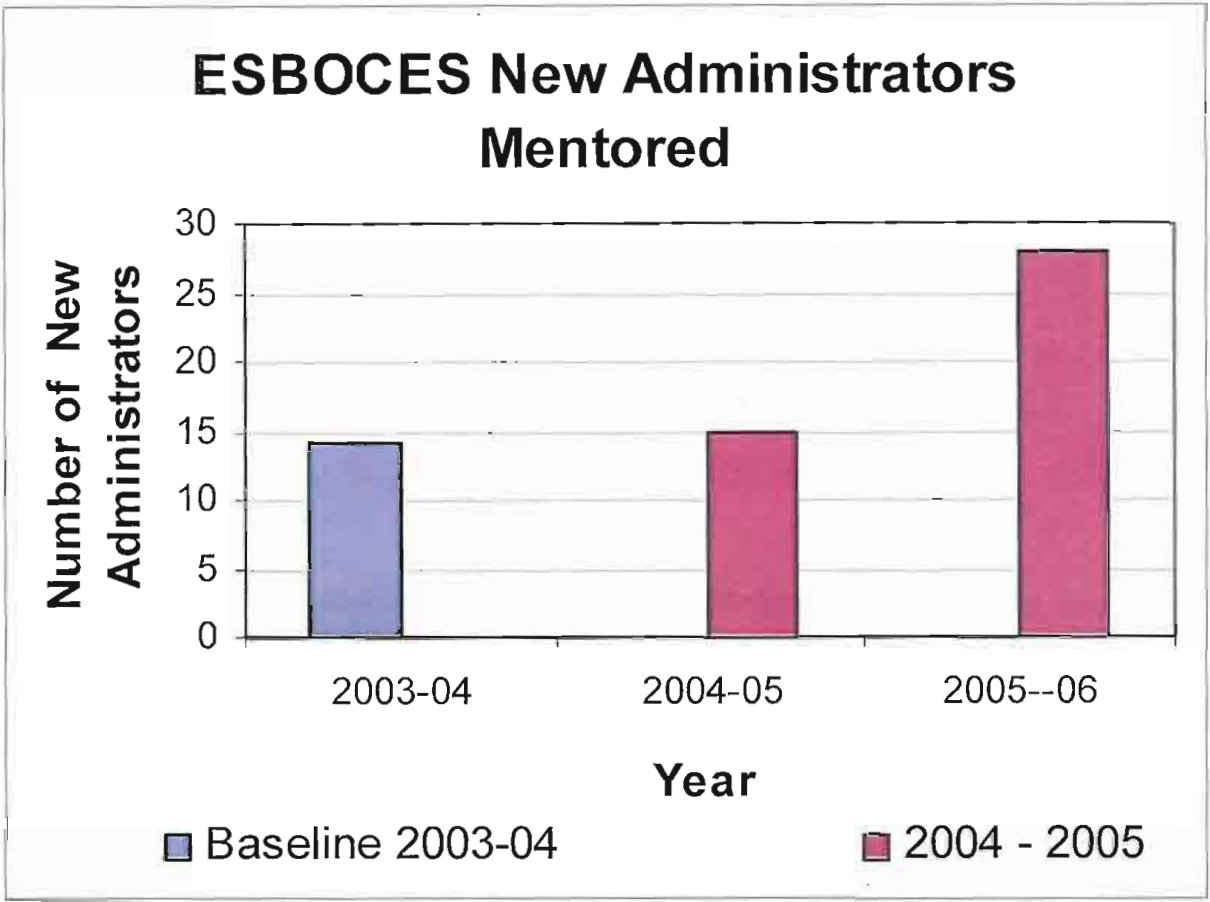
An automated substitute service system was developed to enhance tracking of types of absences, expand daily recruitment parameters, and provide accurate and current reporting:

In 2003/04, the sub service calling and record keeping was done manually. No baseline data was available. In September 2004, we implemented an automated system. Any of these reports can be viewed daily by each facility and data can be reviewed currently or retroactively as needed. The following types of reports can now be generated: Daily reports of who's in/out by building, absence reconciliation checklist, unfilled absences, absence summary, notification time of reported absences, call history by employee or substitute, day of week absence analysis, absence reason percentages, absence reasons, absence interactive customized by employee, by school, by agency, substitute sign-in, register by building, fulfillment skills, multi-school employees, substitute assignment, substitute assignment summary, substitute history by date, most called substitutes, preferred schools of each substitute, skills/qualifications of substitutes, excluded substitutes by building, and additional customized reports.

In 2005-06, these reports were enhanced by a report writer feature which allowed more specific filtering of data in each of these various reports. In addition, a new import/export feature allowed us to customize substitute payroll reports by district.

### **Tracking and Evaluating Administrator Professional Development**

Information from the Administrators Leadership Academy and Agency Sponsored Mentoring programs has been gathered:



**Agency Sponsored New Administrators Mentored**

Year	No. of New Administrators	No. of New Administrators Mentored
2003-04	-	14
2004-05	-	15
2005-06	-	28

*Data is being collected for the first column and will be entered at a later date.*

### Agency Sponsored Mentoring Program Outcomes 2005-06

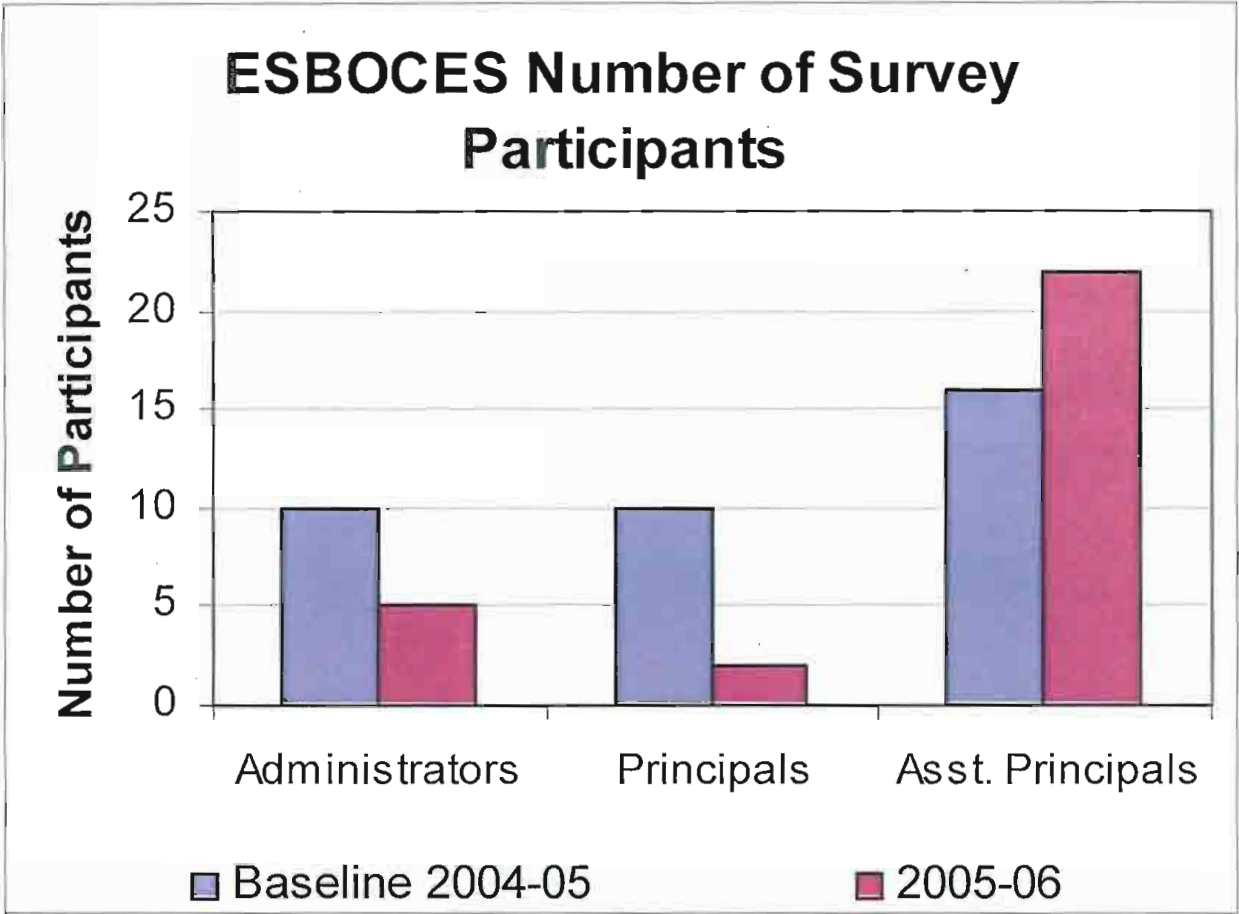
2005-06 # of Survey Participants (by group)	Total Program Of High Quality	Program Content Will Be Useful To Me	Time Was Used Effectively	Activities Based Interests Of The Group	Questions and Concerns Were Sufficiently Addressed	Program helped me to become more acculturated to ESBOCES	Meetings Effectively Facilitated	Instructional Materials Provided Were Helpful
Administrators (5)	4.0	4.0	3.8	3.8	4.0	3.8	4.0	3.6
Principals (2)	4.0	4.0	4.0	4.0	3.5	3.0	4.0	4.0
Assistant Principals (22)	3.4	3.3	3.6	3.2	3.5	3.2	3.5	3.2

### Agency Sponsored Mentoring Program Outcomes 2004-05

2004-05 # of Survey Participants (by group)	Total Program Of High Quality	Program Content Will Be Useful To Me	Time Was Used Effectively	Activities Based Interests Of The Group	Questions and Concerns Were Sufficiently Addressed	Program helped me to become more acculturated to ESBOCES	Meetings Effectively Facilitated	Instructional Materials Provided Were Helpful
Administrators (10)	2.8	3.0	3.2	3.6	3.2	2.8	3.8	2.8
Principals (10)	3.4	3.6	3.8	3.8	3.6	3.3	3.8	3.3
Assistant Principals (16)	3.6	3.8	3.8	3.8	3.6	3.6	3.8	3.6

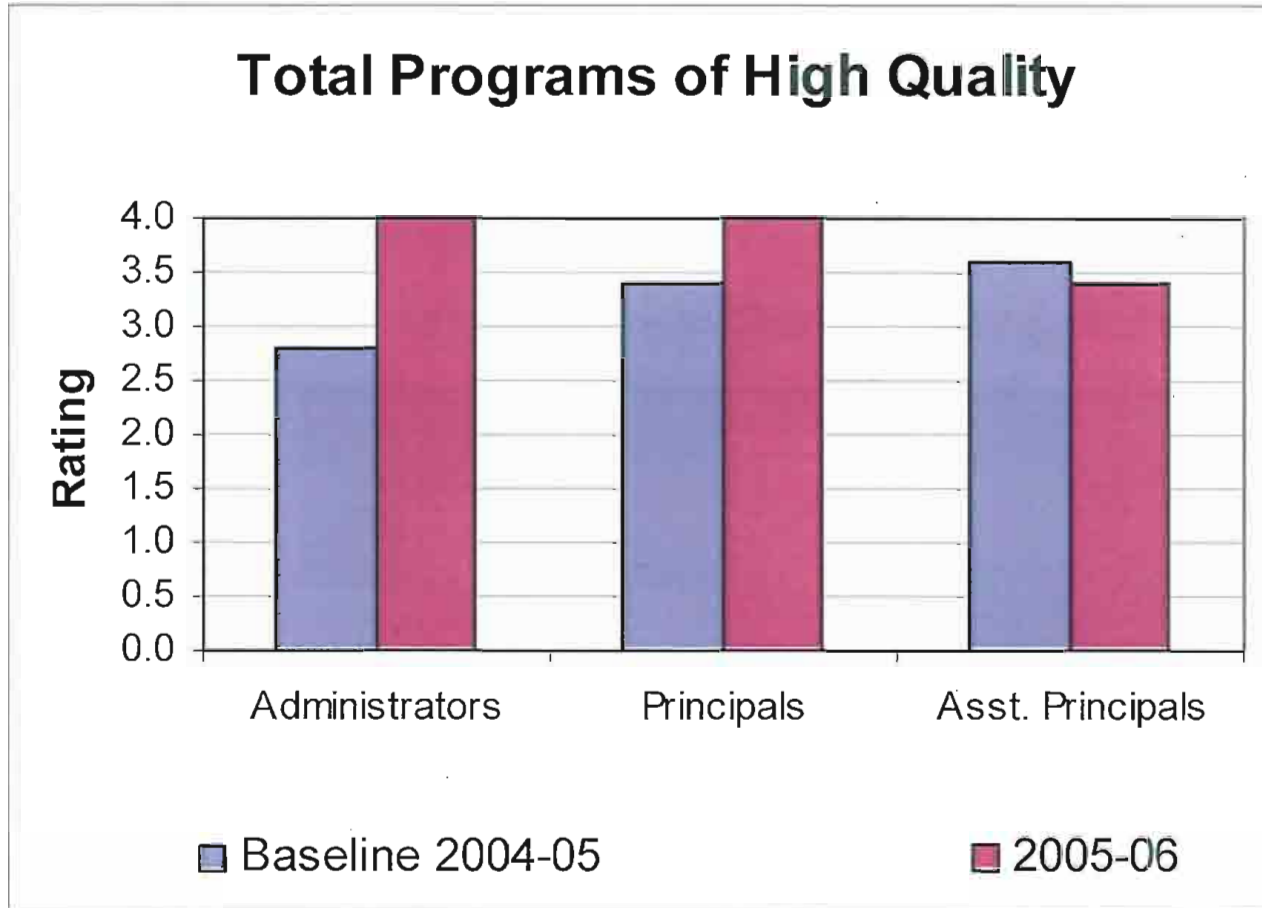
Superintendent Conference Day activities were organized and evaluated; data will be included in developing next year's offerings.

- In 2006-07 a Superintendent's Conference Day related to cultural competence was offered to all employees.

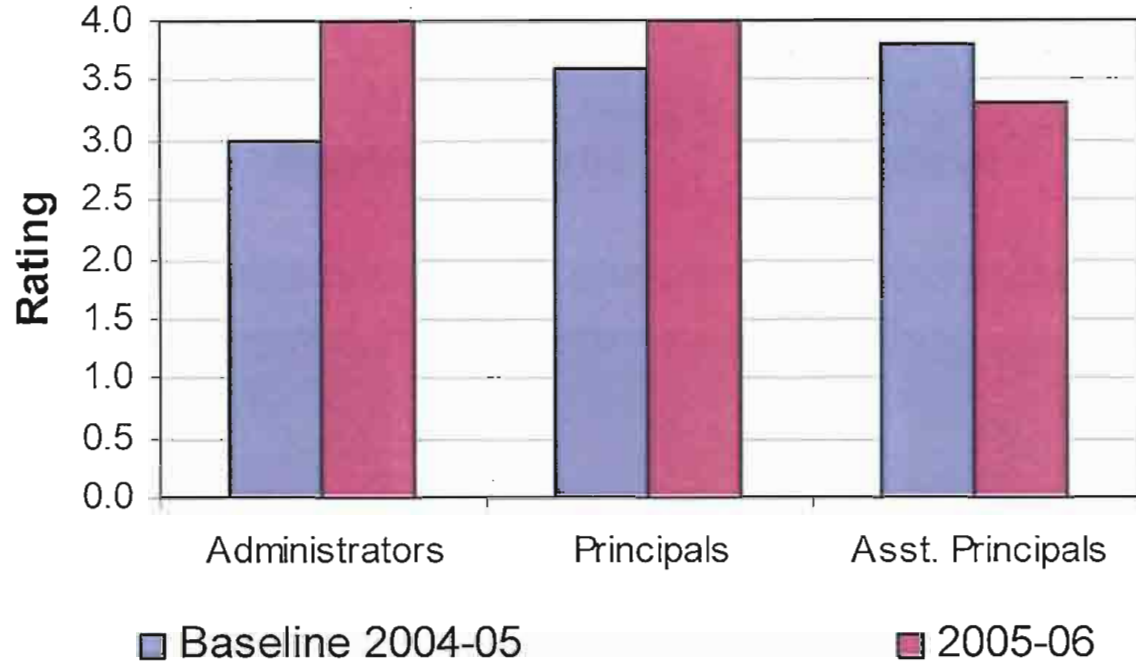


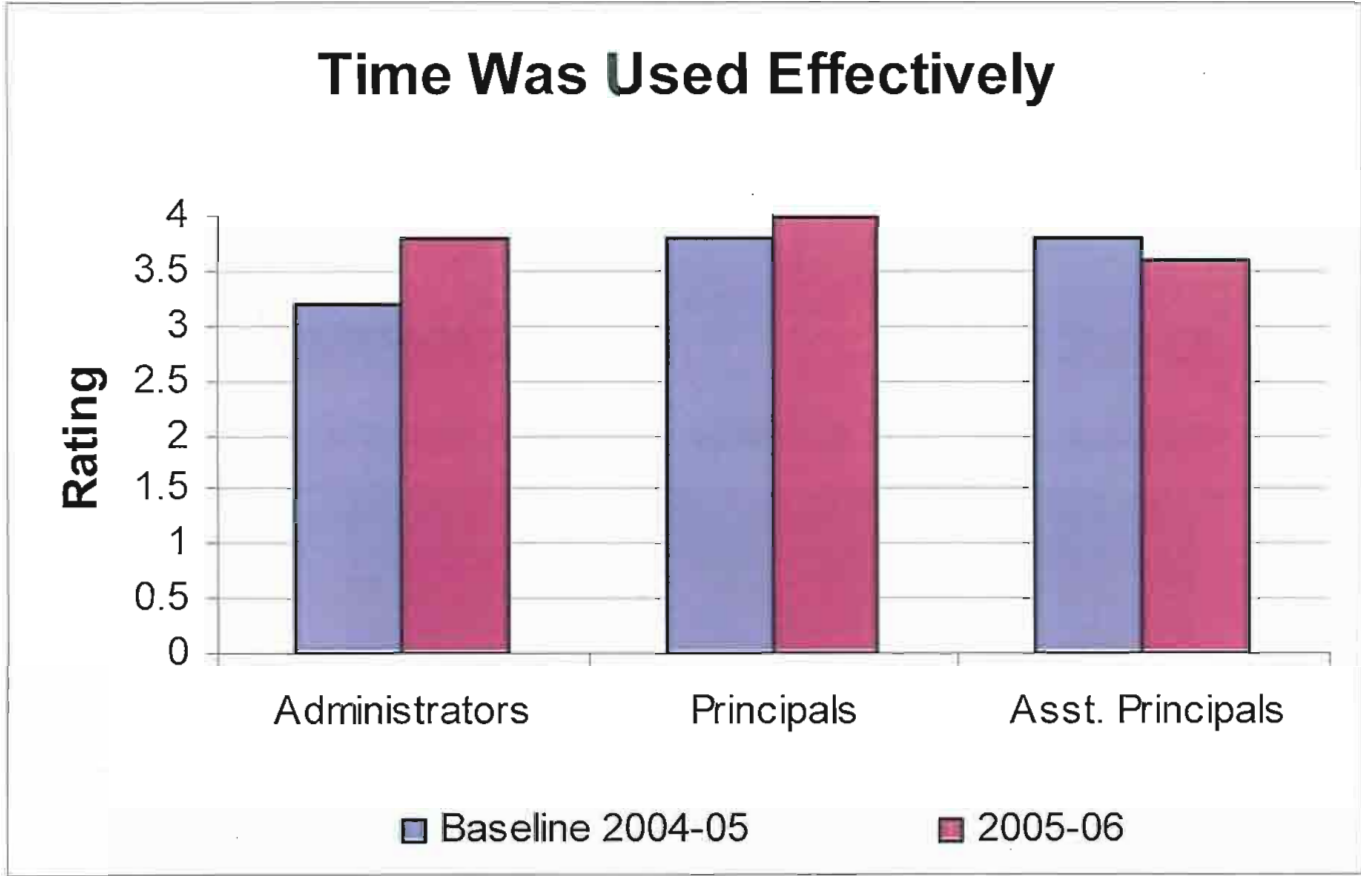


**SURVEY OUTCOMES:**

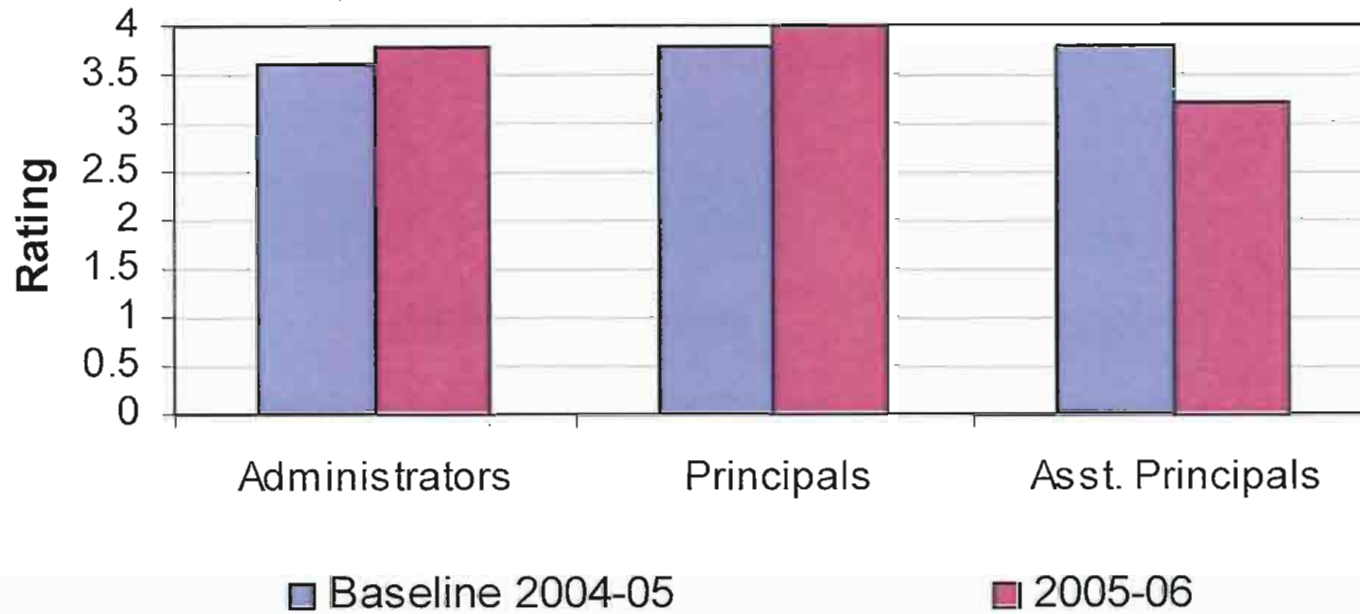


## Program Content Will Be Useful To Me

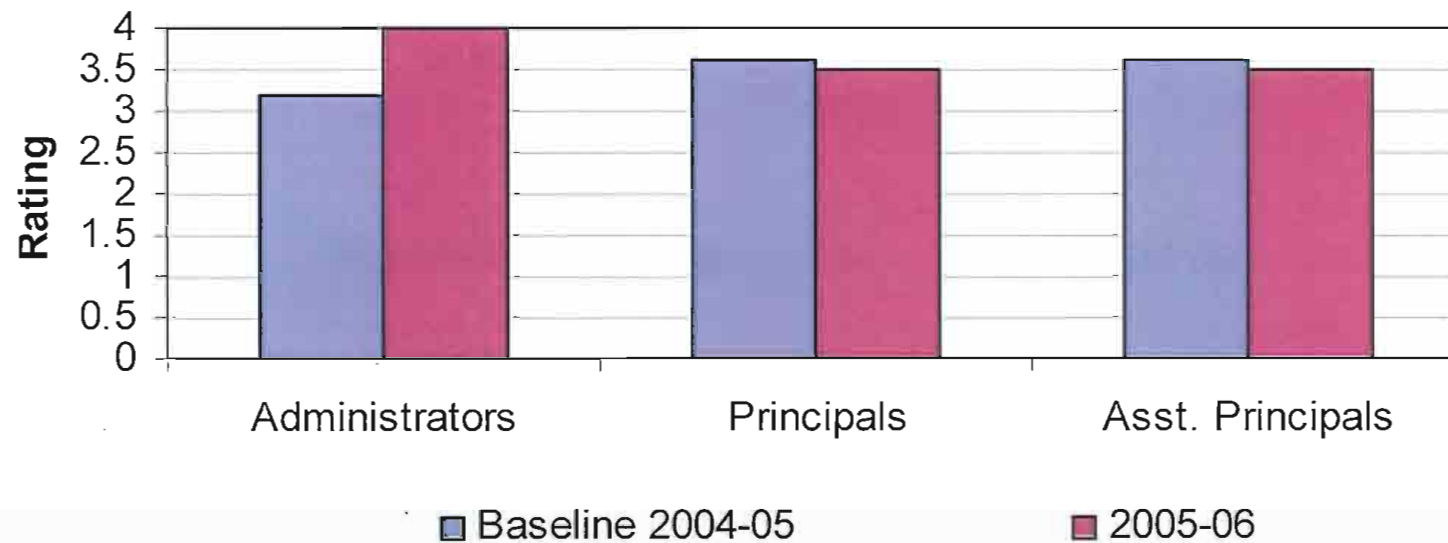




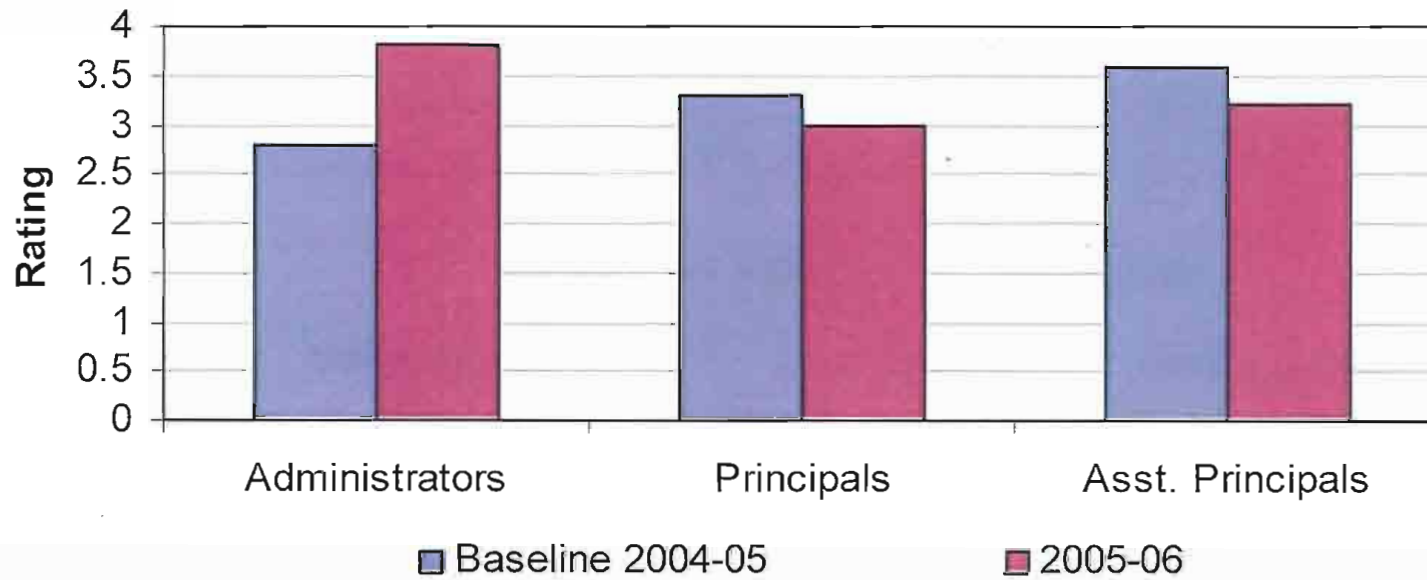
## Activities Based Interests of The Group

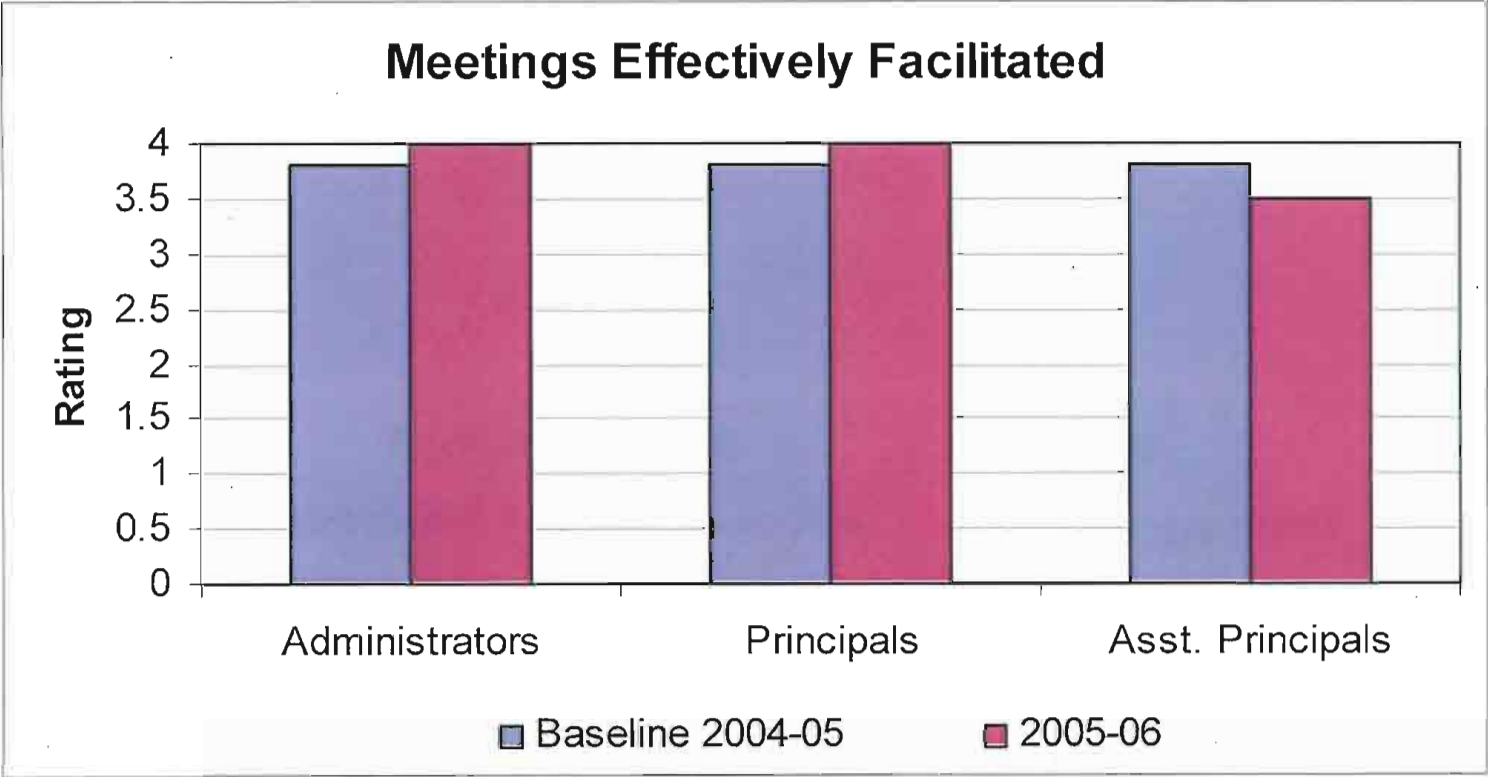


## Questions and Concerns Were Sufficiently Addressed

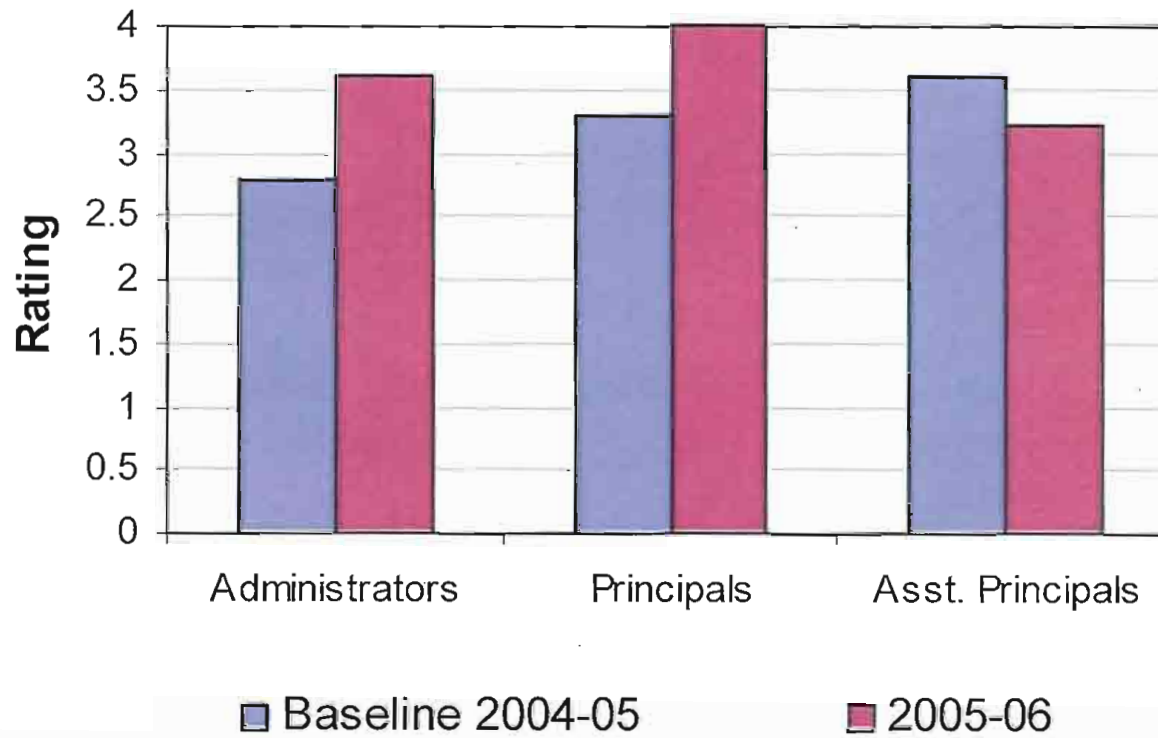


## Program Helped Me to Become More Acculturated to ESBOCES





## Instructional Materials Provided Were Helpful





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## Related Operational Action Plan IV.B: Evaluation Assurance Phase II

**RELATED OPERATIONAL OBJECTIVE:** By June 2008, the administration will assess the quality of the agency's employee evaluation forms to identify strengths and weaknesses, develop recommendations for improvement, and implement recommendations.

**BASELINE DATA:**

No formal assessment has been conducted. However, Human Resources has anecdotal information that reflects the need to change the formal evaluation process and form.

We are now able to generate reports on the number of staff receiving annual evaluations.

**RESULTS:** To be determined

Expected: By June 2008, 100% of the full-time employees in the targeted groups (UPSEU, CSEA 8768-01, DPMM), who require a yearly evaluation, will have received one as indicated in the above referenced employee evaluation report.

**REVISED Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally and Racially Diverse Workforce**

**RELATED OPERATIONAL OBJECTIVE:** By June 2008, the Department of Human Resources will assess the methods and practices of the agency that are used to target, recruit, and retain a diverse workforce. Where necessary, improvements to the system will be implemented. ESBOCES component school districts have also expressed a need for support in recruiting a diverse teacher workforce that is reflective of the region's student population, as well as support in recruiting teacher candidates with diverse skills and backgrounds, particularly those holding certification in difficult to fill subject areas. The department will work with these school districts to develop a larger pool of teacher candidates to address immediate workforce needs in the ESBOCES region.

**BASELINE DATA:**

	2001-02		2002-03		2003-04		2004-05		2005-06	
<b>ESBOCES CTE Teacher</b>										
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black									1	0.9%
Hispanic	5	3.6%	3	2.3%	3	2.4%	3	2.6%	3	2.6%
White	126	90.0%	122	93.8%	118	95.9%	113	97.4%	111	94.9%
Not Available	9	6.4%	5	3.8%	2	1.6%			2	1.7%
<b>Total Staff/ % Minority</b>	<b>140</b>	<b>3.6%</b>	<b>130</b>	<b>2.3%</b>	<b>123</b>	<b>2.4%</b>	<b>116</b>	<b>2.6%</b>	<b>117</b>	<b>3.4%</b>
<b>Cert. Support Staff</b> (incl Couns, Psych, and Other)										
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black	6	4.3%	5	3.6%	5	3.8%	5	4.3%	6	5.0%
Hispanic	4	2.8%	4	2.9%	4	3.0%	4	3.5%	5	4.1%
White	125	88.7%	124	89.2%	120	90.2%	103	89.6%	107	88.4%
Not Available	6	4.3%	6	4.3%	4	3.0%	3	2.6%	3	2.5%
<b>Total Staff/ % Minority</b>	<b>141</b>	<b>7.1%</b>	<b>139</b>	<b>6.5%</b>	<b>133</b>	<b>6.8%</b>	<b>115</b>	<b>7.8%</b>	<b>121</b>	<b>9.1%</b>
<b>Teachers</b> (Special Ed and Other)										
American Indian/Alaskan Native	6	1.1%	6	1.1%	6	1.2%	6	1.3%	6	1.3%
Asian/Pacific Islander	1	0.2%	1	0.2%						
Black	5	0.9%	4	0.7%	4	0.8%	3	0.6%	2	0.4%
Hispanic	9	1.6%	10	1.8%	11	2.2%	11	2.4%	12	2.6%
White	493	89.3%	492	89.8%	450	90.7%	422	91.1%	417	91.2%
Not Available	38	6.9%	35	6.4%	25	5.0%	21	4.5%	20	4.4%
<b>Total Staff/ % Minority</b>	<b>552</b>	<b>3.8%</b>	<b>548</b>	<b>3.8%</b>	<b>496</b>	<b>4.2%</b>	<b>463</b>	<b>4.3%</b>	<b>457</b>	<b>4.4%</b>

	2001-02		2002-03		2003-04		2004-05		2005-06	
<b>School Teacher Aide</b>										
American Indian/Alaskan Native	11	1.8%	11	1.9%	11	2.1%	11	2.0%	12	2.1%
Asian/Pacific Islander							1	0.2%	2	0.3%
Black	16	2.6%	16	2.7%	15	2.9%	14	2.5%	17	2.9%
Hispanic	22	3.6%	24	4.1%	22	4.2%	26	4.7%	27	4.7%
White	531	87.5%	516	88.2%	459	88.6%	499	89.4%	512	88.4%
Not Available	27	4.4%	18	3.1%	11	2.1%	7	1.3%	9	1.6%
<b>Total Staff/ % Minority</b>	<b>607</b>	<b>8.1%</b>	<b>585</b>	<b>8.7%</b>	<b>518</b>	<b>9.3%</b>	<b>558</b>	<b>9.3%</b>	<b>579</b>	<b>10.0%</b>
<b>Teaching Assistant</b> (incl Sign Lang Int)										
American Indian/Alaskan Native	1	0.3%	1	0.3%	1	0.4%	1	0.4%	1	0.4%
Asian/Pacific Islander	1	0.3%	2	0.7%	2	0.8%	3	1.1%	2	0.7%
Black	9	3.0%	10	3.4%	8	3.0%	10	3.7%	8	2.9%
Hispanic	12	4.0%	14	4.8%	17	6.5%	19	7.1%	19	6.8%
White	252	84.0%	246	84.0%	222	84.4%	225	84.0%	240	85.7%
Not Available	25	8.3%	20	6.8%	13	4.9%	10	3.7%	10	3.6%
<b>Total Staff/ % Minority</b>	<b>300</b>	<b>7.7%</b>	<b>293</b>	<b>9.2%</b>	<b>263</b>	<b>10.6%</b>	<b>268</b>	<b>12.3%</b>	<b>280</b>	<b>10.7%</b>
<b>Health Personnel</b>										
American Indian/Alaskan Native	1	1.3%	1	1.2%	1	1.3%	1	1.3%	1	1.2%
Asian/Pacific Islander	1	1.3%	1	1.2%	1	1.3%	1	1.3%	1	1.2%
Black	2	2.5%	2	2.5%	2	2.6%	2	2.5%	2	2.4%
Hispanic	1	1.3%	1	1.2%	1	1.3%	2	2.5%	2	2.4%
White	71	89.9%	73	90.1%	69	89.6%	70	88.6%	73	89.0%
Not Available	3	3.8%	3	3.7%	3	3.9%	3	3.8%	3	3.7%
<b>Total Staff/ % Minority</b>	<b>79</b>	<b>6.3%</b>	<b>81</b>	<b>6.2%</b>	<b>77</b>	<b>6.5%</b>	<b>79</b>	<b>7.6%</b>	<b>82</b>	<b>7.3%</b>
<b>Custodial Personnel</b> (incl Maint and Drivers)										
American Indian/Alaskan Native	4	3.3%	4	3.4%	4	3.6%	4	3.7%	4	3.7%
Asian/Pacific Islander										
Black	13	10.7%	13	11.2%	13	11.8%	13	12.1%	14	13.0%
Hispanic	3	2.5%	3	2.6%	3	2.7%	3	2.8%	4	3.7%
White	96	79.3%	92	79.3%	86	78.2%	83	77.6%	82	75.9%
Not Available	5	4.1%	4	3.4%	4	3.6%	4	3.7%	4	3.7%
<b>Total Staff/ % Minority</b>	<b>121</b>	<b>16.5%</b>	<b>116</b>	<b>17.2%</b>	<b>110</b>	<b>18.2%</b>	<b>107</b>	<b>18.7%</b>	<b>108</b>	<b>20.4%</b>
<b>Clerical Support Staff</b>										
American Indian/Alaskan Native	4	1.4%	4	1.4%	4	1.4%	5	1.8%	3	1.0%
Asian/Pacific Islander	2	0.7%	1	0.3%	1	0.3%	1	0.4%	1	0.3%
Black	2	0.7%	2	0.7%	2	0.7%	2	0.7%	1	0.3%

	2001-02		2002-03		2003-04		2004-05		2005-06	
Hispanic	12	4.1%	14	4.8%	14	4.9%	13	4.6%	13	4.5%
White	258	88.1%	256	88.6%	257	89.9%	259	90.9%	265	92.3%
Not Available	15	5.1%	12	4.2%	8	2.8%	5	1.8%	4	1.4%
<b>Total Staff/ % Minority</b>	<b>293</b>	<b>6.8%</b>	<b>289</b>	<b>7.3%</b>	<b>286</b>	<b>7.3%</b>	<b>285</b>	<b>7.4%</b>	<b>287</b>	<b>6.3%</b>
<b>Administrator</b> (incl Princ, Asst Princ, Other)										
American Indian/Alaskan Native										
Asian/Pacific Islander	1	1.4%	1	1.4%	1	1.5%	1	1.6%	1	1.4%
Black	2	2.8%	2	2.9%	2	3.0%			3	4.3%
Hispanic	3	4.2%	3	4.3%	3	4.5%	4	6.5%	5	7.2%
White	59	83.1%	60	87.0%	60	90.9%	57	91.9%	60	87.0%
Not Available	6	8.5%	3	4.3%						
<b>Total Staff/ % Minority</b>	<b>71</b>	<b>8.5%</b>	<b>69</b>	<b>8.7%</b>	<b>66</b>	<b>9.1%</b>	<b>62</b>	<b>8.1%</b>	<b>69</b>	<b>13.0%</b>
<b>Other</b> (incl Non-Rep and Other)										
American Indian/Alaskan Native	1	0.7%	1	0.6%	2	1.2%	2	1.1%	1	0.6%
Asian/Pacific Islander	1	0.7%	1	0.6%	1	0.6%	2	1.1%	2	1.2%
Black	2	1.5%	3	1.9%	2	1.2%	4	2.3%	4	2.4%
Hispanic	2	1.5%	1	0.6%	2	1.2%	2	1.1%	1	0.6%
White	125	91.2%	146	92.4%	154	92.2%	160	91.4%	152	91.6%
Not Available	6	4.4%	6	3.8%	6	3.6%	5	2.9%	6	3.6%
<b>Total Staff/ % Minority</b>	<b>137</b>	<b>4.4%</b>	<b>158</b>	<b>3.8%</b>	<b>167</b>	<b>4.2%</b>	<b>175</b>	<b>5.7%</b>	<b>166</b>	<b>4.8%</b>
<b>Administrative Council</b>										
American Indian/Alaskan Native										
Asian/Pacific Islander										
Black							1	6.7%	2	13.3%
Hispanic										
White	10	83.3%	11	78.6%	13	86.7%	13	86.7%	13	86.7%
Not Available	2	16.7%	3	21.4%	2	13.3%	1	6.7%		
<b>Total Staff/ % Minority</b>	<b>12</b>	<b>0.0%</b>	<b>14</b>	<b>0.0%</b>	<b>15</b>	<b>0.0%</b>	<b>15</b>	<b>6.7%</b>	<b>15</b>	<b>13.3%</b>
<b>Agencywide-</b>										
<b>Total Staff/ % Minority</b>	<b>2,453</b>	<b>6.7%</b>	<b>2,422</b>	<b>7.0%</b>	<b>2,254</b>	<b>7.5%</b>	<b>2,243</b>	<b>8.0%</b>	<b>2,281</b>	<b>8.2%</b>

**RESULTS:**

Data reflecting the number of employees by cultural/ethnic background was collected for the 2001-02 service year. During this year, 6.7% of all employees identified themselves as non-white. As of the 2005-06 service year 8.2% of the total employee population considered themselves non-white.

The total number of candidates participating in the Career Fair for Culturally and Ethnically Diverse Educators increased by 59.0% in the 2006-07 service-year (compared to the 2005-06 service year).

ESBOCES Career Fair for Culturally and Ethnically Diverse Educators Candidate Certification by Subject Area* <i>(candidates not certified at the time of the screening were not counted in this section)</i>																					
Year	Total No. of Candidates	Total No. of ESBOCES Candidates	No. of participating School Districts	Elem/Early Child-hood	Sp Ed	Art	Science	Tech Ed.	Library	Deaf/Hearing	Speech/Lang.	PE	SS	Counseling	ESL/ TESOL/ Bilingual Ed.	SAS/ SDA	Adult Ed.	Business	Nursing	T Asst.	Reading Specialist
2003	230	na	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2004	528	na	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2005	427	na	20	21	20	13		4	1	1	1	3	1	12	4	1				1	10
2006	387	na	21	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
2007	615	89	19	11	9	2	1						4	30	4	3	1	1	1		

Data was not collected for certification areas in 2003 and 2004. Data for 2006 is currently being organized.

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## **STRATEGIC ACTION PLAN V.A: BOCES Communications Initiatives**

### **Appraisal of the agency's performance on Strategic Action Plan V:**

The Office of Communication was conceived by the Board and agency leadership team to address the need for formal and strategically planned public information tactics that would increase communication practices among agency staff and constituents. Established in 2002, the primary objective of the office was to enhance internal and external communication processes. Specifically, the office manages and coordinates public information functions by coordinating the standardization of all printed materials, providing public relations services for ESBOCES sponsored events, and developing targeted outreach programs to create awareness of ESBOCES program opportunities. The office promotes internal communication by establishing a common knowledge base of ESBOCES information for internal and external stakeholders, identifying and reinforcing the use of key ESBOCES messages, (mission, beliefs, goals, etc) and providing opportunities for ESBOCES staff to learn about and influence the annual legislative program. The office has also increased strategies to engage the growing Latino/Hispanic population on Long Island through educational and media outreach. The office now provides translation services for key print media items and internal student/parent publications and forms, and has increased communication initiatives with Latino media outlets for coverage of ESBOCES news among Spanish speaking readerships.

By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. By 2008, there will be a measurable increase in the percent of Eastern Suffolk BOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.

The office has reached many milestones as it has evolved over the course of the past six years. Some of these milestones include:

- ✓ The office was formally established and a staff with expertise in public relations, graphic design, and web site development were hired. Office operations began in March 2002.
- ✓ An agency *Visual Identity Guide* was developed and distributed in May 2003. The guide was designed to provide a visual framework for the agency and to establish a system to assure that all agency printed materials are developed and produced with consistency and brand identity.
- ✓ Public Relations liaisons were identified in major programs and services in 2003.
- ✓ A completely functional and informative web site was launched in July 2003.
- ✓ During the 2006-07 service year the office hired a Communications Program Assistant charged with providing translation services and public relations services reaching Latino media outlets.
- ✓ In 2007 the *Visual Identity Guide*, now the *Communications Guidelines Manual*, was reorganized to include new agency regulations and policies concerning public relations, print media, and the web site.

ESBOCES continues to be recognized throughout the region for its high quality programs and services through print media, public relations, and web services provided by the office. Supporting the informational needs of more than 300,000 students, parents, school district staff, and other stakeholders throughout the region, the office's internal services continue to grow on an annual basis. Below are some outcomes pertaining to the past two years, which marked a period of tremendous growth in the office and services rendered.

- ✓ In 2007 the office produced more than 260 print media items, including course catalogs, newsletters, and brochures. This represented a 23% increase compared to the number of print media services provided during the 2005-06 service year.
- ✓ In continuing to increase agency visibility through the sharing of ESBOCES success stories and news with communities throughout the region, the office placed more than 250 articles featuring ESBOCES students, staff, programs and services in regional media outlets. This represented a 127% increase compared to the number of articles placed during the 2005-06 service year.
- ✓ For the first time in the agency's web site history, more than 1,000,000 Internet browsers viewed information about the agency and its accomplishments during a one year period, a 36% increase compared to the 2005-06 service year.

**STRATEGIC PLANNING STRATEGY:** By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. By 2008, there will be a measurable increase in the percent of Eastern Suffolk BOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.

**BASELINE DATA AND RESULTS:**

Great strides were made towards quantifying the office's general production and on-time performance with the development of a new job tracking application in 2005-06. A database has been created for each staff member in the Office of Communications to track current and on-going job and service requests. This tracking system will allow staff members to measure and evaluate the time required for each project, as well as the frequency associated with various job requests throughout the service year. Statistics will be collected to measure the increase quantitative increase of communications activities.

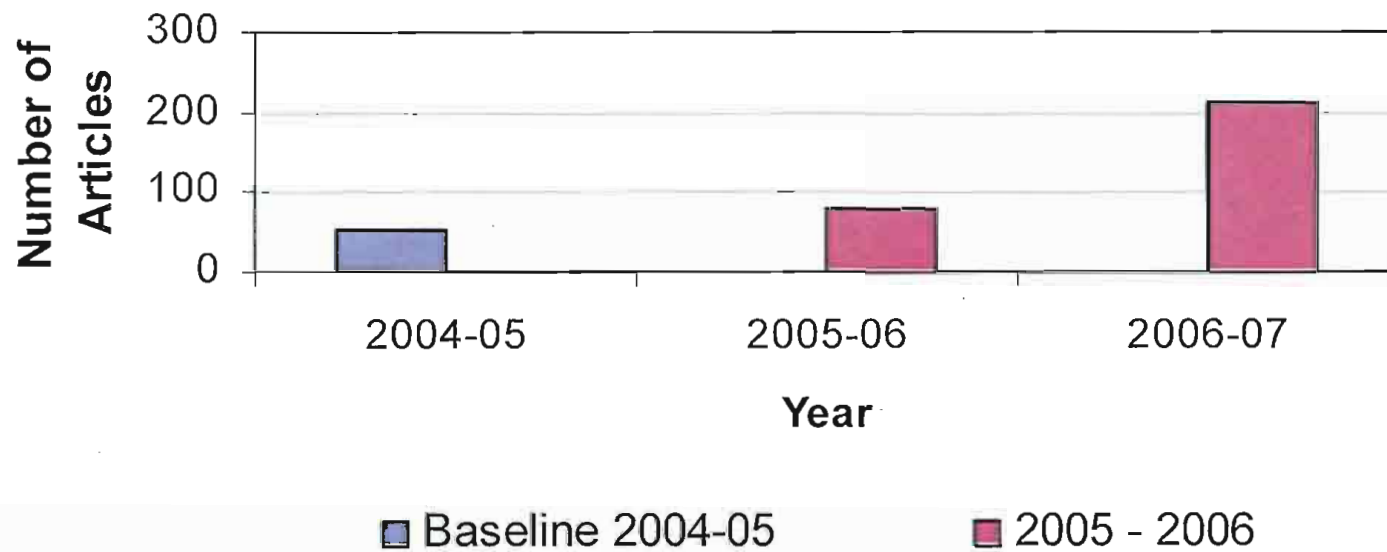
Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
2004-05	55	NA	119	NA	NA	NA	NA
2005-06	81	29	135	149	27	54,763	210**
2006-07	210*	12*	100*	202*	21*	66,920*	256**

\*These figures do not reflect a full year. Figures marked with an asterisk (\*) and appearing in rows for service-years before 2006-07 will remain incomplete as data for those years was not collected until after the start of the service-year.

\*\* These figures do not reflect a full year and include visual identity compliance reviews for print media.

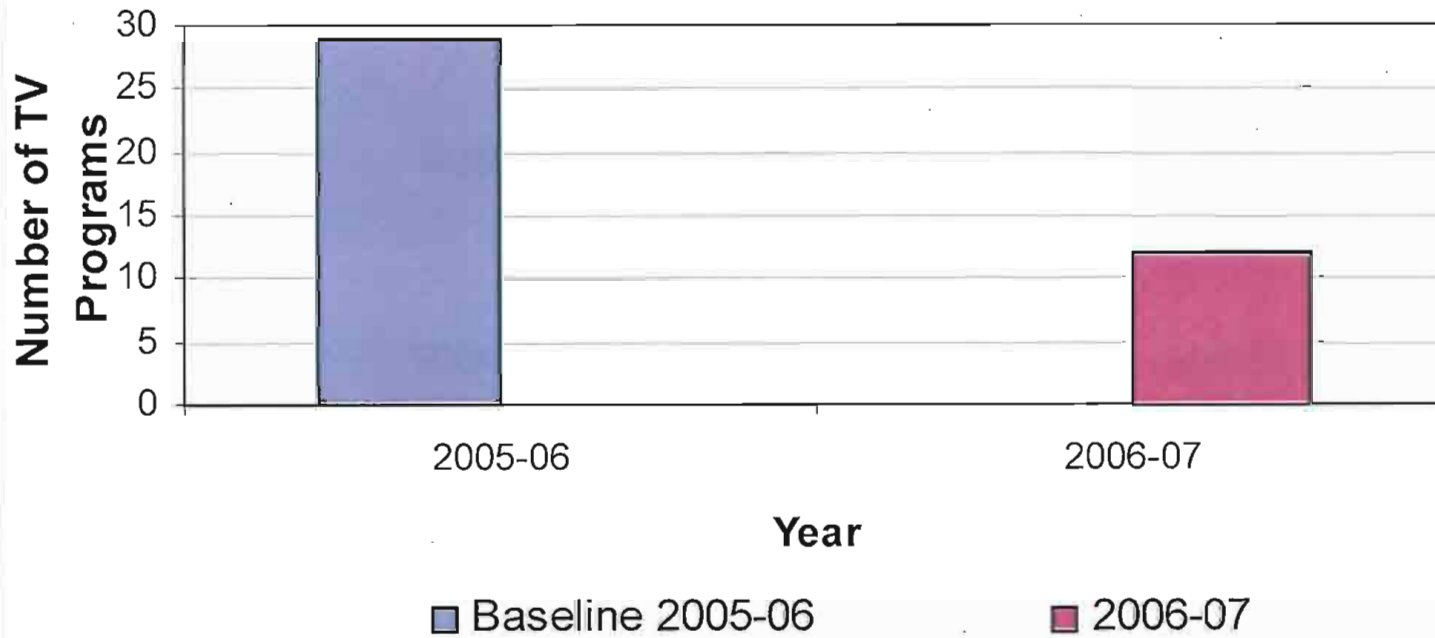
Due to the Web Trends software upgrade and system compatibility issues, the 2004-05 average number of monthly external website visits cannot be reported at this time.

## Number of Articles Appearing in External Newspapers

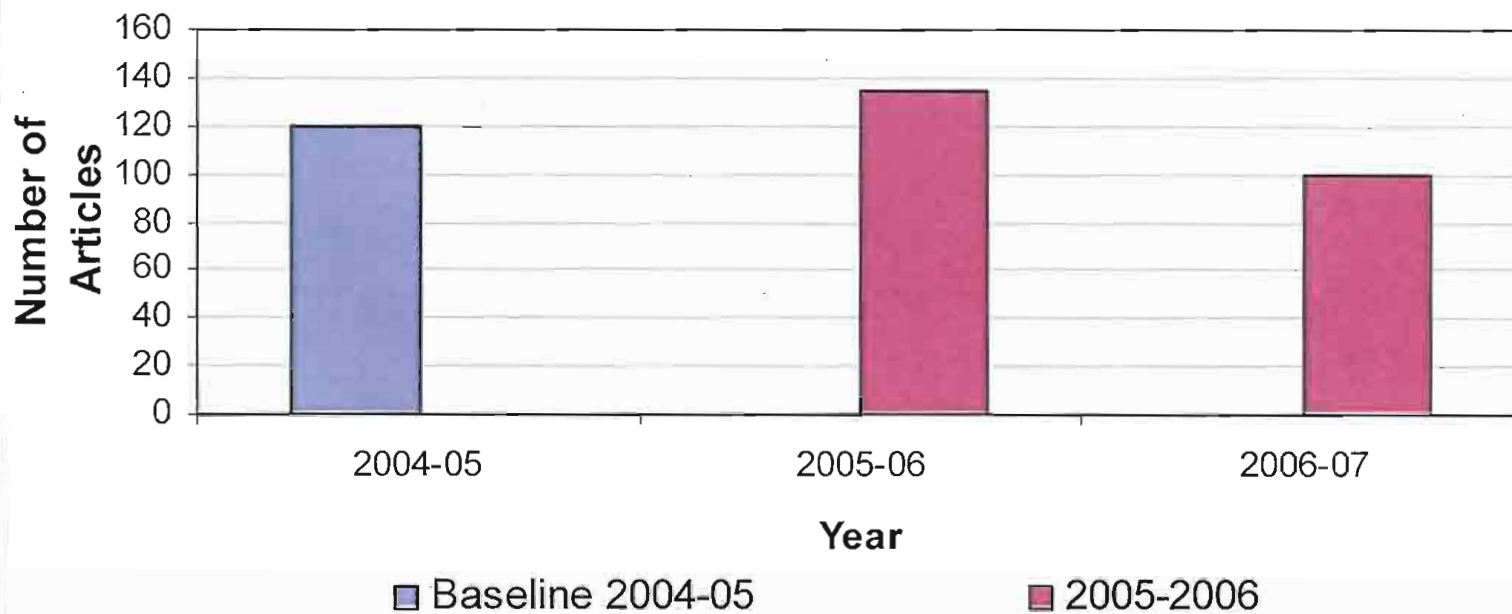




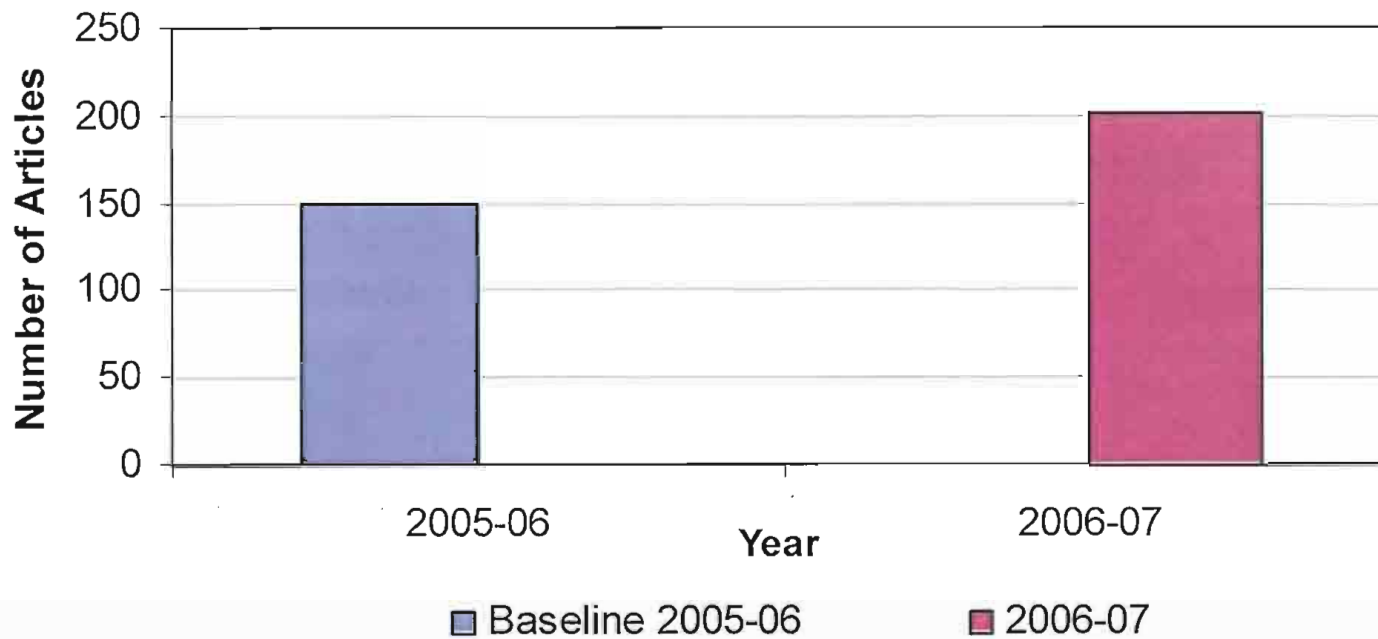
## Number of External TV Programs Featuring ESBOCES

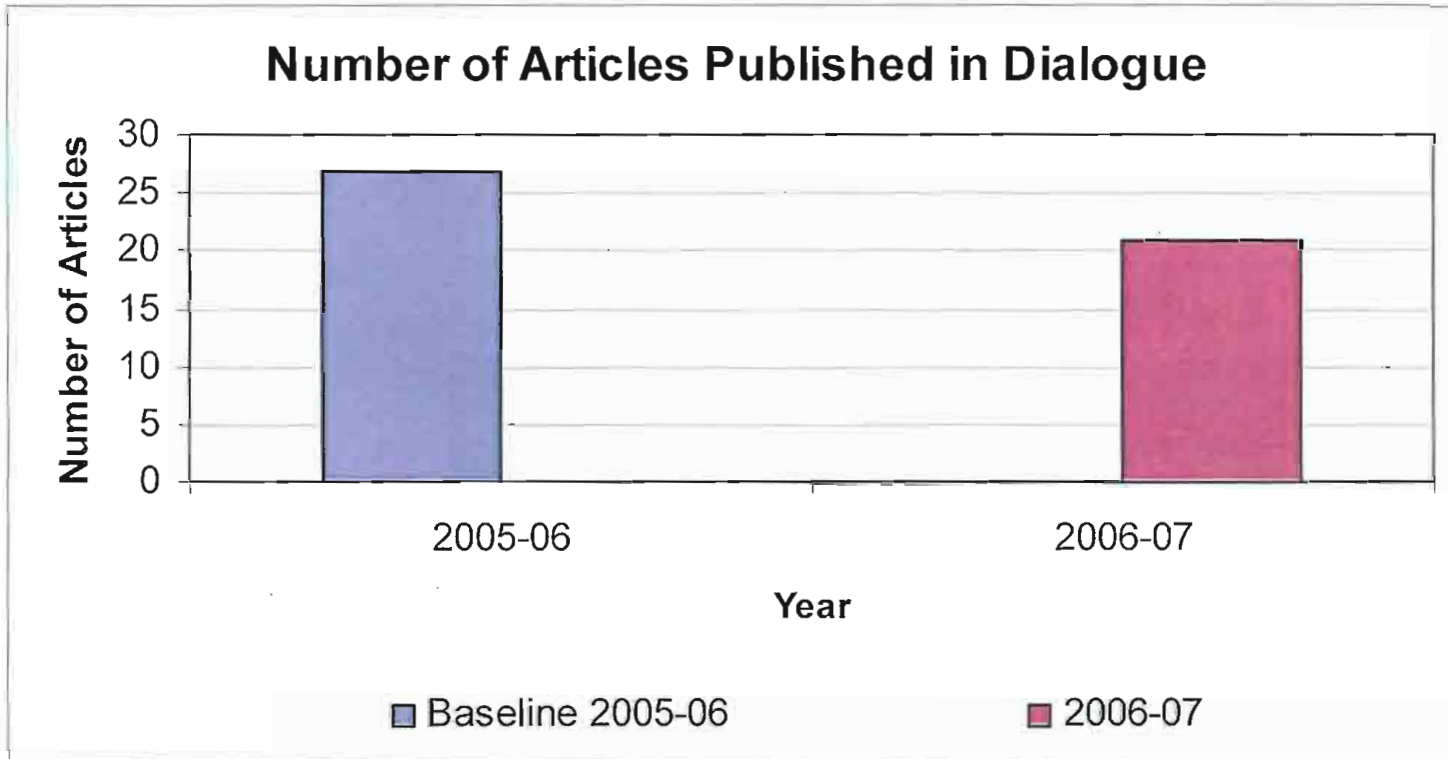


## Number of Articles Published on the ESBOCES Website

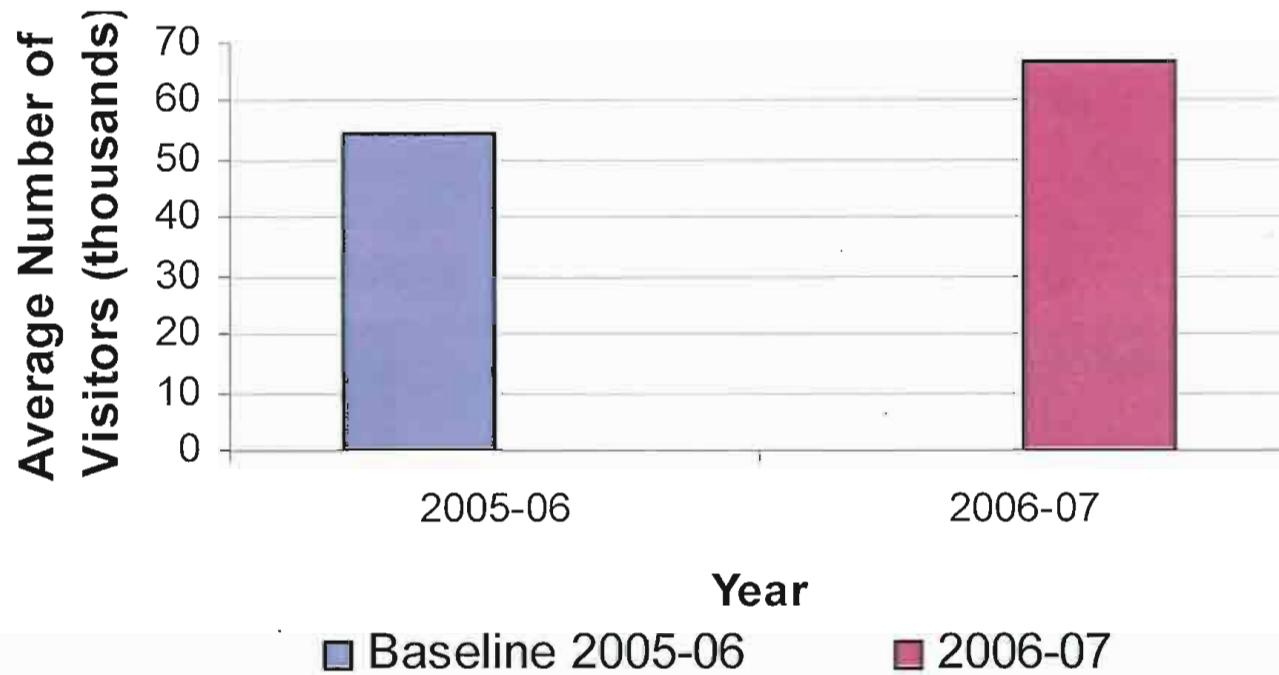


## Number of Articles Published in Highlights

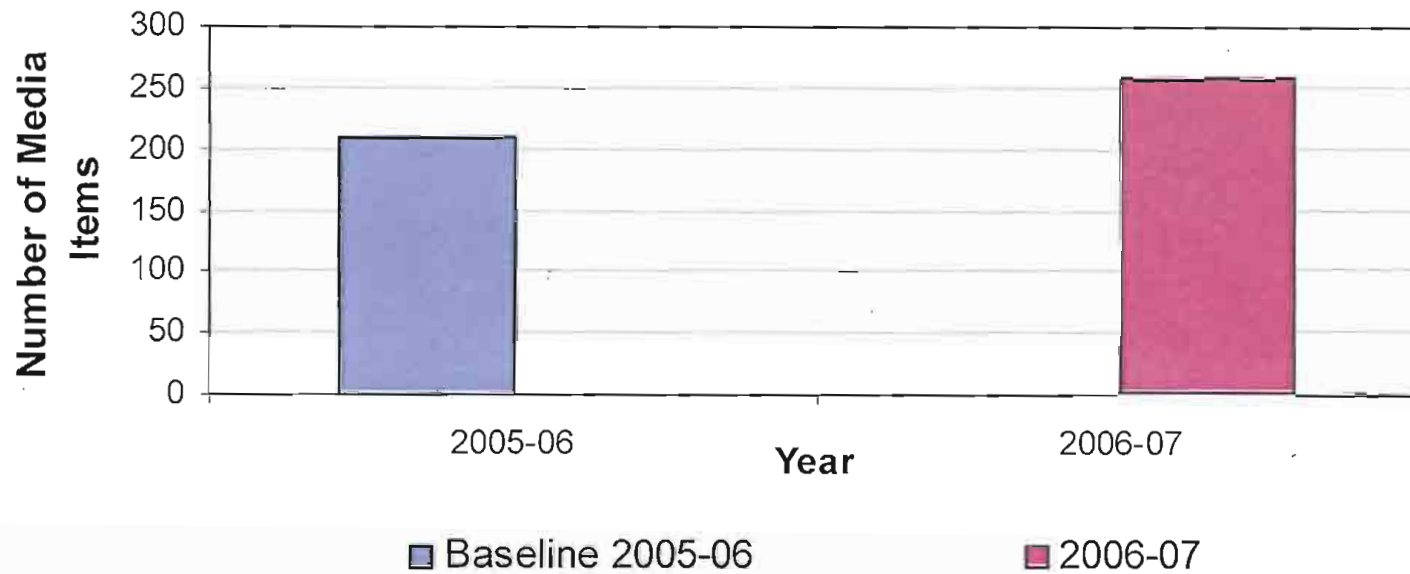




## Average Number of Monthly External Website Visitors



### Number of Print Media Items Produced (i.e. Catalogs, Calendars, Brochures, etc.)



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### **Related Operational Action Plan V.B: Develop Cross-Functional Team**

**RELATED OPERATIONAL OBJECTIVE:** By July 2008, the Office of Communications and the agency will establish internal procedures and embedded controls to streamline print production and ensure quality control.

#### **BASELINE DATA AND RESULTS:**

##### **2004-05**

- Approximately 23 web liaisons were trained during the 2004-05 service year.

##### **2005-06**

- About 68 web liaisons were trained, representing a 200% increase.

##### **2006-07**

#### **Standard Operating Procedures**

- These procedures have been in development over the course of the 2006-07 service year.

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## **STRATEGIC ACTION PLAN VI.A: Research and Program Improvement**

### **Appraisal of the agency's performance on Strategic Action Plan VI:**

Over the past seven years, the strategic planning process has become ingrained into the agency's way of work and culture. Middle States has accredited ESBOCES, which is using the Middle States Strategic Planning Protocol Accreditation for Growth at several levels. The agency was accredited in 2000, divisions in 2001 and sites in 2003-04. All levels received successful and informative mid-point reviews and now the agency will be working toward a re-accreditation that unites all levels into one, since we have one strategic plan, one set of objectives, and action plans for all components of the agency.

Beginning in 2002, a Research and Program Improvement Department was begun in the Educational Services Division with a Director and a Coordinator. The purpose of this office was to strengthen the quality of data that supported decision-making and documented organizational progress throughout the agency. The staff also functioned as the internal coordinators for the agency and 17 site accreditation process. In 2003, with the Director retiring, a trained educational researcher was hired to provide the necessary research expertise required and the then present coordinator was promoted to Director. The department became part of the Regional Services Division in subsequent years, with additional supervisory responsibilities for the Communications Office and the regional educational researcher being promoted to coordinator. Then in 2007, when the division of Regional Services was ended, the Office of Research and Planning and the Office of Communications were reconfigured, within the Human Resources Department, into separate offices – the Office of Planning and Program Improvement (OPPI) and the Office of Communications, Research and Recruitment (OCRR). Both offices share staff and activities. The Office of Planning and Program Improvement focuses on strategic planning, AFG, Middle States, grants management, and program improvement. The Office of Communications, Research and Recruitment is responsible for those three major functions for the agency and region. An added research analyst was hired to replace the promoted coordinator in 2007 and the position works with both offices. The research tasks are very integrated for the agency and the region. The hopes are that with a recently formed stable staff, the capacity for the agency to continue to gather, interpret, and communicate the data and information it needs will improve and deepen.

In 2003, only 12 out of 34 action plans had baseline or result measures. All action plans now rely on collection and analysis of data, measuring results, and adapting activities to obtain or surpass the desired results. The baseline and results data, however, need to be summarized in each part of the strategic plan and not only in separate documents. The agency is still working on this. Over the years, all major reports are published and shared on the website and intranet. This has helped tremendously in communicating results to stakeholders.

Surveys of our CoSer shared services have been another useful evaluation tool that the agency has implemented in order to learn more about the satisfaction level of the component districts and over 100 other districts outside the region with the services provided to them by Eastern Suffolk BOCES. (Reference CoSer Evaluation Summary Reports 2003-2004 and 2004-2005.) These will be continued every two years and tracked longitudinally.



Since 2002, the agency has grown in its ability to facilitate resource and knowledge sharing to increase funding which supports services to ESBOCES students and component districts. With the addition of a reassigned staff member in 2006 to do regional grant services work, the supports provided to agency and district grants administrators continues to increase.

**STRATEGIC PLANNING STRATEGY:** By July 2009, Eastern Suffolk BOCES will improve its capacity for research and program improvement 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) the capacity to survey stakeholders for program improvement efforts; and 5) grants administration.

**BASELINE DATA:**

Via the Accreditation for Growth self-study and validation process, it was determined that Standard 9: Results/Outcomes was not met. This was suggested by the validation team conducting the Agency accreditation process and confirmed by the validation team conducting the Divisional accreditation process and again by the mid-point reviewer. A district CoSer service evaluation survey was analyzed in June 2004 and 2005 to provide baseline and comparative data for service delivery evaluation. This will be done semi-annually and results shared with stakeholders. (Reference CoSer Evaluation Summary Reports – 2003-2004; 2004-2005.) In 2003-04 only 12 out of 34 strategic/related operational action plans had baseline or result measures.

**RESULTS:**

Indication of an increase in research and program improvement capacity within the organization will be indicated by an increase in the number of strategic and operational action plans that rely upon regular collection and analysis of data to measure progress in achieving desired results/outcomes. External validation of this increased capacity will be reflected in the reports of Middle States Association representatives conducting future mid-point and re-accreditation visits by an indication that Standard 9: Results/Outcomes have been met.

The 2005-06 Agency Mid-Point Review cited that the agency successfully provided satisfactory and exceptional evidence on its planning process content of its strategic plan, and its organizational growth. Middle States recommended that Eastern Suffolk BOCES accreditation be extended for the remainder of the term to 2009. It also requested the agency to continue its efforts in collecting, measuring and using data. All action plans now rely on collection and analysis of data, measuring results, and adapting our activities to obtain or surpass the results desired.

Procedures and activities are being planned for the agency re-accreditation period 2009-2016. All educational site accreditation activities will be integrated into the one agency re-accreditation. Work for the Fall 2008 validation visit began in Spring 2007.

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### **Related Operational Action Plan VI.B: Agency-wide, Divisional, and Site Accreditation**

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, Eastern Suffolk BOCES will be reaccredited by the Middle States Association based on the implementation of the action plans outlined in the current strategic plan as updated through annual reviews and examined by a mid-point on-site visit by a Middle States Association representative, based on demonstration of continued adherence to Middle States standards, and based on the development of a second seven-year strategic plan using an approved planning process.

**BASELINE DATA:**

Eastern Suffolk BOCES was accredited by the Middle States Association of Colleges and Schools (agency level, May 2000; divisional level, October 2001). A successful mid-point review was conducted by a Middle States Association representative in July 2002 (report received November 2002). Seventeen program sites were recommended for accreditation Spring 2004.

**RESULTS:**

Agency and divisional re-accreditation will be awarded by the Middle States Association based upon (a) documented improvement resulting from implementation of the Action Plans articulated in the first strategic plan and (b) development of a second seven-year strategic plan for the agency and divisions using an approved planning process.

The agency received a successful second mid-point review in November 2005; 7 of the 14 Educational Services Instructional Program sites received successful mid-point reviews in the spring of 2006 with the remaining 7 instructional program sites receiving successful mid-point reviews in the fall of 2006. A new plan-to-plan for the re-accreditation process is being developed.

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### **Related Operational Action Plan VI.C: Establishing a Consortium for Grants Administrators**

**RELATED OPERATIONAL OBJECTIVE:** By 2008, Eastern Suffolk BOCES will facilitate resource and knowledge sharing between grants administrators for the purpose of enhancing grant development efforts that will increase the amount of special funding which supports service to Eastern Suffolk BOCES students and component districts.

**BASELINE DATA:**

The decision to hire a Regional Grants Officer was postponed in 2004. These functions are being addressed by the Director of Planning and Program Improvement, who has established a system to facilitate resource and knowledge sharing, until the required staff are approved and hired. In 2006, a staff member was reassigned to do grants officer work.

In 2003-04, a total of \$19,835,465.77 was reported on our "F" budget lines for grant funded projects.

In 2004-05, approximately \$27,634,014 was reported on our "F" budget lines for grant specially funded projects.

In 2004-05 there were approximately 43 major grants and specially funded projects.

In 2004-05, three districts and Eastern Suffolk BOCES participated in the grant writing/building capacity CoSer.

In 2005-06 approximately \$26,644,878 was reported on the F budget lines. Several funding sources were closed (Even Start Central Islip and ReRout; and Homeless Children and Youth).

In 2005-06 there were approximately 47 major grants and specially funded projects.

In 2005-06, seven districts and Eastern Suffolk BOCES participated in the grant writing/building capacity CoSer.

**RESULTS:**

An increase in resource and knowledge sharing among grant administrators will occur. Additional funding sources for the agency will be acquired.

Quarterly e-newsletters and updates are sent to staff. Grantmanship workshops are being given to interested staff groups.

In 2006-07 approximately \$27,289,893 was reported on the F budget lines.

In 2006-07, there were approximately 62 major grants and specially funded projects.

In 2006-07, three districts and Eastern Suffolk BOCES participated in the CoSer/shared service. An RFP was developed to encourage more providers to serve the agency and districts are now able to use a variety of professionals to meet their needs through the 531 CoSer. These new providers offer an array of related services with a range of prices, making the services more affordable to all districts.

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**NEW Related Operational Action Plan VI.D: Research Performance and Capacity**

**RELATED OPERATIONAL OBJECTIVE:** By 2009, Eastern Suffolk BOCES will establish the Office of Research as a provider of high-quality educational, evaluation, and policy research that is of statewide standing and aligned with the informational needs of the ESBOCES programs and staff, component school districts, and other government and non-government entities influencing public education on Long Island.

**BASELINE DATA:**

Unavailable at this time

**RESULTS:** To be determined

Expected: Effectiveness will be measured in the increased access to resources, as well as through survey data used to determine whether the office is moving towards fulfilling its related operational objective.

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## **STRATEGIC ACTION PLAN VII.A: Management Services Division Mission Achievement**

### **Appraisal of the agency's performance on Strategic Action Plan VII:**

Over the last several years, Eastern Suffolk BOCES has made significant progress towards achieving the goals of Strategic Action Plan VII. In 2002 when the plan was initially developed, Strategic Action Plan VII encompassed the enhancement of standard operating procedures with related operational action plans. In 2005, the plan was expanded and rewritten to incorporate the mission of the Management Services Division. The plan now encompasses improving agency-wide internal controls, improving internal systems and process, improving and expanding services offered to both internal and external customers, and increasing internal and external leadership in the area of school finance, business management, operations, and technology. The plan continues and will continue to evolve as the needs of the agency and the division change.

Below is a list of some of the milestones and achievements that have been completed since the inception of the plan:

#### **Business Management**

1. District contract modification form and process implemented
2. Inventory procedure manual developed
3. Remote on-line purchase requisitioning was implemented for all building and programs
4. Financial management system user training program and manual developed for budget and purchase order monitoring and reporting
5. Implemented a new school district billing and accounts receivable system
6. Updated Cooperative Bidding program, converting all bids to spreadsheets for ease of use by program participants
7. Create website for Cooperative Bidding program where participants can easily view and download all bids
8. Created a Request for Proposal Library where school districts can download sample specifications from the website

#### **Internal Systems and Processes**

1. Reviewed and revised all Board Policies and Administrative Regulations
2. Developed and implemented an Intranet for sharing of documents and information
3. Using the Intranet, posted all Board Policies, Administrative Regulations, Procedures, and Forms making them available to staff

#### **Leadership**

1. Created extranet sites for Business Officials, Superintendents and Technology Directors
2. The Associate Superintendent for Management Services conducts regular meetings (every six weeks) focusing on all aspects of school business management for business officials throughout Suffolk County

## Internal Controls

1. Contracted for an external firm to evaluate the agency's internal controls then implemented recommendations

## Technology

1. Created an internal help desk for support of Agency technology
2. Implemented a major upgrade of agency technology infrastructure
  - A. Active Directory/Exchange 2003 migration project. OTI recently completed a migration from a Windows NT 4/Exchange 5.5 environment to a Windows 2003 Active Directory environment. This allowed us to:
    - Reduce System Administration Overhead
    - Consolidate/Upgrade servers
    - Enhance security
    - Increase network availability and reliability
    - Make User environment friendlier through enhanced Outlook Web Access
    - Increase e-mail account capacity
  - B. Implemented Disk-to-Disk backup solution. This allowed us to:
    - Move away from less reliable tape media
    - Decrease backup windows due to increased disk speed
    - Increase storage capacity to retain on-line backups for longer periods
    - Automatically create off-site backups
  - C. Installed fiber between our main campuses (RIC, Hines, Oakdale, and Bellport). This allowed us to:
    - Provide high-speed connectivity to network resources/e-mail/Internet
    - Provide high-speed Internet access to campus classrooms
    - Implement above backup solution more efficiently
    - Provide greater redundancy for Active Directory
  - D. Provided Internet Connectivity to all BOCES classrooms:
    - Via fiber/T1's to our main campuses
    - Via Cablevision/Power to Learn to our remote locations
    - Administrative access to e-mail and applications via Web/Portal

With the commitment of Eastern Suffolk BOCES to Strategic Planning the Management Services Division has been able to accomplish many objectives, improve operations and plan for the future.

**STRATEGIC PLANNING STRATEGY:** By July 2009, the Management Services Division will increase its capacity to achieve, and the achievement of, its mission by: providing effective needs-based staff development to divisional and agency staff; continuing to improve internal controls agency-wide; continuing to improve internal divisional systems and processes; continuing to improve existing and/or creating new services to both external and internal customers; and increasing the internal and external leadership / resource / support role of all administrators and other appropriate staff within the division.

**BASELINE DATA:**

Observational, undocumented assessment of staff development needs  
Internal audit findings  
CoSer survey of external customers

**RESULTS:** To be determined

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**Related Operational Action Plan VII.B: Review, Revise, Establish, and Publish or Re-Publish Rules, Procedures, Practices, and Forms**

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, Eastern Suffolk BOCES will, using a phased approach, review, revise where appropriate, establish where appropriate, and publish (re-publish) its Board policies, administrative regulations, rules, procedures, practices, and forms. Phases 1 and 2 will focus on the Management Services Division and the Educational Services Division respectively.

**BASELINE DATA:**

Loose collection of documented and undocumented rules, procedures, practices, and forms

**RESULTS:**

Staff knowledge of, understanding of, and adherence to all agency rules, procedures, practices, and forms use

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**Related Operational Action Plan VII.C: Revamping the Billing System**

**RELATED OPERATIONAL OBJECTIVE:** By August 2008, Eastern Suffolk BOCES will redesign the agency's billing and contract business processes and fully implement a comprehensive PeopleSoft billing/accounts receivable/contract module that will provide strategic financial reporting capabilities for administrators, as well as electronic files for contract and billing information for component school districts.

**BASELINE DATA:**

Current billing system  
Limited summary reports for administrators  
No access to district contract and billing information

**RESULTS:** To be determined

Every applicable division will be trained and be using the redesigned billing/contract process model by August of 2008. By June 2007, Program Administrators will be able to monitor district subscriptions to services. This will be monitored on usage reports.

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### **Related Operational Action Plan VII.D: Creating 5-Year Technology Plan to Improve Productivity**

**RELATED OPERATIONAL OBJECTIVE:** By February 2008, Eastern Suffolk BOCES will establish and begin implementation of a five-year technology plan designed to position the agency to leverage its existing technology in achieving increased productivity and to identify and implement new technologies that will further enhance productivity in the future.

**BASELINE DATA:**

Hardware inventory embedded within the agency Capital Asset Management System  
Policy 4590 – Administrative Computer Network Security and Disaster Recovery  
Policy 5112 – Staff Use of Electronic Communications  
Regulation 5112R – Staff Use of Electronic Communications  
Policy 6216 – Student Use of Electronic Communications  
Regulation 6216R – Student Use of Electronic Communications  
Policy 7151 – Internet Content Filtering  
Policy 7152 – Misuse/Abuse of Software and/or Electronic Communications Systems  
Policy 7231 – Computer Software Copyright  
Regulation 7240R.5 – Guidelines for Computer Software

**RESULTS:** To be determined

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### **Related Operational Action Plan VII.E: Expand Extranet**

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, the Management Services Division will have expanded the agency Extranet to include sites for the BOCES Board, component superintendents, district clerks, and technology administrators. These sites will be created, deployed, and supported with appropriate user training and help desk services.

**BASELINE DATA:**

These sites do not yet exist

**RESULTS:** To be determined

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**Related Operational Action Plan VII.F: Enhance Division's Leadership Position in School Finance, Business Management, Operations, and Information Technology**

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, there will be a measurable enhancement of the Management Services Division's stature as a regional leader in the areas of school finance, business management, operations, and information technology.

**BASELINE DATA:** Not available at this time

**RESULTS:** To be determined



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## **STRATEGIC ACTION PLAN VIII.A: Supporting Educational Opportunities through Technology Services**

### **Appraisal of the agency's performance on Strategic Action Plan VIII:**

Supporting Educational Opportunities through Technology Services: Plan Summary from 2001 to Present

At this point in time, with the extensive revisions and detailed development of the activities defined to be accomplished as part of Strategic Action Plan VIII, a large number of the goals and objectives have been successfully met or are on target to be completed in the specified timeframes.

The capacity within the Regional Information Center and the agency to support our planning efforts and ability to produce improvements has greatly improved since 2001. Our scope of services has increased significantly since 2001, as has our work force capacity, which has enabled us to take on more tasks. Through greater district participation in services and coordination at an administrative level across the RIC, our ability to plan and deliver reliable, high quality products has also increased our ability to achieve the goals and objectives that we have set for ourselves. All of our goals are reviewed annually through the Strategic Planning meeting that is held with representative stakeholders, and our plans are kept updated in accordance with district demands and service requests.

In the areas where we have had to extend timeframes for meeting some objectives, or in yet others where we have had to significantly modify the scope of an objective, the agency has always responded in a supportive manner. Since no objective is modified without definitive discussion and supporting information to justify any modifications, this process has been well received to date for this Strategic Action Plan.

**STRATEGIC PLANNING STRATEGY:** By the year 2009, Eastern Suffolk BOCES will offer new and enhanced technologies to improve the efficiency and strengthen the quality of the programs and services offered to all members of our educational community.

### **BASELINE DATA:**

- Reports to New York State Education Department:
  - Grant project evaluation reports
  - 793 Plan
- Program evaluation forms:
  - Follow-up analysis including number of training sessions, numbers of staff participants, participant evaluation of programs, numbers of district participants
- Formative and summative feedback measures:
  - Customer surveys
  - Simulations
  - Virtual/real-time coaching

- Letters from district officials regarding services delivered, including district requests for support, technical assistance, and referrals.
- Budget Planning Committee and Departmental Advisory Councils
- Measurement of client cost reductions including:
  - Longitudinal tracking of district service costs
  - Average cost per workshop for component districts versus the average cost for workshops with other agencies
  - Average cost for one day of training by a BOCES trainer versus the average cost of training by an outside expert.
- Communications including newsletters and brochures

**BASELINE DATA TO BE DEVELOPED:**

- Current state of district evaluation of RIC support services.

**RESULTS:**

- School district response on VIII.A evaluation tool
- CoSer Survey results
- RIC's ability to stay within budget
- Demonstrated program flexibility in meeting school district needs

**Related Operational Action Plan VIII.B: Assess the Services Provided by the Regional Information Center**

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, Eastern Suffolk BOCES will assess the services being provided by the Regional Information Center and establish a plan for developing new and enhanced services, while also increasing the department's internal technical capacity.

**BASELINE DATA:**

- CoSer Survey results 2003-04
- Anecdotal data from school districts and program administrators
- RIC Services Survey results 2004-05
- CoSer Survey results 2004-05
- CoSer Survey results 2006-07

**RESULTS:**

- Results recorded through the use of the assessment tool
- Quality of services delivered
- Responsiveness to requests/issues
- Adherence to stated project timeframes
- Analysis of RIC Services Survey results 2004-05, CoSer Survey results 2004-05, and CoSer survey results 2006-07 relative to baseline information

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### **Related Operational Action Plan VIII.C: Review of RIC Pricing Structures and Service Offerings**

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, the pricing structures and service offerings for all services will be reviewed so as to maximize school district participation and expansion / repackaging of services to assure cost effectiveness for participants.

**BASELINE DATA:**

- Number of participants in-region and out-of-region in each RIC service offering for 2005-06
- Number of participants in-region and out-of-region in each RIC service offering for 2006-07

**RESULTS:**

- To be determined 6 months after first implementation of new pricing structure and/or service offering by program service
- 

### **Related Operational Action Plan VIII.D: RIC Research and Development of Expanded Network Solutions**

**RELATED OPERATIONAL OBJECTIVE:** By June 2009, the feasibility and demand potential from school districts for expanding networked solutions through Eastern Suffolk BOCES will be researched.

**BASELINE DATA:**

- Initial areas of research were identified by the RIC Budget Planning Committee in February 2006

**RESULTS:**

- Review of progress of research and decisions for proceeding with the development of implementation plans every 10-12 months
- 

### **Related Operational Action Plan VIII.E: RIC Project Management Tracking Procedure**

**RELATED OPERATIONAL OBJECTIVE:** By June 2009, a standardized process for project management tracking and reporting for all RIC facilitated technology initiatives for school districts will be developed and implemented.

**BASELINE DATA:**

- Document current statistics around project implementations
  - Start date
  - End date

- Multi-year project documentation history from Technology Acquisition Services group
- Communications from / to district and vendor recording project progress, issues, etc ...

**RESULTS:**

- Compare documentation of project implementation using new tool set relative to baseline to measure performance improvements
  - Collect information through surveys, etc... recording reactions from school districts to newer processes for additional feedback and suggestions for further improvements and/or refinements
- 

**Related Operational Action Plan VIII.F: RIC Research and Development Procedures**

**RELATED OPERATIONAL OBJECTIVE:** By December 2008, a standardized process for conducting needs based assessments facilitating the ability for the RIC to conduct research and development activities will be developed and implemented.

**BASELINE DATA:**

Document areas of concern and current practices

**RESULTS:**

- Review progress of projects selected based upon tool set
- 

**Related Operational Action Plan VIII.G: RIC Contract Management Procedures**

**RELATED OPERATIONAL OBJECTIVE:** By June 2008, a standardized process for collecting and managing all of the contractual information utilized by the RIC in support of service deliveries and school district participation will be developed and implemented.

**BASELINE DATA:**

- Document areas of concern and current practices

**RESULTS:**

- Improved satisfaction amongst school districts and vendors with clear communication and expectations regarding RIC contracts and services

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### **Related Operational Action Plan VIII.H: RIC Disaster Recovery Plan Development**

**RELATED OPERATIONAL OBJECTIVE:** By June 2008, a comprehensive Disaster Recovery Plan will be developed for all RIC supported applications and data stores.

**BASELINE DATA:**

- Document all data elements, software applications, hardware, and network infrastructure components

**RESULTS:**

- Improved risk mitigation procedures and strategies for management of recovery in the event of various disaster scenarios
- Improved quality of service for participating school districts and other clients

## ACTION PLANS – COMPLETED

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
<b>Transition of Director of Career, Technical and Adult Education</b>	I. High Standards II. Staff Development III. Quality Management IV. Strategic Planning	By July 2008, the Director of Career, Technical and Adult Education will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, the process will include a review and evaluation of the structure and responsibilities amongst central office administrators in this department.	Lutz	Completed 6/08
<b>New Computerized Student Management System</b>	V. Resourcing and Operational Efficiency VI. Technology	By July 2005, Eastern Suffolk BOCES will complete the Phase 1 implementation of its new computerized student management system. Phase 1 will include the functions of student attendance, performance reporting, and student discipline. By July 2006 Phase 2 implementation of the student management system will be completed. Phase 2 will concentrate on support structure reorganization, procedure definition and documentation, and reassessment of agency requirements with an emphasis on decentralization of responsibilities.	Becker / Savarese	Completed 6/08
<b>Collaborative Plan for the Merger of the Brookhaven and Jefferson Academic Centers</b>	I. High Standards II. Staff Development III. Quality Management IV. Program Availability	During 2007-2008, committees of professionals from the Brookhaven Academic Center and the Jefferson Academic Center will be convened/developed for the purpose of outlining each program's parameters, and working collaboratively on a program design that will merge the current Brookhaven Academic Center and Jefferson Academic Center into one middle school center. The task will be to assimilate New York State Curriculum requirements, as well as, academic, social and management needs of our students into a highly effective program. It is expected that the outcome of these planning meetings will be a program design that incorporates stakeholder experience and expertise, best practices in the field of special education and optimum facility use of the Jefferson Academic Center, the site of the merged program.	Becker	Completed 6/08
<b>RIC Contract Management Procedures</b>	III. Quality Management V. Resourcing and Operational Efficiency	By June 2008, a standardized process for collecting and managing all of the contractual information utilized by the RIC in support of service deliveries and school district participation will be developed and implemented.	Weber	Completed 6/08
Standardized Parameters for Instructional Materials	I. High Standards	By June 2007, parameters for the identification and purchase of standardized instructional materials will be developed and aligned with the most current Program Profiles in order to prepare students for the Regents, RCT's or	Skelly	Completed 6/07

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
	II. Staff Development V. Resourcing and Operational Efficiency	Alternate Assessment. An instructional materials recommendation-purchase cycle will be defined and disseminated to staff. The parameters and process established will support standards-based instruction in all BOCES programs.		
Annual Student Profile Goal Development	I. High Standards II. Staff Development III. Quality Management VI. Technology	During the school year 2006-2007, a committee of professionals from each of the special education disciplines will be developed for the purpose of studying our current Instructional Goal Bank in relation to new federal and state requirements for measurability and objectivity. Our task will be to discuss new requirements for student educational and related service goals and objectives, as well as, the steps to be taken to achieve compliance. It is expected that the outcome of these meetings will be a process that will amend our existing goal bank to insure compliance with federal and state regulations, provide staff development to our professional staff in the use of these goals, and incorporate this amended goal bank during the 2006-2007 Annual Student Profile (ASP) Development Process.	Becker	Completed 6/07
Forms Management	II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency VI. Technology	By June 30, 2007 the Management Services Division shall develop and begin implementation of a process for managing all the agency's blank forms that will assure that these forms: are standardized to the degree desirable; exist in the appropriate format(s); exist in their current version only; and are accessible by all who need to use them.	Salatto	Completed 6/07
Re-establishment of Special Education Task Force	I. High Standards IV. Program Availability VI. Technology	During the school year 2005-2006, the Special Education Task Force will be re-established to study regional trends in educational service needs. The goal will be to discuss enrollment patterns, possible new service offerings and emerging directions in the field of special education in a collaborative format. It is expected that the outcome of these meetings will be proposals for enhancements of existing programs, and proposals for new services directly to students, as well as, services to districts to support their instruction of an ever-growing included population in our region.	Becker	Completed 6/06
Career Technical and Adult Education Program Realignment, Relocation and Restructuring	I. High Standards	By July 2005, Career, Technical and Adult Education Programs will have begun a plan for realignment and relocation of programs through a restructuring process. This process shall result in a realignment that will not only emphasize	Alexander-Davis	Completed 6/06

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
	II. Staff Development  III. Quality Management  VII. Strategic Planning	the role of Career and Technical Education but also highlight its presence within the region. This process will include a review and assessment of the operations of all programs. By June 2006, there shall be a clear and redefined plan to achieve this objective by July 2009.		
Staff Development	I. High Standards  II. Staff Development  III. Quality Management  VIII. Space and Safety  X. Internal Communications  XI. Staff Recruitment and Retention	By June 2006, there will be a clear, published protocol for the development and implementation of staff development initiatives pursuant to the agency's contractual obligation. There will be a documented increase in the number of staff members engaged in AFG directed staff development activities.	Krizel/ Becker/ Alexander-Davis	Completed 6/06
Comprehensive Facility Needs/ Improvement Plan	I. High Standards  V. Resourcing and Operational Efficiency  VIII. Space and Safety	By September 1, 2004, a comprehensive review of all BOCES owned and leased facilities will be completed.	Packman	Completed 6/06
Integrating Job Embedded, Sustained	I. High Standards	By June 2006, Job Embedded Staff Development supporting educational programs in district will be implemented by master teacher coaches, BOCES staff and educational consultants through the collaborative efforts of the Director	Skelly/ Adsitt	Completed 6/06



Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Professional Development to Support Educational Programs in Eastern Suffolk BOCES and Component Districts	II. Staff Development  IV. Program Availability	and the Divisional Administrator for Educational Support Services, in conjunction with our BOCES and local school districts.		
Standardize Clerical Assignments	II. Staff Development  V. Resourcing and Operational Efficiency	By September 2006, a standardized clerical assignment process that incorporates a career pathway for clerical staff will be in place. This process will address an identified need to standardize clerical assignments throughout the agency based on the work responsibilities that are required in particular job assignments, as well as provide clerical staff with an opportunity to advance within the system through the clerical career pathway as established by Civil Service Guidelines.	Locantore	Completed 1/06

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Develop Website Content Management and Graphic Arts Support Services in Partnership with Administrative Council	V. Resourcing and Operational Efficiency	By June 30, 2009, the agency will assist Administrative Services in generating predictable annual revenue from clients outside the agency for web content management and support, graphic design, publicity and other related services.	Packman/ Weber/ Grooms	Effective 2006-07, the RIC supervises Website development and support for districts and will, therefore, incorporate required activities into their strategic/related operational action plans.
Review, Revise, Establish and Re-Publish Administrative Regulations	I. High Standards  V. Resourcing and Operational Efficiency  VI. Technology	By June 30, 2008, Eastern Suffolk BOCES will review, revise where appropriate, establish where appropriate, and re-publish all Administrative Regulations.	Packman	Completed 6/06
Designing and Deploying an Intranet and Extranet to Enhance Internal and External Communications	III. Quality Management  V. Resourcing and Operational Efficiency	By June 30, 2006, Eastern Suffolk BOCES will design and deploy an Intranet and an Extranet to enhance communication and collaboration between the agency and its internal and external stakeholders, while also improving access	Higuera/ Savarese/ Weber	Completed 6/06

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
	VI. Technology  IX. Public Information  X. Internal Communications	by these stakeholders to the relevant data they need to achieve their various related missions.		
Transition of Special Education Administration	I. High Standards  II. Staff Development  III. Quality Management  <i>(cont'd on next page)</i>  VII. Strategic	By July 1, 2005, the retiring Co-Director of Special Education will have been replaced through a process that will result in the restructure of Eastern Suffolk BOCES' academic programs under the supervision of one Director of Special Education. This process will include a review of the job description and operations of the current secondary and elementary programs.	Manzo/ Becker	Completed 6/05

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
	Planning			
Career, Technical and Adult Education Administrative Realignment/ Restructuring	I. High Standards  II. Staff Development  III. Quality Management  VII. Strategic Planning	By July 1, 2004, Secondary & Adult Programs will have been realigned through a reorganization process that will result in the restructure of the Educational Services Division. The restructuring shall result in a realignment that emphasizes the role of the Career and Technical Education in the region. This process shall include a review of the administrative structure along with various other line positions and the operations of the Career, Technical, & Adult Education Programs. By July 1, 2005, there shall be clear and redefined programs supported by an appropriate administrative structure.	Alexander-Davis	Completed 6/05
Develop and Implement Custodial Standards for Facilities	I. High Standards  II. Staff Development  V. Resourcing and Operational Efficiency  VIII. Space and Safety	By June 2005, Eastern Suffolk BOCES will have completed a Custodial Standards Manual.	Packman	Completed 6/05

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Relocation of Aviation Program	I. High Standards  V. Resourcing and Operational Efficiency  VIII. Space and Safety	By January 2005, the most appropriate location for the Suffolk Aviation Center will have been determined and established.	Packman	Completed 6/05
Integrating Professional Development to Support Inclusive Educational Programs	I. High Standards  II. Staff Development  IV. Program Availability	By June 2005, staff development programs supporting inclusive educational programs will be developed and presented by BOCES staff and educational consultants through the collaborative efforts of the Director and the Divisional Administrator for Educational Support Services.	Skelly/ Adsitt	Completed 6/05

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Assessing the Feasibility of Establishing an Educational Foundation to Support BOCES Programs	V. Resourcing and Operational Efficiency VII. Strategic Planning X. Internal Communications	By November 30, 2004, Eastern Suffolk BOCES will assess the feasibility and desirability of establishing an educational foundation for the purpose of raising funds to support the various programs operated by the agency.	Bixhorn/ Higuera	Complete – Decision for no foundation at this time 12/04
Accreditation of Instructional Program Sites	I. High Standards VII. Strategic Planning	By June 2005, each BOCES instructional program site will have established at least two measurable objectives relating to student performance standards set by the New York State Board of Regents, and the objectives, along with their respective action plans, will have been approved by the Middle States Association through the Accreditation for Growth process.	Krizel/ Watkins	Completed 6/04
Improving the Educational Outcomes of BOCES Students in Secondary Integrated Settings	I. High Standards IV. Program Availability VIII. Space and Safety	By the year 2006, there will be a clear, published program profile and procedure for student review/placement within the continuum of services available on Eastern Suffolk BOCES campuses. There will be a measurable increase in the number of students who successfully transition to less/more restrictive educational placements utilizing collaborative planning among our campus-based programs.	Krizel/ Becker	Completed 6/04
Develop New Five-Year Regional Special Education Space Plan	I. High Standards IV. Program Availability VIII. Space and Safety	By February 4, 2004, a new Five-Year Regional Special Education Space Requirements Plan will be developed for the Eastern Suffolk BOCES regional area and submitted to NYSED for approval as required by New York State Education Law and Regulation.	Bixhorn/ Krizel/ Packman	Completed 2/04
Plan and Oversee Leadership Team and Staff Development within Educational Services Division	I. High Standards II. Staff Development	By December 2004, a process resulting in the establishment of cohesive leadership teams within the Educational Services Division will be completed. The process will involve the Associate Superintendent, the Directors (3), the divisional administrators (2) and the building principals. The elementary and secondary teams will become integral to the operations of the division and assure that high quality programs and services are provided on an equitable basis. The teams will become fully integrated into administrative structure of the agency and interact with Cabinet and Administrative Council as necessary.	Bixhorn/ Krizel	Completed 6/04

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Establish an Eastern Suffolk BOCES Parent Advisory Council	I. High Standards VII. Strategic Planning IX. Public Information	By June 2004, the Eastern Suffolk BOCES Central Shared Decision-Making Committee will facilitate the development of an Eastern Suffolk BOCES Parent Advisory Council.	Bixhorn/ Krizel	Completed 6/04
Supporting Educational Opportunities through Educational Support Services Center	I. High Standards II. Staff Development VI. Technology	By the year 2009, in alignment with guidelines of SED, Eastern Suffolk BOCES ESSC will utilize emerging technologies and strengthen the quality of instructional support to provide significant educational opportunities for all members of our educational community. In this way, we will be better prepared to help all students reach higher levels of achievement and satisfy State Standards.	Krizel	Completed 6/04
Plan and Oversee Transition of Research & Planning Management	VII. Strategic Planning XII. Research and Development	By June 30, 2004, the retiring Director of the Research and Planning Department will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, the process will include a complete review of office staffing patterns and the function of the Office of Research and Planning.	Bixhorn/ Fell	Completed 6/04
Capital Asset Accounting Management	V. Resourcing and Operational Efficiency VI. Technology	By June 30, 2004 Eastern Suffolk BOCES will revise and implement its capital asset management program to: provide the information required for financial reporting as determined by the Governmental Accounting Standards Board (GASB) statement 34; comply with Board policy, administrative regulations, and requirements of the State Education Department; provide an adequate measure of control over the capital assets of the agency; and provide the necessary information to ensure adequate and appropriate insurance coverage and recovery in the event of loss.	Higuera/ Perry	Completed 6/04
Plan and Oversee Transition of RIC Management	VI. Technology	By September 1, 2004, the retiring Director of the Regional Information Center (RIC) will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, this process will include a complete review of the job description, the operations of the RIC, and the function of the Educational Support Services Center (ESSC). Areas of overlap between the RIC and ESSC will be resolved as part of the initiative.	Bixhorn/ Higuera/ Krizel/ Skelly M. Savarese	Completed 6/04
Implementing the Comprehensive Student Attendance Policy	I. High Standards	By July 2004, Eastern Suffolk BOCES will have completed and evaluated implementation of its Comprehensive Student Attendance Policy and be in full compliance with NYSED Regulation.	Manzo/ Becker	Completed 12/03

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Developing a New Summer Services Model	I. High Standards V. Resourcing and Operational Efficiency	Eastern Suffolk BOCES Instructional Programs Division will develop a new delivery model for summer special education services that aligns the delivery of summer services for special education students with NYSED regulations for delivery of such services, assures appropriate staffing, assures safety of all students receiving summer services, and maximizes the efficiency of service delivery while maintaining a quality program.	Manzo	Completed 10/03
Establishing a Research and Program Improvement Department	I. High Standards III. Quality Management VII. Strategic Planning XII. Research and Development	By 2001, Eastern Suffolk BOCES will establish a Research and Program Improvement Department to conduct various types of on-going and longitudinal research for the purpose of evaluating programs and services and establishing methods to benchmark progress toward the achievement of strategic objectives outlined within the action plans of this document.	Watkins	Completed 8/03
Implementing the New SDM Plan	I. High Standards III. Quality Management	By November 2002, the Central Shared Decision-Making Committee will have developed an action plan to support implementation and evaluation of the revised Eastern Suffolk BOCES Plan for Shared Decision-Making and Site Based Management.	Krizel	Completed 8/03
Evaluation Assurance Phase I	XI. Staff Recruitment and Retention	By June 2003, the administration will assess the status of the agency's employee evaluation systems to identify strengths and weaknesses and develop recommendations for improvement.	Bixhorn/ Mensch	Completed 6/03
Leadership Team Cohesiveness	V. Resourcing and Operational Efficiency	By June 30, 2003, the administration will plan and implement a program to improve operational efficiency by promoting cohesiveness among Cabinet and Administrative Council members.	Bixhorn	Completed 6/03
Leadership Preparation	XI. Staff Recruitment and Retention	By June 2003, the administration will design a plan to address the pending turnover of administrative staff within the agency in order to assure that a strong "in-house" pool of candidates will be prepared to apply for positions in the future.	Mensch/ Lombardo	Completed 6/03
Reorganization of the Educational Support and Technology Services Division	V. Resourcing and Operational Efficiency	By June 30, 2003, the administration will plan and fully implement the reorganization of the Educational Support and Technology Services Division.	Bixhorn	Completed 6/03



Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Survey of Instructional Program Success	III. Quality Management IX. Public Information X. Internal Communication	By June 2003, Eastern Suffolk BOCES will have completed a survey of its stakeholders to document the success of Instructional Programs. This survey will be based upon a survey protocol commissioned by the Board and developed and administered in the 1997-98 school year by the National Study of School Evaluation (NSSE).	Watkins	Completed 6/03
Implementing NYSED Regulation Concerning Automatic Defibrillators	II. Staff Development VIII. Space and Safety	By September 1, 2002 or when applicable, Eastern Suffolk BOCES will be in compliance with New York State Regulation regarding Automatic Defibrillators in the schools.	Packman	Completed 12/02
Quality Management	III. Quality Management	By September 2003, Eastern Suffolk BOCES will integrate Quality Management tools and processes with Shared Decision-Making groups in the Instructional Division. The function of the Quality Council will be integrated into the newly formed Shared Decision-Making Central Committee.	Lombardo	Completed 10/02
Plan, Implement and Evaluate BTC Extension and Instructional Program	VIII. Space and Safety	By September 1, 2002, the addition to the Brookhaven Technical Center will be planned, approved, constructed, and occupied.	Packman	Completed 9/02
Central Administrative Structure	V. Resourcing and Operational Efficiency	By June 30, 2002, Eastern Suffolk BOCES will have designed and staffed an organizational structure that supports the delivery of quality, cost effective services to component districts.	Bixhorn	Completed 6/02
Comprehensive Student Attendance Policy	I. High Standards	By June 30, 2002, Eastern Suffolk BOCES will have developed and the Board will have adopted a comprehensive student attendance policy that is consistent with the requirements of the amendments to the Commissioner's Regulation section 104.1.	Watkins	Completed 6/02
Rewrite SDM Plan	III. Quality Management	By June 30, 2002, Eastern Suffolk BOCES Agency SDM will have completed the biennial review, evaluation, and rewrite of the Agency Plan for Shared Decision-Making and Site Based Management and the Board will have approved the plan for submission to NYSED.	Wall	Completed 6/02
Standardize Benefits	XI. Staff Recruitment and Retention	By June 30, 2002, Eastern Suffolk BOCES will have a well-structured, cohesive benefit structure for our represented employees.	Wall	Completed 6/02

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Data Mining Service	I. High Standards VI. Technology	By June 30, 2002, Eastern Suffolk BOCES will have merged the data warehousing initiatives of Eastern and Western Suffolk BOCES and be positioned to offer data mining services to all school districts in the County.	Griffin	Completed 6/02
Enhancing Legislative Outreach Efforts	III. Quality Management IX. Public Information	By 2001, the Eastern Suffolk BOCES will establish opportunities for representatives of employee groups and component districts to provide input into the development of the annual BOCES Advocacy Program.	Bixhorn	Completed 6/01
Focused Advocacy Program on BOCES Space	IV. Program Availability VIII. Space and Safety IX. Public Information	By 2001, Eastern Suffolk BOCES will develop and promulgate an advocacy program related to the procurement and financing of permanent space for BOCES programs.	Bixhorn	Completed 6/01
Implementing Project SAVE	VIII. Space and Safety	By July 1, 2001, Eastern Suffolk BOCES will be in full compliance with the requirements of Project SAVE legislation following the activities and timelines of the following action plan.	Bixhorn	Completed 6/01
Financing Pilot Projects	V. Resourcing and Operational Efficiency XII. Research and Development	By July 2001, Eastern Suffolk BOCES will develop a method to generate dedicated resources to support an agency research and development function which has been approved by our component districts and will articulate both an internal and component district review process for deciding the specific projects to support with these resources.	Griffin	Completed 6/01



## **Middle States Accreditation For Growth**

### **A DECADE OF ACHIEVEMENT**

#### **Educational Services - Sites**

#### **Student Performance**

#### **Objectives and Results**

**1998 – 2008**

*Based on data and information submitted as of October 2008*

Prepared by:  
Eastern Suffolk BOCES  
Office of Planning and Program Improvement  
October 6, 2008

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# Eastern Suffolk BOCES

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## **BROOKHAVEN ACADEMIC CENTER**

According to the general chronology of events and the data collected through the AFG process, Brookhaven Academic Center has met and exceeded program objectives. The factors that contributed to this success include:

- The inclusion of the Sagamore Day Treatment Program at Brookhaven Academic Center
- The Curriculum committees specific to ELA and Math have contributed to the improvement of academic performance of our students. This has been demonstrated by the overall grade level increase on the Stanford Diagnostic Scores.
- In addition, students have shown an increase in the general assessment scores

The Behavioral objective demonstrates an increase on time on task within the school environment. The internal measurements of this objective included:

- Participation in clubs and organizations
- Decrease in out of school suspensions
- Quarterly increase in average number of students achieving level 4
- Decrease in the number of students/incidents entering the Behavior Intervention Room
- Decrease in the average T-Score on the Conners' Teacher Rating Scale.

BRAC has surpassed the projected outcomes in ELA. The following factors have contributed to the aforementioned success:

- Class groupings
- Read 180 Program
- Curriculum development,
- The continuation of teachers professional development

Regular and on-going reviews and implementation of goals and objectives by staff allow the program to show improvements.

Time remains one of our biggest obstacles. The constant change of administration and the program itself remains challenging. We are excited about the growth and the possibilities for our program. Our plan is to continue the endeavor and commitment to the AFG process.

**EFFECTIVE MEASURES-ELA**

**Student Performance Objectives:**

**1. By the year 2008, the Brookhaven Academic Center students will demonstrate improved academic performance in ELA as measured by:**

**A. An average increase of one grade level on the Stanford Diagnostic Reading Test.**

Baseline:

(Year)	
2001-2002	3.0
2002-2003	2.9
Average Grade Level	
(Grades 7, 8, 9)	2.95

	Year1=2003/2004	Year2=2004/2005	Year3=2005/2006	Year4= 2006/07	Year5= 2007/08
	3.7=Nov	3.9=Nov.	3.9=Nov	4.4 = Nov.	4.3 = Nov.
	4.9=May	4.4=May	4.8 =May	4.7 = May	5.3 = May
Average Grade Level=	4.3	4.2	4.4	4.6	4.5
Projections=	3.2	3.4	3.6	3.8	4.0
Results	+1.1 grade level	+ .8 grade level	+1.2 grade level	+ .3 grade level	+ .5 grade level
+/-Baseline	+1.35 grade level	+1.25 grade level	+1.45 grade level	+1.65 grade level	+1.5 grade level

## EFFECTIVE MEASURES-ELA

### Student Performance Objectives:

1. By the year 2008, the Brookhaven Academic Center students will demonstrate improved academic performance in ELA as measured by:

**B. A 10% increase in New York State Grade 8 ELA Assessment scores (Raw Scores)(13 Points per year)**

Baseline	
(Year)	Raw Score
2001-2002	637.4
2002-2003	624.29
Average	630.85
Year 1	
2003-2004	
Average	618
Projection	643
Results (+/- %)	-2% (Below Projection)
	-2% (Below Baseline)
Year 2	
2004-2005	
Average	641.29
Projection	656
Results (+/- %)	+2% (Above Projection)
	+1.7% (Above Baseline)

**EFFECTIVE MEASURES-MATH**  
**Student Performance Objectives:**

**2. By the year 2008, Brookhaven Academic Center students will demonstrate improved academic performance in math as measured by:**

**A. An average increase of one grade level on the Stanford Diagnostic Math Test.**

Baseline (Year)					
2001/2002	3.0				
2002/2003	2.9				
Average Grade Level (Grades 7, 8, 9)	2.95				
	Year 1=2003/2004	Year 2=2004/2005	Year 3=2005/2006	Year 4=2006/07	Year 5=2007/08
	3.3=Oct. 2003	3.9=Nov. 2004	3.9=Nov. 2005	4.2=Oct.	4.6=Nov.
	3.5=May 2004	4.2=May 2005	4.6= May 2006	4.6=May	6.1=May
Average Grade Level=	3.4	4.0	4.3	4.2	5.4
Projection=	3.2	3.4	3.6	3.8	3.8
Grade Level (increase/ decrease)	+2	+6	+7	+4	+1.6
grade level	+1.45	+1.05	+1.4	+1.25	+2.4



**EFFECTIVE MEASURES-MATH**  
**Student Performance Objectives**

**2. By the year 2008, Brookhaven Academic Center students will demonstrate improved academic performance in math as measured by:**

**B. A 15% increase in passing rate on the Math RCT.**

Baseline	
(Years)	
2001-2002	24%
2002-2003	34%
Average Percent Passing	29%
	Year 1 = 2003-04
Average Percent Passing	21%
Projection	30%

\*\*\*Due to programmatic change, RCTs are no longer given in our building.

**C. New York State grade 8 assessments raw scores will increase by 10% (2% per year)**

Baseline			
(Years)	Raw Score		
2001/2002	616.66		
2002/2003	592.4		
Average	604.53		
	Year1=2003/2004	Year2=2004/2005	Year3=2005/2006
Average	608	642.40	
Projections	617	629	
Results			
(increase/decrease)	-1% (below Projection)	+2% (above projection)	
	+6% (above Baseline)	+6.3% (above Baseline)	

## EFFECTIVE MEASURES-BEHAVIOR

### Student Performance Objectives:

3. By the year 2008, students at the Brookhaven Academic Center will demonstrate an increase in time on task within the school environment as measured by:

A. Increased annual number of students participating in school clubs and/or organizations.\*

A. A 25% increase in the number of students that are productive citizens in school and community as measured by the participation in school clubs and/or organizations (5%/yr).

Baseline

Year= 2002/2003

BLC Average= 55%

Year 1=2003/2004

BAC 69.2%

Projections 70%

Result 1.1% Below Projection

26% Above Baseline

Year 2004/2005

BRAC 73%

Projections 74%

Results 1% Below Projection

33% Above Baseline

Year 3=2005/2006

BRAC 53.5%

Projections 77%

Results -1%

\*There is no longer a service learning club (Discontinuation of the Career Center Program)

**EFFECTIVE MEASURES-BEHAVIOR**

**Student Performance Objectives:**

**3. By the year 2008, students at the Brookhaven Academic Center will demonstrate an increase in time on task within the school environment as measured by:**

**B. Annual decrease in number of out- of-school suspensions as measured by the amount of incidents/days.**

**B. A 25% decrease in out of school suspensions as measured by the amount of incidents/ days (5%/yr).**

Baseline: Days/Incidents (Year) 2002-2003	BLC*	Year 1=2003/2004 BAC	Year 2=2004/2005 BRAC	Year 3=2005/2006 BRAC	Year 2006/07 BRAC
Projected # of Incidents		244	232	220	209
Actual # of Incidents	610/257	261	197	292	105
% Above/Below Baseline		+2%	-23%		
Projection		+7%	-15%	+33%	-99%
Projected # of Days		580	551	523	497
Actual # of Days		525	391	505	167
% Above/Below Projection		-10%	-29%	-4%	198%
Baseline		-14%	-36%		

**\*Effective July 1, 2003 the Brookhaven Career Center Program was discontinued.**

**\*\*Variables have changed**

## EFFECTIVE MEASURES-BEHAVIOR

### Student Performance Objectives:

3. By the year 2008, students at the Brookhaven Academic Center will demonstrate an increase in time on task within the school environment as measured by:

#### C. Quarterly increase in the average number of students achieving level 4 (BRAC Behavioral Management System)

##### BASELINE:

Year: 2002/2003

BLC= 1<sup>st</sup> quarter= 4 students  
 2<sup>nd</sup> quarter=30 students  
 3<sup>rd</sup> quarter= 28 students  
 4<sup>th</sup> quarter= 28 students  
 Average: 23 students

	Year 1=2003/2004	Year 2=2004/2005	Year 3=2005/2006	Year =2006/2007	Year =2007/2008
1 <sup>st</sup> quarter=	1 student	6 students	0 students*	5 students	6 students
2 <sup>nd</sup> quarter=	18 students	19 students	26 students	27 students	12 students
3 <sup>rd</sup> quarter=	22 students	35 students	30 students	28 students	19 students
4 <sup>th</sup> quarter =	27 students	42 students	26 students	25 students	25 students
Totals:					
Projections	24 students	25 students	27 students	28 students	29 students
Actual #	68 students	02 students	82 students	85 students	62 students
Average	17 students	26 students	27 students	21 students	16 students
Results	29% below projection (average) 26% below the Baseline	4% above projection (average) 13% above the Baseline	Projection*	25% below projection (average) 9% below the Baseline	55% below projection (average) 30% below the Baseline

\*No Level 4 students returning in September, 2005.

**EFFECTIVE MEASURES-BEHAVIOR**  
**Student Performance Objectives:**

**3. By the year 2008, students at the Brookhaven Academic Center will demonstrate in time on task within the school environment as measured by:**

**D. Quarterly decrease in the number of students/incidents entering the Behavior Intervention Room**

**A 25% decrease in number of students/incidents entering Behavioral Intervention Room (BIR) as measured by the number of students entering the BIR room (5%/yr).**

Baseline:  
 Year= 2002/2003  
 1<sup>st</sup> quarter=896  
 2<sup>nd</sup> quarter=996  
 3<sup>rd</sup> quarter=877  
 4<sup>th</sup> quarter=1,032  
 Total Baseline= 3,801

	BAC Year=2003/2004	BRAC Year=2004/2005	BRAC Year=2005/2006	BRAC Year=2006/2007	BRAC Year=2007/2008
1 <sup>st</sup> quarter	962 students	756 students	750 students	889 students	1049 students
2 <sup>nd</sup> quarter	1,272 students	733 students	1,027 students	1222 students	1278 students
3 <sup>rd</sup> quarter	1,327 students	866 students	1,198 students	1069 students	1674 students
4 <sup>th</sup> quarter	1,353 students	820 students	1,332 students	929 students	1063 students
Totals:					
Projection	3611 students	3430 students	3258 students	3095 students	2940 students
Actual #	4914 students	3175 students	4297 students	4109 students	5064 students
Result	+36% above projection	-7% below projection	+32% above projection	+33% above projection	+42% above projection
	+29% above Baseline	+16% below Baseline	+13% above Baseline	+8% above Baseline	+33% above Baseline

**EFFECTIVE MEASURES-BEHAVIOR**

**Student Performance Objectives:**

**3. By the year 2008, students at the Brookhaven Academic Center will demonstrate an increase in time on task within the school environment as measured by:**

**E. A 10% decrease in average T-Scores on the Connors Teacher Rating Scale Revised (Short Version) (2%=1.5pts./yr).**

Baseline:

(Year)

(2002-2003)

OPPOSITIONAL	76.6
COGNITIVE PROBLEMS/INATTENTION	73.5
HYPERACTIVITY	67.9
ADHD INDEX	71.6

YEAR 1

(2003-2004)

	Projection	Actual	Baseline Result	Projection Result
OPPOSITIONAL	75.1	72	-4.6%	-3.1%
COGNITIVE PROBLEMS/INATTENTION	72.0	68	-5.5%	-4.0%
HYPERACTIVITY	66.4	65	-2.9%	-1.4%
ADHD INDEX	70.1	70	-1.6%	-1.1%

YEAR 2

(2004-2005)

OPPOSITIONAL	73.6	72.0	-4.6%	-3.1%
COGNITIVE PROBLEMS/INATTENTION	70.5	69.2	-4.3%	-1.3%
HYPERACTIVITY	64.9	66.5	-1.4%	-1.6%
ADHD INDEX	68.6	69.2	-1.6%	-1.6%

YEAR 3

(2005-2006)

OPPOSITIONAL	72.1	72.0	-4.6%	-.1%
COGNITIVE PROBLEMS/INATTENTION	69.1	68.4	-5.1%	-.7%
HYPERACTIVITY	63.8	65.0	-2.9%	+1.2%
ADHD INDEX	67.2	67.6	-4%	+4%

YEAR 4  
(2006-2007)

OPPOSTIONAL	70.6	72.59	-4.01%	+1.99%
COGNITIVE PROBLEMS/INATTENTION	67.5	68.44	-5.06%	+ .94%
HYPERACTIVITY	61.9	63.99	-3.91 %	+2.09%
ADHD INDEX	64.1	68.44	-3.16%	+4.34%

YEAR 5  
(2007-2008)

OPPOSTIONAL	69.1	75.12	-1.48%	+6.02%
COGNITIVE PROBLEMS/INATTENTION	66.0	67.45	-6.05%	+1.45%
HYPERACTIVITY	60.4	66.14	-1.76 %	+5.74%
ADHD INDEX	64.1	69.45	-2.15%	+5.35%

**HONOR ROLL**

**OBJECTIVE:** By the year 2008, the Brookhaven Academic Center students will demonstrate improved academic performance.

**Effective Measures:** The number of students achieving Honor Roll status each quarter will increase.

	<u>YEAR</u> <u>2003-2004</u>	<u>YEAR</u> <u>2004-2005</u>	<u>YEAR</u> <u>2005-2006</u>	<u>YEAR</u> <u>2006-07</u>	<u>YEAR</u> <u>2007-08</u>
1 <sup>st</sup> Quarter	21	43	33	31	28
2 <sup>nd</sup> Quarter	23	57	31	15	25
3 <sup>rd</sup> Quarter	27	65	28	24	30
4 <sup>th</sup> Quarter	24	67	27	12	27
Average for year (students per quarter)	24	58	30	21	28

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## **Brookhaven Technical Center**

### **Appraisal of Program's Performance**

**October 2007**

At this point in time, the Brookhaven Technical Center has met and in some cases exceeded the projected student performance objectives that are outlined related to the technical program. During the last four years our stakeholders have consistently reviewed the Middle States standards which helped them to remain focused on school improvement and student outcomes. As a result, we have seen a steady increase in the percentage of students who have demonstrated improved ELA skills, academic readiness, enhanced employability skills and appropriate social behaviors. As we examine the data related to the technical program, we have been able to see the influence of vocational education on student academic performance and interest in school.

The accreditation for growth process has enabled the Brookhaven Technical Center to grow in its capacity to plan for and produce improvements in the areas of data collection and analysis, self-reflection, and communication techniques. The focus on school improvement and student performance has provided us with the foundation and data that has enabled us to see our strengths and weaknesses. Despite these accomplishments, we have been faced with some challenges.

Changes in administration, although a positive development, caused a refocusing of expectations for staff and students. The time to accomplish these changes caused scheduling conflicts that ultimately were overcome. The changing student population continues to be a challenge to our behavioral plan and curriculum approaches, but not one that could not be overcome with improved communication and cooperation between staff and home school districts.

In order to stream-line the process of collecting and analyzing data and to reduce the amount of committee meetings, steering committee members have focused on aligning the action plan activities developed on the building level with the departmental strategic plan. By doing this, we are able to utilize the data collected by central office. Another challenge has been combining the goals of two buildings into one strategic plan. The differences between student population and departmental goals have made it difficult for both centers to work as one team. In order to accomplish the activities in our action plan, we have separated it into technical and academic components. This division has provided each of us with the opportunity to focus student needs in our respective centers.



## **Bellport Academic Center Reappraisal Summary      October 2, 2007**

We are very pleased with the tremendous level of success our data demonstrates. We have shown a steady increase in most of the high stakes indicators, our program has increased the percentage of students passing the state secondary examinations involving English-language arts. Our program has shown an increase in students receiving a higher level Regents diploma. The data has also demonstrated what we know to be an overriding deficit our students possess, their lack of strong functional writing skills. All of our teachers can speak to this area of concern, but the tracking of concrete data has facilitated a greater allocation of resources.

We believe that we are able to respond in a clearer and faster manner, due to an established set of student outcome expectations and a systemized process to review and implement school improvement initiatives. I believe our next challenge is to take our newfound skill at strategic planning and program evaluation, and with our new ability and capacity develop a new multiyear plan for the program. A comment often heard in relation to the first middle states planning process was, if we knew now what we knew three years ago, we would have developed a better and more effective plan.

As previously stated, we are exceedingly proud of the growth of the program, and its ability to serve a unique and tremendously emotionally and academically needy student body. We are also proud of our newfound capacity to modify program elements, delegate resources, and adapt established procedures to address educational aspects of the program that are not meeting our expectations. This is certainly due in part to the framework and mindset strategic planning provides.

For our program, which goes through dynamic changes almost every year, a five year planning cycle is too long a period. The overall objectives have remained essentially valid, and the action planning elements are the true operative plans, but the data and benchmarks cannot be considered valid due to the continuous change of direction of the program required to meet the needs of our component district students. In our next planning cycle, we need to explore in greater detail methods of benchmarking and assessing student data, to take into account the significant changes in the population of students served from the beginning of the plan until the assessment periods. This will provide higher level of validity and assessing action plan effectiveness.

Overall, stakeholders are satisfied with the growth we have experienced in our student population. The results demonstrate the positive effect our program has on student performance and overall school improvement. During the next planning cycle, we will continue to align our action plan activities in the direction of the career and technical department and explore alternative methods in collecting and assessing student data.

## **AFG Academic Objective**

By the year 2008, students who have completed classes at the Brookhaven Technical and Academic Center will demonstrate improved ELA skills for enhanced employability and/or academic readiness for further education as evidenced by the following criteria:

### **External Measurements:**

#### **Both Technical and Academic Programs**

##### ***Improved ELA Skills & Academic Readiness***

**a.) 78% students will receive a passing grade or higher on the Comprehensive English Regents.**

Baseline:	73%
2003/04:	72%
2004/05:	75%
2005/06:	78%
2006/07:	72%
2007/08:	67%

**b.) 85% students will receive a passing grade of 65 or better on the Reading RCT Exam.**

Baseline:	80%
2003/04:	80%
2004/05:	82%
2005/06:	80%
2006/07:	79%
2007/08:	75%

**c.) 77% students will receive a passing grade of 65 or better on the RCT Writing Exam.**

Baseline:	72%
2003/04:	70%
2004/05:	61%
2005/06:	80%
2006/07:	72%
2007/08:	75%

**d.) 23% students will receive a Regents Diploma.**

Baseline:	14%
2002/03:	16%
2003/04:	16%
2004/05:	29%
2005/06:	28%
2006/07:	18%
2007/08:	29%

**e.) 77% of students will receive a local Diploma.**

Baseline:	86%
2003/04:	85%
2004/05:	86%
2005/06:	71%
2006/07:	80%
2007/08:	62%

**f.) 30% of students will graduate with high honors. (*An overall average of 90 or higher.*)**

Baseline:	25%
2003/04:	26%
2004/05:	25%
2005/06:	20%
2006/07:	19%
2007/08:	12%

**Technical Program**

***Academic Readiness & Enhanced Employability***

**a.) 10% of students will attain membership into the National Technical Honor Society.**

Baseline:	5.9%
2003/04:	7%
2004/05:	7%
2005/06:	9%
2006/07:	8%
2007/08:	9%

**b.) 53% of senior year students in Certified Technical Exam courses will be recommended to receive a Technical endorsed Diploma.**

Baseline:	48%
2003/04:	41%
2004/05:	44%
2005/06:	51%
2006/07:	35%
2007/08:	55%

## **Academic Program**

### **Academic Readiness**

**a.) 60% of students will read on or above grade level as evidenced by their performance on the Stanford Diagnostic Reading Test.**

Baseline:	51%
2003/04:	50%
2004/05:	26%
2005/06:	14%
2006/07:	15%
2007/08:	17%

**b.) 7.5% of students will attain membership into the National Honor Society.**

Baseline:	5.0%
2003/04:	1.5%
2004/05:	4.4%
2005/06:	5.3%
2006/07:	2.1%
2007/08:	1.0%

**Internal Measurements:**

**Both Technical and Academic Programs**

***Improved ELA skills & Enhanced Employability***

a.) 85% of graduating students will complete a general writing portfolio. Each portfolio will contain a minimum of a:

- Cover letter
- Resume
- References
- Evidence of best work

Baseline:	N/A
2003/04:	30%
2004/05:	86%
2005/06:	82%
2006/07:	84%
2007/08:	87%

b.) 75% of students will successfully complete a journal.

Baseline:	N/A
2003/04:	50%
2004/05:	58%
2005/06:	65%
2006/07:	66%
2007/08:	69%

**Technical Program**

**Enhanced Employability**

a.) 90% of students will receive a Certificate of Completion.

Baseline:	84%
2003/04:	80%
2004/05:	85%
2005/06:	81%
2006/07:	86%
2007/08:	86%

**b.) 90% of students enrolled in CTE certified classes will complete a CTE project.**

Baseline:	N/A
2003/04:	83%
2004/05:	75%
2005/06:	81%
2006/07:	86%
2007/08:	87%

### **Academic Program**

#### **Improved ELA Skills & Academic Readiness**

**a.) 65% of students will receive a final grade of 75 or higher in English.**

Baseline:	60%
2003/04:	59%
2004/05:	67%
2005/06:	64%
2006/07:	66%
2007/08:	63%

### **AFG Behavioral Objective**

**By the year 2008, students who have completed classes at the Brookhaven Technical and Academic Center will develop increased employability skills and demonstrate appropriate social behaviors as measured by:**

#### ***External Measurements:***

### **Technical Program**

**a.) 10% of students will attain membership into the National Technical Honor Society.**

Baseline:	5.9%
2003/04:	7%
2004/05:	7%
2005/06:	9%
2006/07:	8%
2007/08:	9%

**b.) 80% of students will exhibit one or more of the following outcomes:**

- **Enrolled in a Post Secondary Educational Program**
- **Employed in area of tech program**
- **Employed in a field related to tech area**
- **Served or serving time in the military**

Baseline:	72%
2003/04:	74%
2004/05:	84%
2005/06:	100%
2006/07:	90%
2007/08:	93%

#### **Academic Program**

**a.) 50% of students will exhibit one or more of the following outcomes:**

- **Returned to a Least Restrictive Environment**
- **Enrolled in a Post Secondary Educational Program**
- **Employed**
- **Serving in the military**

Baseline:	33%
2003/04:	36%
2004/05:	34%
2005/06:	34%
2006/07:	36%
2007/08:	39% (Preliminary data)

**b.) 7.5% of students will attain membership into the National Honor Society.**

Baseline:	5.0%
2003/04:	1.5%
2004/05:	4.4%
2005/06:	5.3%
2006/07:	2.0%
2007/08:	0.5% (Discontinued)

**Internal Measurements:**

**Both Technical and Academic Programs**

**a.) There will be a 5 percentage point increase in the average daily attendance.**

Baseline:	84%
2003/04:	84%
2004/05:	89%
2005/06:	89%
2006/07:	87%
2007/08:	87%

**Technical Program**

**a.) 30% of students will participate in a work based learning experience.**

Baseline:	20%
2003/04:	25%
2004/05:	25%
2005/06:	31%
2006/07:	31%
2007/08:	33%

**b.) 85% of students will successfully complete the employability profile for their course of study.**

Baseline:	N/A
2003/04:	80%
2004/05:	79%
2005/06:	81%
2006/07:	86%
2007/08:	93%

**c.) 85% of students will successfully complete a journal that reflects work characteristics outlined in their employability profile.**

Baseline:	N/A
2003/04:	15%
2004/05:	79%
2005/06:	58%
2006/07:	66%
2007/08:	69%



**d.) There will be a 2 percentage point decrease in the number of students whose frequency of inappropriate behavior results in a referral for disciplinary action.**

Baseline:	12%
2003/04:	15%
2004/05:	10%
2005/06:	10%
2006/07:	6%
2007/08:	8%

**Academic Program**

**a.) 54% of students will achieve and maintain Level 3 status within the Behavior Management System for a period of 90 days or more.**

Baseline:	46.5%
2003/04:	52%
2004/05:	51%
2005/06:	55%
2006/07:	34%
2007/08:	47%

**b.) There will be a 2.5% reduction in the annual number of students suspended due to severe inappropriate behaviors.**

Baseline:	9.7%
2003/04:	11.5 %
2004/05:	16.6%
2005/06:	9.5%
2006/07:	12.1%
2007/08:	10.0%

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# **CENTEREACH ACADEMIC CENTER**

## Accreditation for Growth

Since 2002 - 2003, Centereach Academic Center has proven to be an academic center that adheres to a consistent cycle of improvement. Our action plan consists of three student performance objectives.

### **1. English Language Arts:**

At this point in time, six of our seven performance objectives have been met and have exceeded the performance expectations. Factors that have contributed to this success:

- ◆ READ 180 program – 90 minute sessions
- ◆ Developing classroom libraries
- ◆ Materials to build a school library with the opportunity for students to sign out materials (literature)
- ◆ Departmentalized Schedule allows staff to differentiate instruction
- ◆ School based workshops provided by the curriculum teacher
- ◆ After school workshops provided by a literacy consultant emphasizing Guided Reading and Reading Comprehension
- ◆ Teacher access to additional supplemental writing materials

According to our data, the RCT Reading Average Score has not significantly deviated from the baseline. This may be due to the fact that the RCT is scored using a raw score which is then converted annually on the chart provided by the state, thus not making a consistent comparison. However, data illustrates that we have significantly more students passing the reading RCT.

### **2. Math:**

Currently, three of the six math student performance objectives have been met. Factors that have contributed to this success:

- ◆ Updated the BOCES wide curriculum math series
- ◆ Increased the amount and availability of technological support used to supplement the textbooks
- ◆ Increased collaboration with math staff members and the lead support teacher
- ◆ Increased teacher participation in math related conferences and professional development opportunities

The amount of students passing the Regents and the RCT exams has remained inconsistent. One of the factors contributing to the lack of improvement within the percentage points of students passing the RCT and Regents is the number of students taking the exam. Also, staff needs to become more familiar with the new math program, as well as attend more professional development opportunities (especially considering the shift to the NYS math assessment protocol). Most of our students are multi-sensory learners and the abstract concepts and 'real world connectivity' becomes more challenging within the scope of mathematics.

### **English Language Arts & Math:**

Technology has contributed to the growth of all academic areas within the program. The use of additional Smartboards, LCD projectors, loaner lap tops for students projects / professional development, and the upkeep of the additional computer lab.

### **3. Behavior:**

There were originally five behavioral student performance objectives; however, one of these objectives is no longer being used because the criterion has been changed. The factors that have contributed to the success of the other three objectives are:

- ◆ Behavior management program has provided more incentives for students to attend school
- ◆ School counselors are monitoring and creating IEP counseling goals more accurately based on the BES
- ◆ Although obtaining level has increased in difficulty, more students are on higher behavioral levels due to the incentive program

Due to increase enrollment and attendance, student incident reports have slightly increased; however, staff is much more diligent at documenting events.

AFG has provided our staff with a systematic approach to documenting, tracking and analyzing key data points. Monthly Shared Decision Making teams review this data periodically and make improvements as the data illustrates. This has caused the staff to be more aware of what the numbers tell us as a program and as an educational institute.

Factors that contribute to hinder the development of the some of the student performance objectives:

- ◆ High rate of transient students
- ◆ Lack of parent involvement in the home, community and school
- ◆ Prior to students arrival to the program, they lack a tremendous amount of basic skills due to out of school suspensions, home instruction, possible jail time, and movement between so many schools / programs
- ◆ Increase involvement with community / probation / PINS
- ◆ Lack of parent support / follow through with medical / mental health care

As these factors remain to be obstacles to overcome within our program:

- ◆ we are continuing to build relationships with community
- ◆ reach out to parents
- ◆ increase home visits
- ◆ Continue to build resource lists of local clinics for counseling and medical attention
- ◆ Develop further remediation programs to identify and teach the fundamental skills

As a program we are pleased with our progress and look forward to the future to surpass all of the student performance objectives and create a program that will ensure success for all students!

### Centereach AFG Objectives Data

School Year	2002-2003 Baseline Data	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
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**By the year 2008, CAC students will demonstrate improved skills in English Language Arts, as measured by:**

**a) A 10% increase in the percentage of students passing state assessments (RCT Reading, RCT Writing, and Regents Comprehensive English).**

% Passing RCT Reading	43%	60%	67%	54%	81%	81%
% Passing RCT Writing	35%	57%	81%	55%	55%	56%

**b) A 10% increase in average score on the Regents Comprehensive Examination in English**

% Passing English Regents	0%	10%	18%	13%	14%	19%
Average Score English Regents	20	21.7	21.3	35.4	30	35.3

**c) A 10% increase in average score on RCT Reading test.**

Average Score RCT Reading	60	66.9	59.3	46	50.3	52
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**d) A 10% increase in average score on RCT Writing test.**

Average Score RCT Writing	59	63.4	69	58.4	87	60
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**e) A 12% increase in numerical report card grades in English.**

Report Card Grade - English	64.39	65.12	67	71.15	74	76
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**f) A 5% increase in average standard score on the Stanford Diagnostic Test (Reading).**

Reading Stanford Score - GE	4.99	4.93	5.5	5.28	5.1	6.4
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School Year	2002-2003 Baseline Data	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
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By the year 2008, CAC students will demonstrate improved mathematics skills, as measured by:

**a) A 10% increase in the percentage of students passing state assessments (RCT Mathematics and Regents Mathematics-A examinations).**

% Passing RCT Math	33%	43%	55%	33%	33%	29%
% Passing Regents Math A	4%	5%	19%	0%	6%	15%

**b) A 10% increase in average score on Regents Math tests.**

Average Score Math A Regents	22	37.4	41.9	34.8	40.2	31
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**c) A 10% increase in average score on the RCT Math test.**

Average Score RCT Math	55	58.5	60.8	59.7	52.2	41
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**d) A 12% increase in average numerical report card grades in Mathematics.**

Report Card Grade Math	65.42	65.65	62.2	70.61	72	71
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**e) A 5% increase in average standard score on the Stanford Diagnostic Test (Mathematics).**

Math Stanford Score - GE	5.06	5.33	6.21	6.91	6.3	8.4
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School Year	2002-2003 Baseline Data	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
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By the year 2008, CAC students will demonstrate increased appropriate behaviors in the school setting, as measured by:

a) A 12% decrease in the number of student incident reports.

# Of Incident Reports	1373	610	1047	2007	1799	1182
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c) A 5% increase in students earning a level in the behavior management system.

% Students Earning a Level in BMS	36%	44%	47%	58%	55%	62%
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d) A 5% decrease in Behavior Evaluation Scale (BES) quotients.

BES %	72%	73%	75%	82%	NA	NA
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e) A 10% increase in student attendance.

% Student Attendance	56%	64%	71%	68%	72%	74%
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## **ISLIP ACADEMIC CENTER**

### **AFG Performance Objectives**

At the Islip Academic Center we have seen growth in our Performance Objectives for the school years 2002-2003 through 2004-2005 and again in the year 2006-2007. With the implementation of the AFG planning process and action plans, new strategies and new paradigms helped direct the staff. The students at the Islip Academic Center made the predicted strides and advancements. We have seen growth in both the Academic and Behavioral objectives. There was a regression indicated in the numbers for the 2005-2006 school year. The reasons for the regressions were due to a new class scheduling process called "The Matrix". This system eliminated the module system where there was tighter behavioral control of the students. The students in the module system participated in class with students assigned to the same class ratio and moved between 4 classroom teachers. The institution of "The Matrix" had the students changing between classrooms throughout the building hence creating more traffic in the hallways between classes. There were five teacher and/or student scheduling changes from September 2005 through January of 2006. This change brought about instability in student behavior and academic performance.

The Program has grown and addressed the ever changing student needs both programmatically and logistically. The classes at the beginning of the AFG Process were blocked into Modules separating the 6:1:1, 8:1:1, 12:1:1 and ICP students. These students switched classes between four teachers and were segregated between building wings. A Change was made in the classes so that the students would switch classes for all of their subjects "The Matrix". This addressed the academic needs of the students by availing to them more course choices but hindered the behavioral progress seen the previous two years. For the 2006-2007 school year the students were separated logistically by grade. The Islip Academic Center became a 9<sup>th</sup> and 10<sup>th</sup> grade full day Academic Center. The Islip Academic Center at Islip Career Center became an 11<sup>th</sup> and 12<sup>th</sup> grade center where the students take a half-day academic program and participate in a half-day technical program. This change was successful in the state exam test score outcome. It also allowed for the implementation of a reading program for this population. The action plans have helped to show direction for the educational needs and has helped to institute a varying array of programs for student growth.

Overall the program is satisfied with the growth seen in student performance since the inception of the AFG Process. Our program has been through many changes and all of the action plans have included these changes and gave everyone direction for the future. By making changes to the action plans, the program was able to respond and make changes when needed to address issues when progress slowed, dropped, and gave us reason for celebration when we surpassed expectations.

## **ISLIP CAREER CENTER**

### **AFG Performance Objectives**

Since its inception in 2002-2003, the AFG process at the Islip Career Center has allowed for the faculty and staff to become involved in making changes to the program.

In 2005-2006 a trend was recognized using our behavioral objectives. This trend was that the Islip Career Center administration staff was processing on average about 1200 referrals annually. During the 2006-2007 school year our enrollment reflected a decrease in enrollment because of the change in our requirements. With the decrease of students we have also recognized a concurrent decrease in the number of referrals, the number of suspensions, and a significant increase in the number of students that complete our programs. Statistically, this change in the age requirement has allowed for our instructors to increase their rigor in their classroom while providing our students with a more conducive learning environment.

The program has lost a number of staff members and has had three principals in the last five years but still continues to address our ever-changing student needs. Our program has endured the changes in administration and decrease in the student population and continues to move towards providing our students with viable employment opportunities. The action plans have allowed for consistency in the program and a direction of outcomes that needed to be obtained. Overall, the program is satisfied with the results and the growth in our students' performance since the inception of the AFG process.

We look forward to continued growth and success.



## Islip Academic Center

### ACADEMIC OBJECTIVES

By the year 2008, the students of the Islip Academic Center will demonstrate improved academic achievement in Reading and Math as measured by the following:

1. A 12% improvement in student Stanford Diagnostic Scores in Reading Comprehension at a rate of 2% per year. Baseline data collected from the 2002-2003 Stanford Diagnostic Test, Form J, Blue.

READING SCORE GRADE EQUIVALENT	2002 – 2003 Percent of Students	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
PRE-K - K.5	0%	0%	0%	0%	1%	0%	
1.0 - 1.4	1%	1%	1%	0%	0%	0%	
1.5 - 1.9	1%	1%	1%	1%	1%	2%	
2.0 - 2.4	2%	2%	1%	1%	1%	2%	
2.5 - 2.9	12%	10%	1%	16%	8%	9%	
3.0 - 3.4	12%	12%	15%	10%	12%	10%	
3.5 - 3.9	14%	15%	14%	14%	15%	13%	
4.0 - 4.4	9%	10%	13%	10%	11%	15%	
4.5 - 4.9	5%	5%	7%	5%	6%	8%	
5.0 - 5.4	5%	6%	4%	6%	5%	4%	
5.5 - 5.9	5%	3%	4%	9%	5%	6%	
6.0 - 6.4	7%	7%	8%	1%	3%	4%	
6.5 - 6.9	2%	3%	2%	1%	2%	2%	
7.0 - 7.4	2%	2%	3%	1%	2%	2%	
7.5 - 7.9	3%	4%	4%	7%	5%	4%	
8.0 - 8.4	0%	1%	1%	2%	2%	2%	
8.5 - 8.9	2%	3%	4%	1%	3%	3%	
9.0 - 9.4	3%	1%	2%	2%	4%	3%	
9.5 - 9.9	1%	1%	1%	1%	2%	1%	
10.0 - 10.4	1%	1%	1%	1%	1%	2%	
10.5 - 10.9	0%	1%	1%	1%	2%	2%	
11.0 - 11.4	3%	4%	4%	1%	2%	3%	
11.5 - 11.9	2%	1%	1%	0%	0%	0%	
12.0 - 12.4	1%	1%	1%	0%	1%	0%	

READING SCORE GRADE EQUIVALENT	2002 – 2003 Percent of Students	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
12.5 - 12.9	1%	1%	1%	0%	1%	1%	
PHS	6%	4%	5%	9%	5%	3%	
Total # of Students	122	138	162	162	171	137	
Mean Grade Equivalent	5.6	5.7	5.8	5.5	5.3	5.4	6.2
Mode Grade Equivalent	3.1	3.4	3.8	PHS	3.8	4.0	
Median Grade Equiv.	4.2	4.3	4.3	4.0	4.2	4.4	
Total # of Refusals	18	14	16	4	5	13	

2. A 12% improvement in student Stanford Diagnostic Scores in Math Computation at a rate of 2% per year. Baseline data collected from the 2002-2003 Stanford Diagnostic Test, Form J, Blue.

MATH SCORES GRADE EQUIVALENT	2002- 2003 Percent of Students	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
PRE-K - K.5	0%	0%	0%	0%	0%	0%	
1.0 - 1.4	0%	0%	0%	0%	0%	0%	
1.5 - 1.9	0%	1%	0%	0%	1%	0%	
2.0 - 2.4	4%	3%	3%	1%	2%	2%	
2.5 - 2.9	8%	9%	7%	13%	6%	4%	
3.0 - 3.4	9%	9%	8%	10%	11%	9%	
3.5 - 3.9	12%	12%	14%	6%	11%	13%	
4.0 - 4.4	13%	12%	13%	8%	15%	15%	
4.5 - 4.9	16%	14%	13%	14%	16%	15%	
5.0 - 5.4	11%	12%	12%	10%	9%	14%	
5.5 - 5.9	6%	4%	5%	9%	7%	4%	
6.0 - 6.4	2%	3%	2%	2%	3%	4%	
6.5 - 6.9	1%	1%	1%	3%	2%	4%	
7.0 - 7.4	2%	2%	2%	3%	1%	2%	
7.5 - 7.9	3%	2%	3%	1%	1%	2%	
8.0 - 8.4	3%	4%	4%	4%	3%	4%	
8.5 - 8.9	1%	1%	2%	1%	1%	2%	
9.0 - 9.4	2%	1%	1%	2%	2%	2%	
9.5 - 9.9	0%	1%	2%	2%	2%	1%	
10.0 - 10.4	2%	2%	1%	3%	1%	1%	
10.5 - 10.9	0%	1%	1%	1%	1%	1%	
11.0 - 11.4	0%	0%	0%	1%	0%	0%	
11.5 - 11.9	0%	0%	0%	1%	1%	0%	

12.0 - 12.4	0%	0%	0%	0%	0%	0%	
12.5 - 12.9	1%	1%	1%	1%	0%	0%	
PHS	4%	5%	5%	4%	4%	1%	
Total # of Students	121	138	162	147	171	137	
Mean Grade Equivalent	5.1	5.2	5.3	6.9	6.5	5.6	5.7
Mode Grade Equivalent	2.7,3.7,5.3	3.7,5.4	3.8,5.3	2.5, 3.1	4.1, 4.6	4.3	
Median Grade Equivalent	4.5	4.6	4.6	4.7	4.4	5.2	
Total # of Refusals	19	13	16	3	6	15	

3. A 12% increase in student report card grades at or above the C+ Level in English and Math at a rate of 2% per year. Baseline data collected from the 2001-2002 School year. The increase will be calculated through final averages and adding up percentages at or above the C+ level.

	Jun-02	Jun-03	Jun-04	Jun-05	Jun-06	Jun-07	Jun-08
<b>ENGLISH</b>							
A+	3%	1%	0%	0%	0%	0%	2%
A	15%	3%	2%	2%	3%	2%	10%
A-	4%	1%	1%	2%	1%	2%	8%
B+	5%	8%	6%	4%	4%	8%	5%
B	11%	13%	11%	5%	12%	14%	14%
B-	5%	4%	3%	7%	8%	10%	4%
C+	5%	9%	8%	10%	4%	8%	12%
C	8%	14%	15%	11%	10%	11%	14%
C-	4%	9%	7%	14%	11%	10%	8%
D	11%	17%	22%	18%	25%	14%	12%
F	29%	21%	25%	27%	26%	21%	11%
Average	48%	39%	31%	30%	32%	38%	55%
<b>MATH</b>							
A+	1%	1%	0%	1%	0%	0%	0%
A	9%	4%	4%	1%	1%	3%	5%
A-	2%	1%	3%	3%	1%	4%	1%
B+	4%	3%	4%	4%	2%	9%	5%
B	12%	10%	6%	9%	15%	17%	23%
B-	4%	3%	6%	9%	5%	9%	8%
C+	6%	10%	10%	7%	12%	10%	11%

C	8%	21%	12%	11%	10%	11%	4%
C-	5%	12%	9%	9%	8%	6%	5%
D	14%	16%	20%	19%	22%	18%	20%
F	35%	19%	26%	27%	34%	13%	18%
Average	38%	32%	33%	34%	36%	40%	42%

4. An increase in student achievement and passing the New York State Math and English Language Arts Regents Bi-annually at a rate of 2% Bi-annually. Baseline data collected from January 2003.

#### Regents Exams

Date of Exam	English Regents	Math A Regents	Math B Regents
<b>January 2003</b>	25% Pass 75% Fail	0% Pass 100% Fail	0% Pass 0% Fail
<b>June 2003</b>	25% Pass 75% Fail	0% Pass 100% Fail	0% Pass 0% Fail
<b>January 2004</b>	0% Pass 100% Fail	0% Pass 100% Fail	0% Pass 0% Fail
<b>June 2004</b>	25% Pass 75% Fail	1% Pass 99% Fail	0% Pass 0% Fail
<b>January 2005</b>	14% Pass 86% Fail	12% Pass 88% Fail	0% Pass 0% Fail
<b>June 2005</b>	27% Pass 73% Fail	32% Pass 68% Fail	0% Pass 0% Fail
<b>January 2006</b>	20% Pass 80% Fail	11% Pass 89% Fail	0% Pass 0% Fail
<b>June 2006</b>	12% Pass 88% Fail	23% Pass 77% Fail	0% Pass 0% Fail
<b>January 2007</b>	20% Pass 80% Fail	12% Pass 88% Fail	0% Pass 0% Fail
<b>June 2007</b>	25% Pass 75% Fail	100% Fail 0% Pass	0% Pass 0% Fail
<b>January 2008</b>	20% Pass 80% Fail	100% Fail 0% Pass	0% Pass 0% Fail
<b>June 2008</b>	20% Pass 80% Fail	12% Pass 88% Fail	0% Pass 0% Fail
<b>Target Goal</b>	<b>75% Pass</b>	<b>75% Pass</b>	<b>75% Pass</b>

## BEHAVIORAL OBJECTIVES

By the year 2008, the students of the Islip Academic Center will demonstrate improved social/ behavioral skills as measured by the following:

1. A 2.5% decrease in student disruptive behaviors requiring removal from the classroom to an alternative setting. Baseline Data collected from the 2002-2003 school year. Please note that the baseline data for the focus room reflects from December 2002 – June 2003 when we found the need to keep formal records of the students using the focus room.

### Focus Room Islip Academic Center

School Year	Percent of Students	Percent of Incidents
2002-2003	85%	100%
2003-2004	80%	100%
2004-2005	80%	100%
2005-2006	0%	100%
2006-2007	0%	100%
2007-2008	45%	100%

### Behavior Intervention Room Islip Academic Center

School Year	Percent of Students	Percent of Incidents
2002-2003	83%	100%
2003-2004	80%	100%
2004-2005	77%	100%
2005-2006	86%	100%
2006-2007	63%	100%
2007-2008	74%	100%

Baseline: Year: 2002-2003 Percent of students removed from class  
25% of students created 100% of the incidents

*\*In subsequent years data will be reported as number of incidents.*

Updates:

Year: 2003-2004 Number of incidents of students removed from class  
1047 incidents 567 - Total Enrollment in June 2004

Year: 2004-2005 Number of incidents of students removed from class  
1302 incidents 459 - Total Enrollment in June 2005

Year: 2005-2006 Number of incidents of students removed from class  
1266 incidents 519 - Total Enrollment in June 2006

Year: 2006-2007 Number of incidents of students removed from class  
506 incidents 457 - Total Enrollment in June 2007

Year: 2007-2008 Number of incidents of students removed from class  
624 incidents 441 - Total Enrollment in June 2008

Results: 24% increase in the number of incidents from 03-04 to 04-05  
2.8% decrease in the number of incidents from 04-05 to 05-06  
60% decrease in the number incidents from 05-06 to 06-07  
23% decrease in the number incidents from 06-07 to 07-08

**2. A 2.5% decrease in student disruptive behaviors resulting in an out of school Suspension. Baseline data to be collected from the 2003-2004 school year.**

**Out of School Suspensions Islip Academic Center**

School Year	Percent of Students	Percent of Suspensions
2002-2003	55%	100%
2003-2004	50%	100%
2004-2005	40%	100%
2005-2006	78%	100%
2006-2007	64%	100%
2007-2008	58%	100%

Baseline: Year: 2002-2003 Students suspended  
173 suspensions  
92 students  
574 total enrollment  
16% of students had one or more suspensions

Updates: Year: 2003-2004 Number of students suspended  
110 suspensions  
76 students  
567 total enrollment  
13% of students had one or more suspensions

Year: 2004-2005 Number of students suspended  
121 suspensions  
80 students  
459 total enrollment  
17% of students had one or more suspensions

Year: 2005-2006 Number of students suspended  
159 suspensions  
96 students  
519 total enrollment  
18% of students had one or more suspensions

Year: 2006-2007 Number of students suspended  
87 suspensions  
64 students  
457 total enrollment  
14% of students had one or more suspensions

Year: 2007-2008 Number of students suspended  
57 suspensions  
40 students  
441 total enrollment  
9.1% of students had one or more suspensions

Results: 36% decrease in suspensions 02-03 to 03-04  
10% increase in suspensions 03-04 to 04-05  
31% increase in suspensions 04-05 to 05-06  
45% decrease in suspensions 05-06 to 06-07  
34% decrease in suspensions 06-07 to 07-08

3. A 5% increase in student's subtest scores on the Behavioral Evaluation Scale (BES) resulting in movement to a higher behavioral range resulting in fewer counseling sessions recommended. Baseline data collected from the 2002-2003 school year.

### Intensive Counseling Students 2003

Range	Section 1 Number of Students	Section 2 Number of Students	Section 3 Number of Students	Section 4 Number of Students	Section 5 Number of Students
50-65	10 = 19%	08 = 15%	11 = 20%	09 = 17%	05 = 09%
70-80	13 = 24%	27 = 50%	22 = 41%	21 = 39%	30 = 56%
85-95	26 = 48%	17 = 31%	18 = 33%	24 = 44%	17 = 31%
100-110	05 = 09%	02 = 04%	03 = 06%	00 = 00%	02 = 04%
115-150	00 = 00%	00 = 00%	00 = 00 %	00 = 00%	00 = 00%

### Behavioral Students 2003

Range	Section 1 Number of Students	Section 2 Number of Students	Section 3 Number of Students	Section 4 Number of Students	Section 5 Number of Students
50-65	12 = 13%	09 = 10%	10 = 11%	11 = 12%	09 = 10%
70-80	29 = 31%	53 = 56%	49 = 52%	23 = 24%	39 = 41%
85-95	47 = 50%	25 = 27%	32 = 34%	49 = 52%	35 = 37%
100-110	06 = 06%	07 = 07%	03 = 03%	11 = 12%	11 = 12%
115-150	00 = 00%	00 = 00%	00 = 00%	00 = 00%	00 = 00%

### Total Scale Quotient 2003

Number of Students	Average Score	Median Score	Mode Score
148	74%	73.5%	79%

### Intensive Counseling Students 2004

Range	Section 1 Number of Students	Section 2 Number of Students	Section 3 Number of Students	Section 4 Number of Students	Section 5 Number of Students
50-65	11 = 19%	10 = 15%	12 = 20%	11 = 17%	05 = 09%
70-80	14 = 24%	28 = 50%	25 = 41%	22 = 39%	32 = 56%
85-95	28 = 48%	17 = 31%	18 = 33%	25 = 44%	20 = 31%
100-110	05 = 09%	02 = 04%	03 = 06%	00 = 00%	02 = 04%
115-150	00 = 00%	00 = 00%	00 = 00 %	00 = 00%	00 = 00%



### Behavioral Students 2004

Range	Section 1 Number of Students	Section 2 Number of Students	Section 3 Number of Students	Section 4 Number of Students	Section 5 Number of Students
50-65	12 = 13%	10 = 10%	10 = 11%	11 = 12%	09 = 10%
70-80	30 = 31%	55 = 56%	52 = 52%	25 = 24%	42 = 41%
85-95	50 = 50%	27 = 27%	34 = 34%	50 = 52%	35 = 37%
100-110	06 = 06%	07 = 07%	03 = 03%	10 = 12%	11 = 12%
115-150	00 = 00%	00 = 00%	00 = 00%	00 = 00%	00 = 00%

### Total Scale Quotient 2004

Number of Students	Average Score	Median Score	Mode Score
156	77%	75.5%	80%

### Intensive Counseling Students 2005

Range	Section 1 Number of Students	Section 2 Number of Students	Section 3 Number of Students	Section 4 Number of Students	Section 5 Number of Students
50-65	13 = 19%	10 = 15%	12 = 20%	11 = 17%	09 = 09%
70-80	14 = 24%	27 = 50%	25 = 41%	24 = 39%	33 = 56%
85-95	30 = 48%	20 = 31%	20 = 33%	29 = 44%	17 = 31%
100-110	05 = 09%	03 = 04%	04 = 06%	00 = 00%	04 = 04%
115-150	00 = 00%	00 = 00%	00 = 00%	00 = 00%	00 = 00%

### Behavioral Students 2005

Range	Section 1 Number of Students	Section 2 Number of Students	Section 3 Number of Students	Section 4 Number of Students	Section 5 Number of Students
50-65	12 = 13%	10 = 10%	12 = 11%	11 = 12%	13 = 10%
70-80	32 = 31%	58 = 56%	52 = 52%	24 = 24%	40 = 41%
85-95	50 = 50%	27 = 27%	33 = 34%	52 = 52%	36 = 37%
100-110	06 = 06%	07 = 07%	04 = 03%	11 = 12%	11 = 12%
115-150	00 = 00%	00 = 00%	00 = 00%	00 = 00%	00 = 00%

### Total Scale Quotient 2005

Number of Students	Average Score	Median Score	Mode Score
162	79%	77.5%	83%

**Intensive Counseling Students 2006**

Range	Section 1 Number of Students	Section 2 Number of Students	Section 3 Number of Students	Section 4 Number of Students	Section 5 Number of Students
50-65	15 = 22%	12 = 18%	15 = 23%	11 = 17%	10 = 13%
70-80	14 = 28%	27 = 55%	27 = 46%	24 = 37%	35 = 57%
85-95	32 = 43%	22 = 25%	20 = 22%	29 = 44%	19 = 27%
100-110	05 = 07%	04 = 02%	05 = 09%	03 = 02%	04 = 03%
115-150	00 = 00%	00 = 00%	00 = 00 %	00 = 00%	00 = 00%

**Behavioral Students 2006**

Range	Section 1 Number of Students	Section 2 Number of Students	Section 3 Number of Students	Section 4 Number of Students	Section 5 Number of Students
50-65	12 = 18%	12 = 12%	13 = 15%	13 = 13%	14 = 10%
70-80	34 = 40%	58 = 56%	53 = 52%	26 = 28%	41 = 41%
85-95	54 = 34%	29 = 27%	34 = 30%	54 = 48%	37 = 37%
100-110	06 = 08%	08 = 05%	05 = 03%	12 = 11%	12 = 12%
115-150	00 = 00%	00 = 00%	00 = 00%	00 = 00%	00 = 00%

**Total Scale Quotient 2006**

Number of Students	Average Score	Median Score	Mode Score
172	73%	75.5%	76%

4. A 5% increase in the percent of students moved to a less restrictive environment. Baseline data collected from the 2002- 2003 school year.

**Islip Academic Center**

School Year	Total Percent of Students	8:1:1	12:1:1	Back to District
2002-2003	25%	10%	10%	5%
2003-2004	30%	9%	14%	7%
2004-2005	32%	15%	12%	5%
2005-2006	10%	0%	0%	10%
2006-2007	15%	0%	0%	15%
2007-2008	10%	0%	0%	10%

- All classes at the Islip Academic Center have been made 8:1:1 since there was a change from modules to a departmental system of classes.

Baseline: Year: 2002-2003 Students moved to a less restrictive environment (LRE) including mainstreamed.  
 15 students moved to LRE  
 574 total enrollment

Updates: Year: 2003-2004 Students moved to a less restrictive environment (LRE) including mainstreamed.  
 35 students moved to LRE  
 567 total enrollment

Year: 2004-2005 Students moved to a less restrictive environment (LRE) including mainstreamed.  
 28 students moved to LRE  
 459 total enrollment

Year: 2005-2006 Students moved to a less restrictive environment (LRE) including mainstreamed.  
 20 students moved to LRE  
 519 total enrollment

Year: 2006-2007 Students moved to a less restrictive environment (LRE) including mainstreamed.  
 21 students moved to LRE  
 457 total enrollment

Year: 2007-2008 Students moved to a less restrictive environment (LRE) including mainstreamed.  
 13 students moved to LRE  
 441 total enrollment

Results: 02-03: 2.6% of all students were moved to a least restrictive environment  
 03-04: 6.1% of all students were moved to a least restrictive environment  
 04-05: 6.1% of all students were moved to a least restrictive environment  
 05-06: 3.9% of all students were moved to a least restrictive environment  
 06-07: 5.0% of all students were moved to a least restrictive environment  
 07-08: 2.9% of all students were moved to a least restrictive environment

**A 5% increase in the number of students earning a level in the Behavior Management System. Baseline data collected from the 2002-2003 school year.**

**Islip Academic Center**

School Year	Level 1 Students	Level 2 Students	Level 3 Students
2002-2003	30%	50%	20%
2003-2004	30%	40%	30%
2004-2005	25%	35%	40%
2005-2006	38%	37%	25%
2006-2007	18%	22%	60% and Gold
2007-2008	50%	30%	20% and Gold

Baseline: Year: 2002-2003 Students at Level Two and Three  
50% Level Two  
20% Level Three

\*In subsequent years data will be reported as number of students.

Updates: Year: 2003-2004 Students at Level Two and Three.  
14 Level Two  
30 Level Three  
(44 Level Two and above)

Year: 2004-2005 Students at Level Two and Three.  
17 Level Two  
38 Level Three  
(54 Level Two and above)

Year: 2005-2006 Students at Level Two and Three.  
29 Level Two  
38 Level Three  
(67 Level Two and above)

Year: 2006-2007 Students at Level Two and Three.  
19 Level Two  
25 Level Three  
(44 Level Two and above)

Year: 2007-2008 Students at Level Two and Three.  
23 Level Two  
20 Level Three  
(43 Level Two and above)  
51 students utilize the Level System

Results: 21% increase in students obtaining a Level Two or above 03-04 to 04-05  
24% increase in students obtaining a Level Two or above 04-05 to 05-06  
34% decrease in students obtaining a Level Two or above 05-06 to 06-07  
2% decrease in students obtaining a Level Two or above 06-07 to 07-08

Information: Subsequent to the 2006-2007 school year, the number of students utilizing the Level system will be included in the data given.  
This will provide a more valid form of measuring the results.

New Results: 84% of students utilizing the Level System obtained a Level 2 or above

**By the year 2008, the students of the Islip Career Center and the Islip Academic Center will demonstrate improved academic achievement in Reading and Math as measured by the following:**

**a) A 10% increase (by 2008) in student skill achievement on the Employability Profile (formerly the Career Skills List) using the Employability Skills at the rate of 1% bi-annually.**

Baseline: Year: 2003-2004 Student ratings on the Employability Profile on the Employability Characteristics.

	<u>January 2004</u>	<u>June 2004</u>
Level 1	19.0%	12.3%
Level 2	37.5%	19.5%
Level 3	28.5%	30.2%
Level 4	15.0%	37.4%

Updates: Year: 2004-2005 Student ratings on the Employability Profile on the Employability Characteristics.

	<u>June 2005</u>
Level 1	11.4%
Level 2	18.0%
Level 3	31.3%
Level 4	39.0%

Year: 2005-2006 Student ratings on the Employability Profile on the Employability Characteristics.

	<u>January 2006</u>	<u>June 2006</u>
Level 1	10.2%	11.9%
Level 2	44.3%	41.2%
Level 3	36.0%	34.7%
Level 4	9.3%	9.7%

Year: 2006-2007 Student ratings on the Employability Profile on the Employability Characteristics.

	<u>January 2007</u>	<u>June 2007</u>
Level 1	26.5%	10.0%
Level 2	39.5%	26.5%
Level 3	27.5%	38.0%
Level 4	6.5%	25.5%

Year: 2007-2008 Student ratings on the Employability Profile on the Employability Characteristics.

	<u>January 2008</u>	<u>June 2008</u>
Level 1	23.5%	12.5%
Level 2	41.5%	32.5%
Level 3	29.5%	37.5%
Level 4	5.5%	17.5%

Information: Presenting results numerically for this measure does not provide valid information as each semester and year teachers get different students. A more valid measure of the data will be to track the students that remain in the same class for an entire year. We will report the data in this manner in upcoming years.

For the 2006-2007 school year, we reported on those students who remained in the same class for the entire year. Results will be presented in the following format in future years:

Results: 34% of students scored 3 or 4 in January 2007  
63.5 % of students scored a 3 or 4 in June 2007  
29.5% increase in students scoring a 3 or 4 from January to June  
20% increase in students scoring a 3 or 4 from January to June

**b) A 12% increase (by 2008) in students attaining Completer Certificates as based on Employability Profiles, attendance and report card grades at a rate of 2% per year.**

Baseline: Year: 2002-2003 Student Completers and Certificates Issued  
574 students enrolled  
98 completers  
78 certificates issued

Updates: Year: 2003-2004 Student Completers and Certificates Issued  
567 students enrolled  
96 completers  
83 certificates issued

Year: 2004-2005 Student Completers and Certificates Issued  
459 students enrolled  
109 completers  
86 certificates issued

Year: 2005-2006 Student Completers and Certificates Issued  
519 students enrolled  
87 completers  
73 certificates issued

Year: 2006-2007 Student Completers and Certificates Issued  
459 students enrolled  
156 completers  
108 certificates issued

Year: 2007-2008 Student Completers and Certificates Issued  
441 students enrolled  
142 completers  
112 certificates issued

Results: 02-03: 17% of students completed  
80% of students received certificates  
03-04: 16.9% of students completed  
86% of students received certificates  
04-05: 24% of students completed  
79% of students received certificates  
05-06: 17% of students completed  
84% of students received certificates  
06-07: 34% of students completed  
69% of students received certificates  
07-08: 32% of students completed  
79% of students received certificates

c) **85% of students will have a professional portfolio containing minimally the following items: cover letter, resume, business or calling card, internship/part-time job reference, interview thank you letter and evidence of their best work.**

Baseline: Year: 2003-2004 Students with portfolios  
23% of students have folders containing work samples

\*\*\*Data has not been collected since 03-04 but will be collected beginning the 2006-2007 school year.

Updates: Year: 2006-2007 Student Completers and Completed Portfolios  
156 students completed  
36 had a portfolio

Year: 2007-2008 Student Completers and Completed Portfolios  
142 students completed  
83 had a portfolio

Results: 06-07: 23% of completing students had portfolios  
07-08: 59% of completing students had portfolios

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## **JEFFERSON ACADEMIC CENTER**

### **Middle States Period of Appraisal for Reaccreditation**

In 2002, the students at the Jefferson Academic Center, located in two buildings, represented both Intermediate and Commencement levels. By 2007, the students are almost all Intermediate students and the program is located primarily in one building with district-based classes in the Patchogue-Medford and Longwood school districts. During the AFG process, the Jefferson Academic Center has had five different administrators but the sustainability of AFG and the commitment of our Steering Committee have enabled us to maintain our focus in improving student performance.

At the inception of AFG, only grade 8 students were being assessed by New York State in English Language Arts and it was predicted that the number of our students at that grade level would increase from 8% in 2002 to 18% in 2007 in Levels 3 and 4. However, our results indicate that 24% rather than 18% of our grade 8 students scored in Levels 3 and 4 on the 2007 ELA assessment. Since the 2005 – 2006 school year, New York State Department of Education changed their testing requirements to include Grades 6 and 7 along with Grade 8. Last year, 6% of our students in Grade 6 scored on Levels 3 and 4 and that number increased to 15% in Grade 7 and to 24% in Grade 8 indicating greater student performance in ELA as students transitioned to higher grade levels.

Only grade 8 students were being assessed by New York State in Mathematics at the beginning of the AFG process and, at that time, it was predicted that the number of our students at that grade level would increase from 8% in 2002 to 20% in 2007 in Levels 3 and 4. Although we failed to meet our expectations since only 7% of our grade 8 students scored on the highest levels, student performance did increase over the previous year since there were no students in grade 8 who scored at Levels 3 and 4.

The progress made in English Language Arts at the Jefferson Academic Center may be attributed to the READ 180® program that was introduced in the 2005 – 2006 school year to address the needs of our below-level readers. Also, implementing the VRC (Virtual Reference Collection), upgrading our classroom computer software, adding instructional programs (i.e. Publisher, Prewriter, Timeliner, etc.), establishing a Media Center, and providing in-house professional workshops have all served to address the instructional needs of our students.

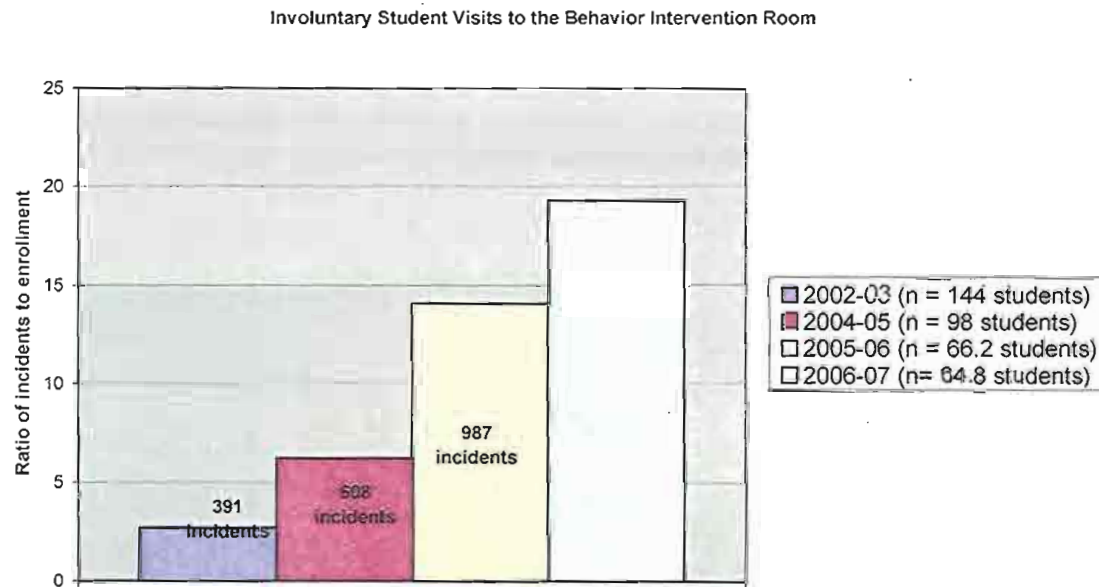
Jefferson Academic Center continues to set standards for high achievement in our students and, with this aim in mind, has identified the need to address our students' poor performance in the area of Mathematics. At this time, we are analyzing the test results of the New York State Math Assessment in order to determine the precise performance indicators (i.e. Number Sense & Operations, Algebra, Geometry, and Measurement) and sub-skills that are required for our students. This data-driven model will then be used to provide staff development in order to modify classroom instruction in this area.

When the AFG process was initiated, our students participated in the New York State Intermediate Technology Assessment without the benefit of a Technology teacher. Since this assessment was not required by the state, it was decided to assess our students with an internal rubric that was based on the New York State Standards on Career Development and Occupational Studies. Since the accreditation process emphasized the need for our students to acquire computer skills, a Technology Teacher was hired in the 2004 – 2005 school year to provide technology instruction. At that time, a rubric aligned with the benchmarks and indicators based on using the computer as a tool for communication was implemented and the highest score levels went from 47% in 2005 to 62% in 2007. The Jefferson Academic Center will continue to provide technology instruction for our students and will continue to monitor their progress with this rubric.



The infrastructure of Jefferson Academic Center is our behavior management system, which uses a system of reinforcement in order to develop intrinsic motivation to improve. This system was developed to assist students in building social skills, improving behavioral skills and developing character. These skills are essential in order for each student to reach both their academic potential and their ability to navigate this social world. One measure of the success of the behavior intervention is the use of involuntary student visits to the Behavior Intervention Room (BIR). When students are unable to gain self-control, are excessively disruptive or are a danger to themselves or others, they are removed to a safe area, the BIR.

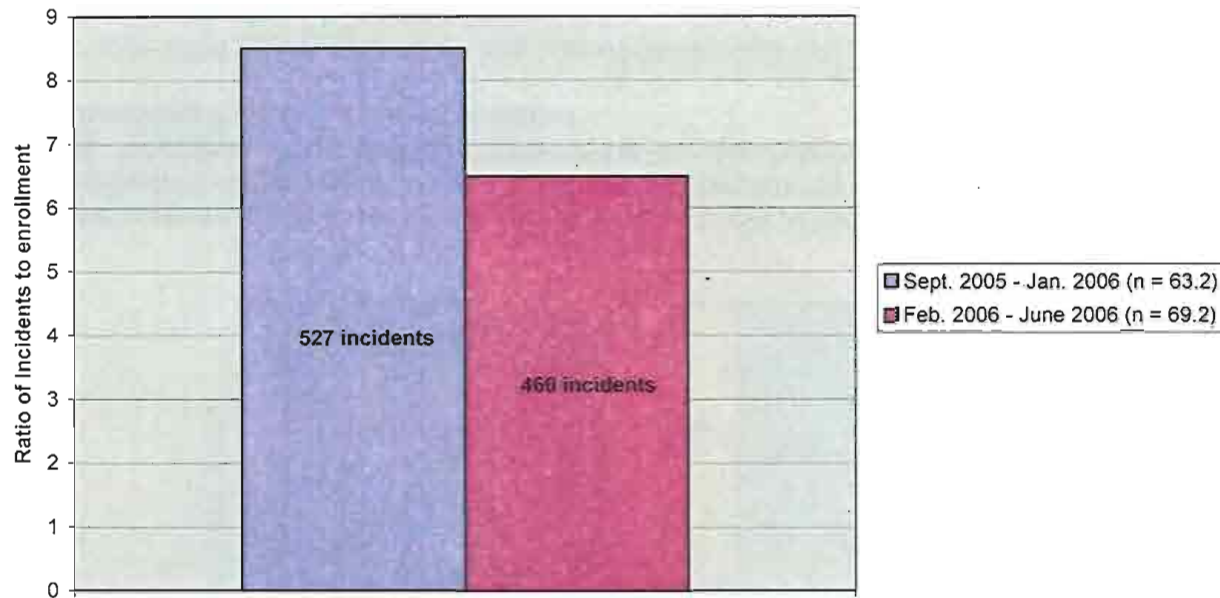
The data suggest, however, an increase in the use of the BIR, as measured by the incidents to enrollment data, over the three-year data collection period. In 2002/2003, the ratio was 2.7, in 2004/2005, 6.2, 2005/2006, 14.1 and in 2006/2007, 19.3.



The data are suggestive that students are not responding to the Jefferson Academic Program Behavior Management System; however, more likely the increase is reflective in the better data collection procedures implemented over the years. Also, the data reflect shifting student populations. Comparison from one year to the next is less accurate than comparing student data within the same year, therefore data were collected assessing the same student population.

During the 2005/2006 school year, there was a trend toward less use of involuntary BIR from the first half of the year to the second half of the school year. This correlates to a ratio of 8.5 vs. 6.5.

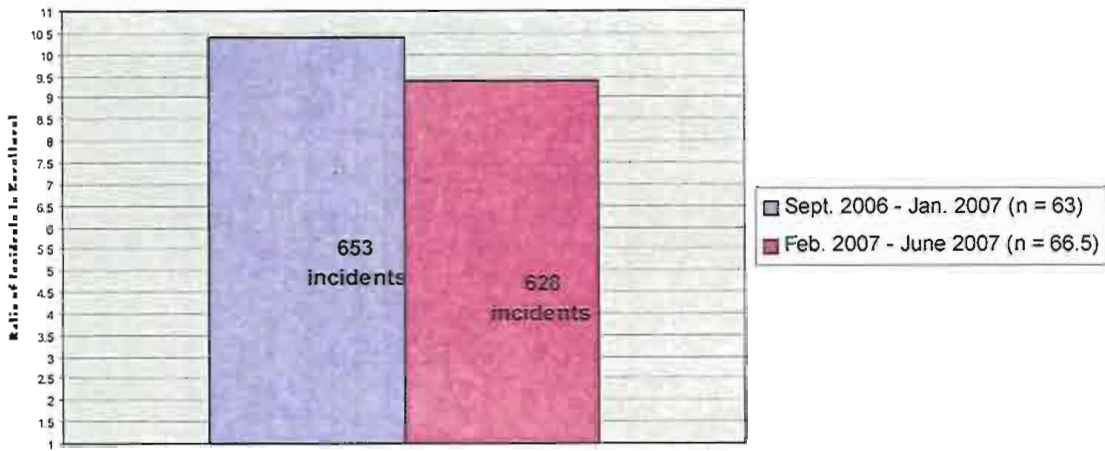
2005/2006 Involuntary Student Visits to the Behavior Intervention Room



This suggests a positive response to the Jefferson Academic Program Behavior Management System. This would further suggest that students are gaining control relative to themselves over the course of the school year.

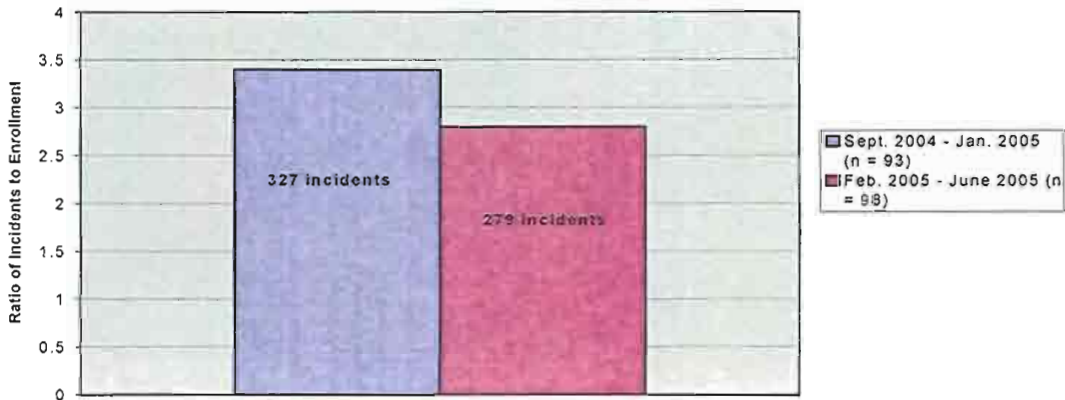
This trend continued in the 2006/2007 school year. There was a slight decrement in BIR visits from the first half of the year to the second, with a ratio of 10.4 vs. 9.4.

2006/2007 Involuntary Student Visits to the Behavior Intervention Room



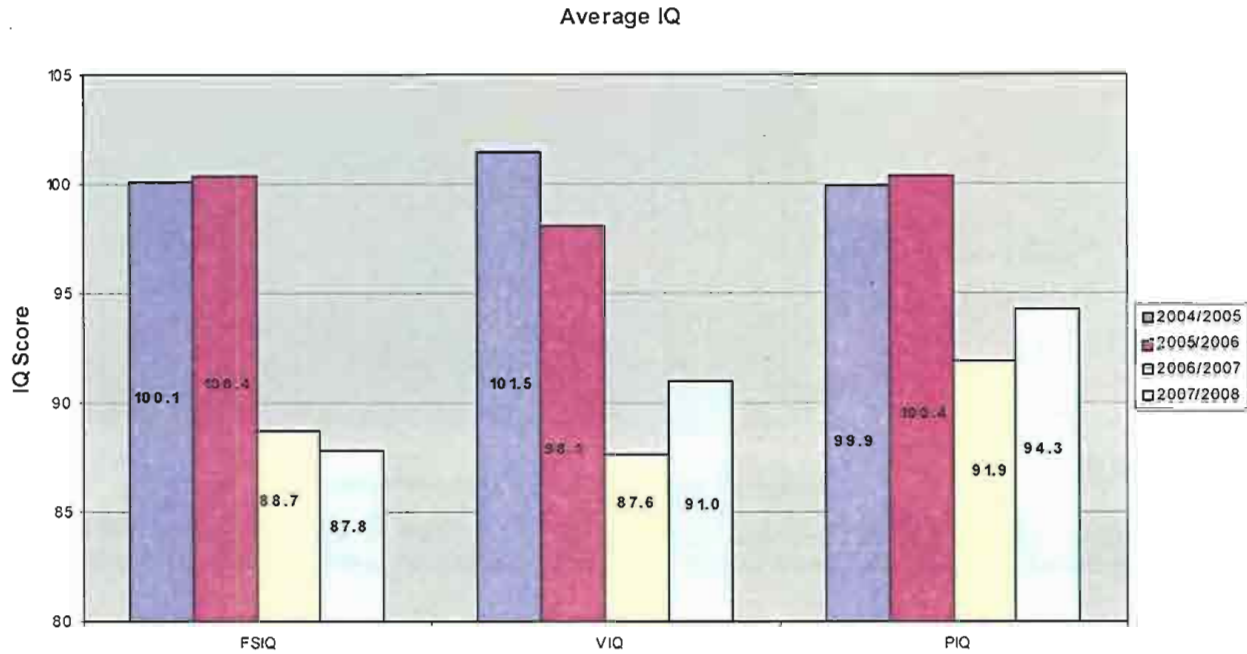
This trend was also observed during the 2004/2005 school year. Ninety-three students used involuntary BIR 327 times from September 2004 to January 2005 (ratio of 3.4), while 98 students used it 279 times from February 2005 through June 2005 (ratio = 2.8).

2004/2005 Involuntary Student visits to the Behavior Intervention Room



The behavior intervention program appears to have a positive impact on students by reducing their need for involuntary BIR over the course of a school year.

Significant to all data collected is the functioning level of the students enrolled each year. As the enrollment is dependent on the needs of component districts, each school year brings a different blend of students. Comparison of IQ scores over the past three years confirms a decline in intellectual potential. This would correlate with increasing academic and behavioral difficulties.



## ELA ACTION PLAN

### OBJECTIVE:

By the year 2008, the students at the Jefferson Academic Center will demonstrate improved academic performance in the area of English Language Arts as measured by:

#### Externally Designed Assessment Tool:

##### ***New York State Grade 8 English Language Arts Assessment:***

3% of the students will score at Level 1  
83% of the students will score at Level 2  
14% of the students will score at Levels 3 and 4

Baseline: Year 2002 – 2003  
21% of the students scored at Level 1  
71% of the students scored at Level 2  
8% of the students scored at Levels 3 and 4

Updates: Year 2003 – 2004  
28% of the students scored at Level 1  
64% of the students scored at Level 2  
8% of the students scored at Levels 3 and 4

Year 2004 – 2005  
51% of the students scored at Level 1  
43% of the students scored at Level 2  
6% of the students scored at Levels 3 and 4

In the Year 2005 – 2006, the New York State Department of Education changed their testing requirements for English Language Arts to include Grades 6 and 7 besides Grade 8. These new assessments will provide a greater diagnostic tool for our teachers and enable them to provide instructional interventions at a lower grade level. The earlier interventions will improve student performance in this area by raising test scores on standardized tests.

Baseline:	Year 2005 – 2006		
	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Level 1	31%	40%	40%
Level 2	46%	32%	38%
Levels 3 & 4	23%	28%	22%

Year 2006 – 2007

	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Level 1	31%	39%	38%
Level 2	46%	32%	38%
Levels 3 & 4	23%	29%	22%

**Internally Designed Assessment Tool:**

**By the year 2008, the students in the Jefferson Academic Center will demonstrate improved academic performance in the area of English Language Arts as measured by the Jefferson Developmental Writing Rubric. The rubric is designed for four levels of writing ability: Beginner, Developing, Independent and Experienced. Students will be rated each quarter throughout the school year in order to monitor their progress and address any deficiencies.**

**Using the Jefferson Developmental Writing Rubric based on score values from 0 to 28, students will demonstrate improved ELA skills by the following:**

<u>Score</u>	<u>Baseline Data</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>
	<u>2002 – 2003</u>	<u>2003 – 2004</u>	<u>2004 – 2005</u>	<u>2005 – 2006</u>	<u>2006 – 2007</u>
22 – 28	8%	1%	14%	13%	13%
16 – 21	23%	36%	34%	38%	15%
10 – 15	51%	55%	40%	39%	48%
0 – 9	18%	8%	12%	10%	24%

Based on the differences in competency levels of student scores on the ELA External Assessment compared to the ELA Internal Assessment, it was decided by the Steering Committee that the ELA Academic Committee would develop a new Internal Writing Assessment more in alignment with the NYS ELA Writing Assessment Rubric. In June 2006, the Jefferson ELA Academic Committee met, reviewed the NYS ELA Writing Assessment Rubrics for Grades 6, 7, and 8 and developed a new Jefferson Writing Rubric based on the criteria used by NYS. Beginning in September 2007, the new Jefferson Writing Rubric with score values between 0 and 44 will be used with all students. The new rubric will compare scores achieved at the beginning of the school year with scores achieved at the end of the school year in order to measure the individual progress for each student and the effectiveness of the instructional interventions implemented by the teacher.

At the end of 2007, the ELA Committee met to discuss changes to the current **Jefferson Developmental Writing Rubric** since students were performing much better on the internal assessment than on the external assessment. The new **Jefferson Developmental Writing Rubric** is more in alignment with the NYS ELA Assessment Writing Rubric and is therefore a more accurate indicator of student performance. Also, the rubric will be distributed on a quarterly basis in order to measure student growth over the school year along with measuring student growth from one year to the next. The new **Jefferson Developmental Writing Rubric** is based on score values from 0 to 44 and each student is required to complete a writing assignment based on a pre-determined topic for each quarter. The results of the rubric are as follows:

2007-08 SCORES	FIRST QUARTER	SECOND QUARTER	THIRD QUARTER	FOURTH QUARTER	GROWTH (+/-)
40 - 44	0	0	0	1	+1
30 - 39	15	13	21	27	+12
20 - 29	20	27	23	20	--
10 - 19	9	10	10	6	-3
0 - 9	45	40	34	32	-13

In September 2005, the Jefferson Academic Center implemented a new reading program, READ 180, in order to address the specific instructional needs of our below-grade readers. This program is an intensive reading intervention program that analyzes student performance by using interactive computer software. Jefferson will assess these target students with the Reading Performance Summary that will be administered at the beginning and at the end of the instructional period and those results will be used as part of the internal assessments in ELA.

The **Reading Performance Summary** indicates the Lexile scores for each student. These scores translate to the text level that each student can read with 95% comprehension. The following is a summary of the assessment results:

Growth in Lexile Points	2005-2006 <u>% of Total</u>	2007-2008 <u>% of Total</u>
300+	5%	3%
200 – 299	7%	17%
100 – 199	23%	14%
0 – 99	23%	66%

## MATHEMATICS ACTION PLAN

### OBJECTIVE:

By the year 2008, the students at the Jefferson Academic Center will demonstrate improved academic performance in the area of Mathematics as measured by:

### Externally Designed Assessment Tool:

#### ***New York State Grade 8 Mathematics Assessment:***

- 33% of the students will score at Level 1
- 47% of the students will score at Level 2
- 20% of the students will score at Levels 3 and 4

Baseline: Year 2002 – 2003  
 57% of the students scored at Level 1  
 35% of the students scored at Level 2  
 8% of the students scored at Levels 3 and 4

Updates: Year 2003 – 2004  
 68% of the students scored at Level 1  
 26% of the students scored at Level 2  
 6% of the students scored at Levels 3 and 4

Year 2004 – 2005  
 80% of the students scored at Level 1  
 15% of the students scored at Level 2  
 5% of the students scored at Levels 3 and 4

In the Year 2005 – 2006, New York State Department of Education changed their testing requirements for Mathematics to include Grades 6 and 7 besides Grade 8. These new assessments will provide a greater diagnostic tool for our teachers and enable them to provide instructional intervention at a lower grade level. The earlier interventions will improve student performance in this area by raising test scores on standardized tests.

Baseline:	Year 2005 – 2006		
	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Level 1	73%	61%	69%
Level 2	20%	23%	31%
Levels 3 and 4	7%	16%	0%

	Year 2006 – 2007		
	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Level 1	74%	59%	71%
Level 2	20%	24%	29%
Levels 3 and 4	6%	17%	0%

**Internally Designed Assessment Tool:**

**By the year 2008, the students in the Jefferson Academic Center will demonstrate improved academic performance in the area of Mathematics as measured by the Jefferson Mathematics Rubric. The rubric is used to assess a thorough understanding of the mathematical concepts embodied in the task along with the acquisition of sufficient mathematics vocabulary to explain the solution to any given problem.**



Using the Jefferson Mathematics Rubric based on a score value from 0 to 9, students will demonstrate improved mathematical skill by the following:

Score:	<u>Baseline Data</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>	<u>Year</u>
	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
8 – 9	12%	22%	26%	31%	31%	18%
6 – 7	41%	36%	36%	30%	37%	37%
0 – 5	42%	37%	8%	39%	32%	45%

As noted in the above table, some gains were made by our students on the **Jefferson Mathematics Rubric** from the 2002 – 2003 school year to the 2007 – 2008 school year. In the highest scoring category of 8 to 9 points, there was a 6% increase in the number of students scoring at that level. However, there was also a 3% increase in the number of students scoring in the lowest category of 0 – 5 points. In order to decrease the number of students at this level, greater interventions are needed in order to address the deficiencies of these students.

### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) ACTION PLAN

#### **OBJECTIVE:**

**By the year 2008, the students at the Jefferson Academic Center will demonstrate an increase in technology and career awareness as measured by:**

#### **Externally Designed Assessment Tool:**

##### ***New York State Intermediate Technology Assessment:***

20% of the students will receive a passing grade

80% of the students will receive a failing grade

Baseline: Year 2002 – 2003\*

8% of the students received a passing grade

92% of the students received a failing grade

\*No Technology course was offered this year.

Update: Intermediate students are no longer required to take the *New York State Intermediate Technology Assessment* and, as a result of this fact, an Internal Technology Assessment will be used to monitor progress in this area.

#### **Internally Designed Assessment Tool:**

By the year 2008, the students at the Jefferson Academic Center will demonstrate an increase in technology awareness as measured by the Jefferson Technology Rubric:

Score	<u>Baseline Data</u>	<u>Year</u>
	<u>2002 – 2003</u>	<u>2003 – 2004</u>
12 – 15	5%	6%
8 – 11	8%	8%
4 – 7	87%	85%
0 – 3	0%	1%

In the 2004 – 2005 school year, Jefferson Academic Center acquired the services of a Technology Teacher. Since this is in Introductory Business course, the instructor has implemented a Rubric aligned with the benchmarks and indicators based on using the computer as a tool for communication. It was determined to use this Technology Rubric as an internal assessment tool for the AFG process. This rubric is based on a score value of 0 – 40 and the results of that assessment are as follows:

<u>Score</u>	<u>Baseline Data</u> <u>2004–2005</u>	<u>Year</u> <u>2005–2006</u>	<u>Year</u> <u>2006–2007</u>	<u>Year</u> <u>2007-2008</u>
31 – 40	47%	59%	62%	63%
21 – 30	44%	31%	29%	27%
11 – 20	9%	10%	9%	10%
0 – 10	0%	0%	0%	0%

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## **MASERA LEARNING CENTER**

### **MIDDLE STATES PERIOD OF APPRAISAL FOR REACCREDITATION SUMMARY OF STUDENT PERFORMANCE OBJECTIVES**

Since the initiation of the performance objectives for the baseline year of Middle States Accreditation for Growth, 2002-2003, for both academic and behavioral objectives at Masera Learning Center there has been remarkable growth in both academic and behavioral areas as identified in the data.

In the area of academic performance, Masera focused on the Science content area. The creation of Masera Science Assessment forms was introduced by the AFG Science Action Planning Committee. These forms are completed by classroom teachers quarterly, in accordance with the marking periods. Individual student outcomes related to the science curriculum are evaluated and the data reveals that we have exceeded the goal set for the Intermediate Level and are only 4% short of our goal for the Advanced Level. Additionally, expanded use of the Science 21 Program has enhanced the science curriculum. Most dramatically, Science Fair participation has transitioned from clustered classes, to individual classes, to individual student projects created in school to full parental involvement.

In the area of behavioral performance, social skill development was selected, as this is an area of greatest deficit for those students on the autism spectrum, the primary disability of Masera's population. The AFG Social/Behavioral Action Planning Committee created Social Skill Assessment forms to track the many opportunities for students to participate in integrated opportunities outside of the traditional special education classroom. Again, this is tracked quarterly. With integration emphasized, the expansion of opportunities for the Masera students to engage in and variety of learning experiences that promoted integration was a very positive result. The greatest inspiration has been to see the tremendous growth, which exceeded projections, in the social skill area. This has motivated staff to constantly seek and evaluate events that would offer integration to the students.

Some of the challenges of meeting the objectives selected are in direct correlation to the highly specialized program Masera offers. As the student population with autism encompasses a broad scope of student abilities and as more and more school districts open up classes for this disability within their districts, the students sent out of district to attend an ESBOCES program are the most severely disordered. At Masera, a more behaviorally and cognitively impaired student body is currently enrolled than at the onset of the AFG process. This has not, however, affected the aspirations first set. Staff is constantly seeking modifications for programming to insure student success.

As a data driven program, Masera staff are required to keep daily data on each of their students in accordance with Applied Behavior Analysis. The added responsibility of the Tracking Forms which were created for the AFG process and the continuous collection of data which then must be collected, analyzed and monitored is another "challenge" placed on the instructional staff. However, the response received by staff when the results of their efforts are shown in graph and chart format at faculty meetings, Cluster meetings, etc, are the reinforcing agents that motivate staff to continue their efforts in these areas. Greater planning, especially for long range, has also been an added result.

**By the year 2008, students will increase their academic performance as measured by attention to, and participation in, teacher-directed Science activities by either a specified period of time or the completion of an activity through an individual or group setting:**

**Baseline Year 1:**

**In the year 2002-2003:**

- 60% of students perform at the Beginner Level (Assessment Criteria Level 0 or 1)
- 25% of students perform at the Intermediate Level (Level 2 or 3)
- 15% of students perform at the Advanced Level (Level 4, 5, or 6)

**In the year 2003-2004:**

- 15% of students perform at the Beginner Level (Assessment Criteria Level 0 or 1)
- 61% of students perform at the Intermediate Level (Level 2 or 3)
- 24% of students perform at the Advanced Level (Level 4, 5, or 6)

**In the year 2004-2005:**

- 18% of students perform at the Beginner Level (Assessment Criteria Level 0 and 1)
- 65% of students perform at the Intermediate Level (Level 2 or 3)
- 17% of students perform at the Advanced Level (Level 4, 5, or 6)

**In the year 2005-2006:**

- 12% of students perform at the Beginner Level (Assessment Criteria Level 0 and 1)
- 67% of students perform at the Intermediate Level (Level 2 or 3)
- 21% of students perform at the Advanced Level (Level 4, 5, or 6)

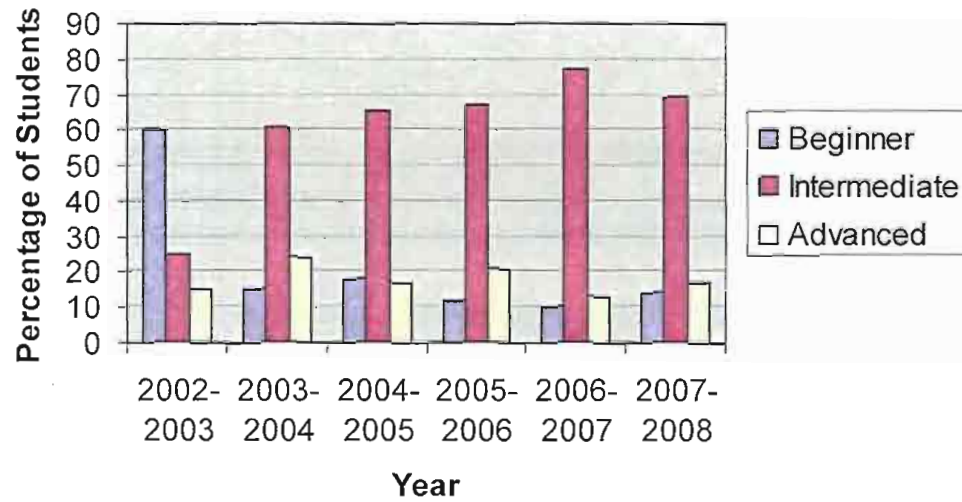
**In the year 2006-2007:**

- 10% of students perform at the Beginner Level (Assessment Criteria Level 0 and 1)
- 77% of students perform at the Intermediate Level (Level 2 or 3)
- 13% of students perform at the Advanced Level (Level 4, 5, or 6)

**In the year 2007-2008:**

- 14% of students will perform at the Beginner Level (Assessment Criteria 0 or 1)
- 69% of students will perform at the Intermediate Level (Level 2 or 3)
- 17% of students will perform at the Advanced Level (Level 4, 5, or 6)

## Students' Performance in Teacher-Directed Science Activities



Year	Beginner	Intermediate	Advanced
2002-2003	60	25	15
2003-2004	15	61	24
2004-2005	18	65	17
2005-2006	12	67	21
2006-2007	10	77	13
2007-2008	14	69	17

**By the year 2008:**

**Masera Learning Center students will demonstrate social skills as evidenced by the hierarchy displayed on the Social Skills Assessment tool, resulting in an increased percentage of time spent outside of a traditional, self-contained setting:**

**Masera Learning Center @ Bellew Elementary School students will demonstrate appropriate social skills as evidenced by the hierarchy displayed on the Social Skills Assessment tool, resulting in an increased percentage of time spent outside of a traditional, self-contained setting:**

**Baseline Year 1:**

**In the year 2002-2003:**

- Masera Learning Center students increased integrated minutes outside a segregated setting by 10%.
- Masera Learning Center @ Bellew Elementary School students increased integrated minutes outside a segregated setting by 25%.

**In the year 2003-2004:**

- Masera Learning Center students increased integrated minutes outside a segregated setting by 112%.
- Masera Learning Center @ Bellew Elementary School increased integrated minutes outside a segregated setting by 82%.

**In the year 2004-2005:**

- Masera Learning Center students increased integrated minutes outside a segregated setting by 228%.
- Masera Learning Center @ Bellew Elementary School increased integrated minutes outside a segregated setting by 105%.

**In the year 2005-2006:**

- Masera Learning Center students increased integrated minutes outside a segregated setting by 419%.
- Masera Learning Center @ Bellew Elementary School increased integrated minutes outside a segregated setting by 130%.

**In the year 2006-2007:**

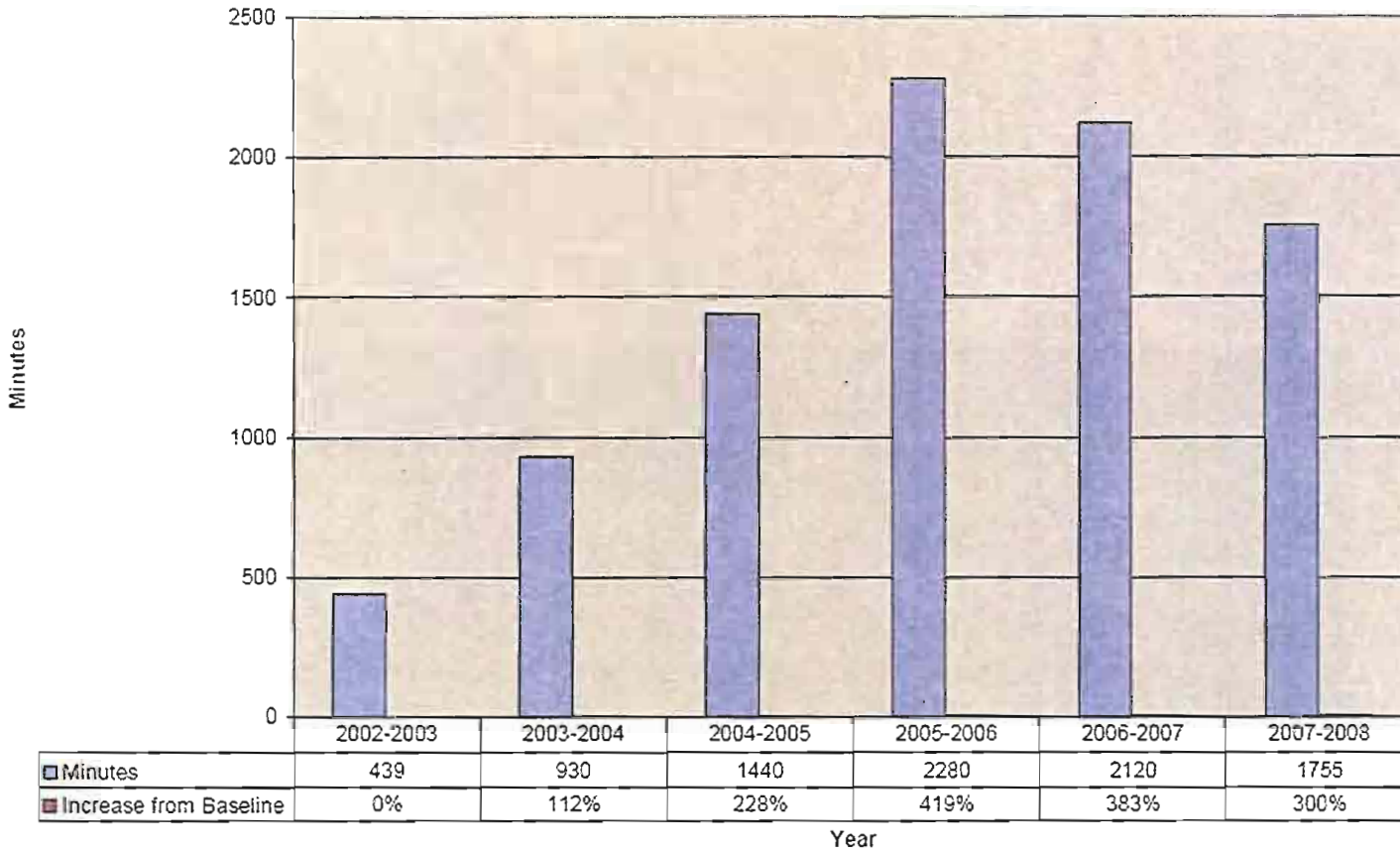
- Masera Learning Center students increased integrated minutes outside a segregated setting by 383%.
- Masera Learning Center @ Bellew Elementary School increased integrated minutes outside a segregated setting by 150%.

**In the year 2007-2008:**

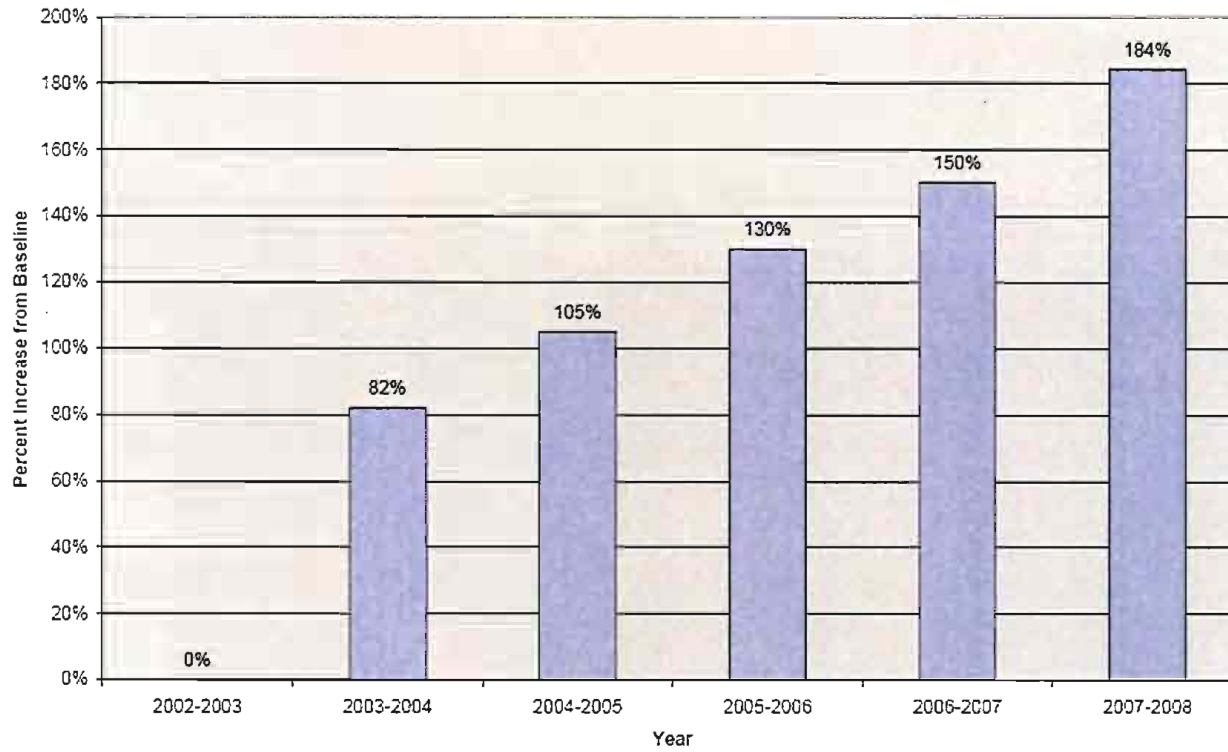
- Masera Learning Center students increased integrated minutes outside a segregated setting by 300%.
- Masera Learning Center @ Bellew Elementary School increased integrated minutes outside a segregated setting by 184%.

Data for both Masera Learning Center and Masera Learning Center @ Bellew Elementary School shows that the goal has not only been met, but has been exceeded.

**Total Integrated Minutes for Masera Learning Center**

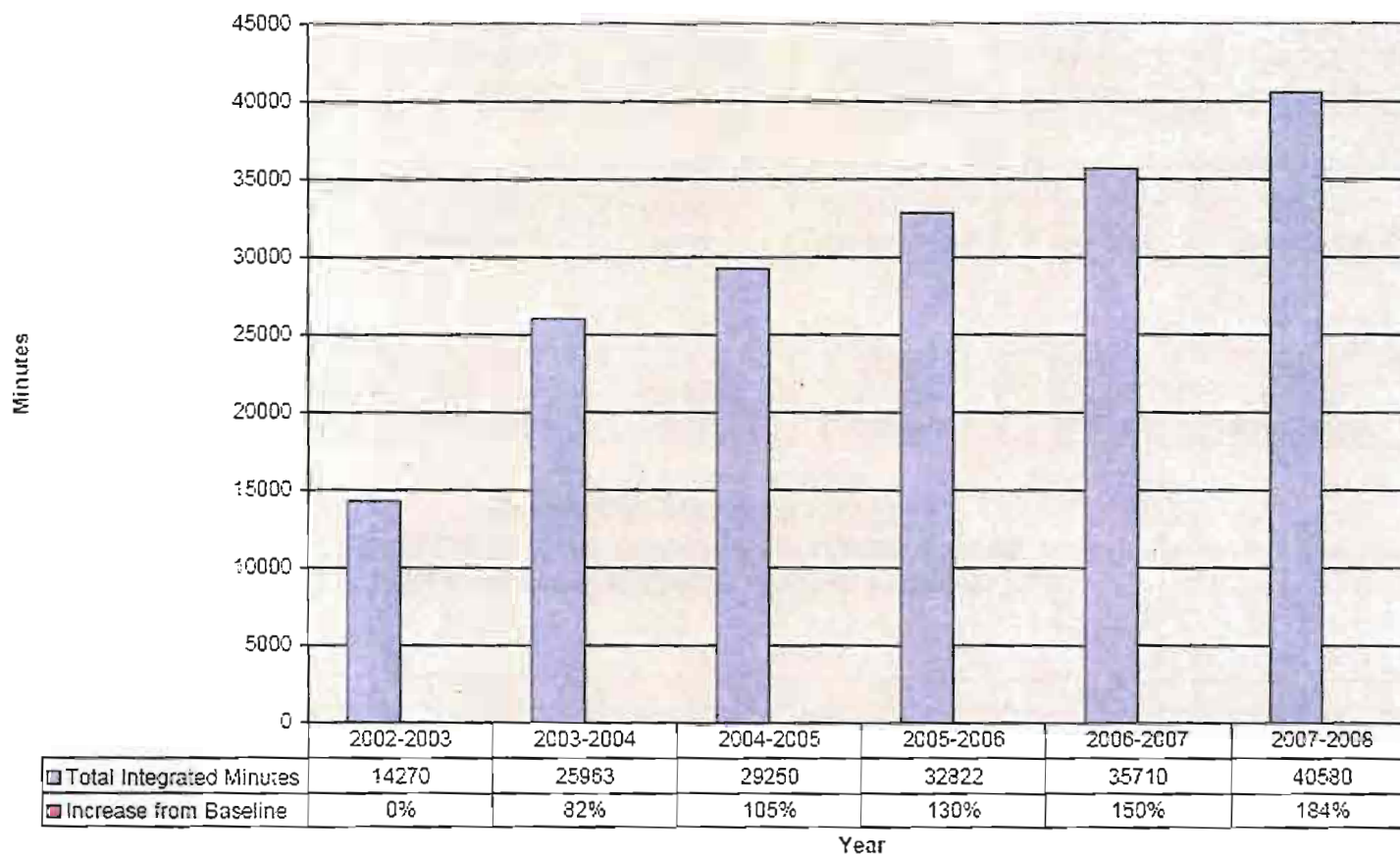


Increase from Baseline of Integrated Minutes at Bellew Elementary School





**Total Integrated Minutes for Masera Learning Center @ Bellew Elementary School**



**Masera Learning Center Autism Program  
Integration Time Outside Segregated Setting  
Tracking Report 2005 – 2006**

**Totals**

Number of Classes	AM/PM Socialization	Lunch	Recreation Activities	Non-Disabled	Content Area Instruction	Special Subject	Assemblies/Special	Total
17	74255	83610	38940	0	16365	9240	22720	245130

**Weekly Class Averages**

	AM/PM Socialization	Lunch	Recreation Activities	Non-Disabled	Content Area Instruction	Special Subject	Assemblies/Special	Total
	112	126	59	0	25	14	34	370

**Annual Class Averages**

Number of Classes	AM/PM Socialization	Lunch	Recreation Activities	Non-Disabled	Content Area Instruction	Special Subject	Assemblies/Special	Total
17	4368	4918	2291	0	963	544	1336	14419

**Masera Learning Center Autism Program  
Integration Time Outside Segregated Setting  
Tracking Report 2006 – 2007**

**Totals**

Number of Classes	AM/PM Socialization	Lunch	Recreation Activities	Non-Disabled	Content Area Instruction	Special Subject	Assemblies/Special	Total
16	44655	76110	35204	0	12215	17320	20290	205794

**Weekly Class Averages**

	AM/PM Socialization	Lunch	Recreation Activities	Non-Disabled	Content Area Instruction	Special Subject	Assemblies/Special	Total
	70	119	55	0	19	27	32	322

**Annual Class Averages**

Number of Classes	AM/PM Socialization	Lunch	Recreation Activities	Non-Disabled	Content Area Instruction	Special Subject	Assemblies/Special	Total
16	2791	4757	2200	0	763	1083	1268	12862

Masera @ Bellew 2006-2007

**Integrated Minutes**

Month/Year	Bellew 1		Bellew 2	
September-06	1220		1230	
October-06	1980		2270	
November-06	2405		2345	
December-06	1960		1590	
January-07	2115		2020	
February-07	1545		1560	
March-07	2150		1235	
April-07	1600		1820	
May-07	2040		2225	
June-07	1815		1815	
<b>Totals</b>	<b>18830</b>		<b>16880 minutes</b>	<b>Total 35710</b>

**Community Outing Minutes**

Month/Year	Bellew 1		Bellew 2	
September-06	0		0	
October-06	0		480	
November-06	0		0	
December-06	270		360	
January-07	0		0	
February-07	0		0	
March-07	60		0	
April-07	180		0	
May-07	300		300	
June-07	480		480	
<b>Totals</b>	<b>1290</b>		<b>1620 minutes</b>	<b>Total 2910</b>

## Integrated Social Events in Minutes

2006-2007 Events					
	Duration			Duration	
<b>September</b>			<b>March</b>		
9/11 Tribute	30	minutes	Pasta Night	60	minutes
			Book Fair/Activities	180	minutes
<b>October</b>			St. Patrick's Day Festivities	60	minutes
Harvest Festival	90	minutes	March Bingo	60	minutes
			Squeaky Clean Band	60	minutes
<b>November</b>			Therapy Dogs	15	minutes
Voting	15	minutes			
Movie Night	120	minutes	<b>April</b>		
			Spring Concert-Rehearsals and show	150	minutes
Pie Festival	30	minutes	April Bingo	60	minutes
School photos	15	minutes	Hoops for Heart	60	minutes
			Safety Sally	20	minutes
<b>December</b>					
Tedd Arnold	60	minutes	<b>May</b>		
Children's Holiday Store	15	minutes	National Space Day	30	minutes
Holiday Sing Along	30	minutes	Patriotic Dance	30	minutes
Visit with Santa	15	minutes	May Bingo	60	minutes
Winter Bingo	30	minutes	Science Fair/awards presentation	45	minutes
<b>January</b>			<b>June</b>		
Playground Check Presentation	60	minutes	Moving Up Ceremony	120	minutes
Winter Indoor Field Day	60	minutes	Book Fair	30	minutes
Pajama Day	30	minutes	Family Fun Day/Field Day	180	minutes
January Bingo	60	minutes	June Bingo	60	minutes
<b>February</b>					
Valentine's Day Festivities	60	minutes	<b>TOTAL</b>	<b>2120</b>	<b>minutes</b>
February Bingo	60	minutes		<b>35.3</b>	<b>hours</b>
Chinese New Year	60	minutes			

## 2007-2008 Events

Month/Activity	Duration		Month/Activity	Duration	
<b>September</b>			<b>March</b>		
9/11 Tribute	30	minutes	Pasta Night	120	minutes
<b>October</b>			Book Fair/Activities	180	minutes
Harvest Festival	90	minutes	Strummin and Drummin	45	minutes
science fair	45	minutes	Therapy Dogs	15	minutes
Movie Night	150	minutes	March Bingo	30	minutes
<b>November</b>			<b>April</b>		
Pie Festival	30	minutes	Spring Concert Rehearsals	120	minutes
safety sally	30	minutes	Spring Concert/Art Show	60	minutes
<b>December</b>			<b>May</b>		
Children's Holiday Store	15	minutes	May Bingo	30	minutes
Holiday Dance/Sing Along	30	minutes	Playground Ceremony	60	minutes
Visit with Santa	15	minutes	<b>June</b>		
<b>January</b>			Book Fair	30	minutes
Poi Presentations	90	minutes	Field Day	180	minutes
January Bingo	30	minutes	4 H Ceremony	30	minutes
<b>February</b>			ice cream parlor	90	minutes
Valentine's Day Festivities	60	minutes			
Indoor Winter Field Day/Hoops for Heart	180	minutes			
February Bingo	30	minutes			
<b>TOTAL</b>				<b>1755</b>	<b>minutes</b>
				<b>29.3</b>	<b>hours</b>

## 2007-2008 School Year

There have been additional activities that have taken place this year that have included some but not all students that for the purposes of this graph have not been included. However, do reflect additional growth towards integration. Activities include:

- ✓ Walking Club which met every Thursday for 30 minutes
- ✓ AM Socialization for the 200 wing everyday
- ✓ Art classes to create school calendar (1hr/day x 5 days)
- ✓ Middle School Science and Social Studies Instruction (45 minutes/day x 2 days/week)
- ✓ Middle School Team Sports (30 minutes/day x 2 days/week)
- ✓ Swings
- ✓ Playground (beginning on May 12<sup>th</sup>)
- ✓ Bellew Transition Visits (13 x 120 minutes)

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# **EDWARD J. MILLIKEN TECHNICAL CENTER**

## **Appraisal of Program's Performance**

October 2007

AFG has provided the focus on the learning outcomes of students enrolled at the Milliken Technical Center and has provided a framework for data collection and reporting on student achievement and accountability. Throughout the accreditation period, Milliken Technical Center has seen students demonstrate success in reaching, and in some cases surpassing, the goals that were established by our stakeholders during the self-study period. Success has been attributed to our staff's ability to adapt to the continual changes that have occurred within our program, their ability to communicate clear expectations to our student population and their exceptional dedication to the accreditation process.

Our school has grown in its capacity to plan for and produce improvements in the areas of student performance identified in our academic and behavioral objectives primarily because of the following changes:

- more comprehensive screening of students prior to enrollment in MTC programs
- enhanced methods of communication between all those involved in a student's progress
- greater reliance on data to determine our goals and accomplishments

At the time of our self-study, many of the activities established in our action plans were based on having Content Area Intervention Services (CAIS) staff to assist students in reaching the goals that were established. Through reorganization, this service has been eliminated, though stakeholders continuously voice the need for services to students who require individualized or small group academic assistance. In order to overcome this challenge, staff have been provided opportunities for professional development and the opportunity to work with academic, special education and curriculum teachers to develop additional skills and compile available resources for meeting the diverse needs of our student population.

The projected Accreditation for Growth performance objectives that were established during our self-study have enabled the Milliken Technical Center's stakeholders to remain focused on improving our student outcomes, facilitated improved planning for achieving goals and provided useful data to allow for self-reflection.

The results of our progress suggest that our programs have had a positive effect on student performance and school improvement. We are proud of the growth we have seen in our school. It should be noted that while stakeholders have celebrated our successes, we have introduced new activities in our action plans in order to achieve our academic and behavioral goals and to prepare for new goals.

## **Accreditation for Growth June 2008**

Eastern Suffolk BOCES  
Edward J. Milliken  
Technical Center

### **Major Updates**

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- Changes to Staff
  - Administrators
  - Teachers
  - Support Staff
- Programs/Instruction
  - Movement of programs
  - Embedded Academic Credit
- Technology
  - Availability
  - Conference Center
- Work Study Opportunities
  - Department Initiative

### **Major Updates**

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- Changes to the Building
  - Improved insulation
  - Lighting
  - Improved heating
  - New siding
- Relations with Industry
  - Curriculum advisement
  - Equipment purchases
- Finances
  - Equipment and Supplies
- Relations with Colleges
  - Articulation Agreements

### **Continuum of AFG Process**

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- Internal Coordinator Changes
- AFG/SDM Committee
- Superintendent's Conference Day
- Action Planning Teams
- Annual Review Meetings



**Accreditation for Growth  
Eastern Suffolk BOCES  
Edward J. Milliken Technical Center**

**ACADEMIC OBJECTIVES**

**OBJECTIVE 1**

By the 2008 school year, all students attending the Edward J. Milliken Technical Center, will demonstrate an increase in skill performance and improved content area knowledge related to their academic career and technical education program (ACT). As measured by:

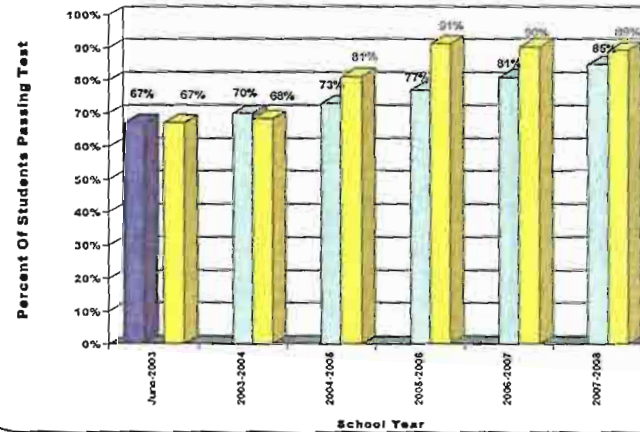
**INTERNAL**

All students will improve their achievement levels on a teacher generated test, based on industry level standards.

	SCHOOL YEAR	PERCENT PASSING TEST
<b>BASILINE</b>	JUNE-2003	67%
Actual Data	2003-2004	69%
Projection	2004-2005	73%
Actual data	2004-2005	81%
Projection	2005-2006	77%
Actual	2005-2006	91%
Projection	2006-2007	81%
Actual	2006-2007	90%
Projection	2007-2008	85%
Actual	2007-2008	89%



**Percent of Students at the Edward J. Milliken Technical Center  
Passing A Teacher Generated Test  
Based on Industry Standards**



■ Baseline □ Projection □ Actual Data

**Accreditation for Growth  
Eastern Suffolk BOCES  
Edward J. Milliken Technical Center**

**ACADEMIC OBJECTIVES**

**OBJECTIVE 1 (CONTINUED)**

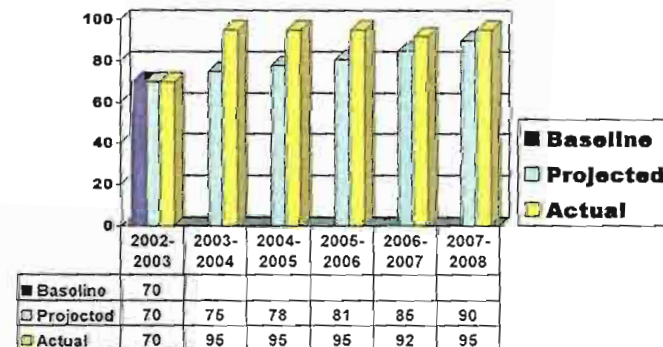
**INTERNAL**

90% of the students who complete a technical program will have a professional portfolio. This portfolio will contain a minimum of these items:

- Resume
- Cover letter
- References
- Skills list
- Examples of skill performance
- Employability profile
- Certificate of completion

	SCHOOL YEAR	PORTFOLIO COMPLETION
<b>BASILINE</b>	June 2003	70%
Projection	June 2004	75%
Actual	2003-2004	95%
Projection	2004-2005	78%
Actual	2004-2005	95%
Projection	2005-2006	81%
Actual	2005-2006	95%
Projection	2006-2007	85%
Actual	2006-2007	92%
Projection	2007-2008	90%
Actual	2007-2008	95%

**Percentage Of Students Who Complete  
A Technical Program  
with a Professional Portfolio**

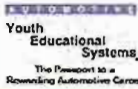


**Accreditation for Growth  
Eastern Suffolk BOCES  
Edward J. Milliken Technical Center**

**ACADEMIC OBJECTIVES**

**OBJECTIVE 1 (CONTINUED)  
EXTERNAL**

85% of those who take the industry standard exams will pass them and be eligible to receive industry certification.



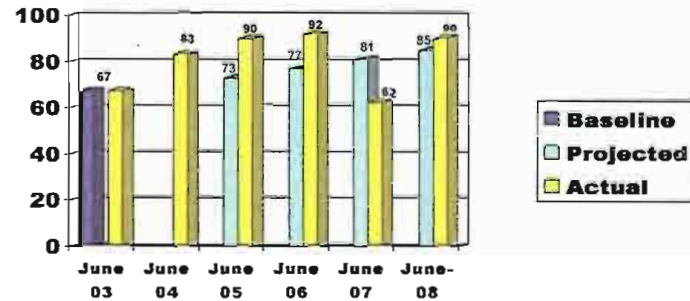
**CISCO SYSTEMS**



	SCHOOL YEAR	PERCENT PASSING TEST
BASELINE	JUNE-2003	67%
Actual	2003-2004	83%
Projection	2004-2005	73%
Actual	2004-2005	90%
Projection	2005-2006	77%
Actual	2005-2006	92%
Projection	2006-2007	81%
Actual	2006-2008	62%
Projection	2007-2008	85%
Actual	2007-2008	90%



**Percentage of Students Taking and Passing Industry Certification Exams at the Edward J. Milliken Technical Center**



**Accreditation for Growth  
Eastern Suffolk BOCES  
Edward J. Milliken Technical Center**

**ACADEMIC OBJECTIVES**

**OBJECTIVE 1 (CONTINUED)**

**EXTERNAL**

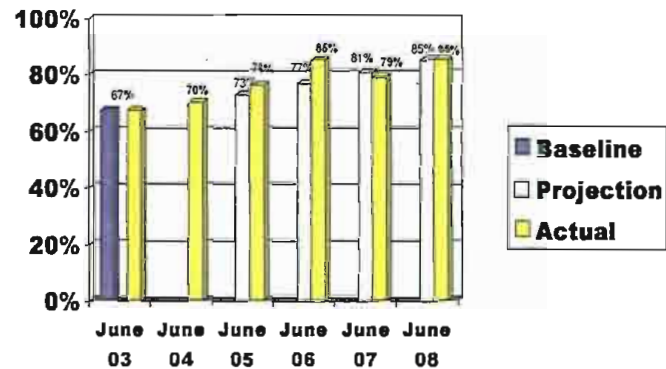
85% of students enrolled in approved CTE courses will receive a New York State technically endorsed diploma.



University of the State of New York  
**State Education Department**

	SCHOOL YEAR	PERCENT RECEIVING TECHNICALLY ENDORSED DIPLOMAS
BASELINE	JUNE-2003	67%
Actual	2003-2004	288 students received a technically endorsed diploma 218/275 79%
Projection	2004-2005	73%
Actual	2004-2005	240 students received a technically endorsed diploma 240/314 76%
Projection	2005-2006	77%
Actual	2005-2006	367 students received a technically endorsed diploma 367/432 85%
Projection	2006-2007	81%
Actual	2006-2007	353 students received a technically endorsed diploma 353/440 79%
Projection	2007-2008	85%
Actual	2007-2008	85%

After five years, 85% of students enrolled in approved CTE courses will receive a New York State technically endorsed diploma.



**Accreditation for Growth  
Eastern Suffolk BOCES  
Edward J. Milliken Technical Center**

**BEHAVIORAL OBJECTIVES**

**OBJECTIVE 1**

INTERNAL

By the 2008 school year, students at the Edward J. Milliken Technical Center, will be responsible, contributing citizens as demonstrated by:

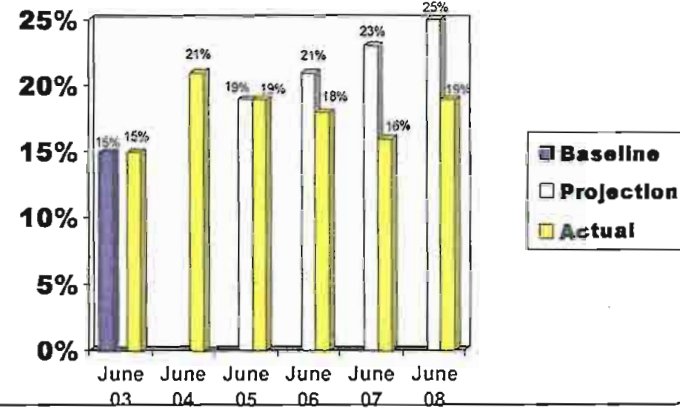
An increase in the average number of students, who qualify for the quarterly honor roll, averaged and reported on a yearly basis. Criteria to include the following:

- 90+ grade point average
- Excellent Attendance
- Teacher recommendation



	SCHOOL YEAR	PERCENT QUALIFYING FOR QUARTERLY HONOR ROLL
<b>BASILINE</b>	JUNE-2003	15%
Actual	2003-2004	21%
Projection	2004-2005	19%
Actual	2004-2005	19%
Projection	2005-2006	21%
Actual	2005-2006	18%
Projection	2006-2007	23%
Actual	2006-2007	16%
Projection	2007-2008	25%
Actual	2007-2008	19%

By the 2008 school year, students at the Edward J. Milliken Technical Center, will be responsible, contributing citizens as demonstrated by an increase in the average number of students, who qualify for the quarterly honor roll



**Accreditation for Growth  
Eastern Suffolk BOCES  
Edward J. Milliken Technical Center**

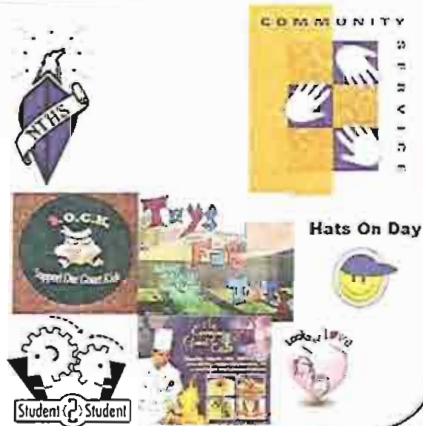
**BEHAVIORAL OBJECTIVES**

**OBJECTIVE 2**

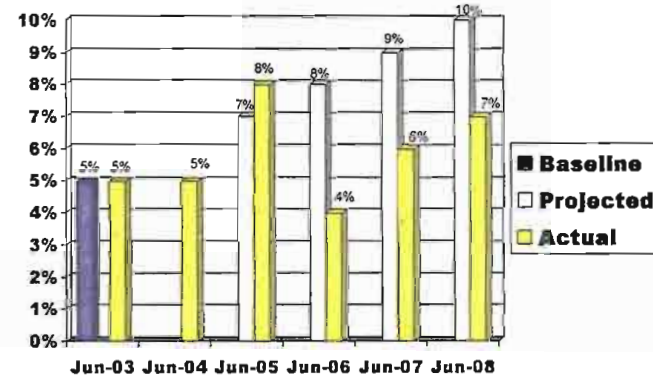
EXTERNAL

10% of all students will attain membership into the National Technical Honor Society.

	SCHOOL YEAR	PERCENT ATTAINING MEMBERSHIP INTO THE NATIONAL VOCATIONAL TECHNICAL HONOR SOCIETY
<b>BASILINE</b>	JUNE-2003	5%
Actual	2003-2004	5%
Projection	2004-2005	7%
Actual	2004-2005	6%
Projection	2005-2006	8%
Actual	2005-06	4%
Projection	2006-2007	9%
Actual	2006-2007	6%
Projection	2007-2008	10%
Actual	2007-2008	7%



By the 2008 school year, students at the Edward J. Milliken Technical Center, will be responsible, contributing citizens as demonstrated by a 10% increase of all students will attain membership into the National Technical Honor Society.



**Accreditation for Growth  
Eastern Suffolk BOCES  
Edward J. Milliken Technical Center**

**BEHAVIORAL OBJECTIVES**

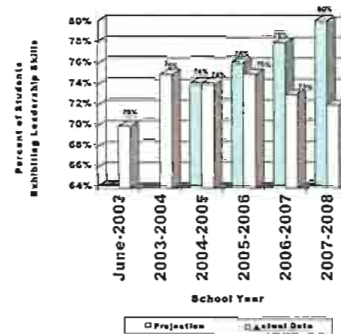
**OBJECTIVE 2 (CONTINUED)  
EXTERNAL**

An increase in the leadership skills demonstrated by students at the Edward J. Milliken Technical Center as outlined in the curriculum map included in all CTE approved programs. Basic leadership skills to be included:

- Club knowledge
- Club activities
- Leadership characteristics
- Letter writing skills
- Election of officers
- Personal development
- Public relations
- Community awareness

	SCHOOL YEAR	PERCENT EXHIBITING LEADERSHIP SKILLS
BASELINE	JUNE 2003	70%
Actual Data	2003-2004	75%
Projection	2004-2005	74%
Actual	2004-2005	74%
Projection	2005-2006	76%
Actual	2005-2006	75%
Projection	2006-2007	78%
Actual	2006-2007	73%
Projection	2007-2008	80%
Actual	2007-2008	72%

**The Percentage of Students Exhibiting Leadership Skills at the Edward J. Milliken Technical Center**



**Reflections:**

The percentage of students improving their achievement levels on a teacher-generated test, based on industry level standards has continued to rise and surpass our projection. In reflecting on these results, we feel that teachers are better able to prepare students for these tests as they are incorporating the skills required for industry assessments into their curriculum. It is also evident, from these results that students' development of entry-level skills for industry has continued to improve.

The percentage of students who complete a technical program and complete a professional portfolio has continued to rise and surpass our projection. In reflecting on these results, we feel that administrative support in providing the required portfolio materials, the increase in the availability of computer technology, and available support from the academic and curriculum teaching staff have enabled a great percentage of our students to successfully complete professional portfolios.

The percentage of students who take the industry standard exams will pass them and be eligible to receive industry certification. In reflecting on these results, we feel that teachers have updated their curricula to include the teaching of skills required by the industry assessments. Students have access to increased technology and updated materials have been purchased to provide students with the skills and knowledge required in order to successfully pass industry assessments.

The percentage of students enrolled in an approved CTE course who received a New York State Technically Endorsed Diploma has continued to rise and meet our projection during the 05-06 school year. In reflecting on these results, we feel that the increase of our student population has brought with it an increase in the available monies. This has afforded us with the opportunity to purchase materials and equipment required to supply our students with improved instruction that has enabled them to meet the requirements for a NYS Technically Endorsed Diploma.

The percentage of the average number of students who qualify for the quarterly honor roll continued to rise up until the 05-06 school year where it went down 1 percentage point. In reflecting on these results and in researching additional information, we have determined that many students do not make the honor roll due to the excellent attendance requirement. We continue to have a rise in special education, at risk and alternate placement students. It appears that these populations experience more suspensions from their districts and bus suspensions, which prevents them from meeting the excellence attendance requirement. We also have an increase in LOTE (Language Other Than English) students who seem to be absent more than our traditional population due to health reasons.

The percentage of students that attain membership into the National Technical Honor Society remained the same for the 02-03 and 03-04 school year, increased in 2004-05, and dropped in the 05-06 school year. In reflecting on these results, we feel that the attendance requirement of not missing more than 4 days for the school year is a factor. As described above, the diverse student population that we service tends to have attendance issues. Although there are many community service activities that students may participate in within our school, many students lack the community service requirement. It appears that students who are eligible to become members of the NTHS are those that are very serious students who don't want to leave their classes to participate in community service opportunities nor take time out of class to participate in NTHS activities. Students are given a packet of information and requirements that must be completed and it can be overwhelming. There are scheduled meetings for the students to meet with the guidance counselors to review the packet and answer questions, however, there seems to be a lack of support from teachers to encourage students to attend the meetings and participate in NTHS.

The percentage of students who demonstrate leadership skills through membership in SkillsUSA has risen. In reflecting on the data, we feel that staff members continue to support student membership into SkillsUSA, which support the rise in student participation. There is a lack of support staff to assist in promoting club activities and in support from central office, which hampers our ability to increase our percentages, beyond what has been recorded, of students who demonstrate leadership skills.

# **NORTH COUNTRY LEARNING CENTER**

## **AFG Summary Report - October 2007**

Since the inception of AFG at NCLC, the Program has undergone many changes. The more able, independent students moved to an included site, and the main building has experienced an increase in behavioral students, as well as those on the autism spectrum. Recurrent changes in our student disability profile, as well as shifts in staffing patterns, have impacted the validity of our statistics. However, it should be noted that in spite of this, data does indicate success in most areas.

With communication emphasized during every aspect of the student's day, it is not surprising that the ELA objectives have been met. Math, although progress is indicated, has not improved as strongly as ELA. This could be due to the fact, that less time is placed on arithmetic than language at NCLC.

Social/Behavioral scores have decreased, most probably due, as mentioned above, to the increase in students who, as part of their handicapping condition, exhibit significant, negative behaviors, or are unable to communicate with others.

In the area of Community Education, NCLC has only 2 vans to accommodate two buildings, a total of 33 classes and 245 students, not including staff. Aware, however, of the inequities in the past, both buildings work collaboratively to ensure that all students have opportunities to interact within the community, with the senior high departmentalized students provided with a greater number of trips. This allows the more independent students to practice their acquired skills within 'real life' settings.

The Work Activities Center (WAC) scores at Samoset have increased; but have decreased at the main NCLC site. This too would be expected since the more able student attends Samoset and is offered opportunities to experience volunteer or paying jobs.

As a result of the AFG process, NCLC, through a wide-variety of building committees, evaluates the program offerings annually. Last year Program components were scheduled into each class' week, and this year they have been expanded upon. For example, we offer a Workshop Program where half the year is spent on crafts, and the other half on gardening. With skills rather than product the focus, and Life Skills emphasized, students work on fine motor, ELA, Math, social, and language skills. Mini-mart, a component overseen by the speech teachers, is a replicated store setting designed to develop and reinforce communication, ELA, and Math skills while providing students with experiential learning in a community setting. Other components include Independent Living Skills, Basic Kitchen Skills and Library. These are the simulated settings through which students practice skills taught in the classroom, prior to learning how to generalize these skills to the home, school or community.

Another factor contributing positively to Program improvement is the presentation of appropriate trainings specific to the needs of our student population. For example, visual aids are a key component in instructional and behavioral methodology. Through planned trainings, staff is now familiar with and implementing into their daily lessons, effective visual strategies. Each classroom teacher has had installed on their classroom computer, Board Maker. Each is familiar with the Picture Exchange Communication System program (PECS) and each is

assigned to clusters. Each cluster has received a laminating machine enabling them to create, as needed, visuals such as daily schedules. Teachers have also received instruction on the benefits of Social Stories; and the Curriculum Teacher has provided everyone with a long list of websites by content area. She has also subscribed to, "News to You", which provides coverage of current events through both words and PECS. In addition, Smart Boards have been purchased by the Agency to which teachers have responded positively, considering them effective teaching tools.

In summary, regardless of change, the NCLC continues to improve as a whole. Although this is a program where student progress is best compared to that student's performance, AFG has provided and continues to provide the structure through which we assess our Program. As a result, instructional strategies, materials and resources are constantly being reviewed, revised, and updated, as is our technology. Due to this ongoing assessment process, we are constantly evolving as a Program to ensure that we are meeting the needs of our students, families and districts, and we are consistently offering an appropriate, meaningful and beneficial program that addresses each student's Individualized Educational Plan, preparing him or her for their post-secondary placements.

### THE FACTS

Data was collected at the end of the 2<sup>nd</sup> Quarter of the academic calendar in both the 2004-2005 and 2005-2006 school years. An analysis of the gathered data revealed information which is considered to be somewhat consistent with speculation associated with the programmatic changes. The separation of the North Country Learning Center in to three sites realigned the student population into more homogeneous groupings based on cognitive functioning and social-behavioral development. As a result, the higher cognitively functioning and more independent students were relocated to the Samoset and Hauppauge sites. The Stony Brook site is comprised of those students who are more dependent, behaviorally involved, and severely impaired in both cognitive and adaptive behavioral functioning.

While an analysis of the data shows generalized inconsistencies in student performance, a qualitative analysis supports the fact that the more proficient students are being successfully integrated into the Hauppauge and Samoset sites. The students who are more behaviorally, sensory, and communicatively challenged require more individualized support and supervision for success. It is the mission of the staff at the Stony Brook site to provide the necessary support and remediation for academic, social and behavioral improvement. However, considering the fact that the student population and teaching assignments change on an annual basis, it is necessary to analyze and consider decisions based on the presented data with caution. IEP goals vary from student to student and from class to class. Therefore, it may be that the only method of accurately assessing student progress and analyzing data would be through a comparison of an individual student to him or herself. It is not the between group differences that need to be assessed and addressed but rather the individual differences. It is the individual uniqueness that must be recognized and addressed. This is what special education is all about.

## OBJECTIVES

### Academic Objective

By the year 2008, North Country Learning Center students will demonstrate improved academic achievement in English Language Arts and math, utilizing an integrated approach to our general community activities and the NY State Curriculum with a practical application to the Learning Standards, as indicated by:

- a) The mean score for all students will increase by .25 levels in the performance area of Math on the New York State Alternate Assessment (Externally Designed Measurement Tool).

Baseline	Alternate Assessment
2001-2002	Average performance levels: 12:1:1 students 4.29 6:1:1 students 2.78
2002-2003	12:1:1 students 3.5 6:1:1 students 0 *sample shows total of 3 students who received Alternate Assessment this year
2003-2004	12:1:1 students 2.6 6:1:1 students 2.9
2004-2005	NCLC: 12:1:1 students 4.0 8:1:1 students 3.9 6:1:1 students 3.5 Samoset: 12:1:1 students 3.5
2005-2006	NCLC: 12:1:1 students 4.0 8:1:1 students 3.9 6:1:1 students 3.3 Samoset: 12:1:1 students 3.5 Hauppauge: 12:1:1 students 4.0
2006-2007	NCLC: 12:1:1 students n/a 8:1:1 students 3.0 6:1:1 students 2.8



	Samoset: 12:1:1 students 3.5 8:1:1 students 3.2 Hauppauge: 12:1:1 students 4.0
2007-2008	Average performance increases (total score on each: 4.0) 12:1:1 students to 4.0 8:1:1 students to 4.0 6:1:1 students to 4.0

The results from data collected during the 2003-2004 school year indicate that 12:1:1 students demonstrated a decrease of 26% within the performance area of math on the NYS Alternate Assessment while 6:1:1 students demonstrated an increase of 4% (in relation to results from 2001-2002).

*Prior to the 2004-2005 school year the North Country Learning Center experienced significant changes in terms of the student population. As a result, three separate sites (Stony Brook, Samoset, and Hauppauge) under the NCLC program were opened to accommodate the diverse needs of the students serviced. As a result of these changes comparative data analysis from individualized program locations pertaining to the Alternate Assessment is unable to be ascertained until the conclusion of the 2005-2006 school year.*

**b) The mean score for all students will increase by .25 levels in the performance area of English Language Arts on the New York State Alternate Assessment. (Externally Designed Measurement Tool).**

Baseline	Alternate Assessment
2001-2002	Average performance levels: 12:1:1 students 4.62 6:1:1 students 2.86
2002-2003	12:1:1 students 3.5 6:1:1 students 3.0 *sample shows total of 3 students who received Alternate Assessment this year
2003-2004	12:1:1 students 2.7 6:1:1 students 2.8
2004-2005	NCLC: 12:1:1 students 4.0 8:1:1 students 3.9 6:1:1 students 3.5 Samoset: 12:1:1 students 3.5

2005-2006	NCLC: 12:1:1 students 4.0 8:1:1 students 3.8 6:1:1 students 3.7 Samoset: 12:1:1 students 4.0 Hauppauge: 12:1:1 students 4.0
2006-2007	NCLC: 12:1:1 students n/a 8:1:1 students 3.4 6:1:1 students 3.1 Samoset: 12:1:1 students 3.8 8:1:1 students 3.4 Hauppauge: 12:1:1 students 4.0
2007-2008	Average performance Increases (total score on each: 4.0) 12:1:1 students to 4.0 8:1:1 students to 4.0 6:1:1 students to 4.0

The results from data collected during the 2003-2004 school year indicate that 12:1:1 student performance within the English Language Arts performance area of the NYS Alternate Assessment decreased by 23% while 6:1:1 student performance decreased by 6.6% compared to the results from 2002-2003.

*Prior to the 2004-2005 school year the North Country Learning Center experienced significant changes in terms of the student population. As a result, three separate sites (Stony Brook, Samoset, and Hauppauge) under the NCLC program were opened to accommodate the diverse needs of the students serviced. As a result of these changes comparative data analysis from individualized program locations pertaining to the Alternate Assessment is unable to be ascertained until the conclusion of the 2005-2006 school year.*

**c) Student accomplishment of IEP academic goals related to Math (in the areas of time, money, counting and one-to one correspondence) will increase an average of 5% each year (Internally Designed Measurement Tool)**

Baseline	IEP goal performance – math related
2002-2003 IEP Progress Report Second Quarter	Students perform academic goals related to math (practically applied to community activities) 2 out of 5 trials, or 40% of the time 12:1:1 Classes: 2.25 Average Score 6:1:1 Classes: 2.01 Average Score
2003-2004 IEP Progress Report Second Quarter	12:1:1 Classes: 2.28 Average Score 8:1:1 Classes: 2.63 Average Score 6:1:1 Classes: 2.23 Average Score
2004-2005 IEP Progress Report Second Quarter	NCLC @ HAUPPAUGE 12:1:1 Classes: 2.11 Average Score
2004-2005 IEP Progress Report Second Quarter	NCLC @ SAMOSET 12:1:1 Classes: 2.40 Average Score 8:1:1 Classes: 2.50 Average Score
	NCLC @ STONY BROOK 12:1:1 Classes: 2.28 Average Score 8:1:1 Classes: 2.72 Average Score 6:1:1 Classes: 1.92 Average Score
2005-2006 IEP Progress Report Second Quarter	NCLC @ HAUPPAUGE 12:1:1 Classes: 2.71 Average Score
	NCLC @ SAMOSET 12:1:1 Classes: 2.80 Average Score 8:1:1 Classes: 2.81 Average Score
	NCLC @ STONY BROOK 12:1:1 Classes: 2.73 Average Score 8:1:1 Classes: 3.00 Average Score 6:1:1 Classes: 1.59 Average Score
2006-2007 IEP Progress Report Second Quarter	NCLC @ HAUPPAUGE 12:1:1 Classes: 2.34 Average Score
	NCLC @ SAMOSET 12:1:1 Classes: 2.90 Average Score 8:1:1 Classes: 2.67 Average Score

	<p>NCLC @ STONY BROOK        8:1:1 Classes: 2.47 Average Score        6:1:1 Classes: 2.37 Average Score</p>
2007-2008	<p>NCLC @ HAUPPAUGE        12:1:1 Classes: 2.2 Average Score        8:1:1 Classes: 2.3 Average Score</p> <p>NCLC @ SAMOSET        12:1:1 Classes: 2.88 Average Score        8:1:1 Classes: 2.75 Average Score</p> <p>NCLC @ STONY BROOK        8:1:1 Classes: 2.47 Average Score        6:1:1 Classes: 2.12 Average Score</p>

The results from data collected from 2004-2005 indicates that 12:1:1 student performance for classes at NCLC @ Stony Brook remained unchanged in regard to IEP academic goals related to Math. Student performance at the 8:1:1 level (NCLC @ Stony Brook) increased by 3% while students at the 6:1:1 level (NCLC @ Stony Brook) decreased by 14%.

Data collected from the NCLC @ Samoset and NCLC @ Hauppauge sites have no comparative basis as these programs were initiated at the beginning of the 2004-2005 school year.

*Comparative Data (from 2004-2005 to 2005-2006):*

*Hauppauge – 12:1:1 increase of 28%*

*Samoset – 12:1:1 increase of 17%  
 8:1:1 increase of 12%*

*Stony Brook – 12:1:1 increase of 20%  
 8:1:1 increase of 11%  
 6:1:1 decrease of 17%*

**d) Student accomplishment of IEP academic goals related to English Language Arts (in the areas of attending, communicating and following directions) will increase an average of 5% each year (Internally Designed Measurement Tool)**

Baseline	IEP goal performance – ELA related
2002-2003 IEP Progress Report Second Quarter	Students perform academic goals related to English Language Arts (practically applied to community activities) 2 out of 5 trials, or 40% of the time 12:1:1 Classes: 2.18 Average Score 6:1:1 Classes: 2.10 Average Score
2003-2004 IEP Progress Report Second Quarter	12:1:1 Classes: 2.6 Average Score 8:1:1 Classes: 2.3 Average Score 6:1:1 Classes: 2.3 Average Score
2004-2005 IEP Progress Report Second Quarter	NCLC @ HAUPPAUGE 12:1:1 Classes: 2.75 Average Score  NCLC @ SAMOSET 12:1:1 Classes: 2.56 Average Score 8:1:1 Classes: 2.20 Average Score  NCLC @ STONY BROOK 12:1:1 Classes: 2.36 Average Score 8:1:1 Classes: 2.83 Average Score 6:1:1 Classes: 1.99 Average Score
2005-2006 IEP Progress Report Second Quarter	NCLC @ HAUPPAUGE 12:1:1 Classes: 3.33 Average Score  NCLC @ SAMOSET 12:1:1 Classes: 2.87 Average Score 8:1:1 Classes: 2.40 Average Score  NCLC @ STONY BROOK 12:1:1 Classes: 1.70 Average Score 8:1:1 Classes: 3.18 Average Score 6:1:1 Classes: 1.76 Average Score
2006-2007 IEP Progress Report Second Quarter	NCLC @ HAUPPAUGE 12:1:1 Classes: 2.67 Average Score

	<p>NCLC @ SAMOSET  12:1:1 Classes: 3.33 Average Score  8:1:1 Classes: 2.60 Average Score</p> <p>NCLC @ STONY BROOK  8:1:1 Classes: 2.24 Average Score  6:1:1 Classes: 2.80 Average Score</p>
2007-2008	<p>NCLC @ HAUPPAUGE  12:1:1 Classes: 2.55 Average Score  8:1:1 Classes: 2.2 Average Score</p> <p>NCLC @ SAMOSET  12:1:1 Classes: 3.33 Average Score  8:1:1 Classes: 2.8 Average Score</p> <p>NCLC @ STONY BROOK  8:1:1 Classes: 2.4 Average Score  6:1:1 Classes: 3.4 Average Score</p>

Data collected from 2004-2005 reflects a decrease of 9% for 12:1:1 students at the NCLC @ Stony Brook site on IEP academic goals related to English Language Arts. Student performance at the 8:1:1 level (NCLC @ Stony Brook) increased by 23% while student performance at the 6:1:1 level (NCLC @ Stony Brook) decreased by 13%. Student progress on IEP goals was compared to data obtained during the 2003-2004 school year.

Data collected from the NCLC @ Samoset and NCLC @ Hauppauge sites have no comparative basis as these programs were initiated at the beginning of the 2004-2005 school year.

*Comparative Data (from 2004-2005 to 2005-2006):*

*Hauppauge – 12:1:1 increase of 21%*

*Samoset – 12:1:1 increase of 12%  
8:1:1 increase of 9%*

*Stony Brook – 12:1:1 decrease of 28%  
8:1:1 increase of 12%  
6:1:1 decrease of 12%*

e) Students will demonstrate improved language (communication) skills as measured by the North Country Learning Center Language Rubric. Students will demonstrate an increase in performance level by an average of 5% each year.

Baseline	NCLC Language Rubric
2002-2003	Average performance levels: 12:1:1 students 16.0 out of total score of 24 8:1:1 students: 12.4 out of total score of 24 6:1:1 students: 9.6 out of total score of 24
2003-2004	Average performance increases: 12:1:1 students: 16.9 out of total score of 24 8:1:1 students: 18.2 out of total score of 24 6:1:1 students: 12.9 out of total score of 24
2004-2005	Average performance increase: NCLC @ HAUPPAUGE 12:1:1 students: 15.5 out of a total score of 24 8:1:1 students: 15.95 out of a total score of 24  NCLC @ SAMOSET 12:1:1 students: 16.18 out of a total score of 24 8:1:1 students: 16.9 out of a total score of 24 NCLC @ STONY BROOK 12:1:1 students: 14.2 out of a total score of 24 8:1:1 students: 17.5 out of a total score of 24 6:1:1 students: 10.7 out of a total score of 24
2005-2006	Average performance increase: NCLC @ HAUPPAUGE 12:1:1 students: 16.0 out of a total score of 24 8:1:1 students: 16.5 out of a total score of 24  NCLC @ SAMOSET 12:1:1 students: 18.5 out of a total score of 24 8:1:1 students: 17.3 out of a total score of 24  NCLC @ STONY BROOK 12:1:1 students: 11.5 out of a total score of 24 8:1:1 students: 13.5 out of a total score of 24 6:1:1 students: 11.5 out of a total score of 24

2006-2007	<p>Average performance increase:  NCLC @ HAUPPAUGE  12:1:1 students: 15.5 out of a total score of 24  8:1:1 students: 16.3 out of a total score of 24</p> <p>NCLC @ SAMOSET  12:1:1 students: 17.5 out of a total score of 24  8:1:1 students: 17.4 out of a total score of 24</p> <p>NCLC @ STONY BROOK  8:1:1 students: 14.6 out of a total score of 24  6:1:1 students: 11.7 out of a total score of 24</p>
2007-2008	<p>Average performance increase:  NCLC @ HAUPPAUGE  12:1:1 students: 16.6 out of a total score of 24  8:1:1 students: 16.8 out of a total score of 24</p> <p>NCLC @ SAMOSET  12:1:1 students: 19.2 out of a total score of 24  8:1:1 students: 18.8 out of a total score of 24</p> <p>NCLC @ STONY BROOK  8:1:1 students: 14.4 out of a total score of 24  6:1:1 students: 10.8 out of a total score of 24</p>

The results from data collected during the 2004-2005 school year in regard to language (communication) skills, as measured by the NCLC Language Rubric, indicate that 12:1:1 student performance at the NCLC @ Stony Brook site decreased by 16% while student at the 8:1:1 level (NCLC @Stony Brook) decreased by 4%. Students at the 6:1:1 class level (NCLC @ Stony Brook) decreased by 17%. These results were compared to results obtained during the 2003-2004 school year.

Data collected from the NCLC @ Samoset and NCLC @ Hauppauge sites have no comparative basis as these programs were initiated at the beginning of the 2004-2005 school year.



*Comparative Data (from 2004-2005 to 2005-2006):*

*Hauppauge – 12:1:1 increase of 3%  
8:1:1 increase of 3%*

*Samoset – 12:1:1 increase of 15%  
8:1:1 increase of 3%*

*Stony Brook – 12:1:1 decrease of 20%  
8:1:1 decrease of 23%  
6:1:1 increase of 7%*

**Behavioral Objective**

**By the year 2008, North Country Learning Center students will demonstrate their ability to progress toward and generalize appropriate social behaviors while participating in community activities as measure by the following internally designed assessment tools:**

**a) Students' accomplishment of IEP goals will increase an average of 5% each year.**

Baseline	IEP goal performance
2002-2003 IEP Progress Report Second Quarter	Students perform social/behavioral goals (practically applied to community activities) 2 out of 5 trials, or 40% of the time 12:1:1 Classes: 2.23 Average Score 6:1:1 Classes: 2.22 Average Score
2003-2004 IEP Progress Report Second Quarter	12:1:1 Classes: 2.5 Average Score 8:1:1 Classes: 2.9 Average Score 6:1:1 Classes: 2.3 Average Score
2004-2005 IEP Progress Report Second Quarter	NCLC @ SAMOSET 12:1:1 Classes: 2.80 Average Score 8:1:1 Classes: 2.00 Average Score NCLC @ STONY BROOK 12:1:1 Classes: 2.40 Average Score 8:1:1 Classes: 2.61 Average Score 6:1:1 Classes: 2.04 Average Score
2005-2006 IEP Progress Report Second Quarter	NCLC @ SAMOSET 12:1:1 Classes: 2.6 Average Score 8:1:1 Classes: 2.6 Average Score

	<p>NCLC @ STONY BROOK  12:1:1 Classes: 2.1 Average Score  8:1:1 Classes: 3.0 Average Score  6:1:1 Classes: 2.1 Average Score</p>
2006-2007 IEP Progress Report Second Quarter	<p>NCLC @ SAMOSET  12:1:1 students: 2.7 Average Score  8:1:1 students: 2.7 Average Score</p> <p>NCLC @ STONY BROOK  8:1:1 students: 3.0 Average Score  6:1:1 students: 2.4 Average Score</p>
2007-2008	<p>NCLC @ SAMOSET  12:1:1 students: 2.7 Average Score  8:1:1 students: 2.7 Average Score</p> <p>NCLC @ HAUPPAUGE  12:1:1 students: 2.97 Average Score  8:1:1 students: 2.7 Average Score</p> <p>NCLC @ STONY BROOK  8:1:1 students: 2.5 Average Score  6:1:1 students: 2.1 Average Score</p>

The results of the data collected during the 2004-2005 school, as indicated by IEP goals related to the development of appropriate social behaviors, indicate that 12:1:1 student performance at the NCLC @ Stony Brook site decreased by 4% while student performance at the 8:1:1 class level (NCLC @ Stony Brook) decreased by 10%. At the 6:1:1 class level (NCLC @ Stony Brook) there was a decrease of 11%. These results were compared to results obtained from the 2003-2004 school year.

Data collected from the NCLC @ Samoset and NCLC @ Hauppauge sites have no comparative basis as these programs were initiated at the beginning of the 2004-2005 school year.

*Comparative Data (from 2004-2005 to 2005-2006):*

*Samoset – 12:1:1 decrease of 7%  
8:1:1 increase of 34%*

*Stony Brook – 12:1:1 decrease of 13%  
8:1:1 increase of 16%  
6:1:1 increase of 3%*

**b) Students will demonstrate improved social/behavioral skills as measured by the North Country Learning Center Social/Behavioral Rubric. Students will demonstrate an increase in performance level by an average of 5% a year.**

Baseline	NCLC Social/Behavioral Rubric
2002-2003	Average performance levels: 12:1:1 students: 13.4 out of total score of 20 8:1:1 students: 12.1 out of total score of 20 6:1:1 students: 9.6 out of total score of 20
2003-2004	Average performance levels increases: 12:1:1 students: 14.9 out of total score of 20 8:1:1 students: 14.5 out of total score of 20 6:1:1 students: 11.8 out of total score of 20
2004-2005	Average performance levels increases: NCLC @ HAUPPAUGE 12:1:1 students: 12.4 out of a total score of 20 8:1:1 students: 16.85 out of a total score of 20 NCLC @ SAMOSET 12:1:1 students: 14.4 out of a total score of 20 8:1:1 students: 18.4 out of a total score of 20 NCLC @ STONY BROOK 12:1:1 students: 11.2 out of a total score of 20 8:1:1 students: 15.5 out of a total score of 20 6:1:1 students: 10.2 out of a total score of 20
2005-2006	Average performance levels increases: NCLC @ HAUPPAUGE 12:1:1 students: 13.5 out of a total score of 20 8:1:1 students: 16.9 out of a total score of 20 NCLC @ SAMOSET 12:1:1 students: 16.2 out of a total score of 20 8:1:1 students: 14.9 out of a total score of 20 NCLC @ STONY BROOK 12:1:1 students: 9.6 out of a total score of 20 8:1:1 students: 12.7 out of a total score of 20 6:1:1 students: 10.6 out of a total score of 20
2006-2007	Average performance levels increases: NCLC @ HAUPPAUGE 12:1:1 students: 13.0 out of a total score of 20 8:1:1 students: 16.0 out of a total score of 20

	<p>NCLC @ SAMOSET  12:1:1 students: 16.5 out of a total score of 20  8:1:1 students: 14.8 out of a total score of 20</p> <p>NCLC @ STONY BROOK  8:1:1 students: 12.6 out of a total score of 20  6:1:1 students: 10.9 out of a total score of 20</p>
2007-2008	<p>Average performance levels increases:</p> <p>NCLC @ HAUPPAUGE  12:1:1 students: 16.8 out of total score of 20  8:1:1 students: 16.4 out of total score of 20</p> <p>NCLC @ SAMOSET  12:1:1 students: 16.8 out of a total score of 20  8:1:1 students: 15.2 out of a total score of 20</p> <p>NCLC @ STONY BROOK  12:1:1 students: n/a  8:1:1 students: 12.8 out of a total score of 20  6:1:1 students: 10.2 out of a total score of 20</p>

Data collected during the 2004-2005 school year related to social/behavioral skills, as measured by the NCLC Social/Behavioral Rubric, indicates that 12:1:1 student performance at the NCLC @ Stony Brook site decreased by 25% while performance at the 8:1:1 class level (NCLC @Stony Brook) increased by 7%. NCLC @ Stony Brook student performance at the 6:1:1 class level decreased by 14%. These results were compared to the results obtained during the 2003-2004 school year.

Data collected from the NCLC @ Samoset and NCLC @ Hauppauge sites have no comparative basis as these programs were initiated at the beginning of the 2004-2005 school year.

*Comparative Data (from 2004-2005 to 2005-2006):*

*Hauppauge – 12:1:1 increase of 9%  
8:1:1 increase of less than 1%*

*Samoset – 12:1:1 increase of 13%  
8:1:1 decrease of 19%*

*Stony Brook – 12:1:1 decrease of 14%  
8:1:1 decrease of 18%  
6:1:1 increase of 4%*

**Community Integration:**

**North Country Learning Center students will demonstrate improved ability to integrate into the community as indicated by the following measures:**

- a) **By 2008, 100% of NCLC students will participate 2 times per month in community- based activities and 30% of NCLC students will participate 3 times per month, providing opportunities for improved academic achievement, social skills, and life skills in the general community.**

Baseline	NCLC Community Education Program Data
2002-2003	100% of NCLC students participate in community-based activity 1 time per month.
2003-2004	100% of NCLC students participate in community-based activity 1 time per month. Additionally, three 12:1:1 Sr.High classes participate more often: Food Trade: 3.5 times per month Supermarket Careers: 4.4 times per month Community Education: 7.3 times per month
2004-2005	NCLC: 100% of students participate in community-based activity 1 time per month.  Samoset: Sr. High students participate in a departmentalized program and rotate into 5 component areas (every 3 weeks). Community-based activities are offered in these component areas: Food Trade: 3.5 times per month Supermarket Careers: 4 times per month Community Education: 7 times per month
2005-2006	NCLC: 100% of students participate in community-based activity 1 time per month. Speech Department participates in community-based activities 1.5 times per month. This offers students additional opportunities in community-based activities.  Samoset: Sr. High students participate in a departmentalized program and rotate into 5 component areas (every 3 weeks). Community-based activities are offered in these component areas: Food Trade: 3 times per month Supermarket Careers: 2.5 times per month Community Education: 7 times per month Jr. High students participate in community-based activities 1 time per month.

2006-2007	<p>NCLC: 100% of students participate in community-based activity 1 time per month. Speech Department participates in community-based activities 1.5 times per month. This offers students additional opportunities in community-based activities.</p> <p>Samoset: Sr. High students participate in a departmentalized program and rotate into 5 component areas (every 3 weeks). Community-based activities are offered in these component areas: Food Trade: 3 times per month Supermarket Careers: 2.5 times per month Community Education: 7 times per month Jr. High students participate in community-based activities 1 time per month.</p>
2007-2008	<p>NCLC: 100% of students will participate in a community-based activity 1 time per month. Speech Department participates in community-based activities 1.5 times per month. This offers students additional opportunities in community-based activities.</p> <p>Samoset: Sr. High students participate in a departmentalized program and rotate into 5 component areas (every 4 weeks). Community-based activities are offered in these component areas: Food Trade: 3 times per month Supermarket Careers: 2.5 times per month Community Education: 7 times per month Jr. High students participate in community-based activities 1 time per month.</p>

Student participation in community-based experiences remains unchanged when compared to indicators obtained during the 2003-2004 school year.

**b) By 2008, the percentage of NCLC students volunteering in the community will increase by 5 percentage points. This will be measured annually.**

Baseline	NCLC Work Activity Center Data & Evaluation Report
2002-2003	3.5% of NCLC students participate in volunteer work in the community.
2003-2004	6.3% of NCLC students participate in volunteer work in the community.
2004-2005	18% of NCLC @ Samoset students participate in volunteer work in the community.
2005-2006	<p>NCLC: 4% of students participate in volunteer work in the community</p> <p>Samoset: 21.6% of students participate in volunteer work in the community</p>

2006-2007	NCLC: 5% of students participate in volunteer work in the community  Samoset: 29.7% of students participate in volunteer work in the community
2007-2008	NCLC: Total of 2 students participate in volunteer work in the community  Samoset: 36.7% of students participate in volunteer work in the community

Students participating in community-based volunteer experiences increased 11.7% during the 2004-2005 school year.

**c) By 2008, the percentage of NCLC students employed by community-based work sites will increase by 5 percentage points. This will be measured annually.**

Baseline	NCLC Work Activity Center Data & Evaluation Report
2002-2003	6% of NCLC students are employed by community-based work sites
2003-2004	4.37% of NCLC students are employed by community-based work sites.
2004-2005	9% of NCLC @ Samoset students are employed in community-based work sites.
2005-2006	NCLC: 0% of students are employed in community-based work sites.  Samoset: 8% of students are employed in community-based work sites.
2006-2007	NCLC: 0% of students are employed in community-based work sites.  Samoset: 11.9% of students are employed in community-based work sites.
2007-2008	NCLC: 0% of students are employed in community-based work sites.  Samoset: 8.86% of students are employed in community-based work sites.

Students employed in community-based work experiences increased 4.63% during the 2004-2005 school year.

**REVISED 6/2008**

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## **OUTREACH HOUSE ACADEMIC CENTER**

### **ACADEMIC OBJECTIVES**

By 2008, the academic performance of the Outreach students will improve as measured by:

1. In English a 5% increase in the percentage of students passing the Regents Competency Test (RCT) in English  
Baseline June 2003 at 50%
2. In Math a 5% increase in percentages of students passing the Regents Competency Test in Mathematics.  
Baseline June 2003 at 0%
3. In Reading Comprehension, increases of one grade level on the Stanford Diagnostic Test, Form J will be noted.  
Baseline June 2003 see grid
4. In Math Computation, an increase of one grade level on the Stanford Diagnostic Test, Form J  
Baseline June 2003 see grid
5. By the year 2008, there will be a 5% increase in the number of courses passed on each quarterly report card  
Baseline June 2003 89% passing



## OUTREACH HOUSE ACADEMIC CENTER: AFG Data

	2002- 2003 Baseline Data	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
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### Academic Goals

**By the year 2008, OHAC students will have a 5% increase in the percentage of students passing the English Regents and Regents Competency tests.**

% Passing RCT Reading	100%	100%	50%	67%	50%	100%
% Passing RCT Writing	100%	100%	100%	100%	71%	67%
% Passing English Regents	50%	64%	77%	55%	67%	76%

**By the year 2008, OHAC students will have a 5% increase in the percentage of students passing the Math A Regents and Math Regents Competency tests.**

% Passing RCT Math	0%	50%	63%	75%	67%	64%
% Passing Regents Math A	0%	39%	44%	50%	31%	31%

**By the year 2008, OHAC students will have a one grade level increase in the Reading Comprehension Stanford Diagnostic Test.**

Grade Level	10.2	10.4	9.2	8.9	9.4	9.3
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	2002-2003 Baseline Data	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
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## Academic Goals

**By the year 2008, OHAC students will have a one grade level increase in the Math Stanford Diagnostic Test**

Grade Level	11.4	11.7	9.9	8.9	9.4	9.3
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**By the year 2008, OHAC students will an increase of 5% in the number of courses passed.**

% of courses passed	84%	86%	89%	89%	90%	90%
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## BEHAVIORAL OBJECTIVES

By the year 2008, the Outreach students will improve their behavioral management skills, as measured by the building-wide Behavioral Management System. This system measures punctuality, preparedness, cooperation, showing respect for staff and peers, staying awake and on task, quality of work, conduct, and completing homework.

Behavioral Objective A1 – By the year 2008, 45% will have received 99% of their points on the program wide Behavior Management System and received the ranking of an ALL STAR.

Behavioral Objective A2 – By the year 2008, a 5% decrease in the inappropriate behaviors leading to incident reports being filed.

	2002-2003 Baseline Data	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
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### Behavioral Goals

By the year 2008, OHAC students will have a 5% decrease in the # of Incident Reports

	2002-2003 Baseline Data	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
# Of Incident Reports	100	56	60	58	61	57

By the year 2008, OHAC 45% of students will have earned All Stars

	2002-2003 Baseline Data	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
% of Students earning All Stars	28%	30%	32%	32%	27%	36%

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## **PREMM LEARNING CENTER** **AFG APPRAISAL STATEMENT**

At the present time, the Premm Learning Center has made tremendous strides towards meeting our projected A.F.G. performance objectives. Although we have yet to meet the lofty goal of 100% of all students improving a minimum of one level on the designated performance objectives, we have however demonstrated significant progress with each year since our baseline year of 2002-03.

Initially, as a program we were significantly hindered by space issues, specifically caused by ongoing construction throughout our building which continued for a four year period. Such construction resulted in us having to shut down our pre-voc program because we needed the room for other purposes. The pre-voc program was the main focus of data utilized in attempting to meet objective # 3 in our A.F.G. plan, which centered on functional life skills.

The ongoing construction also resulted in creating major delays to the installation of our new playground equipment. The equipment was needed in order to assist us in achieving objective # 2 of our A.F.G. plan, which focused on motor skills and accessing the outdoor environment.

Another ongoing factor in hindering our progress towards meeting designated A.F.G. goals is that in recent years our student population has changed dramatically. The profiles of students now entering our program are more significantly physically and/or cognitively impaired than in the past. In fact, in past years our program had only two 12:1:4 classes; now we have three and all three classes are basically filled to capacity. Students placed within the 12:1:4 model classes are typically non-ambulatory, non-verbal and require hand-over-hand assistance throughout the school day to complete school tasks. Such students are also completely dependent upon staff for all of their basic needs, feeding, bathrooming and positioning.

Also effecting student population trends is the fact that many students may only remain in the program for one year, due to either family moves, graduation, the student requiring a less restrictive environment and/or the home school district taking the student back to district. With students remaining in the program for such short intervals, it makes it difficult to assess progress from one year to the next, and what impacts goal progress even more is that the more capable students that would potentially affect our data in a positive manner are those students who frequently leave our program for a less restrictive school environment.

Despite all such impediments, with the construction now complete and the playground installed, within the last year or two we feel the program is headed in the right direction in working towards achieving our A.F.G. goals. At present, between 60-74% of our students have demonstrated the designated progress level required to meet our A.F.G. objectives. Although we remain pleased with such progress, we are not yet satisfied, as we will continue to work towards achieving our original goal of 100% of our students meeting the desired growth level. In retrospect however, we now realize that with the changing profiles of our students this may be a rather difficult goal to obtain. We will however, continue to evaluate our existing progress, make changes as necessary and continue to take advantage of all new and available equipment and technology.

### Objective # 1 HELP Checklist - Motor 6:1:1 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	6	3
3	3	2	3	6	19	17
2	28	9	17	34	33	39
1	44	25	27	21	12	11
0	3	3	8	0	2	0

### Objective # 1 HELP Checklist - Motor 12:1:4 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	4	8	18
1	1	1	8	15	18	17
0	16	19	26	12	4	3

### Objective # 1 NY State Standard - Motor 6:1:1 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	5	4
3	3	2	3	6	26	24
2	28	9	17	35	27	31
1	44	25	27	20	12	9
0	3	1	8	0	2	0

### Objective # 1 NY State Standard – Motor 12:1:4 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	0	0	4	8	18
1	1	1	8	15	18	17
0	16	19	26	12	4	3

### Objective # 2 HELP Checklist – Social 6:1:1 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	1	1
3	13	3	2	5	27	24
2	27	11	20	35	36	35
1	34	19	28	21	8	10
0	4	8	5	0	0	0

### Objective # 2 HELP Checklist – Social 12:1:4 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	0	0
3	0	0	0	0	0	5
2	1	1	0	7	16	12
1	2	10	17	16	12	16
0	14	9	17	9	2	2

### Objective # 2 NY State Standard – Social 6:1:1 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	2	1
3	19	3	2	6	26	30
2	25	11	20	36	31	29
1	29	19	28	19	13	9
0	5	8	5	0	0	0

### Objective # 2 NY State Standard – Social 12:1:4 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	0	0
3	0	0	0	0	0	4
2	0	0	0	7	16	13
1	3	10	17	16	12	18
0	14	9	17	9	2	3

### Objective # 3 HELP Checklist – Functional/Independence 6:1:1 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	4	2
3	13	0	3	7	12	21
2	44	6	15	34	42	37
1	20	24	26	20	14	10
0	1	9	11	0	0	0

### Objective # 3 HELP Checklist – Functional/Independence 12:1:4 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	1	0	6	11	15
1	17	11	15	15	17	20
0	1	9	19	10	3	3

### Objective # 3 – NYS Standard – Functional/Independence 6:1:1 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	6	3
3	3	2	3	6	19	17
2	28	9	17	34	33	39
1	44	25	27	21	12	11
0	3	3	8	0	2	0

### Objective # 3 – NYS Standard – Functional/Independence 12:1:4 Classes

Levels	02-03	03-04	04-05	05-06	06-07	07-08
4	0	0	0	0	0	0
3	0	0	0	0	0	0
2	0	1	0	6	11	16
1	17	11	15	15	17	19
0	0	8	19	10	3	3



**PREMM LEARNING CENTER**

**AFG DATA**

**2007-2008 SCHOOL YEAR**

**DATA COMPARISON BY STUDENT**

<b>Student Data Group</b>	<b>Assessment Tool</b>	<b>Assessed Category</b>	<b>Total # of Students Sampled</b>	<b>Total # of Students Improving</b>	<b>Total # Remaining Same</b>	<b>Total # of Students Regressing</b>	<b>% of Improvement</b>	<b>% Maintaining Level</b>
6-1-1	HELP Checklist	Motor Skills	47	12	35	0	26%	74%
6-1-1	NY State Standards	Motor Skills	45	15	30	0	33%	67%
6-1-1	HELP Checklist	Social Skills	48	9	38	0	24%	76%
6-1-1	NY State Standards	Social Skills	46	14	32	0	30%	70%
6-1-1	HELP Checklist	Functional Skills	47	21	26	0	45%	55%
6-1-1	NY State Standards	Functional Skills	47	21	26	0	45%	55%
12-1-4	HELP Checklist	Motor Skills	28	11	17	0	39%	61%
12-1-4	NY State Standards	Motor Skills	28	11	17	0	39%	61%
12-1-4	HELP Checklist	Social Skills	28	6	22	0	21%	79%
12-1-4	NY State Standards	Social Skills	28	5	23	0	18%	82%
12-1-4	HELP Checklist	Functional Skills	28	4	24	0	14%	86%
12-1-4	NY State Standards	Functional Skills	28	5	23	0	18%	82%

Data Comparison by Student  
Objective #1: HELP/Motor  
6:1:1 Classes

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
1	0	0	-	-	-
2	2	1	-	-	-
3	1	1	-	-	-
4	1	1	-	-	-
5	1	1	-	-	-
6	0	1	-	-	-
7	1	2	-	-	-
8	1	2	-	-	-
9	1	1	-	-	-
10	1	-	-	-	2
11	2	1	-	-	2
12	0	-	-	-	-
13	1	-	0	1	-
14	2	-	-	2	3
15	1	1	1	-	-
16	1	1	1	-	-
17	2	1	1	2	-
18	-	-	2	3	-
19	1	0	-	-	-
20	1	-	-	-	-
21	1	1	1	2	-
22	1	1	1	2	-
23	1	2	2	2	-
24	2	2	2	3	-
25	1	2	2	3	-
26	1	1	2	2	-
27	1	1	1	2	-
28	1	1	1	2	2
29	1	2	3	3	3
30	1	1	1	2	3
31	1	1	1	2	2
32	1	1	1	2	3
33	1	1	1	1	2
34	1	1	1	1	1
35	2	1	1	2	2
36	1	0	0	1	2
37	1	1	1	2	2
38	1	0	0	1	1
39	1	1	2	2	2
40	-	-	2	-	-
41	-	-	1	2	-
42	-	-	2	-	-

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
43	-	-	2	-	-
44	-	-	3	-	-
45	-	-	0	1	-
46	-	-	2	2	-
47	-	-	1	-	-
48	-	-	1	-	-
49	-	-	3	-	-
50	-	-	1	-	-
51	-	-	2	-	-
52	-	-	0	-	-
53	-	-	2	-	-
54	-	-	0	-	-
55	-	-	1	2	2
56	-	-	2	3	3
57	-	-	1	-	-
58	-	0	0	1	-
59	-	-	1	2	3
60	-	3	-	-	-
61	-	-	1	1	-
62	-	-	1	1	2
63	-	1	1	2	3
64	-	-	2	2	2
65	-	-	0	1	1
66	-	-	-	2	-
67	-	-	-	2	-
68	-	-	-	1	-
69	-	-	-	2	3
70	-	-	-	2	3
71	-	-	-	1	2
72	-	-	-	1	2
73	-	-	-	1	2
74	-	-	-	2	3
75	-	-	-	1	2
76	-	-	-	1	2
77	-	-	-	2	3
78	-	-	-	2	-
79	-	-	-	1	2
80	-	-	-	1	1
81	-	-	-	1	1
82	-	-	-	2	-
83	-	-	-	2	-
84	-	-	-	1	2
85	-	-	-	2	3
86	-	-	-	2	3
87	-	-	-	2	-
88	-	-	-	-	1

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
89	-	-	-	-	1
90	-	-	-	2	2
91	-	-	-	2	2
92	-	-	-	-	4
93	-	-	-	-	2
94	-	-	-	-	2
95	-	-	-	-	2
96	-	-	-	-	1
97	-	-	-	-	4
98	-	-	-	-	2
99	-	-	-	-	0
100	-	-	-	-	4
101	-	-	-	-	4
102	-	-	-	-	1
103	-	-	-	-	2
104	-	-	-	-	1
105	-	-	-	-	2
106	-	-	-	-	3
107	-	-	-	-	0
108	-	-	-	-	4
109	-	-	-	-	1
110	-	-	-	-	2
111	-	-	-	-	2
112	-	-	-	-	3
113	-	-	-	-	3
114	-	-	-	3	4
115	-	-	-	-	2
116	-	-	-	-	2
117	-	-	-	-	3
118	-	-	-	-	3
119	-	-	-	-	3
120	-	-	-	-	2
121	-	-	-	1	2
122	-	-	-	-	1

Data Comparison by Student  
Objective #1: NYS/Motor  
6:1:1 Classes

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
1	0	0	-	-	-
2	2	1	-	-	-
3	1	1	-	-	-
4	1	1	-	-	-
5	1	1	-	-	-
6	0	1	-	-	-
7	1	2	-	-	-
8	1	2	-	-	-
9	1	1	-	-	-
10	1	-	-	-	3
11	2	1	-	-	3
12	0	-	-	-	-
13	1	-	0	1	-
14	2	-	-	2	3
15	1	1	1	-	-
16	1	1	1	-	-
17	2	1	1	2	-
18	-	-	2	3	-
19	1	0	-	-	-
20	1	-	-	-	-
21	1	1	1	2	-
22	1	1	1	2	-
23	1	2	2	2	-
24	2	2	2	3	-
25	1	2	2	3	-
26	1	1	2	2	-
27	1	1	1	2	-
28	1	1	1	2	1
29	1	2	3	3	3
30	1	1	1	2	3
31	1	1	1	2	2
32	1	1	1	2	3
33	1	1	1	1	2
34	1	1	1	1	1
35	2	1	1	2	2
36	1	0	0	1	2
37	1	1	1	2	2
38	1	0	0	1	1
39	1	1	2	2	2
40	-	-	2	-	-
41	-	-	1	2	-
42	-	-	2	-	-

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
43	-	-	2	-	-
44	-	-	3	-	-
45	-	-	0	1	-
46	-	-	2	2	-
47	-	-	1	-	-
48	-	-	1	-	-
49	-	-	3	-	-
50	-	-	1	-	-
51	-	-	2	-	-
52	-	-	0	-	-
53	-	-	2	-	-
54	-	-	0	-	-
55	-	-	1	2	3
56	-	-	2	3	3
57	-	-	1	-	-
58	-	0	0	1	-
59	-	-	1	2	2
60	-	3	-	-	-
61	-	-	1	1	-
62	-	-	1	1	1
63	-	1	1	2	3
64	-	-	2	2	2
65	-	-	0	1	1
66	-	-	-	2	-
67	-	-	-	2	-
68	-	-	-	1	-
69	-	-	-	2	3
70	-	-	-	2	3
71	-	-	-	1	2
72	-	-	-	1	2
73	-	-	-	1	3
74	-	-	-	2	2
75	-	-	-	1	2
76	-	-	-	1	2
77	-	-	-	2	4
78	-	-	-	2	-
79	-	-	-	1	2
80	-	-	-	1	2
81	-	-	-	1	1
82	-	-	-	2	-
83	-	-	-	2	-
84	-	-	-	2	3
85	-	-	-	2	3
86	-	-	-	2	3
87	-	-	-	2	-
88	-	-	-	-	1

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
89	-	-	-	-	2
90	-	-	-	2	2
91	-	-	-	2	3
92	-	-	-	-	3
93	-	-	-	-	3
94	-	-	-	-	2
95	-	-	-	-	2
96	-	-	-	-	2
97	-	-	-	-	3
98	-	-	-	-	2
99	-	-	-	-	0
100	-	-	-	-	4
101	-	-	-	-	4
102	-	-	-	-	1
103	-	-	-	-	1
104	-	-	-	-	1
105	-	-	-	-	3
106	-	-	-	-	3
107	-	-	-	-	0
108	-	-	-	-	3
109	-	-	-	-	2
110	-	-	-	-	2
111	-	-	-	-	2
112	-	-	-	-	4
113	-	-	-	-	3
114	-	-	-	3	4
115	-	-	-	-	2
116	-	-	-	-	1
117	-	-	-	-	3
118	-	-	-	-	3
119	-	-	-	-	3
120	-	-	-	-	1
121	-	-	-	1	2
122	-	-	-	-	2

**Data Comparison by Student**  
**Objective #2: HELP/Social**  
**6:1:1 Classes**

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
1	0	0	-	-	-
2	2	1	-	-	-
3	1	1	-	-	-
4	1	1	-	-	-
5	1	1	-	-	-
6	0	1	-	-	-
7	1	2	-	-	-
8	1	2	-	-	-
9	1	1	-	-	-
10	1	-	-	-	3
11	2	1	-	-	2
12	0	-	-	-	-
13	1	-	0	1	-
14	2	-	-	2	3
15	1	1	1	-	-
16	1	1	1	-	-
17	2	1	1	2	-
18	-	-	2	3	-
19	1	0	-	-	-
20	1	-	-	-	-
21	1	1	1	2	-
22	1	1	1	2	-
23	1	2	2	2	-
24	2	2	2	3	-
25	1	2	2	3	-
26	1	1	2	2	-
27	1	1	1	2	-
28	2	1	1	2	2
29	2	2	2	2	2
30	1	1	1	2	3
31	1	2	2	2	2
32	1	1	1	2	3
33	1	1	1	1	2
34	1	0	0	1	1
35	1	1	1	2	3
36	1	0	0	1	2
37	1	1	1	2	2
38	0	1	1	1	2
39	1	1	2	2	2
40	-	-	2	-	-
41	-	-	1	2	-
42	-	-	2	-	-
43	-	-	2	-	-



Student #	2002-03	2003-04	2004-05	2005-06	2006-07
44	-	-	3	-	-
45	-	-	0	1	-
46	-	-	2	2	-
47	-	-	1	-	-
48	-	-	1	-	-
49	-	-	3	-	-
50	-	-	1	-	-
51	-	-	2	-	-
52	-	-	0	-	-
53	-	-	2	-	-
54	-	-	0	-	-
55	-	-	1	2	3
56	-	-	2	3	3
57	-	-	1	-	-
58	-	0	0	1	-
59	-	-	1	2	2
60	-	3	-	-	-
61	-	-	1	1	-
62	-	-	1	1	2
63	-	0	0	1	2
64	-	-	2	2	2
65	-	-	0	1	2
66	-	-	-	2	-
67	-	-	-	2	-
68	-	-	-	1	-
69	-	-	-	2	3
70	-	-	-	1	2
71	-	-	-	1	2
72	-	-	-	1	2
73	-	-	-	2	3
74	-	-	-	2	3
75	-	-	-	1	2
76	-	-	-	2	3
77	-	-	-	2	3
78	-	-	-	2	-
79	-	-	-	1	2
80	-	-	-	2	3
81	-	-	-	1	2
82	-	-	-	2	-
83	-	-	-	2	-
84	-	-	-	2	3
85	-	-	-	1	2
86	-	-	-	1	2
87	-	-	-	2	-
88	-	-	-	-	1
89	-	-	-	-	2

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
90	-	-	-	2	3
91	-	-	-	2	3
92	-	-	-	-	2
93	-	-	-	-	3
94	-	-	-	-	2
95	-	-	-	-	2
96	-	-	-	-	1
97	-	-	-	-	3
98	-	-	-	-	2
99	-	-	-	-	2
100	-	-	-	-	3
101	-	-	-	-	3
102	-	-	-	-	1
103	-	-	-	-	2
104	-	-	-	-	1
105	-	-	-	-	1
106	-	-	-	-	3
107	-	-	-	-	2
108	-	-	-	-	4
109	-	-	-	-	3
110	-	-	-	-	2
111	-	-	-	-	2
112	-	-	-	-	2
113	-	-	-	-	3
114	-	-	-	3	3
115	-	-	-	-	2
116	-	-	-	-	1
117	-	-	-	-	3
118	-	-	-	-	3
119	-	-	-	-	1
120	-	-	-	-	2
121	-	-	-	1	2
122	-	-	-	-	3

**Data Comparison by Student**

**Objective #3: HELP/Func.**

**6:1:1 Classes**

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
1	0	0	-	-	-
2	2	1	-	-	-
3	1	1	-	-	-
4	1	1	-	-	-
5	1	1	-	-	-
6	0	1	-	-	-

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
7	1	2	-	-	-
8	1	2	-	-	-
9	1	1	-	-	-
10	2	-	-	2	2
11	2	1	-	-	2
12	0	-	-	-	-
13	1	-	0	1	-
14	2	-	-	2	2
15	1	1	1	-	-
16	1	1	1	-	-
17	2	1	1	2	-
18	-	-	2	3	-
19	1	0	-	-	-
20	1	-	-	-	-
21	1	1	1	2	-
22	1	1	1	2	-
23	1	2	2	2	-
24	2	2	2	3	-
25	1	2	2	3	-
26	1	1	2	2	-
27	1	1	1	2	-
28	2	1	1	2	2
29	2	1	3	3	3
30	2	1	1	2	2
31	2	1	1	2	2
32	2	1	1	2	2
33	1	1	1	1	1
34	1	0	0	1	1
35	2	1	1	2	3
36	1	0	0	1	2
37	2	1	1	2	3
38	1	0	0	1	2
39	2	1	2	2	2
40	-	-	2	-	-
41	-	-	1	2	-
42	-	-	2	-	-
43	-	-	2	-	-
44	-	-	3	-	-
45	-	-	0	1	-
46	-	-	2	2	-
47	-	-	1	-	-
48	-	-	1	-	-
49	-	-	3	-	-
50	-	-	1	-	-
51	-	-	2	-	-
52	-	-	0	-	-

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
53	-	-	2	-	-
54	-	-	0	-	-
55	-	-	1	2	3
56	-	-	2	3	3
57	-	-	1	-	-
58	-	0	0	1	-
59	-	-	1	2	2
60	-	3	-	-	-
61	-	-	1	1	-
62	-	-	1	1	1
63	-	0	0	2	2
64	-	-	2	2	2
65	-	-	1	1	1
66	-	-	-	2	-
67	-	-	-	2	-
68	-	-	-	1	-
69	-	-	-	2	3
70	-	-	-	1	1
71	-	-	-	1	1
72	-	-	-	1	2
73	-	-	-	2	2
74	-	-	-	2	3
75	-	-	-	1	2
76	-	-	-	2	4
77	-	-	-	3	3
78	-	-	-	2	-
79	-	-	-	1	1
80	-	-	-	2	2
81	-	-	-	1	1
82	-	-	-	2	-
83	-	-	-	2	-
84	-	-	-	2	2
85	-	-	-	1	2
86	-	-	-	1	2
87	-	-	-	2	-
88	-	-	-	-	2
89	-	-	-	-	2
90	-	-	-	2	2
91	-	-	-	2	2
92	-	-	-	-	2
93	-	-	-	-	2
94	-	-	-	-	2
95	-	-	-	-	1
96	-	-	-	-	2
97	-	-	-	-	3
98	-	-	-	-	3

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
99	-	-	-	-	1
100	-	-	-	-	4
101	-	-	-	-	2
102	-	-	-	-	1
103	-	-	-	-	1
104	-	-	-	-	2
105	-	-	-	-	2
106	-	-	-	-	2
107	-	-	-	-	2
108	-	-	-	-	4
109	-	-	-	-	4
110	-	-	-	-	1
111	-	-	-	-	2
112	-	-	-	-	2
113	-	-	-	-	2
114	-	-	-	3	3
115	-	-	-	-	1
116	-	-	-	-	2
117	-	-	-	-	2
118	-	-	-	-	2
119	-	-	-	-	2
120	-	-	-	-	2
121	-	-	-	1	2
122	-	-	-	-	2

**Data Comparison by Student**  
**Objective 1: HELP/Motor**  
**12:1:4 Students**

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
1	0	0	0	-	-
2	0	0	0	-	-
3	0	1	-	-	-
4	0	0	0	-	-
5	0	0	1	0	0
6	1	2	-	-	-
7	0	0	0	-	-
8	0	-	-	-	-
9	0	0	-	-	-
10	0	1	-	-	-
11	-	-	-	-	-
12	-	-	0	-	-
13	-	-	0	-	-
14	-	-	0	-	-
15	-	-	0	-	-

Student #	2002-03	2003-04	2004-05	2005-06	2006-07
16	-	-	-	0	-
17	0	0	0	1	1
18	0	0	0	1	1
19	0	0	1	2	2
20	0	0	0	1	1
21	0	0	0	0	0
22	0	0	0	1	1
23	0	0	0	1	1
24	-	0	1	2	2
25	-	0	0	1	1
26	-	-	0	1	2
27	-	-	1	1	2
28	-	-	1	1	2
29	-	-	0	0	0
30	-	-	0	1	1
31	-	-	1	2	2
32	-	-	1	2	2
33	-	-	0	1	1
34	-	-	0	1	1
35	-	-	0	1	1
36	-	-	-	0	1
37	-	-	-	0	1
38	-	-	0	0	1
39	-	-	0	1	1
40	-	-	0	0	1
41	-	-	-	1	2
42	-	-	-	0	1
43	-	-	-	0	
44	-	-	-	0	1
45	-	-	-	0	1
46	-	-	-	-	0

**Data Comparison by Student**

**Objective 1: NYS/Motor**

**12:1:4 Students**

Name	2002-03	2003-04	2004-05	2005-06	2006-07
1	0	0	0	-	-
2	0	0	0	-	-
3	0	0	-	-	-
4	0	0	0	-	-
5	0	0	0	0	0
6	1	1	-	-	-
7	0	0	0	-	-
8	0	-	-	-	-
9	0	0	-	-	-

Name	2002-03	2003-04	2004-05	2005-06	2006-07
10	0	0	-	-	-
11	-	-	-	-	-
12	-	-	0	-	-
13	-	-	0	-	-
14	-	-	0	-	-
15	-	-	0	-	-
16	-	-	-	0	-
17	0	0	0	1	1
18	0	0	0	1	1
19	0	0	1	2	2
20	0	0	0	1	1
21	0	0	0	0	0
22	0	0	0	1	1
23	0	0	0	1	1
24	-	0	1	2	2
25	-	0	0	1	1
26	-	-	0	1	2
27	-	-	1	1	2
28	-	-	1	1	2
29	-	-	0	0	0
30	-	-	0	1	1
31	-	-	1	2	2
32	-	-	1	2	2
33	-	-	0	1	1
34	-	-	0	1	1
35	-	-	0	1	1
36	-	-	-	0	1
37	-	-	-	0	1
38	-	-	0	0	1
39	-	-	0	1	1
40	-	-	0	0	1
41	-	-	-	1	2
42	-	-	-	0	1
43	-	-	-	0	
44	-	-	-	0	1
45	-	-	-	0	1
46	-	-	-	-	0

Data Comparison by Student  
Objective 2: HELP/Social  
12:1:4 Students

Name	2002-03	2003-04	2004-05	2005-06	2006-07
1	0	1	1	-	-
2	0	0	0	-	-
3	0	1	-	-	-
4	0	0	0	-	-
5	0	0	0	-	-
6	2	2	-	-	-
7	0	0	0	-	-
8	0	-	-	-	-
9	0	0	-	-	-
10	0	0	-	-	-
11	-	1	-	-	-
12	-	-	1	1	-
13	-	-	0	-	-
14	-	-	1	-	-
15	-	-	1	-	-
16	-	-	-	1	-
17	1	1	1	1	2
18	0	1	1	2	2
19	0	1	1	2	2
20	0	0	0	1	1
21	0	0	0	0	0
22	1	1	1	2	2
23	0	0	1	1	2
24	-	1	1	2	2
25	-	1	1	2	2
26	-	-	1	1	2
27	-	-	1	1	2
28	-	-	1	1	2
29	-	-	0	0	0
30	-	-	0	1	1
31	-	-	1	2	2
32	-	-	1	2	2
33	-	-	0	1	2
34	-	-	0	1	1
35	-	-	0	1	1
36	-	-	-	1	2
37	-	-	-	0	1
38	-	-	0	0	1
39	-	-	0	1	2
40	-	-	0	0	1
41	-	-	-	1	2
42	-	-	-	0	1
43	-	-	-	0	1



Name	2002-03	2003-04	2004-05	2005-06	2006-07
44	-	-	-	0	1
45	-	-	-	0	1
46	-	-	-	-	1

**Data Comparison by Student**  
**Objective 2: NYS/Social**  
**12:1:4 Students**

Name	2002-03	2003-04	2004-05	2005-06	2006-07
1	0	1	1	-	-
2	0	0	0	-	-
3	0	1	-	-	-
4	0	0	0	-	-
5	0	0	0	-	-
6	2	2	-	-	-
7	0	0	0	-	-
8	0	-	-	-	-
9	0	0	-	-	-
10	0	0	-	-	-
11	-	1	-	-	-
12	-	-	1	1	-
13	-	-	0	-	-
14	-	-	1	-	-
15	-	-	1	-	-
16	-	-	-	1	-
17	1	1	1	1	2
18	0	1	1	2	2
19	0	1	1	2	2
20	0	0	0	1	1
21	0	0	0	0	0
22	1	1	1	2	2
23	0	0	1	1	2
24	-	1	1	2	2
25	-	1	1	2	2
26	-	-	1	1	2
27	-	-	1	1	2
28	-	-	1	1	2
29	-	-	0	0	0
30	-	-	0	1	1
31	-	-	1	2	2
32	-	-	1	2	2
33	-	-	0	1	2
34	-	-	0	1	1
35	-	-	0	1	1
36	-	-	-	1	2

Name	2002-03	2003-04	2004-05	2005-06	2006-07
37	-	-	-	0	1
38	-	-	0	0	1
39	-	-	0	1	2
40	-	-	0	0	1
41	-	-	-	1	2
42	-	-	-	0	1
43	-	-	-	0	1
44	-	-	-	0	1
45	-	-	-	0	1
46	-	-	-	-	1

**Data Comparison by Student**  
**Objective 3: HELP/Functional**  
**12:1:4 Students**

Name	2002-03	2003-04	2004-05	2005-06	2006-07
1	1	0	0	-	-
2	1	0	0	-	-
3	1	1	-	-	-
4	0	0	0	-	-
5	0	0	0	0	0
6	1	1	-	-	-
7	0	0	0	-	-
8	0	-	-	-	-
9	0	0	-	-	-
10	0	0	-	-	-
11	-	0	-	-	-
12	-	-	0	-	-
13	-	-	0	-	-
14	-	-	0	-	-
15	-	-	0	-	-
16	-	-	-	1	-
17	0	0	0	1	1
18	0	0	0	1	1
19	0	0	1	2	2
20	0	0	0	1	1
21	0	0	0	0	0
22	1	1	1	2	2
23	1	1	1	1	2
24	-	1	1	2	2
25	-	1	1	2	2
26	-	-	1	1	2
27	-	-	0	1	1
28	-	-	1	1	2
29	-	-	0	0	0

Name	2002-03	2003-04	2004-05	2005-06	2006-07
30	-	-	0	1	1
31	-	-	1	2	2
32	-	-	1	2	2
33	-	-	0	1	1
34	-	-	0	1	1
35	-	-	0	1	1
36	-	-	-	1	2
37	-	-	-	0	1
38	-	-	0	0	1
39	-	-	0	1	1
40	-	-	0	0	1
41	-	-	-	1	2
42	-	-	-	0	1
43	-	-	-	0	1
44	-	-	-	0	1
45	-	-	-	0	1
46	-	-	-	-	1

**Data Comparison by Student**  
**Objective 3: NYS/Functional**  
**12:1:4 Students**

Name	2002-03	2003-04	2004-05	2005-06	2006-07
1	1	0	0	-	-
2	1	0	0	-	-
3	1	1	-	-	-
4	0	0	0	-	-
5	0	0	0	0	0
6	1	1	-	-	-
7	0	0	0	-	-
8	0	-	-	-	-
9	0	0	-	-	-
10	0	0	-	-	-
11	-	0	-	-	-
12	-	-	0	-	-
13	-	-	0	-	-
14	-	-	0	-	-
15	-	-	0	-	-
16	-	-	-	1	-
17	0	0	0	1	1
18	0	0	0	1	1
19	0	0	1	2	2
20	0	0	0	1	1
21	0	0	0	0	0
22	1	1	1	2	2

Name	2002-03	2003-04	2004-05	2005-06	2006-07
23	1	1	1	1	2
24	-	1	1	2	2
25	-	1	1	2	2
26	-	-	1	1	2
27	-	-	0	1	1
28	-	-	1	1	2
29	-	-	0	0	0
30	-	-	0	1	1
31	-	-	1	2	2
32	-	-	1	2	2
33	-	-	0	1	1
34	-	-	0	1	1
35	-	-	0	1	1
36	-	-	-	1	2
37	-	-	-	0	1
38	-	-	0	0	1
39	-	-	0	1	1
40	-	-	0	0	1
41	-	-	-	1	2
42	-	-	-	0	1
43	-	-	-	0	1
44	-	-	-	0	1
45	-	-	-	0	1
46	-	-	-	-	1

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## **SAYVILLE LEARNING CENTER**

### **Appraisal of Program Performance in Achieving Projected AFG Student Objectives**

The AFG student performance objectives that are the foundation of our school improvement plan focused on the improvement of reading and student behavior by increasing time on task. The interpretation of data collected from the baseline year 2001-2002 to 2005-2006 supports our perception that our students continue to make steady gains in reading. However, an examination of data from each assessment tool indicates uneven progress towards established goals. In some years we achieved and surpassed our goals only to have a decrease the following year. Despite this irregular pattern we are successfully approximating our established goal and have made remarkable progress.

Factors contributing to our success include:

- enthusiastic, committed stakeholders invested in accomplishing our plan
- specialized training for teachers to deliver reading instruction to students not achieving through conventional reading instruction
- improved staff development and opportunities for use of technology, i.e. Smart Boards in instruction
- ensuring that assessment drives all instruction
- highly structured child centered behavior management system with vast opportunities for character building
- improved self-esteem
- staff development on learning styles

Some hindrances to a greater margin of success are:

- decreased population
- increase in students with more complex management needs who are not always available for instruction
- unpredictable nature of ongoing grade level enrollment, which impacts grade level data i.e. Stanford Diagnostic reading test results
- Transient population
- Students enter and exit our program at varying, unpredictable points throughout the year

Data from our behavioral objective reflect an increase in student time on task within the classroom environment. Improved behavior is noted in the increased level of the average points students earn in the token economy system, the number of referrals and hours spent in the Focus and Behavior Incentive Room which supports the notion that more time is being spent on task. The data from severe inappropriate behaviors on the school bus dropped significantly from the baseline year, fall 2002 but increased in the 2005-2006 school year. Some of the challenges that have limited our success with school bus behavior include the limited training of bus personnel working with a severe population and the composition of students on a given school bus with chronic behavioral problems. These factors skew the data obtained from this assessment tool.

Regardless of this hindrance, we have achieved overwhelming success in keeping our students engaged and in their classrooms. We have therefore met our projected behavioral objective and will continue to focus our efforts on improving school bus behaviors. Our success with our behavioral goals is due to the redesigning of classroom space, access to consultants who provided staff development in the use of visual supports and strategies to help teachers maintain students in class. In addition, strong social skills and character education instruction and the strengthening of the reinforcers in the behavioral incentive program have contributed to overall improved classroom engagement.

As a program, we plan activities, develop projects and write grants via established committees that are designed to expand and extend and enrich our academic and behavioral AFG objectives. Everything that we do has a clear connection to our School Improvement Plan and must pass the litmus test of relevance and support of our objectives from which we are working. The staff has achieved a higher level of professionalism that is evident by higher expectations for themselves and the students they are dedicated to serve. We are more a community of life long learners where motivation to gain new skills and adopt best instructional practices is intrinsically motivated.

We continue to face the challenge of increasing parental involvement. We have written a grant to obtain a bus that will allow us to bring the parents to our school. Our staff has increased home visits and outreach to parents by meeting with them beyond the school day if necessary. We have involved parents in grant writing and are working to improve P.T.O. activities so that a larger number of parents will be motivated to participate. We will explore the possibility of providing parent groups in the evenings to give parents support and training in managing the complex behaviors of their children.

At this juncture we are pleased with the overall growth that has occurred. The staff has remained focused and steadfast even when gains were small or non-existent. Positive growth reported at meetings reinforced the goals of moving towards being a quality school.

The AFG process has reinforced our mission of being partners in the improvement of our school, facilitators of quality student performance and agents in transforming lives. We look forward to the next stages of this process as we engage in the journey of continually improving our school.

### **Externally Designed Assessment Tools**

**By the year 2008, the students at the Sayville Learning Center will demonstrate improved reading as measured by:**

**a) The New York State Grade 4 English Language Arts Assessment**

- 30% of the students will score Level 1
- 55% of the students will score Level 2
- 15% of the students will score Level 3 or higher (4 point scale)

**Baseline: Year: 2001-2002 Student scores on the NYS Grade 4 ELA Assessment**

- 62% scored at Level 1
- 29% scored at Level 2
- 9% scored at Level 3 or higher

Updates: **Year 2002-2003 Student scores on the NYS Grade 4 ELA Assessment**

58% scored at Level 1  
32% scored at Level 2  
10% scored at Level 3 or higher

**Year 2003-2004 Student scores on the NYS Grade 4 ELA Assessment**

40% scored at Level 1  
33.3% scored at Level 2  
26.6% scored at Level 3 or higher

**Year 2004-2005 Student scores on the NYS Grade 4 ELA Assessment**

53.3% scored at Level 1  
26.6% scored at Level 2  
20% scored at Level 3 or higher

**Year 2005-2006 Student scores on the NYS Grade 4 ELA Assessment**

72.2% scored at Level 1  
27.8% scored at Level 2  
0% scored at Level 3 or higher

**Year 2006-2007 Student scores on the NYS Grade 4 ELA Assessment**

54.2% scored at Level 1  
25.0% scored at Level 2  
20.8% scored at Level 3 or higher

**b) 40% of the students will read on or above grade level as evidenced by their performance on the Stanford Diagnostic Reading Test.**

Baseline: Year: 2002-2003 Student percentages on or above grade level on the Stanford Diagnostic Reading Test:  
24.3% of the students at the Sayville Learning Center performed on or above grade level.

**Updated Scores**

**Year 2003-2004 percentage of students reading on or above grade level on the Stanford Diagnostic Reading Test**

28.9% of the students at the Sayville Learning Center performed on or above grade level with the following breakdown

Grade 6	26.3%
Grade 5	26.9%
Grade 4	33.3%
Grade 3	25%
Grade 2	17%
Grade 1	33.3%
Kindergarten	100%

**Year 2004-2005 percentage of students reading on or above grade level on the Stanford Diagnostic Reading Test**

32% of the students at the Sayville Learning Center performed on or above grade level with the following breakdown

Grade 6	42.9%
Grade 5	17%
Grade 4	32%
Grade 3	15%
Grade 2	37.5%
Grade 1	60%
Kindergarten	50%

There was a 4.6% increase in students reading at or above grade level from the baseline year.  
There was a 3.1% increase in students reading at or above grade level from the previous year.  
This indicates we are making steady gains.

**Year 2005-2006 percentage of students reading on or above grade level on the Stanford Diagnostic Reading Test**

28.7% of the students at the Sayville Learning Center performed on or above grade level with the following breakdown

Grade 6	42.9%
Grade 5	17%
Grade 4	32%
Grade 3	15%
Grade 2	37.5%
Grade 1	60%
Kindergarten	50%

There was a 4.4% increase in students reading at or above grade level from the baseline year.  
There was a 3.3% decrease in students reading at or above grade level from the previous year.

**Year 2006-2007 percentage of students reading on or above grade level on the Stanford Diagnostic Reading Test**

39.6% of the students at the Sayville Learning Center performed on or above grade level with the following breakdown

Grade 6	55.6%
Grade 5	31.6%
Grade 4	28.6%
Grade 3	31.6%
Grade 2	50%
Grade 1	63.6%
Kindergarten	0%



There was a 15.3% increase in students reading at or above grade level from the baseline year.  
There was a 10.9% decrease in students reading at or above grade level from the previous year.  
This indicates we are making steady gains.

### **Internal Measurement Tool**

**c) By the year 2008 a 10% increase above the baseline in reading comprehension scores on the Silver Burdett Ginn Literature Works Reading and Language Arts Skills Assessment.**

Baseline: **Year: 2001-2002** 79.7% correct responses on the reading comprehension section of the Literature Works Reading and Language Arts Skills Assessment were recorded.

#### **Updated Scores:**

**Year: 2002-2003** 77.2% correct responses on the reading comprehension section of the Literature Works Reading and Language Arts Skills Assessment were recorded.

**Year: 2003-2004** 75.1% correct responses on the reading comprehension section of the Literature Works Reading and Language Arts Skills Assessment were recorded.

**Year: 2004-2005** 76% correct responses on the reading comprehension section of the Literature Works Reading and Language Arts Skills Assessment were recorded.

**Year: 2005-2006** 77.5% correct responses on the reading comprehension section of the Literature Works Reading and Language Arts Skills Assessment were recorded.

**Year: 2006-2007** 73.9% correct responses on the reading comprehension section of the Literature Works Reading and Language Arts Skills Assessment were recorded.  
This indicates a decrease from the baseline year of 5.8%.  
This indicates a decrease from the previous year of 3.6%.

### Behavioral Student Objectives

By the year, 2008, the students at the Sayville Learning Center will demonstrate an increase in time on task within the classroom as measured by the following:

a) A 4% increase in daily earned points for appropriate behavior as documented on the Behavior Management Point Sheet.

<b>Baseline Year: Fall 2002</b>	Average daily earned points on Behavior Management Point Sheet: 74.9 points
<b>Updated Scores: 2003-2004</b>	Average daily points earned on Behavior Management Point Sheet: 72.8 points
<b>Updated Scores: 2004-2005</b>	Average daily points earned on Behavior Management Point Sheet: 78.9 points
<b>Updated Scores: 2005-2006</b>	Average daily points earned on Behavior Management Point Sheet: 78.3 points
<b>Updated Scores: 2006-2007</b>	Average daily points earned on Behavior Management Point Sheet 78.2 points

b) A 40% decrease in referrals to the Focus Room (out-of-room intervention).

<b>Baseline Year : Fall 2002</b>	Average daily referrals to Focus Room: 8 students
<b>Updated Scores: 2003-2004</b>	Average daily referrals to Focus Room: 11.1 students
<b>Updated Scores: 2004-2005</b>	Average daily referrals to Focus Room: 5.28 students
<b>Updated Scores: 2005-2006</b>	Average daily referrals to Focus Room: 5.24 students
<b>Updated Scores: 2006-2007</b>	Average daily referrals to Focus Room: 1.49 students

c) A 25% decrease in the number of hours students are assigned per day to the (BIR) Behavior Intervention Room (out-of-classroom intervention).

<b>Baseline Year : Fall 2002</b>	Average number of hours per day school-wide assigned to Behavior Intervention Room: 16.5 hours, which corresponds to 3 students in the BIR room full day and 5.5 students for one half day.
<b>Updated Scores: 2003-2004</b>	Average number of hours per day school-wide assigned to Behavior Intervention Room: 13.5 which corresponds to 1.02 students in the BIR room full day and 2.2 students for one half day. (1.8 students were assigned for less than ½ day)
<b>Updated Scores: 2004-2005</b>	Average number of hours per day school-wide assigned to Behavior Intervention Room: 7.58 which corresponds to 1.02 students in the BIR room full day and 2.2 students for one half day. (1.8 students were assigned for less than ½ day)
<b>Updated Scores: 2005-2006</b>	Average number of hours per day school-wide assigned to Behavior Intervention Room: 10.9 which corresponds to 1.02 students in the BIR room full day and 2.2 students for one half day. (1.8 students were assigned for less than ½ day)
<b>Updated Scores: 2006-2007</b>	Average number of hours per day school-wide assigned to Behavior Intervention Room: 2.86 hours, which corresponds to 1.02 students in the BIR room full day and 2.2 students for one half day. (1.8 students were assigned for less than ½ day)

**d) A 25% decrease in the frequency of referrals for service inappropriate behaviors as documented on the Incident Reports.**

<b>Baseline Year: fall 2002</b>	Average referrals as documented on the Incident Reports: 6.2 per day
<b>Updated Scores: 2003-2004</b>	Average referrals documented on the Incident Reports: 6.06 per day
<b>Updated Scores: 2004-2005</b>	Average referrals documented on the Incident Reports: 9.71 per day
<b>Updated Scores: 2005-2006</b>	Average referrals documented on the Incident Reports: 5.4 per day
<b>Updated Scores: 2006-2007</b>	Average referrals documented on the Incident Reports: 4.71 per day

**e) A 25% decrease in the frequency of referrals for severe inappropriate behaviors as documented on the Bus Incidents Reports.**

<b>Baseline Year: Fall 2002</b>	Average severe inappropriate behaviors as documented on the Bus Incident Reports: 3.14 per day
<b>Updated Scores: 2003-2004</b>	Average severe inappropriate behaviors as documented on the Bus Incident Reports: 1.5 per Day
<b>Updated Scores: 2004-2005</b>	Average severe inappropriate behaviors as documented on the Bus Incident Reports: 1.03 per Day
<b>Updated Scores: 2005-2006</b>	Average severe inappropriate behaviors as documented on the Bus Incident Reports: 5.3 per day
<b>Updated Scores: 2006-2007</b>	Average severe inappropriate behaviors as documented on the Bus Incident Reports: 1.15 per day

**f) Will increase the daily attendance rate to 95%.**

<b>Baseline Year: 2001-2002</b>	Average Daily attendance: 90% of the students attended school each day
<b>Updated Scores : 2002-2003</b>	Average Daily Attendance: 90.47% of the students attended school each day
<b>2003-2004</b>	Average Daily Attendance: 89.23% of the students attended school each day
<b>2004-2005</b>	Average Daily Attendance: 86.91% of the students attended school each day
<b>2005-2006</b>	Average Daily Attendance: 92.40% of the students attended school each day
<b>2006-2007</b>	Average Daily Attendance: 91.3% of the students attended school each day

**g) Will increase the Quotient on the Behavior Evaluation Scale – Second Edition (BES-2) to 81.**

<b>Baseline Year: 2001-2002</b>	Quotient on the Behavior Evaluation Scale-Second Edition: Average Quotient: 71
<b>Updated Scores: 2002-2003</b>	Quotient on the Behavior Evaluation Scale-Second Edition: Average Quotient 69
<b>Updated Scores: 2003-2004</b>	Quotient on the Behavior Evaluation Scale-Second Edition: Average Quotient 67
<b>Updated Scores: 2004-2005</b>	Quotient on the Behavior Evaluation Scale-Second Edition: Average Quotient 71.73
<b>Updated Scores: 2005-2006</b>	Quotient on the Behavior Evaluation Scale-Second Edition: Average Quotient 80.5
<b>Updated Scores: 2006-2007</b>	BES scores will be available after December 2007

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## **H.B. WARD TECHNICAL and ACADEMIC CENTER**

### **Middle States Period of Appraisal for Reaccreditation**

**Summary - October 5, 2007**

In reviewing our latest student performance objective data, we have met our projected AFG student goals in some areas and have discovered which factors contribute to our success. We have also become more in tuned to the factors that hinder our successes in other areas. In our review, we realize that the constant change in our students' needs, staff and available resources make it imperative that we consistently monitor our growth in meeting our goals.

Our program, at this time, continues to strive to reach the set objectives in our AFG plan. We continue to make yearly progress in each of our objectives; however, we have only met or exceeded our stated goals for about half of our objectives. Dedicated staff, the increase in available technology and some basic building improvements have assisted us in being successful in these goals. Changing programs, changing staff members and a change in our student population have contributed to our lack of success in other areas.

Challenges that remain consistent are the changing nature of our student population and their needs along with the regular changing of staff members. Due to the nature of BOCES being a service for surrounding school districts, our students' needs change as the surrounding districts needs for our services change. For example, we seem to be receiving more emotionally needy students in our Academic Center, thereby causing our focus to address social/emotion issues before encouraging success in academics. We are obligated and willing to provide districts with services that they will use and that will benefit their students. Being the largest BOCES in New York State with the most employees, yearly staff changes are inevitable. In order to overcome these challenges we continue to remain focused on our goals.

Overall we are satisfied with the growth that has occurred thus far under existing circumstances. We continue to use our AFG objectives to set our goals for each year and keep us all focused and together as a team. It is exciting when our progress exceeds our expectations and this gives us reason for celebration. These successes assist us in remaining motivated and focused on improving the goals that have not been as successful thus far.

The Accreditation for Growth Process has proven to be an invaluable tool in maintaining a high quality learning and teaching environment. We will continue to monitor our progress closely and make modifications to increase student achievement.

## AFG ACADEMIC OBJECTIVE (8 MEASURES)

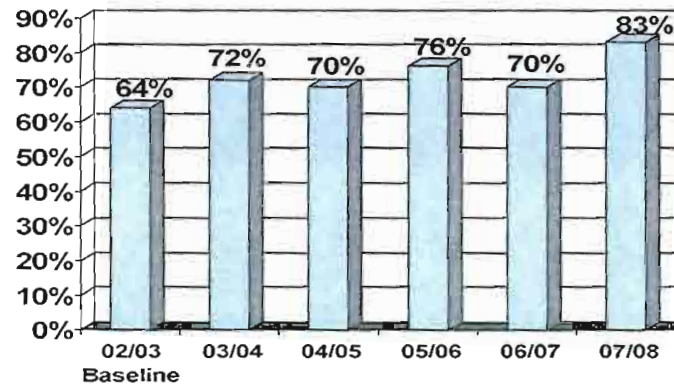
By the year 2008 students, upon completion of their classes at the H. B. Ward Center, will demonstrate enhanced employability and/or readiness for further education, as evidenced by the following criteria:

### INTERNAL:

a.) 85% will receive a "Certificate of Completion" from their respective Career or Technical Education class.

Baseline 02/03	64%
03/04	72%
04/05	70%
05/06	76%
06/07	70%
07/08	83%

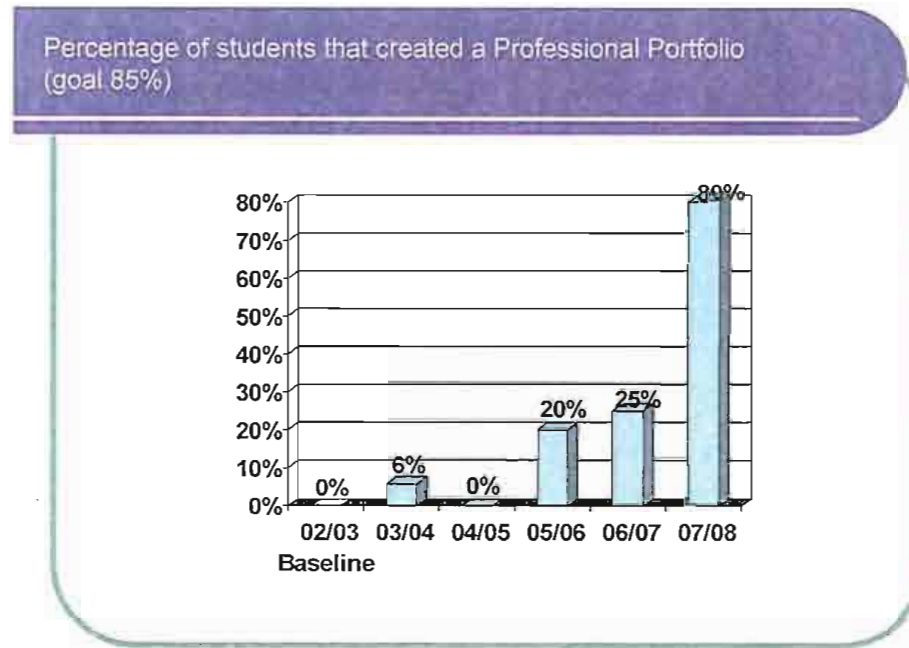
Percentage of students who received a "Certificate of Completion" from their Career or Technical Education Class (Goal 85%)



b) 85% will have created a professional portfolio.

(Containing minimally these items: cover letter, resume, internship rubric and/or other references, 3-5 pieces of evidence of their best work, employability profile and a “Technology Literacy Certificate”)

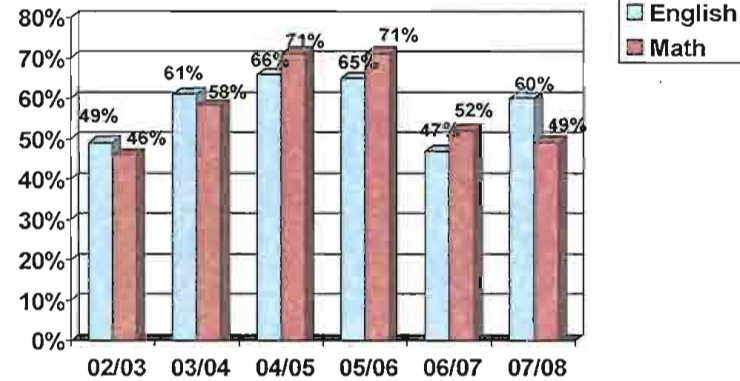
Baseline 02/03	0%
03/04	6%
04/05	0% (“Technology Literacy Certificate” was not offered this year due to changes in the tutorial program No portfolio contained all items listed above.)
05/06	20%
06/07	25%
07/08	80%



c.) The percentage of students receiving a quarterly grade of 70% or better in English and Math classes in the Academic Center will increase by 25% by June 2008 (comparing yearly percent averages).

Baseline 02/03	1Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	Average
English	53%	41%	51%	52%	49%
Math	43%	56%	47%	37%	46%
03/04					
English	67%	74%	59%	42%	61%
Math	45%	70%	62%	54%	58%
04/05					
English	60%	59%	72%	74%	66%
Math	62%	65%	82%	73%	71%
05/06					
English	63%	61%	68%	68%	65%
Math	80%	75%	58%	71%	71%
06/07					
English	49%	39%	57%	42%	47%
Math	70%	39%	50%	50%	52%
07/08					
English					60%
Math					49%

Percentage of students receiving a quarterly grade of 70% or better in English & Math classes in the Academic Center (yearly averages)  
(goal 25% increase)



d.) The percentage of students receiving a quarterly grade of 70% or better in their Career Ed. or Special Career Education classes will increase by 15% by June 2008 (comparing yearly percent averages).

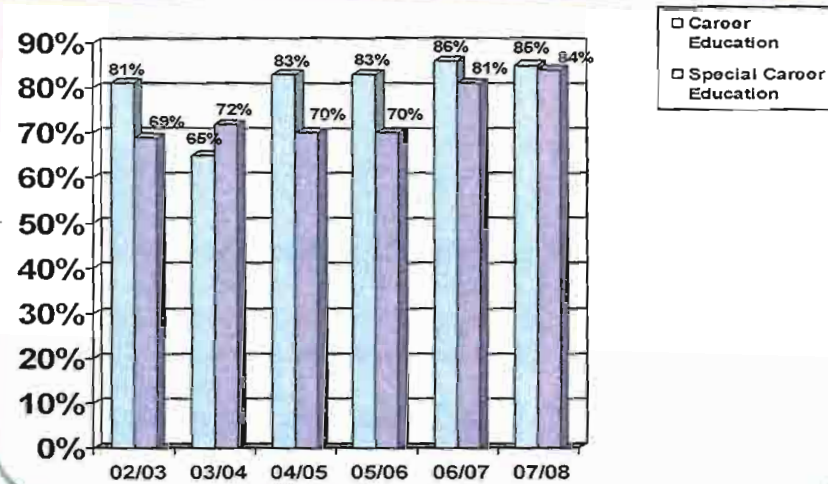
	1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	Average
<b>Baseline 02/03</b>					
Career Education:	89%	81%	78%	74%	81%
03/04					
Career Education	67%	63%	64%	65%	65%
04/05					
Career Education	92%	83%	79%	79%	83%
05/06					
Career Education	89%	84%	81%	79%	83%
06/07					
Career Education	91%	85%	86%	83%	86%
07/08					
Career Education					85%



**Baseline 02/03**

<b>Special Career Ed:</b>	82%	77%	62%	54%	69%
03/04					
Special Career Ed.	79%	78%	65%	65%	72%
04/05					
Special Career Ed.	81%	67%	74%	59%	70%
05/06					
Special Career Ed.	79%	73%	71%	57%	70%
06/07					
Special Career Ed.	85%	87%	77%	73%	81%
07/08					
Special Career Ed.					84%

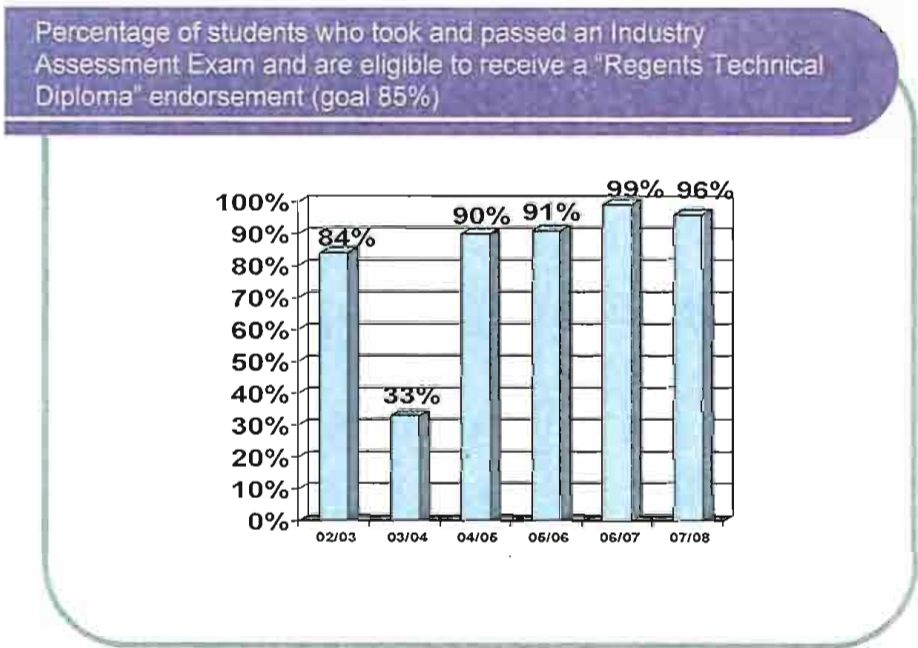
Percentage of students receiving a quarterly grade of 70% or better in Career or Special Career Education (yearly averages) (goal 15% increase)



**EXTERNAL:**

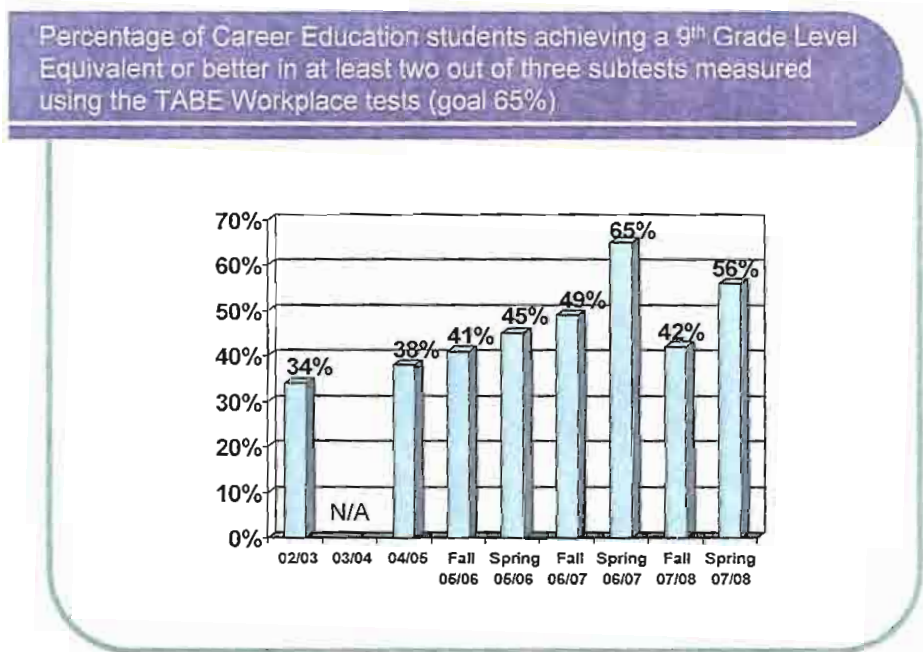
e.) **85% of those who take the industry standard exams will pass them and be eligible to receive a “Regents Technical Diploma” endorsement.**

Baseline 02/03	84% (IS exams only available for select programs)
03/04	33% (score based on written exam only)
04/05	90% (score based on written, practical and portfolio)
05/06	91%
06/07	99% (score based on written, practical and portfolio)
07/08	96%



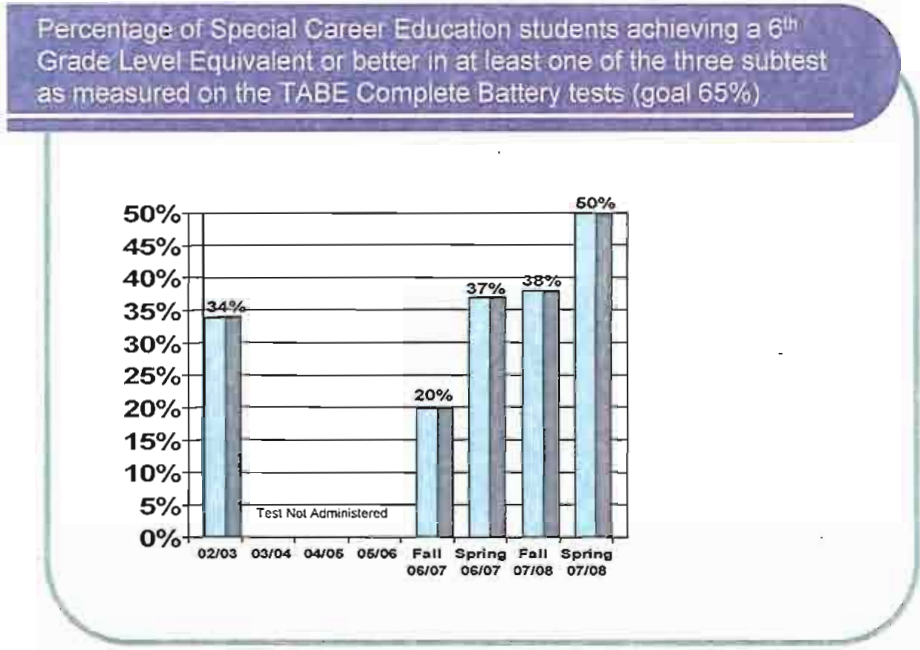
f.) 65% of our Secondary Career Education students will achieve a 9<sup>th</sup> Grade Level Equivalent or better in at least two out of three subtests (Reading/Total Math/Language) as measured on the TABE WORKPLACE tests.

Baseline 02/03	34%
03/04	Not given
04/05	38%
Fail 05/06	41%
Spring 05/06	45%
Fall 06/07	49%
Spring 06/07	65%
Fall 07/08	42%
Spring 07/08	56%



**g.) 65% of our Special Career Education students will achieve a 6<sup>th</sup> Grade Level Equivalent or better in at least one of the three subtests (Reading/ Math/ Spelling) as measured on the TABE COMPLETE BATTERY tests.**

Baseline 02/03	34%
03/04	Not given
04/05	Not given (administration manual arrived late)
05/06	Scores invalid due to test administration error
Fall 06/07	20%
Spring 06/07	37%
Fall 07/08	38%
Spring 07/08	50%

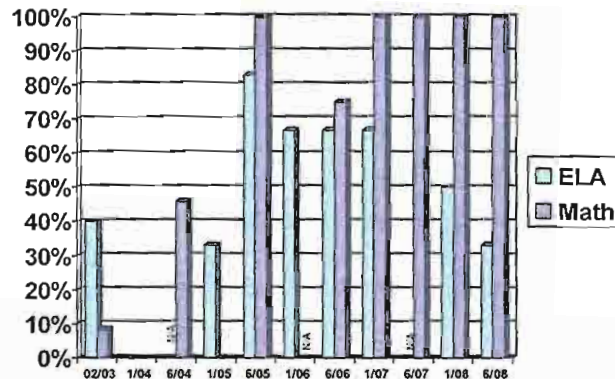


**h.) State Exam Passing Rates in the Academic Center will improve.**

**75% of our non-CSE identified (not Special Education) students in the Academic Center will pass the ELA & Mathematics Regents Exams they take.**

Baseline 02/03	ELA 40%	Math 8% (50% with '03 variance)
1/04	ELA 0%	Math 0%
6/04	ELA --	Math 46%
1/05	ELA 33%	Math 0%
6/05	ELA 83%	Math 100%
1/06	ELA 67%	Math NA (no students scheduled)
6/06	ELA 67%	Math 75%
1/07	ELA 67%	Math 100%
6/07	ELA	Math
1/08	ELA 50%	Math 100%
6/08	ELA 33%	Math 100%

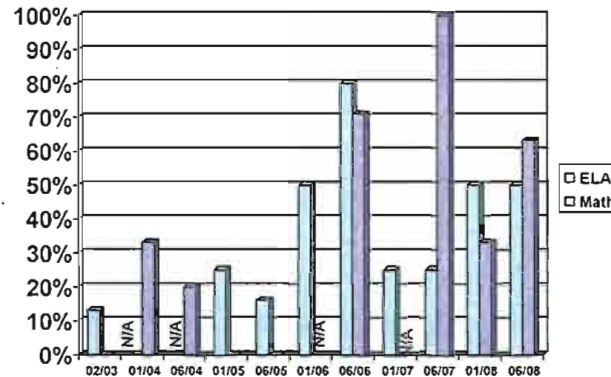
Percentage of non Special Education students in the Academic Center passing the ELA & Math regents exams (goal 75%)



**i.) 50% of our CSE-identified (Special Education) students in the Academic Center will pass the ELA and Mathematics Regents Exams they take.**

Baseline 02/03	ELA 13%	Math 0% (50% with '03 variance)
01/04	ELA --	Math 33%
06/04	ELA --	Math 20%
01/05	ELA 25%	Math 0%
06/05	ELA 16%	Math 0%
01/06	ELA 50%	Math NA (no students scheduled)
06/06	ELA 80%	Math 71%
01/07	ELA 25%	Math NA (1 student scheduled didn't show)
06/07	ELA 25%	Math 100%
01/08	ELA 50%	Math 33%
06/08	ELA 50%	Math 63%

Percent of Special Education students passing the ELA & Math Regents Exams in the Academic Center (goal 50%)



**j.) 75% of our CSE-identified (Special Education) students in the Academic Center will pass the Regents Competency Tests (RCTs) in Reading, Writing and Math they take.**

Baseline 02/03

Reading: 100% (6 out of 6, 3 no shows)  
 Writing: 63% (5 out of 8, 2 no shows)  
 Math: 30% (3 out of 10, 4 no shows)

Combined average: 58% (14 passed, 24 took, 9 no shows)

1/04 Reading: snow day  
 Writing: snow day  
 Math: 55%

6/04 Reading: 55%  
 Writing: 64%  
 Math: 57%

1/05 Reading: 60%  
 Writing: 66%  
 Math: 50%

6/05 Reading: 20%  
 Writing: 60%  
 Math: 55%

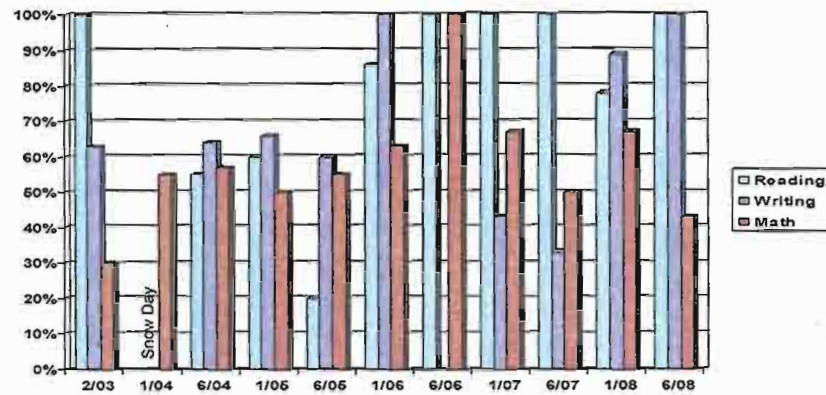
1/06 Reading: 86%  
 Writing: 100%  
 Math: 63%

6/06 Reading: 100%  
 Writing: 0%  
 Math: 100%

1/07 Reading: 100%  
 Writing: 43%  
 Math: 67%

6/07	Reading	100%
	Writing	33%
	Math	50%
1/08	Reading	78%
	Writing	89%
	Math	67%
6/08	Reading	100%
	Writing	100%
	Math	43%

Percentage of Special Education Students in the Academic Center passing the RCTs in Reading, Writing & Math (goal 75%)





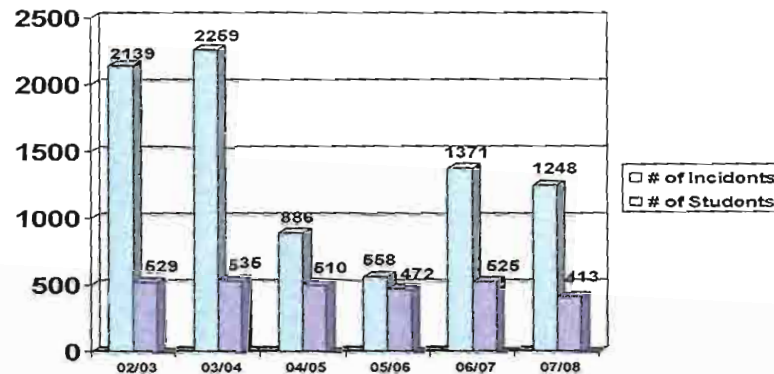
## AFG BEHAVIORAL OBJECTIVE (2 MEASURES)

By the year 2008 H. B. Ward students will demonstrate increased Emotional Intelligence (EQ) as measured by:  
**INTERNAL:**

- a.) A decrease of 25% in the number of referrals for infractions of the BOCES Code of Conduct resulting in students being removed from their classrooms to receive in-school behavioral intervention services ( in ratio to the number of students on campus).

Baseline	02/03:	2139 incidents/529 students (average of 4.04/student)
	03/04:	2259 incidents/535 students (average of 4.22/student)
	04/05:	886 incidents/510 students (average of 1.74/student)
	05/06:	558 incidents/472 students (average of 1.18/student)
	06/07:	1371 incidents/525 students (average of 2.61/student)
	07/08:	1248 incidents/413 students (average of 3.02/student)

Number of referrals for infractions of the BOCES Code of Conduct  
(goal 25% decrease)



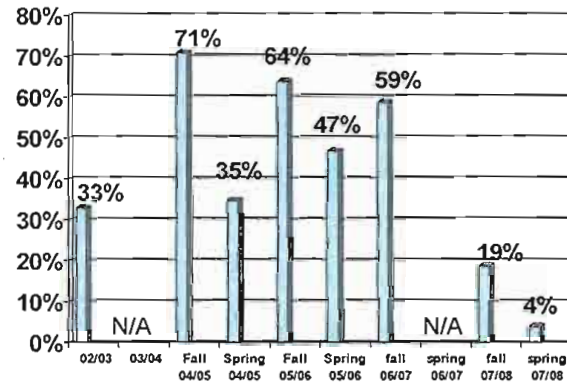
**EXTERNAL:**

**b.) Improvement on the BarOn Emotional Quotient Inventory Youth Version (S)**

**By the year 2008, 85% of the students in our Academic Center will score at or above average on 4 of the 5 subtests. (Intrapersonal, Interpersonal, Stress Management, Adaptability, Total)**

Baseline	02/03	33%
	03/04	n/a
	04/05 (Sept)	71%
	04/05 (May)	35%
	05/06 (Fall)	64%
	05/06 (Spring)	47%
	06/07 (Fall)	59%
	06/07 (Spring)	n/a
	06/08 (Fall)	19%
	06/08 (Spring)	4%

Percentage of students in the Academic Center scoring at or above average on 4 of 5 subtests on EQ (goal 85%)



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# **WESTHAMPTON BEACH LEARNING CENTER**

## **Middle States Period of Appraisal for Reaccreditation Summary**

October 4, 2007

The Middle States accreditation process has provided the WHBLC with a framework that allows us to review our AFG performance objectives, analyze the data and plan accordingly.

A review of the academic objectives revealed the following:

- The Stanford scores exceeded our expectations in the area of reading while scores in the area of math were maintained. The READ 180 Program was instituted last year and may have contributed to the improvement in the area of reading. We will concentrate on improving math scores through staff development and curriculum work.
- The Hawaii Early Learning Profile (HELP) was initially a checklist. The data obtained from the strands was initiated in the 04/05 school year and has caused the data to reflect a negative result. The strands provided increased diagnostic information that was less subjective than the original checklist. In conjunction with the change in format, our population has become more medically involved as well as more cognitively challenged.
- The improvement in the alternate assessment is based on a number of factors. There has been extensive staff development and training. Additionally the curriculum
- Teacher provides on-site support as well as turn-key training. The Integrated Service Delivery Model has provided an avenue for improving the skills of students and staff through an inherent consult occurring in the classroom.
- RCT scores are no longer applicable due to the elimination of a 9 through 12 program.
- The NY general assessments have not improved as predicted. Many of the students who once attended our program are now educated in their home district. The cognitive ability of those students who are attending has decreased tremendously. In addition, much of our population is transient and very often comes to us from a hospitalization or home schooling. Their foundation skills are weak and fragmented at best. Our challenge is to find academic interventions that can remediate many of the weaknesses which are present. Our curriculum teacher will offer staff development to assist in this area.

A review of the social/behavioral objectives revealed the following:

- The BES scores have decreased since the baseline data was collected due to the increase in students with psychiatric issues.
- The baseline data collected for the Vineland was obtained when the population was higher functioning i.e. increased ability in the areas of self-help, physical and cognitive domains. The new test form also presented a noticeable negative change in scores. In order to address these weaknesses the work activities program was developed and enhanced to focus on daily living skills, simulated work settings/experience and community education. A social skills committee was developed which produced a curriculum for the Elementary Autism program. The curriculum has been implemented for the first time this year.

- Visits to the Quiet Room utilized by the Autism and Pre-voc programs increased dramatically this year. The number of visits to the Crisis Room utilized by the Elementary and Middle School behavioral students increased slightly. This number reflects a small number of students whose behaviors escalated during the 06/07 school year. Some of the behavior changes were the results of the need for medical re-evaluation as well as environmental factors. The increased incidents were due to pendency and the long wait time involved in placing a student in a more restricted environment i.e. residential. The support of the consult psychiatrist was a tremendous help to the families and districts. The challenge is gaining his assistance due to the limited amount of time he can offer the campus. The staff has been provided with BIPP and CPI training to help support the students in crisis. In addition, the crisis teams participated in on-going training throughout the year to help maintain the skills needed to create and maintain a safe environment for students in crisis. Training will be continued throughout the current year.
- There are a variety of factors affecting the move to less restrictive environments. The students who were previously attending our program and were candidates for a less restrictive environment are remaining in district to participate in their own programs. In addition, we are receiving more students with intense behavior and medical issues many of whom are requiring individual aides. Lastly, our elementary district-based students did not have a continuum of services which allowed them to continue in a district-based setting resulting in their return to a more restrictive environment. As a result we requested a middle school location for the 07/08 school year and in August we received a classroom in Riverhead Middle School.

Although the program can identify the reasons and understand the lack of progress in certain areas, we are committed to overcoming many of the challenges we face through increased staff development, committee work and creation of programs which may better serve the current population. The staff is proud of the gains we have made and are invested in continuing to develop programs that will improve performance. Comparing the baseline data to the current data is not a true indicator of our progress or lack there of due to the dramatic changes that have occurred over the last five years. The process does however help us to keep our eye on the goals we have created for ourselves and our students.

## **Student Performance Objectives *Academic Objective***

- 1. By the year 2008, the Westhampton Beach Learning Center students will demonstrate improved academic achievement as measured by the following:**
  - a) a 5% improvement in Stanford Diagnostic Test scores (Form J)**

### Number of Students Scoring on Each Grade Level (Reading)

Scores are reflective of the Elementary Behavioral Program and the Intensive Counseling Program grades K-12.

Reading Score (Grade Equivalent)	2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Pre-K	0	0	0	0	0	0	5
K	0	0	0	0	0	0	4
K.5	2	1	0	0	1	0	2
1.0	3	3	2	3	2	1	2
1.5	4	4	3	2	0	1	6
2.0	5	4	2	3	4	5	5
2.5	4	4	4	7	3	5	4
3.0	0	2	4	1	3	5	5
3.5	2	4	6	2	3	2	8
4.0	2	4	6	2	1	1	0
4.5	0	0	0	2	0	0	0
5.0	0	0	0	0	0	1	2
5.5	2	0	0	4	3	0	2
6.0	2	0	2	0	1	2	0
6.5	1	0	0	0	0	0	0
7.0	1	2	0	3	1	0	0
7.5	0	1	1	1	0	3	2
8.0	0	0	0	1	0	0	0
8.5	0	0	2	0	0	1	0
9.0	0	0	1	0	1	1	0
9.5	0	0	0	0	1	0	1
10.0	0	0	0	1	1	1	1
10.5	0	0	0	0	1	0	1
11.0	1	0	0	0	0	0	0
11.5	0	0	0	0	1	1	0
12.0	0	0	0	1	0	1	1
Post-HS	1	0	0	1	0	2	3
<b>Total # of Students</b>	<b>30</b>	<b>29</b>	<b>33</b>	<b>34</b>	<b>27</b>	<b>33</b>	<b>45</b>
<b>Average Grade Equivalent</b>	<b>3.51</b>	<b>2.77</b>	<b>3.5</b>	<b>4.3</b>	<b>4.3</b>	<b>5.0</b>	<b>4.4</b>
<b>Percent Improvement</b>	<b>NA</b>	<b>NA</b>	<b>26%</b>	<b>23%</b>	<b>0%</b>	<b>16%</b>	<b>(12%)</b>

- As of 2003-2004 school year the student's in the High School level Intensive Counseling Program were relocated to another site.

### Number of Students Scoring on Each Grade Level (Math)

Scores are reflective of the Elementary Behavioral Program and the Intensive Counseling Program grades K-12.

Math Scores (Grade Equivalent)	2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Pre-K	0	0	0	0	0	0	8
K	0	0	0	0	0	0	3
K.5	2	2	1	2	0	2	3
1.0	3	3	3	3	4	0	4
1.5	8	4	2	0	1	3	6
2.0	2	2	1	5	4	3	5
2.5	1	5	8	8	2	4	7
3.0	2	3	1	3	2	5	2
3.5	2	1	6	0	1	4	2
4.0	0	2	0	1	2	1	5
4.5	3	1	5	1	1	2	1
5.0	0	1	1	3	2	0	0
5.5	4	1	3	2	2	3	2
6.0	1	0	1	0	1	1	1
6.5	1	0	0	0	0	0	0
7.0	0	0	0	1	0	0	0
7.5	0	1	0	0	1	0	0
8.0	0	0	1	1	1	1	0
8.5	0	0	0	1	0	1	0
9.0	1	0	0	1	1	0	1
9.5	0	0	0	0	0	0	2
10.0	0	0	0	0	0	0	0
10.5	0	0	0	0	0	0	0
11.0	0	0	0	1	1	0	0
11.5	0	0	0	0	0	0	0
12.0	0	0	0	0	0	0	0
Post-HS	1	0	0	1	0	2	2
<b>Total # of Students</b>	<b>31</b>	<b>31</b>	<b>33</b>	<b>34</b>	<b>26</b>	<b>33</b>	<b>43</b>
<b>Average Grade Equivalent</b>	<b>3.4</b>	<b>2.56</b>	<b>3.2</b>	<b>3.7</b>	<b>3.8</b>	<b>3.8</b>	<b>3.7</b>
<b>Percent Improved</b>	<b>NA</b>	<b>NA</b>	<b>25%</b>	<b>15%</b>	<b>2%</b>	<b>0%</b>	<b>(2%)</b>

- As of 2003-2004 school year the students in the High School level Intensive Counseling Program were relocated to another site.

b) a 25% improvement in General Fund of Information on the Hawaii Early Learning Profile.

**Age-Equivalents for the General Fund of Information Domain  
of the Hawaii Early Learning Profile (HELP) by Student**

Data obtained from a random sampling of students from the Elementary Autism,  
Pre-Vocational, Functional Academics, ITP, and SMILES programs

- NA indicates scores not available due to student no longer enrolled at WHBLC

Student Number	2001-2002 (age equiv. in months) (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1	48	66	N/A	N/A	N/A	N/A	N/A
2	66	N/A	N/A	N/A	N/A	N/A	N/A
3	60	N/A	N/A	N/A	N/A	N/A	N/A
4	15	26	N/A	N/A	N/A	N/A	N/A
5	63	72	N/A	N/A	N/A	N/A	N/A
6	52	54	66	54	41	48	N/A
7	45	45	50	48	54	41	48
8	67	72	73	70	50	60	16
9	39	N/A	N/A	N/A	N/A	N/A	N/A
10	42	48	48	60	N/A	67	N/A
11	68	72	N/A	N/A	50	66	N/A
12	18	18	27	50	52	48	48
13	12	15	15	17	18	15	16
14	27	30	N/A	N/A	N/A	N/A	N/A
15	60	62	72	N/A	72	N/A	N/A
16	12	12	17	8	16	13	10
17	15	33	N/A	N/A	N/A	N/A	N/A
18	72	72	N/A	N/A	72	N/A	N/A
19	38	66	66	80	80	N/A	N/A
20	29	42	48	20	18	18	N/A
21	54	56	66	N/A	72	N/A	N/A
22	48	60	64	60	50	N/A	N/A
23	65	50	63	60	66	N/A	N/A
24	36	36	45	N/A	64	N/A	N/A
25	68	71	N/A	N/A	N/A	N/A	N/A
26	24	25	48	54	65	60	N/A
27	44	53	60	58	60	15	60
28	9	15	15	5	15	60	13
29	36	42	36	50	60	5	72
30	44	55	55	55	N/A	N/A	22

Student Number	2001-2002 (age equiv. in months) (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
31	42	42	54	N/A	54	23	N/A
32	26	29	33	39	23	N/A	N/A
33	48	60	60	N/A	60	N/A	N/A
34	36	N/A	N/A	N/A	N/A	N/A	N/A
35	64	55	54	N/A	72	N/A	N/A
36	66	47	66	N/A	N/A	N/A	N/A
37	45	66	73	66	66	N/A	N/A
38	27	48	54	N/A	54	N/A	N/A
39	51	33	33	46	N/A	N/A	N/A
40	15	27	N/A	N/A	22	27	36
41	22	29	30	18	20	20	20
42	9	N/A	N/A	N/A	N/A	10	12
43	16	29	32	12	12	14	N/A
44	42	60	54	54	66	56	59
45	5	15	15	11	12	15	18
46	23	33	33	19	21	21	N/A
47	15	15	23	17	12	12	12
48	6	8	12	9	13	13	10
49	18	17	N/A	N/A	N/A	N/A	N/A
50	15	21	22	25	30	30	30
51	28	33	N/A	N/A	N/A	N/A	N/A
52	13	13	18	10	10	10	10
53	15	16	15	15	16	18	18
54	15	33	N/A	N/A	N/A	N/A	N/A
55	9	13	N/A	N/A	N/A	N/A	N/A
56	9	15	15	9	11	11	14
57	30	22	27	10	12	14	15
58	4	4	N/A	N/A	N/A	N/A	N/A
59	3	3	6	5	7	7	7
60	9	8	8	8	10	10	10
61	18	18	19	19	22	22	22
62	2	2	N/A	N/A	N/A	N/A	N/A
63	3	4	8	8	N/A	9	9
64	3	4	11	3	5	5	5
65	2	3	8	5	7	7	7
66	11	11	N/A	N/A	N/A	N/A	N/A
67	34	N/A	N/A	N/A	N/A	N/A	N/A
68	13	14	14	14	15	20	24
69	3	4	12	8	N/A	N/A	N/A
70	7	8	8	8	9	9	12
71	2	2	2	4	5	5	5
72	20	20	20	20	22	22	20



Student Number	2001-2002 (age equiv. in months) (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
73	4	4	12	11	13	N/A	N/A
74	3	3	14	12	12	N/A	N/A
75	3	N/A	N/A	N/A	N/A	N/A	N/A
<b>Avg. Score (months)</b>	<b>28.4</b>	<b>31.75</b>	<b>34.5</b>	<b>28.0</b>	<b>34.4</b>	<b>24.4</b>	<b>22.1</b>
<b>Percent Improved</b>	<b>NA</b>	<b>NA</b>	<b>8%</b>	<b>(22%)</b>	<b>22%</b>	<b>(29%)</b>	<b>(9%)</b>

**\*\*Note:** In the 2004-2005 school year the assessment tool was changed to an updated form; HELP Strands provide us with more specific diagnostic information\*\*

**c) New York State Alternate Assessment average scores will increase by 10% per year in each of the Content Areas.**

**Campus Wide Averages of NYS Alternate Assessment Levels**

	2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>ELA</b>	2.5	2	3	3	3.8	3.3	N/A
<b>MST</b>	2.5	2	3	3	3.9	3.3	N/A
<b>HPE</b>	2.4	2	3*	3	3.4	3.0	N/A
<b>SS</b>	2.3	2	3	3	3.4	3.3	N/A
		2	3	3	3.62	3.2	N/A
<b>% change</b>	N/A	N/A	50%	0%	20%	12%	N/A

- alternate assessment changed from HPE to Science for this school year

**d) a 5% increase in scores for students taking the New York State Regents/RCT**

(This objective and its two sets of data are no longer applicable due to the relocation of the Intensive Counseling Program to another BOCES site)

**Average Regents Scores**

Regents	2001-2002 # of students/Avg. Score (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
English	16/59.3						
US Hist. Gov't	14/60.0						
Global Studies	21/57.8						
Seq Math 1	17/50.0						
Seq Math 2	5/53.4						
Seq Math 3	2/40.5						
Math A	8/35.1						
Math B	0 students taking						
Earth Science	10/65.3						
Biology	1/82.0						
Chemistry	0 students taking						
Physics	0 students taking						
Language	1/70.0						

**Average RCT Scores**

RCT	2001-2002 # of students/Avg. Score (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Reading	15/82.2						
Writing	16/76.0						
Math	25/76.4						
Global Studies	14/58.8						
US History	8/62.7						
Science	22/76.0						
Spanish	7/85.0						
Intro. To Occ.	0 students taking						
Health Occ.	0 students taking						

e) students will improve by 10% on the New York State assessment (4<sup>th</sup> grade ELA/Math/Science- 5<sup>th</sup> grade Social Studies- 8<sup>th</sup> grade ELA/Math/Science/Social Studies/Technology)

**Average Scores for NYS Assessments**

Test	# tested	2002 Avg. Score (Baseline)	2003 Avg. Score (Baseline)	2004 Avg. Score	2005 Avg. Score	2006 Avg. Score	2007 Avg. Score	2008 Avg. Score
ELA –Grade 4	3	2.00	1.6	1.5	1.83	1.00	1.00	1.40
Math-Grade 4	4	1.75	2.17	1.5	2.16	1.00	1.00	N/A
Science-Grade 4	4	36.25	45.80	26.33		N/A	N/A	N/A
Social Studies-Grade 5	3	1.00	2.43	2.42	1.86	1.00	N/A	N/A
Social Studies Grade 8	9	2.00	2.17	1.33	1.25	1.7	N/A	N/A
Math- Grade 8	9	1.67	1.43	1.25	1.0	1.29	1.0	N/A
Science Grade 8	9	2.50	2.2	1.66	1.25	2.14	N/A	N/A
Technology-Grade 8	8	29.63	N/A	N/A	N/A	N/A	N/A	N/A
ELA Grade 8	9	2.00	2.00	1.25	1.0	1.43	1.6	1.5

**Social/Behavioral Objective**

1. By the year 2008, the Westhampton Beach Learning Center students will demonstrate improved social/behavioral skills as measured by the following:

a) a 25% improvement in overall scores on the Behavioral Evaluation Scale (BES)

**Program Wide Average Quotient on the Behavioral Evaluation Scale (BES)**

Data obtained from students enrolled in the Intensive Counseling Program and Elementary Behavioral Program

# of students	2001-2002 Avg. Quotient (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
34	63.3	66.9	67.9	63.8	84.3	80.9	81.1
% change		5%	1%	(6%)	32%	(4%)	0%

- As of the 2003-2004 school year the student's in the Intensive Counseling Program were relocated to another site.

**b) a 25 % improvement in overall scores on the socialization Domain of the Vineland Adaptive Behavior Scale**

**Vineland Adaptive Behavior Scale Scores (Socialization Domain)  
by Student**

Data obtained from a random sample of students from the Elementary Autism, Pre-Vocational, ITP, SMILES and Functional Academics programs.

Student Number	2001-2002 Raw Score (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1	53	71	161	167	N/A	N/A	N/A
2	71	75	N/A	N/A	N/A	N/A	N/A
3	63	65	N/A	N/A	N/A	N/A	N/A
4	10	31	N/A	N/A	N/A	N/A	N/A
5	33	57	N/A	N/A	N/A	N/A	N/A
6	22	29	107	116	40	59	40
7	46	50	138	134	50	45	45
8	39	45	63	18	45	45	60
9	24	N/A	N/A	N/A	N/A	N/A	N/A
10	28	23	40	108	N/A	37	48
11	40	19	110	59	42	48	48
12	30	38	79	56	57	55	48
13	13	14	56	52	36	<20	40
14	20	49	53	113	47	56	47
15	22	25	N/A	N/A	N/A	N/A	N/A
16	22	43	88	110	53	50	50
17	18	34	71	71	51	4	42
18	33	40	N/A	N/A	N/A	N/A	N/A
19	44	51	71	84	43	58	46
20	33	42	84	39	42	45	N/A
21	22	19	42	18	40	37	N/A
22	41	47	27	121	53	48	55
23	37	27	110	24	42	46	N/A
24	41	62	N/A	N/A	N/A	N/A	N/A
25	61	71	N/A	N/A	65	63	67
26	39	56	88	153	N/A	N/A	N/A
27	48	49	124	126	43	55	51
28	37	48	151	156	57	64	N/A
29	44	31	N/A	N/A	N/A	N/A	N/A
30	24	27	46	75	57	51	45

Student Number	2001-2002 Raw Score (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
31	26	27	42	92	51	48	40
32	61	42	99	108	51	59	49
33	15	42	N/A	24	37	34	34
34	44	27	N/A	N/A	N/A	N/A	N/A
35	54	42	126	91	N/A	N/A	38
36	53	51	N/A	N/A	N/A	N/A	N/A
37	24	46	88	66	57	64	45
38	64	17	42	33	17	40	36
39	59	63	N/A	N/A	N/A	N/A	N/A
40	72	N/A	N/A	N/A	71	71	70
41	35	80	N/A	N/A	N/A	N/A	N/A
42	58	43	95	N/A	38	38	N/A
43	41	52	144	164	51	N/A	N/A
44	33	51	N/A	N/A	N/A	51	45
45	44	45	95	160	50	76	47
46	48	34	92	108	N/A	N/A	N/A
47	53	55	119	126	42	48	N/A
48	24	60	84	141	62	62	43
49	71	38	N/A	102	N/A	N/A	N/A
50	41	73	N/A	214	81	56	64
51	67	31	N/A	N/A	N/A	N/A	N/A
52	44	*	*	*	43	N/A	40
53	48	*	*	*	40	<20	40
54	46	*	*	*	N/A	40	37
55	63	*	*	*	42	20	46
56	53	*	*	*	51	47	54
57	38	*	*	*	32	46	47
58	40	*	*	*	43	45	45
59	46	*	*	*	<20	37	37
60	52	*	*	*	<20	<20	37
61	61	*	*	*	N/A	N/A	N/A
62	43	*	*	*	49	N/A	44
63	46	*	*	*	N/A	N/A	N/A
64	47	*	*	*	<20	37	37
65	55	*	*	*	<20	<20	37
66	62	*	*	*	N/A	N/A	N/A
67	48	*	*	*	N/A	N/A	N/A
68	46	*	*	*	27	43	43
69	38	*	*	*	42	40	40

Student Number	2001-2002 Raw Score (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
70	< 20	*	*	*	N/A	N/A	N/A
71	39	*	*	*	<20	N/A	N/A
72	39	*	*	*	<20	<20	<20
73	< 20	*	*	*	<20	<20	37
74	< 20	*	*	*	N/A	N/A	N/A
75	< 20	*	*	*	<20	32	32
76	< 20	*	*	*	<20	32	32
77	50	*	*	*	<20	34	34
78	63	*	*	*	N/A	N/A	N/A
79	49	*	*	*	N/A	N/A	N/A
80	< 20	*	*	*	<20	38	38
81	31	*	*	*	N/A	N/A	N/A
82	< 20	*	*	*	<20	<20	34
83	< 20	*	*	*	<20	34	34
84	< 20	*	*	*	<20	21	34
85	< 20	*	*	*	<20	N/A	N/A
86	< 20	*	*	*	N/A	N/A	N/A
<b>Avg.</b>	<b>39</b>	<b>44</b>	<b>97</b>	<b>98</b>	<b>40**</b>	<b>42.3</b>	<b>43.3</b>
<b>% Change</b>		<b>12.8%</b>	<b>120%</b>	<b>1%</b>	<b>(59%)</b>	<b>5.8%</b>	<b>2%</b>

- indicates students who are no longer assessed in this area using this assessment tool
- \*\* Vineland Revised 2005-06 School year

c) a 50% decrease in the number of incidents requiring removal from the classroom to an alternate setting (ex: quiet room/crisis room)

### Quiet Room Utilization by Student

Data reflects students enrolled in the Elementary Autism and Pre-Vocational Programs

Student #	Total Visits 2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1	36	0	N/A	N/A	N/A	N/A	N/A
2	20	N/A	N/A	N/A	N/A	N/A	N/A
3	3	N/A	N/A	N/A	N/A	N/A	N/A
4	15	3	9	N/A	3	19	13
5	13	8	N/A	2	N/A	74	24
6	28	N/A	N/A	N/A	N/A	N/A	N/A
7	8	N/A	N/A	N/A	N/A	N/A	N/A

Student #	Total Visits 2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
8	15	0	N/A	2	59	12	7
9	11	8	59	21	0	0	0
10	1	0	N/A	0	0	3	21
11	2	N/A	N/A	N/A	0	0	0
12	24	0	7	30	2	23	27
13	4	2	0	20	1	9	5
14	23	47	N/A	N/A	N/A	N/A	N/A
15	2	6	9	21	12	40	5
16	1	8	0	0	7	2	3
17	3	0	N/A	N/A	N/A	N/A	N/A
18	22	41	35	28	N/A	N/A	N/A
19	1	0	0	0	0	1	0
20	23	24	N/A	N/A	N/A	N/A	N/A
21	8	0	15	0	15	12	1
22	6	N/A	N/A	N/A	N/A	N/A	N/A
23	24	14	1	N/A	N/A	N/A	N/A
24	5	6	5	0	10	35	41
25	8	1	N/A	N/A	N/A	N/A	N/A
26	1	0	0	9	1	2	0
27	9	3	0	3	19	65	N/A
28	8	2	13	1	N/A	N/A	N/A
29	6	0	0	0	0	0	0
30	13	N/A	N/A	N/A	N/A	N/A	N/A
31	4	1	8	8	18	3	0
32	2	1	0	0	0	0	2
<b>Total Visits</b>	<b>349</b>	<b>178</b>	<b>161</b>	<b>145</b>	<b>137</b>	<b>300</b>	<b>149</b>
<b>% decrease each year</b>	<b>-</b>	<b>49%</b>	<b>10%</b>	<b>9%</b>	<b>5.5%</b>	<b>+118.9%</b>	<b>50%</b>

### Crisis Room Utilization by Student

Data reflects students enrolled in the Elementary Behavioral and Intensive Counseling Program.

Student #	Total Visits 2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
1	5	3	N/A	N/A	N/A	N/A	N/A
2	8	N/A	N/A	N/A	N/A	N/A	N/A
3	27	34	N/A	N/A	N/A	N/A	N/A
4	17	16	15	2	6	32	1

Student #	Total Visits 2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
5	1	4	0	5	18	6	N/A
6	23	N/A	N/A	N/A	N/A	N/A	N/A
7	5	5	18	22	N/A	N/A	N/A
8	1	17	6	N/A	N/A	N/A	N/A
9	3	13	11	13	12	12	N/A
10	9	19	12	0	N/A	N/A	N/A
11	29	23	6	9	4	11	6
12	13	13	0	13	N/A	N/A	N/A
13	3	N/A	9	1	N/A	N/A	N/A
14	5	6	17	0	N/A	N/A	N/A
15	3	10	0	N/A	19	26	10
16	12	24	6	4	4	8	N/A
17	5	1	7	0	N/A	N/A	N/A
18	6	N/A	N/A	N/A	N/A	N/A	N/A
19	8	2	N/A	N/A	1	5	N/A
20	6	10	0	1	18	10	N/A
21	2	2	0	13	7	2	1
22	1	4	0	0	0	0	0
23	2	2	4	0	N/A	N/A	N/A
24	11	N/A	N/A	N/A	N/A	N/A	N/A
25	30	19	N/A	N/A	N/A	N/A	N/A
26	8	2	N/A	N/A	N/A	N/A	N/A
27	20	N/A	N/A	N/A	N/A	N/A	N/A
28	3	N/A	N/A	N/A	N/A	N/A	N/A
29	4	N/A	N/A	N/A	N/A	N/A	N/A
30	3	7	N/A	N/A	N/A	N/A	N/A
31	2	2	N/A	N/A	N/A	N/A	N/A
32	3	9	N/A	N/A	N/A	N/A	N/A
33	1	N/A	N/A	N/A	N/A	N/A	N/A
34	18	21	13	N/A	N/A	N/A	N/A
35	1	5	4	0	5	N/A	N/A
36	8	12	18	10	10	4	N/A
37	8	N/A	N/A	N/A	N/A	N/A	N/A
38	7	7	N/A	N/A	N/A	N/A	N/A
39	1	8	25	0	0	0	N/A
40	13	N/A	N/A	13	2	13	0
41	2	N/A	N/A	N/A	N/A	N/A	N/A
42	2	N/A	N/A	N/A	N/A	N/A	N/A



Student #	Total Visits 2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
43	3	2	N/A	N/A	N/A	N/A	N/A
44	2	4	N/A	N/A	N/A	N/A	N/A
45	1	N/A	N/A	N/A	N/A	N/A	N/A
46	7	22	N/A	N/A	N/A	N/A	N/A
47	10	5	N/A	N/A	N/A	N/A	N/A
48	1	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total Visits</b>	<b>363</b>	<b>439</b>	<b>172</b>	<b>106</b>	<b>106</b>	<b>129</b>	<b>18</b>
<b>% Change</b>	<b>-</b>	<b>21%</b>	<b>- 60%</b>	<b>- 38%</b>	<b>0%</b>	<b>22%</b>	<b>-86%</b>

d) 25% of the population will move to a less restrictive setting

**Campus Wide Percentage of Students Moving to a Less Restrictive Setting**

Setting	% of students 2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
6:1:1 class to 8:1:1	4.2%	9.7%	8.8%	5.3 %	2.8%	4.1%	8.8%
WHBLC to Inclusionary Transition Program (ITP)	4.2%	1.7%	2.5%	1.0%	1.6%	1.5%	4.8%
WHBLC to District	4.6%	6.75%	4.6%	11.1%	2.8%	3.4%	3.0%
Discrete Trial Teaching Class to Integrated Class	.8%	7.6%	5.4%	3.7%	N/A	N/A	N/A
Discontinued Individual Aide	1.2%	1.2%	1.2%	3.0%	3.0%	1.9%	5.5%
Full Day WHBLC to Half-Day Occupational Education	0%	0%	3.3%	2.0%	2.8%	.7%	1.1%
<b>Total:</b>	<b>15%</b>	<b>26.9%</b>	<b>25.8%</b>	<b>26.1%</b>	<b>13.0%</b>	<b>11.6%</b>	<b>23.2%</b>

e) a 25% decrease in out of school suspensions

**Total Number of Students and Number of Days In Out of School Suspension**

Total # of Students	Total # of days out 2001-2002 (Baseline)	2002-2003 (Baseline)	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
17	48	34	58	25	82	64	64
<b>% Change from baseline</b>		<b>-29%</b>	<b>21%</b>	<b>-48%</b>	<b>71%</b>	<b>-33%</b>	<b>-33%</b>

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# **WILLIAM FLOYD LEARNING CENTER**

## **Appraisal for Reaccreditation October 2007**

The William Floyd Learning Center has met many of the projected AFG student performance objectives. The objectives that have been completed from the Site Action plans are:

Objective 1: The Students at WFLC will demonstrate an improvement in reading comprehension.

Objective 2: The Students at WFLC will demonstrate a decrease in negative behavior due to enhanced curriculum.

Objective 3: By satisfying their needs, the students at WFLC will demonstrate an increased interest in learning.

Objective 4: The students at WFLC will show improved positive social interaction, as well as an overall improvement in positive behavior.

Objective 5: To increase positive social skills of the WFLC students.

The objectives that are ongoing are as follows:

Objective 6: The students at WFLC will demonstrate an improvement in academic progress and an increase in positive behavior as a result of Instructional Support Team.

Objective 7: To Increase Parent Involvement.

The factors that have contributed to the successful completion of the objectives indicated as 1-3 involve the deep commitment of the staff at WFLC. The staff's willingness and enthusiasm with their involvement in writing the action plans made them meaningful and relevant to all involved.

The Integrated Service Model for related services has contributed to an increase of "time on task" and more differentiated learning for a very diverse population of students.

Part of the unique nature of WFLC is the access to the general education elementary school that we are physically attached to. The Library is an integrated setting that we are able to utilize as part of the means to motivate our students to achieve higher learning outcomes.

The curriculum teacher has been integral in investigating new curriculum, designing staff development, and training everyone in new programs and materials. A shared lending library of professional materials has been developed.

The overall consistent language of the behavior management system has permeated the academic delivery, as the staff is consistent in modeling both behavioral standards and academic investment. The staff models the importance of reading as an individual activity continuously throughout the year.

WFLC has been successful in integrating technology meaningfully into the academic curriculum with Smart Board technology, process writing software and PowerPoint presentations. Time and funds were allocated for the staff to meet, research, and then purchase the technology tools to meet these objectives.

The variables that have hindered any progress were due to shifts in the program's staffing patterns which impacted time to plan and implement the objectives. For technology- the rapid growth of technological advances makes it difficult to remain on the forefront.

In addressing the objectives concerning behavior (Objective 4—5), a new rubric was developed by staff for the management system and training was held to insure continued consistency in the building wide approach to behavioral management. Retraining was held in Glasser's Control Theory. The BASES Mentor Program was developed and has continued to grow.

As in the Integrated Service Delivery Model that is linked to academic growth, the model for "push in" counseling services provides a seamless ongoing component to the management system that is relevant to their student's lives in school as well as developing the thinking and problem solving skills that they will utilize in all aspects of their school and personal lives.

The objectives that are ongoing are being addressed through committees for behavior management and school wide events that include events designed to foster parental involvement.

The challenges to continuous growth and completion of the existing objectives are being addressed through the formation of new committees and adoption of a communication system to facilitate the sharing of information to all staff more consistently and in a timely manner.

The program is satisfied overall with the growth that has occurred and is enthusiastic about the progress of the students. The staff at WFLC continues to be well invested in addressing changes in the program. The response of the staff is to develop committees that assess and address the facets of the programs in a continuous improvement model.

The WFLC staff is committed to the Accreditation for Growth process to improve the lives of the students by creating a community of life long learners who will have the opportunity to become positive, productive citizens.

## Student Academic Performance Objective

By the year 2008, students at WFLC will demonstrate an improvement in reading comprehension as measured by:

a. The average score for WFLC students, on the Stanford Reading Comprehension Subtest will increase by 20 months, by 2008.

*To read the chart below, track the grades on the diagonal, using the color guide, i.e. Grade 5 in 2001-02 becomes Grade 6 in 2002-03, where the Instructional Rate of Growth is then identified.*

### Chronological Grade

School Year	Kinder-garten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Instructional Rate of Growth
2001-02			K	1.3	2.1	2.5	2.7	-0-
2002-03			K.2	1.8	1.8	2.2	2.8	3 months
2003-04			1.4	1.5	2.4	2.6	3.3	1 year 1month
2004-05			1.3	1.5	2.1	2.0	No 6 <sup>th</sup> grade	(unable to track as there was no 6 <sup>th</sup> grade)
2005-06			1.2	1.8	2.2	2.4	3.2	1 year 2 months
2006-07			1.6	1.8	2.5	2.5	2.4	(none note for current 5 <sup>th</sup> grade)
2007-08			1.0	2.3	2.3	3.2	No 6 <sup>th</sup> grade	7 months

Students in Kindergarten and Grade I are assessed using Sesat I and II. This format does not identify Reading Comprehension as a separate assessment area.

**Stanford Conversion Chart**  
**Scaled Score to Grade Equivalent**  
**School Year 2001-02**

	<b>Grade Range</b>	<b>PK-5.3</b>	<b>PK-2.5</b>	<b>K.8-10.1</b>	<b>1.5-10.5</b>	<b>1.6-9.1</b>
<b>#</b>	<b>Grade</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1		448	525	492	599	570
2		578	600	633	625	639
3		455	423	528	563	693
4		656	534	528	656	635
5		472	504	600	656	672
6		524	499	683	567	599
7		516	552	623	563	593
8		378	543	569	573	639
9		504		538	656	611
10		378		538	702	543
11		378		698	573	563
12		419		558	559	672
13		512		585	567	605
14		378		518	563	618
15		378			605	570
16		378			539	639
17		491			656	580
18		491			577	596
19					593	656
20						608
21						556
22						577
	<b>Total</b>	<b>7956</b>	<b>4180</b>	<b>8091</b>	<b>11,392</b>	<b>13,434</b>
	<b># of students</b>	<b>18</b>	<b>08</b>	<b>14</b>	<b>19</b>	<b>22</b>
	<b>Average</b>	<b>442</b>	<b>522.5</b>	<b>577.9</b>	<b>599.5</b>	<b>610.6</b>
	<b>Grade Equivalent</b>	<b>K</b>	<b>1.3</b>	<b>2.1</b>	<b>2.5</b>	<b>2.7</b>

**Stanford Conversion Chart**  
**Scaled Score to Grade Equivalent**  
**School Year 2002-2003**

	<b>Grade Range</b>	<b>PK-2.4</b>	<b>K.2-12.9</b>	<b>K.2-5.2</b>	<b>PK-8.3</b>	<b>PK-9.1</b>
<b>#</b>	<b>Grade</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
1		438	710	653	438	653
2		438	454	454	685	556
3		441	454	572	586	591
4		596	537	640	667	438
5		572	544	499	653	618
6		487	630	524	591	634
7		493	530	637	601	396
8		468	601	487	447	630
9		537	524		558	671
10		493	506		551	601
11			591		678	650
12			601		572	650
13			493		558	596
14			544		551	596
15			512		558	558
16			691		634	622
17			558		558	609
18			512		579	671
19			572		637	649
20			601		524	544
21					643	
	<b>Total</b>	<b>4963</b>	<b>11,165</b>	<b>4466</b>	<b>12,269</b>	<b>12,230</b>
	<b># of students</b>	<b>10</b>	<b>20</b>	<b>08</b>	<b>21</b>	<b>20</b>
	<b>Average</b>	<b>451</b>	<b>558</b>	<b>558</b>	<b>584</b>	<b>612</b>
	<b>Grade Equivalent</b>	<b>K.2</b>	<b>1.8</b>	<b>1.8</b>	<b>2.2</b>	<b>2.8</b>

**Stanford Conversion Chart**  
**Stanine to Grade Equivalent**  
**School Year 2003-2004**

	Grade Range	Primary 1	Primary 2	Primary 3	Inter. 1	Inter. 2
#	Grade	2	3	4	5	6
1		6	3	4	5	6
2		2	1	2	4	4
3		2	1	9	3	5
4		1	1	6	1	3
5			1	2	3	4
6			1	4	2	4
7			1	6	2	1
8			1	5	1	2
9			1	3	2	3
10			1	1	5	2
11			3	1	2	8
12				3	2	3
13				2		1
14				2		4
15				1		2
16				2		5
17				2		2
18				3		2
19				4		2
20				3		1
21				2		1
22						2
<b>Total</b>		<b>11</b>	<b>15</b>	<b>67</b>	<b>32</b>	<b>67</b>
<b>Student #</b>		<b>4</b>	<b>11</b>	<b>21</b>	<b>12</b>	<b>22</b>
<b>Average</b>		<b>2.75</b>	<b>1.36</b>	<b>3.19</b>	<b>2.66</b>	<b>3.04</b>
<b>Grade Equivalent</b>		<b>1.4</b>	<b>1.5</b>	<b>2.4</b>	<b>2.6</b>	<b>3.3</b>

**Stanford Conversion Chart**  
**Scaled Score to Grade Equivalent**  
**School Year 2004-2005**

#	Grade Range Grade	2	3	4	5
1		443	513	527	578
2		437	551	493	588
3		601	513	553	532
4		500	507	582	635
5		589		606	549
6		478		640	574
7				629	585
8				541	549
9				591	597
10				549	566
11				549	588
12				570	604
13				553	644
14				570	574
15					570
16					566
17					562
18					549
19					628
20					604
21					576
22					554
23					588
24					597
25					664
26					549
<b>Total</b>		<b>3048</b>	<b>2084</b>	<b>7953</b>	<b>14660</b>
<b>#of students</b>		<b>6</b>	<b>4</b>	<b>14</b>	<b>26</b>
<b>Average</b>		<b>508</b>	<b>521</b>	<b>568</b>	<b>564</b>
<b>Grade Equivalent</b>		<b>1.3</b>	<b>1.5</b>	<b>2.1</b>	<b>2.0</b>



**Stanford Conversion Chart**  
**Scaled Score to Grade Equivalent**  
**School Year 2005-2006**

Grade Range		K.8-1.9	1.4-2.7	1.5-6.2	1.7-6.4	2.1-6.5
#	Grade	2	3	4	5	6
1		556	533	545	591	577
2		454	524	527	594	602
3		528	594	649	594	577
4		437	576	532	574	573
5		474	513	594	578	637
6		478	519	582	538	653
7			568	549	578	629
8			524	560	566	637
9			519	570	562	632
10			594	563	549	608
11				597	619	632
12				553	652	568
13				622	597	581
14					610	611
15					558	592
16					594	
17					562	
<b>Total</b>		<b>2927</b>	<b>5464</b>	<b>7443</b>	<b>9916</b>	<b>9109</b>
<b>#of students</b>		<b>6</b>	<b>10</b>	<b>13</b>	<b>17</b>	<b>15</b>
<b>Average</b>		<b>487</b>	<b>546</b>	<b>573</b>	<b>583</b>	<b>607</b>
<b>Grade Equivalent</b>		<b>1.2</b>	<b>1.8</b>	<b>2.2</b>	<b>2.4</b>	<b>3.2</b>

**Stanford Conversion Chart**  
**Scaled Score to Grade Equivalent**  
**School Year 2006-2007**

<b>Grade Range</b>				
<b>#</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
1	496	449	625	570
2	496	533	600	570
3	544	589	594	570
4	500	513	541	591
5	469	423	553	566
6	601	594	636	554
7	617	563	615	566
8	571	620	574	570
9		598	527	652
10		614	556	549
11			560	549
12			644	619
13				613
14				610
<b>Total</b>	<b>4294</b>	<b>5487</b>	<b>7025</b>	<b>8149</b>
<b># of students</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>14</b>
<b>Average</b>	<b>536.7</b>	<b>548.7</b>	<b>585.4</b>	<b>582.1</b>
<b>Grade Equivalent</b>	<b>1.6</b>	<b>1.8</b>	<b>2.5</b>	<b>2.4</b>

**Stanford Conversion Chart**  
**Scaled Score to Grade Equivalent**  
**School Year 2007-2008**

Grade Range				
#	Grade 2	Grade 3	Grade 4	Grade 5
1	524	529	576	581
2	405	609	582	562
3	464	533	609	581
4	617	506	573	578
5	534	652	537	610
6		627	566	594
7		597	566	684
8			615	585
9			542	588
10			545	566
11			622	605
12				648
13				594
14				648
<b>Total</b>	<b>2544</b>	<b>4053</b>	<b>6333</b>	<b>8424</b>
<b># of students</b>	<b>5</b>	<b>7</b>	<b>11</b>	<b>14</b>
<b>Average</b>	<b>508.8</b>	<b>579</b>	<b>576</b>	<b>601.7</b>
<b>Grade Equivalent</b>	<b>1.0</b>	<b>2.3</b>	<b>2.3</b>	<b>3.2</b>

b. By 2008, 88% of WFLC students will achieve the suggested passing score in Reading Comprehension, at their instructional grade levels, as measured by the Silver Burdett Ginn Skills Assessment.

School Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
<b>Percentage Passing</b>	82%	83%	62%	64%	75.5%	79%	**

\*\* As of 9/07 we switched to a new reading program and a new baseline is being calculated to be used in measuring growth in reading

c. The 4<sup>th</sup> Grade WFLC students will demonstrate an increase in the scaled score range, within level performance, on the NYS ELA Tests.

Score improvements will be measured as follows:

- By 2008, scaled score average for Level I will improve by 36.1 points.
- By 2008, scaled score average for Level II will improve by 9.6 points.
- By 2008, scaled score average for Level III will improve by 45.6 points.

Average Score Range	School Year						
	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008
Level I 455-602	563	569.1	580.71	539.6	550.2	563.57	585.4
Level II 503-644	636	637.6	622.86	628.33	632	629.3	625.1
Level III 645-691	645	652.6	660.2	653	no scores at this level	660	no scores at this level

**Student Performance Behavioral Objective**

By the year 2008, WFLC students will demonstrate improved behavior necessary for academic progress as measured by:

- a. Behavior Evaluation Scale(BES) – 2 Subscale 3  
The Inappropriate Behavior Standard Score will increase by one standard deviation each year, along with an increase in the corresponding percentile rank, by 2008.

School Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
# of Students	37	89	73	67	68	57	48
Standard Score	6	5	6	5.4	6.1	6	6.1
Percentile Rank	9 <sup>th</sup> %ile	4 <sup>th</sup> %ile	9 <sup>th</sup> %ile	4 <sup>th</sup> %ile	9 <sup>th</sup> %ile	9 <sup>th</sup> %ile	9 <sup>th</sup> %ile

b. Student Incident Reports will decrease to target goal of 254 by 2008, in six areas.

AREAS	2001- 02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Destroying Property	29	29	21	6	15	10	2
Leaving Supervision	08	09	8	16	6	3	11
Assaulting Staff	27	73	117	40	71*	90	100
Assaulting Peers	20	31	35	41	32	20	22
Throwing Objects	61	55	70	19	41	20	22
Verbal Threats	86	85	87	45	48	36	25
Self Abusive as of 03-04			27	12	16	21	18
<b>Total</b>	231	282	365*	179	229	200	200

\*Total number of incidents is abnormally high due to incidence of interfering behaviors within particular classes.

c. The number of WFLC students earning Honor Card Status will increase 10% by the end of the second of each school year.

School Year	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	Goal
Student Census	92	88	50	64	60	48	
Number Earning Honor Card Status	71	57	45	52	47	36	
Percentage Earning Honor Card Status	77%	65%	90%	81%	78%	75%	

d. By 2008, there will be a decrease of 10% in behavioral Incidents leading to student placement in the Self-Evaluation Room.

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Daily Average	Daily Average	Daily Average	Daily Average	Daily Average	Daily Average
September	4.4	8	3	1	2	2.6
October	5.8	7	3	2	2	5.13
November	5.7	7	2.5	1.4	2	6.3
December	6.5	7	3	2	1.9	4.06
January	6.7	8.5	2.5	2.4	3.6	6
February	5.5	5	2.5	4	2	4.5
March	6.5	6.6	4	4.4	2.7	3.6
April	6.9	8.1	4	4.6	2.7	4
May	8.2	8	5	5	4.2	3.85
June	10.7	4	2	2.1	1.9	4.45



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Julie Davis Lutz, Ph.D. – Educational Services  
Barbara M. Salatto – Management Services

**Assistant Superintendent**

Michael J. Locantore – Human Resources

**Directors**

Marilyn H. Adsitt – Educational Support Services  
Keith G. Anderson – Building Services  
Robert Becker – Special Education  
Andrea Grooms – Communications, Research and Recruitment  
Gregory Hamilton – Administrative Services  
Maureen Kaelin – Business Services  
Sylvia Savarese – Technology Integration  
Joan Skelly – Career, Technical and Adult Education  
Jeanne K. Weber – Regional Information Center  
Candace White-Ciraco, Ed.D. – Planning and Program Improvement

[www.esboces.org](http://www.esboces.org)

The Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment or candidate for enrollment on the basis of gender, race, color, religion or creed, age, national origin, marital status, disability or any other classification protected by 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. BOCES will be in full compliance with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990). Inquiries regarding the application of the above references should be directed to either of the BOCES Civil Rights Compliance Officers: Michael J. Locantore, Assistant Superintendent for Human Resources, 201 Sunrise Highway, Patchogue, NY 11772 (631) 687-3029 or Dr. Julie Davis Lutz, Associate Superintendent for Educational Services, 201 Sunrise Highway, Patchogue, NY 11772 (631) 687-3056.

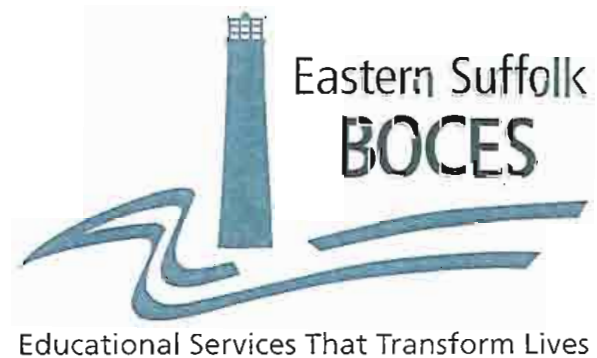
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*“A Decade of Planned Achievement”*

**Eastern Suffolk BOCES**

**Strategic Plan**

**2008 - 2009**





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## Introduction: The ESBOCES Journey

### *"A Decade of Planned Achievement"*

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 2008-09 year we are completing our decade of growth and achievement. For those of us who have traveled the strategic planning path initiated by a forward-thinking Board, this document represents past challenges overcome and future visions to be realized. For those readers who have remained at the periphery of this initiative, or for whom this is their first introduction, this document stands as a testament to the power of community effort guided by strong leadership. Within its pages, the reader will find an exposition of how our agency enacts its vision:

#### *Educational Services That Transform Lives*

The "ESBOCES Journey" is a story about "where we're going and how we're going to get there." **The destination of our ESBOCES journey is summarized in our Agency Mission Statement and the Missions of our various service areas.** Our Journey's itinerary is **specified through a set of twelve Agency Goals** that have been established to frame our work. In the following pages, you will learn that our first and most important goal is to assure that all students in our regional area meet or exceed high standards. In order to reach this ultimate destination, the Eastern Suffolk BOCES community has established eleven additional goals seen as necessary correlates to achieving that primary goal, including: promotion of staff development, operational efficiency, use of technology, public information and internal communications; practice of quality management principles and strategic planning; availability of programs and safe, sufficient program space; and enhancement of staff recruitment/retention and capacity for research and development.

**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 dedication 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 Agency Beliefs and circumscribed by our Agency Parameters.**

Finally, **this document will lead you along the path of our journey through a roadmap of action plans and performance objectives.** This 2008 Edition of the Strategic Plan provides a comprehensive review of our progress to date through a listing of completed action plans and milestones met during the implementation of ongoing plans. In terms of the journey, **the completed action plans and milestones can be considered landmarks that we've passed on the way to our destination.**

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. Our confidence has been confirmed by an external validation conducted by the Middle States Association of Colleges and Schools. In May 2000, Eastern Suffolk BOCES became the first educational service agency to be accredited at the agency level by a regional accrediting body. This distinction was followed by other firsts – in October 2001 when our Divisions were accredited and again in 2003-04 when seventeen instructional program sites were recommended for accreditation. The agency and the fourteen existing program service sites had their successful Middle States Mid-Point Review visits in 2005-06 and 2006-07. We are now preparing for our reaccreditation, on an agency basis, for the period 2009-2016.

Like most trips, ours has had some unexpected twists and turns ...but overall, we have maintained the course. 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.

*July 2008*

### **Mission of Eastern Suffolk BOCES**

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

*Amended by the Board 10/04*

### **Vision Statement**

Eastern Suffolk BOCES: Educational Services That Transform Lives.

*Adopted by the Board 10/23/01*

## Agency Beliefs

We believe that ...

- we are a diverse community of reflective, lifelong learners, both children and adults
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service
- respect, honesty, and trust are essential in all our interactions
- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success
- the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society
- successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all their energies to fulfill the expectations of those who count on them
- effective communication of accurate information within the agency and to all our stakeholders enhances involvement and reduces conflict
- production of quality outcomes depends on the collective effort of a well-trained, motivated and healthy workforce who are encouraged to express their opinions
- everyone has the right to a safe, healthy and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness

*As amended by Board, 11-21-00*

## **EASTERN SUFFOLK BOCES GOALS**

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:

### **I. HIGH STANDARDS**

Eastern Suffolk BOCES will ensure that every student who is educated in a 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.

### **III. QUALITY MANAGEMENT**

Eastern Suffolk BOCES will deliver the highest quality programs and services by incorporating quality management principles and practices in all operations and by empowering all staff to engage in continuous improvement and process improvement.

### **IV. PROGRAM AVAILABILITY**

Eastern Suffolk BOCES will ensure availability of its programs throughout the regional area by bringing learners to programs and programs to learners in efficient, cost-effective ways.

### **V. RESOURCING AND OPERATIONAL EFFICIENCY**

Eastern Suffolk BOCES will operate with optimum efficiency consistent with the delivery of high-quality, cost-effective programs and services and will actively search for non-district funding sources to aid in accomplishing its goals.

### **VI. TECHNOLOGY**

Eastern Suffolk BOCES will develop and use an integrated system of technology to improve communication, enhance operational and instructional effectiveness and efficiency, and foster increased student achievement.

## **VII. STRATEGIC PLANNING**

Eastern Suffolk BOCES will 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. SPACE AND SAFETY**

Eastern Suffolk BOCES will ensure that sufficient, appropriate space is available for all BOCES programs throughout the supervisory area on a continuing basis and that all students and staff have a safe 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 BOCES programs and services and are aware of their academic, financial and career benefits.

## **X. INTERNAL COMMUNICATIONS**

Eastern Suffolk BOCES will ensure that all staff are fully informed about BOCES programs and services in a timely manner and involved in addressing issues that affect them.

## **XI. STAFF RECRUITMENT AND RETENTION**

Eastern Suffolk BOCES will enhance its organizational value by recruiting and retaining a highly qualified and fully diversified staff who reflect Long Island demographics, meet student needs, and improve the agency's ability to reach its mission and goals.

## **XII. RESEARCH AND DEVELOPMENT**

Eastern Suffolk BOCES will establish a priority for research and development to ensure that its programs continue to meet the present and future needs of its students and districts.

*As Amended by the Board, 11-21-00*

## **EASTERN SUFFOLK BOCES PARAMETERS**

**Eastern Suffolk BOCES will always be visionary in planning for the future while operating within the following parameters which have been established by the Board:**

Eastern Suffolk BOCES will only provide programs and services that conform to our mission.

Eastern Suffolk BOCES will always follow all established policies, laws, rules and regulations governing our agency.

Eastern Suffolk BOCES will always abide by negotiated agreements with all employees and will follow all applicable labor laws, rules, regulations, and guidelines.

Eastern Suffolk BOCES will always engage in business practices that conform with laws, rules, and regulations and that follow applicable guidelines, including standard accounting practices.

Eastern Suffolk BOCES will not tolerate discriminatory practices, prejudice or harassment of any kind.

Eastern Suffolk BOCES will always use respectful interpersonal interactions and peaceful methods of conflict resolution in its daily operations and will never tolerate speech or actions which compromise the dignity of the individual.

Eastern Suffolk BOCES will always be truthful.

Eastern Suffolk BOCES will always expect the highest level of performance from our staff and the highest level of achievement from our students and will provide a supportive environment for their work.

Eastern Suffolk BOCES will always maintain a safe, secure, and healthy environment for our students and staff.

Eastern Suffolk BOCES and its staff will never use partisan politics or personal gain as a basis for decision-making or actions, and will disclose all potential conflicts of interest.

Eastern Suffolk BOCES will always use a participatory management approach which relies upon total quality principles and practices.

*Adopted by the Board 11/30/99*



## **Divisional and Human Resources Mission Statements**

### **Educational Services Mission Statement**

Eastern Suffolk BOCES Educational Services Division, in partnership with the community, is dedicated to meeting the needs of diverse lifelong learners by providing a full spectrum of cost-effective educational and career learning programs and services. These services include those that empower school districts and other educational providers to build capacity for teaching and learning, ensure equitable access to the best education for all students and achieve excellence. The programs enrich life and maximize potential within the community and work force. We are committed to quality, communication, research, respect, safety and attention to our continually changing world.

### **Management Services Mission Statement**

Eastern Suffolk BOCES Management Services Division addresses the diverse needs of our educational community. The Division is a unique regional and internal resource dedicated to continuing its proven history of innovation, expertise and a deep commitment to quality. The Division designs, provides, and facilitates services and specialized information in the areas of administration, technology, support, and management. Through the delivery of these effective services, the Division assists BOCES programs and Long Island school districts in accomplishing their respective missions.

### **Human Resources Department Mission Statement**

The Eastern Suffolk BOCES Human Resources Department advances the region's pursuit of excellence by fostering expertise and best practices in development of the agency's most valuable resources – high-performing people and quality programs. Through a collaborative effort, the Department provides a range of services that promote staff development, outreach, communications, research, grants management, and strategic planning that capitalize on the diverse backgrounds and experiences of the agency's staff. Together, these efforts allow the Department to support the growth of services and programs that build capacity for teaching and learning throughout the region. *(Revised May 2007)*

## STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
I.A Improving the Educational Outcomes of BOCES Students	I. High Standards  IV. Program Availability  VI. Technology	7/01	By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special, career, and adult education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and job settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum and/or to curriculum reflecting the NYS standards. There will be a measurable increase in the number of secondary students earning diplomas. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting and who have improved standing for entry into the job market or higher education. This will be achieved and measured through the establishment of a comprehensive program based upon this action plan and the indicators of the State Performance Plan and P-16.	Lutz	In Progress

## RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
I.B Improving the Educational Outcomes of BOCES Special Education Students in Integrated Settings	I. High Standards  IV. Program Availability  VI. Technology	7/01	By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and pre-employment settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting.	Lutz/ Becker	In Progress
I.C Implementation of New High School Level Math Courses and Regents Exams  <i>(New 2007-08)</i>	I. High Standards  II. Staff Development	9/05	By June 2010, the implementation of two new high school level math courses and the corresponding Regents exams will be completed. This implementation will include the realignment of the curriculum, purchase of instructional materials, and professional development for instructional staff	Adsitt	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>I.D (new)</b> Redesign of Student Transition Instruction and Practices	I. High Standards II. Staff Development III. Quality Management IV. Program Availability VI. Technology X. Internal Communications	9/08	During the 2008-09 school year, the Special Education Task Force will review current practices regarding student Transition Services as a K-12 endeavor. The goal will be to discuss current and best practices, state and federal education department regulations, and the best interests of students as they pertain to the transition of students at many different levels. It is expected that the outcome of these meetings will be the development of a multi-year, department-wide plan that will coordinate existing transition planning efforts, and propose new or enhanced transition services to students, parents and BOCES Programs throughout the continuum, as well as services to districts to support their instruction of an ever-growing included population in our region.	Becker	In Progress
<b>I.E</b> Career, Technical and Adult Education Program Relocation, Student Data Analysis and Program Effectiveness Measures	I. High Standards II. Staff Development III. Quality Management VII. Strategic Planning	7/06	By July 2008, the Career, Technical and Adult Education Programs clearly developed and redefined a plan for continuous student and program improvement, as well as student access to secondary Career and Special Career Education programs. This process has and will continue to emphasize the role of Career and Technical Education and also highlight its presence within the region through 2009. The process will include a continuous review of student data collection and the analysis of this data to increase program effectiveness as well as improve student outcomes.	Skelly	In Progress
<b>I.F</b> Staff Development in Cultural Competence for Agency Staff	I. High Standards II. Staff Development	3/06	By June 2008, there will be a measurable increase in professional development activities in the area of cultural competence available to agency staff. Workshops will include professional development in adult to adult interactions, adult to student interactions (including instruction) and student to student interactions.	Adsitt	In Progress
<b>I.G (revised)</b> Student Programs in Cultural Competence for BOCES Students	I. High Standards	7/06	By June 2009, standardized scope and sequence in the area of cultural competence will be identified and shared with Educational Services staff.	Adsitt	In Progress
<b>I.H (new)</b> Data Analysis and Curriculum Mapping	I. High Standards II. Staff Development III. Quality Management	7/08	By June 2009, a process for data analysis and curriculum mapping will be developed and implemented. The process established will support data-driven instruction in all Special Education programs.	Adsitt	In Progress

## STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>II.A</b> Assuring Equitable Facilities for All BOCES Students and Staff  <i>(New/Revised 2006-07)</i>	I. High Standards  III. Quality Management  IV. Program Availability  VI. Technology  VII. Strategic Planning  VIII. Space and Safety  X. Internal Communications	3/01	By July 2009, all BOCES students and staff shall be educated and work in facilities that meet agency-wide standards established by the BOCES to effectively and efficiently: assure the health, safety, and reasonable comfort of all occupants; enhance the learning and working potential of students and staff; and meet all regulatory requirements.	Hamilton	In Progress

## RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>II.B</b> Space Utilization	IV. Program Availability  V. Resourcing and Operational Efficiency  VI. Technology  VII. Strategic Planning  VIII. Space and Safety  X. Internal Communications	7/06	By December 2006, the Administrative Services Department shall have created, populated, and published on the Administrative Council segment of the agency Intranet an agency-wide facilities space utilization database. Periodic updates will continue through 2009.	Hamilton	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>II.C</b> Agency-wide Facilities Assessment  <i>(Revised 2007-08)</i>	I. High Standards  III. Quality Management  VIII. Space and Safety	7/07	By July 2009, the Administrative Services Department shall have conducted an agency-wide assessment of all BOCES facilities. Facilities will be evaluated to ensure they meet the needs of the program and enhance the learning and working potential of students and staff.	Hamilton	In Progress
<b>II.D</b> Operations and Maintenance Project Management  <i>(New 2007-08)</i>	I. High Standards  II. Quality Management	10/07	By July 2009, the Building Services Department shall have developed a project management and reporting system for use by the Operations and Maintenance Unit to monitor and report the status and progress of all internal building related projects and Capital projects.	Anderson	In Progress

## STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>III.A</b> Educational Support Services to School Districts to Improve Student Outcomes	I. High Standards  II. Staff Development  IV. Program Availability  VI. Technology	7/03	By June 2009, the Department of Educational Support Services will assist districts to reach their goals of improved student outcomes, through staff and curriculum development and the use of instructional technology. The foundation of all ESS activities will be the New York State Learning Standards and research-based best practices that support academic, social and emotional growth of all students. ESS activities will be aligned to ensure that services integrate seamlessly and reinforce common outcomes and strategies.	Adsitt	In Progress

### RELATED OPERATIONAL ACTION PLAN

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>III.B</b> Regional Staff Development and Student Programs in Cultural Competence for Eastern Suffolk BOCES Component School Districts	II. Staff Development  IV. Program Availability  VIII. Space and Safety	6/06	By June 2009, there will be a measurable increase in professional development activities and student programs in the area of cultural competence offered to the component school districts of Eastern Suffolk BOCES.	Adsitt	In Progress

## STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>IV. A</b> Human Resources Administration  <i>(Revised 2007-08)</i>	II. Staff Development  III. Quality Management  V. Resourcing and Operational Efficiency  VI. Technology  XI. Staff Recruitment and Retention	7/02	By the year 2009, Eastern Suffolk BOCES Department of Human Resources will: 1) develop initiatives to recruit, hire and track a culturally and racially diverse workforce; 2) assure that all Eastern Suffolk BOCES employees participate in professional development so that they meet annual certification standards and have the opportunity for career advancement; 3) develop and implement systems for evaluating staff; and 4) develop and implement systems for tracking staff.	Locantore	In Progress

### RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>IV.B</b> Evaluation Assurance Phase II	XI. Staff Recruitment and Retention	8/03	By June 2008, the administration will assess the quality of the agency's employee evaluation forms to identify strengths and weaknesses, develop recommendations for improvement, and implement recommendations.	Bixhorn/ Locantore	In Progress
<b>IV.C</b> Recruitment and Retention of a Culturally and Racially Diverse Workforce  <i>(Revised 2007-08)</i>	XI. Staff Recruitment and Retention	9/02	By June 2008, the Department of Human Resources will assess the methods and practices of the agency that are used to target, recruit, and retain a diverse workforce. Where necessary, improvements to the system will be implemented. ESBOCES component school districts have also expressed a need for support in recruiting a diverse teacher workforce that is reflective of the region's student population, as well as support in recruiting teacher candidates with diverse skills and backgrounds, particularly those holding certification in difficult to fill subject areas. The department will work with these school districts to develop a larger pool of teacher candidates to address immediate workforce needs in the ESBOCES region.	Locantore/ Grooms	In Progress

## STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>V.A</b> BOCES Communication Initiatives	VI. Technology  VII. Strategic Planning  IX. Public Information  X. Internal Communications	7/01	By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. By 2008, there will be a measurable increase in the percent of Eastern Suffolk BOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.	Bixhorn/ Locantore/ Grooms	In Progress

## RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>V.B</b> Develop Cross-functional Team  <i>(Revised 2006-07)</i>	II. Staff Development  V. Resourcing and Operational Efficiency  VI. Technology	7/04	By July 2008, the Office of Communications and the agency will establish internal procedures and embedded controls to streamline print production and ensure quality control.  <i>(Previous to 2006-07 was: By July 2006, the Office of Communications and the agency will demonstrate noticeable improvement in working together on graphics related projects.)</i>	Bixhorn/ Locantore/ Grooms	In Progress



## STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>VI.A</b> Research and Program Improvement	II. Staff Development  V. Resourcing and Operational Efficiency  VII. Strategic Planning  X. Internal Communications  XII. Research and Development	1/99	By July 2009, Eastern Suffolk BOCES will improve its capacity for research and program improvement 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) the capacity to survey stakeholders for program improvement efforts; and 5) supportive grants administration.	Bixhorn/ Locantore/ White-Ciraco/ Grooms	In Progress

## RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>VI.B</b> Agency-wide, Divisional and Site Accreditation	II. Staff Development  VII. Strategic Planning	1/99	By July 2009, Eastern Suffolk BOCES will be reaccredited by the Middle States Association based on the implementation of the action plans outlined in the current strategic plan as updated through annual reviews and examined by a mid-point onsite visit by a Middle States Association representative, based on demonstration of continued adherence to Middle States standards, and based on the development of a second seven-year strategic plan using an approved planning process.	Bixhorn/ White-Ciraco	In Progress
<b>VI.C</b> Establishing a Consortium of Grants Administrators	II. Staff Development  V. Resourcing and Operational Efficiency  X. Internal Communications	7/04	By 2009, Eastern Suffolk BOCES will facilitate resource and knowledge sharing between grants administrators for the purpose of enhancing grant development efforts that will increase the amount of special funding which supports service to Eastern Suffolk BOCES students and component districts.	White-Ciraco	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>VI.D</b> Research Performance and Capacity  <i>(New 2007-08)</i>	II. Staff Development  V. Resourcing and Operational Efficiency  VII. Strategic Planning  X. Internal Communications  XII. Research and Development	1/07	By 2009, Eastern Suffolk BOCES will establish the Office of Research as a provider of high-quality educational, evaluation, and policy research that is of statewide standing and aligned with the informational needs of the ESBOCES programs and staff, component school districts, and other government and non-government entities influencing public education on Long Island.	Bixhorn/ Locantore/ Grooms/ White-Ciraco	In Progress

## STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>VII.A</b> Management Services Division Mission Achievement  <i>(New/Revised 2006-07)</i>	II. Staff Development III. Quality Management IV. Program Availability V. Resourcing and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Space and Safety X. Internal Communications XI. Staff Recruitment and Retention XII. Research and Development	9/02	By July 2009, the Management Services Division will increase its capacity to achieve, and the achievement of, its mission by: providing effective needs-based staff development to divisional and agency staff; continuing to improve internal controls agency-wide; continuing to improve internal divisional systems and processes; continuing to improve existing and/or creating new services to both external and internal customers; and increasing the internal and external leadership / resource / support role of all administrators and other appropriate staff within the division.	Salatto	In Progress

### RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>VII.B</b> Review, Revise, Establish and	I. High Standards <i>(continued on next page)</i>	7/03	By July 2009, Eastern Suffolk BOCES will, using a phased approach, review, revise where appropriate, establish where appropriate, and publish (re-publish) its Board policies, administrative regulations, rules,	Salatto	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
Publish or Re-Publish Rules, Procedures, Practices, and Forms	II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency VI. Technology X. Internal Communications		procedures, practices, and forms. Phases 1 and 2 will focus on the Management Services Division and the Educational Services Division respectively.		
<b>VII.C</b> Billing and School District Contracting	V. Resourcing and Operational Efficiency	6/02	By August 2009, Eastern Suffolk BOCES will redesign the agency's billing and contract business processes and fully implement a comprehensive PeopleSoft billing/accounts receivable/contract module that will provide strategic financial reporting capabilities for administrators, as well as electronic files for contract and billing information for component school districts.	Kaelin/ Savarese/ Hamilton	In Progress  Phase I + II Complete
<b>VII.D</b> Creating 5 Year Technology Plan to Improve Productivity	V. Resourcing and Operational Efficiency VI. Technology	7/06	By February 2008, Eastern Suffolk BOCES will establish and begin implementation of a five-year technology plan designed to position the agency to leverage its existing technology in achieving increased productivity and to identify and implement new technologies that will further enhance productivity in the future.	Savarese	In Progress
<b>VII.E</b> Expand Extranet	V. Resourcing and Operational Efficiency VI. Technology	7/06	By July 2009, the Management Services Division will have expanded the agency Extranet to include sites for the BOCES Board, component superintendents, district clerks, and technology administrators. These sites will be created, deployed, and supported with appropriate user training and help desk services.	Salatto/ Weber	In Progress
<b>VII.F</b> Enhance Division's Leadership Position in School Finance, Business Management, Operations, and Information Technology	II. Staff Development IV. Program Availability VI. Technology	7/06	By July 2009, there will be a measurable enhancement of the Management Services Division's stature as a regional leader in the areas of school finance, business management, operations, and information technology.	Salatto/ Weber/ Hamilton	In Progress

## STRATEGIC ACTION PLANS FOR IMPROVED STUDENT PERFORMANCE AND ORGANIZATIONAL GROWTH

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>VIII.A</b> Supporting Educational Opportunities through Technology Services	I. High Standards  II. Staff Development  VI. Technology	7/03	By the year 2009, Eastern Suffolk BOCES will offer new and enhanced technologies to improve the efficiency and strengthen the quality of the programs and services offered to all members of our educational community.	Salatto/ Weber	In Progress

### RELATED OPERATIONAL ACTION PLANS

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>VIII.B</b> Assess the Services Provided by the Regional Information Center	V. Resourcing and Operational Efficiency	7/04	By July 2009, Eastern Suffolk BOCES will assess the services being provided by the Regional Information Center and establish a plan for developing new and enhanced services, while also increasing the department's internal technical capacity.	Salatto/ Weber	In Progress
<b>VIII.C</b> Review of RIC Pricing Structures and Service Offerings	IV. Program Availability  V. Resourcing and Operational Efficiency	7/06	By July 2009, the pricing structures and service offerings for all services will be reviewed so as to maximize school district participation and expansion / repackaging of services to assure cost effectiveness for participants.	Weber	In Progress
<b>VIII.D</b> RIC Research and Development of Expanded Network Solutions	IV. Program Availability  VI. Technology  VII. Strategic Planning  XII. Research and Development	7/06	By June 2009, the feasibility and demand potential from school districts for expanding networked solutions through Eastern Suffolk BOCES will be researched.	Weber	In Progress

Title	Addresses Agency Goal(s)	Start Date	Strategy Statement	Responsible Administrator	Status
<b>VIII.E</b> RIC Project Management Tracking Procedure	II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency	7/06	By June 2009, a standardized process for project management tracking and reporting for all RIC facilitated technology initiatives for school districts will be developed and implemented.	Weber	In Progress
<b>VIII.F</b> RIC Research and Development Procedures	II. Staff Development III. Quality Management VI. Technology VII. Strategic Planning XII. Research and Development	7/06	By July 2009, a standardized process for conducting needs based assessments facilitating the ability for the RIC to conduct research and development activities will be developed and implemented.	Weber	In Progress
<b>VIII.G</b> RIC Disaster Recovery Plan Development	III. Quality Management V. Resourcing and Operational Efficiency VI. Technology VII. Strategic Planning	7/06	By June 2008, a comprehensive Disaster Recovery Plan will be developed for all RIC supported applications and data stores.	Weber	In Progress

## ACTION PLANS – COMPLETED

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
<b>Transition of Director of Career, Technical and Adult Education</b>	I. High Standards II. Staff Development III. Quality Management IV. Strategic Planning	By July 2008, the Director of Career, Technical and Adult Education will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, the process will include a review and evaluation of the structure and responsibilities amongst central office administrators in this department.	Lutz	Completed 6/08
<b>New Computerized Student Management System</b>	V. Resourcing and Operational Efficiency VI. Technology	By July 2005, Eastern Suffolk BOCES will complete the Phase 1 implementation of its new computerized student management system. Phase 1 will include the functions of student attendance, performance reporting, and student discipline. By July 2006 Phase 2 implementation of the student management system will be completed. Phase 2 will concentrate on support structure reorganization, procedure definition and documentation, and reassessment of agency requirements with an emphasis on decentralization of responsibilities.	Becker / Savarese	Completed 6/08
<b>Collaborative Plan for the Merger of the Brookhaven and Jefferson Academic Centers</b>	I. High Standards II. Staff Development III. Quality Management IV. Program Availability	During 2007-2008, committees of professionals from the Brookhaven Academic Center and the Jefferson Academic Center will be convened/developed for the purpose of outlining each program's parameters, and working collaboratively on a program design that will merge the current Brookhaven Academic Center and Jefferson Academic Center into one middle school center. The task will be to assimilate New York State Curriculum requirements, as well as, academic, social and management needs of our students into a highly effective program. It is expected that the outcome of these planning meetings will be a program design that incorporates stakeholder experience and expertise, best practices in the field of special education and optimum facility use of the Jefferson Academic Center, the site of the merged program.	Becker	Completed 6/08
<b>RIC Contract Management Procedures</b>	III. Quality Management V. Resourcing and Operational Efficiency	By June 2008, a standardized process for collecting and managing all of the contractual information utilized by the RIC in support of service deliveries and school district participation will be developed and implemented.	Weber	Completed 6/08
<b>Standardized Parameters for Instructional Materials</b>	I. High Standards II. Staff Development	By June 2007, parameters for the identification and purchase of standardized instructional materials will be developed and aligned with the most current Program Profiles in order to prepare students for the Regents, RCT's or Alternate Assessment. An instructional materials recommendation-purchase	Skelly	Completed 6/07

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
	V. Resourcing and Operational Efficiency	cycle will be defined and disseminated to staff. The parameters and process established will support standards-based instruction in all BOCES programs.		
Annual Student Profile Goal Development	I. High Standards II. Staff Development III. Quality Management VI. Technology	During the school year 2006-2007, a committee of professionals from each of the special education disciplines will be developed for the purpose of studying our current Instructional Goal Bank in relation to new federal and state requirements for measurability and objectivity. Our task will be to discuss new requirements for student educational and related service goals and objectives, as well as, the steps to be taken to achieve compliance. It is expected that the outcome of these meetings will be a process that will amend our existing goal bank to insure compliance with federal and state regulations, provide staff development to our professional staff in the use of these goals, and incorporate this amended goal bank during the 2006-2007 Annual Student Profile (ASP) Development Process.	Becker	Completed 6/07
Forms Management	II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency VI. Technology	By June 30, 2007 the Management Services Division shall develop and begin implementation of a process for managing all the agency's blank forms that will assure that these forms: are standardized to the degree desirable; exist in the appropriate format(s); exist in their current version only; and are accessible by all who need to use them.	Salatto	Completed 6/07
Re-establishment of Special Education Task Force	I. High Standards IV. Program Availability VI. Technology	During the school year 2005-2006, the Special Education Task Force will be re-established to study regional trends in educational service needs. The goal will be to discuss enrollment patterns, possible new service offerings and emerging directions in the field of special education in a collaborative format. It is expected that the outcome of these meetings will be proposals for enhancements of existing programs, and proposals for new services directly to students, as well as, services to districts to support their instruction of an ever-growing included population in our region.	Becker	Completed 6/06
Career Technical and Adult Education Program Realignment, Relocation and Restructuring	I. High Standards II. Staff Development III. Quality Management VII. Strategic Planning	By July 2005, Career, Technical and Adult Education Programs will have begun a plan for realignment and relocation of programs through a restructuring process. This process shall result in a realignment that will not only emphasize the role of Career and Technical Education but also highlight its presence within the region. This process will include a review and assessment of the operations of all programs. By June 2006, there shall be a clear and redefined plan to achieve this objective by July 2009.	Alexander-Davis	Completed 6/06



Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Staff Development	I. High Standards II. Staff Development III. Quality Management VIII. Space and Safety X. Internal Communications XI. Staff Recruitment and Retention	By June 2006, there will be a clear, published protocol for the development and implementation of staff development initiatives pursuant to the agency's contractual obligation. There will be a documented increase in the number of staff members engaged in AFG directed staff development activities.	Krizel/ Becker/ Alexander-Davis	Completed 6/06
Comprehensive Facility Needs/ Improvement Plan	I. High Standards V. Resourcing and Operational Efficiency VIII. Space and Safety	By September 1, 2004, a comprehensive review of all BOCES owned and leased facilities will be completed.	Packman	Completed 6/06
Integrating Job Embedded, Sustained Professional Development to Support Educational Programs in Eastern Suffolk BOCES and Component Districts	I. High Standards II. Staff Development IV. Program Availability	By June 2006, Job Embedded Staff Development supporting educational programs in district will be implemented by master teacher coaches, BOCES staff and educational consultants through the collaborative efforts of the Director and the Divisional Administrator for Educational Support Services, in conjunction with our BOCES and local school districts.	Skelly/ Adsitt	Completed 6/06
Standardize Clerical Assignments	II. Staff Development V. Resourcing and Operational Efficiency	By September 2006, a standardized clerical assignment process that incorporates a career pathway for clerical staff will be in place. This process will address an identified need to standardize clerical assignments throughout the agency based on the work responsibilities that are required in particular job assignments, as well as provide clerical staff with an opportunity to advance within the system through the clerical career pathway as established by Civil Service Guidelines.	Locantore	Completed 1/06

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Develop Website Content Management and Graphic Arts Support Services in Partnership with Administrative Council	V. Resourcing and Operational Efficiency	By June 30, 2009, the agency will assist Administrative Services in generating predictable annual revenue from clients outside the agency for web content management and support, graphic design, publicity and other related services.	Packman/ Weber/ Groomis	Effective 2006-07, the RIC supervises Website development and support for districts and will, therefore, incorporate required activities into their strategic/related operational action plans.
Review, Revise, Establish and Re-Publish Administrative Regulations	I. High Standards V. Resourcing and Operational Efficiency VI. Technology	By June 30, 2008, Eastern Suffolk BOCES will review, revise where appropriate, establish where appropriate, and re-publish all Administrative Regulations.	Packman	Completed 6/06
Designing and Deploying an Intranet and Extranet to Enhance Internal and External Communications	III. Quality Management V. Resourcing and Operational Efficiency VI. Technology IX. Public Information X. Internal Communications	By June 30, 2006, Eastern Suffolk BOCES will design and deploy an Intranet and an Extranet to enhance communication and collaboration between the agency and its internal and external stakeholders, while also improving access by these stakeholders to the relevant data they need to achieve their various related missions.	Higuera/ Savarese/ Weber	Completed 6/06
Transition of Special Education Administration	I. High Standards II. Staff Development III. Quality Management <i>(cont'd on next page)</i>	By July 1, 2005, the retiring Co-Director of Special Education will have been replaced through a process that will result in the restructure of Eastern Suffolk BOCES' academic programs under the supervision of one Director of Special Education. This process will include a review of the job description and operations of the current secondary and elementary programs.	Manzo/ Becker	Completed 6/05

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
	VII. Strategic Planning			
Career, Technical and Adult Education Administrative Realignment/ Restructuring	I. High Standards II. Staff Development III. Quality Management VII. Strategic Planning	By July 1, 2004, Secondary & Adult Programs will have been realigned through a reorganization process that will result in the restructure of the Educational Services Division. The restructuring shall result in a realignment that emphasizes the role of the Career and Technical Education in the region. This process shall include a review of the administrative structure along with various other line positions and the operations of the Career, Technical, & Adult Education Programs. By July 1, 2005, there shall be clear and redefined programs supported by an appropriate administrative structure.	Alexander-Davis	Completed 6/05
Develop and Implement Custodial Standards for Facilities	I. High Standards II. Staff Development V. Resourcing and Operational Efficiency VIII. Space and Safety	By June 2005, Eastern Suffolk BOCES will have completed a Custodial Standards Manual.	Packman	Completed 6/05
Relocation of Aviation Program	I. High Standards V. Resourcing and Operational Efficiency VIII. Space and Safety	By January 2005, the most appropriate location for the Suffolk Aviation Center will have been determined and established.	Packman	Completed 6/05
Integrating Professional Development to Support Inclusive Educational Programs	I. High Standards II. Staff Development IV. Program Availability	By June 2005, staff development programs supporting inclusive educational programs will be developed and presented by BOCES staff and educational consultants through the collaborative efforts of the Director and the Divisional Administrator for Educational Support Services.	Skelly/ Adsitt	Completed 6/05

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Assessing the Feasibility of Establishing an Educational Foundation to Support BOCES Programs	V. Resourcing and Operational Efficiency VII. Strategic Planning X. Internal Communications	By November 30, 2004, Eastern Suffolk BOCES will assess the feasibility and desirability of establishing an educational foundation for the purpose of raising funds to support the various programs operated by the agency.	Bixhorn/ Higuera	Complete – Decision for no foundation at this time 12/04
Accreditation of Instructional Program Sites	I. High Standards VII. Strategic Planning	By June 2005, each BOCES instructional program site will have established at least two measurable objectives relating to student performance standards set by the New York State Board of Regents, and the objectives, along with their respective action plans, will have been approved by the Middle States Association through the Accreditation for Growth process.	Krizel/ Watkins	Completed 6/04
Improving the Educational Outcomes of BOCES Students in Secondary Integrated Settings	I. High Standards IV. Program Availability VIII. Space and Safety	By the year 2006, there will be a clear, published program profile and procedure for student review/placement within the continuum of services available on Eastern Suffolk BOCES campuses. There will be a measurable increase in the number of students who successfully transition to less/more restrictive educational placements utilizing collaborative planning among our campus-based programs.	Krizel/ Becker	Completed 6/04
Develop New Five-Year Regional Special Education Space Plan	I. High Standards IV. Program Availability VIII. Space and Safety	By February 4, 2004, a new Five-Year Regional Special Education Space Requirements Plan will be developed for the Eastern Suffolk BOCES regional area and submitted to NYSED for approval as required by New York State Education Law and Regulation.	Bixhorn/ Krizel/ Packman	Completed 2/04
Plan and Oversee Leadership Team and Staff Development within Educational Services Division	I. High Standards II. Staff Development	By December 2004, a process resulting in the establishment of cohesive leadership teams within the Educational Services Division will be completed. The process will involve the Associate Superintendent, the Directors (3), the divisional administrators (2) and the building principals. The elementary and secondary teams will become integral to the operations of the division and assure that high quality programs and services are provided on an equitable basis. The teams will become fully integrated into administrative structure of the agency and interact with Cabinet and Administrative Council as necessary.	Bixhorn/ Krizel	Completed 6/04

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Establish an Eastern Suffolk BOCES Parent Advisory Council	I. High Standards VII. Strategic Planning IX. Public Information	By June 2004, the Eastern Suffolk BOCES Central Shared Decision-Making Committee will facilitate the development of an Eastern Suffolk BOCES Parent Advisory Council.	Bixhorn/ Krizel	Completed 6/04
Supporting Educational Opportunities through Educational Support Services Center	I. High Standards II. Staff Development VI. Technology	By the year 2009, in alignment with guidelines of SED, Eastern Suffolk BOCES ESSC will utilize emerging technologies and strengthen the quality of instructional support to provide significant educational opportunities for all members of our educational community. In this way, we will be better prepared to help all students reach higher levels of achievement and satisfy State Standards.	Krizel	Completed 6/04
Plan and Oversee Transition of Research & Planning Management	VII. Strategic Planning XII. Research and Development	By June 30, 2004, the retiring Director of the Research and Planning Department will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, the process will include a complete review of office staffing patterns and the function of the Office of Research and Planning.	Bixhorn/ Fell	Completed 6/04
Capital Asset Accounting Management	V. Resourcing and Operational Efficiency VI. Technology	By June 30, 2004 Eastern Suffolk BOCES will revise and implement its capital asset management program to: provide the information required for financial reporting as determined by the Governmental Accounting Standards Board (GASB) statement 34; comply with Board policy, administrative regulations, and requirements of the State Education Department; provide an adequate measure of control over the capital assets of the agency; and provide the necessary information to ensure adequate and appropriate insurance coverage and recovery in the event of loss.	Higuera/ Perry	Completed 6/04
Plan and Oversee Transition of RIC Management	VI. Technology	By September 1, 2004, the retiring Director of the Regional Information Center (RIC) will have been replaced in an orderly, organizationally sound manner. In addition to the recruitment of a replacement, this process will include a complete review of the job description, the operations of the RIC, and the function of the Educational Support Services Center (ESSC). Areas of overlap between the RIC and ESSC will be resolved as part of the initiative.	Bixhorn/ Higuera/ Krizel/ Skelly M. Savarese	Completed 6/04
Implementing the Comprehensive Student Attendance Policy	I. High Standards	By July 2004, Eastern Suffolk BOCES will have completed and evaluated implementation of its Comprehensive Student Attendance Policy and be in full compliance with NYSED Regulation.	Manzo/ Becker	Completed 12/03

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Developing a New Summer Services Model	I. High Standards V. Resourcing and Operational Efficiency	Eastern Suffolk BOCES Instructional Programs Division will develop a new delivery model for summer special education services that aligns the delivery of summer services for special education students with NYSED regulations for delivery of such services, assures appropriate staffing, assures safety of all students receiving summer services, and maximizes the efficiency of service delivery while maintaining a quality program.	Manzo	Completed 10/03
Establishing a Research and Program Improvement Department	I. High Standards III. Quality Management VII. Strategic Planning XII. Research and Development	By 2001, Eastern Suffolk BOCES will establish a Research and Program Improvement Department to conduct various types of on-going and longitudinal research for the purpose of evaluating programs and services and establishing methods to benchmark progress toward the achievement of strategic objectives outlined within the action plans of this document.	Watkins	Completed 8/03
Implementing the New SDM Plan	I. High Standards III. Quality Management	By November 2002, the Central Shared Decision-Making Committee will have developed an action plan to support implementation and evaluation of the revised Eastern Suffolk BOCES Plan for Shared Decision-Making and Site Based Management.	Krizel	Completed 8/03
Evaluation Assurance Phase I	XI. Staff Recruitment and Retention	By June 2003, the administration will assess the status of the agency's employee evaluation systems to identify strengths and weaknesses and develop recommendations for improvement.	Bixhorn/ Mensch	Completed 6/03
Leadership Team Cohesiveness	V. Resourcing and Operational Efficiency	By June 30, 2003, the administration will plan and implement a program to improve operational efficiency by promoting cohesiveness among Cabinet and Administrative Council members.	Bixhorn	Completed 6/03
Leadership Preparation	XI. Staff Recruitment and Retention	By June 2003, the administration will design a plan to address the pending turnover of administrative staff within the agency in order to assure that a strong "in-house" pool of candidates will be prepared to apply for positions in the future.	Mensch/ Lombardo	Completed 6/03
Reorganization of the Educational Support and Technology Services Division	V. Resourcing and Operational Efficiency	By June 30, 2003, the administration will plan and fully implement the reorganization of the Educational Support and Technology Services Division.	Bixhorn	Completed 6/03

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Survey of Instructional Program Success	III. Quality Management IX. Public Information X. Internal Communication	By June 2003, Eastern Suffolk BOCES will have completed a survey of its stakeholders to document the success of Instructional Programs. This survey will be based upon a survey protocol commissioned by the Board and developed and administered in the 1997-98 school year by the National Study of School Evaluation (NSSE).	Watkins	Completed 6/03
Implementing NYSED Regulation Concerning Automatic Defibrillators	II. Staff Development VIII. Space and Safety	By September 1, 2002 or when applicable, Eastern Suffolk BOCES will be in compliance with New York State Regulation regarding Automatic Defibrillators in the schools.	Packman	Completed 12/02
Quality Management	III. Quality Management	By September 2003, Eastern Suffolk BOCES will integrate Quality Management tools and processes with Shared Decision-Making groups in the Instructional Division. The function of the Quality Council will be integrated into the newly formed Shared Decision-Making Central Committee.	Lombardo	Completed 10/02
Plan, Implement and Evaluate BTC Extension and Instructional Program	VIII. Space and Safety	By September 1, 2002, the addition to the Brookhaven Technical Center will be planned, approved, constructed, and occupied.	Packman	Completed 9/02
Central Administrative Structure	V. Resourcing and Operational Efficiency	By June 30, 2002, Eastern Suffolk BOCES will have designed and staffed an organizational structure that supports the delivery of quality, cost effective services to component districts.	Bixhorn	Completed 6/02
Comprehensive Student Attendance Policy	I. High Standards	By June 30, 2002, Eastern Suffolk BOCES will have developed and the Board will have adopted a comprehensive student attendance policy that is consistent with the requirements of the amendments to the Commissioner's Regulation section 104.1.	Watkins	Completed 6/02
Rewrite SDM Plan	III. Quality Management	By June 30, 2002, Eastern Suffolk BOCES Agency SDM will have completed the biennial review, evaluation, and rewrite of the Agency Plan for Shared Decision-Making and Site Based Management and the Board will have approved the plan for submission to NYSED.	Wall	Completed 6/02
Standardize Benefits	XI. Staff Recruitment and Retention	By June 30, 2002, Eastern Suffolk BOCES will have a well-structured, cohesive benefit structure for our represented employees.	Wall	Completed 6/02

Title	Addresses Agency Goal(s)	Strategy Statement	Responsible Administrator	Status
Data Mining Service	I. High Standards VI. Technology	By June 30, 2002, Eastern Suffolk BOCES will have merged the data warehousing initiatives of Eastern and Western Suffolk BOCES and be positioned to offer data mining services to all school districts in the County.	Griffin	Completed 6/02
Enhancing Legislative Outreach Efforts	III. Quality Management IX. Public Information	By 2001, the Eastern Suffolk BOCES will establish opportunities for representatives of employee groups and component districts to provide input into the development of the annual BOCES Advocacy Program.	Bixhorn	Completed 6/01
Focused Advocacy Program on BOCES Space	IV. Program Availability VIII. Space and Safety IX. Public Information	By 2001, Eastern Suffolk BOCES will develop and promulgate an advocacy program related to the procurement and financing of permanent space for BOCES programs.	Bixhorn	Completed 6/01
Implementing Project SAVE	VIII. Space and Safety	By July 1, 2001, Eastern Suffolk BOCES will be in full compliance with the requirements of Project SAVE legislation following the activities and timelines of the following action plan.	Bixhorn	Completed 6/01
Financing Pilot Projects	V. Resourcing and Operational Efficiency XII. Research and Development	By July 2001, Eastern Suffolk BOCES will develop a method to generate dedicated resources to support an agency research and development function which has been approved by our component districts and will articulate both an internal and component district review process for deciding the specific projects to support with these resources.	Griffin	Completed 6/01



## OTHER MILESTONES IN THE IMPLEMENTATION OF THE STRATEGIC PLAN

Action Plan	Milestone	Date Completed
	<i>NOTE: Milestones are <u>important completed activities</u> that are part of Action Plans that may or may not yet be fully completed.</i>	
<b>Agency-wide, Divisional and Site Accreditation</b>	The Eastern Suffolk BOCES Reaccreditation Planning Team began all the required activities to prepare for the December 2008 Middle States Reaccreditation Validation Visit. The Board approved the outcomes of the activities, including revised long-range goals and objectives for 2009-2016.	6/08
<b>Establishing a Consortium for Grants Administrators</b>	The Program Administrator for Regional Grant Services has developed an initial consortium for grants administrators. The majority are ESBOCES staff and component school district staff are increasingly becoming involved	6/08
Agency-wide, Divisional and Site Accreditation	A 2007-2008 plan was designed as a planning framework for the 2009-2016 Middle States reaccreditation period.	6/07
Career, Technical and Adult Education Program Relocation, Student Data Analysis and Effectiveness Measures	A process was developed to identify and collect standardized statistical student data for the purpose of developing benchmarks that are utilized to measure program effectiveness at an acceptable level of 85% or greater.	6/07
Career, Technical and Adult Education Program Relocation, Student Data Analysis and Effectiveness Measures	A plan was developed and implemented to introduce and integrate new CTE administrators to the agency and department fundamental goals, procedures and practices of CTE Career and Tech Ed.	6/07
BOCES Communications Initiatives	Regulations and Policies included in the Office of Communications Guidelines Manual were written and approved by the Board and Administrative Council. The manual will serve to provide information on standardizing the look and content of agency wide materials used primarily for marketing and Public Relations purposes.	6/07
Establishing a Consortium for Grants Administrators	Expanded professional resources for grant services to assist the agency and its component districts were researched and made available.	6/07
Recruitment and Retention of a Culturally and Racially Diverse Workforce	An online Intranet website for the Office of Recruitment and Retention was established to streamline and centralize the applicant screening process and provide hiring administrators with up-to-date and easily accessible Teaching and Administrative candidate information.	5/07
Human Resources Administration	The structure of the Career Fair for Culturally and Ethnically Diverse Educators was re-organized and implemented.	3/07
Evaluation Reassurance Phase II	The Civil Service Evaluation committee was formed. The committee reviewed and revised the current Performance Report utilized to evaluate Civil Service employees. The revised form was piloted and will be further revised based on input emerging from the field test.	2/07

Action Plan	Milestone	Date Completed
Recruitment and Retention of a Culturally and Racially Diverse Workforce	The Office of Communications, Research and Recruitment was established and a Director was promoted to oversee outreach and Public Relations, regional research, and recruitment and retention efforts in order to address the strategies and objectives outlined in Plans I.V A-C, V.A-B and VI. D	1/07
Agency-wide, Divisional and Site Accreditation	The remaining seven educational services instructional sites had successful mid-point reviews from Middle States.	12/06
BOCES Communications Initiatives	Publications requiring Spanish Language translation were identified. A bilingual Communications Program Assistant was hired to oversee the translation service.	12/06
Agency-wide Facilities Standards	A Facilities Standards Committee was formed to study and establish facilities standards. After the committee met and reviewed standards, it was recommended that this committee broaden its focus and perform an assessment of BOCES facilities.	11/06
Establishing a Consortium for Grants Administrators	A staff member was assigned to do Regional Grant Services program administration.	11/06
Improving the Educational Outcomes of BOCES Students	Regional Space Plan Update and a Special Education Space Plans Needs Assessment were completed.	6/06
Improving the Educational Outcomes of BOCES Students	READ 180 program was piloted in agency middle school programs.	6/06
Improving the Educational Outcomes of BOCES Students	Transition services to special education students were expanded.	6/06
Implementing a New Computerized Student Management System	Phase I and II are nearly completed. Support continues to be given to manage and implement the system.	6/06
Standardized Parameters for Instructional Materials	The first cycle of this was completed, to be monitored and evaluated next year.	6/06
<p>Staff Development in Cultural Competence for Agency Staff</p> <p>Student Programs in Cultural Competence for BOCES Students</p> <p>Regional Staff Development and Student Programs on Cultural Competence for <i>(continued on next page)</i></p>	Action plans were added and revised to the strategic plan to focus on cultural competence and to improve staff recruitment and retention.	3/06

Action Plan	Milestone	Date Completed
Eastern Suffolk BOCES Component School Districts.  Recruitment and Retention of a Culturally and Racially Diverse Workforce		
Evaluation Assurance Phase II	A new employee evaluation form was piloted.	6/06
Recruitment and Retention of a Culturally and Racially Diverse Workforce	The Hiring Practices Manual was completed and employees were trained in its use.	6/06
Agency-wide, Divisional and Site Accreditation	The agency had a successful mid-point review from Middle States.	11/05
Agency-wide, Divisional and Site Accreditation	Seven educational services instructional sites had successful mid-point reviews from Middle States.	5/06
Integrating Professional Development to Support Inclusive Educational Programs	Provided complimentary workshops to districts with BOCES inclusive classes.	6/05
Educational Support Services to School Districts to Improve Student Outcomes	Introduced HealthSmart Curriculum in all Special Education programs.	6/05
Staff Development	Published a monthly summary of staff development opportunities available to professional staff represented by the BEES.	6/05
Educational Support Services to School Districts to Improve Student Outcomes	Increased BOCES student participation in Regional Arts-in-Education programs, performances and artist residencies.	5/05
Educational Support Services to School Districts to Improve Student Outcomes	Implemented Virtual Reference Collection in all Special Education and C-TE schools and programs.	4/05
Staff Development	Identified and created staff development topics for the 7.5 Agency Professional Development hours and distributed a chart of the staff development topics to professional staff represented by the BEES.	2/05
Staff Development	Developed database to track conferences and professional days for the Educational Services Division.	9/03

Action Plan	Milestone	Date Completed
Enhancing Standard Operating Procedures throughout BOCES	Reviewed, revised where appropriate, established where appropriate, and re-published all its Board policies.	9/03
Human Resource Administration	Created learning opportunities for administrative staff that were integrated with the District Superintendent's "Leadership Initiative," the Administrator's Mentor Program, and the Administrator's Leadership Academy.	8/03
Accreditation of Instructional Program Sites	Developed missions and student performance objectives for seventeen instructional program sites and submitted performance objectives to the Middle States Association for technical review. Of these submissions, six were accepted as written and eleven were accepted with minor revisions or accepted subject to collection of baseline data.	7/03
Communication Initiatives	Launched the first comprehensive Web site Eastern Suffolk BOCES has ever had on July 1, 2003. In accordance with Strategic Action Plan V: BOCES Communications Initiative, this Web site was conceptualized, designed and developed by the Communications Office to achieve the agency's goal of providing relevant and current information via the Word Wide Web to our stakeholders and the public-at-large.	7/03
Improving the Educational Outcomes of BOCES Students	Created an Electronic Datafolio for use with New York State Alternate Assessments.	6/03
Improving the Educational Outcomes of BOCES Students	Implemented Standards-Based Sensory Science Kits for severe developmentally delayed students	6/03
Human Resources Administration	Created "Hiring Practices Handbook" documenting the process utilized to fill both certificated and civil service vacancies and successfully applied in the hiring of candidates to fill the vacancies created by the retirement of four principals.	6/03
Human Resource Administration	Developed an affiliation with local colleges and universities that will assist in the hiring of both full-time and substitute teacher, paraprofessional and nursing staff.	6/03
Improving the Educational Outcomes of BOCES Students in Elementary and Secondary Integrated Settings	During the 2002-03 school year, added included classes in 11 additional schools operated by component school districts allowing the inclusion and participation of approximately 100 additional BOCES students in integrated settings.	6/03
Accreditation of Instructional Program Sites	Completed the Middle States Association Accreditation for Growth self-study process in seventeen instructional program sites, including formal review of two curriculum areas (usually English Language Arts and Math).	6/03
Supporting Educational Opportunities through Educational Support Services Center	Strengthened and systematized the instructional support provided to Eastern Suffolk BOCES instructional staff provided by the Educational Support Services Center through the curriculum teachers in order to ensure cutting edge services preparing our staff to help all students reach higher levels and achievement and satisfy State Standards.	6/03

Action Plan	Milestone	Date Completed
Supporting Educational Opportunities through Educational Support Services Center	Strengthened and systematized the instructional support provided to Eastern Suffolk BOCES instructional staff provided by the Educational Support Services Center through the curriculum teachers in order to ensure cutting edge services preparing our staff to help all students reach higher levels and achievement and satisfy State Standards.	6/03
Improving the Educational Outcomes of BOCES students in Elementary Integrated Settings	Provided training for approximately 250 district and BOCES staff working with children in included settings, in particular staff serving students with autism.	6/03
Communication Initiatives	Developed and implemented a Visual Identity Program for the agency, issued a Visual Identity Guidelines and provided staff training, May 2003. In accordance with Strategic Action Plan V: BOCES Communications Initiatives, this program was designed by the Communications Office to provide a visual framework for the agency and to establish a system to assure that all agency printed and electronic materials are developed and produced with consistency and brand identity.	5/03
Supporting Educational Opportunities through Educational Support Services Center	Successfully re-organized the Educational Support Services Center within Educational Services.	12/02
Agency-wide, Divisional, and Site Accreditation	Received successful mid-point review of progress on the Agency/Divisional Strategic Plan from the Middle States Association of Colleges and Schools.	11/02
Plan, Implement and Evaluate BTC Extension and Instructional Program	Built 50,000 square foot extension to Brookhaven Technical Center, consisting of modular classrooms, office, cafeteria, and gymnasium; ready for occupancy.	9/02
Developing a New Summer Services Model	Reduced by 10% the number of students receiving special education summer services in the 2002 summer program due to the new summer services delivery model for special education students. An additional 10% reduction in enrollment is anticipated for the 2003 summer program.	8/02
Establishing a Research and Program Improvement Department	Established and staffed Research and Program Improvement Department within the Educational Services Division; began operations.	7/02
Reorganization of the Educational Support and Technology Services Division	Prepared plan for reorganization of the Educational Support and Technology Services Division.	7/02
Developing a New Summer Services Model	Developed new Summer Services delivery model for implementation.	12/02

Action Plan	Milestone	Date Completed
Revamping the Billing System	Completed training and administrative needs assessment in preparation for design and implementation of PeopleSoft billing/accounts receivable module.	6/02
Quality Management	Trained 260 employees in the use of Total Quality Management.	6/02
Improving the Educational Outcomes of BOCES Students	Created Thematic Instructional Kits to support learning standards and IEP goals in Special Education Summer School.	6/02
Communication Initiatives	Established and staffed Communications Office; began operations in March 2002.	3/02
Human Resources Administration	Started two employee mentor programs: Support Services Mentorship Program and Administrators Mentorship Program.	12/01
Assuring Equitable Facilities for All BOCES Students and Staff	Completed baseline Customer Satisfaction Survey on Operations, Maintenance and Transportation issues for all BOCES facilities.	6/01
Improving the Educational Outcomes of BOCES Students	Successful NYSED Certification of 10 Career and Technical Education Courses; applications for Certification of 12 additional courses submitted to the state.	6/01
Improving the Educational Outcomes of BOCES Students	Completed: Program Redesign and Relocation Plan.	10/01
Improving the Educational Outcomes of BOCES Students	Completed baseline report: Trends in Eastern Suffolk BOCES Student Enrollment.	8/01

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of BOCES Students**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- IV. Program Availability
- VI. Technology

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Educational Services

**COLLABORATOR(S):**

- Director, Special Education
- Director, Career, Technical and Adult Education
- Director, Communications, Research and Recruitment
- Director, Educational Support Services
- Director, Planning and Program Improvement
- Building/Program Administrators

**STRATEGIC PLANNING STRATEGY:** By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special, career, and adult education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and job settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum and/or to curriculum reflecting the NYS standards. There will be a measurable increase in the number of secondary students earning diplomas. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting and who have improved standing for entry into the job market or higher education. This will be achieved and measured through the establishment of a comprehensive program based upon this action plan and the indicators of the State Performance Plan and P-16.

**DESCRIPTIVE NARRATIVE:** The Educational Services Division will develop and implement a comprehensive K-12 plan of program relocation and redesign that will assure all special and career education students are provided appropriate services to ensure access to the NYS learning standards, general education curriculum, vocational assessment and career education programs, and/or transition services. This plan will incorporate physical relocation of programs and service delivery sites to assure increased integration opportunities; programmatic redesign of the curriculum and instruction to improve academic standards and student outcomes; and expansion of transition services focused on adult post-graduation outcomes.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
1. Analyze trend data on BOCES enrollments and instructional space.	On-going	Assoc. Supt., Educational Services Dir., Administrative Services Dir., Comm., Research & Recruitment Dir., Special Education	Baseline report finished, 8/01 •Special Education: Expanded the

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ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
		Dir., Career & Technical Education Dir., Planning & Program Imprvmnt.	computerized PeopleSoft Enrollment Management System. Buildings used it for projections and in conjunction with the yearly ASP process. Special Education Task Force reviewed facilities needs, graduation requirements and enrollment trends to determine space needs in center based and included sites as well as program relocation needs. Report completed Spring 2008. •Career & Technical Education: Analyzed enrollment trends from 2007-08. Minor adjustments were made in program locations to accommodate needs. Decrease in enrollments in SCE and CTE has resulted in an analysis of program needs moving forward.
2. Develop and update instructional facilities and program relocation plan.	Annually	Assoc. Supt., Educational Services Dir., Administrative Services	2004-2009 Regional Special Education Space Plan completed. An agreement to extend the lease at the Jefferson Academic Center with



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ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
			major building revisions has been finalized. Discussions have been on going with effected parties for a long term plan to accommodate the loss of the NCLC in June 2008. Relocation occurred of NCLC to the Brookhaven campus June/July 2008.
3. Determine program redesign planning and implementation needs – based on physical relocations	Annually	Assoc. Supt., Educational Services Dir., Special Education Dir., Career & Technical Education Building/Program Administrators	Ongoing Update of the Special Education Continuum of Services Guide 2008-09. CTE Task Force Committee developed a five year plan for program relocation.
4. Modify Special Education curricula to align with New York State Learning Standards.	On-going	Dir., Special Education Dir., Career & Technical Education Dir., Ed. Support Services Building/Program Administrators Curriculum Specialists Instructional Staff	K-12 Curriculum Committees in each academic and career and technical areas have completed a review of curriculum changes and materials/supplies needs for coming school year. Read 180 program expanded to agency high school programs 2006-2007.
5. Begin the CTE course recertification process for 8 courses.	On-going	Dir., Career & Technical Education Building/Program Administrators Instructional Staff	In Progress As of 6/08 – 49 CTE courses were certified by NYS.

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<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
			8 CTE courses received recertification in 2007-2008 school year.
6. Provide staff development opportunities for administrators, classroom teachers, related service personnel, special subject teachers, paraprofessionals, and support staff	On-going	Dir., Ed. Support Services Curriculum Specialist Asst. Supt., Human Resources	In Progress Staff Development opportunities were provided in the form of workshops based on site level SDM Committee recommendations, divisional level recommendations and periodic administrative seminars for all Departments. Agency Staff development topics were reviewed and expanded 1/08. A Leadership Development Program was started. Administrative Coaches were offered to new staff and workshops pertinent to administration were offered. A mentoring program for new teaching staff was implemented

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<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
<p>7. Identify service gaps, underserved student populations, and employment needs of the regional area and develop new programs and services to address these areas</p>	<p>On-going</p>	<p>Assoc. Supt., Educational Services Dir., Special Education            Dir, Career &amp; Technical Education Building/Program Administrators</p>	<p>On-going</p> <ul style="list-style-type: none"> <li>•Special Education Department: Worked with area higher education leaders and the Directors of Special Education in the area through the CASE group to identify skills needed in special education teachers. Utilized the opportunity presented in the Regional Space Planning Committee to expand on a Contract Award from several years ago to train staff to work with low functioning developmental students. Grant was obtained to continue this work. Special Education Space Plan survey regarding the success of Inclusion was completed. Spring 2007.</li> <li>•Career &amp; Technical Education: 3 new CTE course offerings for the 2007-08 school year. Continued CTE Advisory Council comprised of Business and Industry</li> </ul>

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<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
			<p>representatives to determine employment trends.            Working with SED to add academic credit for courses in SCE.            Initiatives in process to investigate the implementation of Career Academies in conjunction with ESBOCES CTE programs, component districts and institutes of higher education.</p>
<p>8. Expand delivery of transition services to special education students within ESB</p>	<p>On-going</p>	<p>Dir., Special Education            Div. Admin., Special Education            Building Administrators</p>	<p>In Progress</p> <ul style="list-style-type: none"> <li>• Work Activity Center plan to regionalize the BOCES pre-vocational training program.</li> <li>Instituted a Regional Coordinator position for this program.</li> <li>•Career &amp; Technical Education: A committee to assess and develop the current special career and tech education program and course offerings to assure alignment with student's transitional needs.</li> </ul>

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ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
9. Develop and implement a process to gather and analyze student and program specific data with respect to student performance, transition, and exit outcomes to support the action steps of this plan.	On-going	Dir., Technology Integration Admin.Coord., Student Mgmt Systems Dir., Special Education Dir., Career & Technical Education	All NYS Student Assessment results now available in E-School. PeopleSoft Reporting Capabilities revised and developed as needed. Evaluating and planning action steps developed for reports in the area of Transition and Exit Outcome data
10. Incorporate character development curriculum across the K-12 grades.	January 2008	Director of Educational Support Services Director of Special Education	In Progress

**RESOURCES REQUIRED:**

Personnel, staff development, equipment and technology, classroom space, collaboration with higher education

**POSSIBLE SOURCES OF FUNDING:**

Instructional programs budget  
 Administrative services budget (instructional space)  
 Grants

**BASELINE DATA:**

Program Relocation Data

77% of BOCES Special Education students educated in segregated settings, baseline year – 2000-01  
 8% of BOCES Special Education students educated in Included settings, baseline year – 2000-01  
 11.4% in 2001-2002  
 15% in 2002-2003  
 18.3 % in 2003-2004  
 22.2 % in 2004-2005

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of BOCES Students**

22.1% in 2005-2006  
22.1% in 2006-2007  
19.0% in 2007-2008

15% of BOCES Special Education students provided related services in home district settings, baseline year – 2000-01  
280 (92%) BOCES Special Education classes located in separate sites, baseline year – 2000-01  
24 BOCES Special Education classes located in included sites, baseline year – 2000-01  
28 in 2002-2002  
42 in 2002-2003  
51 in 2003-2004  
48 in 2004-2005  
44 in 2005-2006  
43 in 2006-2007  
38 in 2007-2008

8 BOCES Special Education Included Sites, baseline year – 2001-02  
17 in 2002-2003  
20 in 2003-2004  
20 in 2004-2005  
19 in 2005-2006  
16 in 2006-2007  
13 in 2007-2008

11 BOCES Special Education integrated sites in baseline year 2001-2002  
19 in 2002-2003  
20 in 2003-2004  
33 in 2004-2005  
33 in 2005-2006  
30 in 2007-2008

Program Redesign Data

252 Special Education students participating in community/extracurricular/work integration experiences, baseline year – 2000-2001  
236 in 2001-2002  
305 in 2002-2003  
293 in 2003-2004  
254 in 2004-2005  
689 in 2005-2006

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720 in 2006-2007

787 in 2007-2008

Student Assessment Data

Baseline data 2004-2005

18% of Special Education Students performing at a proficient or better level on NYS Grade 4 Math Assessment, 3% of Special Education Students performing at a proficient or better level on NYS Grade 8 Math Assessment, 15% of Special Education Students performing at a proficient or better level on NYS Grade 4 ELA Assessment, 6% of Special Education Students performing at a proficient or better level on NYS Grade 8 ELA Assessments, 33% of Special Education Students performing at a proficient or better level on NYS Grade 4 Science Assessment,

22% of Special Education Students performing at a proficient or better level on NYS Intermediate Science Assessment, 13% of Special Education Students performing at a proficient or better level on NYS Intermediate Social Studies Assessment,

15% of Special Education Students tested, passed RCT Global Studies

36% of Special Education Students tested, passed RCT Math

45% of Special Education Students tested, passed RCT Reading

49% of Special Education Students tested, passed RCT in Science

41% of Special Education Students tested, passed RCT in Spanish

40% of Special Education Students tested, passed RCT in US History and Government

63% of Special Education Students tested, passed RCT in Writing

35% of Special Education Students tested, passed Regents in Earth Science

43% of Special Education Students tested, passed Regents in English

29% of Special Education Students tested, passed Regents in Global History

64% of Special Education Students tested, passed Regents in Living Environment

40% of Special Education Students tested, passed Regents in Math A 36% of Special Education Students tested, passed Regents in Math B

100% of Special Education Students tested, passed the Regents in Chemistry

100% of Special Education Students tested, passed the Regents in Physics

100% of Special Education Students tested, passed the Regents in Spanish,

39% of Special Education Students tested, passed the Regents in US History and Govt.

2005-2006 data

19% of Special Education Students performing at a proficient or better level on NYS Grade 3 ELA

0% of Special Education Students performing at a proficient or better level on NYS Grade 4 ELA

21% of Special Education Students performing at a proficient or better level on NYS Grade 5 ELA

9% of Special Education Students performing at a proficient or better level on NYS Grade 6 ELA

15% of Special Education Students performing at a proficient or better level on NYS Grade 7 ELA

10% of Special Education Students performing at a proficient or better level on NYS Grade 8 ELA

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20% of Special Education Students performing at a proficient or better level on NYS Grade 3 Math  
9% of Special Education Students performing at a proficient or better level on NYS Grade 4 Math  
7% of Special Education Students performing at a proficient or better level on NYS Grade 5 Math  
1% of Special Education Students performing at a proficient or better level on NYS Grade 6 Math  
8% of Special Education Students performing at a proficient or better level on NYS Grade 7 Math  
1% of Special Education Students performing at a proficient or better level on NYS Grade 8 Math

22% of Special Education Students tested, passed Regents in Earth Science  
21% of Special Education Students tested, passed Regents in English  
21% of Special Education Students tested, passed Regents in Global History  
41% of Special Education Students tested, passed Regents in Living Environment  
34% of Special Education Students tested, passed Regents in Math A  
NA% of Special Education Students tested, passed Regents in Math B  
38% of Special Education Students tested, passed the Regents in US History and Govt.

2006-2007 data

21% of Special Education Students performing at a proficient or better level on NYS Grade 3 ELA  
16% of Special Education Students performing at a proficient or better level on NYS Grade 4 ELA  
21% of Special Education Students performing at a proficient or better level on NYS Grade 5 ELA  
14% of Special Education Students performing at a proficient or better level on NYS Grade 6 ELA  
18% of Special Education Students performing at a proficient or better level on NYS Grade 7 ELA  
6% of Special Education Students performing at a proficient or better level on NYS Grade 8 ELA

20% of Special Education Students performing at a proficient or better level on NYS Grade 3 Math  
19% of Special Education Students performing at a proficient or better level on NYS Grade 4 Math  
10% of Special Education Students performing at a proficient or better level on NYS Grade 5 Math  
7% of Special Education Students performing at a proficient or better level on NYS Grade 6 Math  
6% of Special Education Students performing at a proficient or better level on NYS Grade 7 Math  
3% of Special Education Students performing at a proficient or better level on NYS Grade 8 Math

47% of Special Education Students tested, passed Regents in Earth Science  
17% of Special Education Students tested, passed Regents in English  
18% of Special Education Students tested, passed Regents in Global History

50% of Special Education Students tested, passed Regents in Living Environment  
24% of Special Education Students tested, passed Regents in Math A



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NA% of Special Education Students tested, passed Regents in Math B  
41% of Special Education Students tested, passed the Regents in US History and Govt.

2007-2008 data

21% of Special Education Students performing at a proficient or better level on NYS Grade 3 ELA  
16% of Special Education Students performing at a proficient or better level on NYS Grade 4 ELA  
21% of Special Education Students performing at a proficient or better level on NYS Grade 5 ELA  
14% of Special Education Students performing at a proficient or better level on NYS Grade 6 ELA  
18% of Special Education Students performing at a proficient or better level on NYS Grade 7 ELA  
6% of Special Education Students performing at a proficient or better level on NYS Grade 8 ELA

34% of Special Education Students performing at a proficient or better level on NYS Grade 3 Math  
20% of Special Education Students performing at a proficient or better level on NYS Grade 4 Math  
14% of Special Education Students performing at a proficient or better level on NYS Grade 5 Math  
12% of Special Education Students performing at a proficient or better level on NYS Grade 6 Math  
11% of Special Education Students performing at a proficient or better level on NYS Grade 7 Math  
3% of Special Education Students performing at a proficient or better level on NYS Grade 8 Math

36% of Special Education Students tested, passed Regents in Earth Science  
24% of Special Education Students tested, passed Regents in English  
NA% of Special Education Students tested, passed Regents in Global History  
50% of Special Education Students tested, passed Regents in Living Environment  
20% of Special Education Students tested, passed Regents in Math A  
75% of Special Education Students tested, passed Regents in Math B  
33% of Special Education Students tested, passed Integrated Algebra  
NA% of Special Education Students tested, passed the Regents in US History and Govt.

Student Transition Outcome Data

201 BOCES School aged students with disabilities returned to district in baseline year 2001-2002

328 in 2002-2003  
368 in 2003-2004  
349 in 2004-2005  
310 in 2005-2006  
330 in 2006-2007  
336 in 2007-2008

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of BOCES Students**

Graduation rates:

81% of BOCES Special Education High School students graduated in 2003-2004  
74% of BOCES Special Education High School students graduated in 2004-2005  
73% of BOCES Special Education High School students graduated in 2005-2006  
76% of BOCES Special Education High School students graduated in 2006-2007  
80% of BOCES Special Education High School students graduated in 2007-2008

Diploma Rates

93% of CTE students earned a Regents or Local diploma in baseline year 2004-2005  
7% of CTE students earned an IEP diploma in baseline year 2004-2005  
80 BOCES Special Education Students earned a Regents or Local diploma in 2001-2002  
49 BOCES Special Education Students earned an IEP diploma in 2001-2002  
88 BOCES Special Education Students earned a Regents or Local diploma in 2002-2003  
6 BOCES Special Education Students earned a High School Equivalency diploma in 2002-2003  
75 BOCES Special Education Students earned an IEP diploma in 2002-2003  
81 BOCES Special Education Students earned a Regents or Local diploma in 2003-2004  
15 BOCES Special Education Students earned a High School Equivalency diploma in 2003-2004  
51 BOCES Special Education Students earned an IEP diploma in 2003-2004  
67 BOCES Special Education Students earned a Regents of Local diploma in 2005-2006  
53 BOCES Special Education Students earned an IEP Diploma in 2005-2006  
3 BOCES Special Education Students earned a High School Equivalency Diploma in 2005-2006  
67 (54%) BOCES Special Education Students earned a Regents of Local diploma in 2006-07  
53 (44%) BOCES Special Education Students earned an IEP diploma in 2006-2007  
3 (2%) BOCES Special Education Students earned a High School Equivalency diploma in 2006-2007  
93 (65%) BOCES Special Education Students earned a Regents or Local diploma in 2007-2008  
1 (<1%) BOCES Special Education Students earned an Advanced Regents Diploma in 2007-2008  
48 (33%) BOCES Special Education Students earned an IEP Diploma in 2007-2008  
Data not yet available for High School Equivalency in 2007-2008

**IMPLEMENTATION MEASURES:**

Implementation will be tracked via monthly reports from building administrators to the Directors to Associate Superintendent for Educational Services

**RESULTS:**

See Outcome Data Above

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of BOCES Students**

**INFORMATION REQUIRED FOR MEASURES:**

Information required to determine effectiveness of activities and system to track that information will be developed as a part of the implementation of this action plan.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.B: Improving the Educational Outcomes of BOCES**  
**Special Education Students In Integrated Settings**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- IV. Program Availability
- VI. Technology

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Educational Services  
 Director, Special Education

**COLLABORATOR(S):**

Director, Educational Support Services  
 Building/Program Administrators

**RELATED OPERATIONAL OBJECTIVE:** By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and pre-employment settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting.

**DESCRIPTIVE NARRATIVE:** The ESB Educational Services Division, Department of Special Education will develop and implement a comprehensive K-12 plan for integrated programs that will assure all special education students are provided appropriate services to ensure access to the NYS learning standards, general education curriculum, assessment and transition services. This plan will focus on: delivery of special education services in integrated settings in component school districts, increasing integration opportunities, improving academic and social/emotional student outcomes, and increasing the percentage of students who successfully transition to least restrictive settings.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Analyze trend data on BOCES enrollments and instructional space.	On-going	Assoc. Supt., Educational Services Dir., Special Education Dir., Comm., Research & Recruitment Dir., Planning & Program Imprvmnt.	Baseline report finished, 8/01 On-going updates Instituted the computerized PeopleSoft Enrollment Management System for use in conjunction with the yearly A.S.P. process.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.B: Improving the Educational Outcomes of BOCES**  
**Special Education Students In Integrated Settings**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
2. Develop and update district space plan for instructional programs.	Annually	Assoc. Supt., Educational Services Dir., Administrative Services	On-going – Regional Special Education Space Plan updated Spring 2008 Plans for relocation and merger of programs have been completed and are in the process of being implemented. Implementation will be complete by August 25, 2008.
3. Determine adequacy of the physical space to meet the needs of the BOCES population.	On-going	Dir., Special Education Divisional Admin., Special Education	On-going annual process. Reviewed facilities needs during spring enrollment process to determine space needs in center-based and included sites for 2008-2009 school year. 6/08
4. Develop an Integrated Programs Handbook for BOCES administrators and district administrators of host districts/programs.	January, 2005	Dir., Special Education. Divisional Admin., Special Education BOCES Administrators	Student Services Delivery Continuum completed 2003 and updated annually.
5. Provide staff development opportunities for administrators, classroom teachers, related service personnel, special subject teachers, paraprofessionals, and support staff.	Annually	Dir., Special Education Dir., Educational Support Services Curriculum Specialists	On-going workshop participation Staff Development opportunities were provided in the form of workshops based on site level SDM committees and Agency level initiatives,

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.B: Improving the Educational Outcomes of BOCES**  
**Special Education Students In Integrated Settings**

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
			recommendations and monthly administrative seminars.
6. Increase the skill and receptiveness of general education programs for acceptance of ES BOCES students through staff development opportunities.	On-going	Dir., Special Education Divisional Admin., Special Education	Successfully obtained and administered a Regional Space Planning Grant to extend staff development and Autism Consulting opportunities for our local districts that were designed to foster the maintenance of students in their home school settings. Offered staff development opportunities to local districts through our Educational Support Services Department.
7. Develop criteria for selection of students to be placed in integrated settings, through the collection of data related to the profile of successful students in integrated settings.	On-going Annual Review	Dir., Special Education Divisional Admin., Special Education Program Administrators	On-going review. Development of Continuum of Services guide for each school year, outlining student profiles in various center-based and included sites throughout the ESB area. Completed 2/08 and updated annually.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.B: Improving the Educational Outcomes of BOCES**  
**Special Education Students In Integrated Settings**

**RESOURCES REQUIRED:**

Personnel, staff development, equipment and technology, and classroom space.

**POSSIBLE SOURCES OF FUNDING:**

Instructional programs budget  
Administrative services budget (instructional space)  
Program Development Grant

**BASELINE DATA:**

Program Relocation Data

Percentage of BOCES Special Education students educated in Included settings, baseline year – 2000-01

8% in 2000-2001  
11.4% in 2001-2002  
15% in 2002-2003  
18.3 % in 2003-2004  
22.2 % in 2004-2005  
22.1% in 2006-2006  
22.1% in 2006-2007  
19.0% in 2007-2008

15% of BOCES Special Education students provided related services in home district settings, baseline year – 2000-01

280 (92%) BOCES Special Education classes located in separate sites, baseline year – 2000-01

Number of BOCES Special Education classes located in included sites

24 in 2000-2001  
28 in 2001-2002  
42 in 2002-2003  
51 in 2003-2004  
48 in 2004-2005  
44 in 2005-2006  
43 in 2006-2007  
38 in 2007-2008

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.B: Improving the Educational Outcomes of BOCES**  
**Special Education Students In Integrated Settings**

Number of BOCES Special Education Included Sites

8 in 2001-2002  
17 in 2002-2003  
20 in 2003-2004  
20 in 2004-2005  
19 in 2005-2006  
16 in 2006-2007  
13 in 2007-2008

Number of BOCES Special Education integrated sites in baseline year 2001-2002

11 in 2001-2002  
19 in 2002-2003  
20 in 2003-2004  
33 in 2004-2005  
30 in 2007-2008

Program Redesign Data

Special Education students participating in community/extracurricular/work integration experiences, baseline year – 2000-2001

252 in 2000-2001  
236 in 2001-2002  
305 in 2002-2003  
293 in 2003-2004  
254 in 2004-2005

9 of Career Education courses approved for Academic credit, baseline year – 2001-02

20 Career Education courses articulated for college credit, baseline year – 2000-01

34 Career Education courses articulated for college credit in 2004-2005

Student Transition Outcome Data

201 BOCES School aged students with disabilities returned to district in baseline year 2001-2002

186 in 2002-2003  
171 in 2003-2004  
130 in 2004-2005

Graduation rates:

81% of BOCES Special Education High School students graduated in 2003-2004

74% of BOCES Special Education High School students graduated in 2004-2005



**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.B: Improving the Educational Outcomes of BOCES**  
**Special Education Students In Integrated Settings**

Student Outcome Data

Industry Assessment Results for Career and Tech Ed.

67% of students passing Industry Assessments, baseline year 2002-2003

83% in 2003-2004

90% in 2004-2005

**IMPLEMENTATION MEASURES:**

Implementation will be tracked via monthly reports from building administrators to the Divisional Administrator for Special Education to the Director of Special Education to Associate Superintendent for Educational Services.

**RESULTS:**

Targets to be established as decisions on appropriate outcomes measures are finalized

**INFORMATION REQUIRED FOR MEASURES:**

Information required to determine effectiveness of activities and system to track that information will be developed as a part of the implementation of this action plan.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.C: Implementation of New High School Level Math Courses**  
**and Regents Exams**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- II. Staff Development

**RESPONSIBLE ADMINISTRATOR:**

Director, Educational Support Services  
 Program Administrator, Curriculum, Instruction and Assessment

**COLLABORATOR(S):**

Math Curriculum Committee

**RELATED OPERATIONAL OBJECTIVE:** By June 2009, the implementation of two new high school level math courses and the corresponding Regents exams will be completed. This implementation will include the realignment of the curriculum, purchase of instructional materials, and professional development for instructional staff.

**DESCRIPTIVE NARRATIVE:** Based on the Board of Regents approval of new math standards for high school that provide for new high school math courses and corresponding Regents exams, ESS, in collaboration with the Math Curriculum Committee will realign the math curriculum, purchase instructional materials for BOCES high school programs, and provide professional development for instructional staff relative to the new curriculum and exams.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Provide training to Math Curriculum Committee members and Curriculum Teachers on changes to the math standards	December 2005	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	Complete 12/05
2. Establish a plan for phase-in of Algebra courses	March 2006	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	Complete 3/06
3. Research textbooks for pre-Algebra course to be implemented during the 06-07 school year	April 2006	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	Complete 4/06
4. Math Curriculum Committee prepares recommendations and purchase requisitions for pre-Algebra instructional materials order	April 2006	Math Curriculum Committee Co-Chairs	Complete 4/06
5. Research textbooks and instructional materials for Algebra courses	February 2007	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	Complete 2/07
6. Math Curriculum committee prepares recommendations and purchase requisitions for Algebra instructional materials order	April 2007	Math Curriculum Committee Co-Chairs	Complete 4/07

**Eastern Suffolk BOCES  
Related Operational Action Plan I.C: Implementation of New High School Level Math Courses  
and Regents Exams**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
7. Distribute Algebra instructional materials	September 2007	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	Complete 9/07
8. Math Curriculum Committee distributes needs assessment survey to determine need for additional professional development training and/or instructional materials	October 2007	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	Complete 10/07
9. Research textbooks and instructional materials for Geometry courses	February 2008	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	Complete 2/08
10. Math Curriculum Committee prepares recommendations and purchase requisitions for Geometry instructional materials order	April 2008	Math Curriculum Committee Co-Chairs	Complete 4/08
11. Distribute Geometry instructional materials	May 2008	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	Complete 5/08
12. Curriculum writing, scope and sequence for Algebra courses	August 2008	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	
13. Math Curriculum Committee distributes needs assessment survey to determine need for additional professional development training and/or instructional materials for Geometry	November 2008	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	
14. Research textbooks and instructional materials for Algebra 2/Trigonometry courses	February 2009	Program Administrator, C.I.A. Math Curriculum Committee Co-Chairs	
15. Math Curriculum Committee prepares recommendations and purchase requisitions for Algebra 2/Trigonometry instructional materials order	April 2009	Math Curriculum Committee Co-Chairs	

**RESOURCES REQUIRED:**

Release time for Math Committee members

Meeting space

Central funds for the purchase of instructional materials

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.C: Implementation of New High School Level Math Courses**  
**and Regents Exams**

**POSSIBLE SOURCES OF FUNDING:**

Budget allocation

**BASELINE DATA:**

2005 – Outdated curriculum and inconsistent outdated instructional materials

**IMPLEMENTATION MEASURES:**

Meetings with Math Curriculum Co-chairs

Surveys

Workshop Deliveries

**RESULTS:**

2008 – Scope and sequence completed for Algebra

Corresponding instructional materials for Algebra provided

**INFORMATION REQUIRED FOR MEASURES:**

Information from NYS Education department regarding course and Regents exam implementation

Purchasing cycle information

## Eastern Suffolk BOCES

### NEW Related Operational Action Plan I.D: Redesign of Student Transition Instruction and Practices

#### ADDRESSES BOCES GOAL(S):

- I. High Standards
- II. Staff Development
- III. Quality Management
- IV. Program Availability
- VI. Technology
- X. Internal Communications

#### RESPONSIBLE ADMINISTRATOR:

Director, Special Education

#### COLLABORATOR(S):

Associate Superintendent, Educational Services  
Special Education Task Force  
Building/Program Administrators  
Instructional Staff  
L.I. Transition Site

**RELATED OPERATIONAL OBJECTIVE:** During the school year 2008-2009, the Special Education Task Force will review current practices regarding student Transition Services as a K-12 endeavor. The goal will be to discuss current and best practices, state and federal education department regulations, and the best interests of students as they pertain to the transition of students at many different levels. It is expected that the outcome of these meetings will be the development of a multi-year, department-wide plan that will coordinate existing transition planning efforts, and propose new or enhanced transition services to students, parents and BOCES Programs throughout the continuum, as well as services to districts to support their instruction of an ever-growing included population in our region.

**DESCRIPTIVE NARRATIVE:** The Director of Special Education will work with representatives of the various stakeholders that comprise the Special Education Task Force, with a goal of discussing current and best practices, state and federal education department regulations, and the best interests of students as they pertain to the transition of students at many different levels. The committee will meet to study regional enrollment trends, emerging directions in the field, and identify areas of service need for our students and/or local districts that might lead to new BOCES programs and/or services. Proposals developed through this committee will consider current program locations and service delivery sites to assure increased integration opportunities. The Committee will also consider state and federal regulations, emerging trends in the area of transition, and expansion of transition services throughout the continuum, focused on career awareness, movement throughout the continuum of services, possible return to district programs and eventual adult post-graduation outcomes.

**Eastern Suffolk BOCES**

**NEW Related Operational Action Plan I.D: Redesign of Student Transition Instruction and Practices**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. The Special Education Task Force will meet to outline the parameters of the project.	12/08	Dir., Special Education S.E. Task Force	Ongoing
2. Research state and federal regulations, as well as best practices in BOCES, in the region and statewide. Review and incorporate facets/opportunities presented by the recent grant award to Riverhead, Western and Nassau.	2/09	Dir., Special Education S.E. Task Force L.I. Transition Site	Ongoing
3. Discuss and clearly outline key points along the continuum, and "exit points" (e.g. moving from elementary to middle school) for students that should be targets for long term planning efforts of all schools along the continuum.	2/09	Dir., Special Education S.E. Task Force Building/Program Admin. Instructional Staff	Ongoing
4. Develop a comprehensive, multi-year plan that will address issues identified through the research process such as: - An annual skill assessment/exploration that will address student strengths and interests K-12. - A continuum of instructional and behavioral skills to be addressed and integrated into state mandated curricula. - A Parent Curriculum to involve them in authentic assessment and meaningful long term planning for their child. - A staff development plan to address staff's role in preparing student for "transition". Special focus will be on the integration of all service providers in the planning an implementation of goals and strategies.	3/09	Dir., Special Education S.E. Task Force	Pending
5. Communicate the proposed plan to staff throughout the department to disseminate information and gather feedback and input from staff throughout the department.	4/09	Dir., Special Education S.E. Task Force	Pending
6. Review staff input and finalize the plan for implementation.	6/09	Dir., Special Education S.E. Task Force	Pending

**Eastern Suffolk BOCES**  
**NEW Related Operational Action Plan I.D: Redesign of Student Transition Instruction and Practices**

**RESOURCES REQUIRED:**

Personnel, meeting space, data from various departments, staff release time.

**POSSIBLE SOURCES OF FUNDING:**

Instructional programs budget

**BASELINE DATA:**

Current practices regarding student transition services

**IMPLEMENTATION MEASURES:**

**RESULTS:**

**INFORMATION REQUIRED FOR MEASURES:**

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.E: Career, Technical and Adult Education Program**  
**Program Relocation, Student Data Analysis and Program Effectiveness Measures**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- II. Staff Development
- III. Quality Management
- VII. Strategic Planning

**RESPONSIBLE ADMINISTRATOR:**

Director, Career, Technical and Adult Education

**COLLABORATOR(S):**

Associate Superintendent, Educational Services  
 Director, Special Education  
 Director, Educational Support Services  
 Divisional Administrator, Career, Technical and Adult Education  
 Building/Program Administrators  
 Career and Technical Education SDM

**RELATED OPERATIONAL OBJECTIVE:** By July 2008, the Career, Technical and Adult Education Programs clearly developed and redefined a plan for continuous student and program improvement, as well as student access to secondary Career and Special Career Education programs. This process has and will continue to emphasize the role of Career and Technical Education and also highlights its presence within the region through June 2009. The process will include a continuous review of student data collection and the analysis of this data to increase program effectiveness as well as improve student outcomes.

**DESCRIPTIVE NARRATIVE:** The Educational Services Division will research, develop and implement a plan for program relocation, student data collection and analysis, as well as program effectiveness measures. This plan will include a review of student enrollment patterns, student outcome statistics and those operational procedures currently employed to support the delivery of Career, Technical and Adult Education Programs.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Continue to review and analyze current program offerings and services provided to secondary and adult students. Utilizing student enrollment data, identify the addition, relocation, and reduction of program offerings.	December 2009	Assoc. Supt., Educational Services Dir., Career, Technical & Adult Ed. CTE/SCE Building Principals	On-going
2. Modify building level AFG goals, objectives, timelines to integrate Career and Technical program initiatives.	May 2009	Dir., Career, Technical & Adult Ed.	In Progress



**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.E: Career, Technical and Adult Education Program**  
**Program Relocation, Student Data Analysis and Program Effectiveness Measures**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
3. Review, assess and modify program curricula to develop seamless transitions from SCE to CTE programs.	December 2009	Assoc. Supt., Educational Services Dir., Career, Technical & Adult Ed. CTE/SCE Admin. Coord	In Progress
4. Review and modify SCE program curricula to integrate academic credit and develop course content to expand from semester to one-year curricula.	August 2010	Dir., Career, Technical & Adult Ed. Building Principals CTE Program Administrators CTE Administrative Coordinator	In Progress
5. Review and evaluate campus/facility goals, practices, procedures and time schedules to achieve standardization.	June 2009	Building Principals Dir., Career, Technical & Adult Ed. CTE Program Administrators	In Progress
6. Develop a process utilizing e-school and component District Step data to compile student statistical data for SED CTED I & II Reporting. Review and analyze data to assess and enhance student outcomes.	June 2009	Assoc. Supt., Educational Services Dir., Career, Technical & Adult Ed. Dir., Technology Integration Dir., Comm., Research & Recruitment Admin. Coord., Student Mgmt Svcs.	In Progress
7. To determine the quality of each program offering, develop a process to create evaluative effectiveness measures.	May 2009	Dir., Career, Technical & Adult Ed. Building Principals CTE Program Administrators Dir., Comm., Research & Recruitment	In Progress
8. Develop, cultivate and provide diversity and cultural competency training and practices for students and staff.	June 2009	Assoc. Supt., Educational Services CTE Director Dir., Educational Support Services Building Principals	In Progress
9. Expand student work based learning opportunities to include a minimum of 80% of the students enrolled by 2009.	May 2009	CTE Director CTE Principals CTE Program Administrators CTE Teachers	In Progress
10. Develop and cultivate a Transportation Academy Program and a Health Academy Program for students beginning September 2009.	January 2009	CTE Director CTE Principals CTE Program Administrators CTE Teachers	In Progress

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.E: Career, Technical and Adult Education Program**  
**Program Relocation, Student Data Analysis and Program Effectiveness Measures**

**RESOURCES REQUIRED:**

Planning and Meeting Time  
Facilities space and office supplies

**POSSIBLE SOURCES OF FUNDING:**

Funding required will be negligible, and exists within the Career and Technical Education budgets.

**BASELINE DATA:**

2005-06 CTE Enrollment is 2,353.

2005-06 SCE Enrollment is 640.

Thirty-one SCE students were transitioned to CTE programs during the 2005-06 school year.

E-School Student Management Program undergoing development to produce CTEDs data.

There are no SCE programs approved for academic credit as of June 2006.

As of 2005-06, the following CTE procedures require standardization: Bell Schedule, Teacher Substitute, Driving/Walking Pass, Bus Regulations, Emergency Pickup, Program Application, Work Experience, Attendance, etc.

Percentage of CTE completers: 80% as of June 2006.

2244 students enrolled as of October 2005, 1794 certificates of completion issued in June 2006

Percentage of CTE students in National Technical Honor Society: 5% as of June 2006.

2244 students enrolled as of October 2005, 117 inductees as of June 2006.

Percentage of CTE students who are members of SkillsUSA: 65% as of June 2006

2244 students enrolled as of October 2005, 1456 members as of June 2006.

Percentage of CTE students receiving tech endorsement: 48% as of June 2006.

1794 certificates of completion issued in June 2006, 864 technical endorsements granted in June 2006.

Average number of Articulation Agreements for each CTE program: 88 with 29 colleges and/or trade schools as of June 2006.

Percentage of CTE students in work based activities: As of June 2006 we presently do not have the data to report.

Second year returning students – no baseline data.

**IMPLEMENTATION MEASURES:**

Progress toward implementation will be measured through a series of reviews of the planned activities by stakeholders as a function of Leadership Team and Principal Leadership Team Meetings.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan I.E: Career, Technical and Adult Education Program**  
**Program Relocation, Student Data Analysis and Program Effectiveness Measures**

**RESULTS:**

	<b>Baseline 2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
CTE Enrollment will increase by a minimum of 5% over the next two years.	2353	2351 (0.08%%)	2339 (-.5%)
SCE Enrollment will increase by a minimum of 5% over the next two years (June 2008).	640	548 (-14%)	544 (-.7%)
Students transitioned from SCE to CTE will occur at a minimum rate of 5% each year.	31	22 (-29%)	14 (-36%)
E-school Student Management System will compile CTEDs I & II student data.	In process	In process	Complete
SCE programs approved for academic credit will increase by 5% per year.	0	0	2
Standardization of student processes/procedures will be completed at the rate of 50% per year and shall be completed by June 2008.	In process	In process	In process
CTE completers will increase by 5% of total enrollment annually to 85%.	1794	1724 (-4%)	1929 (+11.9%)
CTE students inducted into the national Technical Honor Society will increase by 5%.	117	149 (+27%)	185 (+24%)
CTE student SkillsUSA membership will increase by 5%.	1456	1401 (+3%)	1410 (+.6%)
CTE students receiving technical endorsement will increase yearly until 70% have achieved this goal by May 2009.	864	782 (-10%)	820 (+4.6%)
Each CTE program will obtain an average of four articulation agreements by May 2009.	88 agreements with 29 colleges* 88/34 = 2.6	94 agreements with 29 colleges** 94/35 = 2.7	90 agreements with 30 colleges 90/36 = 2.5
Year Two CTE students will increase by 5% each year to reach an 80% return rate by June 2009.	No data	728 Baseline Number	682 (-6.3%)
CTE students participating in work based activities will increase by 10% yearly until a minimum threshold of 80% is achieved by June 2009.	No data	No data	No data

\*We have two colleges that have agreed to grant us blanket agreements for all of our programs that are not reflected in this number.

\*\*We have three colleges that have agreed to grant us blanket agreements for all of our programs that are not reflected in this number.

**INFORMATION REQUIRED FOR MEASURES:** CTE and Adult Education Department student enrollment and outcome statistical data.

**Eastern Suffolk BOCES**

**Related Operational Action Plan I.F: Staff Development in Cultural Competence for Agency Staff**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- II. Staff Development

**RESPONSIBLE ADMINISTRATOR:**

Director, Educational Support Services

**COLLABORATOR(S):**

Director, Planning and Program Improvement  
 Assistant Superintendent, Human Resources  
 Divisional Administrator, Educational Support Services

**RELATED OPERATIONAL OBJECTIVE:** By June 2008, there will be a measurable increase in professional development activities in the area of cultural competence available to agency staff. Workshops will include professional development in adult to adult interactions, adult to student interactions (including instruction) and student to student interactions.

**DESCRIPTIVE NARRATIVE:** The Department of Educational Support Services will collaborate with Human Resources, Planning and Program Improvement and agency stakeholders to identify, implement and evaluate professional development programs focused on increasing and reinforcing cultural competence. Cultural Competence is defined\* as interacting with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and school (workplace) practices:

- Assess culture
- Value diversity
- Manage the dynamics of diversity
- Adapt to diversity
- Institutionalize cultural knowledge

\* from: Cultural Proficiency: A Manual for School Leaders Second Edition; Randall B. Lindsey, Kikanza Nuri Robins, Raymond D. Terrell

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Identify Eastern Suffolk BOCES staff to form a Steering Committee to provide input on agency-wide training.	March 2006	Chief Operating Officer Cabinet	Complete March 8, 2006
2. Meet with the Steering Committee to review action plans and to identify training clusters and stakeholder groups for each cluster.	April 2006	Dir., Ed. Support Services	Complete April 25, 2006

**Eastern Suffolk BOCES**

**Related Operational Action Plan I.F: Staff Development in Cultural Competence for Agency Staff**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
3. Make contact with local, regional and national organizations to review services and potential partnerships.	2006- 2009	Dir., Ed. Support Services Asst. Supt., Human Resources Dir., Planning & Program Imprvmnt.	
4. Identify existing resources for cultural competence and anti-bias training for staff.	2006-2009	Dir., Ed. Support Services	
5. Plan and offer BiasHelp LI - Anti Bias workshop for Admin Council, ES Principals.	April 2006	Dir., Ed. Support Services	Complete April 19, 2006
6. Plan and offer BiasHelp LI Anti Bias workshop for Assistant Principals and Agency administrators not included in above workshop.	July 30, 2006	Dir., Ed. Support Services	Complete July 18, 2006
7. Develop, plan, train facilitators to present an agency-wide cultural competence awareness workshop for Superintendent's Conference Day.	November 7, 2006	Dir., Ed. Support Services	Complete
8. Anti Bias Training and group facilitation training for Superintendent's Conference Day Facilitators.	September 29, 2006	Dir., Ed. Support Services	Complete
9. Provide professional development to new and current employees through workshops, coaching and job-embedded staff development.	2006-2009	Dir., Ed. Support Services Div. Admin., Ed. Support Svcs.	
10. Maintain attendance records and evaluate the effectiveness of the staff development activities.	2006-2009	Dir., Ed. Support Services	
11. Meet annually with identified internal and external stakeholders to review action plans I.G, I.H, III.B and IV.C at the Strategic Planning Meeting each August.	Annually in August	Dir., Ed. Support Services Asst. Supt., Human Resources	Annually in August
12. Identify core professional development activities in cultural competence for all BOCES staff and develop an implementation plan which will include goals, content and outcomes for each cultural competence activity.	June 2009	Dir., Ed. Support Services	

**RESOURCES REQUIRED:**

Budget Allocation

Access to and collaboration with individuals and agencies able to support issues of cultural competence

## Eastern Suffolk BOCES

### Related Operational Action Plan I.F: Staff Development in Cultural Competence for Agency Staff

#### POSSIBLE SOURCES OF FUNDING:

Budget Allocation

#### BASELINE DATA:

2005-2006

Number of professional development activities dealing directly with cultural competence and bias: 6

Number of professional development activities focusing on character education or topics indirectly related to cultural competence and bias: 5

2006-2007

Number of staff members completing training by June, 2007

- Superintendent's Conference Day: 1 workshop offered to All Eastern Suffolk BOCES staff/2187 participants
- Article 7 Staff Development – Cultural Competence: 36 workshops offered/262 participants
- Article 7 Staff Development – Related Topics: 24 workshops offered/311 participants
- Regional Workshops/Professional Days: 26 workshops offered/149 participants
- Conferences: 7 conferences/15 participants
- Para/Teacher Mentor Training – Cultural Competence: 2 workshops offered/68 participants
- Training for 19 Staff Developers in Cultural Competence: 5 workshops offered
- Superintendent's Conference Day Cultural Competence Train the Trainers Workshop: 1 workshop offered/57 participants

#### IMPLEMENTATION MEASURES:

Implementation will be monitored by regular updating of this operational action plan. Professional Development databases, evaluations, attendance lists and BEES Article 7 Staff Development course offerings will be periodically reviewed.

#### RESULTS:

2007-2008

Number of staff members completing training by June, 2008

- Superintendent's Conference Day: 1 workshop offered to Hines and Sherwood staff/299 participants
- Article 7 Staff Development – Cultural Competence: 17 workshops offered/193 participants
- Article 7 Staff Development – Related Topics: 23 workshops offered/210 participants
- Regional Workshops/Professional Days: 23 workshops offered/173 participants
- Conferences: 9 conferences/11 participants
- Para/Teacher Mentor Training – Cultural Competence: 8 workshops offered/172 participants
- Cultural Competence Anti-Bias Presentations – 8 workshops offered/511 participants
- Cultural Competence is now included in every new staff orientation.

#### INFORMATION REQUIRED FOR MEASURES:

## **Eastern Suffolk BOCES**

### **Related Operational Action Plan I.F: Staff Development in Cultural Competence for Agency Staff**

- Conference Request forms
- Professional Day Request forms
- Sign-in sheets
- Evaluation forms

**Eastern Suffolk BOCES**

**REVISED Related Operational Action Plan I.G: Student Programs in Cultural Competence for BOCES Students**

**ADDRESSES BOCES GOAL(S):**

I. High Standards

**RESPONSIBLE ADMINISTRATOR:**

Director, Educational Support Services  
Program Administrator for Curriculum, Instruction and Assessment

**COLLABORATOR(S):**

K-12 Curriculum Committee Co-Chairs  
Instructional Staff Work Groups

**RELATED OPERATIONAL OBJECTIVE:** By June 2009, standardized scope and sequence in the area of cultural competence will be identified and shared with Educational Services staff.

**DESCRIPTIVE NARRATIVE:** The Department of Educational Support Services will collaborate with the Educational Services staff to develop standardized parameters for student programs in cultural competence. Programs of high quality will be identified and shared with administrators and teachers to ensure appropriate, meaningful and timely experiences for students. Cultural competence is defined\* as interacting with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and school (workplace) practices:

- Assess culture
- Value diversity
- Manage the dynamics of diversity
- Adapt to diversity
- Institutionalize cultural knowledge

\* from: Cultural Proficiency: A Manual for School Leaders Second Edition; Randall B. Lindsey, Kikanza Nuri Robins, Raymond D. Terrell

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Meet with representatives from World of Difference to review student programs.	August 2006	Dir., Ed. Support Services Asst. Admin. Coord., Ed. Support Services	Complete
2. Schedule and implement Cultural Competence/ Anti-Bias workshops for secondary programs for the 2006-07 school year.	June 2007	Dir., Ed. Support Services	Complete
3. Research and acquire instructional materials and resources to be piloted during the 2007-2008 school year.	July 2007	Dir., Ed. Support Services	Complete



**Eastern Suffolk BOCES**

**REVISED Related Operational Action Plan I.G: Student Programs in Cultural Competence for BOCES Students**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
4. Identify interdisciplinary workgroup to review curriculum resources for instruction in cultural competence. Group will include members of the K-12 Curriculum Committees, CTE Lead Teachers, TSP Coordinator and Administrative Coordinator for CTE.	September 2008	Dir., Ed. Support Services	
5. Pilot identified resources for instruction in Cultural Competence appropriate to program, age and cognitive development.	January 2009	Dir., Ed. Support Services	
6. Work with identified internal and external stakeholders to review Action Plans I.G, I.H and III.B at the annual Strategic Planning meeting in August.	Annually in August	Dir., Ed. Support Services	Annually in August
7. Identify core curriculum in cultural competence for all BOCES students relative to age, program and cognitive development. Core curriculum will include a scope, sequence and sample lessons.	June 2009	Dir., Ed. Support Services	

**RESOURCES REQUIRED:**

Budget Allocation

Access to and collaboration with individuals and agencies able to support issues of cultural competence

**POSSIBLE SOURCES OF FUNDING:**

Budget Allocation

**BASELINE DATA:**

**2005-2006**

Curriculum: inconsistent use of division-wide materials for instruction in cultural competence

Programs/Presentations: no data collected

**2006-2007**

Increase presentations for secondary students - June 2007

Identify curriculum materials for pilot - September 2007

- Teaching Tolerance materials K-12 ordered for all Special Education, CTE/SCE programs appropriate to grade level

## Eastern Suffolk BOCES

### REVISED Related Operational Action Plan I.G: Student Programs in Cultural Competence for BOCES Students

#### **For Educators:**

Responding to Hate at School (English or Spanish)

Starting Small Kit (VHS only)

#### **All Grades:**

One World Poster Set

#### **Early Grades:**

I Will Be Your Friend (Grades 2-5)

Mighty Times: The Legacy of Rosa Parks (VHS only) (Grades 5 and up)

#### **Middle and Upper Grades:**

Mighty Times: The Legacy of Rosa Parks (VHS only)

Mighty Times: The Children's March (VHS or DVD)

America's Civil Rights Movement (VHS only)

A Place at the Table (VHS only) (Grades 8 and up)

One Survivor Remembers (VHS or DVD) (Grades 8 and up)

Shadow of Hate (Grades 8 and up)

- World of Difference/Classroom of Difference Curriculum
- Secondary elective developed:
  - Societal Issues and Tolerance**
    - o Module 1: Race
    - o Module 2: Gender
    - o Module 3: Ethnicity and Religion
    - o Module 4: Human Rights
- Secondary English Language Arts material for diverse high school populations (CAC and IAC)

#### **2006-2007 Cultural Competence Anti-Bias Presentations (hours assigned by program):**

BAC: 4 hours

BCC: 13.5 hours

SAC: 6 hours

CAC: 16 hours

MTC: 30.5 hours

IAC and IAC @ ICC: 12 hours

IAC @ Islip HS: 4 hours

ICC: 18 hours

WTAC: 18.5 hours

## Eastern Suffolk BOCES

### REVISED Related Operational Action Plan I.G: Student Programs in Cultural Competence for BOCES Students

#### 2006-2007 Suffolk County PAL Anti-Bully/Anti-Gang Program:

JAC: 2 programs for 72 students

WHB: 1 program for 30 students

SLC: 1 program for 40 students

**IMPLEMENTATION MEASURES:** Implementation will be monitored by regular updating of this operational action plan. Scheduling of presentations and anecdotal evaluations by school staff will be reviewed. Cultural Competence materials will be ordered and piloted.

#### RESULTS:

##### 2007-2008

#### Societal Issues and Tolerance Elective

BAC @ Eastport	6 students
BAC	27 students
CAC	19 students
IAC @ ICC	0 students
IAC	0 students
Outreach	0 students
WTAC	0 students
-----	
	52 students total

#### Character Education Elective

BAC @ Eastport:	0 students
BAC:	77 students
CAC:	10 students
IAC @ ICC:	0 students
IAC:	0 students
Outreach:	0 students
WTAC:	0 students
-----	
	87 students total

#### 2007-2008 Cultural Competence Anti-Bias Presentations (hours assigned by program):

BAC:	2 hours
BAC @ Eastport:	2 hours
BRAC:	5.5 hours
CAC:	5.5 hours

## Eastern Suffolk BOCES

### REVISED Related Operational Action Plan I.G: Student Programs in Cultural Competence for BOCES Students

IAC @ ICC:	2 hours
WHBLC:	5.5 hours
WTAC:	5.5 hours

#### 2007-2008 Arts-in-Education Presentations:

BRAC	No More Victims
BRAC	The Bullying Project
CAC	Black Media Foundation – 2 Video Production Residencies
CAC	Hip Hop Dancers
IAC	Black Media Foundation – 2 Video Production Residencies
IAC	Black Media Foundation – Video Production Residency
JAC	Introduction to Japanese Culture
WHBLC	Celebrate America

#### INFORMATION REQUIRED FOR MEASURES:

- Inventory of instructional materials in cultural competence as of September 2007 and September 2008
- Schedule of secondary presentations
- Anecdotal evaluations from program staff
- Orders/purchases or curriculum material

**Eastern Suffolk BOCES**

**NEW Related Operational Action Plan I.H: Data Analysis and Curriculum Mapping**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- II. Staff Development
- III. Quality Management

**RESPONSIBLE ADMINISTRATOR:**

Director, Educational Support Services  
 Divisional Administrator, Educational Support Services

**COLLABORATOR(S):**

Principals  
 Curriculum Teachers  
 RIC  
 ESS Assessment Team

**RELATED OPERATIONAL OBJECTIVE:** By June 2009, a process for data analysis and curriculum mapping will be developed and implemented. The process established will support data-driven instruction in all Special Education programs.

**DESCRIPTIVE NARRATIVE:** To strengthen standards-based instruction and improve student learning as measured by state assessments, ESS will develop, in collaboration with Principals, Curriculum Teachers, and the Regional information Center, a process for the analysis of data related to student performance on state assessments and the implementation of curriculum mapping to support data-driven instruction.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Acquire software to facilitate the generation of data analysis reports	July 2005	Program Administrator, C.I.A.	Complete 7/15/05
2. Initial training of ESS assessment team members on data reporting software	July 2005	Program Administrator, C.I.A. RIC Staff	Complete 7/30/05
3. Intermediate and advanced training of ESS assessment team members on data reporting software	November 2005	Program Administrator, C.I.A. RIC Staff	Complete 11/18/05
4. Distribute data reports for Grade 4 and Grade 8 ELA assessments from the 2004-2005 school year to Principals and Curriculum Teachers	November 2005	ESS Assessment Team	Complete 11/3/05
5. Distribute data reports for Grade 4 and Grade 8 Math assessments from the 2004-2005 school year to Principals and Curriculum Teachers	November 2005	ESS Assessment Team	Complete 11/3/05

**Eastern Suffolk BOCES**

**NEW Related Operational Action Plan I.H: Data Analysis and Curriculum Mapping**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
6. Revise BOCES Regents Exam procedures to facilitate scanning of exams with the RIC in order to obtain data reports	November 2005	Program Administrator, C.I.A	Complete 11/10/05
7. Provide data analysis training for Elementary Principals, Middle School Principals, and Curriculum Teachers	December 2005	Director, ESS Program Administrator, C.I.A RIC Staff	Complete 12/2/05
8. Distribute data reports from the January 2006 Regents exams to Principals and Curriculum Teachers	March 2006	ESS Assessment Team	Complete 4/7/06
9. Provide data analysis training for High School Principals	April 2006	Director, ESS Program Administrator, C.I.A RIC Staff	Complete 4/7/06
10. Provide training for all special education Principals and Assistant Principals on data analysis protocols, trend analysis, and data driven improvement plans	July 2006	Director, ESS Program Administrator, C.I.A. RIC Staff	Complete 7/20/06
11. Develop a plan for the purchase and implementation of shared data analyst service from the RIC	August 2006	Director, ESS Program Administrator, C.I.A.	Complete 8/06
12. Purchase Apperson scanners and Datalink software for central scoring and analysis of Regents Exams	November 2006	Director, ESS Program Administrator, C.I.A.	Complete 11/06
13. Develop procedures for the use of Apperson scanners and Datalink software for central scoring of Regents Exams	January 2007	Program Administrator, C.I.A.	Complete 1/07
14. Purchase Apperson scanners for building level scoring of Regents Competency Tests	May 2007	Director, ESS Program Administrator, C.I.A.	Complete 5/07
15. Develop procedures for the use of Apperson scanners for building level scoring of Regents Competency Tests	May 2008	Program Administrator, C.I.A.	Complete 5/08
16. Provide staff development training for the use of Apperson scanners for building level scoring of Regents Competency Tests	June 2008	Program Administrator, C.I.A. Shared Data Analyst	Complete 6/08
17. Implement building level scoring of Regents	June 2008	Program Administrator, C.I.A.	Complete 6/08

**Eastern Suffolk BOCES**

**NEW Related Operational Action Plan I.H: Data Analysis and Curriculum Mapping**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
Competency Tests using Apperson scanners		High School Principals	
18. Establish scope and sequence for: <ul style="list-style-type: none"> <li>• HS - .5 Technology elective/i-safe Module</li> <li>• HS – Algebra Module</li> <li>• HS – Career Module/English 9-12</li> <li>• HS – English 11-12</li> <li>• MS – Home and Careers Module</li> <li>• K-8 – Computers Module</li> <li>• HS – Music Module</li> <li>• HS – Reading and Writing in the Content Area Course 1</li> <li>• HS – Reading and Writing in the Content Area Course 2</li> <li>• MS – Technology Career Module</li> </ul>	June 2008	Program Administrator, C.I.A. Curriculum Facilitators Curriculum Developers	Complete 6/08
19. Establish scope and sequence for all current high school level core courses and electives	July 2008	Program Administrator, C.I.A. Curriculum Facilitators Curriculum Developers	In Progress
20. Research curriculum mapping software systems	October 2008	Program Administrator, C.I.A.	In Progress
21. Purchase curriculum mapping software system	January 2009	Program Administrator, C.I.A.	In Progress
22. Provide staff development on the use of curriculum mapping software	May 2009	Program Administrator, C.I.A.	In Progress
23. Provide staff development training for teachers on data analysis and data driven instruction	2006-2009	Program Administrator, C.I.A. Shared Data Analyst	In Progress

**RESOURCES REQUIRED:**

Funds for the purchase of hardware and software  
 Funds for Shared Data Analyst service  
 Funds for payment of course developers

**POSSIBLE SOURCES OF FUNDING:**

Budget

## Eastern Suffolk BOCES

### NEW Related Operational Action Plan I.H: Data Analysis and Curriculum Mapping

#### **BASELINE DATA:**

2004-2005 - Grades 3-8 assessment data

2005-2006 - Assessment data

2006-2007 - Assessment data

#### **IMPLEMENTATION MEASURES:**

Data Analysis Trainings

Utilization of revised central scoring procedures for Regents Exams

Utilization of revised building level scoring procedures for Regents Competency Tests

#### **RESULTS:**

NYS Assessment Scores

#### **INFORMATION REQUIRED FOR MEASURES:**

NYS Assessment Data



**Eastern Suffolk BOCES**

**Strategic Action Plan II.A: Assuring Equitable Facilities for All BOCES Students and Staff**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- III. Quality Management
- IV. Program Availability
- VI. Technology
- VII. Strategic Planning
- VIII. Space and Safety
- X. Internal Communication

**RESPONSIBLE ADMINISTRATOR:**

Director, Administrative Services

**COLLABORATOR(S):**

Administrative Council  
 Program Administrators  
 Operations & Maintenance  
 Health & Safety

**STRATEGIC PLANNING STRATEGY:** By July 2009, all BOCES students and staff shall be educated and work in facilities that meet agency-wide standards established by the BOCES to effectively and efficiently: assure the health, safety, and reasonable comfort of all occupants; enhance the learning and working potential of students and staff; and meet all regulatory requirements.

**DESCRIPTIVE NARRATIVE:** By July 2009, BOCES shall establish agency-wide standards for all of its facilities that will effectively and efficiently: assure the health, safety, and reasonable comfort of all occupants; enhance the learning and working potential of students and staff; and meet all regulatory requirements. Additionally, BOCES shall effect any necessary modifications to its facilities to meet the established standards.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. ESB will revise the design, functionality, and internal availability of its database regarding facilities space utilization.	11/30/06	Dir., Administrative Services	Complete. Intranet work space created
2. ESB will perform an assessment of its facilities that support the strategic planning strategy delineated above.	11/30/08	Dir., Administrative Services	In Progress. Assessment of ESBOCES Facilities and program needs underway.
3. ESB will identify and establish plan to implement modifications to its facilities necessary to comply with its standards established in activity 2.	2/28/09	Dir., Administrative Services	Pending

**Eastern Suffolk BOCES**

**Strategic Action Plan II.A: Assuring Equitable Facilities for All BOCES Students and Staff**

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
4. ESB will complete modifications.	6/30/09	Dir., Administrative Services	Pending

**RESOURCES REQUIRED:**

- BOCES Existing Personnel and Work Time
- Demographic Studies
- Facilities Studies (usage and availability)
- Planning Studies

**POSSIBLE SOURCES OF FUNDING:**

Capital and Program Budgets  
Local/State/Federal Grants

**BASELINE DATA:**

2002-2003 studies  
Demographic - Facilities - Long Range Planning

Facilities Survey tapping Customer Satisfaction and Prioritizing Facility Issues:

- ◆ ADA comparability
- ◆ Air quality
- ◆ Restroom facilities
- ◆ Cleanliness of building
- ◆ Energy efficiency
- ◆ Other environmental issues
- ◆ Fire/safety/security
- ◆ Maintenance standards
- ◆ Parking
- ◆ Gym/playground facilities
- ◆ Appropriate space for teachers and support personnel

**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Equitable Facilities for All BOCES Students and Staff**

**IMPLEMENTATION MEASURES:**

ESB will accelerate planning process using current baseline information

1. What Do We Have?

CUSTODIAL

ESB Custodial Handbook

MAINTENANCE

Maintenance Supervisors Standard Manual

Maintenance Procedures Manual

Videos

GENERAL

Manual of Planning Standards (Educational Facilities)

IPM	NYSED (409H)
Asbestos	AHERA
General Safety Issues	<ul style="list-style-type: none"> <li>◆ Safety Checklist (Playground, etc.)</li> <li>◆ BOCES Policies</li> <li>◆ Safety Committee</li> </ul>

**RESULTS:**

2008 ESBOCES Facilities Survey Results

2008 Safety & Security Assessment

2008 Program moves

Capital Projects and Program improvements

**INFORMATION REQUIRED FOR MEASURES:**

2008 Survey results to prior period results

**Eastern Suffolk BOCES  
Related Operational Action Plan II.B: Space Utilization**

**ADDRESSES BOCES GOAL(S):**

- IV. Program Availability
- V. Resourcing and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Space and Safety
- X. Internal Communications

**RESPONSIBLE ADMINISTRATOR:**

Director, Administrative Services

**COLLABORATOR(S):**

Administrative Council

**RELATED OPERATIONAL OBJECTIVE:** By December 2006, the Administrative Services Department shall have created, populated, and published on the Administrative Council segment of the agency Intranet an agency-wide facilities space utilization database. Periodic updates will continue through 2009.

**DESCRIPTIVE NARRATIVE:** By December 2006, the Administrative Services Department shall create and populate a user-friendly database of facilities space utilization for the use of Administrative Council members and their staffs. This database shall reside on a Facilities Planning work space of the Department of Administrative Services Intranet.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Create draft database template for Administrative Council review and feedback	8/15/06	Dir., Administrative Services	Complete
2. Present draft database template to Administrative Council and obtain feedback for improvement	9/1/06	Dir., Administrative Services	Complete
3. Integrate suggestions, recommendations, statements of need received from Administrative Council into database template design and resubmit to Administrative Council for final approval	10/1/06	Dir., Administrative Services	Complete
4. Populate approved database template with current information and post to a secure segment of the Administrative Services Intranet site. Update as needed.	11/30/06	Dir., Administrative Services	Ongoing  ESBOCES Facilities Planning work space includes: Leases,

**Eastern Suffolk BOCES  
Related Operational Action Plan II.B: Space Utilization**

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
			Floor/site plans, Emergency Management information, Health & safety information and general facilities information.

**RESOURCES REQUIRED:**

Time

**POSSIBLE SOURCES OF FUNDING:**

Not applicable

**BASELINE DATA:**

No current data in compiled form

**IMPLEMENTATION MEASURES:**

Existence of online database

**RESULTS:**

Facilities Planning Intranet workspace

**INFORMATION REQUIRED FOR MEASURES:**

Observed existence of online database

**Eastern Suffolk BOCES**  
**Related Operational Action Plan II.C: Agency-wide Facilities Assessment**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- III. Quality Management
- VIII. Space and Safety

**RESPONSIBLE ADMINISTRATOR:**

Director, Administrative Services

**COLLABORATOR(S):**

Administrative Council

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, the Administrative Services Department shall have conducted an agency-wide assessment of all BOCES facilities. Facilities will be evaluated to ensure they meet the needs of the program and enhance the learning and working potential of students and staff.

**DESCRIPTIVE NARRATIVE:** By July 2009, the Administrative Services Department shall have convened committees of stakeholders that have studied and established recommendations for review and approval by the Administrative Council regarding agency-wide facility needs designed to achieve the objective stated above.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
1. Establish committee to study instructional and administrative space requirements.	9/28/07	Dir., Administrative Services	Complete.
2. Work with the Office of Communications to administer a revised ESBOCES Facilities Survey.	10/5/07	Dir., Administrative Services	Complete.  Survey of Staff Perceptions regarding ESBOCES Facilities was administered in Dec 2007
3. Charge and convene committees to begin their work.	10/31/07	Dir., Administrative Services	In progress.  A Committee was convened to review building usage and recommend possible

**Eastern Suffolk BOCES  
Related Operational Action Plan II.C: Agency-wide Facilities Assessment**

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
			realignment. Due to input from committee, the agency reduced leased space at NYIT Challenger Hall and reassigned staff elsewhere, In early 2008/09 the committee will continue its review with a focus on buildings with leases expiring within the next three years and maximizing the usage of existing locations.
4. Review 2007-08 ESBOCES Facilities Survey results, compare to earlier survey results and incorporate results into agency-wide assessment.	12/31/08	Dir., Administrative Services	In progress.  Survey results published in June 2008 and will be reviewed with Educational Service Directors and building administrators. Action plans will be developed for areas in need of improvement
5. Present draft recommendations of Facilities Assessment Committee to Administrative Council for review and feedback.	3/31/09	Dir., Administrative Services	Pending

**Eastern Suffolk BOCES  
Related Operational Action Plan II.C: Agency-wide Facilities Assessment**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
6. Reconvene committees to evaluate and integrate feedback from Administrative Council and develop final recommendations for agency-wide facility assessment.	5/16/09	Dir., Administrative Services	Pending
7. Submit final recommendation for agency-wide facilities assessment committee to Administrative Council for approval.	6/6/09	Dir., Administrative Services	Pending

**RESOURCES REQUIRED:**

Time

**POSSIBLE SOURCES OF FUNDING:**

Not applicable

**BASELINE DATA:**

Regulatory requirements  
 Special Education Space planning charts  
 2007-2008 ESBOCES Facilities Survey results  
Industry facilities benchmark data

**IMPLEMENTATION MEASURES:**

Consensus of stakeholder opinion regarding adequacy of facilities

**RESULTS:**

2008 Safety and Security Assessment  
 2008 Facilities Survey results  
 Lease for NYIT Challenger Hall was renegotiated so the agency did not rent the third floor, resulting in annual savings.  
 Transitional Program reassigned to Sherwood Support Center along with SETRC  
 In June 2008, ESBOCES textbook program relocated from Jefferson Academic Center to the former North Country Learning Center.  
 The new textbook location will provide the program with additional space.

**INFORMATION REQUIRED FOR MEASURES:**

Stakeholder opinion



**Eastern Suffolk BOCES**

**Related Operational Action Plan II.D: Operations and Maintenance Project Management**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- III. Quality Management

**RESPONSIBLE ADMINISTRATOR:**

Director, Building Services  
 School Maintenance Crew Leader  
 Plant Facilities Manager

**COLLABORATOR(S):**

Associate Superintendent, Management Services  
 Associate Superintendent, Educational Services  
 Director, Special Education  
 Director, Career, Technical and Adult Education

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, the Building Services Department shall have developed a project management and reporting system for use by the Operations and Maintenance unit to monitor and report the status and progress of all internal building related projects and Capital projects.

**DESCRIPTIVE NARRATIVE:** By July 2009, the Building Services Department shall have collaborated with the Educational Services Department to insure that building projects including capital projects are appropriately developed, coordinated, scheduled and supervised. Through the development of a project management toolset capable of providing stakeholders with key information on the status of Operations and Maintenance related projects.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Present existing Building and Capital Project reporting template for review.	10/19/07	Dir., Building Services	Completed
2. Receive input from Educational Services regarding the information required to successfully report project status	11/15/07	Dir., Building Services	Completed
3. Prepare a draft reporting template for building and capital projects to include procedures and appropriate work flow chart. Present template to Educational Services team.	1/18/08	Dir., Building Services	Completed
4. Incorporate stakeholder feedback and present modified project reporting template	3/31/08	Dir., Building Services	Completed
5. Present final project template for review and feedback	4/30/08	Dir., Building Services	Completed

**Eastern Suffolk BOCES  
Related Operational Action Plan II.D: Operations and Maintenance Project Management**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
6. Implement approved project management methodologies and template	6/20/08	Dir., Building Services	In Progress
7. Evaluate template for effectiveness in project monitoring	6/30/09	Dir., Building Services	In Progress

**RESOURCES REQUIRED:**

Time

**POSSIBLE SOURCES OF FUNDING:**

Not applicable

**BASELINE DATA:**

2007-08 Capital Projects

2007-08 Internal Construction Projects

2008-09 Internal Construction Projects

**2008-09 Capital Construction Projects**

**\*For reference see project files in Operations and Maintenance Office and the Intranet**

**IMPLEMENTATION MEASURES:**

Consensus of stakeholder opinion regarding adequacy of project management and reporting efforts

Comparison of projected vs. actual project milestone dates

**RESULTS:**

Evaluation of Summer 2008 projects

**INFORMATION REQUIRED FOR MEASURES:**

Stakeholder opinion

Resource allocation

## Eastern Suffolk BOCES

### Strategic Action Plan III.A: Educational Support Services to School Districts to Improve Student Outcomes

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- II. Staff Development
- IV. Program Availability
- VI. Technology

**RESPONSIBLE ADMINISTRATOR:**

Director, Educational Support Services  
 Divisional Administrator, Educational Support Services

**COLLABORATOR(S):**

Administrative Coordinator, School Library System  
 Administrative Coordinator, Arts-in-Education  
 Administrative Coordinator, Curriculum and Assessment  
 Administrative Coordinator, Professional Development  
 Administrative Coordinator, Model Schools  
 Asst. Administrative Coordinator, Curriculum and Assessment

**STRATEGIC PLANNING STRATEGY:** By June 2009, the Department of Educational Support Services will assist districts to reach their goals of improved student outcomes, through staff and curriculum development and the use of instructional technology. The foundation of all ESS activities will be the New York State Learning Standards and research-based best practices that support academic, social and emotional growth of all students. ESS activities will be aligned to ensure that services integrate seamlessly and reinforce common outcomes and strategies.

**DESCRIPTIVE NARRATIVE:** With all staff /curriculum development, and student services under the umbrella of the Educational Support Services, we have a unique opportunity to provide coordinated, standards and research based support services to staff and students of our 51 districts. Through the implementation of an annual planning process and cycle program leaders will be focused to plan and evaluate both individual and collaborative services to the component districts.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
1. Annually identify program goals that support improved student outcomes: <ul style="list-style-type: none"> <li>➤ School Library System</li> <li>➤ Arts-in-Education</li> <li>➤ Curriculum and Assessment</li> <li>➤ Professional Development</li> <li>➤ Model Schools</li> </ul>	Annually beginning 10/15/03	Educational Support Services Administrators	Program goals identified annually beginning 2003
2. Develop and submit up to three operational action plans to support the identified goals:	Annually beginning	Educational Support Services Administrators	Action plans submitted, revised

**Eastern Suffolk BOCES**

**Strategic Action Plan III.A: Educational Support Services to School Districts to Improve Student Outcomes**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
<ul style="list-style-type: none"> <li>➤ School Library System</li> <li>➤ Arts-in-Education</li> <li>➤ Curriculum and Assessment</li> <li>➤ Professional Development</li> <li>➤ Model Schools</li> </ul>	10/15/03		and re-submitted annually beginning 2003
3. Conduct mid-year review with immediate supervisor	Annually beginning 10/15/03	Educational Support Services Administrators	Completed annually beginning 2003
4. Conduct year end review with ESS team	Annually beginning 6/04 at ESS Planning Day	Educational Support Services Administrators	Completed annually beginning 2004
5. Adopt annual planning process as standard operating procedure for all Educational Services programs	June 2009	Educational Support Services Administrators	In Progress

**RESOURCES REQUIRED:**

Planning time  
Funding through Program Budgets

**POSSIBLE SOURCES OF FUNDING:**

District subscriptions to programs

**BASELINE DATA:**

Co-Ser survey results for the 2003-2004 school year

**IMPLEMENTATION MEASURES:**

Periodic staff meetings and strategic plan reviews, network meetings

**RESULTS:**

Co-Ser survey results for the 2004-2005 and 2006-2007 school years

**INFORMATION REQUIRED FOR MEASURES:**

ESS Programs Database  
Data from school districts

**Eastern Suffolk BOCES**  
**Related Operational Action Plan III.B: Regional Staff Development and Student Programs in Cultural Competence for Eastern Suffolk BOCES Component School Districts**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- IV. Program Availability
- VIII. Space and Safety

**RESPONSIBLE ADMINISTRATOR:**

Director, Educational Support Services

**COLLABORATOR(S):**

Administrative Coordinator, Professional Development

**RELATED OPERATIONAL OBJECTIVE:** By June 2009, there will be a measurable increase in professional development activities and student programs in the area of cultural competence offered to the component school districts of Eastern Suffolk BOCES.

**DESCRIPTIVE NARRATIVE:** The Department of Educational Support Services will collaborate with Eastern Suffolk BOCES component school districts, higher education and community organizations to identify, plan, implement and evaluate professional development and student programs in cultural competence. Cultural competence is defined\* as interacting with other cultural groups using the five essential elements of cultural proficiency as the standard for individual behavior and school (workplace) practices:

- Assess culture
- Value diversity
- Manage the dynamics of diversity
- Adapt to diversity
- Institutionalize cultural knowledge

\* from: Cultural Proficiency: A Manual for School Leaders Second Edition; Randall B. Lindsey, Kikanza Nuri Robins, Raymond D. Terrell

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
1. Review current ESS offerings in professional development and student programs in the area of cultural competence.	July 30, 2006	Asst. Coord., Ed. Support Services Admin. Coord., Curriculum and Assessment Services Admin. Coord., School Library System Admin. Coord., Arts-in-Education	Complete
2. Conduct a Needs Assessment of component districts to determine focus for professional development and student services in the area of cultural competence.	July 2006	Div. Admin., Ed. Support Services	Complete
3. Contact all individuals and agencies who responded to Eastern Suffolk BOCES as a result of	June 30, 2006	Dir., Ed. Support Services	Complete

**Eastern Suffolk BOCES**  
**Related Operational Action Plan III.B: Regional Staff Development and Student Programs in Cultural Competence for Eastern Suffolk BOCES Component School Districts**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
the bias incident at HB Ward.			
4. Expand resources and programs offered by Educational Support Services to increase diversity in programs, consultants and volunteers.	August 2006	Dir., Ed. Support Services	Complete
5. Individuals, groups and programs reviewed, selected and included in program offerings for the 2006-2007 school year.	September 2006	Div. Admin., Ed. Support Services Asst. Coord., Ed. Support Services	Complete
6. Meet with organizations experienced in offering training in cultural competence.	June 2009	Coordinator, Professional Development	2006-2007 collaboration with Bias Help, World of Difference and Erase Racism
7. Initiate discussions regarding professional development opportunities with district representatives.	June 2009	Coord., Professional Development	In Progress
8. Evaluate all regional workshops on cultural competence.	2006-2009	Coord., Professional Development	In Progress
9. Increase the diversity of professionals engaged in the coaching network.	2006-2009	Coord., Professional Development	In Progress
10. Plan and present, in cooperation with the Council on Prejudice Reduction, the annual fall conference "Reducing Prejudice: A Matter of Education".	October 2008	Dir., Ed. Support Services Coord., Professional Development	In Progress
11. Work with identified internal and external stakeholders to review action plans I.G, I.H and III.B at the annual Strategic Planning meeting in August.	Annually in August	Dir., Ed. Support Services	Annually in August

**RESOURCES REQUIRED:**

Budget Allocation

Access to and collaboration with individuals and agencies able to support issues of cultural competence

**POSSIBLE SOURCES OF FUNDING:**

District subscription to programs

**Eastern Suffolk BOCES**  
**Related Operational Action Plan III.B: Regional Staff Development and Student Programs in Cultural Competence for Eastern Suffolk BOCES Component School Districts**

**BASELINE DATA:**

2005-2006: Programs directly addressing cultural competence

- Regional Workshops: 3
- In-district Initiatives: 2

2005-2006: Diversity related workshops

- Regional Workshops: 1
- In-district Initiatives: 8

2006-2007 Programs directly addressing cultural competence

- Regional workshops: 16
- In-district initiatives: 5

2006-2007: Diversity related workshops

- Regional workshops: 10
- In-district initiatives: 13

**IMPLEMENTATION MEASURES:**

- Needs assessment
- Tracking initiatives in cultural competence
- Periodically review data

**RESULTS:**

**2007-2008**

- Regional workshops directly addressing cultural competence: 14
- In-district initiatives directly addressing cultural competence: 3
- Regional workshops related to cultural competence: 7
- In-district initiative related to cultural competence: 10

**INFORMATION REQUIRED FOR MEASURES:**

Database and tracking system  
Evaluations

**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- III. Quality Management
- V. Resourcing and Operational Efficiency
- VI. Technology
- XI. Staff Recruitment and Retention

**RESPONSIBLE ADMINISTRATOR:**

Assistant Superintendent, Human Resources

**COLLABORATOR(S):**

Administrative Council  
Bargaining Units  
Office of Technology Integration  
Recruitment/Retention Committee

**STRATEGIC PLANNING STRATEGY:** By the year 2009, Eastern Suffolk BOCES Department of Human Resources will: 1) develop initiatives to recruit, hire and track a culturally and racially diverse workforce; 2) assure that all Eastern Suffolk BOCES employees participate in professional development so that they meet annual certification standards and have the opportunity for career advancement; 3) develop and implement systems for evaluating staff; and 4) develop and implement systems for tracking staff.

**DESCRIPTIVE NARRATIVE:** Over the next three years, the staff at Eastern Suffolk BOCES will become more diverse in its racial and ethnic makeup as a result of the activities created within this plan. There will be a need to offer a comprehensive staff development plan that will demonstrate increased individual and professional growth, an improvement in student outcomes, and the ability to track the training needs and accomplishments of our diverse staff.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Human Resources will coordinate a broad based agency-wide system of staff development for all employees.	2003-2007	Dir., Ed. Support Services	System complete Process ongoing
2. Human Resources will develop a mentoring plan that provides opportunities for agency employees to advance professionally.	2009	Asst. Supt., Human Resources HR Committee	To begin July 2007
3. Human Resources will utilize the agency's management information system to track professional advancement activities.	2003-2009	Human Resources Office of Tech. Integration	System complete Process ongoing
4. Human Resources will coordinate the input of data for tracking purposes.	2003-2008	Human Resources	System complete. Process ongoing



**Eastern Suffolk BOCES**  
**Strategic Action Plan IV.A: Human Resources Administration**

**RESOURCES REQUIRED:**

Budget to support recruitment activities, space, technology, personnel.

**POSSIBLE SOURCES OF FUNDING:**

BOCES General funding; Federal, State and Local Grants; Teacher Centers, Program Charges.

**IMPLEMENTATION MEASURES:**

Standardizing the tracking of staff development participation through the BOCES management information system; standardized evaluation forms for training should be utilized, summarized, centrally reported and maintained; alternative strategies for follow-up documentation of impact on job performance and student outcomes need to be located or developed, implemented and documented; a system needs to be implemented within our current management information system that will track the development of a more diverse workforce.

**BASELINE DATA AND RESULTS:**

**Tracking Teacher Professional Development**

A paper tracking system was set in place in the 2003/04 year to determine the number of teachers enhancing their skills by taking additional coursework as per contract.

- An average of 109 teachers received an increment on September 1, 2003. Another 48 increments were granted February 1, 2004. These 157 increments represent 21.19% of the bargaining unit.
- In 2005-06, 144 teachers acquired their professional development hours by taking additional coursework. Salary increments were provided for those teachers fulfilling the requirement.
- In 2006-07, 133 teachers acquired their professional development hours by taking additional coursework. Salary increments were provided for those teachers fulfilling the requirement.
- In 2007-08, 118 teachers acquired their professional development hours by taking additional coursework. Salary increments were provided for those teachers fulfilling the requirement.

**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

**Tracking Teaching Assistant Certification/Professional Development**

Due to new certification requirements for Teaching Assistants, tracking will take place for staff completing Level 3 Teaching Assistant requirements at a later date.

- As of June 30, 2008, there are 26 Teaching Assistants who hold a Level 3 certificate. A tracking mechanism is in place and is updated when information is received from staff. Data entry into the NYSED TEACH system is updated at the same time.

**Tracking for Substitute Services**

An automated substitute service system was developed to enhance tracking of types of absences, expand daily recruitment parameters, and provide accurate and current reporting:

In 2003/04, the sub service calling and record keeping was done manually. No baseline data was available. In September 2004, we implemented an automated system. Any of these reports can be viewed daily by each facility and data can be reviewed currently or retroactively as needed. The following types of reports can now be generated: Daily reports of who's in/out by building, absence reconciliation checklist, unfilled absences, absence summary, notification time of reported absences, call history by employee or substitute, day of week absence analysis, absence reason percentages, absence reasons, absence interactive customized by employee, by school, by agency, substitute sign-in, register by building, fulfillment skills, multi-school employees, substitute assignment, substitute assignment summary, substitute history by date, most called substitutes, preferred schools of each substitute, skills/qualifications of substitutes, excluded substitutes by building and additional customized reports. In 2005-06, these reports were enhanced by a report writer feature which allowed more specific filtering of data in each of these various reports. In addition, a new import/export feature allowed us to customize substitute payroll reports by district.

**Tracking and Evaluating Administrator Professional Development**

Information from the Administrators Leadership Academy and Agency Sponsored Mentoring programs has been gathered:

Year	No. of New Administrators	No. of New Administrators Mentored
2003-04	-	14
2004-05	-	15
2005-06	-	28
2006-07	10*	
2007-08	15**	

\*3 were position changes/upgrades, etc. \*\* 7 were position changes/upgrades, etc.  
*Data is being collected for the first column and will be entered at a later date.*

**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

**Agency Sponsored Mentoring Program Outcomes 2006-07**

2005-06 # of Survey Participants <i>(by group)</i>	Total Program Of High Quality	Program Content Will Be Useful To Me	Time Was Used Effectively	Activities Based Interests Of The Group	Questions and Concerns Were Sufficiently Addressed	Program helped me to become more acculturated to ESBOCES	Meetings Effectively Facilitated	Instructional Materials Provided Were Helpful
All Participating Administrators	3.7	3.9	3.8	3.7	3.6	3.5	3.9	3.5

**Agency Sponsored Mentoring Program Outcomes 2005-06**

2005-06 # of Survey Participants <i>(by group)</i>	Total Program Of High Quality	Program Content Will Be Useful To Me	Time Was Used Effectively	Activities Based Interests Of The Group	Questions and Concerns Were Sufficiently Addressed	Program helped me to become more acculturated to ESBOCES	Meetings Effectively Facilitated	Instructional Materials Provided Were Helpful
Administrators (5)	4.0	4.0	3.8	3.8	4.0	3.8	4.0	3.6
Principals (2)	4.0	4.0	4.0	4.0	3.5	3.0	4.0	4.0
Assistant Principals (22)	3.4	3.3	3.6	3.2	3.5	3.2	3.5	3.2

**Agency Sponsored Mentoring Program Outcomes 2004-05**

2004-05 # of Survey Participants <i>(by group)</i>	Total Program Of High Quality	Program Content Will Be Useful To Me	Time Was Used Effectively	Activities Based Interests Of The Group	Questions and Concerns Were Sufficiently Addressed	Program helped me to become more acculturated to ESBOCES	Meetings Effectively Facilitated	Instructional Materials Provided Were Helpful
Administrators (10)	2.8	3.0	3.2	3.6	3.2	2.8	3.8	2.8
Principals (10)	3.4	3.6	3.8	3.8	3.6	3.3	3.8	3.3
Assistant Principals (16)	3.6	3.8	3.8	3.8	3.6	3.6	3.8	3.6

**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

Superintendent conference day activities were organized and evaluated; data will be included in developing next year's offerings.

- In 2006-07 and 2007-08 a Superintendent's Conference Day related to cultural competence was offered to all employees.

**Superintendent Conference Day Evaluation Outcomes 2007-08**

**Sherwood Corporate Center Outcomes**

Question	Excellent	Good	Fair	Poor	N/A
Cultural Competence Presentation	111	83	12	2	1
Cultural Competence Activities	99	89	17	2	1
Overall Rating	83	91	13	1	1

**James Hines Administration Center Outcomes**

Question	Excellent	Good	Fair	Poor	N/A
Cultural Competence Presentation	36	47	6	1	
Cultural Competence Activities	30	46	14		
Overall Rating	32	50	8		

**Eastern Suffolk BOCES**  
**Related Operational Action Plan IV.B: Evaluation Assurance Phase II**

**ADDRESSES BOCES GOAL(S):**  
 XI. Staff Recruitment and Retention

**RESPONSIBLE ADMINISTRATOR:**  
 Chief Operating Officer  
 Assistant Superintendent, Human Resources  
 Executive Administrator, Human Resources

**COLLABORATOR(S):**  
 Administrative Council  
 Agency Bargaining Units

**RELATED OPERATIONAL OBJECTIVE:** By June 2008, the administration will assess the quality of the agency's employee evaluation forms to identify strengths and weaknesses, develop recommendations for improvement, and implement recommendations.

**DESCRIPTIVE NARRATIVE:** A review of staff evaluation forms within the agency will be conducted in order to determine their adequacy, to identify needs, and to recommend improvements.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Develop a work plan to investigate the possibility of a new evaluation form in cooperation with all bargaining unit representatives.	2003-04	Exec. Dir., Human Resources (responsible for initial work)	Civil Service – Completed
	2007-08	Asst. Supt., Human Resources	Other bargaining units ongoing
2. Form a committee to review present contractual forms for the annual observations/evaluations of all BOCES employees with respective bargaining unit representatives.	2003-04 Civil Service	Exec. Admin., Human Resources Evaluation Revision Committee	Civil Service – Completed
	2009-10	Asst. Supt., Human Resources Dir., Recruitment and Retention Evaluation Committee	BEES bargaining units To begin July 2008
	2009-10	Asst. Supt., Human Resources Dir., Recruitment and Retention Evaluation Committee	Administrative bargaining units. To begin July 2008
3. Conduct a field test of the new instrument with a select number of employees from each participating bargaining group	2005-2006 Civil Service	Exec. Admin., Human Resources Evaluation Revision Committee	Civil Service field test Completed

**Eastern Suffolk BOCES  
Related Operational Action Plan IV.B: Evaluation Assurance Phase II**

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
		Asst. Supt., Human Resources Dir., Recruitment and Retention Evaluation Committee	Field test for other bargaining units dependent upon the outcome of activity #2.
		Asst. Supt., Human Resources Dir., Recruitment and Retention Evaluation Committee	Field test for other bargaining units dependent upon the outcome of activity #2.
4. Make recommendations to bargaining unit representatives, Cabinet and Administrative Council	2004-05- Civil Service	Exec. Admin., Human Resources Evaluation Revision Committee	Civil Service – Completed
		Asst. Supt., Human Resources	Dependent upon the outcome of activities #2 and #3.
		Asst. Supt., Human Resources	Dependent upon the outcome of activities #2 and #3.
5. Implement new evaluation process using new form.	2008-09- Civil Service	Exec. Admin., Human Resources	Dependent upon the outcome of activity #4.
		Asst. Supt., Human Resources	Dependent upon the outcome of activities #2, #3, and #4.
		Asst. Supt., Human Resources	Dependent upon the outcome of activities #2, #3 and #4.

**INFORMATION REQUIRED FOR MEASURES:**

- Current civil service evaluation forms
- Current contracts
- Current policies and procedure of the BOCES
- Results of sample survey

**Eastern Suffolk BOCES  
Related Operational Action Plan IV.B: Evaluation Assurance Phase II**

**RESOURCES REQUIRED:**

Time  
 Research assistance  
 Current baseline data  
 Contractual forms presently in use  
 Cooperation of bargaining units.  
 Involvement of stakeholders

**IMPLEMENTATION MEASURES:**

Biweekly meetings of the Evaluation Revision Committee represented by Human Resources, UPSEU, CSEA 8768-01, and DPMM.  
 Minutes of the committee meetings.  
 Monitor the evaluation/observation report  
 Sample group survey to determine whether there is a need for a new evaluation process and/or form.  
 Sample group survey to determine effectiveness of new form and process

**BASELINE DATA:**

Quantitative data unavailable at time of implementation.

**RESULTS:**

Expected: By June 2008, 100% of the full-time employees in the targeted groups (UPSEU, CSEA 8768-01, DPMM), who require a yearly evaluation, will have received one as indicated in the above referenced employee evaluation report.

<b>Year</b>	<b>Bargaining Unit</b>	<b>Total No. of Employees in Unit</b>	<b>Number of Employees Evaluated in the unit</b>
2006-07	Admin Sup.	67	60
2006-07	UPSEU	483	439
2006-07	CSEA	35	33
2006-07	DPMM	14	12

**Eastern Suffolk BOCES  
Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally  
and Racially Diverse Workforce**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
3. Assess the effectiveness of the recruitment and hiring processes.	2008	Asst. Supt., Human Resources Dir., Comm., Research & Recruitment	Ongoing
4. Identify areas impacting the Agency's ability to recruit and retain new employees with a particular focus on maintaining a diverse workforce (using an external reviewer).	2009-2010	Asst. Supt., Human Resources Dir., Comm., Research & Recruitment Divisions	Audit study to begin 2009. Outcomes based on report.
5. Analyze and implement external reviewer's report, findings and recommendations.	June 2010	Asst. Supt., Human Resources Dir., Comm., Research & Recruitment Communications Program Assistant	Audit study to begin 2009. Outcomes based on report.
6. Revise, plan and implement New Employee Orientations that address diversity training and agency expectations.	Ongoing	Asst. Supt., Human Resources Dir., Comm., Research & Recruitment	Orientation program is revised bi-annually.
7. Investigate the need for a recruitment consortium serving the region. a. Needs-assessment survey administered to component school districts b. Based on survey outcomes, develop service addressing the recruitment needs of the school districts.	2008	Dir., Comm., Research & Recruitment Communications Program Assistant	Completed- Listserv established. Director will attend regional career fairs on behalf of the districts. Database of candidates will be shared via the Extranet site.

**RESOURCES REQUIRED:**

- Cooperation of bargaining units
- Time to meet
- Involvement of stakeholders
- Involvement of external groups (Urban League, Eastern Long Island NAACP, Eastern Long Island Black Educators Association, Adelante of Suffolk, Black Faculty and Staff Association of Suffolk Community College, 100 Black Men of Long Island, 100 Black Women of Long Island, Suffolk County African American Advisory Board, higher education institutions; i.e., Dowling, Adelphi, St. Josephs, Stony Brook University, Hofstra University and Suffolk County Community College.)



**Eastern Suffolk BOCES  
Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally  
and Racially Diverse Workforce**

**IMPLEMENTATION MEASURES:**

- Meetings of the Human Resource Committee
- Review of Agency and HR policies, regulations, and procedures, Hiring Practices Manual
- Survey of needs-assessments, evaluations, survey of Agency climate and attitudes
- Collect ethnicity data and Career Fair for Culturally and Ethnically Diverse Educators data
- Informational orientation meetings with administrative staff

**POSSIBLE SOURCES OF FUNDING:**

- Administrative and Divisional budgets

**INFORMATION REQUIRED FOR MEASURES:**

- Ethnicity of staff
- Feedback from school districts

**BASELINE DATA:**

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
<b>ESBOCES CTE Teacher</b>												
American Indian/ Alaskan Native												
Asian/Pacific Islander												
Black									1	0.9%	1	0.9%
Hispanic	5	3.6%	3	2.3%	3	2.4%	3	2.6%	3	2.6%	3	2.6%
White	126	90.0%	122	93.8%	118	95.9%	113	97.4%	111	94.9%	108	92.3%
Not Available	9	6.4%	5	3.8%	2	1.6%			2	1.7%	3	2.6%
<b>Total Staff/ % Minority</b>	<b>140</b>	<b>3.6%</b>	<b>130</b>	<b>2.3%</b>	<b>123</b>	<b>2.4%</b>	<b>116</b>	<b>2.6%</b>	<b>117</b>	<b>3.4%</b>	<b>115</b>	<b>3.5%</b>

**Eastern Suffolk BOCES**  
**Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally**  
**and Racially Diverse Workforce**

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
<b>Cert. Support Staff</b> (incl SSW, Couns, Psych)												
American Indian/ Alaskan Native												
Asian/Pacific Islander												
Black	6	4.3%	5	3.6%	5	3.8%	5	4.3%	6	5.0%	8	6.6%
Hispanic	4	2.8%	4	2.9%	4	3.0%	4	3.5%	5	4.1%	7	5.8%
White	125	88.7%	124	89.2%	120	90.2%	103	89.6%	107	88.4%	104	86.0%
Not Available	6	4.3%	6	4.3%	4	3.0%	3	2.6%	3	2.5%	3	2.5%
<b>Total Staff/ %</b>												
<b>Minority</b>	<b>141</b>	<b>7.1%</b>	<b>139</b>	<b>6.5%</b>	<b>133</b>	<b>6.8%</b>	<b>115</b>	<b>7.8%</b>	<b>121</b>	<b>9.1%</b>	<b>122</b>	<b>12.3%</b>
<b>Teachers</b> (Special Ed and Other)												
American Indian/ Alaskan Native	6	1.1%	6	1.1%	6	1.2%	6	1.3%	6	1.3%	6	1.3%
Asian/Pacific Islander	1	0.2%	1	0.2%								
Black	5	0.9%	4	0.7%	4	0.8%	3	0.6%	2	0.4%	3	0.7%
Hispanic	9	1.6%	10	1.8%	11	2.2%	11	2.4%	12	2.6%	12	2.6%
White	493	89.3%	492	89.8%	450	90.7%	422	91.1%	417	91.2%	409	89.5%
Not Available	38	6.9%	35	6.4%	25	5.0%	21	4.5%	20	4.4%	19	4.2%
<b>Total Staff/ %</b>												
<b>Minority</b>	<b>552</b>	<b>3.8%</b>	<b>548</b>	<b>3.8%</b>	<b>496</b>	<b>4.2%</b>	<b>463</b>	<b>4.3%</b>	<b>457</b>	<b>4.4%</b>	<b>449</b>	<b>4.7%</b>
<b>School Teacher Aide</b>												
American Indian/ Alaskan Native	11	1.8%	11	1.9%	11	2.1%	11	2.0%	12	2.1%	8	1.4%
Asian/Pacific Islander							1	0.2%	2	0.3%	2	0.3%
Black	16	2.6%	16	2.7%	15	2.9%	14	2.5%	17	2.9%	19	3.3%
Hispanic	22	3.6%	24	4.1%	22	4.2%	26	4.7%	27	4.7%	33	5.7%
White	531	87.5%	516	88.2%	459	88.6%	499	89.4%	512	88.4%	488	84.3%
Not Available	27	4.4%	18	3.1%	11	2.1%	7	1.3%	9	1.6%	9	1.6%
<b>Total Staff/ %</b>												
<b>Minority</b>	<b>607</b>	<b>8.1%</b>	<b>585</b>	<b>8.7%</b>	<b>518</b>	<b>9.3%</b>	<b>558</b>	<b>9.3%</b>	<b>579</b>	<b>10.0%</b>	<b>559</b>	<b>11.1%</b>

**Eastern Suffolk BOCES**  
**Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally**  
**and Racially Diverse Workforce**

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
<b>Teaching Assistant</b> (incl Sign Lang Int)												
American Indian/ Alaskan Native	1	0.3%	1	0.3%	1	0.4%	1	0.4%	1	0.4%	1	0.4%
Asian/Pacific Islander	1	0.3%	2	0.7%	2	0.8%	3	1.1%	2	0.7%	1	0.4%
Black	9	3.0%	10	3.4%	8	3.0%	10	3.7%	8	2.9%	7	2.5%
Hispanic	12	4.0%	14	4.8%	17	6.5%	19	7.1%	19	6.8%	18	6.4%
White	252	84.0%	246	84.0%	222	84.4%	225	84.0%	240	85.7%	236	84.3%
Not Available	25	8.3%	20	6.8%	13	4.9%	10	3.7%	10	3.6%	7	2.5%
<b>Total Staff/ % Minority</b>	<b>300</b>	<b>7.7%</b>	<b>293</b>	<b>9.2%</b>	<b>263</b>	<b>10.6%</b>	<b>268</b>	<b>12.3%</b>	<b>280</b>	<b>10.7%</b>	<b>270</b>	<b>10.0%</b>
<b>Health Personnel</b>												
American Indian/ Alaskan Native	1	1.3%	1	1.2%	1	1.3%	1	1.3%	1	1.2%	1	1.2%
Asian/Pacific Islander	1	1.3%	1	1.2%	1	1.3%	1	1.3%	1	1.2%	1	1.2%
Black	2	2.5%	2	2.5%	2	2.6%	2	2.5%	2	2.4%	1	1.2%
Hispanic	1	1.3%	1	1.2%	1	1.3%	2	2.5%	2	2.4%	2	2.4%
White	71	89.9%	73	90.1%	69	89.6%	70	88.6%	73	89.0%	71	86.6%
Not Available	3	3.8%	3	3.7%	3	3.9%	3	3.8%	3	3.7%	3	3.7%
<b>Total Staff/ % Minority</b>	<b>79</b>	<b>6.3%</b>	<b>81</b>	<b>6.2%</b>	<b>77</b>	<b>6.5%</b>	<b>79</b>	<b>7.6%</b>	<b>82</b>	<b>7.3%</b>	<b>79</b>	<b>6.3%</b>
<b>Custodial Personnel</b> (incl Maint & Drivers)												
American Indian Alaskan Native	4	3.3%	4	3.4%	4	3.6%	4	3.7%	4	3.7%	4	3.7%
Asian/Pacific Islander												
Black	13	10.7%	13	11.2%	13	11.8%	13	12.1%	14	13.0%	12	11.1%
Hispanic	3	2.5%	3	2.6%	3	2.7%	3	2.8%	4	3.7%	4	3.7%
White	96	79.3%	92	79.3%	86	78.2%	83	77.6%	82	75.9%	85	78.7%
Not Available	5	4.1%	4	3.4%	4	3.6%	4	3.7%	4	3.7%	5	4.6%
<b>Total Staff/ % Minority</b>	<b>121</b>	<b>16.5%</b>	<b>116</b>	<b>17.2%</b>	<b>110</b>	<b>18.2%</b>	<b>107</b>	<b>18.7%</b>	<b>108</b>	<b>20.4%</b>	<b>110</b>	<b>18.2%</b>

**Eastern Suffolk BOCES**  
**Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally**  
**and Racially Diverse Workforce**

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
<b>Support Staff</b>												
American Indian/ Alaskan Native	4	1.4%	4	1.4%	4	1.4%	5	1.8%	3	1.0%	2	0.7%
Asian/Pacific Islander	2	0.7%	1	0.3%	1	0.3%	1	0.4%	1	0.3%	1	0.3%
Black	2	0.7%	2	0.7%	2	0.7%	2	0.7%	1	0.3%	1	0.3%
Hispanic	12	4.1%	14	4.8%	14	4.9%	13	4.6%	13	4.5%	14	4.9%
White	258	88.1%	256	88.6%	257	89.9%	259	90.9%	265	92.3%	283	98.6%
Not Available	15	5.1%	12	4.2%	8	2.8%	5	1.8%	4	1.4%	3	1.0%
<b>Total Staff/ % Minority</b>	<b>293</b>	<b>6.8%</b>	<b>289</b>	<b>7.3%</b>	<b>286</b>	<b>7.3%</b>	<b>285</b>	<b>7.4%</b>	<b>287</b>	<b>6.3%</b>	<b>304</b>	<b>5.9%</b>
<b>Administrator</b> (incl Princ, Asst Princ, Other)												
American Indian/ Alaskan Native												
Asian/Pacific Islander	1	1.4%	1	1.4%	1	1.5%	1	1.6%	1	1.4%	1	1.4%
Black	2	2.8%	2	2.9%	2	3.0%			3	4.3%	2	2.9%
Hispanic	3	4.2%	3	4.3%	3	4.5%	4	6.5%	5	7.2%	4	5.8%
White	59	83.1%	60	87.0%	60	90.9%	57	91.9%	60	87.0%	61	88.4%
Not Available	6	8.5%	3	4.3%								
<b>Total Staff/ % Minority</b>	<b>71</b>	<b>8.5%</b>	<b>69</b>	<b>8.7%</b>	<b>66</b>	<b>9.1%</b>	<b>62</b>	<b>8.1%</b>	<b>69</b>	<b>13.0%</b>	<b>68</b>	<b>10.3%</b>
<b>Other</b> (incl CSEA, DPMM, ANI, Non-Rep, 12mth)												
American Indian/ Alaskan Native	1	0.7%	1	0.6%	2	1.2%	2	1.1%	1	0.6%	1	0.6%
Asian/Pacific Islander	1	0.7%	1	0.6%	1	0.6%	2	1.1%	2	1.2%	2	1.2%
Black	2	1.5%	3	1.9%	2	1.2%	4	2.3%	4	2.4%	5	3.0%
Hispanic	2	1.5%	1	0.6%	2	1.2%	2	1.1%	1	0.6%	1	0.6%
White	125	91.2%	146	92.4%	154	92.2%	160	91.4%	152	91.6%	150	90.4%
Not Available	6	4.4%	6	3.8%	6	3.6%	5	2.9%	6	3.6%	5	3.0%
<b>Total Staff/ % Minority</b>	<b>137</b>	<b>4.4%</b>	<b>158</b>	<b>3.8%</b>	<b>167</b>	<b>4.2%</b>	<b>175</b>	<b>5.7%</b>	<b>166</b>	<b>4.8%</b>	<b>164</b>	<b>5.5%</b>

**Eastern Suffolk BOCES  
Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally  
and Racially Diverse Workforce**

	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
<b>Administrative Council</b>												
American Indian/ Alaskan Native												
Asian/Pacific Islander												
Black							1	6.7%	2	13.3%	3	20.0%
Hispanic												
White	10	83.3%	11	78.6%	13	86.7%	13	86.7%	13	86.7%	11	73.3%
Not Available	2	16.7%	3	21.4%	2	13.3%	1	6.7%				
<b>Total Staff/ % Minority</b>	<b>12</b>	<b>0.0%</b>	<b>14</b>	<b>0.0%</b>	<b>15</b>	<b>0.0%</b>	<b>15</b>	<b>6.7%</b>	<b>15</b>	<b>13.3%</b>	<b>14</b>	<b>21.4%</b>
<b>AGENCYWIDE Total Staff/ % Minority</b>	2,453	6.7%	2,422	7.0%	2,254	7.5%	2,243	8.0%	2,281	8.2%	2,254	8.5%

**RESULTS:**

Data reflecting the number of employees by cultural/ethnic background was collected for the 2001-02 service year. During this year, 6.7% of all employees identified themselves as non-white. As of the 2006-07 service year, 8.5% of the total employee population considered themselves non-white.

**2006-07 Career Fair Outcomes**

The total number of candidates participating in the Career Fair for Culturally and Ethnically Diverse Educators increased by 59.0% in the 2006-07 service-year (compared to the 2005-06 service year).

**2007-08 Career Fair Outcomes**

The career fair registration format was revised for the 2007-08 service year. In addition to accepting walk-in applicants, an online registration system was implemented this year, enabling ESBOCES to pre-schedule candidates for job interviews with participating school districts weeks before the fair. Because the prescheduled appointments allowed for tight scheduling, some districts managed to interview as many as 95 candidates, while none interviewed fewer than 23.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan IV.C: Recruitment and Retention of a Culturally**  
**and Racially Diverse Workforce**

Of the 15 districts that submitted evaluations, 14 indicated a desire to continue its use in future career fairs, along with the traditional walk-ins. The fair earned “excellent” ratings among these 14 districts.

ESBOCES Career Fair for Culturally and Ethnically Diverse Educators Candidate Certification by Subject Area* (candidates not certified at the time of the screening were not counted in this section)																										
Year	Total No. of Candidates	Total No. of ESBOCES Candidates	No. of participating School Districts	Math	Music	Bilingual & Certified in Subject area	Elem/ Early Childhood	Social Worker	English	Sp Ed	Art	Science	Tech Ed.	Library	Deaf/Hearing	Speech/Lang.	PE	Social Studies	Counseling	ESL/ TESOL/ Bilingual Ed.	Admin.	Adult Ed.	Business	Nursing	T Asst.	Reading Specialist
2003	230	na	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2004	528	na	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2005	427	na	20	-	-	-	21	-	-	20	13	-	4	1	1	1	3	1	12	4	1	-	-	-	1	10
2006	387	na	21	-	-	-	na	-	-	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na
2007	615	89	19	-	-	-	11	-	-	9	2	1	-	-	-	-	-	4	30	4	3	1	1	1	-	-
2008	533-applied online	approx. 40	19	19	7	74	146	3	30	25	10	17	1	-	-	1	21	33	28	1	9	1	3	-	2	5

Data was not collected for certification areas in 2003 and 2004.

**2008 Career Fair Outcomes**

**Number of Candidates Each District Plans on Inviting Back for a Second Interview**

School district	# of planned call backs:
Bayshore UFSD	9
Brentwood UFSD	NA
Central Islip UFSD	5-6
Comsewogue UFSD	5
Comsewogue UFSD (different respondent)	5
Connetquot UFSD	NA
Eastern Suffolk BOCES	NA
Islip USFSD	10
Islip UFSD (different respondent)	10

School district	# of planned call backs:
Mattituck-Cutchogue UFSD	6
Miller Place UFSD	NA
Miller Place UFSD (different respondent)	10
Riverhead CSD	8
Southampton UFSD	6
Southold UFSD	1
Three Village CSD	NA
Westhampton Beach UFSD	NA
William Floyd UFSD	45

**Eastern Suffolk BOCES  
Strategic Action Plan V.A: BOCES Communications Initiatives**

**ADDRESSES BOCES GOAL(S):**

- VI. Technology
- VII. Strategic Planning
- IX. Public Information
- X. Internal Communications

**RESPONSIBLE ADMINISTRATOR:**

Chief Operating Officer  
Assistant Superintendent, Human Resources  
Director, Communications, Research, and Recruitment

**COLLABORATOR(S):**

Public Relations and Graphics Supervisor  
Graphics Supervisor  
Web Manager  
Communications Program Assistant (Neighborhood Aide)

**STRATEGIC PLANNING STRATEGY:** By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. By 2008, there will be a measurable increase in the percent of Eastern Suffolk BOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.

**DESCRIPTIVE NARRATIVE:** The Office of Communications will manage and coordinate the public information functions of the agency by: coordinating the standardization of all printed materials, managing ESBOCES-sponsored special events, and developing targeted outreach programs to create awareness of instructional program opportunities among the English speaking Long Island population, as well as among the growing Spanish speaking population on Long Island. The Office of Communications will promote improved internal communication by establishing a common knowledge base of ESBOCES information for internal and external stakeholders, identifying and reinforcing the use of key ESBOCES messages (mission, beliefs, goals, etc.) and providing opportunities for ESBOCES staff to learn about and influence the annual legislative program. The Office of Communications will implement a program to facilitate regional sharing of school district public information/communication expertise supporting action plans.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/ Group</b>	<b>Status/Outcome</b>
1. Implement a program to coordinate development and production of printed materials and establish consistent agency messaging a. Develop and distribute annually an Office of Communications Guidelines Manual indicating policies and regulations for visual identity, public relations and print publications.	9/06  10/07	Public Relations and Graphics Supvr. Graphics Supervisor	In Progress

**Eastern Suffolk BOCES**  
**Strategic Action Plan V.A: BOCES Communications Initiatives**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/ Group</b>	<b>Status/Outcome</b>
b. Establish ties with 30+ program/services to ensure compliance with agency policies and regulations related to the Office of Communications.	On-going	Public Relations and Graphics Supvr. Graphics Supervisor Web Manager	On-going
2. Implement a program that increases the percentage of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. a. Collect data on the general public awareness and knowledge of ESBOCES mission and programs. b. Build student to student awareness, establishing ties with component school districts to report student success stories to students' home school districts (i.e. Chambers of Commerce, Kiwanis Clubs, Rotary Clubs, Social Services agencies). c. Distribute ESBOCES media material at community venues. d. Implement a program ensuring all major agency print media items are translated to Spanish and distributed to the Spanish speaking population in Eastern Suffolk County.	On-going  7/08  On-going  On-going	Dir., Comm., Research & Recruitment  Public Relations and Graphics Supvr.  Public Relations and Graphics Supvr.  Public Relations and Graphics Supvr.  Dir., Comm., Research & Recruitment Communications Program Assistant	In Progress  On-going  On-going  On-going
3. Develop and implement Public Relations and marketing outreach initiatives a. Maintain external media contact lists b. Maintain weekly communication with external Public Relations firm.	On-going  On-going On-going	Public Relations and Graphics Supvr.  Senior Stenographer Public Relations and Graphics Supvr.	On-going  On-going On-going
4. Implement a plan for improving upon website communication initiatives and measure its effectiveness. a. Develop a committee to review website functionality. b. Add functionality to esboces.org e.g., website calendar, opt in e-mail, photo	10/08  1/07  10/09	Dir., Comm., Research & Recruitment  Dir., Comm., Research & Recruitment Web Manager Web Manager Public Relations and Graphics Supvr.	On-going  On-going  On-going



**Eastern Suffolk BOCES**  
**Strategic Action Plan V.A: BOCES Communications Initiatives**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/ Group</b>	<b>Status/Outcome</b>
gallery, online surveys, search engine. c. Web Manager to report and analyze traffic to esboces.org website on a monthly basis. d. Ensure linkages between ESBOCES website and component school district websites. Whenever possible, ESBOCES should appear as a link on component school district websites.	On-going  On-going	Web Manager  Web Manager	On-going
5. Develop quarterly reporting on implementation of action plans a. Graphic Supervisors and Web Manager to submit monthly reports to the Director, Communications, Research, and Recruitment on progress of all department initiatives	On-going	Public Relations and Graphics Supvr. Graphic Supervisor Web Manager	On-going
6. Evaluate the effectiveness of the agency's primary internal and external communication tools: a. Evaluate Dialogue b. Evaluate Highlights	On-going  6/09 6/09	Dir., Comm., Research & Recruitment Public Relations and Graphics Supvr. Public Relations and Graphics Supvr.	On-going
7. Implement a plan for increasing awareness and use of the Office of Communications intranet site to promote agencywide communication and information sharing.	On-going	Dir., Comm., Research & Recruitment Public Relations and Graphics Supvr.	On-going

**RESOURCES REQUIRED:**

Continued funding  
 Previous evaluation reports  
 Policy and regulation documents

**POSSIBLE SOURCES OF FUNDING:**

Administrative and program budgets will support the Office of Communications budget.

**BASELINE DATA AND RESULTS:**

Great strides were made towards quantifying the office's general production and on-time performance with the development of a new job tracking application in 2005-06. A database has been created for each staff member in the Office of Communications to track current and on-going job and service requests. This tracking system will allow staff members to measure and evaluate the time

**Eastern Suffolk BOCES**  
**Strategic Action Plan V.A: BOCES Communications Initiatives**

required for each project, as well as the frequency associated with various job requests throughout the service year. Statistics will be collected to measure the increase quantitative increase of communications activities.

Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
2004-05	55	NA	119	NA	NA	NA	NA
2005-06	81	29	135	149	27	54,763	210**
2006-07	210*	12*	100*	202*	21*	66,920*	256**
2007-08	184 (as of March 2008)	9 (as of March 2008)	72 (as of March 2008)	99 (as of March 2008)	17 (as of March 2008)	81,700	259

*\*These figures do not reflect a full year. Figures marked with an asterisk (\*) and appearing in rows for service-years before 2006-07 will remain incomplete as data for those years was not collected until after the start of the service-year.*

*\*\* These figures do not reflect a full year and include visual identity compliance reviews for print media.*

*Due to the Web Trends software upgrade and system compatibility issues, the 2004-05 average number of monthly external website visits cannot be reported at this time.*

**IMPLEMENTATION MEASURES:**

Measures will be documented and published at least annually.

**Increasing Awareness**

- Surveys will be used to track increase in awareness, perception, and satisfaction within and outside the agency. The results of two surveys fielded during the 2004-2005 school year were distributed to all administrative council members during the same school year. Public perception of the agency and its cost-effectiveness were positive. Staff perception of the services provided by the Communications Office was also favorable. Results concerning quantity and quality were also favorable. During the 2008-2009 service-year the surveys will be administered again.
- ESBOCES component school district internal newspapers and the Editors of these newspapers were identified during the 2006-07 service-year. Beginning in the 2007-08 service-year, the Office of Communications will begin sending press releases featuring student success stories to the school newspaper within the school districts the students reside. In increasing communication with school districts, it is expected the school districts will feature more articles in their internal newspapers about students enrolled in ESBOCES programs which in turn will increase student, parental and administrations' awareness of ESBOCES programs.
- During the 2006-07 service-year publications requiring Spanish Language translation were identified. Additionally, a bilingual Communications Program Assistant was hired to oversee the translation service.

**Eastern Suffolk BOCES  
Strategic Action Plan V.A: BOCES Communications Initiatives**

**INFORMATION REQUIRED FOR MEASURES:**

Survey data  
Web traffic statistics  
News Archive  
Electronic databases

**Eastern Suffolk BOCES**  
**Related Operational Action Plan V.B: Develop Cross-Functional Team**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- V. Resourcing and Operational Efficiency
- VI. Technology

**RESPONSIBLE ADMINISTRATOR:**

Chief Operating Officer  
 Assistant Superintendent, Human Resources  
 Director of Communications, Research, and Recruitment

**COLLABORATOR(S):**

Public Relations and Graphics Supervisor  
 Graphics Supervisor  
 Web Manager  
 Senior Stenographer

**RELATED OPERATIONAL OBJECTIVE:** By July 2008, the Office of Communications and the agency will establish internal procedures and embedded controls to streamline print production and ensure quality control.

**DESCRIPTIVE NARRATIVE:** Agency-wide requests and need for graphic design and public relations services have grown significantly since the office was created. It is now pertinent that staff members specializing in one of the two primary service areas also be knowledgeable of, and involved in, the work of both service areas. The establishment of standard procedures, agencywide communication policies, and embedded controls will streamline the flow of office information and increase productivity. This action will enable the office to better gauge its human resources and capacity to quantitatively determine whether there is a need to further expand the office's services and staff.

ACTIVITIES	Target Date for Completion	Responsible Person/ Group	Status/Outcome
1. Develop training objectives for office and department designated communications liaisons. a. Develop a system for tracking contributions by web contacts.	10/07	Dir., Comm., Research & Recruitment  Public Relations and Graphics Supvr. Web Manager	On-going  <i>This was researched and it was determined that technically, tracking this information is not doable.</i>
2. Implement a system to identify needs of contributors and train them. a. Increase the number of web contacts trained.	11/07 1/07	Public Relations and Graphics Supvr. Web Manager Public Relations and Graphics Supvr.	On-going  Completed- <i>no longer required as all web updates are now done by the Office of Communications</i>
3. Develop and publish Standard Operating Procedures annually. a. Review current procedures b. Develop new procedures	10/07  8/06 9/06	Dir., Comm., Research & Recruitment Public Relations and Graphics Supvr. Graphics Supervisor Web Manager	Completed

**Eastern Suffolk BOCES  
Related Operational Action Plan V.B: Develop Cross-Functional Team**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/ Group</b>	<b>Status/Outcome</b>
4. Develop a photo archiving system that categorizes photos by year, program, and subject	7/06	Graphics Supervisor	Completed
a. Identify deficient photo categories and establish criteria and guidelines for submitting photos to each category	8/06	Graphics Supervisor	Completed
b. Determine whether there is a need to hire a professional photographer to supply quality photos for special graphic design projects	8/06	Public Relations and Graphics Supvr. Graphics Supervisor	Completed
c. Identify resources for photos from internal stakeholders.		Public Relations and Graphics Supvr	On-going
5. Collect baseline data on Eastern Suffolk BOCES public image and communications vehicles used within the divisions and departments of Eastern Suffolk BOCES to date to ensure visual identity compliance. <i>(moved from V.A)</i>	On-going	Public Relations and Graphics Supvr. Graphics Supervisor	On-going
6. Identify and utilize Central Support Services for news clipping support.	On-going	Public Relations and Graphics Supvr. Senior Stenographer	Completed

**RESOURCES REQUIRED:**

Continued funding/staffing  
Continued support from Central Support Services  
Database  
Web training locations

**POSSIBLE SOURCES OF FUNDING:**

Administrative and program budgets support the Office of Communications budget.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan V.B: Develop Cross-Functional Team**

**BASELINE DATA AND RESULTS:**

**2004-05**

- Approximately 23 web liaisons were trained during the 2004-05 service year.

**2005-06**

- About 68 web liaisons were trained, representing a 200% increase.

**2006-07**

**Standard Operating Procedures**

- These procedures have been in development over the course of the 2006-07 service year.
- Many of these procedures were revised in 2007-08. Staff were trained accordingly.

**IMPLEMENTATION MEASURES:**

Measures of training and on time performance will be tracked and documented at least monthly. The Office of Communications will provide regular reports of its activities, as well as provide quarterly reports to the Communications Committee of the Board.

**INFORMATION REQUIRED FOR MEASURES:**

Previous Standard operating procedures

Web Contact Names

Communication Liaison Names

**Eastern Suffolk BOCES  
Strategic Action Plan VI.A: Research and Program Improvement**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- V. Resourcing and Operational Efficiency
- VII. Strategic Planning
- X. Internal Communications
- XII. Research and Development

**RESPONSIBLE ADMINISTRATORS:**

Chief Operating Officer  
Assistant Superintendent, Human Resources

**COLLABORATOR(S):**

Director, Planning and Program Improvement  
Director, Communications, Research and Recruitment  
Program Administrator, Regional Grant Services  
Administrative Council

**STRATEGIC PLANNING STRATEGY:** By July 2009, Eastern Suffolk BOCES will improve its capacity for research and program improvement 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) the capacity to survey stakeholders for program improvement efforts; and 5) supportive grants administration.

**DESCRIPTIVE NARRATIVE:** To strengthen the quality of data that supports decision-making and documents organizational progress throughout the agency, a Planning and Program Improvement Office has been established and staffed. The office coordinates strategic planning activities throughout the agency. Planning and Program Improvement personnel act as a liaison to the Middle States Association of Colleges and Schools in order to assure AFG validation activities occur according to scheduled timeline, site accreditation is received, and agency/division accreditation maintained. The office supports the research and evaluation efforts of the agency by assisting central and site administrators in developing methods to benchmark and track organizational progress, including stakeholder surveys, by analyzing and interpreting data, and by preparing written reports. The Planning and Program Improvement Office also supports efforts throughout the agency to seek and administer non-district funding sources to implement agency initiatives.

<b>ACTIVITIES</b>	<b>Target Date For Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Facilitate Accreditation for Growth activities leading to Middle States Association accreditation of all Eastern Suffolk BOCES instructional sites.	Spring 2004	Coord., Research & Planning Dir., Research & Planning	Completed 6/04
2. Facilitate strategic planning activities throughout Eastern Suffolk BOCES.	On-going	Dir., Planning & Program Improvement	In Progress

**Eastern Suffolk BOCES**  
**Strategic Action Plan VI.A: Research and Program Improvement**

<b>ACTIVITIES</b>	<b>Target Date For Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
3. Plan and oversee the transition of Research & Planning Management.	6/04	District Superintendent Interim Assoc. Supt., Regional Svcs.	Completed 6/04
4. Assess the feasibility of establishing an Educational Foundation to Support BOCES programs.	6/04	District Superintendent Assoc. Supt., Management Services	Completed 12/04
5. Establish a consortium of grants administrators.	6/08	Dir., Planning & Program Improvement	Completed and On-going
6. Provide regular reports of activities to the BOCES Board and to the BOCES community at large.	On-going	Chief Operating Officer Assoc. Supt., Management Services Asst. Supt., Human Resources Dir., Planning & Program Improvement Dir., Comm., Research & Recruitment Program Admin., Regional Grant Svcs.	On-going

**RESOURCES REQUIRED:**

Planning and Program Improvement Office personnel and operating expenses  
 Expenses associated with Middle States Association of Colleges and Schools accreditation and validation activities

**POSSIBLE SOURCES OF FUNDING:**

Integrated into the administrative and program budgets

**BASELINE DATA:**

Via the Accreditation for Growth self-study and validation process, it was determined that Standard 9: Results/Outcomes was not met. This was suggested by the validation team conducting the Agency accreditation process and confirmed by the validation team conducting the Divisional accreditation process and again by the mid-point reviewer. A district coser service evaluation survey was analyzed in June 2004 and 2005 to provide baseline and comparative data for service delivery evaluation. This will be done semi-annually and results shared with stakeholders. (Reference CoSer Evaluation Summary Reports – 2003-2004; 2004-2005; 2006-2007.) In 2003-04 only 12 out of 34 strategic/related operational action plans had baseline or result measures.



**Eastern Suffolk BOCES**  
**Strategic Action Plan VI.A: Research and Program Improvement**

**IMPLEMENTATION MEASURES:**

Implementation will be monitored by regular review and updating of the operational action plans associated with this strategic plan. The Planning and Program Improvement Office will provide regular reports of its activities to the Assistant Superintendent for Human Resources through monthly meetings and reports.

**RESULTS:**

Indication of an increase in research and program improvement capacity within the organization will be indicated by an increase in the number of strategic and operational action plans that rely upon regular collection and analysis of data to measure progress in achieving desired results/outcomes. External validation of this increased capacity will be reflected in the reports of Middle States Association representatives conducting future mid-point and re-accreditation visits by an indication that Standard 9: Results/Outcomes have been met.

**The 2005-06 Agency Mid-Point Review cited that the agency successfully provided satisfactory and exceptional evidence on its planning process content of its strategic plan, and its organizational growth. Middle States recommended that Eastern Suffolk BOCES accreditation be extended for the remainder of the term to 2009. It also requested the agency to continue its efforts in collecting, measuring and using data. All action plans now rely on collection and analysis of data, measuring results, and adapting our activities to obtain or surpass the results desired.**

**Procedures and activities are being planned for the agency reaccreditation period 2009-2016. All educational site accreditation activities will be integrated into the one agency reaccreditation. Work for the Fall 2008 validation visit began in Spring 2007.**

**The Reaccreditation Planning Team has met monthly, completed the Period of Appraisal, the Middle States Standards Survey, formed newly proposed Board goals and draft 2009-2016 objectives, and has submitted them to the Board before sending the new objectives for Middle States Technical Review.**

**INFORMATION REQUIRED FOR MEASURES:** Regular review and annual updates of the strategic and operational action plans must include detailed information about benchmarking and evaluation activities conducted to measure progress toward meeting agency goals.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.B: Agency-wide, Divisional and Site Accreditation**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- VII. Strategic Planning

**RESPONSIBLE ADMINISTRATOR:**

Chief Operating Officer  
 Internal Coordinator, Agency-wide

**COLLABORATOR(S):**

Administrative Council

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, Eastern Suffolk BOCES will be reaccredited by the Middle States Association based on the implementation of the action plans outlined in the current strategic plan as updated through annual reviews and examined by a mid-point on-site visit by a Middle States Association representative, based on demonstration of continued adherence to Middle States standards, and based on the development of a second seven-year strategic plan using an approved planning process.

**DESCRIPTIVE NARRATIVE:** According to the developed timelines, Eastern Suffolk BOCES will implement the action plans articulated in the Strategic Plan for the agency and the divisions. The Eastern Suffolk BOCES Agency-wide Strategic Planning Council will meet at least annually to review progress and to modify the plans as appropriate. The Board will be regularly informed about the progress of, and recommended changes to, the Strategic Plan. Eastern Suffolk BOCES stakeholders will be regularly informed about strategic planning activities and will contribute to the implementation, evaluation, and revision of strategic planning initiatives as appropriate to their respective responsibilities and interests. A Middle States Association representative will be invited to do an on-site mid-point review of the agency. A new seven-year Strategic Plan will be developed in 2007-08 and the Middle States Association will be invited to conduct a validation visit in Fall 2008 to re-accredit the Agency for 2009-2016.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Annual update of membership of the Agency-wide Strategic Planning Council including the membership of their budget review subcommittees	Annually, July	Chief Operating Officer Agency-wide Steering Committee	Annual membership update occurred 8/00; 8/01; 8/02; 8/03; 8/04; 8/05; 8/06; 8/07; 8/08
2. Annual review of progress and update of Agency strategic plan by Strategic Planning Council	Annually, August	Chief Operating Officer Internal Coordinator – Agency level Assoc. Superintendents Directors	Annual meetings occurred 8/00; 8/01; 8/02; 8/03; 8/04; 8/05; 8/06; 8/07; 8/08

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.B: Agency-wide, Divisional and Site Accreditation**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
3. Review and approval by Board of revisions to Agency strategic plan	As needed	Chief Operating Officer Cabinet	Periodic update provided during Board reports of Cabinet level administrators
4. Integration of strategic planning initiatives into the annual budget process	Annually, during budget preparation	Cabinet	Occurred during budget planning cycle for the 2001-02; 2002-03; 2003-04; 2004-05; 2005-06; 2006-07; 2007-08; and 2008-09 years
5. Review and approval of Administrative and Divisional strategic initiatives and their budgetary implications by subcommittees of the Strategic Planning Council	Annually, during budget preparation	Budget Review subcommittees	Occurred during the budget planning cycle for the 2002-03; 2003-04; 2004-05; 2005-06; 2006-07; 2007-08; and 2008-09 years
6.a. Facilitate site planning and accreditation activities b. Prepare for site mid point visits for first half of Spring 2006 c. Prepare for site mid-point review for second half of sites in Fall 2006.	Completed	Assoc. Supt., Ed. Services Directors, Ed. Services Dir., Research & Planning	a. Completed 6/04 – Middle States validation visits occurred for 9 sites in Dec. 2003 and for 8 sites in March 2004, on – going b. Completed - Mid-Point Review completed for 7 of 14 sites in spring 2006 and 7 remaining sites in fall 2006
7. On-going implementation, monitoring and evaluation of strategic initiatives	On-going	Responsible Cabinet-level administrator(s) of each action plan	On-going

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.B: Agency-wide, Divisional and Site Accreditation**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
8. Regular communication to stakeholders re: strategic planning and strategic initiatives	On-going	Cabinet Internal coordinator	On-going as part of regular communications to the Board as well as internal and external stakeholders
9. Invitation to Middle States Association representative to conduct mid-point review of Agency and Divisional plans	During the 2005-06 school year	Chief Operating Officer Internal Coordinator, Agency-wide	Completed successful agency review November 2005.
10. Review of planning process (Plan-to-Plan for agency, divisions and sites) in preparation for development of next Seven-Year Strategic Plan	Spring 2007	Cabinet, Administrative Council	Completed
11. Development and approval of next seven year strategic plan for the agency and divisions	2007-08 school year	Agency Strategic Planning Council	On-going: All sites have been accredited and have had successful mid-point reviews. Their work will be integrated into one agency-wide accreditation process for 2009-2016.
12. Validation visits by Middle States Association to reaccredit the Agency and Divisions	No later than Spring 2009	Agency/Planning Committee Internal Coordinators	Scheduled for December 2-5, 2008

**RESOURCES REQUIRED:**

Annual membership fees to Middle States Association  
 Consultant fees for special activities (i.e., retreats)  
 Expenses for meetings (annual meetings, retreats) and communication activities  
 Travel, accommodations, meal expenses: validation teams  
 Staff time and substitutes for staff engaged in planning retreats, etc.

**POSSIBLE SOURCES OF FUNDING:**

Integrated into the administrative/program budgets

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.B: Agency-wide, Divisional and Site Accreditation**

**BASELINE DATA:**

Eastern Suffolk BOCES was accredited by the Middle States Association of Colleges and Schools (agency level, May 2000; divisional level, October 2001). A successful mid-point review was conducted by a Middle States Association representative in July 2002 (report received November 2002). Seventeen program sites were recommended for accreditation Spring 2004.

**IMPLEMENTATION MEASURES:**

Target deadlines concerning annual reviews and updates of the agency and divisional plans will be met. Middle States Association will review progress toward achieving strategic initiatives via mid-point reviews for the agency and divisions. Stakeholders will continue to be informed and involved in the planning process. A refined process (Plan to Plan) for developing the second seven-year strategic plan for the agency and divisions will be articulated and implemented.

**RESULTS:**

Agency and divisional re-accreditation will be awarded by the Middle States Association based upon (a) documented improvement resulting from implementation of the Action Plans articulated in the first strategic plan and (b) development of a second seven-year strategic plan for the agency and divisions using an approved planning process.

**The agency received a successful second mid-point review in November 2005; 7 of the 14 Educational Services instructional program sites received successful mid-point reviews in the spring of 2006 with the remaining 7 instructional program sites receiving successful mid-point reviews in the fall of 2006. A new plan-to-plan for the reaccreditation process was developed. A Reaccreditation Planning Team was formed and the reaccreditation activities were begun to plan for the validation visit in December, 2008.**

**INFORMATION REQUIRED FOR MEASURES:**

Evaluation of the impact of each Action Plan will be gathered via evaluation measures articulated within the action plan and documented in regular newsletters and in annual summary reports for stakeholders. A work product documenting the results of the strategic planning process resulting in a seven-year strategic plan will be produced and disseminated.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.C: Establishing a Consortium for Grants Administrators**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- V. Resourcing and Operational Efficiency
- X. Internal Communications

**RESPONSIBLE ADMINISTRATOR:**

Director, Planning and Program Improvement

**COLLABORATOR(S):**

District Superintendent  
 Associate Superintendent, Management Services  
 Director, Business Services  
 Assistant Superintendent, Human Resources  
 Program Administrator, Regional Grant Services  
 Administrators of Grant Funded Programs

**RELATED OPERATIONAL OBJECTIVE:** By 2009, Eastern Suffolk BOCES will facilitate resource and knowledge sharing between grants administrators for the purpose of enhancing grant development efforts that will increase the amount of special funding which supports service to Eastern Suffolk BOCES students and component districts.

**DESCRIPTIVE NARRATIVE:** All administrators of grant-funded programs within Eastern Suffolk BOCES will participate in a consortium that promotes sharing of information and resources between these programs. The consortium will promote collaboration that increases the efficiency of the daily operational management of their grant programs and will provide staff development on topics to help them improve their skills as initiators and developers of grant funded projects. If the program proves useful, a recommendation to expand membership to grants administrators from component districts and service agencies will be explored. The focus of the consortium will be to increase the efficiency of grant management and to increase our effectiveness in attracting additional special funding to address unmet needs within our agency and component districts.

ACTIVITIES	Target Date for Completion	Responsible Person /Group	Status/Outcome
1. Review and revise processing procedures for grant submissions, Board approvals; reissue revised grant guidelines	Fall 2003	Dir., Research & Planning Assoc. Supt., Mgmt. Services Interim Assoc. Supt., Regional Svc	Completed 3/04. Procedures updated 6/06, 6/07
2. Hire part-time Regional Grants Officer – develop job description – 6/03; advertise vacancy – Fall 2003; Board Appointment 12/03	1/04; Postponed	Assoc. Supt., Regional Services	Job description developed – Hiring Postponed 1/04 – Using consultant and internal staff to establish regional need.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.C: Establishing a Consortium for Grants Administrators**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person /Group</b>	<b>Status/Outcome</b>
A staff member will be reassigned to the Office of Research and Planning in the fall to do grants officer work.	12/06	Dir., Research & Planning	In Fall 2006 a staff member was assigned to do Grants Officer work.
3. Convene regular meetings of Eastern Suffolk BOCES administrators of specially funded programs	Initiated Spring 2004	Dir., Planning & Program Imprvmnt. Prog Admin., Regional Grant Svcs.	On-going
4. Information sharing about current grant funded programs through expansion various methods	On-going	Consortium participants Dir., Planning & Program Imprvmnt. Prog Admin., Regional Grant Svcs.	On-going
5. Needs assessment: identify knowledge/skill gaps and interests for future agendas (i.e., informal needs assessments; researching sources of funding; grant development skills; legal/accounting issues in grants management)	On-going	Consortium participants Dir., Planning & Program Imprvmnt. Prog Admin., Regional Grant Svcs.	In Progress
6. Identify operational problem areas within the agency for grant funded programs (i.e., inefficiencies in business procedures, hiring procedures) for future agendas	On-going	Dir., Planning & Program Imprvmnt. Consortium participants Prog Admin., Regional Grant Svcs.	On-going
7. Identify and develop "boilerplate" descriptions, "fact sheets," data bases, etc. that can be shared between grant programs to ease grant writing efforts	On-going	Consortium participants Prog Admin., Regional Grant Svcs.	On-going
8. Host special programs (staff development for grants administrators) and quality improvement sessions (with other departments) following agenda identified via needs assessments	On-going	Dir., Planning & Program Imprvmnt. Prog Admin., Regional Grant Svcs.	On-going
9. Use new technology tools (email; listserv; website; etc.) to promote communication among the group	On-going	Dir., Planning & Program Imprvmnt. Office of Tech. Integration Communications Office Prog Admin., Regional Grant Svcs.	On-going
10. Investigate new cross-grant program initiatives and form ad hoc subcommittees as appropriate to facilitate new grant writing initiatives; research statistical data needed to develop grant proposals including budget development	On-going	Dir., Planning & Program Imprvmnt. Consortium participants Prog Admin., Regional Grant Svcs.	On-going

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.C: Establishing a Consortium for Grants Administrators**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person /Group</b>	<b>Status/Outcome</b>
11. Provide informational sessions and technical assistance to BOCES staff on development of grant proposals	On-going	Dir., Planning & Program Imprvmt. Prog Admin., Regional Grant Svcs.	On-going
12. Develop funding proposals, grant applications, etc.	On-going	Dir., Planning & Program Imprvmt. Prog Admin., Regional Grant Svcs.	On-going
13. Expand Consortium for Grant Funded Programs to include representatives of component school districts	On-going	Dir., Planning & Program Imprvmt. Prog Admin., Regional Grant Svcs.	In Progress
14. Provide informational sessions and technical assistance to component school districts on development of grant proposals	On-going	Dir., Planning & Program Imprvmt. Prog Admin., Regional Grant Svcs.	On-going

**RESOURCES REQUIRED:**

Staff meeting time and time to investigate/implement any initiatives that are an outgrowth of the consortium effort  
 Staff of other departments to engage in quality improvement dialogue  
 Sufficient additional staff to investigate and develop potential funders of new initiatives; write proposals  
 Staff development consultants  
 Full-time Regional Grants Program Administrator

**POSSIBLE SOURCES OF FUNDING:**

Integrated into the administrative and program budgets

**BASELINE DATA:**

The decision to hire a Regional Grants Officer was postponed in 2004. These functions are being addressed by the Director of Planning and Program Improvement, who has established a system to facilitate resource and knowledge sharing, until the required staff are approved and hired. In 2006, a staff member was reassigned to do grants officer work.

In 2003-04, a total of \$19,835,465.77 was reported on our "F" budget lines for grant funded projects.

In 2004-05, approximately \$27,634,014 was reported on our "F" budget lines for grant specially funded projects.

In 2004-05 there were approximately 43 major grants and specially funded projects.

In 2004-05, three districts and Eastern Suffolk BOCES participated in the grant writing/building capacity coser.

In 2005-06 approximately \$26,644,878 was reported on the F budget lines. Several funding sources were closed (Even Start Central Islip and ReRout; and Homeless Children and Youth).



**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.C: Establishing a Consortium for Grants Administrators**

In 2005-06 there were approximately 47 major grants and specially funded projects.  
In 2005-06, seven districts and Eastern Suffolk BOCES participated in the grant writing/building capacity coser.

**IMPLEMENTATION MEASURES:**

Updating action plans  
Meeting minutes of New York Initiatives/Specially Funded Projects Group  
Monthly reports  
Annual report  
Technical support items (PowerPoint, supportive email reminders of agency wide processes and grant opportunities)

**RESULTS:**

An increase in resource and knowledge sharing among grant administrators will occur. Additional funding sources for the agency will be acquired.

Quarterly e-newsletters and updates are sent to staff. Grantmanship workshops are being given to interested staff groups.

In 2006-07 approximately \$27,289,893 was reported on the F budget lines.  
In 2006-07, there were approximately 62 major grants and specially funded projects.

In 2006-07, three districts and Eastern Suffolk BOCES participated in the CoSer/shared service. An RFP was developed to encourage more providers to serve the agency and districts are now able to use a variety of professionals to meet their needs through the 531 CoSer. These new providers offer an array of related services with a range of prices, making the services more affordable to all districts.

In 2007-08 approximately \$32 million was reported on F budget lines.  
In 2007-08, there were approximately 60 major grants and specially funded projects.

**INFORMATION REQUIRED FOR MEASURES:**

Data on all grants and "F" lines - totals of funding acquired, numbers of proposals submitted  
Minutes from grant administrators and NYSI meetings

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.D: Research Performance and Capacity**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- V. Resourcing and Operational Efficiency
- VII. Strategic Planning
- X. Internal Communications
- XII. Research and Development

**RESPONSIBLE ADMINISTRATOR:**

Chief Operating Officer  
 Director, Communications, Research, and Recruitment

**COLLABORATOR(S):**

Director, Planning and Program Improvement  
 Research Analyst  
 Web Manager  
 Principal Stenographer

**RELATED OPERATIONAL OBJECTIVE:** By 2009, Eastern Suffolk BOCES will establish the Office of Research as a provider of high-quality educational, evaluation, and policy research that is of statewide standing and aligned with the informational needs of the ESBOCES programs and staff, component school districts, and other government and non-government entities influencing public education on Long Island.

**DESCRIPTIVE NARRATIVE:** The Research Office provides program and policy research support for the region. Assisting constituents in defining issues influencing public education, selecting research designs, obtaining information and interpreting results, the office helps meet present regional challenges and develop strategies for improving regional educational initiatives. Projects include regional analyses of statewide school funding, student outcome data analyses, etc. Strategies to achieve this priority include: a) promoting partnerships with regional agencies/ organizations involved in issues affecting public education, b) diversifying and expanding the office's access to regional, state and federal data resources, c) building upon the knowledge base of existing staff and exploring emerging research methodologies, d) conducting an ongoing research program of regional analysis, program evaluation, and organizational improvement to facilitate the use of management information in key agency and regional decision-making processes, and e) utilizing the agency Web site to greater extents to articulate to the region ESBOCES as a resource for research and evaluation.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
1. Maximize sharing of data a. Evaluate current internal (ESBOCES) structures for sharing and maintaining data, and modify structures based on needs of departments/offices affected. b. Encourage the regional sharing of data.	On-going 2009  On-going	Dir., Comm., Research & Recruitment Research Analyst Web Manager	In Progress

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.D: Research Performance and Capacity**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
2. Establish new (and reevaluate current) timelines and systems for obtaining data required for regional research and evaluation reports.	2008	Dir., Comm., Research & Recruitment Research Analyst Principal Stenographer	Pending
3. Establish timelines for conducting internal program evaluations and internal staff surveys.	2008	Dir., Comm., Research & Recruitment Research Analyst Principal Stenographer	Pending
4. Assess and categorize current research activities. a. Determine whether the research takes advantage of the agency's internal resources. b. Determine whether the research accurately aligns with the agency's mission and goals.	2008	Dir., Comm., Research & Recruitment Research Analyst	Pending
5. Increase expenditure on research-oriented electronic library holdings and resource databases.	2009	Dir., Comm., Research & Recruitment Dir., Planning and Program Improvement.	Completed- Access to ESBOCES SLS online catalog
6. Support collaborative research opportunities with regional partners. a. Foster and formalize linkages with regional agencies and organizations engaging in research affecting public education.	On-going	Dir., Comm., Research & Recruitment	On-going
7. Establish research and evaluation focused forums around common themes to promote discussion and documentation of research priorities and issues of measurement. a. Facilitate this through "cluster" groups. b. Encourage participation among university staff, school district personnel responsible for program evaluation, and other staff within other like agencies/organizations.	2011	Dir., Comm., Research & Recruitment	Pending
8. Sharing Research Findings and Study Outcomes- Review current advocacy initiatives (i.e. Lobby Day, Supt. trainings, Legislative	2010	Chief Operating Officer  Dir., Comm., Research & Recruitment	

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VI.D: Research Performance and Capacity**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
Breakfasts, seminars, etc.) where research findings are used to inform the public about pertinent issues affecting education in the region and determine how they can be improved.		Dir., Planning and Program Imprvmt.	

**RESOURCES REQUIRED:**

Communications, Research, and Recruitment office personnel and operating expenses.

**POSSIBLE SOURCES OF FUNDING:**

Administrative budget.

**BASELINE DATA:**

Unavailable at this time.

**IMPLEMENTATION MEASURES:**

Implementation will be monitored thru the benchmarking of performance indicators to be determined within the first year of carrying out the plan.

**RESULTS:** To be determined

Expected: Effectiveness will be measured in the increased access to resources, as well as through survey data used to determine whether the office is moving towards fulfilling its related operational objective.

**INFORMATION REQUIRED FOR MEASURES:**

Available internal and external databases.  
 Contacts for agencies/organizations involved in public education.

**Eastern Suffolk BOCES**  
**Strategic Action Plan VII.A: Management Services Division Mission Achievement**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- III. Quality Management
- IV. Program Availability
- V. Resourcing and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Space and Safety
- X. Internal Communications
- XI. Staff Recruitment and Retention
- XII. Research and Development

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Management Services

**COLLABORATOR(S):**

Administrative Council Members

**STRATEGIC PLANNING STRATEGY:** By July 2009, the Management Services Division will increase its capacity to achieve, and the achievement of, its mission by: providing effective needs-based staff development to divisional and agency staff; continuing to improve internal controls agency-wide; continuing to improve internal divisional systems and processes; continuing to improve existing and/or creating new services to both external and internal customers; and increasing the internal and external leadership / resource / support role of all administrators and other appropriate staff within the division.

**DESCRIPTIVE NARRATIVE:** By July 2009, the Management Services Division will increase its capacity to achieve, and the achievement of, its mission by:

- Providing effective needs-based professional development to divisional and agency staff. This professional development will be in the areas of supervisory skills, leadership skills, management skills, administrative technology, data collection and analysis, risk assessment, development and implementation of cost effective internal controls, etc. as may be necessary.
- Continuing to improve internal controls agency-wide through the use of risk assessment, documentation, communication, and professional development.
- Continuing to improve internal divisional systems and processes through a collaborative process that engages system users and system operators.
- Continuing to improve existing and/or creating new services to both external and internal customers through research and engagement with both internal and external customers.
- Increasing the internal and external leadership / resource / support role of all administrators and other appropriate staff within the division through enhancement of research skills, development of professional development opportunities, and increased and improved documentation and communication.

**Eastern Suffolk BOCES  
Strategic Action Plan VII.A: Management Services Division Mission Achievement**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Provide effective needs-based staff development to both divisional and agency staff members	6/30/2009	Assoc. Supt., Management Services Divisional Directors	In Progress
2. Continue to improve internal controls agency-wide	6/30/2009	Assoc. Supt., Management Services Directors	On-going
3. Continue to improve divisional internal systems and processes	6/30/2009	Assoc. Supt., Management Services Divisional Directors	On-going
4. Continue to improve existing and/or create new services to both external and internal customers	6/30/2009	Assoc. Supt., Management Services Divisional Directors	On-going
5. Increase internal and external leadership / resource / support role of all administrators and other appropriate staff within the division	6/30/2009	Assoc. Supt., Management Services Divisional Directors	On-going

**RESOURCES REQUIRED:**

Time

**POSSIBLE SOURCES OF FUNDING:**

Administrative and Program Budgets

**BASELINE DATA:**

Observational, undocumented assessment of staff development needs

Internal audit findings

Co-Ser survey of external customers

**Eastern Suffolk BOCES**  
**Strategic Action Plan VII.A: Management Services Division Mission Achievement**

**IMPLEMENTATION MEASURES:**

- Assessment of staff development needs – establish baseline and then develop annual targets for improvement
- Internal audit findings – timely corrective action for each finding with no repeated findings after implementation of corrective action
- Assessment of customer satisfaction – establish and apply assessment tool for internal and external customers and then develop annual targets for improvement
- Assessment of leadership posture – establish and apply assessment tool and then develop annual targets for improvement

**RESULTS:** See updated Control Logs, Co-Ser Survey Results, Middle States Standards Surveys

**INFORMATION REQUIRED FOR MEASURES:**

Information from directors as to the staff development needs of their staff

Corrective action plans and management's response to the findings

Review of survey results regarding staff perceptions of building facilities June 2008

Review of survey results from the Middle States Standards survey evaluations of internal staff, students and parents

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.B: Review, Revise, Establish, and Publish or Re-Publish**  
**Rules, Procedures, Practices, and Forms**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- II. Staff Development
- III. Quality Management
- V. Resourcing and Operational Efficiency
- VI. Technology
- X. Internal Communications

**RESPONSIBLE ADMINISTRATORS:**

Associate Superintendent, Management Services

**COLLABORATOR(S):**

Associate Superintendents  
 Administrative Council  
 Building / Program Administrators

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, Eastern Suffolk BOCES will, using a phased approach, review, revise where appropriate, establish where appropriate, and publish (re-publish) its Board policies, administrative regulations, rules, procedures, practices, and forms. Phases 1 and 2 will focus on the Management Services Division and the Educational Services Division respectively.

**DESCRIPTIVE NARRATIVE:** Working collaboratively with all stakeholders, Administrative Council members will collect and/or document all Board policies, administrative regulations, rules, procedures, practices, and forms in use within their respective areas of responsibility. They will review these rules, procedures, practices, and forms for alignment with federal and state requirements, established Board policies, administrative regulations, agency vision, mission, belief and parameter statements, division mission statement, and best practices. They will revise the existing and/or establish new rules, procedures, practices, and forms as necessary and/or desirable. They will organize and distribute or make this information available to all staff within the agency.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
<b>PHASE 1 - Agency</b>			
1. Perform initial review and revision of existing Board policies	2002-03	Exec. Dir. Admin. Services Policy Review Committee Administrative Council Board	Complete
2. Perform initial review and revision of existing Administrative Regulations.	2003-06	Exec. Dir., Admin. Services Administrative Council	Complete



**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.B: Review, Revise, Establish, and Publish or Re-Publish**  
**Rules, Procedures, Practices, and Forms**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
3. Collect and/or document existing rules, procedures, practices, and forms. Perform initial review and revision.	2003-09	Assoc. Supt., Management Services Administrative Council	Complete
4. Perform initial review and revision of existing Administrative Regulations. (See related operational action plan VII.E)	2003-06	Exec. Dir., Admin. Services Administrative Council	Complete
5. Establish process for regular review, revision, and establishment of Board Policies, Administrative Regulations, rules, procedures, practices, and forms.	2003-05	Assoc. Supt., Management Services Administrative Council Board	Complete
6. Determine effective method(s) of organization and distribution of Board policies, administrative regulations, rules, procedures, practices, and forms.	2003-05	Assoc. Supt., Management Services Administrative Council	Complete
7. Organize, and distribute or make all Board policies, administrative regulations, rules, procedures, and forms available to all staff.	2005-06	Administrative Services	Complete
8. Train staff in the existence, location, and use of all Board policies, administrative regulations, rules, procedures, and forms.	On-going	Administrative Council	Completed initial phase need to train new staff as they are hired
9. Supervise staff with regard to the use of and adherence to all Board policies, administrative regulations, rules, procedures, and forms.	On-going	Administrative Council	Completed initial phase need to train new staff as they are hired
10. Perform a follow-up review and revision of existing Board polices to address compliance with new State laws, regulations or requirements.	On-going	Assoc. Supt., Management Services Administrative Council	Continuous
11. Perform a follow-up review and revision of existing Administrative Regulations to address updates of Board polices.	6/30/08	Assoc. Supt., Management Services Administrative Council	Completed
12. Perform annual review of all existing Board policies.	Ongoing	Assoc. Supt. Management Services	Continuous

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.B: Review, Revise, Establish, and Publish or Re-Publish**  
**Rules, Procedures, Practices, and Forms**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
<b>PHASE 2 – Management Services Division</b>	6/08		
1. Collect and/or document all rules, procedures, practices, and forms within the Division.	6/30/08	Assoc. Supt., Management Services Dir., Administrative Services Dir., Business Services Dir., Technology Integration Dir., Regional Information Center	Completed
2. Review, revise, and establish the above for alignment with federal and state requirements, established Board policies, administrative regulations, agency vision, mission, belief and parameter statements, division mission statement, and best practices. The areas of inventory, purchasing, professional services, expenditures and revenues will be addressed initially.	6/30/08	Assoc. Supt., Management Services Dir., Administrative Services Dir., Business Services Dir., Technology Integration Dir., Regional Information Center	Completed
3. Review, revise, and establish procedures, practices and forms for addressing Audit findings. Audits include annual independent audit, internal audit, and federal, state or local government audits.	6/30/08	Assoc. Supt., Management Services Dir., Administrative Services Dir., Business Services	Completed
4. Organize and distribute or make the above available to all staff.	6/30/08	Assoc. Supt., Management Services Dir., Administrative Services Dir., Business Services Dir., Technology Integration Dir., Regional Information Center	Completed
<b>PHASE 3 – Educational Services Division</b>	6/09		
1. Collect and/or document all rules, procedures, practices, and forms within the Division.	2003-09	Assoc. Supt., Educational Services Dir., Special Education Dir., Career & Technical Education Dir., Ed. Support Services	Completed
2. Review, revise, and establish the above for alignment with federal and state requirements, established Board policies, administrative regulations, agency vision, mission, belief and parameter statements, division mission statement, and best practices.	2003-09	Assoc. Supt., Educational Services Dir., Special Education Dir., Career & Technical Education Dir., Ed. Support Services	Completed

**Eastern Surfolk BOCES**  
**Related Operational Action Plan VII.B: Review, Revise, Establish, and Publish or Re-Publish**  
**Rules, Procedures, Practices, and Forms**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
3. Organize and distribute or make the above available to all staff.	2003-09	Assoc. Supt., Management Services Dir., Special Education Dir., Career & Technical Education Dir., Ed. Support Services	Completed

**RESOURCES REQUIRED:**

Time

**POSSIBLE SOURCES OF FUNDING:**

No additional economic resources required

**BASELINE DATA:**

Loose collection of documented and undocumented rules, procedures, practices, and forms

**IMPLEMENTATION MEASURES:**

Adherence to schedule

**RESULTS:**

Staff knowledge of, understanding of, and adherence to all agency rules, procedures, practices, and forms use  
Posting on the intranet of all Board Policies, Administrative Regulations, procedures and forms

**INFORMATION REQUIRED FOR MEASURES:**

Staff and administrator survey data  
External auditor's comments

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.C: Billing and School District Contracting**

**ADDRESSES BOCES GOAL(S):**

V. Resourcing and Operational Efficiency

**RESPONSIBLE ADMINISTRATOR:**

Director, Technology Integration  
 Director, Business Services  
 Director, Administrative Services

**COLLABORATOR(S):**

Associate Superintendent, Management Services  
 School District Business Officials  
 BOCES Program Administrators

**RELATED OPERATIONAL OBJECTIVE:** By August 2009, Eastern Suffolk BOCES will redesign the agency's billing and contract business processes and fully implement a comprehensive PeopleSoft billing/accounts receivable/contract module that will provide strategic financial reporting capabilities for administrators, as well as electronic files for contract and billing information for component school districts.

**DESCRIPTIVE NARRATIVE:** Through the execution of four project phases, BOCES will implement a streamlined billing process designed to eliminate data redundancy and provide standardized, timely financial reporting to BOCES Program Administrators as well as participating school districts.

Phase I will replace the current legacy system and provide summary billing/accounts receivable functionality within the PeopleSoft platform.

Phase II will incorporate electronic transfers of detailed billing data from all BOCES' program management software systems.

Phase III will provide integral relationships between school district service contracts and BOCES' program billing data.

Phase IV will distribute the school district contract data, reporting and maintenance to the programs that produce the data, eliminating some redundant databases and data entry.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
<b>PHASE I</b>			
1. Participate in PeopleSoft classroom training to fully understand delivered software functionality.	6/02	Dir., Business Services Dir., Technology Integration	Completed
2. Meet with BOCES program administrators to perform needs assessment.	7/02	Dir., Business Services Dir., Technology Integration	Completed
3. Develop detailed implementation plan that includes programming timeline and specifications for necessary software modifications.	11/03	Dir., Business Services Dir., Technology Integration	Completed

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.C: Billing and School District Contracting**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
4. Meet with representative school district business officials to gain consensus on new billing format.	9/02	Assoc. Supt., Management Services Dir., Business Services Dir., Technology Integration	Completed
5. Complete implementation of Phase I plan.	09/07	Dir., Business Services Dir., Technology Integration	Completed
<b>PHASE II</b>			
1. Develop procedure to assign unique student numbers for all students receiving BOCES' services.	9/02	Dir., Business Services Dir., Technology Integration Dir. Goals, Research & Grants Management	Completed
2. Write computer programs to facilitate electronic transfer of billing data from all management software packages into PeopleSoft.	11/04	Dir., Technology Integration	Completed
a. Special Ed – Convert billing to PeopleSoft database	10/02	Dir., Technology Integration Educational Services Staff	Completed
b. Career Ed - develop interface from eSchool to PeopleSoft	9/03	Dir., Technology Integration Educational Services Staff	Completed
c. Transportation – evaluate interface capabilities with Transportation System	11/04	Dir. Technology Integration Transportation Staff	Completed
d. Evaluate system interface capabilities of other programs	11/04	Dir., Technology Integration Dir., Business Services	Completed
e. Develop direct data entry Billing Panel for remainder of programs	6/04	Dir., Technology Integration	Completed
<b>PHASE III</b>			
1. Convert contracts from stand-alone database to PeopleSoft.	8/02	Dir. Technology Integration Dir. Business Services Administrative Services Staff	Completed
2. Build and define relationships between contracts and services billed working with program administrators.	8/06	Dir., Technology Integration Dir., Business Services Administrative Services Staff	Complete
3. Modify software to ensure compliance with program and contract needs	10/06	Dir., Technology Integration	Complete

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.C: Billing and School District Contracting**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
4. Complete Implementation of Phase III	6/07	Dir., Technology Integration Dir., Business Services Administrative Services Staff	Complete
<b>PHASE IV</b>			
1. Develop detailed implementation plan that includes programming timeline and specifications for necessary software modifications	3/07	Dir., Administrative Services Dir., Business Services Dir., Technology Integration	Completed
2. Meet with BOCES program administrators to perform needs assessment	9/07	Dir., Administrative Services Dir., Business Services Dir., Technology Integration	Complete
3. Develop and Implement electronic Preliminary Request for Services for school districts to subscribe to services	4/08	Dir., Administrative Services	Complete
4. Develop process for adding new services and modifying existing services using an electronic approval process	10/08	Dir., Administrative Services Dir., Business Services Dir., Technology Integration	In Progress
5. Train program staff to update and add services directly in PeopleSoft	010/08	Dir., Administrative Services Dir., Business Services Dir., Technology Integration	Pending
6. Program staff to review, update and add services directly in PeopleSoft which will be used as part of the Shared Services Guide	11/08	Divisional Directors Dir., Administrative Services Dir., Business Services Dir., Technology Integration	Pending
7. Define and develop the contract modification process for services through PeopleSoft	03/09	Dir., Administrative Services Dir., Business Services Dir., Technology Integration	Pending
8. Train program staff on contract modification process	04/09	Dir., Administrative Services Dir., Business Services Dir., Technology Integration	Pending

**Eastern Suffolk BOCES  
Related Operational Action Plan VII.C: Billing and School District Contracting**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
9. Begin billing solely from contract data	07/09	Dir., Administrative Services Dir., Business Services Dir., Technology Integration	Pending

**RESOURCES REQUIRED:**

Staff time

**POSSIBLE SOURCES OF FUNDING:**

Budget

**BASELINE DATA:**

Current billing system  
Limited summary reports for administrators  
No access to district contract and billing information

**IMPLEMENTATION MEASURES:**

Staff meetings  
Periodic status reports

**RESULTS:**

School District Invoices produced from PeopleSoft  
Electronic version of Preliminary Request for BOCES Services  
By June 2009, Program Administrators will be able to monitor district subscriptions to services. This will be monitored on usage reports.

**INFORMATION REQUIRED FOR MEASURES:**

Results of usage reports  
Notes from meetings  
Periodic status reports

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.D: Creating 5-Year Technology Plan to Improve Productivity**

**ADDRESSES BOCES GOAL(S):**

- V. Resourcing and Operational Efficiency
- VI. Technology

**RESPONSIBLE ADMINISTRATORS:**

Director, Technology Integration

**COLLABORATOR(S):**

Asst. Director, Technology Integration  
 Administrative Council  
 Building / Program Administrators

**RELATED OPERATIONAL OBJECTIVE:** By February 2008, Eastern Suffolk BOCES will establish and begin implementation of a five-year technology plan designed to position the agency to leverage its existing technology in achieving increased productivity and to identify and implement new technologies that will further enhance productivity in the future.

**DESCRIPTIVE NARRATIVE:** By February 2008, the Office of Technology Integration will create and publish on the agency's Intranet a five year technology plan. This plan will consist of various sections that document: the existing infrastructure; the inventory of hardware and software; the standards for acquisition of new hardware and software; the standards for use of the hardware, software and network; research and development; visions of the future; Implementation schedules and projected costs; and other assorted sections that will serve to advance the objective of increased productivity.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Establish a preliminary plan outline	9/1/06	Dir., Technology Integration	Completed
2. Document existing infrastructure and inventories	9/1/06	Asst. Dir., Technology Integration	Completed
3. Create/revise written standards for hardware and software acquisition	9/1/07	Dir., Technology Integration Asst. Dir., Technology Integration	Completed
4. Create/revise written standards for hardware / software / network use	9/1/07	Dir., Technology Integration Asst. Dir., Technology Integration	Completed
5. Create a written process for research and development	11/1/07	Dir., Technology Integration	Completed
6. Document potential / probable vision for the future including implications	11/1/07	Dir., Technology Integration	Completed
7. Document implementation schedules and projected costs in detail for year 1 and in summary for years 2 through 5	7/1/08	Dir., Technology Integration	Completed



**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.D: Creating 5-Year Technology Plan to Improve Productivity**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
8. Submit draft plan to Administrative Council for review, feedback, and agreement	8/15/08	Dir., Technology Integration	Pending
9. Begin Implementation of the approved plan	9/1/08	Dir., Technology Integration	Pending

**RESOURCES REQUIRED:**

Time

**POSSIBLE SOURCES OF FUNDING:**

Office of Technology Integration Program Budget

**BASELINE DATA:**

Hardware inventory embedded within the agency Capital Asset Management System  
 Policy 4590 – Administrative Computer Network Security and Disaster Recovery  
 Policy 5112 – Staff Use of Electronic Communications  
 Regulation 5112R – Staff Use of Electronic Communications  
 Policy 6216 – Student Use of Electronic Communications  
 Regulation 6216R – Student Use of Electronic Communications  
 Policy 7151 – Internet Content Filtering  
 Policy 7152 – Misuse/Abuse of Software and/or Electronic Communications Systems  
 Policy 7231 – Computer Software Copyright  
 Regulation 7240R.5 – Guidelines for Computer Software

**IMPLEMENTATION MEASURES:**

Staff perception of increased productivity levels as measured through qualitative surveys

**RESULTS:** Positive technology audit responses in both Internal Controls Audit and Office of the State Comptroller's Audit.

**INFORMATION REQUIRED FOR MEASURES:**

Staff and administrator survey results

**Eastern Suffolk BOCES  
Related Operational Action Plan VII.E: Expand Extranet**

**ADDRESSES BOCES GOAL(S):**

- V. Resourcing and Operational Efficiency
- VI. Technology

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Management Services  
Director, Regional Information Center

**COLLABORATOR(S):**

Assistant Coordinator, District & Financial Services

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, the Management Services Division will have expanded the agency Extranet to include sites for the BOCES Board, component superintendents, district clerks, and technology administrators. These sites will be created, deployed, and supported with appropriate user training and help desk services.

**DESCRIPTIVE NARRATIVE:** By July 2009, the Management Services Division will have expanded the agency Extranet to include sites for the BOCES Board, component superintendents, district clerks, and technology administrators. These sites will be created, deployed, and supported with appropriate user training and help desk services.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Create/Publish BOCES Board site, and provide user training as appropriate	8/30/08	Assoc. Supt., Management Services Dir., Regional Information Center	In Progress
2. Create/Publish School Superintendents' site, and provide user training as appropriate	9/1/08	Assoc. Supt., Management Services Dir., Regional Information Center	In Progress
3. Create/Publish District Clerks' site, and provide user training as appropriate	10/1/08	Admin. Coordinator, District & Financial Services	In Progress
4. Create/Publish Technology Administrators' site, and provide user training as appropriate	6/1/08	Dir., Regional Information Center	Completed
5. Assure help desk services are available within the RIC to support these new sites	7/1/07	Dir., Regional Information Center	Completed

**RESOURCES REQUIRED:**

**POSSIBLE SOURCES OF FUNDING:**

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.E: Expand Extranet**

**BASELINE DATA:**

These sites do not yet exist

**IMPLEMENTATION MEASURES:**

Existence of sites

**RESULTS:**

Development of sites still in progress – 2008

**INFORMATION REQUIRED FOR MEASURES:**

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.F: Enhance Division's Leadership Position in School Finance, Business Management, Operations, and Information Technology**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- IV. Program Availability
- VI. Technology

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Management Services  
 Director, Regional Information Center  
 Director, Administrative Services

**COLLABORATOR(S):**

Assistant Coordinator, District & Financial Services  
 Safety & Administrative Support Manager

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, there will be a measurable enhancement of the Management Services Division's stature as a regional leader in the areas of school finance, business management, operations, and information technology.

**DESCRIPTIVE NARRATIVE:** By July 2009, the Management Services Division shall have measurably enhanced its stature as a regional leader in the areas of school finance, business management, operations, and information technology by means of increased staff expertise, the release of findings from new research projects, serving on / chairing local, regional, and state committees, establishing and/or expanding strategic relationships with institutions of higher educational, and expanding relationships with NYSED and various educational and business associations.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Increase administrator and staff expertise through participation in relevant professional development opportunities and self directed study	6/30/09	Assoc. Supt., Management Services Dir., Regional Information Center Dir., Administrative Services	In Progress
2. Perform and release findings of new or updated research on relevant topics	6/30/09	Assoc. Supt., Management Services Dir., Regional Info Center Dir., Administrative Services	In Progress
3. Serve on / chair various pertinent local, regional, and state committees	6/30/09	Assoc. Supt., Management Services Dir., Regional Information Center Dir., Administrative Services	In Progress
4. Establish and/or expand strategic relationships with institutions of higher education	6/30/09	Assoc. Supt., Management Services Dir., Regional Information Dir., Administrative Services	In Progress

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VII.F: Enhance Division's Leadership Position in School Finance, Business Management, Operations, and Information Technology**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
5. Establish and/or expand relationships with NYSED and educational and business associations	6/30/09	Assoc. Supt., Management Services Dir., Regional Information Center Dir., Administrative Services	In Progress

**RESOURCES REQUIRED:** Budget Allocation

**POSSIBLE SOURCES OF FUNDING:** Administrative Budget and Program Budgets

**BASELINE DATA:** To be developed, currently undetermined

**IMPLEMENTATION MEASURES:** Establish a database which lists each department within the Management Services Division and the committees that the department head serves on, any workshops that have been conducted by ESBOCES staff in the area of Management Services, meetings held with regional leaders and materials presented, and any strategic relationships with other governments or with institutions of higher education.

**RESULTS:** Number of committees that members of administrative staff serve on. Number of workshops conducted by ESBOCES staff in the area of Management Services. Materials presented regarding new topics in the Management Services area. Increased relationships with outside agencies including town and county governments and institutes of higher education.

**INFORMATION REQUIRED FOR MEASURES:** Database and tracking system. Minutes from meetings. Brochures listing courses offered. Information from workshops.

## Eastern Suffolk BOCES

### Strategic Action Plan VIII.A: Supporting Educational Opportunities through Technology Services

**ADDRESSES BOCES GOAL(S):**

- I. High Standards
- II. Staff Development
- VI. Technology

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Management Services  
 Director, Regional Information Center

**COLLABORATOR(S):**

Administrators, Regional Information Center  
 Director, Planning and Program Improvement  
 School District Stakeholder Groups

**STRATEGIC PLANNING STRATEGY:** By the year 2009, Eastern Suffolk BOCES will offer new and enhanced technologies to improve the efficiency and strengthen the quality of the programs and services offered to all members of our educational community.

**DESCRIPTIVE NARRATIVE:** To strengthen the quality of services, the Regional Information Center (RIC) will offer new and enhanced technologies to improve the effectiveness and efficiency of programs and services that provide significant educational opportunities for various stakeholders in the Eastern Suffolk BOCES community.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
1. Provide leadership and support for users of instructional and administrative technology including the utilization of Internet for access to programs.	Annually	Dir., Regional Information Center	Ongoing
a. A handbook of RIC processes and procedures will be developed for use by districts, vendors, and internal staff members when requesting services.	Dec 2007	RIC Administrators	Completed
b. Blackboard technology will be introduced to facilitate remote learning instruction for in-service course offerings.	June 2005	Program Administrator	Completed
c. A website will be developed and expanded upon as information is coordinated for posting.	June 2005	RIC Administrators	Completed
d. Sharepoint sites for internal and external users will be developed, in addition to the website referenced above in 1.c., to provide a more comprehensive communications vehicle for information sharing.	June 2009	Dir., Regional Information Center	Completed
e. Hosting of Sharepoint sites for external users,	August 2007	Dir., Regional Information Center	Completed

**Eastern Suffolk BOCES**  
**Strategic Action Plan VIII.A: Supporting Educational Opportunities through Technology Services**

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
specifically school district Technology Directors, District Clerks, and School Districts will be implemented			
2. Develop an enhanced LAN/WAN/Internet/Network services for participating school districts. a. Professional services contracts will be developed with all interested local vendors.	Ongoing June 2005	Dir., Regional Information Center Supervisor, Technical Services	Ongoing Completed
3. Expand the use of on-line software applications in providing client services. a. Expand Web based student application offerings. b. Host IEP web based product offerings. c. Introduce new Data Warehouse pricing structures and support services.	June 2005 Ongoing Sept 2005 June 2005	Dir., Regional Information Center Program Administrator Coord., Student Mgmt Systems Supervisor, Technical Services Program Administrator	Ongoing Ongoing Completed Completed
4. Maximize connections to State Education Department through Regional Information Center Directors and State Data Analyses group. a. Preparing for new test scoring requirements anticipated in 2005-2006. b. Participation in the development of a statewide Data Warehouse. c. Scanning of Regents.	Annually June 2006 Ongoing June 2006	Dir., Regional Information Center Program Administrator Program Administrator Program Administrator	Ongoing Completed Ongoing Completed
5. Create and implement a remote back-up Disaster Recovery service for component districts' financial records.	June 2005	Dir., Regional Information Center Asst. Coord., Fin. & District Svcs. Supervisor, Technical Services	Completed
6. Develop and implement a plan to expand internal technical capacity in an effort to reduce dependency on outside vendors.	June 2007	Dir., Regional Information Center	Completed as part of annual Budget Planning

**Eastern Suffolk BOCES**  
**Strategic Action Plan VIII.A: Supporting Educational Opportunities through Technology Services**

**RESOURCES REQUIRED:**

- Personnel
  - An anticipated increase of 3 or more FTE's is targeted for 2007-08
- Facilities
  - Physical workspace has been expanded to include the Westhampton Beach DeFeo building to accommodate the growing FTE population needed to support expanding program performance and management of all resources
- Time
  - Timeframes for meeting new state and federal requirements can exceed SRIC and school districts ability to react in order to become compliant
- Equipment
  - Workstations for new personnel, SAN equipment, network expansion to accommodate increasing high-bandwidth internet connections by districts to SRIC NOC

**SOURCES OF FUNDING REQUIRED:**

Moderate funding required including participation by subscribing districts and grant funding.

**BASELINE DATA:**

- Reports to New York State Education Department
  - Grant project evaluation reports
  - 793 Plan
- Program evaluation forms
  - Follow-up analysis including number of training sessions, numbers of staff participants, participant evaluation of programs, numbers of district participants
- Formative and summative feedback measures
  - Customer surveys
  - Simulations
  - Virtual/real-time coaching
- Letters from district officials regarding services delivered, including district requests for support, technical assistance and referrals.
- Budget Planning Committee and Departmental Advisory Councils
- Measurement of client cost reductions including
  - Longitudinal tracking of district service costs
  - Average cost per workshop for component districts versus the average cost for workshops with other agencies
  - Average cost for one day of training by a BOCES trainer versus the average cost of training by an outside expert.
- Communications including newsletters and brochures



**Eastern Suffolk BOCES**  
**Strategic Action Plan VIII.A: Supporting Educational Opportunities through Technology Services**

**BASELINE DATA TO BE DEVELOPED:**

- Current state of district evaluation of RIC support services from CoSer Surveys
- Annual Budget Planning materials

**IMPLEMENTATION MEASURES:**

- Monitoring the achievement of related operational action plans
- RIC Budget Committee meetings
- Adherence to project timeframes

**RESULTS:**

- School district response on VIII.A evaluation tool
- Co-Ser Survey results
- RIC's ability to stay within budget
- Demonstrated program flexibility in meeting school district needs

**INFORMATION REQUIRED FOR MEASURES:**

- Developmental results of various assessments and evaluation tools

**Eastern Suffolk BOCES**

**Related Operational Action Plan VIII.B: Assess the Services Provided by the Regional Information Center**

**ADDRESSES BOCES GOAL(S):**

V. Resourcing and Operational Efficiency

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Management Services  
Director, Regional Information Center

**COLLABORATOR(S):**

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, Eastern Suffolk BOCES will assess the services being provided by the Regional Information Center and establish a plan for developing new and enhanced services, while also increasing the department's internal technical capacity.

**DESCRIPTIVE NARRATIVE:** Eastern Suffolk BOCES will, through a collaborative process involving at the very least a representative sample of stakeholders, assess the quality of each individual service being provided, as well as the need for enhancement of existing or addition of new services, offered by the Regional Information Center (RIC). The RIC will establish a plan for developing any appropriate new services, enhancing existing services, and discontinuing any obsolete services. The RIC will include as a part of this plan the increased development of internal technical capacity.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Establish committee of stakeholders.	10/1/05	Dir., Regional Information Center	Completed
2. Develop assessment methodology.	12/1/05	Committee	Completed
3. Perform assessment.	7/1/05	Dir., Regional Information Center	Completed
4. Analyze results and summarize.	8/1/05	Dir., Regional Information Center	Completed
5. Revise assessment methodology based upon feedback received from assessment results.	6/30/06	Committee	In Progress
6. Perform Assessment	12/30/08	Dir., Regional Information Center	Pending
7. Analyze results and summarize	3/1/09	Dir., Regional Information Center	Pending
8. Publish findings	5/1/09	Dir., Regional Information Center	Pending

**RESOURCES REQUIRED:**

- Time
  - o Committee work is not the primary responsibility of all members
- Assessment tool

## Eastern Suffolk BOCES

### Related Operational Action Plan VIII.B: Assess the Services Provided by the Regional Information Center

#### POSSIBLE SOURCES OF FUNDING:

- SRIC budget

#### BASELINE DATA:

- Co-Ser Survey results 2003-04
- Anecdotal data from school districts and program administrators
- RIC Services Survey results 2004-05
- Co-Ser Survey results 2004-05
- Co-Ser Survey results 2006-07

#### IMPLEMENTATION MEASURES:

- Monitoring the implementation of the action plan versus timeframes stated for delivery

#### RESULTS:

- Results recorded through the use of the assessment tool
  - Quality of services delivered
  - Responsiveness to requests/issues
  - Adherence to stated project timeframes
- Analysis of RIC Services Survey results 2004-05, Co-Ser Survey results 2004-05, and Co-Ser survey results 2006-07 relative to baseline information

#### INFORMATION REQUIRED FOR MEASURES:

Criteria for the assessment tool

- School district responses to survey questions
- Other Eastern Suffolk BOCES responses relative to services offered / delivered
- NYSED responses to fulfillment of requests

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VIII.C: Review of RIC Pricing Structures and Service Offerings**

**ADDRESSES BOCES GOAL(S):**

- IV. Program Availability
- V. Resourcing and Operational Efficiency

**RESPONSIBLE ADMINISTRATOR:**

Director, Regional Information Center

**COLLABORATOR(S):**

Associate Superintendent, Management Services  
 Director, Regional Information Center  
 Administrative Staff, Regional Information Center

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, the pricing structures and service offerings for all services will be reviewed so as to maximize school district participation and expansion / repackaging of services to assure cost effectiveness for participants.

**DESCRIPTIVE NARRATIVE:** The Director of the Regional Information Center will involve a representative sample of stakeholders, to participate in a collaborative review and assessment of the pricing structures and combinations of service offerings to school districts and other authorized entities, to identify areas of improvement in efficiencies and cost of participation. The RIC will develop greater consistency in pricing models for all services and examine additional efficiencies in associating like services to maximize school district participation.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
1. Establish committee of stakeholders from the RIC Budget Planning Committee participants, RIC Administrative staff, and other identified stakeholders	Dec., 2006	Dir., Regional Information Center	Completed
2. Assess the current pricing structures and services; make recommendations for improvements. This will be ongoing through the process	Ongoing	Committee	Ongoing
3. Implement new pricing models and inform school districts of package offerings through the Shared Service Guide, and other informational materials, as appropriate. This will be ongoing through the process	June, 2009	Dir., Regional Information Center Admin Staff, Regional Info Center	Implementation of new pricing models are occurring as they are completed and ready

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VIII.C: Review of RIC Pricing Structures and Service Offerings**

**RESOURCES REQUIRED:**

- Time
  - Committee work is not the primary responsibility of all committee members

**POSSIBLE SOURCES OF FUNDING:**

- Regional Information Center budget

**BASELINE DATA:**

- Number of participants in-region and out-of-region in each RIC service offering for 2005-06
- Number of participants in-region and out-of-region in each RIC service offering for 2006-07

**IMPLEMENTATION MEASURES:**

- Monitoring of the number of participants in-region and out-of-region in each RIC service offering as new pricing structures and service offerings are implemented in no less than 6 month increments

**RESULTS:**

- To be determined 6 months after first implementation of new pricing structure and/or service offering by program service

**INFORMATION REQUIRED FOR MEASURES:**

- RIC Service Survey results
- Shared Service Guide responses for annual contract commitments
- Contract Modification Requests and Cross Contracts for services
- Program billing information for each service.

**Eastern Suffolk BOCES**

**Related Operational Action Plan VIII.D: RIC Research and Development of Expanded Network Solutions**

**ADDRESSES BOCES GOAL(S):**

- IV. Program Availability
- VI. Technology
- VII. Strategic Planning
- XII. Research and Development

**RESPONSIBLE ADMINISTRATOR:**

Director, Regional Information Center

**COLLABORATOR(S):**

Associate Superintendent, Management Services  
 Director, Regional Information Center  
 Administrative Staff, Regional Information Center

**RELATED OPERATIONAL OBJECTIVE:** By June 2009, the feasibility and demand potential from school districts for expanding networked solutions through Eastern Suffolk BOCES will be researched.

**DESCRIPTIVE NARRATIVE:** The Director of the Regional Information Center will involve a representative sample of stakeholders, to participate in a collaborative effort to research and develop expanded networked solutions to be hosted at Eastern Suffolk BOCES for school districts. Some of the areas of investigation will include, but are not limited to:

- SAN (Storage Area Network) solution for Data Retention and Disaster Recovery
- Microsoft Exchange services
- Unified Messaging
- Off-site, out-of-region disaster recovery for data

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Establish committee of stakeholders	Dec., 2006	Dir., Regional Information Center	Completed
2. Conduct research into each identified technology, as determined by committee	Ongoing	Committee	Ongoing
3. Determine feasibility of each identified desired technology and develop an acquisition and implementation plan	Ongoing	Dir., Regional Information Center Admin Staff, Regional Info Center	Ongoing
a. WebDesign and Hosting services	June 2007		Completed
b. Internet2	July 2007		Completed
c. Wireless connectivity for twin forks, and island communities back to the RIC	June 2009		In Progress

**Eastern Suffolk BOCES**

**Related Operational Action Plan VIII.D: RIC Research and Development of Expanded Network Solutions**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
d. SAN Off-site Data Storage and Retention service	May 2008		Completed
e. Develop plan for implementing hosted Exchange and email archive services for districts	June 2008		Completed

**RESOURCES REQUIRED:**

- Time
  - Committee work is not the primary responsibility of all committee members

**POSSIBLE SOURCES OF FUNDING:**

- Regional Information Center budget

**BASELINE DATA:**

- Initial areas of research were identified by the RIC Budget Planning Committee in February 2006

**IMPLEMENTATION MEASURES:**

- Monitoring of the number of interested participants in each technology as it is presented

**RESULTS:**

- Review of progress of research and decisions for proceeding with the development of implementation plans every 10-12 months.

**INFORMATION REQUIRED FOR MEASURES:**

- RIC Service Survey results – questions to include desired areas for research and development
- Feedback from RIC Budget Planning Committee and other interested stakeholders.

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VIII.E: RIC Project Management Tracking Procedure**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- III. Quality Management
- V. Resourcing and Operational Efficiency

**RESPONSIBLE ADMINISTRATOR:**

Director, Regional Information Center

**COLLABORATOR(S):**

Associate Superintendent, Management Services  
 Director, Regional Information Center  
 Administrative Staff, Regional Information Center

**RELATED OPERATIONAL OBJECTIVE:** By June 2009, a standardized process for project management tracking and reporting for all RIC facilitated technology initiatives for school districts will be developed and implemented.

**DESCRIPTIVE NARRATIVE:** Through a collaborative effort across the RIC Administrative staff, a standardized set of procedures will be developed and implemented to document and track all technology based initiatives that are facilitated and/or coordinated by the Regional Information Center for school districts to improve the quality of the related services and communications delivered and maximize efficiencies through the implementation process.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Initiate planning discussions with RIC Administrative staff members to investigate issues	Nov., 2006	Dir., Regional Information Center	In Progress
2. Design procedure for tracking and managing projects	October 2007	Committee	Completed
3. Identify and/or construct tools for implementing procedure	August 2008	Committee	Completed
4. Assess training needs of staff members to utilize tool(s)	Sept. 2008	Committee	Completed
5. Implement procedure	Dec. 2008	Dir., Regional Information Center	Completed
6. Review progress of procedure and adjust as necessary	June 2009	Committee	Ongoing



**Eastern Suffolk BOCES**  
**Related Operational Action Plan VIII.E: RIC Project Management Tracking Procedure**

**RESOURCES REQUIRED:**

- Time
  - Committee work is not the primary responsibility of all committee members

**POSSIBLE SOURCES OF FUNDING:**

- Regional Information Center budget

**BASELINE DATA:**

- Document current statistics around project implementations
  - Start date
  - End date
  - Multi-year project documentation history from Technology Acquisition Services group
  - Communications from / to district and vendor recording project progress, issues, etc ...

**IMPLEMENTATION MEASURES:**

- Monitoring of the number of interested participants in each technology as it is presented

**RESULTS:**

- Compare documentation of project implementation using new tool set relative to baseline to measure performance improvements
- Collect information through surveys, etc... recording reactions from school districts to newer processes for additional feedback and suggestions for further improvements and/or refinements.

**INFORMATION REQUIRED FOR MEASURES:**

- RIC Service Survey results – questions to include desired areas for research and development
- Feedback from RIC Budget Planning Committee and other interested stakeholders.
- Project planning documentation

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VIII.F: RIC Research and Development Procedures**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- III. Quality Management
- VI. Technology
- VII. Strategic Planning
- XII. Research and Development

**RESPONSIBLE ADMINISTRATOR:**

Director, Regional Information Center

**COLLABORATOR(S):**

Associate Superintendent, Management Services  
 Director, Regional Information Center  
 Administrative Staff, Regional Information Center

**RELATED OPERATIONAL OBJECTIVE:** By July 2009, a standardized process for conducting needs based assessments facilitating the ability for the RIC to conduct research and development activities will be developed and implemented.

**DESCRIPTIVE NARRATIVE:** Through a collaborative effort across the RIC Administrative staff, involving other staff members within the RIC and across the agency as appropriate, a standardized set of procedures will be developed and implemented to facilitate research and development activities within the RIC based upon the assessment of the needs of the agency and the school districts participating in RIC services. These procedures will address areas such as project selection, feasibility, and funding as part of the tool set that is targeted to be implemented.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Initiate planning discussions with RIC Administrative staff members to investigate issues	Jan. 2007	Dir., Regional Information Center	Completed
2. Design procedure for assessing school district and agency needs	Dec. 2008	Committee	In progress
3. Design procedure for determining project selection, feasibility, funding, and any other limiting factors	March 2009	Committee	Pending
4. Pilot assessment procedures and modify / enhance as needed	May 2009	Committee	Pending
5. Implement procedure	June 2009	Dir., Regional Information Center	Pending

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VIII.F: RIC Research and Development Procedures**

**RESOURCES REQUIRED:**

- Time
  - Committee work is not the primary responsibility of all committee members

**POSSIBLE SOURCES OF FUNDING:**

- Regional Information Center budget

**BASELINE DATA:**

- Document areas of concern and current practices

**IMPLEMENTATION MEASURES:**

- Document progress of development activities and implementation of procedures relative to targeted timelines

**RESULTS:**

- Review progress of projects selected based upon tool set.

**INFORMATION REQUIRED FOR MEASURES:**

- RIC Service Survey results – questions to include desired areas for research and development
- Feedback from RIC Budget Planning Committee and other interested stakeholders.
- Participation in new services offered as a result of Research and Development efforts relative to investment with projected ROI

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VIII.G: RIC Disaster Recovery Plan Development**

**ADDRESSES BOCES GOAL(S):**

- III. Quality Management
- V. Resourcing and Operational Efficiency
- VI. Technology
- VII. Strategic Planning

**RESPONSIBLE ADMINISTRATOR:**

Director, Regional Information Center

**COLLABORATOR(S):**

Associate Superintendent, Management Services  
 Administrative Staff, Regional Information Center  
 Expert Consultants

**RELATED OPERATIONAL OBJECTIVE:** By June 2008, a comprehensive Disaster Recovery Plan will be developed for all RIC supported applications and data stores.

**DESCRIPTIVE NARRATIVE:** Through a collaborative effort involving RIC administrative staff members and others across the agency as appropriate, a comprehensive Disaster Recovery Plan will be developed for all applications, infrastructure, and data housed within the RIC. This is being pursued to address the necessity of planning as a good business practice, as well as in response to the NYS Comptroller's letter to Eastern Suffolk BOCES citing this as a recommendation for the RIC.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
1. Catalog all data items and infrastructure components, including hardware and software	3/07	Dir., Regional Information Center RIC Administrative Staff	Completed
2. Categorize and prioritize recovery needs for each element catalogued	8/07	Dir., Regional Information Center RIC Administrative Staff	Completed
3. Develop strategies and procedures in accordance with industry standards to formulate comprehensive Disaster Recovery Plan	10/07	Dir., Regional Information Center RIC Administrative Staff Expert Consultant as needed	Completed
4. Review plan and conduct Quality Assurance testing against tasked items	11/07	Dir., Regional Information Center RIC Administrative Staff	Completed
5. Revise plan and repeat Step 4 as necessary	Ongoing	Dir., Regional Information Center RIC Administrative Staff	Ongoing
6. Implement strategies and procedures	Ongoing	Dir., Regional Information Center RIC Administrative Staff	Ongoing

**Eastern Suffolk BOCES**  
**Related Operational Action Plan VIII.G: RIC Disaster Recovery Plan Development**

**RESOURCES REQUIRED:**

- Time
  - Disaster Recovery Planning work is additional assignment for all committee members
- Fiscal Resources
  - Funding for expert technical personnel, hardware, software, and any other material costs must be factored against budgetary constraints

**POSSIBLE SOURCES OF FUNDING:**

- Regional Information Center budget

**BASELINE DATA:**

- Document all data elements, software applications, hardware and network infrastructure components

**IMPLEMENTATION MEASURES:**

- Document progress of development activities and implementation of procedures relative to targeted timelines

**RESULTS:**

- Improved risk mitigation procedures and strategies for management of recovery in the event of various disaster scenarios
- Improved quality of service for participating school districts and other clients.

**INFORMATION REQUIRED FOR MEASURES:**

- Letter of recommendations from the NYS Comptroller's Office
- Feedback from RIC Budget Planning Committee, School Technology Directors, and other interested stakeholders.



## Eastern Suffolk BOCES Board and Administration

### President

Pamela Bethel

### Vice President

Lisa Israel

### Member and Clerk

Fred Langstaff

### Members

Walter Wm. Denzler, Jr.  
Stephen Dewey, Ph.D.  
Chris Garvey  
William Hsiang

Susan Lipman  
Joseph LoSchiavo  
Anne Mackesey  
William K. Miller

Jeffrey Smith  
Sandra Townsend  
Andrew T. Wittman, Jr.  
John Wyche

### District Superintendent

Edward J. Zero

### Chief Operating Officer

Gary D. Bixhorn

### Associate Superintendents

Julie Davis Lutz, Ph.D. – Educational Services  
Barbara M. Salatto – Management Services

### Assistant Superintendent

Michael J. Locantore – Human Resources

### Directors

Marilyn H. Adsitt – Educational Support Services  
Keith G. Anderson – Building Services  
Robert Becker – Special Education  
Andrea Grooms – Communications, Research and Recruitment  
Gregory Hamilton – Administrative Services  
Maureen Kaelin – Business Services  
Sylvia Savarese – Technology Integration  
Joan Skelly – Career, Technical and Adult Education  
Jeanne K. Weber – Regional Information Center  
Candace White-Ciraco, Ed.D. – Planning and Program Improvement

[www.esboces.org](http://www.esboces.org)

The Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment or candidate for enrollment on the basis of gender, race, color, religion or creed, age, national origin, marital status, disability or any other classification protected by 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. BOCES will be in full compliance with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990). Inquiries regarding the application of the above references should be directed to either of the BOCES Civil Rights Compliance Officers: Michael J. Locantore, Assistant Superintendent for Human Resources, 201 Sunrise Highway, Patchogue, NY 11772 (631) 687-3029 or Dr. Julie Davis Lutz, Associate Superintendent for Educational Services, 201 Sunrise Highway, Patchogue, NY 11772 (631) 687-3056.

## Agency Mission

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management, and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

## The Organization

Eastern Suffolk BOCES is one of the largest BOCES in the state. Serving 51 school districts across an area nearly 1,000 square miles, Eastern Suffolk BOCES enrolls over 4,500 school age pupils, over 8,700 adult education students, and offers the most innovative and diverse array of BOCES programs in New York State.

## Agency Beliefs

### We believe that...

- we are a diverse community of reflective, lifelong learners, both children and adults.
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- respect, honesty, and trust are essential in all of our interactions.
- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.
- the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.
- successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all of their energies to fulfill the expectations of those who count on them.
- effective communication of accurate information within the agency and to all of our stakeholders enhances involvement and reduces conflict.
- production of quality outcomes depends on the collective effort of a well-trained, motivated, and healthy workforce who are encouraged to express their opinions.
- everyone has the right to a safe, healthy, and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.



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# ESBOCES Core of the Strategic Plan

2007-08



Educational Services That Transform Lives

## The ESBOCES Strategic Plan

The development of the Eastern Suffolk BOCES strategic plan was a long and involved process. Despite the complexity of the process, the strategic plan is easy to understand. The plan, which provides a road map for the agency's future, is comprised of four major components:

### AGENCY MISSION STATEMENT AGENCY BELIEFS AGENCY GOALS STRATEGIC ACTION PLANS

It is important to recognize that the plan was developed within parameters established by the ESBOCES Board. Staff, parents, community members, representatives of our component school districts, local business owners, and government officials were all represented in the planning process.

It is also important to be aware that Eastern Suffolk BOCES Middle States Accreditation was based upon an evaluation of the plan by an independent assessment team. We will retain accreditation by achieving the goals set forth in the plan. The full plan is available on the ESBOCES website, [www.esboces.org](http://www.esboces.org).

If you have any questions about our strategic plan, please feel free to call our Office of Planning & Program Improvement at (631) 687-3264.



## Agency Goals

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:

### I. HIGH STANDARDS

Eastern Suffolk BOCES will ensure that every student who is educated in a 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.

### III. QUALITY MANAGEMENT

Eastern Suffolk BOCES will deliver the highest quality programs and services by incorporating quality management principles and practices in all operations and by empowering all staff to engage in continuous improvement and process improvement.

### IV. PROGRAM AVAILABILITY

Eastern Suffolk BOCES will ensure availability of its programs throughout the regional area by bringing learners to programs and programs to learners in efficient, cost-effective ways.

### V. RESOURCING AND OPERATIONAL EFFICIENCY

Eastern Suffolk BOCES will operate with optimum efficiency consistent with the delivery of high-quality, cost-effective programs and services and will actively search for non-district funding sources to aid in accomplishing its goals.

### VI. TECHNOLOGY

Eastern Suffolk BOCES will develop and use an integrated system of technology to improve communication, enhance operational and instructional effectiveness and efficiency, and foster increased student achievement.

### VII. STRATEGIC PLANNING

Eastern Suffolk BOCES will 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. SPACE AND SAFETY

Eastern Suffolk BOCES will ensure that sufficient, appropriate space is available for all BOCES programs throughout the supervisory area on a continuing basis and that all students and staff have a safe 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 BOCES programs and services and are aware of their academic, financial, and career benefits.

### X. INTERNAL COMMUNICATIONS

Eastern Suffolk BOCES will ensure that all staff are fully informed about BOCES programs and services in a timely manner and involved in addressing issues that affect them.

### XI. STAFF RECRUITMENT AND RETENTION

Eastern Suffolk BOCES will enhance its organizational value by recruiting and retaining a highly qualified and fully diversified staff who reflect Long Island demographics, meet student needs, and improve the agency's ability to reach its mission and goals.

### XII. RESEARCH AND DEVELOPMENT

Eastern Suffolk BOCES will establish a priority for research and development to ensure that its programs continue to meet the present and future needs of its students and districts.

# Strategic Action Plans



TITLE	ADDRESSES AGENCY GOAL(S)	STRATEGY STATEMENT/OBJECTIVE
I. Improving the Educational Outcomes of BOCES Students	I. High Standards IV. Program Availability VI. Technology	By the year 2009, there will be a measurable improvement in the educational outcomes of ESBOCES special, career, and adult education students. There will be a measurable increase in the percentage of ESBOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and job settings. There will be a measurable increase in the percentage of ESBOCES students who have access to the general education curriculum and/or to curriculum reflecting the NYS standards. There will be a measurable increase in the number of secondary students earning diplomas. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting and who have improved standing for entry into the job market or higher education. This will be achieved and measured through the establishment of a comprehensive program based upon this action plan and the indicators of the State Performance Plan and P-16.
II. Assuring Equitable Facilities for All BOCES Students and Staff	I. High Standards III. Quality Management IV. Program Availability VI. Technology VII. Strategic Planning VIII. Space and Safety X. Internal Communication	By July 2009, all ESBOCES students and staff shall be educated and work in facilities that meet agency-wide standards established by ESBOCES to effectively and efficiently assure the health, safety, and reasonable comfort of all occupants; enhance the learning and working potential of students and staff; and meet all regulatory requirements.
III. Educational Support Services to School Districts to Improve Student Outcomes	I. High Standards II. Staff Development IV. Program Availability VI. Technology	By June 2009, the ESBOCES Department of Educational Support Services (ESS) will assist districts to reach their goals of improved student outcomes, through staff and curriculum development and the use of instructional technology. The foundation of all ESS activities will be the New York State Learning Standards and research-based best practices that support academic, social, and emotional growth of all students. ESS activities will be aligned to ensure that services integrate seamlessly and reinforce common outcomes and strategies.
IV. Human Resources Administration	II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency VI. Technology XI. Staff Recruitment and Retention	By the year 2009, the ESBOCES Department of Human Resources will: 1) develop initiatives to recruit, hire and track a culturally and racially diverse workforce; 2) assure that all ESBOCES employees participate in professional development so that they meet annual certification standards and have the opportunity for career advancement; 3) develop and implement systems for evaluating staff; and 4) develop and implement systems for tracking staff.
V. Communication Initiatives	VI. Technology VII. Strategic Planning IX. Public Information X. Internal Communications	By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize ESBOCES as a quality regional educational institution. By 2008, there will be a measurable increase in the percent of ESBOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.
VI. Research and Program Improvement	II. Staff Development V. Resourcing and Operational Efficiency VII. Strategic Planning X. Internal Communications XII. Research and Development	By July 2009, ESBOCES will improve its capacity for research and program improvement 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) the capacity to survey stakeholders for program improvement efforts; and 5) grants administration.
VII. Management Services Division Mission Achievement	II. Staff Development III. Quality Management IV. Program Availability V. Resourcing and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Space and Safety X. Internal Communications XI. Staff Recruitment and Retention XII. Research and Development	By July 2009, the ESBOCES Management Services Division will increase its capacity to achieve, and the achievement of, its mission by: providing effective needs-based staff development to divisional and agency staff; continuing to improve internal controls agency-wide; continuing to improve internal divisional systems and processes; continuing to improve existing and/or creating new services to both external and internal customers; and increasing the internal and external leadership/resource/support role of all administrators and other appropriate staff within the division.
VIII. Supporting Educational Opportunities through Technology Services	I. High Standards II. Staff Development VI. Technology	By the year 2009, ESBOCES will offer new and enhanced technologies to improve the efficiency and strengthen the quality of the programs and services offered to all members of our educational community.



## Board Planning Parameters

Eastern Suffolk BOCES will always be visionary in planning for the future while operating within the following parameters which have been established by the Board:

Eastern Suffolk BOCES will only provide programs and services that conform to our mission.

Eastern Suffolk BOCES will always follow all established policies, laws, rules and regulations governing our agency.

Eastern Suffolk BOCES will always abide by negotiated agreements with all employees and will follow all applicable labor laws, rules, regulations, and guidelines.

Eastern Suffolk BOCES will always engage in business practices that conform with laws, rules, and regulations and that follow applicable guidelines, including standard accounting practices.

Eastern Suffolk BOCES will not tolerate discriminatory practices, prejudice or harassment of any kind.

Eastern Suffolk BOCES will always use respectful interpersonal interactions and peaceful methods of conflict resolution in its daily operations and will never tolerate speech or actions which compromise the dignity of the individual.

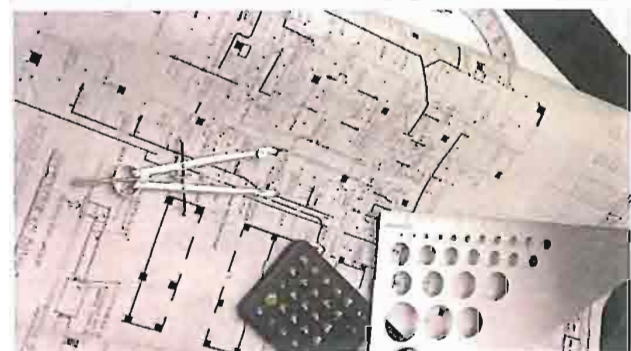
Eastern Suffolk BOCES will always be truthful.

Eastern Suffolk BOCES will always expect the highest level of performance from our staff and the highest level of achievement from our students and will provide a supportive environment for their work.

Eastern Suffolk BOCES will always maintain a safe, secure, and healthy environment for our students and staff.

Eastern Suffolk BOCES and its staff will never use partisan politics or personal gain as a basis for decision-making or actions, and will disclose all potential conflicts of interest.

Eastern Suffolk BOCES will always use a participatory management approach which relies upon total quality principles and practices.



## Agency Beliefs

### We believe that ...

- we are a diverse community of reflective, lifelong learners, both children and adults.
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- respect, honesty, and trust are essential in all our interactions.
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## Vision Statement

Educational Services That Transform Lives

### Mission Statement

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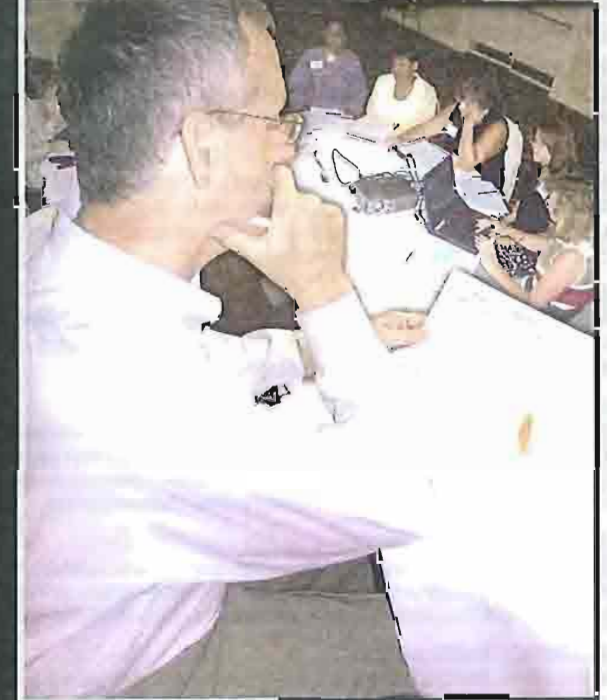
- AGENCY MISSION STATEMENT
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If you have any questions about our strategic plan, please feel free to call our Office of Planning & Program Improvement at (631)687-3264.

## CORE OF THE STRATEGIC PLAN



### BOCES Board

- President ~ Pamela Bethell
- Vice President ~ Lisa Israel
- Member & Clerk ~ Fred Langstaff

#### Members

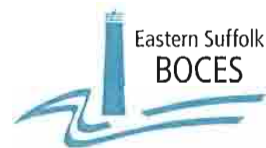
- |                         |                  |                        |
|-------------------------|------------------|------------------------|
| Walter Wm. Denzler, Jr. | Susan Lipman     | Sandra Townsend        |
| Stephen Dewey, Ph.D.    | Joseph LoSchiavo | Andrew T. Wittman, Jr. |
| Chris Garvey            | Anne Mackesey    | John Wyche             |
| William Hsiang          | Jeffrey Smith    |                        |

#### District Superintendent

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Gary D. Bixhorn



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Educational Services That Transform Lives

2006-07

## Agency Goals

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IV. Human Resources Administration	II. Staff Development III. Quality Management V. Resourcing & Operational Efficiency VI. Technology XI. Staff Recruitment and Retention	By the year 2009, Eastern Suffolk BOCES Department of Human Resources will: 1) develop initiatives to target recruitment of a culturally and racially diverse workforce and 2) assure that all Eastern Suffolk BOCES employees participate in staff development that will enhance their professional growth and/or meet annual certification standards; 3) develop and implement systems for evaluating staff, tracking positions, hiring and recruitment; and 4) establish methods and strategies for promoting career opportunities and professional development for all BOCES employees. These efforts will be measured by an evaluation system that is integrated throughout the agency, and a method of tracking staff development participation that is integrated with the BOCES management information system.
V. Communication Initiatives	VI. Technology VII. Strategic Planning IX. Public Information X. Internal Communications	By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. By 2008, there will be a measurable increase in the percent of Eastern Suffolk BOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.
VI. Research and Program Improvement	II. Staff Development VII. Strategic Planning XII. Research and Development	By July 2009, Eastern Suffolk BOCES will improve its capacity for research and program improvement through: 1) strategic planning; 2) the Middle States Association Accreditation for Growth process; 3) the availability of data for data-driven decision making; 4) the capacity to survey stakeholders for program improvement efforts; and 5) grants administration.
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VIII. Supporting Educational Opportunities through Technology Services	I. High Standards II. Staff Development VI. Technology	By the year 2009, Eastern Suffolk BOCES will offer new and enhanced technologies to improve the efficiency and strengthen the quality of the programs and services offered to all members of our educational community.



## AGENCY BELIEFS

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Eastern Suffolk BOCES will always use respectful interpersonal interactions and peaceful methods of conflict resolution in its daily operations and will never tolerate speech or actions which compromise the dignity of the individual.

Eastern Suffolk BOCES will always be truthful.

Eastern Suffolk BOCES will always expect the highest level of performance from our staff and the highest level of achievement from our students and will provide a supportive environment for their work.

Eastern Suffolk BOCES will always maintain a safe, secure, and healthy environment for our students and staff.

Eastern Suffolk BOCES and its staff will never use partisan politics or personal gain as a basis for decision-making or actions, and will disclose all potential conflicts of interest.

Eastern Suffolk BOCES will always use a participatory management approach which relies upon total quality principles and practices.

## BOCES BOARD

*President* ~ Pamela Bethell  
*Vice President* ~ Lisa Israel  
*Member & Clerk* ~ Fred Langstaff

*Members*  
Walter Wm. Denzler, Jr. • Stephen Dewey, Ph.D.  
Chris Garvey • William Hsiang  
Susan Lipman • Joseph LoSchiavo  
Anne Mackesey • Jeffrey Smith  
Sandra Townsend • Pamela Waltz  
Andrew T. Wiltman, Jr. • John Wyche

*Chief Operating Officer*  
Gary D. Bixhorn

## BACKGROUND INFORMATION

The development of the Eastern Suffolk BOCES strategic plan was a long and involved process. Despite the complexity of the process, the strategic plan is easy to understand. The plan, which provides a roadmap for the agency's future, is comprised of four major components:

### AGENCY MISSION STATEMENT AGENCY BELIEFS AGENCY GOALS STRATEGIC ACTION PLANS

It is important to recognize that the plan was developed within parameters established by the BOCES Board. Staff, parents, community members, representatives of our component school districts, local business owners, and government officials were all represented in the planning process.

It is also important to be aware that Eastern Suffolk BOCES Middle States Accreditation was based upon an evaluation of the plan by an independent assessment team. We will retain accreditation by achieving the goals set forth in the plan. The full plan is available on the BOCES website, [www.esboces.org](http://www.esboces.org).

If you have any questions about our strategic plan, please feel free to call our Office of Research and Planning at 218-4164.

[www.esboces.org](http://www.esboces.org)

## Mission, Vision, Beliefs, Goals, Parameters, and Strategy Statements

### Core of the Eastern Suffolk BOCES Strategic Plan



2005 - 2006

### VISION STATEMENT

*Educational Services That Transform Lives*

### MISSION STATEMENT

*Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.*

Amended by the Board 10/04

**EASTERN SUFFOLK BOCES  
AGENCY GOALS**

**STRATEGIC ACTION PLANS**

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:

**I. HIGH STANDARDS**  
Eastern Suffolk BOCES will ensure that every student who is educated in a 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.

**III. QUALITY MANAGEMENT**  
Eastern Suffolk BOCES will deliver the highest quality programs and services by incorporating quality management principles and practices in all operations and by empowering all staff to engage in continuous improvement and process improvement.

**IV. PROGRAM AVAILABILITY**  
Eastern Suffolk BOCES will ensure availability of its programs throughout the regional area by bringing learners to programs and programs to learners in efficient, cost-effective ways.

**V. RESOURCING AND OPERATIONAL EFFICIENCY**  
Eastern Suffolk BOCES will operate with optimum efficiency consistent with the delivery of high-quality, cost-effective programs and services and will actively search for non-district funding sources to aid in accomplishing its goals.

**VI. TECHNOLOGY**  
Eastern Suffolk BOCES will develop and use an integrated system of technology to improve communication, enhance operational and instructional effectiveness and efficiency, and foster increased student achievement.

**VII. STRATEGIC PLANNING**  
Eastern Suffolk BOCES will 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. SPACE AND SAFETY**  
Eastern Suffolk BOCES will ensure that sufficient, appropriate space is available for all BOCES programs throughout the supervisory area on a continuing basis and that all students and staff have a safe 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 BOCES programs and services and are aware of their academic, financial, and career benefits.

**X. INTERNAL COMMUNICATIONS**  
Eastern Suffolk BOCES will ensure that all staff are fully informed about BOCES programs and services in a timely manner and involved in addressing issues that affect them.

**XI. STAFF RECRUITMENT AND RETENTION**  
Eastern Suffolk BOCES will enhance its organizational value by recruiting and retaining a highly qualified and fully diversified staff who reflect Long Island demographics, meet student needs, and improve the agency's ability to reach its mission and goals.

**XII. RESEARCH AND DEVELOPMENT**  
Eastern Suffolk BOCES will establish a priority for research and development to ensure that its programs continue to meet the present and future needs of its students and districts.

Title	Addresses Agency Goal(s)	Strategy Statement/Objective
<p>I. Improving the Educational Outcomes of BOCES Students</p>	<p>I. High Standards IV. Program Availability VI. Technology</p>	<p>By the year 2009, there will be a measurable improvement in the educational outcomes of BOCES special, career, and adult education students. There will be a measurable increase in the percentage of BOCES students who are provided instruction, work activities, and life skill experiences in general education, community, and job settings. There will be a measurable increase in the percentage of BOCES students who have access to the general education curriculum and/or to curriculum reflecting the NYS standards. There will be a measurable increase in the percentage of students who successfully transition to their next educational/life setting and who have improved standing for entry into the job market or higher education. This will be achieved and measured through the establishment of a comprehensive program based upon this action plan.</p>
<p>II. Assuring Equitable Facilities for All BOCES Students and Staff</p>	<p>I. High Standards III. Quality Management IV. Program Availability VII. Strategic Planning VIII. Space and Safety</p>	<p>By the year 2009, all Eastern Suffolk BOCES students will be transported to and housed in educational facilities in accordance with standards established by the agency that define optimal travel parameters, satisfy regulatory requirements, and meet individual student service needs. This will be achieved through the following action plan that establishes measurable objectives and flexible method of facility management dictated by student population requirements.</p>
<p>III. Educational Support Services to School Districts to Improve Student Outcomes</p>	<p>I. High Standards II. Staff Development IV. Program Availability VI. Technology</p>	<p>By June 2009, the Department of Educational Support Services will assist districts to reach their goals of improved student outcomes, through staff and curriculum development and the use of instructional technology. The foundation of all ESS activities will be the New York State Learning Standards and research-based best practices that support academic, social, and emotional growth of all students. ESS activities will be aligned to ensure that services integrate seamlessly and reinforce common outcomes and strategies.</p>
<p>IV. Human Resources Administration</p>	<p>II. Staff Development III. Quality Management V. Resourcing &amp; Operational Efficiency VI. Technology XI. Staff Recruitment and Retention</p>	<p>By the year 2009, Eastern Suffolk BOCES Department of Human Resources will: 1) develop initiatives to target recruitment of a culturally and racially diverse workforce and 2) assure that all Eastern Suffolk BOCES employees participate in staff development that will enhance their professional growth and/or meet annual certification standards; 3) develop and implement systems for evaluating staff, tracking positions, hiring and recruitment; 4) establish methods and strategies for promoting career opportunities and professional development for all BOCES employees. These efforts will be measured by an evaluation system that is integrated throughout the agency, and a method of tracking staff development participation that is integrated with the BOCES management information system.</p>
<p>V. Communication Initiatives</p>	<p>VI. Technology VII. Strategic Planning IX. Public Information X. Internal Communications</p>	<p>By 2009, there will be a measurable increase in the percent of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution. By 2005, there will be a measurable increase in the percent of Eastern Suffolk BOCES staff who agree that they are informed about agency actions, have opportunities for input to agency decisions, and can represent the mission and vision of the agency to the outside world from a position of knowledge, understanding, and participating in its future. This will be accomplished through the efforts of a coordinated set of public information strategies and coordinated communication activities implemented by the Office of Communications.</p>
<p>VI. Research and Program Improvement</p>	<p>II. Staff Development VII. Strategic Planning XII. Research and Development</p>	<p>By July 2009, Eastern Suffolk BOCES will improve its capacity for research and program improvement through: 1) strategic planning; 2) the Middle States Association Accreditation for Growth process; 3) the availability of data for data-driven decision making; 4) the capacity to survey stakeholders for program improvement efforts; and 5) grants administration.</p>
<p>VII. Enhancing Standard Operating Procedures throughout BOCES</p>	<p>II. Staff Development III. Quality Management V. Resourcing and Operational Efficiency VI. Technology X. Internal Communications</p>	<p>By 2009, Eastern Suffolk BOCES will align its Board Policies, Administrative Regulations, rules, procedures, practices, and forms with federal and state requirements; agency and divisional vision, mission, beliefs, and goals; and best practices. Additionally, the agency will publish, maintain, and make this information available to all staff in a user-friendly format that will enable all staff to know and comply with the standardized operations relevant to their responsibilities.</p>
<p>VIII. Supporting Educational Opportunities through Technology Services</p>	<p>I. High Standards II. Staff Development VI. Technology</p>	<p>By the year 2009, Eastern Suffolk BOCES will offer new and enhanced technologies to improve the efficiency and strengthen the quality of the programs and services offered to all members of our educational community.</p>

## BACKGROUND INFORMATION

The development of the Eastern Suffolk BOCES strategic plan was a long and involved process. Despite the complexity of the process, the strategic plan is easy to understand. The plan, which provides a roadmap for the agency's future, is comprised of four major components:

### AGENCY MISSION STATEMENT AGENCY BELIEFS AGENCY GOALS STRATEGIC ACTION PLANS

These four components are summarized in this brochure. Prior to the development of the plan, the BOCES Board established "Planning Parameters" within which the strategic plan was established. These parameters are included in the full plan that also provides far more detail about how the action plans will be implemented and how progress will be measured. The full plan is available on the BOCES website, [www.esboces.org](http://www.esboces.org).

It is important to recognize that the plan was developed by representatives of many groups involved with BOCES. Staff, parents, community members, representatives of our component school districts, local business owners, and government officials were all brought into the planning process.

It is also important to be aware that Eastern Suffolk BOCES Middle States Accreditation was based upon an evaluation of the plan by an independent assessment team. We will retain accreditation by achieving the goals set forth in the plan.

If you have any questions about our strategic plan, please feel free to call our Office of Research and Planning at 218-4164.

## AGENCY BELIEFS

### We believe that ...

- ~ we are a diverse community of reflective, lifelong learners, both children and adults.
- ~ our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- ~ respect, honesty, and trust are essential in all our interactions.
- ~ integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.
- ~ the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.
- ~ successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all their energies to fulfill the expectations of those who count on them.
- ~ effective communication of accurate information within the agency and to all our stakeholders enhances involvement and reduces conflict.
- ~ production of quality outcomes depends on the collective effort of a well-trained, motivated and healthy workforce who are encouraged to express their opinions.
- ~ everyone has the right to a safe, healthy, and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.

## BOCES BOARD

**President**  
Pamela Bethell

**Vice President**  
Albert Prödel, Ph.D.

**Member & Clerk**  
Fred Langstaff

### Members

Walter Denzler, Jr.  
Stephen Dewey, Ph.D.  
Chris Garvey  
William Hsiang  
Lisa Israel  
Joseph LoSchiavo  
Anne Mackesey  
Ann Savino  
Jeffrey Smith  
Sandra Townsend  
Pamela Waltz  
John Wyche

**District Superintendent/Executive Officer**  
Gary D. Bixhorn

**Associate Superintendents**  
Raymond Fell ~ Regional Services, Interim  
Shane Higuera ~ Management Services  
Valerie Krizel ~ Educational Services

**Executive Director**  
Stan Packman ~ Administrative Services

**Directors**  
Detoris Alexander-Davis ~ Career, Technical and Adult Ed.  
Robert Becker ~ Special Education  
Maureen Kaelin ~ Business Services  
Will Lombardo ~ Staff Support Services  
Joyce Manzo ~ Special Education  
Sylvia Savarese ~ Technology Integration  
Joan Skelly ~ Educational Support Services  
Jeanne K. Weber ~ Regional Information Center  
Candace White-Ciraco, Ed.D. ~ Research & Planning

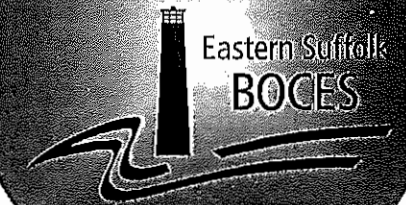
Designed by the Eastern Suffolk BOCES/Communications Office

[www.esboces.org](http://www.esboces.org)

## Mission, Vision, Beliefs, Goals, Parameters, and Strategy

2004 - 2005 Update

### Core of the Eastern Suffolk BOCES Strategic Plan



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Amended by the Board 10/04

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## STRATEGIC ACTION PLANS

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VIII. Supporting Educational Opportunities through Technology Services	I. High Standards II. Staff Development VI. Technology	By the year 2009, Eastern Suffolk BOCES will offer new and enhanced technologies to improve the efficiency 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 remain 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/about\\_us](http://www.esboces.org/about_us).

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 (1999-02) 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.

*Questions or Comments?...*

Contact Dr. Candace White-Ciraco,  
Director of Planning and Program Improvement  
(631) 687-3263



**Eastern Suffolk BOCES  
Eighth Annual Strategic Planning Council Meeting  
August 2007**

On August 15, 2007 Eastern Suffolk BOCES conducted its Eighth Annual Strategic Planning Council meeting at the Best Western in Riverhead, New York. Out of the 191 internal and external stakeholders invited, 136 accepted, 95 people attended and 12 staff gave support to the meeting. The attendees represented a variety of Eastern Suffolk BOCES staffing levels, the agency's leadership team, superintendents and staff from a number of school districts, as well as faculty members from colleges and universities, business and non-profit representatives, and leaders of a variety of religious, community, parent and governmental organizations. The purpose of the meeting was to convene a regional group to share highlights of Eastern Suffolk BOCES 2006-07 accomplishments and gather input for the proposed 2007-08 strategic plan that will be presented to the Board at the November 1, 2007 meeting.

After welcomes from Eastern Suffolk BOCES Chief Operating Officer Gary D. Bixhorn, and District Superintendent Edward J. Zero, the group observed a presentation highlighting the agency's strategic plan accomplishments for the 2006-07 year. A DVD of the presentation is being distributed to interested attendees, the Board, Administrative Council members, Building Principals, and has been placed on our website for the public to see.

The main part of the meeting entailed the group breaking into nine focus/discussion groups to give feedback to Administrative Council members in charge of each part of the strategic plan. Group members offered their perceptions of the proposed plan, provided suggestions for resources, discussed potential challenges, and gave additional ideas for action plan activities for the 2007-08 year and beyond.

Each group had a lively conversation giving many valuable ideas and perceptions that will be considered by the group facilitators for incorporation into the final draft of the strategic plan.

Some of the successes cited by the attendees include:

- the cultural competency training done internally and externally
- putting all the ESB facility information in one place and making it available electronically
- helping to bridge the gap of the digital divide
- providing the Career Fairs every year
- increased communications about BOCES internally and across the region
- internal and regional support from Education Support Services
- support from BOCES for the professional development and information sharing of business officials
- the expanding RIC services responding to the district needs
- building greater capacity in the region to obtain special funds to serve Long Island's learners
- the SED certifications of the CTE programs approved for academic credit
- the successful mid-point review of the remaining seven educational service sites and the plan to integrate the process into one agency-wide accreditation for the years 2009-2016

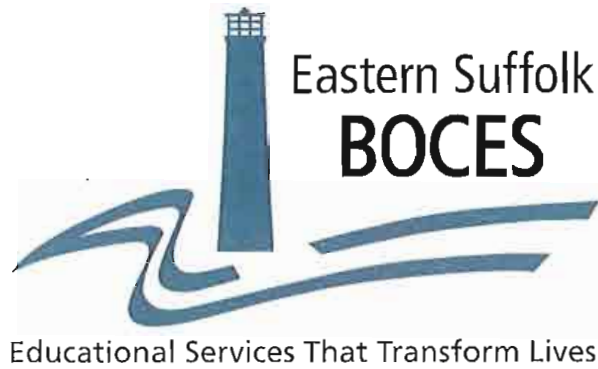


- the RIC staff support is very helpful. Meetings on ways to strategize ongoing project management are very important
- the agency's growing awareness of the importance of valuing diversity, recruiting and retaining a diverse workforce, and preparing students to be productive citizens of the world

Some of the focus groups' suggestions included:

- Include measuring graduation/completer and drop-out rate in the student performance outcome data.
- Keep trying to involve parents in the agency's work.
- Continue to include character development for our K-12 students.
- Collaborate as much as possible with higher-education, business, Teacher Centers, civic, faith-based and other community organizations.
- Find more ways to direct students to BOCES and the opportunities it provides.
- Explore ways to help programs and districts support projects that have been grant funded and need to be continued.
- Give additional professional development support to business officials, especially the many people new to the field.
- Explore the many possibilities for sources for BOCES program space.
- Continue to provide video conferencing and distance professional development.
- Give more help to the middle school teachers and administrators...also math teachers.
- Continue to provide appropriate training to all staff members (mailroom to boardroom) to ensure they demonstrate skill, attitudes and practices to achieve intended diversity results.
- Ensure supervision, observation and evaluation practices support diversity goals.

Overall, the meeting provided a great deal of input for the 2007-08 strategic plan and feedback to help Eastern Suffolk BOCES continue to carry out its mission and go forward with its educational cooperative of 51 school districts to *transform the lives of Long Island's diverse community of lifelong learners*.



# **Shared Services CoSer Survey Evaluation**

2006-2007 Service Year  
**Progress Report**

Prepared by:  
Eastern Suffolk BOCES  
Office of Planning and Program Improvement  
Office of Research  
December 17, 2007

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## EXECUTIVE SUMMARY

On September 10, 2007 157 Superintendents of Schools representing Eastern Suffolk BOCES, Western Suffolk BOCES, and Nassau BOCES component districts, and other regional districts were sent a series of Eastern Suffolk BOCES Shared Services CoSer surveys for 2006-07. The surveys were arranged by Eastern Suffolk BOCES service division and contained itemized lists of services and programs offered within each division. Services were listed according to the order in which they appear in the 2006-07 Eastern Suffolk BOCES Shared Services Guide.

Superintendents of Schools and other district representatives selected by the superintendents were instructed to rate each of the services and programs their district subscribed to during the 2006-2007 service year, based on the experience of their staff and students. Additionally, participants were asked to provide comments concerning the quality of subscribed services, other general comments, and suggestions for new services. A total of 116 out of the 157 Superintendents of Schools (74%) returned at least one of the surveys sent to their district. Approximately 82% of Eastern Suffolk BOCES component school district superintendents completed and returned their surveys.

The response rate for all participating districts was higher than the two previous years' response rates for this same evaluation:

	2003-2004 Response Rate	2004-2005 Response Rate	2006-2007 Response Rate
<b>Overall</b>	57%	66%	74%
<b>Eastern Suffolk BOCES component districts</b>	68%	76%	82%
<b>Western Suffolk BOCES</b>	50%	72%	83%
<b>Nassau BOCES</b>	50%	58%	69%
<b>Other districts</b>	30%	50%	65%

Approximately 2,171 ratings were provided by the participants who returned surveys. Of these ratings, 2,046 or 94% depicted "good" (3) and/or "excellent" (4) satisfaction ratings, a slight decrease compared to last survey's 97%. Despite this decrease, the 505 comments returned by participants expressed overall satisfaction with the services they received. These comments are reflective of what participants described as a high level of professionalism among ESBOCES staff, quality services, and ESBOCES administration's attentiveness to districts' concerns and needs.

Three of the four service categories (Educational Services, Management Services, and Regional Services) received a decreased number of "good" and "excellent" ratings compared to the 2004-05 survey results by about 3-9%. However, it is noted that many of the services that were previously in the Regional Services category were relocated to different categories in the 2006-07 Shared Services Guide, making the comparison impractical. The Additional Services were rated equivalent to the last survey. The breakdown is as follows:

### Educational Services

- 93% of the total number of ratings assigned to Educational Services was reported as "good" or "excellent." Only 7% were rated "fair" or "poor."

### Management Services

- 94% of the total number of ratings assigned to Management Services was reported as "good" or "excellent." Only 6% were rated "fair" or "poor."

### Regional Services

- 83% of the total number of ratings assigned to Regional Services was reported as "good" or "excellent." 17% were rated "fair" or "poor," however only six districts rated or provided comments for these services.

### Additional Services

- 98% of the total number of ratings assigned to Additional Services (primarily central administration) was reported as "good" or "excellent." 2% were rated "fair" or "poor".

## **OVERALL COMMENTS**

Districts from all four regions submitted feedback in the comments sections. The comments suggested survey participants were generally satisfied with the services their district received, and with the Eastern Suffolk BOCES employees providing the service. All comments are recorded in Appendix A. Some notable statistics and issues addressed in the comments are listed below:

- 505 program comments were recorded. Most of the comments pertained to Management Services.
- About 12 survey participants expressed they are unaware of or question their school districts' subscription status. This number decreased compared to the 2004-05 CoSer Survey Evaluation wherein 48 survey participants cited being unaware of or in question of their subscription status.
- About 5 school district service subscriptions were recorded outside of Administrative Services. This represents a 90% decrease compared to the number of school districts service subscriptions recorded outside of Administrative Services in the 2004-05 service year.
- Some participants (9) commented they are still concerned about the cost of services, a concern expressed by some participants in the 2004-05 CoSer Survey Evaluation. Other issues and concerns that mirror those expressed by participants in the 2004-2005 CoSer Survey evaluation are:
  - Difficulty resolving conflicts. (1)
  - Evaluations take a great deal of time. (9)
  - Placement for Special Education students is problematic due to the lack of more varied Teacher Aide ratio configurations. (1)
  - More support is needed in Transitional Support Personnel. (1)
  - Stronger connections need to be made between the delivery of professional development services and actual implementation in the classroom. (1)
- 3 requests and suggestions for services that some districts perceive as not currently being offered by Eastern Suffolk BOCES were recorded. These include:
  - Training for district positions in school business offices.
  - An in-district data person to provide data analysis services to school districts on a monthly basis.
  - A list of specific contracts, services, and supplies.

Shared Services CoSer Survey Evaluation – 2006-07 Service Year

## RECOMMENDATIONS

The majority of Eastern Suffolk BOCES CoSer services provided in the 2006-07 school year, were given "excellent" (4) or "good" (3) approval ratings. As the Agency continues to provide these valuable services that meet the high standards the school districts have come to expect, it will also be important for the agency staff to follow up on the questions or concerns regarding the services provided to respondents' districts.

It is recommended that the agency continues to:

- Maintain and build upon the relationships between the agency and district staff.
- Communicate, through various mediums, the services we offer.
- Continue the numerous networks and meetings with district staffs (Chiefs, School Business Officials, Curriculum Council, Personnel Administrators, Chief Operating Officers, etc.)
- Feature and highlight successful services on the agency website, in Dialogue, and Highlights.

## EDUCATIONAL SERVICES

The Educational Services Division offered 70 services to districts in the four regions surveyed for the 2006-07 service year. Each service offered by the Educational Services divisions appeared as an item on the Educational Services Survey. The overall average rating for all services delivered by this division as expressed by each region surveyed is as follows (only 2 districts categorized as "other" subscribed to a service from the Educational Services division in the 2006-2007 service year):

- Eastern Suffolk BOCES component districts' overall satisfaction rating was 3.06.
- Western Suffolk BOCES component districts' overall satisfaction rating was 3.40.
- Nassau BOCES component districts' overall satisfaction rating was 3.04.
- Other BOCES component districts' overall satisfaction rating was 3.00.

### 2004-05 v. 2006-07

#### Comparison of Educational Services Division Survey Data:

#### Items Rated Most and Least Favorably by Eastern Suffolk BOCES Districts

*(The numbers in parenthesis, next to each service title, identify the CoSer number assigned to each service.)*

<u>Items Rated Most Favorably in 2004-05</u>	2004-05 Average	2006-07 Average
• Occupational and Physical Therapy (312)	4.0	3.0
• Bowel and Bladder Training (711)	4.0	3.0
• Student Assistance Program (525)	3.9	4.0
• Cooperative Services Model (102)	3.8	3.1
• Employee Assistance Program (617)	3.8	3.9
• Library Services/Media (516)	3.8	3.6
<u>Items Rated Least Favorably in 2004-05</u>	2004-05 Average	2006-07 Average
• Conflict Resolution and Mediation Service (526)	3.0	4.0
• Curriculum Development Planning and Research Service (531)	3.0	3.4
• Deaf and Hearing Impaired (317)	3.3	3.4
• Psychiatric Consultation (515)	3.3	3.1

Services that were rated by two districts or less were not included in this table analysis.

**2006-07**

**Educational Services Division Survey Data:**

**Items Rated Most and Least Favorably by Eastern Suffolk BOCES Districts**

*(The numbers in parenthesis, next to each service title, identify the CoSer number assigned to each service.)*

<b>Items Rated Most Favorably</b>	<b>2006-07 Average</b>
• Psychological Services (312)	4.0
• Conflict Resolution and Mediation Service (526)	4.0
• Student Assistance Program (525)	4.0
• Employee Assistance Program (617)	3.9
• Prof. Dev. Mgmt. System: MYLearningPlan.com (531)	3.8
• Arts-In-Education (440)	3.7
• Program Initiatives: Athletes Helping Athletes (531)	3.7
<b>Items Rated Least Favorably</b>	<b>2006-07 Average</b>
• English as a Second Language (711)	3.0
• Hearing Impaired Services (711)	3.0
• Individual Aide (711)	3.0
• Occupational & Physical Therapy Concentrated Consultation Services (312)	3.0
• Instructional Computer Resources for District Special Education Programs (312)	3.0

Services that were rated by two districts or less were not included in this table analysis.

**Educational Services Comments**

Many districts articulated the Educational Services Divisions' programs and services have a positive impact on their students and staff. Below is a sampling of some of these comments:

- *"Staff is patient, knowledgeable, very professional."*
- *"Very responsive to our needs."*
- *"Regional training was useful and well done."*
- *"Wonderful offerings for all grade levels."*
- *"A great help. Allows us to fund more arts programs, guest artists, trips to plays, concerts, museums."*
- *"Better each year."*



Most of the concerns participants expressed however, related to their students and staffs' experience with various special education programs offered through the Educational Services division. Participants were primarily concerned about student assessments, students' access to meaningful curriculum, and the qualifications of service providers:

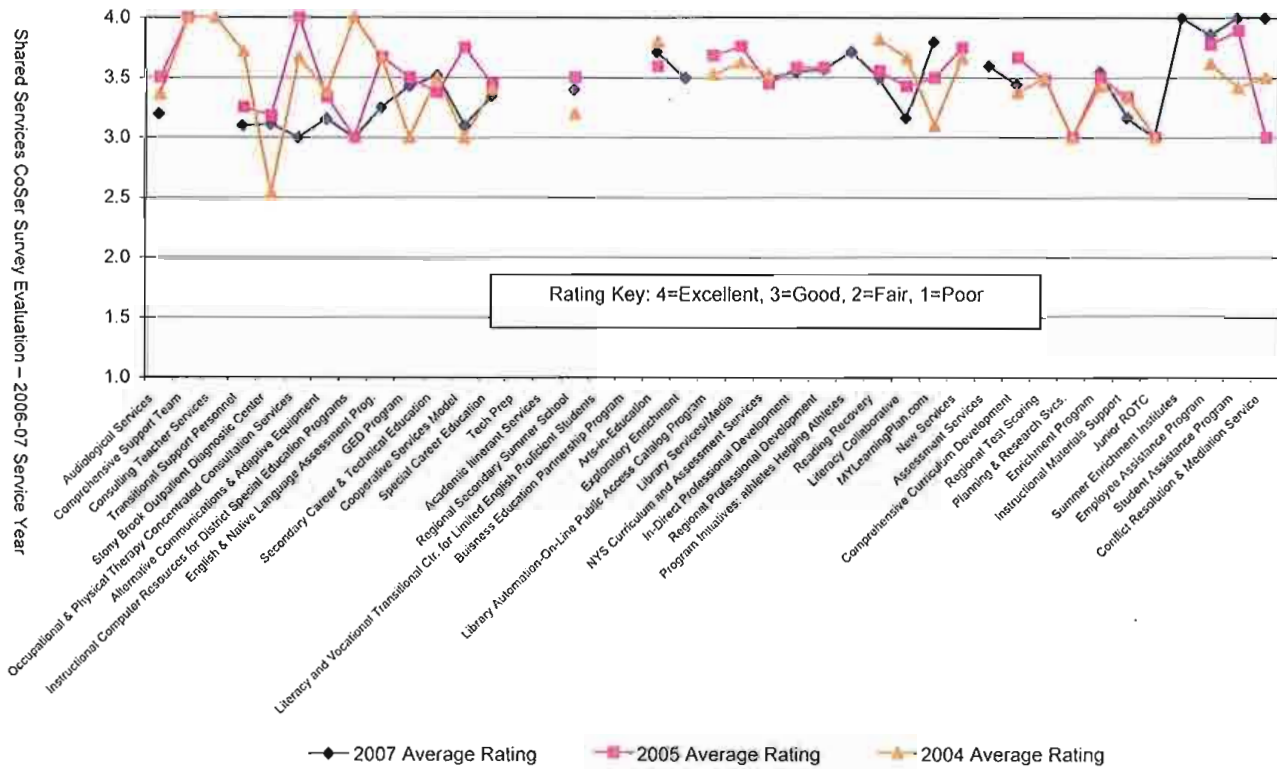
- *"Some difficulty with timely scheduling."*
- *"Some concerns regarding recommendations."*
- *"Evaluations do take a great deal of time!"*
- *"Needs to be more accessible and individualized for students."*
- *"Minimally challenging curriculum, physical education not always available."*

The comparison graphs on the following pages detail the average rating for each item as assigned by ESBOCES component districts during the 2003-04, 2004-05, and 2006-07 service years have been divided into two graphs (part 1 and part 2) for readability purposes. Breaks between service points indicate that either districts did not subscribe to a particular service charted on the graph, districts did not rate such services, or the service did not exist that year.

**Educational Services Division  
2003-04 v. 2004-05 v. 2006-07  
Average Rating by Service (Part 1)**  
(as assigned by ESBOCES component school districts)



**Educational Services Division  
2003-04 v. 2004-05 v. 2006-07  
Average Rating by Service (Part 2)**  
(as assigned by component school district)



## MANAGEMENT SERVICES

Sixty-four services from the Management Services Division were included as items in the Management Services Division's survey. Respondents from all of the four regions surveyed subscribe to these services and a total of 105 districts rated them (41 from Eastern Suffolk BOCES; 15 from Western Suffolk BOCES districts; 32 from Nassau BOCES districts and 17 from other districts). The services comprising this division received ratings similar to those appearing in the 2004-05 CoSer evaluation. Many of the services previously listed in Regional services are now included in Management services. The average rating assigned by each surveyed region is as follows:

- Eastern Suffolk BOCES component districts' overall satisfaction rating was 3.47.
- Western Suffolk BOCES component districts' overall satisfaction rating was 3.40.
- Nassau BOCES component districts' overall satisfaction rating was 3.14.
- Other BOCES component districts' overall satisfaction rating was 3.14.

### 2004-05 v. 2006-07

#### Comparison of Management Services Division Survey Data:

#### Items Rated Most and Least Favorably by Eastern Suffolk BOCES Districts

*(The numbers in parenthesis, next to each service title, identify the CoSer number assigned to each service.)*

<b>Items Rated Most Favorably in 2004-05</b>	<b>2004-05 Average</b>	<b>2006-07 Average</b>
• DMV 19A Driver Requirements (624)	3.8	3.5
• Substitute Teacher Services (628)	3.8	3.2
• NYS Ed. Bus Driver Requirements (624)	3.7	3.2
• Nonpublic School Textbook Distribution Program (623)	3.6	3.5
<b>Items Rated Least Favorably in 2004-05</b>	<b>2004-05 Average</b>	<b>2006-07 Average</b>
• Safety Programs (624)	3.0	3.4
• School Food Service Mgmt. (610)	3.0	N/A
• Transportation- Gifted and Talented Summer Program (607)	3.0	N/A
• Transportation- Nonpublic Schools (607)	3.2	3.3

Services that were rated by two districts or less were not included in this table analysis.

## 2006-07

### Management Services Division Survey Data:

#### Items Rated Most and Least Favorably by Eastern Suffolk BOCES Districts

*(The numbers in parenthesis, next to each service title, identify the CoSer number assigned to each service.)*

Items Rated Most Favorably	2006-07 Average
• Internal Claims Auditor Svc. (611)	3.8
• School Dude.com (601)	3.8
• (SEMS) IEP Direct (622)	3.8
• (SEMS) NYSE Directors (622)	3.8
• (SEMS) Guidance Direct (622)	3.8
Items Rated Least Favorably	2006-07 Average
• Technology Acquisition Services (514)	2.8
• General: E-Rate Application Processing (601)	3.0
• (SEMS) Clear Track 200 (622)	3.0
• Finance Manager (601)	3.1

Services that were rated by two districts or less were not included in this table analysis.

#### **Management Services Comments**

Much like the 2004-2005 survey results for the Management Services Division, the most commonly selected quality indicator for services offered by the Management Services Division during the 2006-2007 service year was either "good" or "excellent" as confirmed by many comments:

- *"[Purchasing/Cooperative Bidding] helps our small school expedite purchases. Very important to us. Thanks!"*
- *"Excellent resource [NYS Required Data Collection and Reporting]."*
- *"Outstanding assistance from all [Step Reporting Assistance] staff with testing and level 0."*
- *"They [Model Schools] have been terrific to work with! Always accommodating."*
- *"Very Good! [DMV 19A Bus Driver Requirements] helped us clear up a past mess. Thank you."*

However, some participants are still concerned about the cost of services, scheduling, and billing:

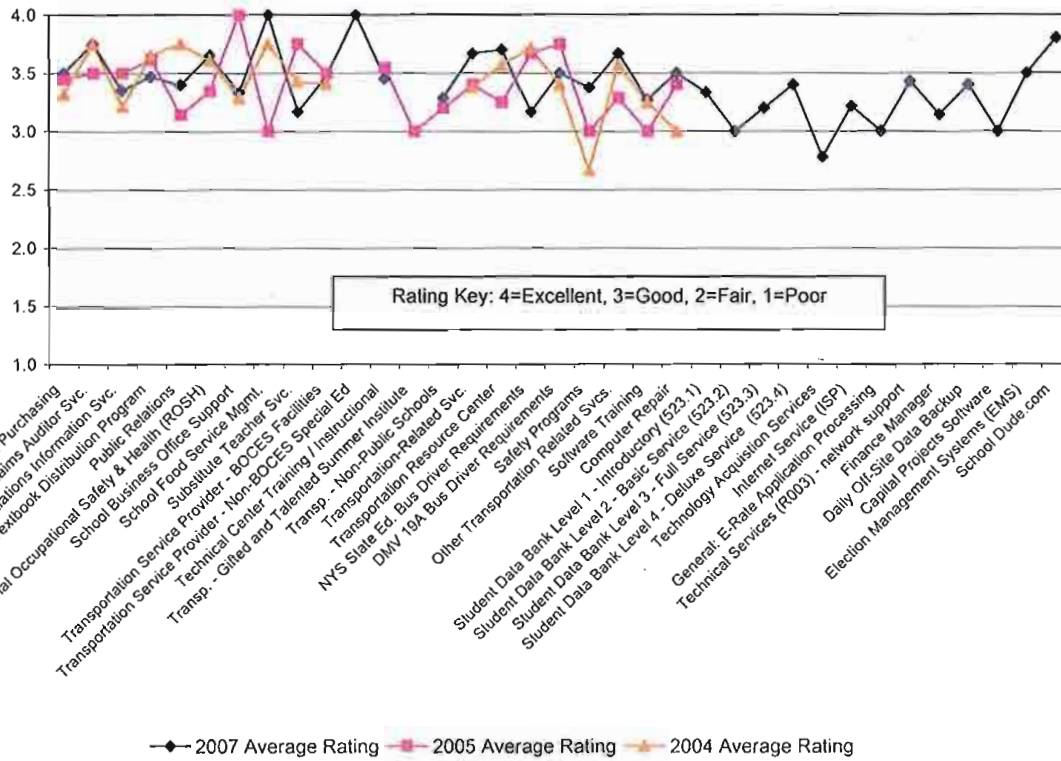
- *"[Computer Repair] Too expensive and takes too long."*
- *"[NYS Required Data Collection and Reporting] Slow, a lot of down time."*
- *"[Software Training] Overpriced for small districts."*
- *"[Software Training] It's hard to transfer the learning once you get back to the building."*
- *"[Public Relations] Services for 2006-2007 fell below our expectations - very little contact w/district - not much support."*

### Management Services (Part 1)

2003-04 v. 2004-05 v. 2006-07

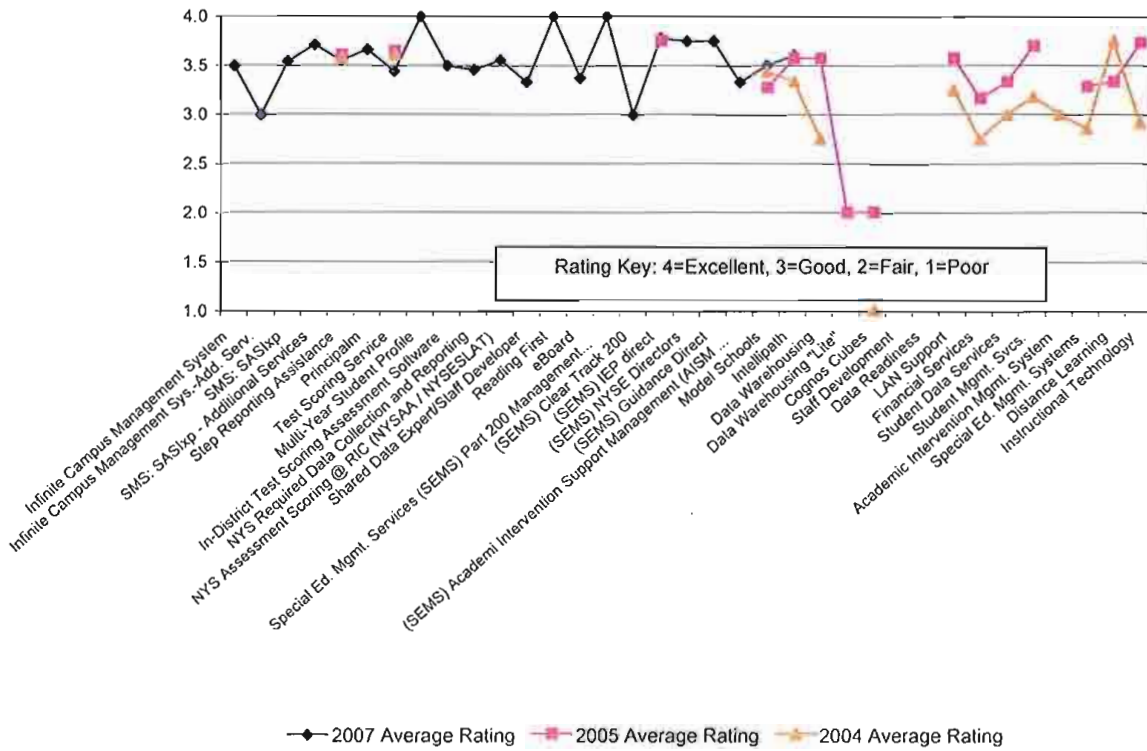
#### Average Rating by Service

(as assigned by ESBOCES component school district survey participants)



### Management Services (Part 2) 2003-04 v. 2004-05 v. 2006-07 Average Rating by Service

(as assigned by ESBOCES component school district survey participants)



## **REGIONAL SERVICES**

Three services, as compared to twenty one services in the previous survey, were included as survey items for the Regional Services Division. Only six districts rated or provided comments for these services: 2 from Eastern Suffolk BOCES; 2 from Western Suffolk BOCES; and 2 from Nassau BOCES. As mentioned previously, most of the services that were included in this division were relocated to the Management Services Division, leaving only three services in this division. Since only two districts from each of the regions participated in these services, it is not valuable to make a comparison to the previous evaluations.

### **Regional Services Comments**

Participants were generally satisfied and/or impressed with the services they subscribed to under the Regional Services Division during the 2006-07 service year:

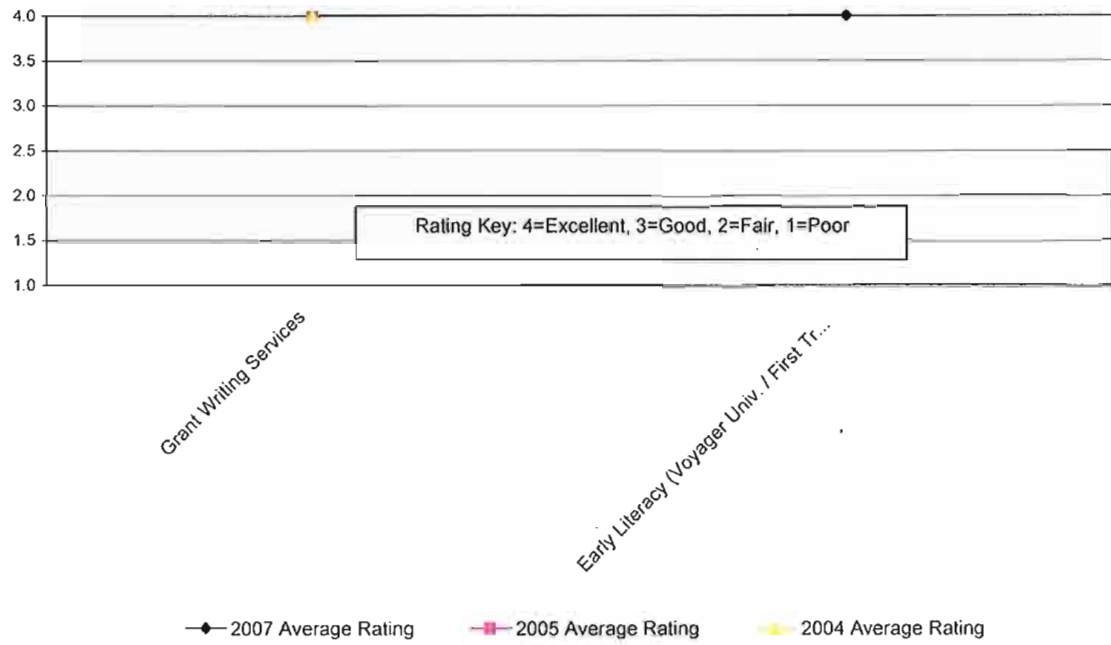
- *"Excellent service!"*
- *"Services are good."*

However, some participants still have concerns about the same services:

- *"We need more help with the [Grant Writing] registrations part of applying."*
- *"[Early Literacy (Voyager Univ./First Tracks)] Attendees did not find information was relevant to their needs."*



**Regional Services**  
**2003-04 v. 2004-05 v. 2006-07**  
**Average Rating by Service**  
 (as assigned by ESBOCES component school district survey participants)



## ADDITIONAL SERVICES

Additional Services for the purpose of this survey evaluation included all services that are offered to districts as free or included in the cost of other CoSers. This section of the survey only pertained to the 51 Eastern Suffolk BOCES districts.

- The overall average response rate was 3.63.

## Additional Services Comments

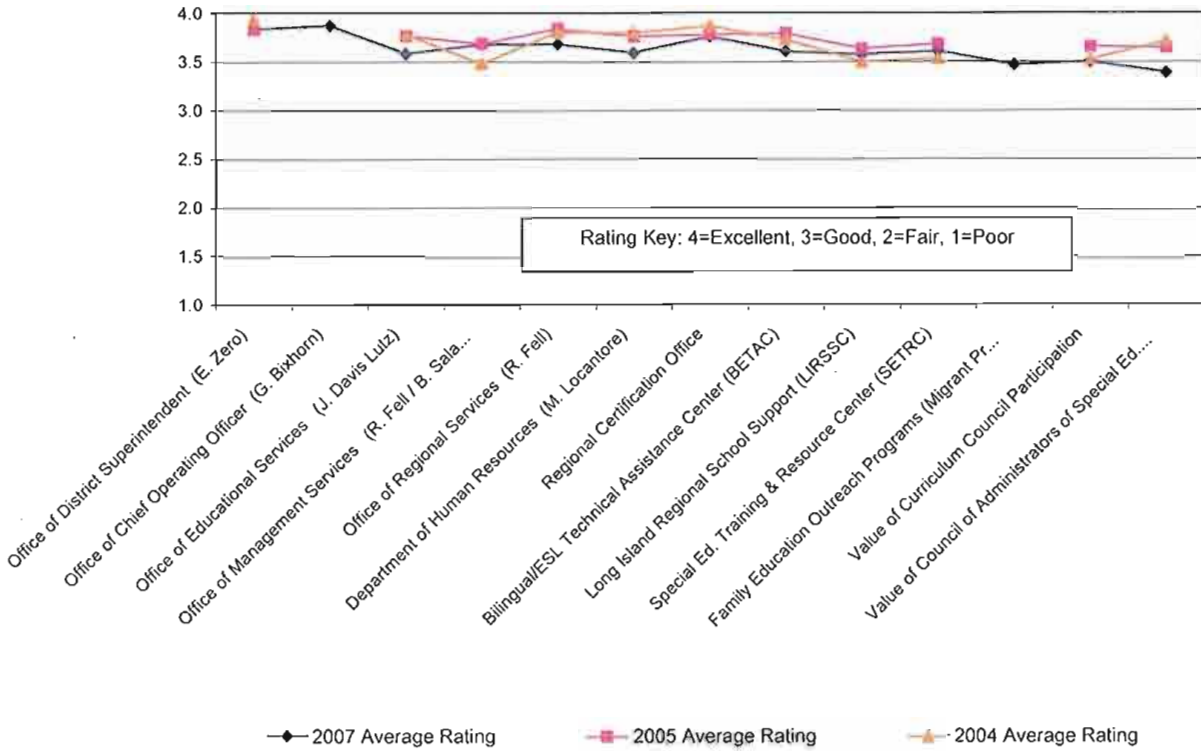
Additional services comments include comments that refer to specific administrative offices, grant/specially funded programs, and other special groups and services offered through the agency.

- *"[Value of Curriculum Council Participation] Very much appreciated your sending materials when we cannot attend and moving meetings out east."*
- *"We continue to be pleased with [Eastern Suffolk] BOCES services. Your offices and personnel are responsive, well informed & always helpful. Keep up the good work."*
- *"[Support from Special Education Training and Resource Center (SETRC)] Excellent support and workshops."*
- *"[Support from the Office of Management Services] Superb knowledge and feedback in a timely manner."*
- *"[Support from the Office of the District Superintendent] Excellent follow-up on all issues."*

Some concerns regarding these Additional Services were:

- *"[Support from Bilingual/ESL Technical Assistance Center (BETAC)] Meetings might be moved further east, now and then."*
- *"[Support from Bilingual/ESL Technical Assistance Center (BETAC)] They are sometimes hard to contact – out of office at conferences frequently."*
- *"Little info from them [Support from the Office of Management Services]."*

**Additional Services**  
**2003-04 v. 2004-05 v. 2006-07**  
**Average Rating by Service**  
 (as assigned by ESBOCES component school district survey participants)



**Reasons districts do not subscribe to some Eastern Suffolk BOCES services.**

Many districts that do not subscribe to particular services stated various rationales for not subscribing. Approximately 118 reasons for not subscribing to some services were recorded.

Respondents cited reasons for not subscribing to a particular service at a greater rate than previous years. This year 172 comments referenced reasons for why certain districts do not participate in some services.

Examples of some of these categories are described as follows:

**Cost is a problem** - Akin to the 2003-04 and 2004-05 comments regarding the cost of services, some participants perceive the high cost associated with some services prohibit or deter districts from subscribing to such services. However, it is important to note that the number of participants expressing this concern decreased by 18%.

**District Questions Subscription Status** - 12 districts are unaware of, or question their subscription status for certain services they were billed. Of those participants that questioned their subscription status, two participants indicated that another private agency carries out some of the districts' service needs, while six other participants noted that their districts conduct select services on their own.

# Appendix A

## Program Comments

Approximately 505 program and service delivery related comments were provided on the 116 surveys returned by district survey participants. Every comment submitted by districts in each of the regions served by ESBOCES is recorded in this section of the report. Comments are arranged by service division and then by CoSer in alphabetical order. Most comments are from ESBOCES participants, unless otherwise noted. Individuals' names have been removed from comments and have been replaced with an underscore to signify a name was removed. In addition, comments deriving from respondents representing school districts in other BOCES are preceded by the BOCES acronym.

### Educational Services Survey Comments

#### **12-1-1 Special School (202)**

- *Little info comes to "home" school.*
- *[OB] Student graduated!*

#### **12-1-4 Special School (204)**

- *Little info comes to "home" school.*
- *Concern regarding lack of communication.*
- *Many of our NYSAA students scored at level 2. Why?*
- *Student transferred to our district & attended program.*
- *[WSB] District has a life skills class at the middle school level with similar staffing.*

#### **6-1-1 Special School (203)**

- *Little info comes to "home" school.*
- *Administration and staff were excellent, extremely professional and always there when needed.*
- *Minimally challenging curriculum, PE not always available.*
- *Concern regarding lack of communication.*
- *[WSB] No need for this service at this time.*

#### **8-1-1 Special School (205)**

- *Responsive to District needs.*
- *Parent having on-going concerns of staff changes affected positive outcomes.*
- *Little info comes to "home" school.*
- *Concern regarding lack of communication.*
- *[NB] We do not have a comment, in that the services are usually due to a hospitalization.*
- *[NB] We rate this program as good to excellent. Our only concern is that long bus ride – something that cannot be resolved.*
- *[WSB] Student returned to district.*

#### **Adaptive Physical Education (711)**

- *Needs to be more accessible & individualized for students.*
- *[WSB] District has own APE program in district.*

#### **Alternative Communication/Adaptive Devices (519)**

- *Device not working & available for one of our students.*
- *Assistive Technology evaluations are unreasonably costly.*

#### **Alternative Communications & Adaptive Equipment Evaluations (312)**

- *The quality is not an issue; it is the timeliness of the evaluations.*

**Arts-in-Education (440)**

- *A great help. Allows us to fund more arts programs, guest artists, trips to plays, concerts, museums.*
- *Service is excellent – always responsive and helpful. I wish BOCES had been able to arrange the contract with \_\_\_\_\_.*
- *Wonderful offerings for all grade levels. Key events in which we are involved. Shared Theatre through Reading for Grades K – 6, Bay St. – Grades 7 – 12, LI Philharmonic 3 – 6, NY Theatre 5 – 12 and much more.*
- *Better each year.*
- *\_\_\_\_\_ does an excellent job.*
- *Service was better than in 05 – 06.*
- *Did not participate last year.*
- *[WSB] \_\_\_\_\_ & her staff are excellent!*
- *[WSB] Utilized for one program in 2005-06 with outstanding assistance. Would like to budget to join Arts-In-Education 2008-09.*

**Assessment Services (531)**

- *Regional training was useful & well done.*
- *Well done.*
- *Staff is patient, knowledgeable, very professional.*
- *In-house mostly.*

**Audiological Services (312)**

- *Excellent.*

**Audiological/Hearing (317)**

- *We contract with an audiologist to provide this service. Have equipment in district.*
- *Great service. Some difficulty with timely scheduling.*
- *Excellent.*
- *Families dissatisfied & IEE were requested by 2 of 2 families sent.*
- *Rated 4++*

**Blind/Visually Impaired (313)**

- *\_\_\_\_\_ is very helpful & knowledgeable. He communicates well with all staff.*
- *Excellent.*

**Bowel & Bladder Training (711)**

- *[WSB] No one (students) require this in their IEP's.*

**Comprehensive Curriculum Development (531)**

- *In-house mostly.*
- *[NB] We have sent teachers to workshops & conferences on a day to day basis. Last year we sent teachers to Reading Recovery Trainers in a cross-over contract with ES BOCES & Nassau BOCES.*

**Conflict Resolution & Mediation Service (526)**

- *We use our own staff.*
- *Cancelled mid-year.*

**Cooperative Services Model (102)**

- *Excellent.*

**Counseling (711)**

- *Happy to have this service restored to elementary school.*
- *Little info comes to "home" school.*
- *We use our own.*
- *The request for counseling seems to be excessive.*

**Deaf/Hearing Impaired (317)**

- *Sometimes annual review info is not available in time for review.*
- *No substitute available.*

**Eboard (622)**

- *We Love This!*

**Employee Assistance Program (617)**

- *Excellent.*
- *We love \_\_\_\_\_ and services provided by EAP.*
- *[WSB] Not used very much by our workforce.*

**English as a Second Language (711)**

- *[WSB] No students from \_\_\_\_\_ require this at this time.*

**Enrichment Program (435)**

- *Conference for Kids is well run; interesting up-to-date topics.*
- *[NB] Keep up the service! (Long Island Science and Engineering Fair).*
- *[NB] LISEF was a good experience.*
- *[NB] No complaints.*

**Exploratory Enrichment (405)**

- *Invaluable.*
- *[WSB] \_\_\_\_\_ & her staff are excellent!*

**GED Program (312)**

- *Costs are high.*

**Hearing Impaired Services (711)**

- *We currently use this service for a student.*
- *No HI students at this time.*

**Individual Aide (711)**

- *Little info comes to "home" school.*
- *We use our own.*
- *Had to change placement for a student due to refusal to provide TA 1:1.*
- *The request for aides seems to be excessive.*
- *[WSB] Not needed at this time.*

**Instructional Materials Support Programs: Science (504)**

- *If this COSER covers Science 21 & Monroe Kits, we've had some difficulties w/ the shipping back & forth. Sci. 21 content needs adjustment.*
- *Pricey!*

**Learning Disabilities Specialist (711)**

- *Little info comes to "home" school.*
- *[WSB] Not required for current \_\_\_\_\_ students attending ESB placements.*
- *[WSB] District staff provides this service.*



**Library Services/Media (516)**

- *We are very pleased with the SLS.*
- *Good for Middle School/High School*
- \_\_\_\_\_ *is outstanding!*
- *Did not participate last year.*

**Literacy Center – Reading Recovery (531)**

- *Fine service.*

**Literacy Collaborative (531)**

- *I am very disappointed that BOCES stopped supporting Literacy Collaborative.*
- *[NB] No longer offered.*

**NYS Curriculum and Assessment Service (531)**

- *Lots of support.*
- *Would like more regional collaborative training.*

**NYS Required Data Collection & Reporting (601)**

- *Not always working!*

**Occupational Therapy (711)**

- *Use private contractors or agencies.*
- *No student.*
- *Not present at CSE and lack of information re: services & strategies.*
- *Little info comes to "home" school.*
- *We use our own.*
- *Consultants who report directly to our district administrator provide this service.*

**Physical Therapy (323)**

- *Use private contractors or agencies.*

**Physical Therapy (711)**

- *Some concerns regarding recommendations.*
- *SAA.*
- *Little info comes to "home" school.*
- *[WSB] Consultants who report directly to our district administrator provide this service.*

**Professional Dev. Mgmt. System: MyLearningPlan.com (531)**

- *Subscribed, but didn't use.*
- *First time fully utilizing the program.*
- *We are kept informed of changes and updates. Workshops are offered each year.*

**Psychiatric Consultation (515)**

- *Evaluations do take a great deal of time!*
- *Timely, excellent staff.*
- *Timeliness is a problem. \_\_\_\_\_'s reports are terrific!*
- *Process too slow at times. Little to no control over Psychiatrist's flippant editorial comments.*

**Psychological (312)**

- *Process takes too long especially bilingual evaluations which tend to put us out of compliance.*
- *Occasionally, re-evaluations are not completed in a timely fashion.*
- *[WSB] Full time district staff available.*

**Regional Professional Development (531)**

- *Excellent.*

**Regional Secondary Summer School (432)**

- *Excellent support.*
- *We offered a limited summer program in-district.*

**School Library Automation – On-Line Public Access Catalog Program**

- \_\_\_\_\_ *is outstanding!*
- \_\_\_\_\_ *'s office is well managed. All our questions are answered efficiently!*

**Secondary Career and Technical Education (101)**

- *Always well done!*
- *Very responsive and willing to work with the district.*
- *No issues at this time.*

**Special School (202)**

- *[NB] Use Nassau BOCES.*

**Speech/Language (304)**

- *For Students attending BOCES*
- *[WSB] Through Western Suffolk BOCES.*

**Speech/Language (group) (304)**

- *Contract with private agency.*
- 

**Speech/Language (individual) (304)**

- *Contract with private agencies when needed.*
- \_\_\_\_\_, *our speech therapist, is a consummate professional!*

**Speech/Language Therapy (711)**

- *Little info comes to "home:" school.*
- *Summer services were not completely available.*
- *We use our own.*
- *[WSB] Full time district staff available.*

**Stony Brook Outpatient Diagnostic Center (312)**

- *Excellent.*
- *Staff returns reports quickly, are very willing to discuss issues on the phone.*
- *Process takes too long!*
- *CODY Center – concerns regarding recommendation made by center for specific programs to be supplied by district – beyond the scope of their authority.*
- *The quality is not an issue; it is the timeliness of the evaluations.*

**Student Assistance Program (525)**

- *Outstanding! (Rated 4+++!)*
- *Students needs have declined.*
- \_\_\_\_\_ asset to \_\_\_\_\_.
- *Excellent quality.*
- *[NB] Unable to meet specification of grant requirements.*

**Summer School (848)**

- *Good support from BOCES.*
- *Very responsive to our needs.*
- *No info on program!*
- *Only available to BOCES students on an extremely limited basis.*
- *We offered a very limited summer program in lieu of hosting a BOCES summer program.*
- *We have our own program.*
- *Hrs. too short – students spend a great deal of time on bus for ½ day.*

**Transitional Support Personnel (312)**

- *Responsive to district needs.*
- *However, we need more support in this area.*

**Visually Impaired Services (711)**

- *We use this - \_\_\_\_\_?*
- *Little info comes to "home": school.*
- *[WSB] Not needed at this time.*

**Management Services Survey Comments****(SEMS) Academic Intervention Support Management (AISM Direct) (622)**

- *[OB] This is a duplication of services already provided by our local BOCES.*

**(SEMS) IEP Direct (622)**

- *Wonderful student management system.*
- *[OB] This software has helped us tremendously both in tracking and reporting.*
- *[OB] The initial transition to this program was a bit more complicated than we expected, however, the end result has been improved recordkeeping & efficiency.*
- *[WSB] Switched to direct service from Centris.*

**(SEMS) NYSE Directors (622)**

- *Excellent.*

**Capital Projects Software (601)**

- *Considering.*
- *Small district.*
- *[NB] Great service – very good support - AW.*
- *[NB] Used for Planned Project.*
- *[WSB] Excellent support services.*

**Computer Repair (521)**

- *Too expensive and takes too long.*
- *The printer repair team is very helpful.*
- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ provide excellent service.

- Staff-maintained here.
- In-house.
- Great service – helps the district.
- But very slow.
- [WSB] We have a F/T staff for tech repairs.
- [WSB] In-house staff.

#### **Daily Off-Site Data Backup (601)**

- Still need “out of geographic area” backup & storage to satisfy auditors.
- In-house.

#### **DMV 19A Bus Driver Requirements (624)**

- We do this ourselves.
- School staff certified.
- Very Good! Helped us clear up a past mess. Thank you.
- [WSB] We have a staff member to do this.
- [WSB] \_\_\_\_\_ does not have Drivers – contracted transportation.

#### **EBoard (622)**

- An A-Plus.
- BOCES has been helpful for the administration of EBoard, but it would be nice to see more user groups & help in trainings.

#### **Election Management Systems (EMS) (601)**

- Small district.
- Very responsive to needs.
- [NB] This service will soon be provided through Nassau BOCES.
- [NB] Nassau will now handle BOLD.
- [NB] We were not aware of this service.
- [NB] Now provided via Nassau BOCES.
- [NB] We have renewed for this service with Nassau BOCES.
- [NB] Nassau BOCES now offers this service.
- [NB] We are pleased with the new improvements.
- [NB] Very responsive to our needs. Provides great information on voter demographics.
- [NB] Now available through Nassau BOCES.
- [NB] Now with Nassau.
- [NB] It provides an efficient system for the District to manage its annual meeting elections and it provides valuable statistical information.
- [OB] Love this service.

#### **Finance Manager (601)**

- \_\_\_\_\_ is very knowledgeable. Sometimes it's easier to call FM than to have BOCES call them and then call us.
- Get better support from Finance manager.
- Use Infomatic.
- Challenging working thru BOCES sometimes (delays on issue, etc.) when going direct to FM is more efficient. Struggle w/ FM in terms of capabilities.

#### **General – E-Rate Application Processing (601)**

- In-house.
- Large expense for the return on the dollar.

- *Do not like Integra. We do not use BOCES for this.*
- *Outside contractor.*
- *[NB] Good service, reliable group discounts, leverages costs and all participating districts win.*
- *[NB] Good.*
- *[NB] Nassau BOCES.*
- *[NB] Needed service to obtain rebate.*
- *[NB] Pleased w/service.*
- *[NB] We do not use this service.*
- *[NB] We have renewed for this service with Nassau.*
- *[WSB] All of our interactions are with A+ Technologies.*
- *[WSB] We process our own thru an outside vendor.*
- *[WSB] E-Rate is done through Western Suffolk BOCES.*

#### **In-District Test Scoring Assessment Software (601)**

- *Need increased training in software.*
- *[WSB] If you are referring to BARS – good. But the RIC support is excellent.*
- *[WSB] BARS is wonderful.*
- *[WSB] We have BARS and we love BARS.*

#### **Intellipath (644)**

- *Reduced usage due to new phone system.*
- *VOIP System.*
- *[NB] No problems.*

#### **Internal Claims Auditor Service (611)**

- *Have claims auditor – Not required to have Internal Auditor.*
- *Do own RFP.*
- *Hired locally.*
- *[WSB] We hire an outside acct. 1 day per week.*
- *[WSB] Have full time staff.*
- *[WSB] We have our own internal claims auditor.*

#### **Internet Service (ISP) (611)**

- *When using the service, we were happy. The Technical Staff's professionalism was appreciated.*
- *Very expensive.*
- *Local provider.*
- *Administrative support has been positive. Connectivity is constant and alerting/notification is improving.*

#### **Medicaid Reimbursement Service (622)**

- *Do In-House*

#### **Model Schools (532)**

- *Often find lack of flexible options for using my accrued monies.*
- *We find the model schools services to be outstanding.*
- *Great.*
- *They have been terrific to work with! Always accommodating.*
- *A good group of educators getting the word out on new systems.*
- *Model schools remains an excellent resource. Increased programming and evolving and growing programming makes the services more appealing.*
- *It's hard to make time for teachers, but there's a lot to offer.*

- *Training has not always been great (lpaq training of a few years ago).*
- *The whole Model Schools team led by \_\_\_\_\_ is a wonderful resource. Support for districts is helpful in staff development & communication for tech.*

**Multi-Year Student Profile (601)**

- *[WSB] We can create these in district.*

**Negotiations Information Services (602)**

- *Have not used yet.*
- *Information is available everywhere and should not be billable.*
- *Great resource.*
- *Data is reported differently & is not always reliable.*
- *[WSB] Please computerize surveys so the same information does not have to be typed every year.*
- *[WSB] The information provided has been most valuable and helpful to us.*
- *[WSB] Useful survey info & search assistance.*
- *[WSB] There are some special situations that are not noted well in the compellations.*

**Nonpublic School Textbook Distribution Program (623)**

- *Very helpful staff.*
- *Parents complain about the availability of books.*
- *Nice program to work with.*
- *Well organized.*
- *[WSB] Lines too long.*
- *[WSB] Tremendous help to the district.*

**NYS Assessment Scoring @ RIC (NYSAA/NYSESLAT) (601)**

- *We'd just like to get NYSESLAT results back much sooner.*
- *Excellent staff development.*
- *We score our own NYSESLAT.*
- *Outstanding team – Thank you to \_\_\_\_\_ & \_\_\_\_\_.*
- *[WSB] Interfacing with the RIC has been positive. The staff is outstanding.*
- *[WSB] We score NYSESLAT in house & score NYSAA@WSB.*

**NYS Required Data Collection and Reporting (601)**

- *Slow a lot of down time.*
- *Excellent resource.*
- *No problems.*
- *Great communication.*
- *Staff is always helpful.*
- *Outstanding team – Thank you to \_\_\_\_\_ & \_\_\_\_\_.*
- *[WSB] Very informative CIO mtgs.*

**NYS State Education Bus Driver Requirements (624)**

- *[WSB] \_\_\_\_\_ does not have Drivers – contracted transportation.*
- *[WSB] Satisfied w/service.*

**Pentamation (601)**

- *BOCES is not used for technical support.*
- *Small district.*
- *[WSB] We use Finance Manager.*

### **Principalm (601)**

- *Service is excellent – Application is OK.*
- *BOCES and Principalm have not given us the information necessary to make this service work. They do not know if it will work with our systems or if it can work. They do not know the inner program workings.*
- *Have not had a class to use this fully yet, but will shortly.*
- *[OB] We now contract directly with Discovery software.*

### **Public Relations (609)**

- *We're very small – 9 students and 2 teachers.*
- *Small district.*
- *[WSB] Services for 2006-07 fell below our expectations – very little contact w/district – not much support.*
- *[WSB] Through Western Suffolk BOCES.*
- *[WSB] We have full time staff to do this.*

### **Purchasing/Cooperative Bidding (612)**

- *Helps our small school expedite purchases. Very important to us. Thanks!*
- *BC Graphics Printing of Curriculum Projects.*
- *Could use more bids.*
- *\_\_\_\_\_ 's office does a terrific job. They are responsive and provide a valuable service to small school districts who cannot obtain the economies of scale of larger districts.*
- *The performance in this area has been consistent, but support has seemed to improved from an IT standpoint.*
- *Could the bid awards be more in sync with the school year purchasing – re: vendors – pricing changes mid-year?*
- *Responsive to needs. Would like to see additional items available or a survey to members asking what other items we'd like to see (i.e. athletic uniforms).*
- *[NB] Would like to see a list of specific contracts/services/supplies.*
- *[WSB] Staff is very helpful and efficient.*
- *[WSB] There have been instances of over billing – specifically with Office Depot, via Vita and Circle Systems. Other bids did not meet our needs – specifically Fire Extinguisher Maintenance & Music Repairs.*
- *[WSB] Pictures w/b helpful when ordering & brand.*
- *[WSB] Outstanding service – provides good cost savings.*

### **Reading First (601)**

- *We do not use this.*

### **Regional Occupational Safety and Health (618)**

- *Responsive.*
- *\_\_\_\_\_ - great asset.*
- *We're very small – 9 students and 2 teachers.*
- *[WSB] We are now subscribing for '07-08.*

### **Safety Programs – Driver Training, Behavior Management Training and Testing (624)**

- *Towne Bus & I teach refreshers now.*
- *We do this ourselves except for the classroom training with children is exceptional.*
- *In District.*
- *[WSB] Do not subscribe for budgetary reasons. SETRC offers behavioral training.*
- *[WSB] \_\_\_\_\_ does not have Drivers – contracted transportation.*
- *[WSB] Satisfied w/service.*

**School Business Office Support (611)**

- *Need more information to consider.*
- *We're very small – 9 students and 2 teachers.*
- *Location.*
- *[WSB] We have our own F/T staff.*

**School Data Bank – Level 1 Introductory (523.1)**

- *I believe we subscribe to a higher level than Level 1.*
- *Signed up '07-08.*
- *[WSB] (PTAS) computer service provided by BOCES is user friendly and the support is excellent.*

**School Data Bank – Level 3 Full Service (523.3)**

- *Great communication – meeting informative – staff helpful.*

**School Data Bank – Level 4 Deluxe Service (523.4)**

- *The data team is outstanding and the CIO meetings are well done. We have the best RIC in NY.*

**School Dude.com (601)**

- *Small district.*
- *[WSB] Subscribe through Western Suffolk BOCES for tech. services.*

**School Food Service Management (610)**

- *Outside contractor.*
- *We're very small – 9 students and 2 teachers.*
- *No cafeteria.*
- *[WSB] We run our own program.*
- *[WSB] We have a F/T staff.*

**Shared Data Expert/Staff Developer (601)**

- *\_\_\_\_\_ Data Analyst.*
- *\_\_\_\_\_ asset to \_\_\_\_\_. Performance and support in these staffers remains exemplary.*
- *In-house.*
- *[WSB] Not sure. Considering for future.*

**SMS: BOCES/SchoolWare SUN VALLEY Student System (601)**

- *Moved to Eschool.*

**SMS: BOCES/SchoolWare SUN VALLEY Student System – Additional Services (601)**

- *Small K-8.*

**SMS: Infinite Campus Management System (601)**

- *Need to have better presence with Campus Direct in Minnesota.*
- *We're still getting adjusted to it.*
- *The team needs more help to support all Districts. The team works very hard.*
- *[OB] N/A. we are looking forward to working with Eastern Suffolk this year – had little contact in '06-07.*



**SMS: Infinite Campus Management System – Additional Services (601)**

- *New teachers need a lot of training.*
- *The team needs more help to support all districts. The team works very hard.*

**SMS: SASIxp (601)**

- *Support and training have been great.*
- *Changed to ESchool.*
- *[OB] We now contract directly with Pearson.*
- *[OB] The district continues to use this. However, it is becoming outdated. Is there a potential upgrade or alternative available?*

**SMS: SASIxp - Additional Services (601)**

- *Changed to ESchool*

**Software Training (520)**

- *Better now that it is in Patchogue.*
- *Overpriced for small districts. Training good.*
- *It's hard to transfer the learning once you get back to the building.*
- *Went to the NYSTART & Level 0 Training.*
- *In-house.*
- *[WSB] In-house services*
- *[WSB] We have a large F/T in house tech staff.*

**Step Reporting Assistance (601)**

- *No more Step – Replaced by Level 0.*
- *No problems.*
- *Very helpful with rolling over data from Step into data warehouse.*
- *Very responsive.*
- *[WSB] Outstanding assistance from all staff with testing and level 0.*
- *[WSB] Obsolete for 2007-08.*

**Student Mgmt. Svcs. (SMS) – BOCES/School Max Central – Site Student System (601)**

- *Small district.*
- *[Other] Poor response time – little technical assistance – we dropped this service.*
- *[WSB] Use an in-house system.*

**Substitute Teacher Service (628)**

- *We're very small – 9 students and 2 teachers.*
- *Not enough subs available.*
- *Location.*

**Technical Services (R003) Network Support (601)**

- *Our service from the technicians is excellent, but the BOCES surcharge is outrageous.*
- *We utilize Dynotech – they have been excellent.*
- *BOCES and certified vendor support remains excellent levels of service.*
- *In-house.*
- *In-house staff.*

**Technology Acquisition Services (514)**

- *Very slow getting PO's out to vendors.*
- *The delay in paperwork and ordering can be a significant set back but staff is helpful.*
- *10% Mgmt. fees plus incorporated training fees are too high.*

- *Support on an administrative level has been strong. Reaction time and ordering response has been quick. Several items were incorrectly ordered or omitted, but these issues were quickly resolved.*
- *In-house.*

**Test Scoring Services (601)**

- *Difficult resolving conflicts.*
- *Staff is excellent, well versed.*
- *No problems.*
- *Cluster scoring works best for East End schools; would like more specific direction & coordination.*
- *Reports should come to \_\_\_\_\_ in a more timely manner. Need a timeline of when to expect results.*
- *Staff is always terrific.*
- *Outstanding team – Thank you to \_\_\_\_\_ & \_\_\_\_\_.*
- *[WSB] Outstanding assistance from all staff with testing and level 0.*
- *[WSB] The best!*
- *[WSB] Excellent staff.*

**Transportation Service Provider – BOCES Facilities (603)**

- *Have used BOCES transportation.*
- *Too expensive.*
- *Do not use.*
- *We're very small – 9 students and 2 teachers.*
- *Response time is not satisfactory.*
- *Very helpful*
- *[NB] Good service, reliable. Provides for 1 student – no complaints.*
- *[NB] No complaints.*
- *[WSB] Excellent service at a fair price.*
- *[WSB] District contracts with Bus Companies for School year transportation. BOCES facilities are covered under contracts at no additional cost.*

**Transportation Service Provider – Gifted and Talented Summer Institute (607)**

- *Our own busses.*
- *[WSB] Private contractor.*

**Transportation Service Provider – Non-BOCES Facilities (614)**

- *Not needed.*
- *We're very small – 9 students and 2 teachers.*
- *Very helpful.*
- *[WSB] We use private contractor.*
- *[WSB] We bid for over 100 routes.*

**Transportation Service Provider – Non-Public Schools (607)**

- *Outside contractor.*
- *Needs to be more competitive pricing.*
- *Our own busses.*
- *[WSB] Private contractor.*
- *[WSB] We bid for over 100 routes.*

**Transportation Service Provider–Technical and Career Center Training/Instructional (601)**

- *We're very small – 9 students and 2 teachers.*
- *Very helpful.*
- *K-8 only.*
- *[WSB] Excellent service at a fair price.*
- *[WSB] District contracts with Bus Companies for School year transportation. BOCES facilities are covered under contracts at no additional cost.*

**Transportation Related Services (629)**

- *Not needed.*
- *In-district & local sharing w/ other districts.*
- *Fair value for service offered & convenience/cost of us having to transport between BOCES & buildings.*
- *[NB] Did not use this service.*
- *[NB] We currently have contract w/ ES BOCES.*
- *[NB] Staff is very accommodating and helpful.*
- *[WSB] Satisfied w/service.*

**Transportation Resource Center/Safety Sally (417)**

- *Safety Sally continues to be an effective method of training/teaching students bus safety.*
- *[WSB] We conduct our own trainings.*

**Regional Services Survey Comments**

**Early Literacy (Voyager Univ./First Tracks) (542)**

- *We're very small – 9 students and 2 teachers.*
- *[NB] Math Camp 1/9/07 Gr. 7 & 8.*
- *[NB] Did not use the service. We mostly use Nassau BOCES. Individual may choose to go to Eastern Suffolk BOCES workshops.*
- *[NB] Attendees did not find information was relevant to their needs.*
- *[WSB] At the present we do not utilize the service. We have consultants who work with us directly through Western Suffolk BOCES.*

**Grant Writing Services (531)**

- *We're very small – 9 students and 2 teachers.*
- *We need more help with the registration part of applying. The actual services were excellent.*

**The Parent-Child Home Program (541)**

- *We're very small – 9 students and 2 teachers.*

## Additional Services Survey Comments

### **Support from Bilingual/ESL Technical Assistance Center**

- *They are sometimes hard to contact - out of office at conferences frequently.*
- *Great resources.*
- *Didn't have any ESL students.*
- *Enrollment of 9 students.*
- *Do it in-house.*
- *Did not participate next year.*
- *Meetings might be moved further east now and then.*

### **Support from Family Education Outreach Programs (Migrant Programs, Homeless, Even Start)**

- *Very helpful; however, act more as an advocate for students as opposed to advocate for school district.*
- *No knowledge of this service.*
- *No outreach at this time.*
- *Didn't use.*
- *No response.*
- *Enrollment of 9 students.*
- *Did not participate last year.*

### **Support from Special Education Training and Resource Center (SETRC)**

- *Excellent support and workshops.*
- *Not used enough.*
- *Enrollment of 9 students.*

### **Support from the Department of Human Resources (M. Locantore)**

- *Didn't really use.*
- *Enrollment of 9 students.*
- *Did not use fully.*
- *Extremely helpful.*
- *Did not participate last year.*
- *Very responsive to inquiries, very helpful.*

### **Support from the Long Island Regional School Support Center (LIRSSC)**

- *Destination Diploma.*
- *Didn't use.*
- *Very helpful with Reading First.*
- *Enrollment of 9 students.*

### **Support from the Office of Chief Operating Officer (G. Bixhorn)**

- *Extremely helpful.*
- *Staff is always helpful.*
- *School Business function course with SUNY Stony Brook was outstanding!*
- *Responsive to district needs.*

### **Support from the Office of the District Superintendent (E. Zero)**

- *Extremely helpful.*
- *\_\_\_\_\_ is always available to respond to questions or concerns.*
- *Excellent follow-up on all issues.*
- *Staff is always helpful.*

**Support from Regional Certification Office**

- *Very helpful.*
- *I don't know what I'd do without \_\_\_\_\_ . She's always helpful even with insurmountable problems.*
- *Enrollment of 9 students.*
- *Extremely helpful.*
- *\_\_\_\_\_ is incredible!*

**Support from the Office of Educational Services (J. Davis Lutz)**

- *Extremely helpful.*
- *Didn't really use.*
- *Not used enough.*

**Support from the Office of Management Services (R. Fell/B. Salatto)**

- *Superb knowledge & feedback in a timely manner.*
- *Little info from them.*
- *Extremely helpful.*
- *Did not participate last year.*
- *Good information, timely.*

**Support from the Office of Regional Services (R. Fell)**

- *Enrollment of 9 students.*
- *Extremely helpful.*

**Value of Council of Administrators of Special Education (CASE) Participation**

- *Enrollment of 9 students.*
- *Extremely helpful.*
- *Did not participate last year.*

**Value of Curriculum Council Participation**

- *Very much appreciate your sending materials when we cannot attend & moving meetings out east.*
- *Networking and up-to-date information from SED.*
- *Enrollment of 9 students.*
- *Extremely helpful.*
- *Did not participate last year.*

# Appendix B



ESB - MANAGEMENT, REGIONAL AND ADDITIONAL SUPPORT SERVICES Co-Set Survey Evaluation Report 2006/07

Service	MANAGEMENT SERVICES										MANAGEMENT SERVICES										MANAGEMENT SERVICES										REGIONAL					ADDITIONAL SERVICES				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Accounting	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Administration	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Business Development	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Customer Services	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Finance	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Human Resources	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Information Technology	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Legal	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Marketing	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Operations	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Procurement	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Quality Assurance	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Research & Development	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Security	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Systems	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Training	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Waste Management	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
Workshops	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	



# Appendix C

## **SURVEY OF COSER SERVICES**

The CoSer Evaluation surveys sent to school district participants listed all of the services offered through the agency's divisions, however were tailored to highlight the specific services the districts subscribed to during the 2006-2007 service year. Additionally, districts received surveys only for service divisions in which they subscribed. Thus, if a district subscribed to the "Physical Therapy" service offered by Educational Services, for example, though did not subscribe to any services falling under the Management Services Division during the 2006-2007 service year, the district would not have received a survey for the latter division.

The surveys required respondents to rate the services the district subscribed to by indicating the degree of quality of each service (e.g. Excellent; Good; Fair; Poor). Respondents were also given the option of "Not applicable/Not enough information" if they felt they could not sufficiently rate a service. Finally, respondents were asked to provide comments about any of the services listed in the surveys they received, as well as other comments about the agency and its services and programs in general.

**Note that all services appearing on the surveys are not necessarily aligned with the agency's divisional structure; though reflect the layout of services listed in the Shared Services Guide.**

## **METHODOLOGY**

All percentages are, aside from those reported in the response rate, based on valid responses or those surveys that were actually returned with number ratings. Because the items were rated on a four point scale, each quality rating was assigned a number: "Excellent"=4; "Good"=3; "Fair"=2; and "Poor"=1. The "Not Applicable/Not Enough Information" choice was not assigned a number because in most instances the choice was selected due to the respondent not having direct contact with the program or he/she not being aware of the district's subscription to the service. The percentage of respondents selecting each item is shown on the CoSer Survey Results.

Also, mean scores for services that were delivered to Eastern Suffolk BOCES districts and rated by significantly fewer respondents than other services may not be considered statistically significant in relation to services that received different or similar ratings. It should be kept in mind that not all services should be directly compared by their ratings due to the large gaps between the numbers of responses to some services. The number of responses each service received was calculated and listed underneath the mean rating for each service at the top of the CoSer Survey Result worksheets.

# Appendix D

**Districts Served by Eastern Suffolk BOCES**

**Eastern Suffolk Districts**

Amagansett  
 Bay Shore  
 Bayport-Blue Point  
 Brentwood  
 Bridgehampton  
 Center Moriches  
 Central Islip  
 Comsewogue  
 Connetquot  
 East Hampton  
 East Islip  
 East Moriches  
 East Quogue  
 Eastport/South Manor  
 Fire Island  
 Fishers Island  
 Greenport  
 Hampton Bays  
 Hauppauge  
 Islip  
 Little Flower  
 Longwood  
 Mattituck-Cutchogue  
 Middle Country  
 Miller Place  
 Montauk  
 Mount Sinai  
 New Suffolk Common  
 Oysterponds  
 Patchogue-Medford  
 Port Jefferson  
 Quogue  
 Remsenburg-Speonk  
 Riverhead  
 Rocky Point  
 Sachem  
 Sag Harbor  
 Sagaponack Common  
 Sayville  
 Shelter Island  
 Shoreham-Wading River  
 South Country  
 Southampton  
 Southold  
 Springs  
 Three Village  
 Tuckahoe Common  
 Wainscott Common  
 West Islip  
 Westhampton Beach  
 William Floyd

**Western Suffolk Districts**

Amityville  
 Babylon  
 Cold Spring Harbor  
 Commack  
 Copiague  
 Deer Park  
 Elwood  
 Half Hollow Hills  
 Harborfields  
 Huntington  
 Kings Park  
 Lindenhurst  
 North Babylon  
 Northport- E. Northport  
 Smithtown  
 South Huntington  
 West Babylon  
 Wyandanch

**Nassau Districts**

Baldwin  
 Bellmore  
 Bellmore-Merrick  
 Bethpage  
 Carle Place  
 East Meadow  
 East Williston  
 Elmont  
 Farmingdale  
 Floral Park-Bellrose  
 Franklin Square  
 Freeport  
 Garden City  
 Glen Cove  
 Great Neck  
 Hempstead  
 Herricks  
 Hewlett-Woodmere  
 Hicksville  
 Island Park  
 Island Trees  
 Jericho  
 Lawrence  
 Levittown  
 Locust Valley  
 Long Beach  
 Lynbrook  
 Malverne  
 Manhasset  
 Massapequa  
 Merrick  
 Mineola  
 New Hyde Park-Garden City Park  
 North Bellmore

North Shore  
 Oceanside  
 Oyster Bay-E. Norwich  
 Plainedge  
 Plainview-Old Bethpage  
 Port Washington  
 Rockville Centre  
 Roosevelt  
 Roslyn  
 Seaford  
 Sewanhaka  
 Syosset  
 Uniondale  
 Valley Stream CHSD  
 Valley Stream #13  
 Valley Stream #30  
 Wantagh  
 West Hempstead  
 Westbury

**Other Districts**

Bethlehem  
 Brewster  
 Burnt Hills  
 Canajoharie  
 Carthage  
 Catskill  
 Chatham  
 Cohoes City  
 Duanesburg  
 East Greenbush  
 Eastchester  
 Fallsburg  
 Greater Amsterdam  
 Harrison  
 Horseheads  
 Hudson Falls  
 Madrid Waddington  
 Mahopac  
 Mohonasen  
 Mt. Vernon  
 New Paltz  
 Niskayuna  
 North Warren  
 Peekskill  
 Pelham  
 Rotterdam-Mohonasen  
 Rush-Henrietta  
 Schuylerville  
 Scotia-Glenville  
 Ticonderoga  
 Victor  
 Washingtonville  
 West Seneca  
 Yonkers

# Appendix E



District Name: DISTRICT NAME  
 School Year: 2006-07

## EDUCATIONAL SERVICES Survey

Please rate the quality of the services provided by the Educational Services Division by indicating how well the services met your district's needs during the past service year. If you did not subscribe to a service that appears on the list below, then it is not necessary to specify a rating for that service. However, we encourage you to comment about why you did not subscribe to the service.

Additionally, at the conclusion of the survey, you will find a section where you may include more general comments regarding the services provided by the Educational Services Division. The information you provide will better enable the Agency to revise and improve upon the way it serves your district.

<i>Services rendered during the 2006-2007 service year</i>	<i>Coser #</i>	<b>Classroom Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Not Enough Info.</i>
	202	<b>12-1-1 Special School</b> <div style="display: flex; justify-content: space-around; width: 100%;"> <span>4</span> <span>3</span> <span>2</span> <span>1</span> <span>NA</span> </div> Comments/Reason for not subscribing: _____ _____					
	203	<b>6-1-1 Special School</b> <div style="display: flex; justify-content: space-around; width: 100%;"> <span>4</span> <span>3</span> <span>2</span> <span>1</span> <span>NA</span> </div> Comments/Reason for not subscribing: _____ _____					
	204	<b>12-1-4 Special School</b> <div style="display: flex; justify-content: space-around; width: 100%;"> <span>4</span> <span>3</span> <span>2</span> <span>1</span> <span>NA</span> </div> Comments/Reason for not subscribing: _____ _____					
	205	<b>8-1-1 Special School</b> <div style="display: flex; justify-content: space-around; width: 100%;"> <span>4</span> <span>3</span> <span>2</span> <span>1</span> <span>NA</span> </div> Comments/Reason for not subscribing: _____ _____					

Return by 9/28/07 to: Eastern Suffolk BOCES,  
 Office of Planning and Program Improvement  
 201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	Coser #	<b>Related Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Not Enough Info.</i>
	711	Adaptive Physical Education Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	Bowel & Bladder Training Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	Counseling Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	English as a Second Language Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	Hearing Impaired Services Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	Learning Disabilities Specialist Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	Occupational Therapy Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	Physical Therapy Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772

<i>Services rendered during the 2006-2007 service year</i>	<i>Coser #</i>	<b>Related Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Not Enough Info.</i>
	711	Speech/ Language Therapy Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	Visually Impaired Services Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	711	Individual Aide Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

<i>Services rendered during the 2006-2007 service year</i>	<i>Coser #</i>	<b>Other Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Not Enough Info.</i>
	848	Summer School Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

<i>Services rendered during the 2006-2007 service year</i>	<i>Coser #</i>	<b>Evaluation Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Not Enough Info.</i>
	304	Speech/ Language Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	312	Psychological Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772



Services rendered during the 2006-2007 service year	Coser #	Evaluation Services	Excellent	Good	Fair	Poor	Not Enough Info.
	313	Vision Technology Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	317	Audiological/Hearing Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	321	Occupational Therapy Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	323	Physical Therapy Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	515	Psychiatric Consultation Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	519	Alternative Communication/ Adaptive Devices Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	Coser #	<b>Itinerant Services</b>	Excellent	Good	Fair	Poor	Not Enough Info.
	304	Speech/ Language (individual) Comments/Reason for not subscribing:	4	3	2	1	NA
	304	Speech/ Language (group) Comments/Reason for not subscribing	4	3	2	1	NA
	313	Blind/Visually Impaired Comments/Reason for not subscribing:	4	3	2	1	NA
	317	Deaf/Hearing Impaired Comments/Reason for not subscribing:	4	3	2	1	NA
	321	Occupational Therapy Comments/Reason for not subscribing:	4	3	2	1	NA
	323	Physical Therapy Comments/Reason for not subscribing:	4	3	2	1	NA
	312	Psychological Services Comments/Reason for not subscribing:	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	Coser #	<b>Support Services to District Special Ed Programs</b>	Excellent	Good	Fair	Poor	Not Enough Info.
	312	Audiological Services Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	312	Comprehensive Support Team Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	312	Consulting Teacher Services Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	312	Transitional Support Personnel Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	312	Stony Brook Outpatient Diagnostic Center Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	312	Occupational & Physical Therapy Concentrated Consultation Services Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	312	Alternative Communications & Adaptive Equipment Evaluations Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	Coser #	Support Services to District Special Ed Programs	Excellent	Good	Fair	Poor	Not Enough Info.
	312	Instructional Computer Resources for District Special Education Programs Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	312	English & Native Language Assessment Program Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Services rendered during the 2006-2007 service year	Coser #	Other Secondary Services	Excellent	Good	Fair	Poor	Not Enough Info.
	312	GED Program Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	101	Secondary Career & Technical Education Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	102	Cooperative Services Model Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	103	Special Career Education Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	Coser #	Other Secondary Services	Excellent	Good	Fair	Poor	Not Enough Info.
	105	Tech Prep Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	306	Academic Itinerant Services Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	432	Regional Secondary Summer School Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	438	Literacy & Vocational Transitional Center for Limited English Proficient Students Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	536	Business Education Partnership Program Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Services rendered during the 2006-2007 service year	Coser #	Additional Educational Services	Excellent	Good	Fair	Poor	Not Enough Info.
	440	Arts-in-Education Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	405	Exploratory Enrichment Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service yea	Coser #	<b>Staff Development Services</b>	Excellent	Good	Fair	Poor	Not Enough Info.
	531	NYS Curriculum and Assessment Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	531	In-District Professional Development Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	531	Regional Professional Development Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	531	Program Initiatives • Athletes Helping Athletes Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	531	Assessment Services Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	531	Comprehensive Curriculum Development Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	504	Instructional Materials Support Programs: Science Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	422	Junior ROTC Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	Coser #	Staff Development Services	Excellent	Good	Fair	Poor	Not Enough Info.
	445	Summer Enrichment Institutes Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	435	Enrichment Programs Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	531	Professional Dev. Mgmt System: MyLearningPlan.com Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	531	Paraprofessional – Teacher Training Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Services rendered during the 2006-2007 service year	Coser #	Other Services	Excellent	Good	Fair	Poor	Not Enough Info.
	508	School Library Automation- On-Line Public Access Catalog Program Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	516	Library Services/Media Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

Return by 9/28/07 to: Eastern Suffolk BOCES,  
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201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	Coser #	Other Services	Excellent	Good	Fair	Poor	Not Enough Info.
	531	Literacy Center - Reading Recovery Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	531	Literacy Collaborative Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	617	Employee Assistance Program Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	525	Student Assistance Service Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA
	526	Conflict Resolution & Mediation Service Comments/Reason for not subscribing: _____ _____	4	3	2	1	NA

## QUESTIONS

What additional services that are not already offered by the Educational Services Division would be beneficial to your district's needs?

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Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772



Please use this section to make general comments about the Educational Services Divisions' programs, or include any suggestions for improvement.

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*Please indicate the contact information for each person who completed this survey.*

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

***Thank you for taking the time to complete this survey for 2006/07.***

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement  
201 Sunrise Highway, Patchogue, New York 11772



District Name: DISTRICT NAME  
 School Year: 2006-07

## MANAGEMENT SERVICES Survey

Please rate the quality of the services provided by the Management Services Division by indicating how well the services met your district's needs during the past service year. If you did not subscribe to a service that appears on the list below, then it is not necessary to specify a rating for that service. However, we encourage you to comment about why you did not subscribe to the service.

Additionally, at the conclusion of the survey, you will find a section where you may include more general comments regarding the services provided by the Management Services Division. The information you provide will better enable the Agency to revise and improve upon the way it serves your district.

Services rendered during the 2006-07 service year	Coser #	<b>Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
	612	<b>Cooperative Purchasing</b> Comments/Reason for not subscribing: _____ _____	4	3	2	1
	611	<b>Internal Claims Auditor Service</b> Comments/Reason for not subscribing: _____ _____	4	3	2	1
	602	<b>Negotiations Information Services (NIS)</b> Comments/Reason for not subscribing: _____ _____	4	3	2	1
	623	<b>Nonpublic School Textbook Distribution Program</b> Comments/Reason for not subscribing: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
 Office of Planning and Program Improvement,  
 201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-07 service year	Coser #	<b>Services</b>	Excellent	Good	Fair	Poor
	609	Public Relations Comments/Reason for not subscribing: _____ _____	4	3	2	1
	618	Regional Occupational Safety & Health (ROSH) Comments/Reason for not subscribing: _____ _____	4	3	2	1
	611	School Business Office Support Comments/Reason for not subscribing: _____ _____	4	3	2	1
	610	School Food Service Management Comments/Reason for not subscribing: _____ _____	4	3	2	1
	628	Substitute Teacher Service Comments/Reason for not subscribing: _____ _____	4	3	2	1
	603	Transportation Service Provider - BOCES Facilities Comments/Reason for not subscribing: _____ _____	4	3	2	1
	614	Transportation Service Provider - Non-BOCES Facilities Comments/Reason for not subscribing: _____ _____	4	3	2	1
	604	Transportation Service Provider - Technical & Career Center Training/Instructional Comments/Reason for not subscribing: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-07 service year	Coser #	<b>Services</b>	Excellent	Good	Fair	Poor
	607	Transportation Service Provider - Gifted and Talented Summer Institute Comments/Reason for not subscribing: _____ _____	4	3	2	1
	607	Transportation Service Provider - Non-Public Schools Comments/Reason for not subscribing: _____ _____	4	3	2	1
	417	Transportation Resource Center/Safety Sally Comments/Reason for not subscribing: _____ _____	4	3	2	1
	624	NYS State Education Bus Driver Requirements Comments/Reason for not subscribing: _____ _____	4	3	2	1
	624	DMV 19A Bus Driver Requirements Comments/Reason for not subscribing: _____ _____	4	3	2	1
	624	Safety Programs - Driver Training, Behavior Management Training and Testing Comments/Reason for not subscribing: _____ _____	4	3	2	1
	629	Transportation Related Services Comments/Reason for not subscribing: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
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Services rendered during the 2006-07 service year	Coser #	<b>RIC Services</b>	Excellent	Good	Fair	Poor
	520	Software Training Comments/Reason for not subscribing: _____ _____	4	3	2	1
	521	Computer Repair Comments/Reason for not subscribing: _____ _____	4	3	2	1
	523	School Data Bank – Level 1 Introductory(523.1) Comments/Reason for not subscribing: _____ _____	4	3	2	1
	523	School Data Bank – Level 2 Basic Service(523.2) Comments/Reason for not subscribing: _____ _____	4	3	2	1
	523	School Data Bank – Level 3 Full Service(523.3) Comments/Reason for not subscribing: _____ _____	4	3	2	1
	523	School Data Bank – Level 4 Deluxe Service(523.4) Comments/Reason for not subscribing: _____ _____	4	3	2	1
	514	Technology Acquisition Services Comments/Reason for not subscribing: _____ _____	4	3	2	1
	514	Internet Service (ISP) Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	General – E-Rate Application Processing Comments/Reason for not subscribing: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-07 service year	Coser #	<b>RIC Services</b>	Excellent	Good	Fair	Poor
	601	Technical Services(R003) Network Support Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Finance Manager Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Daily Off-Site Data Backup Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Capital Projects Software Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Pentamation Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Election Management Systems (EMS) Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	School Dude.com Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Student Mgmt. Svcs. (SMS)-BOCES/ School Max Central-Site Student System Comments/Reason for not subscribing: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-07 service year	Coser #	<b>RIC Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
	601	SMS: BOCES/School Max- Additional Services Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	SMS: BOCES/SchoolWare SUN VALLEY Student System Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	SMS: BOCES/SchoolWare SUN VALLEY Student System- Additional Services Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	SMS: Infinite Campus Management System Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	SMS: Infinite Campus Management. Services - Additional Services Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	SMS: SASlxp Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	SMS: SASlxp - Additional Services Comments/Reason for not subscribing: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-07 service year	Coser #	<b>RIC Services</b>	Excellent	Good	Fair	Poor
	601	Step Reporting Assistance Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Principalm Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Test Scoring Service Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Multi-Year Student Profile Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	In-District Test Scoring Assessment Software Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	NYS Required Data Collection and Reporting Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	NYS Assessment Scoring @ RIC (NYSAA/NYSESLAT) Comments/Reason for not subscribing: _____ _____	4	3	2	1
	601	Shared Data Expert/Staff Developer Comments/Reason for not subscribing: _____ _____	4	3	2	1

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201 Sunrise Highway, Patchogue, New York 11772



Services rendered during the 2006-07 service year	Coser #	<b>RIC Services</b>	Excellent	Good	Fair	Poor
	601	Reading First Comments/Reason for not subscribing: _____ _____	4	3	2	1
	622	Medicaid Reimbursement Service Comments/Reason for not subscribing: _____ _____	4	3	2	1
	622	eBoard Comments/Reason for not subscribing: _____ _____	4	3	2	1
	622	Special Ed. Mgmt. Services (SEMS) Part 200 Management Comments/Reason for not subscribing: _____ _____	4	3	2	1
	622	(SEMS) Clear Track 200 Comments/Reason for not subscribing: _____ _____	4	3	2	1
	622	(SEMS) IEP Direct Comments/Reason for not subscribing: _____ _____	4	3	2	1
	622	(SEMS) NYSE Directors Comments/Reason for not subscribing: _____ _____	4	3	2	1
	622	(SEMS) Guidance Direct Comments/Reason for not subscribing: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
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201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-07 service year	Coser #	<b>RIC Services</b>	Excellent	Good	Fair	Poor
	622	(SEMS) Academic Intervention Support Management (AISM Direct) Comments/Reason for not subscribing:  	4	3	2	1
	532	Model Schools Comments/Reason for not subscribing:  	4	3	2	1
	532	Rosetel Service Comments/Reason for not subscribing:  	4	3	2	1
	444	Distance Learning Comments/Reason for not subscribing:  	4	3	2	1
	644	Intellipath Comments/Reason for not subscribing:  	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
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201 Sunrise Highway, Patchogue, New York 11772

## Questions

What additional services that are not already offered by the Management Services Division would be beneficial to your district's needs?

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Please use this section to make general comments about the Management Services Divisions' programs, or include any suggestions for improvement.

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*Please indicate the contact information for each person who completed this survey.*

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

***Thank you for taking the time to complete this survey for 2006-07.***

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772



District Name: DISTRICT NAME  
 School Year: 2006-2007

## REGIONAL SERVICES Survey

Please rate the quality of the services provided by the Regional Services Division by indicating how well the services met your district's needs during the past service year. If you did not subscribe to a service that appears on the list below, then it is not necessary to specify a rating for that service. However, we encourage you to comment about why you did not subscribe to the service.

Additionally, at the conclusion of the survey, you will find a section where you may include more general comments regarding the services provided by the Regional Services Division. The information you provide will better enable the Agency to revise and improve upon the way it serves your district.

Services rendered during the 2006-2007 service year	Coser #	<b>Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
	531	Grant Writing Services Comments/Reason for not subscribing: _____ _____	4	3	2	1
	542	The Parent-Child Home Program Comments/Reason for not subscribing: _____ _____	4	3	2	1
	541	Early Literacy (Voyager Univ./First Tracks) Comments/Reason for not subscribing: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772

## Questions

What additional services that are not already offered by the Regional Services Division would be beneficial to your district's needs?

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Please use this section to make general comments about the Regional Services Divisions' programs, or include any suggestions for improvement.

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*Please indicate the contact information for each person who completed this survey.*

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

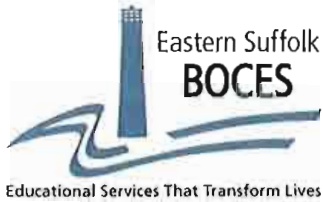
Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

***Thank you for taking the time to complete this survey for 2006-07.***

Return by 9/28/07 to: Eastern Suffolk BOCES,  
Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772



District Name: ESB Districts Only  
 School Year: 2006-2007

## ADDITIONAL SUPPORT SERVICES Survey

Please rate the quality of Eastern Suffolk BOCES assistance that is offered by Administrative Staff rather than coser by indicating how well the assistance has met your district's needs during the past service year. If you did not seek the assistance of an office that appears on the list below, then it is not necessary to specify a rating.

Additionally, at the conclusion of the survey, you will find a section where you may include more general comments regarding other support services and programs. The information you provide will better enable the Agency to revise and improve upon the way it serves your district.

Services rendered during the 2006-2007 service year	<b>Additional Support Services</b>	Excellent	Good	Fair	Poor
√	Support from the Office of the District Superintendent (E. Zero) Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from the Office of Chief Operating Officer (G. Bixhorn) Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from the Office of Educational Services (J. Davis Lutz) Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from the Office of Management Services (R. Fell/B. Salatto) Comments/Reason for not participating: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES, Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	<b>Additional Support Services</b>	Excellent	Good	Fair	Poor
√	Support from the Office of Regional Services (R. Fell) Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from the Department Of Human Resources (M. Locantore) Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from the Regional Certification Office Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from Bilingual/ ESL Technical Assistance Center (BETAC) Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from the Long Island Regional School Support Center (LIRSSC) Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from Special Education Training and Resource Center (SETRC) Comments/Reason for not participating: _____ _____	4	3	2	1
√	Support from Family Education Outreach Programs (Migrant Programs, Homeless, Even Start) Comments/Reason for not participating: _____ _____	4	3	2	1

Return by 9/28/07 to: Eastern Suffolk BOCES, Office of Planning and Program Improvement, 201 Sunrise Highway, Patchogue, New York 11772

Services rendered during the 2006-2007 service year	<b>Additional Support Services</b>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
√	Value of Curriculum Council Participation Comments/Reason for not participating <hr/> <hr/>	4	3	2	1
√	Value of Council of Administrators of Special Education (CASE) Participation Comments/Reason for not participating: <hr/> <hr/>	4	3	2	1

**QUESTIONS**

What additional services would be beneficial to your district's needs?

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Please use this section to make general comments about the services, or include any suggestions for improvement.

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Return by 9/28/07 to: Eastern Suffolk BOCES, Office of Planning and Program Improvement, 201 Sunrise Highway, Patchogue, New York 11772



*Please indicate the contact information for each person who completed this survey.*

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

***Thank you for taking the time to complete this survey for 2006-07.***

Return by 9/28/07 to: Eastern Suffolk BOCES, Office of Planning and Program Improvement,  
201 Sunrise Highway, Patchogue, New York 11772

## **SECTION B: Self-Assessment of Meeting the Middle States Standards of Accreditation**

- Introduction on Self-Assessment
- Middle States Standards Survey Evaluations 2008  
(Internal Staff, Students, and Parents)
- Chart Comparing Major Staff Concerns of All Three Studies  
(2000, 2005, 2008)
- *HIGHLIGHTS* newsletter, May 2008  
Page 3 references results of survey
- June 2008 Memo to Staff, Parents, Students
  - Memo to Staff (distributed 6/08 with payroll)
  - Memo to Parents (includes note on bottom to request Spanish version)
- Brochure "Middle States Standards Survey Results 2008"
  - English version
  - Spanish version (only supplied upon request)
- Website page with link



## **Eastern Suffolk BOCES**

### **Self-Assessment of Meeting the Middle States Standards for Accreditation**

In February 2008, ESBOCES stakeholders were surveyed to see how well Eastern Suffolk BOCES meets the Standards for Accreditation. The results were compiled in the *Middle States Standards Survey Evaluations, Internal Staff, Students, and Parents, 2008* report. The findings show that each of the 10 standards has been met; however, some of the standards have had recurring issues that need to be addressed. When comparing the major staff concerns from the 2000, 2005 and 2008 surveys, regarding agency performance as it relates to Agency-wide Middle States Standards, *Financial, Physical, and Human Resources*, as well as, *Business Practices*, were the two major issues that consistently required more attention. Below is a summary of how well we achieved meeting each of the Standards in the 2008 survey.

#### **Standard 1: Philosophy/Mission/Beliefs/Objectives**

The majority of the parents (79.5%) who responded to the survey agreed or strongly agreed that the school's philosophy and mission are understandable and widely publicized (pg. 48). The majority of the staff (68.8%) and the students (78.5%) who responded to the survey agreed or strongly agreed that the stakeholders understand and participate in the development of Eastern Suffolk BOCES philosophy/mission, beliefs and goals (pg. 12 and pg. 29). A large percentage (84.3%) of staff agreed or strongly agreed that the agency's mission, beliefs, and goals are appropriate for the groups served, prominently displayed, and periodically reviewed (pg. 13).

#### **Standard 2: Governance and Constituent Relations**

The majority of the staff (78.3%) who responded to the survey agreed or strongly agreed that the agency's Board, staff and constituents work in partnership to assure the integrity, quality and usefulness of Eastern Suffolk BOCES programs and services (pg. 13). Most of the students (72.2%) who responded to the survey agreed or strongly agreed that the administration (Principal, Assistant Principal, Head of School, Director) provide effective leadership to the school (pg. 30). The majority of the ESBOCES parents (90.8%) who responded to the survey, agreed or strongly agreed that the administration and staff act ethically, fairly and equitably in dealing with parents and students (pg. 49). The majority of the ESBOCES parents (83.2%) responded that the staff maintains constructive relations with component districts, parents and students in the interest of serving the needs of the students (pg. 49), while 67.9% of the parents responded positively to the question of whether BOCES provides support to component districts in carrying out state programs (pg. 50).

#### **Standard 3: Leadership and Planning**

The majority of ESBOCES staff (72.5%) who responded to the survey agreed or strongly agreed that the Board focuses its activities on policy development, planning, and assessing the service agency's performance as well as that of the agency leadership (pg. 14). The majority of the staff (69.7%) also agreed or strongly agreed that the District Superintendent provides a productive work environment, timely and open communication, and the leadership necessary to plan both

day-to-day functions and the long-term functions of the agency (pg. 14). Of the staff that responded to the survey, 86.3% agreed or strongly agreed that the focus of the agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients (pg. 15).

#### **Standard 4: Resources**

The majority of ESBOCES staff (57%) who responded to the survey agreed or strongly agreed that the financial, physical and human resources are sufficient to contribute to the fulfillment of the mission and objectives of the agency (pg. 15). Many of the staff (59.9%) agreed or strongly agreed that adequate financial resources are available to support the educational program and that ESBOCES buildings are safe and secure and sufficiently maintained (pg. 16). More than half (56.1%) of the staff who responded to the survey agreed or strongly agreed that ESBOCES learning materials, technology and equipment are up-to-date and accessible to students and staff (pg. 16), while 58.5% agreed or strongly agreed that the agency's materials, technology and equipment are appropriate, current, functional and well-maintained (pg. 21). The majority of the students (68.9%) who responded to the survey agreed or strongly agreed that the school building, grounds, furniture and equipment are clean and well-maintained (pg. 32), while 78.7% of the students who responded agreed or strongly agreed that the school offers adequate space for safe entry, exit, and traffic flow within the building (pg. 33). Most students (76.4%) responded that they feel safe in their school (pg. 35), while 75.2% stated that the school has a plan to deal with emergencies, accidents and illnesses (pg. 36). The majority of ESBOCES students (54.1%) agreed or strongly agreed that the school provides them with adequate library/media services (pg. 40), while 68.5% felt that the technology resources are well-maintained and up-to-date (pg. 41). Most parents (87.6%) who responded stated that all school grounds, buildings, furnishings and equipment provide for the health, safety and security of students (pg. 52), while 71.3% of the parents responded that a variety of spaces are provided for high quality programs and services and for the integration of special needs populations (pg. 53). The majority of the parents (79.7%) who responded stated that BOCES provides up-to-date instructional materials that are accessible to students (pg. 53).

#### **Standard 5: Business Practices**

Many of the ESBOCES staff (47.1%) agreed or strongly agreed that fiscal resources are effectively allocated to accomplish the agency's mission and goals (pg. 17), while over half of the staff (53.1%) who responded felt ESBOCES business practices promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles (pg. 17). While only 34.4% of staff who responded felt that ESBOCES stakeholders have the opportunities to provide input into financial plans and levels of income and expenditures (pg. 18), 74.7% felt that ESBOCES delivers cost-effective programs and services that contribute to the educational health of the local community (pg. 18). The majority of staff (70.1%) who responded to the survey expressed that ESBOCES programs are aligned with the standards for appropriated state, local and school district requirements and are supported by adequate record-keeping and good communication (pg. 21). While 73% of ESBOCES students who responded to the survey stated that the school facility offers adequate space and equipment for high quality student programs (pg. 32), 60.7% agreed or strongly agreed that adequate financial resources are available to support the educational program (pg. 33). The majority of parents (82.5%) who responded to the survey stated that the staff ensures that all information relating to BOCES programs, services and resources are clear, accurate and current (pg. 54).

### **Standard 6: Organization and Administration**

The majority of ESBOCES staff (80.2%) agreed or strongly agreed that administrative, instructional, and support staff are qualified, competent, sufficient in number and essential for the agency's success (pg. 19), while 72.6% felt the agency's relationship among staff and administration sustain the dynamic nature of the organization (pg. 19). Most of ESBOCES staff (68.9%) who responded to the survey expressed that ESBOCES instructional programs reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy (pg. 20). Most ESBOCES students (86.4%) who responded to the survey agreed or strongly agreed that their teachers are qualified and competent (pg. 34), while 86.3% of the students stated that their teachers create a productive learning environment for students (pg. 34). Many of ESBOCES students (78.6%) stated that their school has an adequate number of teachers and staff members (pg. 35). The majority of ESBOCES parents (85.6%) who responded to the survey agreed or strongly agreed that staff members possess the qualifications of education, preparation, experience and commitment which contribute to excellent service (pg. 54), while 85.4% stated that the school provides top-quality instructional programs, instructional services, and support services (pg. 55). Most of the ESBOCES parents (83.6%) felt that the staff works cooperatively to help to attain the BOCES mission and objectives (pg. 55).

### **Standard 7: Instructional Programs and Services**

The majority of ESBOCES staff (65.3%) who responded to the survey agreed or strongly agreed that the agency's curriculum, at all levels, is defined in scope and sequence and is consistent with the agency's stated purpose (pg. 20). Most of the students (77.6%) who responded to the survey expressed that the school has a written code of student conduct that supports the learning environment (pg. 36), while 74.3% of the students stated that ESBOCES instructional programs reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy (pg. 37). Many students (75.1%) agreed or strongly agreed that the instructional materials and resources are up-to-date and readily available to students (pg. 37), while 77.7% felt that the curriculum meets the educational needs of students at all levels (high performing students, special education, etc.) (pg. 38). Several students (70%) expressed that in general, students at their schools are achieving at acceptable levels (pg. 38), while 81.2% of ESBOCES parents agreed or strongly agreed that admission and placement procedures are well-defined, well-administered, and do not promote bias or inequity (pg. 56). Most of the parents (80.8%) who responded to the survey agreed or strongly agreed that procedures include evaluation, counseling, and the development of productive relationships with students, parents, and component districts (pg. 56), while 75.9% of the parents felt that student records are complete and well-maintained (pg. 57). Many parents (80.7%) concurred that academic credit, grade placement, academic recognition and testaments to academic competence are practiced (pg. 57), while 83.7% of parents felt that consideration is given to the varying levels of ability of students and instructional programs are designed to meet student needs (pg. 58). The majority of parents (68.4%) agreed or strongly agreed that communication with component districts regarding students' progress and needs is regular, productive and meaningful (pg. 58). Most parents (85.6%) felt that the educational program, agency policies and/or procedures and other pertinent information relating to the student are available in printed form to students and parents (pg. 59), while 80.8% of parents established that evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program (pg. 59).

### **Standard 8: Support Services**

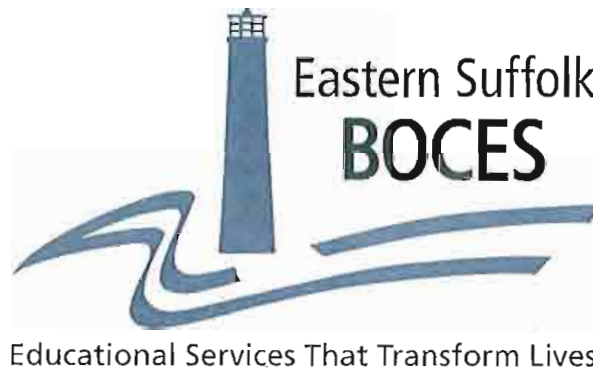
The majority of ESBOCES staff (88%) agreed or strongly agreed that the agency is designed to deliver a broad array of instructional, management, staff development and technical support services to its clients (pg. 22), while 76.9% of the staff stated that services are delivered in such a manner that component districts, Agency staff, students and parents can effectively use the services offered (pg. 22). Many staff members (59.3%) indicated that the agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services (pg. 23). The majority of staff (56.4%) and parents (62.4%) felt communication with component districts about support services is regular, productive, and meaningful (pg. 23 and pg. 61). The majority of ESBOCES students (77.3%) conveyed that counselors, administrators, teachers and other staff members provide them with guidance and support (pg. 40).

### **Standard 9: Results/Outcomes**

The majority of ESBOCES staff (56%) agreed or strongly agreed that ESBOCES looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance results for support services, customer satisfaction, follow-up surveys of graduates and cost effectiveness of programs (pg. 24). Many staff members (60.8%) felt that results are used to develop strategies for improving services and program quality (pg. 24). The majority of ESBOCES students (79.2%) responded that teachers accept responsibility for student learning (pg. 39), while 77.8% of students stated that they receive regular communication from their teachers about how they are doing (pg. 39). The majority of ESBOCES parents (82.1%) agreed or strongly agreed that the school and programs utilize appropriate and varied methods to assess student learning and performance (pg. 61), while 69.2% of parents felt that assessment results are actively used to develop strategies for improving programs and services (pg. 62). Many parents (74.3%) indicated that all staff, Board members and other appropriate personnel commit to, participate in and share in the accountability for student learning and quality programs and services (pg. 62), while 79.2% of parents concurred that BOCES is engaged in a continuous improvement process that focuses on improved student learning and the provision of quality programs and services (pg. 63). Most parents (61.4%) felt that a monitoring system is in place to provide current and longitudinal data on student performance and other outcomes (pg. 63).

### **Standard 10: Human Resources Development**

The majority of ESBOCES staff (68.3%) agreed or strongly agreed that ESBOCES human resources development emulates the agency's mission and belief statements (pg. 25), while 82.8% of staff members felt that ESBOCES on-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students (pg. 25). Many ESBOCES students (77.4%) felt that there seems to be a good relationship among the teachers, staff, and administration (pg. 41), while 79.3% of students stated that their teachers seem to have reasonable work loads and acceptable working conditions (pg. 42). Most students (82.6%) concurred that their teachers seem to be happy in their jobs (pg. 42), while 83.7% of ESBOCES parents felt that there is evidence of good general morale among all segments of the school staff (pg. 64).



**Middle States Standards  
Survey Evaluations  
Internal Staff, Students, and Parents  
2008**

Prepared by:  
Eastern Suffolk BOCES  
Office of Planning and Program Improvement  
Final Report - April 2008

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## MIDDLE STATES 2008 INTERNAL STAFF, STUDENT AND PARENT SURVEYS EXECUTIVE SUMMARY

Eastern Suffolk BOCES (ESBOCES) was awarded agency level Middle States Accreditation by the Middle States Association of Colleges and Schools in 2000 upon establishing an agency wide strategic plan and evaluation process based on Accreditation For Growth (AFG) criteria and ESBOCES mission and vision. The agency plan sets forth clear goals and strategies for providing quality, cost-effective instructional programs and shared services to Long Island's diverse community of lifelong learners, both children and adults.

In order to begin assessing the perceived effects of the AFG process and the ongoing strategic planning taking place throughout every sector of the agency, the ESBOCES Office of Planning and Program Improvement conducted agency-wide surveys of our status on the 10 Middle States Agency-wide Standards. The Internal Staff, Student and Parent surveys are one measure of the progress the agency has made towards attaining its goals and meeting the expectations of the Middle States Standards and Indicators. The surveys were sent to staff, students and parents of the students enrolled in our programs.

The 27 survey items on each of the Internal Staff and Student surveys, as well as the 32 survey items on the Parent survey, were drawn from the Middle States Association's 10 accreditation standards for service agencies listed below. These standards are similar to the twelve standards Middle States has established for ESBOCES accredited service sites, though focus on the agency as a whole. They are summarized below. See Appendix for full version of "Middle States Association of Colleges and Schools Accreditation Standards for Educational Service Agencies."

- 1) The agency's stakeholders understand and participate in the **philosophy, mission and beliefs** of the agency.
- 2) The agency's **governance and constituent relations** work in partnership to ensure integrity and effectiveness.
- 3) The agency has effective **leadership and planning**.
- 4) Financial, physical and human **resources** are sufficient to contribute to the fulfillment of the agency's mission.
- 5) The agency's **business practices** promote confidence throughout the organization.
- 6) The agency's **organization and administration** sustain the dynamic nature of the organization.
- 7) The agency's **instructional programs and services** reflect a balance between carefully planned curriculum programs and effective instructional pedagogy.
- 8) The agency's **support services** are designed to deliver a broad array of instructional, management, staff development, and technical support to its clients.
- 9) The agency looks at **results and outcomes** in assessing its effectiveness in areas such as student performance, performance results for support services, customer satisfaction, cost effectiveness of programs, etc.
- 10) The agency's **Human Resources Development** emulates the agency's mission and belief statements.

### Internal Staff Survey

Of the 2,171 Internal Staff surveys distributed to every staff member within each of the Eastern Suffolk BOCES buildings via the building administrators, 767 staff members (35%), representing 41 different building location/programs throughout the agency chose to participate in the 28 question survey (27 rated items and 1 comments section – ( Comments are available upon request )). The building administrators were notified of the importance of this survey and were instrumental in getting a good turnout of staff. The surveys were anonymous, with only a designation of the building location and the employee job code. Participants received the survey in mid-February and were requested to return it within a two week period via interoffice mail to the Office of Planning and Program Improvement for scanning and analysis.

### **Participation Rate**

#### **By Job Category:**

Administrative Council	11
Administrative/Managerial	41
Custodial Services	4
Data Processing/Technical Support	17
Educator (includes: social workers, psychologists, counselors)	292
Health Personnel (includes: nurses, occupational & physical therapists)	32
Teacher Aide	165
Teaching Assistant/Sign Language Interpreter	76
Teacher Integration Specialist/Staff Developers/Shared Data Experts	15
Office Clerical/Secretary	96
Other/Not Specified	18
<b>Total</b>	<b>767</b>

#### **By Building Location/Program:**

Bellport Academic Center (BAC)	28
Bellport Academic Center included sites (BAC included sites)	8
Brookhaven Academic Center (BRAC)	46
Brookhaven Academic Center – Transitional Services Program (BRAC-TSP)	13
Brookhaven Technical Center (BTC)	23
Centereach Academic Center (CAC) & Outreach	9
Colin Drive/ISC	5
Employee/Student Support Services	16
East Moriches Learning Center	2
Islip Academic Center (IAC)	16
Islip Academic Center @ Islip Career Center (IAC@ICC)	12
Islip Career Center (ICC)	56
Itinerant	23
Jefferson Academic Center (JAC)	16
Jefferson Academic Center included sites (JAC included sites)	5
Jail Ed.	7
James Hines Administration Building (HAC)	61
Masera Learning Center (MLC)	21
Masera Learning Center included sites (MLC included sites)	0
Edward J. Milliken Technical Center (MTC)	17
North Country Learning Center (NCLC)	37
North Country Learning Center included sites (NCLC included sites)	23
NYIT, CI Campus	8
Premm Learning Center (PLC)	82

Premm Learning Center included sites (PLC included sites)	17
Raymond DeFeo Bldg.	5
Roanoke House	5
Sayville Learning Center (SLC)	23
Sayville Learning Center included sites (SLC included sites)	1
School Library System Bellport	5
Sherwood/ISC	62
Stony Brook Hospital Program	4
Suffolk Aviation	5
William Floyd Learning Center (WFLC)	12
Westhampton Beach Learning Center (WHBLC)	34
Westhampton Beach Learning Center included sites (WHBLC included sites)	8
H.B. Ward Technical and Academic Center (WTAC)/Phoenix House	44
District Wide (J. Hark)	2
Textbook Program	1
Adult Education Program	1
N/A (or did not specify a site/program)	4
<b>Total</b>	<b>767</b>

### Internal Staff Survey Findings

- 767 ESBOCES internal staff participated in the evaluation.
- 25 of the 27 survey items received positive responses. At least 53% of the participants “agreed” or “strongly agreed” with each of these items. The standards in which ESBOCES staff most highly agreed (80.2% - 88.0%) include the following standards\*: (1. Philosophy/Mission/Beliefs/Objectives, 3. Leadership and Planning, 6. Organization and Administration, 8. Support Services, 10. Human Resources Development) and their related indicators below:
  - The Agency provides a comprehensive and appropriate set of instructional, management, and technical support services and staff development programs to meet the needs of its component districts. (8a)
  - Agency improvement plans place major focus on student achievement and performance as well as administrative functions, staff training, and other support functions provided to component districts. (3i)
  - The Agency’s philosophy/mission/beliefs and educational goals/objectives are appropriate for the component districts served, students enrolled, and communities served. (1f)
  - The Agency’s philosophy/mission/beliefs and educational goals/objectives are prominently and accurately cited in the Agency, the schools it operates, and in all Agency literature. (1g)
  - The Agency’s philosophy/mission/beliefs and educational goals/objectives are periodically reviewed to ensure that the statements are appropriate to the needs of the districts and students served. (1h)
  - Agency leadership supports a comprehensive and ongoing program of staff development for professional and support staff that encourages professional growth and job-specific training. (10d)
  - The Agency has an administrative, instructional, and support staff that is sufficient in number, qualified, and competent to meet the mission and objectives of the Agency. Staff members possess the qualifications of education, preparation, experience, and commitment that contribute to excellent service and the provision of top-quality instructional programs, instructional services, and support services. (6b)

- The standards in which ESBOCES staff most "highly disagreed" (30.4% - 36.3%) include the following standards\* (4. Resources, 5. Business Practices) and their related indicators below:
  - Schools and programs operated by the Agency provide up-to-date learning media services and technology resources that are current, adequate, and accessible. Such resources support the total educational program and encourage students and staff to broaden and extend the range of learning. (4g)
  - All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency provide for the health, safety, and security of students and staff and meet all code requirements for safe access and egress. (4b)
  - Schools and programs operated by the Agency have up-to-date instructional materials, learning media services and technology that are appropriately supported through adequate funds provided in an annual budget. (4i)
  - All resources (human, technological, and material) employed by the Agency contribute to the fulfillment of the Agency Philosophy/Mission/Beliefs/Objectives, to the provision of high quality services, and to the achievement of desired student learning outcomes. (4a)
  - Financial resources to attain the Agency's mission and objectives are available and utilized. (5c)
  
- Several questions received a high response rate of "Don't Know or Does Not Apply". It is recommended that the agency establish ways to increase staff communication and awareness. The standards in which ESBOCES staff most highly gave this response (30% - 39%) include the following standards\* (5. Business Practices, 8. Support Services, 9. Results/Outcomes) and their related indicators below:
  - Agency staff participates in the determination and development of the annual budget. (5d)
  - Progress in the following areas is regularly evaluated and accurately interpreted and reported in an understandable manner.
    - student learning and performance
    - performance results for support services
    - customer satisfaction of component districts
    - follow-up surveys of graduates (9c)
  - Communication with component districts about support services is regular, productive, and meaningful. (8d)
  - The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services. (8c)
  - Assessment results are actively used to develop strategies for improving programs and services. (9e)
  
- The questions that received an average response (a rate at neither extreme on the scale) refer to the remaining Middle States Standards\* which include: (2. Governance and Constituent Relations, 7. Instructional Programs and Services).

### Student Survey

Of the 3,525 Student surveys sent out, 2,333 (66%) students, representing the 16 selected middle/high school program sites throughout the agency, chose to or were capable of participating in the 28 question survey (27 rated items and 1 comments section (Comments are available upon request)). Participants received the survey in mid-February and were required to return it within a two week period to the Office of Planning and Program Improvement for scanning and analysis.

#### **Participation Rate (number of participants by Building/Site)**

Bellport Academic Center (BAC)	57
Bellport Academic Center included sites (BAC incl. sites)	27
Brookhaven Academic Center (BRAC)	55
Brookhaven Academic Center – Transitional Services Program (BRAC – TSP)	54
Brookhaven Technical Center (BTC)	726
Centereach Academic Center & Outreach (CAC & Outreach)	44
Islip Academic Center (IAC)	43
Islip Academic Center @ Islip Career Center (IAC@ICC)	19
Islip Career Center (ICC)	269
Jefferson Academic Center (JAC)	53
Jefferson Academic Center included sites (JAC included sites)	22
Edward J. Milliken Technical Center (MTC)	547
Suffolk Aviation	73
Westhampton Beach Learning Center (WHBLC)	16
Westhampton Beach Learning Center included sites (WHBLC included sites)	1
Harry B. Ward Technical and Academic Center (WTAC)/Phoenix House	327
<b>Total</b>	<b>2,333</b>

#### **Student Survey Findings**

- 2,333 ESBOCES students participated in the evaluation.
- Each of the 27 survey items received positive responses. At least 54% of the participants “agreed” or “strongly agreed” with each of these items. The standards in which ESBOCES students most highly agreed include the following standards\* (3. Leadership and Planning, 6. Organization and Administration, 10. Human Resources Development) and their related indicators:
  - The head of the Agency is accountable to the Agency governing body and is responsible for creating a productive work environment and for the day-to-day operation of the Agency. (3b)
  - The Agency has an administrative, instructional, and support staff that is sufficient in number, qualified, and competent to meet the mission and objectives of the Agency. Staff members possess the qualifications of education, preparation, experience, and commitment that contribute to excellent service and the provision of top-quality instructional programs, instructional services, and support services. (6b)
  - The Agency leadership and staff work cooperatively to create a climate that fosters the attainment of the Agency’s mission and objectives. (6d)
  - Agency improvement plans place major focus on student achievement and performance as well as administrative functions, staff training, and other support functions provided to component districts. (3i)
  - Personnel practices provide for adequate compensation, reasonable work loads, acceptable working conditions, ethical treatment, professional satisfaction, and good general morale among all segments of the staff. (10b)

- The standards in which ESBOCES students most "highly disagreed" (20.5% - 28.5%) include the following standards\* (4. Resources, 5. Business Practices) and their related indicators:
  - Schools and programs operated by the Agency have up-to-date instructional materials that are accessible to students and staff. Materials are properly catalogued, housed, and maintained and supported by sufficient and appropriately qualified staff. (4h)
  - All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency are sufficiently maintained to meet the Agency's mission and objectives. (4b)
  - Schools and programs operated by the Agency provide up-to-date learning media services and technology resources that are current, adequate, and accessible. Such resources support the total educational program and encourage students and staff to broaden and extend the range of learning. (4g)
  - Short-term and long-range financial plans are put into place to sustain the programs and supporting services at a level that enables them to achieve their desired outcomes. (5b)
  - All buildings owned, rented an/or operated by the Agency offer a variety of spaces for providing high quality programs and services and for the integration of special needs populations. Schools and programs operated by the Agency include appropriate accommodation for instruction, administration, conferences, student activities, and student services. (4e)
  
- Several questions received a high response rate of "Don't Know or Does Not Apply". It is recommended that the agency establish ways to increase student communication and awareness. The standards in which ESBOCES students most highly gave this response (11.5% - 18%) include the following standards\* (1. Philosophy, Mission, Beliefs, and Objectives, 4. Resources, 5. Business Practices, 7. Instructional Programs and Services) and their related indicators below:
  - The Agency's philosophy/mission/beliefs and educational goals/objectives are generally understood and accepted by the governing body, component districts, staff, parents, and students. (1c)
  - All Agency staff and the students they serve are trained in safe facilities occupancy and use. (4c)
  - Schools and programs operated by the Agency have up-to-date instructional materials that are accessible to students and staff. Materials are properly catalogued, housed, and maintained and supported by sufficient and appropriately qualified staff. (4h)
  - Short-term and long-range financial plans are put into place to sustain the programs and supporting services at a level that enables them to achieve their desired outcomes. (5b)
  - Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program. (7i)
  
- The questions that received an average response (a rate at neither extreme on the scale) refer to the remaining Middle States Standards\* which include: (2. Governance and Constituent Relations, 3. Leadership and Planning, 6. Organization and Administration, 8. Support Services, 9. Results/Outcomes)

## Parent Survey

Of the 4,735 Parent surveys mailed to each parent of every Eastern Suffolk BOCES student, 657 parents (14%) participated in the 33 question survey (32 rated items and 1 comments section (Comments are available upon request)). The surveys were anonymous, with only a designation of the building location their child attends. English-speaking parents received the survey in English, while the remainder received it in Spanish. Participants received the survey in mid-February and were requested to return it within a two week period via US mail in the pre-addressed/prepaid envelope provided, to the Office of Planning and Program Improvement for scanning and analysis.

## **Participation Rate**

**By Building Location/Program** (number of participants by Building/Site):

Bellport Academic Center (BAC)	33
Bellport Academic Center included sites (BAC included sites)	12
Brookhaven Academic Center (BRAC)	6
Brookhaven Academic Center – Transitional Services Program (BRAC-TSP)	23
Brookhaven Technical Center (BTC)	109
Centereach Academic Center (CAC) & Outreach	10
East Moriches Learning Center	1
Islip Academic Center (IAC)	3
Islip Academic Center @ Islip Career Center (IAC@ICC)	10
Islip Career Center (ICC)	53
Jefferson Academic Center (JAC)	18
Jefferson Academic Center included sites (JAC included sites)	3
Jail Ed.	0
Masera Learning Center (MLC)	20
Masera Learning Center included sites (MLC included sites)	2
Edward J. Milliken Technical Center (MTC)	106
North Country Learning Center (NCLC)	37
North Country Learning Center included sites (NCLC included sites)	30
NYIT, CI Campus	0
Premm Learning Center (PLC)	19
Premm Learning Center included sites (PLC included sites)	4
Roanoke House	0
Sayville Learning Center (SLC)	12
Sayville Learning Center included sites (SLC included sites)	1
Suffolk Aviation	16
William Floyd Learning Center (WFLC)	8
Westhampton Beach Learning Center (WHBLC)	51
Westhampton Beach Learning Center included sites (WHBLC included sites)	6
H.B. Ward Technical and Academic Center (WTAC)/Phoenix House	64
<b>Total</b>	<b>657</b>

## **Parent Survey Findings**

- 657 parents of ESBOCES students participated in the evaluation.
- Each of the 32 survey items received positive responses. At least 61.4% or more of the participants "agreed" or "strongly agreed" with each of these items. The standards in which ESBOCES parents most highly agreed (85.4% - 90.8%) include the following standards\*: (2. Governance and Constituent Relations, 3. Leadership and Planning, 4. Resources, 6. Organization and Administration, 7. Instructional Programs and Services) and their related indicators below:

- The administration and staff act ethically, fairly and equitably in dealing with parents and students. (2a)
  - All school grounds, buildings, furnishings, and equipment provide for the health, safety, and security of students. (4b)
  - Staff maintains timely and open communication with school districts, parents and students.(3e)
  - The educational program, agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students and parents. (7h)
  - Staff members possess the qualifications of education, preparation, experience and commitment which contribute to excellent service. (6b)
  - The school provides top-quality instructional programs, instructional services, and support services. (6b)
- The standards in which ESBOCES parents most “highly disagreed” (10.3% - 12.4%) include the following standards\* (3. Leadership and Planning, 7. Instructional Programs and Services, 8. Support Services) and their related indicators below:
    - Administration bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with parents and students. (8c)
    - Communication with component districts about support services is regular, productive, and meaningful. (8d)
    - Staff maintains timely and open communication with school districts, parents and students.(3e)
    - Communication with component districts regarding students’ progress and needs is regular, productive, and meaningful. (7f)
    - Services are delivered in such a manner that component districts, staff, students and parents can effectively use the services offered. (8b)
  - Several questions received a high response rate of “Don’t Know or Does Not Apply”. It is recommended that the agency establish ways to increase communication and awareness among the parents. The standards in which ESBOCES parents most highly gave this response (21.2% - 32.3%) include the following standards\* (2. Governance and Constituent Relations, 4. Resources, 7. Instructional Programs and Services, 8. Support Services, 9. Results/Outcomes) and their related indicators below:
    - A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes. (9k)
    - BOCES provides support to component districts in carrying out state programs.(2j)
    - Communication with component districts about support services is regular, productive, and meaningful. (8d)
    - Assessment results are actively used to develop strategies for improving programs and services. (9e)
    - Communication with component districts regarding students’ progress and needs is regular, productive, and meaningful. (7f)
    - A variety of spaces are provided for high quality programs and services and for the integration of special needs populations. (4e)
  - The questions that received an average response (a rate at neither extreme on the scale) refer to the remaining Middle States Standards\* which include: (5. Business Practices).

**\* Appendix – Middle States Standards for Educational Service Agencies**



# **MIDDLE STATES STANDARDS INTERNAL STAFF SURVEY**

## Eastern Suffolk BOCES Middle States Internal Staff Survey

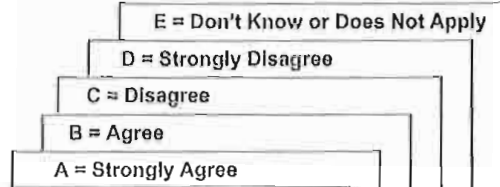
**Directions:** You will find a number of statements related to Eastern Suffolk BOCES Middle States Accreditation For Growth (AFG). For each statement you need to decide to what extent you agree or disagree. To indicate your opinion, choose one of the following responses and then blacken the circle that corresponds with the answer you have chosen. Use a soft (No. 2) pencil to mark your response. *Please see reverse side for further directions and return mailing information. Return survey via interoffice mail by Friday, February 29, 2008.* \* \* \* **DO NOT BEND** \* \* \*

1. Please indicate your job category.  
(See reverse side for job category codes)

	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

2. Please indicate your building location/program.  
(See reverse side for codes)

	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)



- |   |                     |
|---|---------------------|
| 3. Stakeholders understand and participate in the development of Eastern Suffolk BOCES philosophy, mission, beliefs and goals.  | (A) (B) (C) (D) (E) |
| 4. The agency's mission, beliefs, and goals are appropriate for the groups served, prominently displayed, and periodically reviewed.  | (A) (B) (C) (D) (E) |
| 5. The agency's Board, staff and constituents work in partnership to assure the integrity, quality and usefulness of Eastern Suffolk BOCES programs and services.   | (A) (B) (C) (D) (E) |
| 6. The Board focuses its activities on policy development, planning, and assessing the service agency's performance as well as that of the agency leadership.   | (A) (B) (C) (D) (E) |
| 7. Eastern Suffolk BOCES District Superintendent provides a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day functions and the long-term functions of the agency.   | (A) (B) (C) (D) (E) |
| 8. The focus of the agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients.   | (A) (B) (C) (D) (E) |
| 9. Financial, physical and human resources are sufficient to contribute to the fulfillment of the mission and objectives of the agency.   | (A) (B) (C) (D) (E) |
| 10. Eastern Suffolk BOCES buildings are safe and secure and sufficiently maintained.  | (A) (B) (C) (D) (E) |
| 11. Eastern Suffolk BOCES learning materials, technology and equipment are up-to-date and accessible to students and staff.   | (A) (B) (C) (D) (E) |
| 12. Fiscal resources are effectively allocated to accomplish the agency's mission and goals.  | (A) (B) (C) (D) (E) |
| 13. Eastern Suffolk BOCES business practices promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles.   | (A) (B) (C) (D) (E) |
| 14. Eastern Suffolk BOCES stakeholders have the opportunities to provide input into financial plans and levels of income and expenditures.  | (A) (B) (C) (D) (E) |
| 15. Eastern Suffolk BOCES delivers cost-effective programs and services that contribute to the educational health of the local community.   | (A) (B) (C) (D) (E) |
| 16. Eastern Suffolk BOCES administrative, instructional, and support staff are qualified, competent, sufficient in number and essential for the agency's success.   | (A) (B) (C) (D) (E) |
| 17. The agency's relationships among staff and administration sustain the dynamic nature of the organization.   | (A) (B) (C) (D) (E) |
| 18. Eastern Suffolk BOCES instructional programs reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy.   | (A) (B) (C) (D) (E) |
| 19. The agency's curriculum, at all levels, is defined in scope and sequence and is consistent with the agency's state purpose.   | (A) (B) (C) (D) (E) |
| 20. The agency's materials, technology, and equipment are appropriate, current, functional and well-maintained.   | (A) (B) (C) (D) (E) |
| 21. Eastern Suffolk BOCES programs are aligned with the standards for appropriate state, local and school district requirements and are supported by adequate record-keeping and good communication.  | (A) (B) (C) (D) (E) |
| 22. Eastern Suffolk BOCES is designed to deliver a broad array of instructional, management, staff development, and technical support services to its clients.  | (A) (B) (C) (D) (E) |
| 23. Services are delivered in such a manner that component districts, Agency staff, students and parents can effectively use the services offered.  | (A) (B) (C) (D) (E) |
| 24. The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services.  | (A) (B) (C) (D) (E) |
| 25. Communication with component districts about support services is regular, productive, and meaningful.   | (A) (B) (C) (D) (E) |
| 26. Eastern Suffolk BOCES looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance results for support services, customer satisfaction, follow-up surveys of graduates, and cost effectiveness of programs. | (A) (B) (C) (D) (E) |
| 27. Results are used to develop strategies for improving services and program quality.  | (A) (B) (C) (D) (E) |
| 28. Eastern Suffolk BOCES human resources development emulates the agency's mission and belief statements.  | (A) (B) (C) (D) (E) |
| 29. Eastern Suffolk BOCES on-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students.                                | (A) (B) (C) (D) (E) |

Comments/Suggestions:

[Empty box for comments and suggestions]

Directions for Question #1:

**1. JOB CATEGORY CODES:**

- 01 = Administrative Council
- 02 = Administrative/Managerial
- 03 = Custodial Services
- 04 = Data Processing/Technical Support
- 05 = Educator (includes: social workers, psychologists, counselors)
- 06 = Health Personnel (includes: nurses, occupational & physical therapists)
- 07 = Teacher Aide
- 08 = Teaching Assistant/Sign Language Interpreter
- 09 = Teacher Integration Specialist/Staff Developers/Shared Data Experts
- 10 = Office Clerical/Secretary
- 11 = Other

Directions for Question #2:

**2. BUILDING LOCATION/PROGRAM CODES:**

- |                                    |                                     |  |
|------------------------------------|-------------------------------------|--|
| 01 = BAC                           | 16 = Jail Ed.                       | 31 = Sherwood/ISC  |
| 02 = BAC included sites            | 17 = James Hines Admin Bldg.        | 32 = Stony Brook Hospital Program                                |
| 03 = BRAC                          | 18 = MLC                            | 33 = Suffolk Aviation  |
| 04 = BRAC-TSP                      | 19 = MLC included sites             | 34 = WFLC  |
| 05 = BTC                           | 20 = MTC                            | 35 = WHBLC   |
| 06 = CAC & Outreach                | 21 = NCLC                           | 36 = WHBLC included sites  |
| 07 = Colin Drive/ISC               | 22 = NCLC included sites            | 37 = WTAC/Phoenix House  |
| 08 = Employee/Student Support Svc. | 23 = NYIT, CI Campus                | 38 = District Wide (J. Hark)                                     |
| 09 = East Moriches LC              | 24 = PLC                            | 39 = Textbook Program  |
| 10 = IAC                           | 25 = PLC included sites             | 40 = Adult Education Program<br>(Full-time only)                 |
| 11 = IAC @ ICC                     | 26 = Raymond DeFeo Bldg.            | 41 = If any of these are not applicable,<br>please fill in _____ |
| 12 = ICC                           | 27 = Roanoke House                  |  |
| 13 = Itinerant                     | 28 = SLC                            |  |
| 14 = JAC                           | 29 = SLC included sites             |  |
| 15 = JAC included sites            | 30 = School Library System-Bellport |  |

**RETURN DIRECTIONS:**

**\*\*\* DO NOT BEND \*\*\***

Due to confidentiality, please return individual survey via interoffice mail by Friday, February 29, 2008 to Barbara Colombo, Office of Planning and Program Improvement at the James Hines Administration Center

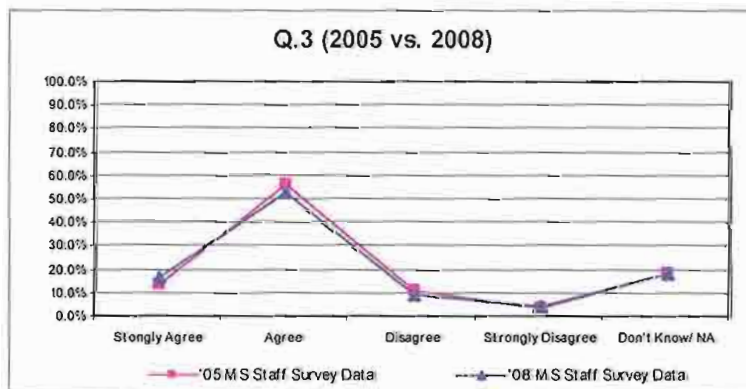
## EASTERN SUFFOLK BOCES INTERNAL STAFF SURVEY ITEM RESULTS

### Survey Items

The results of each question from the Middle States Internal Staff Survey and the comparison of the results from the 2005 and 2008 surveys are shown below. Note that the 2008 survey questions 23 – 25, do not have matching questions to the 2005 survey. The number(s)/letter(s) following each question identifies the Middle States Standard Indicator(s) that the question refers to, and can be referred to in the Appendix.

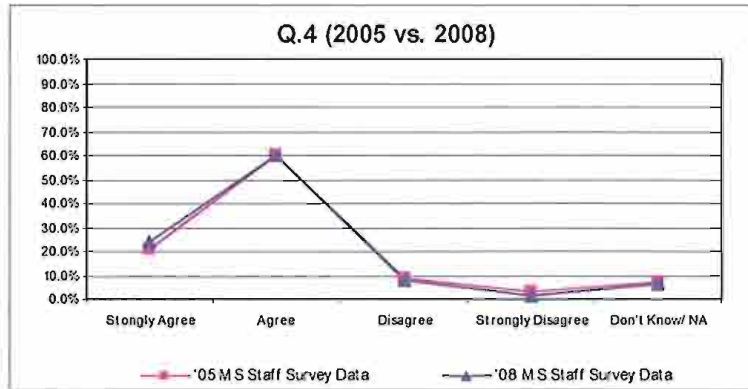
- Q3. Stakeholders understand and participate in the development of Eastern Suffolk BOCES philosophy/mission, beliefs and goals. (1c)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	13.0%	55.5%	10.4%	3.4%	17.7%
2008	16.6%	52.2%	8.9%	4.2%	18.1%



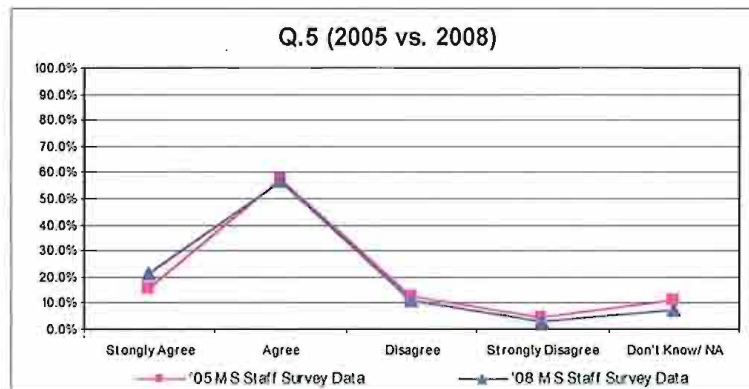
Q4. The agency's mission, beliefs, and goals are appropriate for the groups served, prominently displayed, and periodically reviewed. (1f, 1g, 1h)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	21.0%	60.4%	8.8%	2.9%	7.0%
2008	24.1%	60.2%	7.9%	1.6%	6.3%



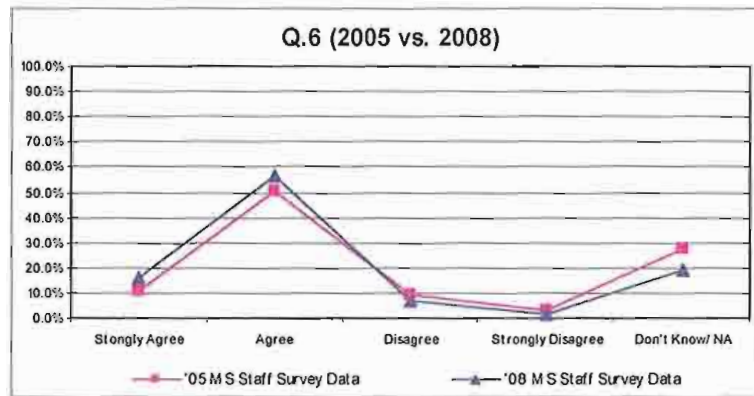
Q5. The agency's Board, staff and constituents work in partnership to assure the integrity, quality and usefulness of Eastern Suffolk BOCES programs and services. (2a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	15.4%	57.0%	12.4%	4.2%	10.9%
2008	21.5%	56.8%	11.3%	2.7%	7.6%



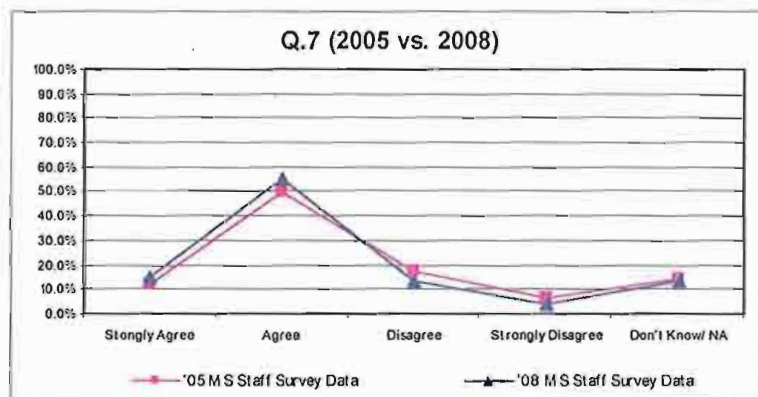
Q6. The Board focuses its activities on policy development, planning, and assessing the service agency's performance as well as that of the agency leadership. (3a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	10.4%	50.5%	9.1%	2.7%	27.3%
2008	16.0%	56.5%	7.2%	1.4%	18.8%



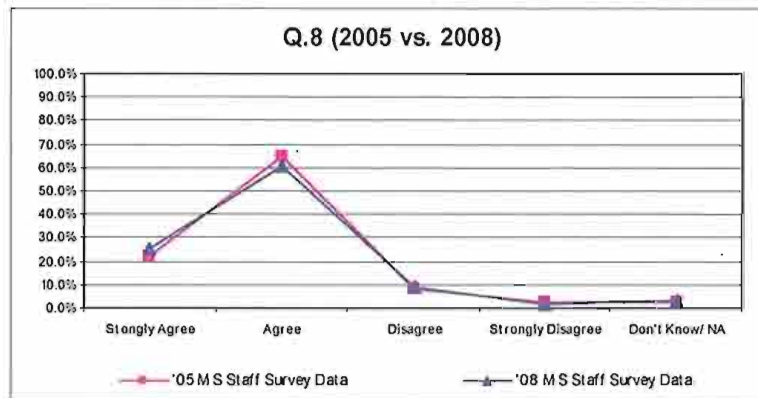
Q7. Eastern Suffolk BOCES District Superintendent provides a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day functions and the long-term functions of the agency. (3b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	12.0%	49.8%	17.3%	6.6%	14.3%
2008	14.8%	54.9%	13.1%	4.2%	13.1%



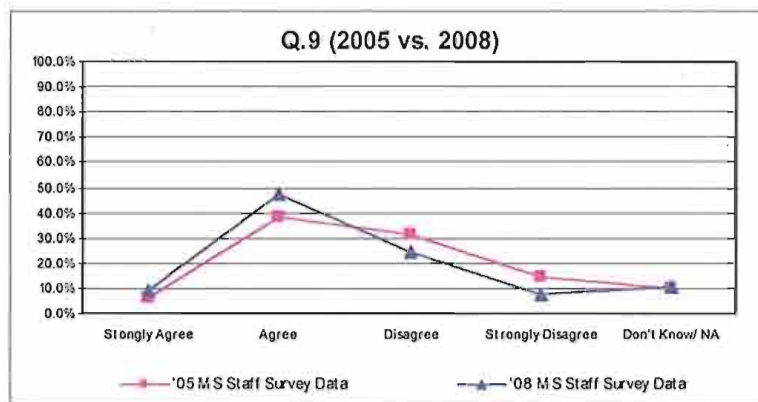
Q8. The focus of the agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients. (3i)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	21.9%	64.4%	8.2%	2.8%	2.8%
2008	25.7%	60.6%	8.8%	1.6%	3.4%



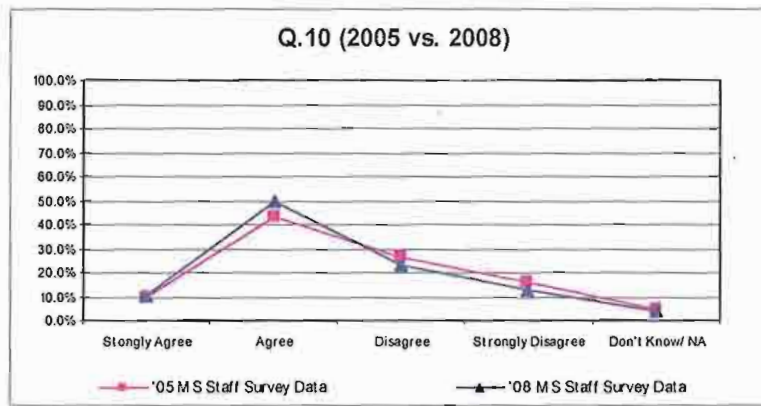
Q9. Financial, physical and human resources are sufficient to contribute to the fulfillment of the mission and objectives of the agency. (4a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	6.0%	38.0%	31.7%	14.4%	9.9%
2008	9.4%	47.6%	24.3%	7.8%	10.9%



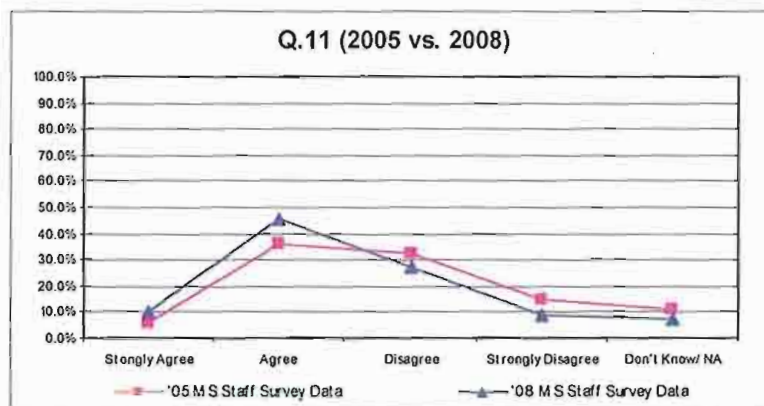
Q10. Adequate financial resources are available to support the educational program. Eastern Suffolk BOCES buildings are safe and secure and sufficiently maintained. (4b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	9.5%	43.4%	26.2%	16.3%	4.6%
2008	10.2%	49.7%	23.3%	12.6%	4.2%



Q11. Eastern Suffolk BOCES learning materials, technology and equipment are up-to-date and accessible to students and staff. (4g)

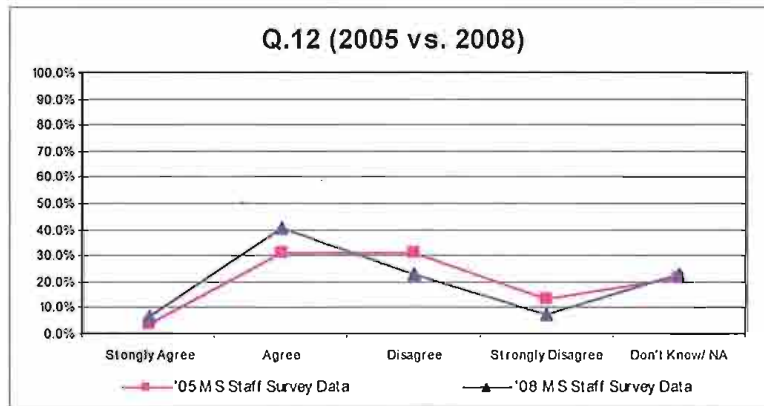
ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	6.0%	35.8%	32.1%	14.7%	11.3%
2008	10.5%	45.6%	27.5%	8.9%	7.6%





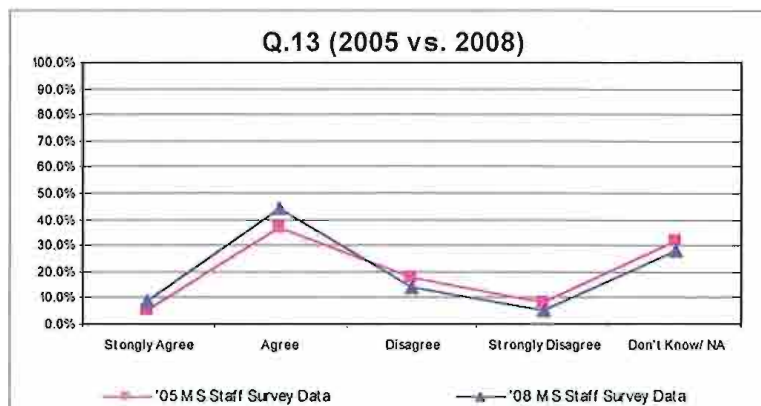
Q12. Fiscal resources are effectively allocated to accomplish the agency's mission and goals. (5c)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	3.6%	31.0%	30.5%	13.5%	21.4%
2008	6.6%	40.5%	22.9%	7.5%	22.5%



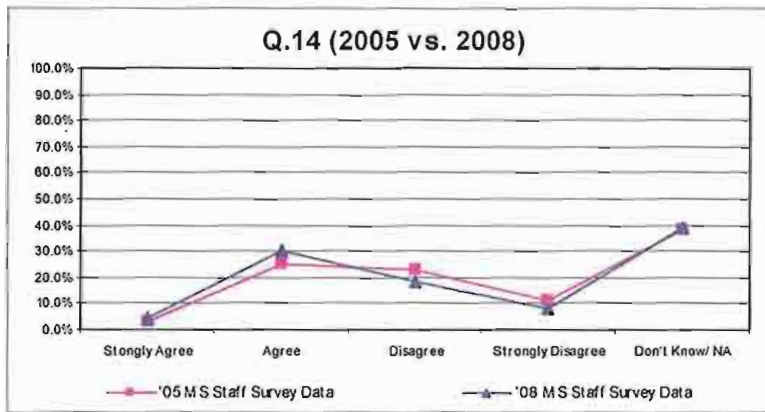
Q13. Eastern Suffolk BOCES business practices promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles. (5a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	5.1%	36.6%	17.9%	8.4%	31.9%
2008	9.1%	44.0%	13.7%	5.3%	28.0%



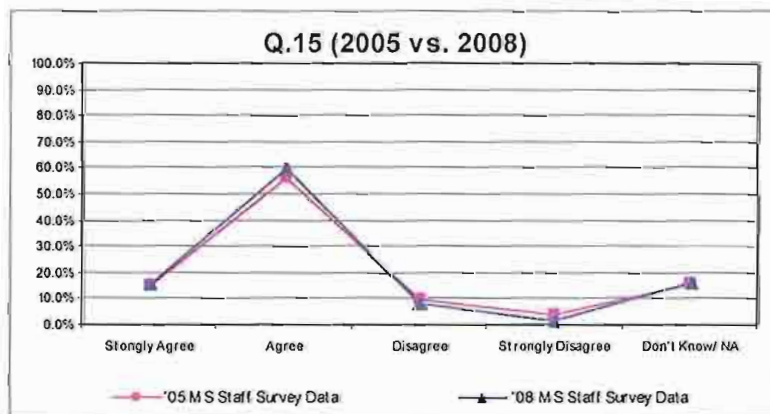
Q14. Eastern Suffolk BOCES stakeholders have the opportunities to provide input into financial plans and levels of income and expenditures. (5e)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	2.8%	25.0%	22.6%	11.2%	38.4%
2008	4.6%	29.8%	18.2%	8.4%	39.1%



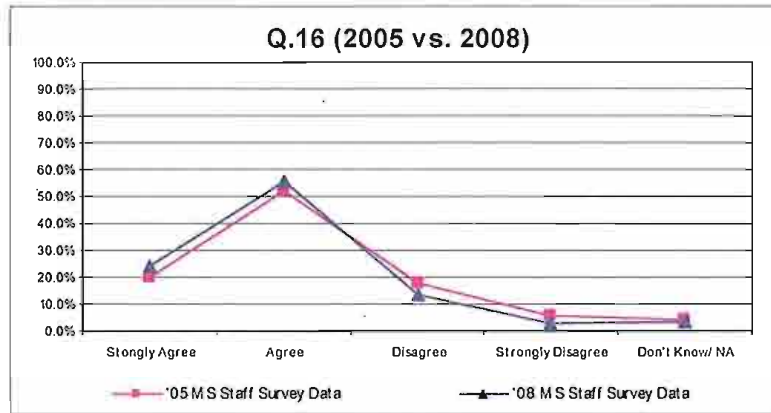
Q15. Eastern Suffolk BOCES delivers cost-effective programs and services that contribute to the educational health of the local community. (5f)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	15.0%	56.2%	9.4%	4.0%	15.5%
2008	15.5%	59.2%	7.9%	1.4%	16.0%



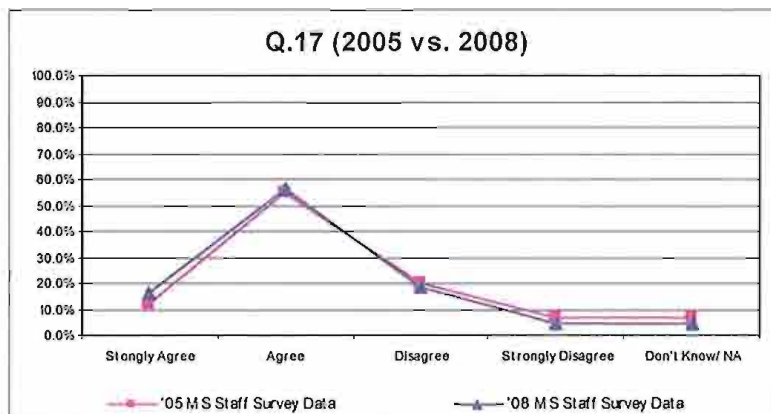
Q16. Eastern Suffolk BOCES administrative, instructional, and support staff are qualified, competent, sufficient in number and essential for the agency's success. (6b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	20.1%	52.2%	18.1%	5.4%	4.2%
2008	24.2%	56.0%	13.4%	2.6%	3.8%



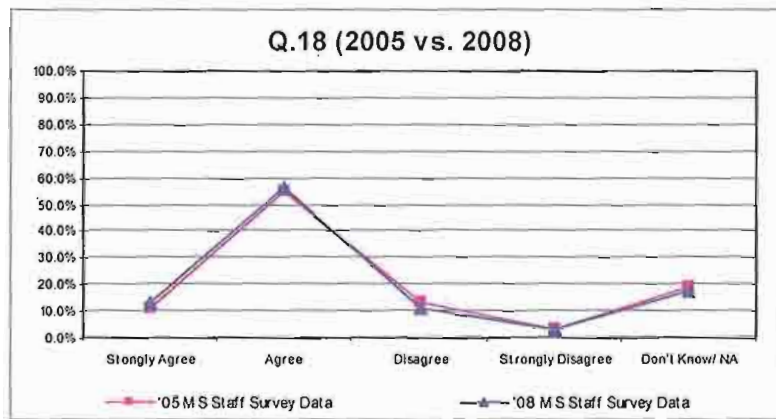
Q17. The agency's relationships among staff and administration sustain the dynamic nature of the organization. (6d)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	12.0%	54.8%	19.7%	6.5%	6.9%
2008	16.0%	56.6%	18.4%	4.5%	4.6%



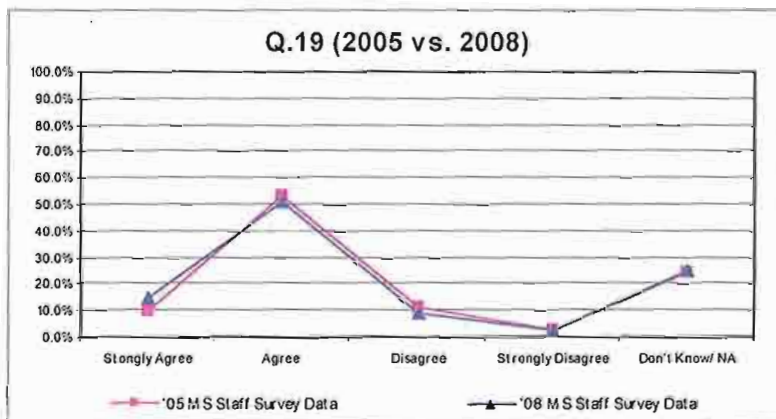
Q18. Eastern Suffolk BOCES instructional programs reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. (6b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	10.7%	54.5%	12.8%	3.1%	19.0%
2008	13.0%	55.9%	10.8%	2.7%	17.5%



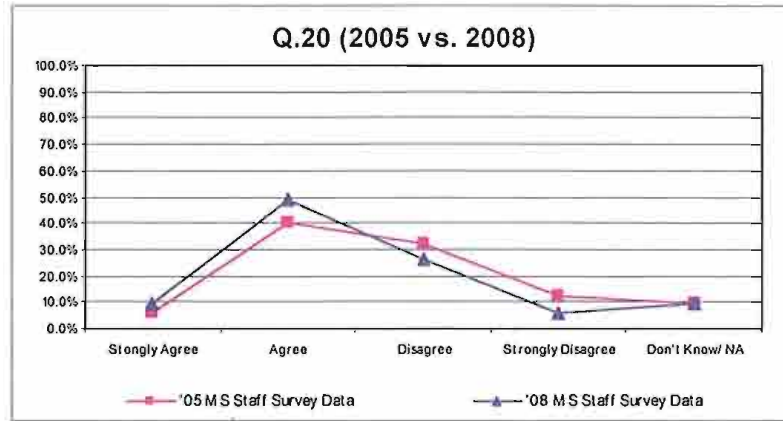
Q19. The agency's curriculum, at all levels, is defined in scope and sequence and is consistent with the agency's state purpose. (7a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	9.7%	53.0%	10.6%	2.5%	24.2%
2008	14.8%	50.5%	8.4%	2.0%	24.3%



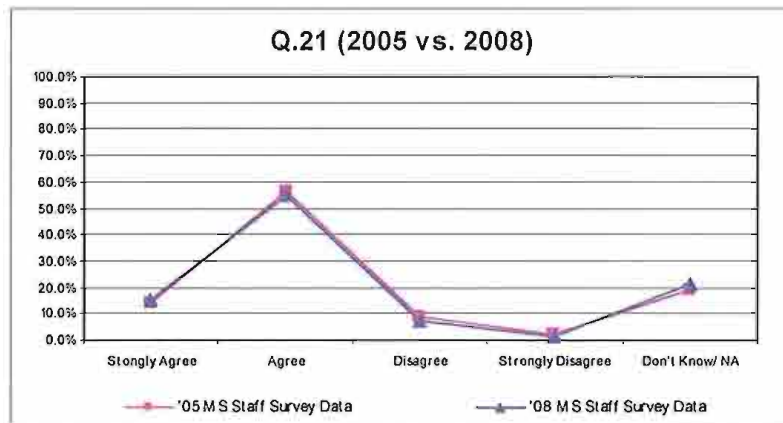
Q20. The agency's materials, technology, and equipment are appropriate, current, functional and well-maintained. (4i)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	5.8%	40.2%	32.2%	12.1%	9.7%
2008	9.8%	48.7%	26.2%	5.9%	9.4%



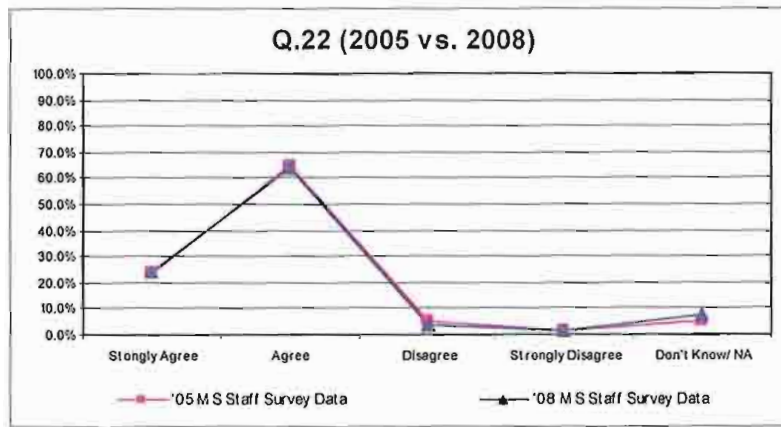
Q21. Eastern Suffolk BOCES programs are aligned with the standards for appropriate state, local and school district requirements and are supported by adequate record-keeping and good communication. (5f)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	13.6%	56.5%	8.5%	2.4%	19.0%
2008	15.6%	54.5%	7.3%	1.7%	20.9%



Q22. Eastern Suffolk BOCES is designed to deliver a broad array of instructional, management, staff development, and technical support services to its clients. (8a)

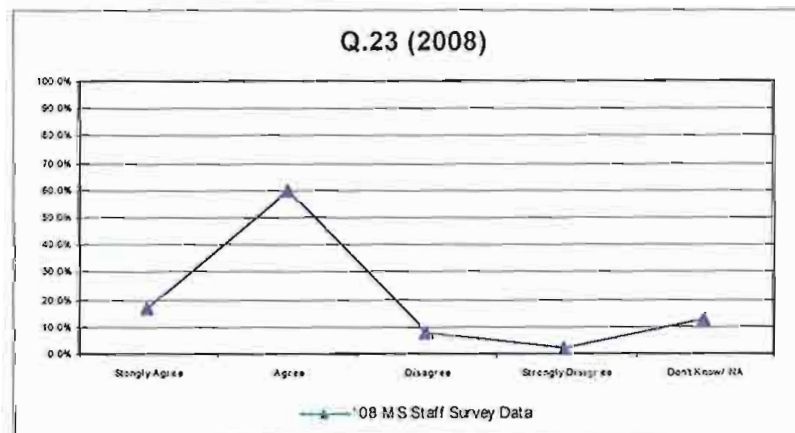
ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	23.5%	64.9%	5.4%	1.2%	5.1%
2008	24.3%	63.7%	3.4%	1.3%	7.3%



Q23. Services are delivered in such a manner that component districts, Agency staff, students and parents can effectively use the services offered. (8b)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2008	17.2%	59.7%	7.9%	2.1%	13.0%

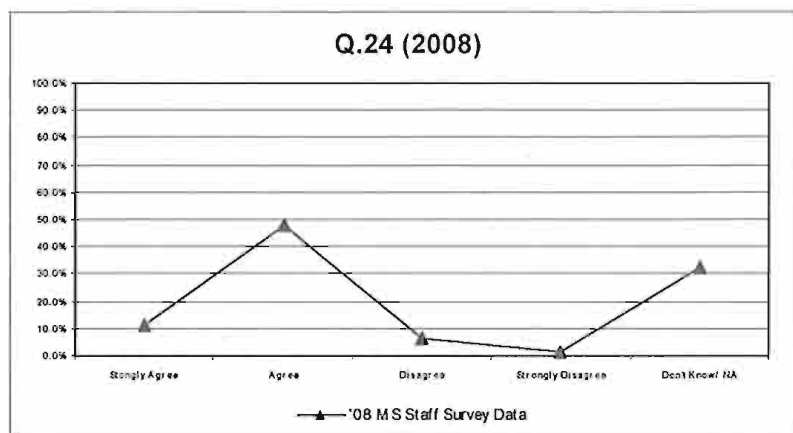
No matching question in 2005



- Q24. The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services. (8c)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2008	11.5%	47.8%	6.6%	1.7%	32.4%

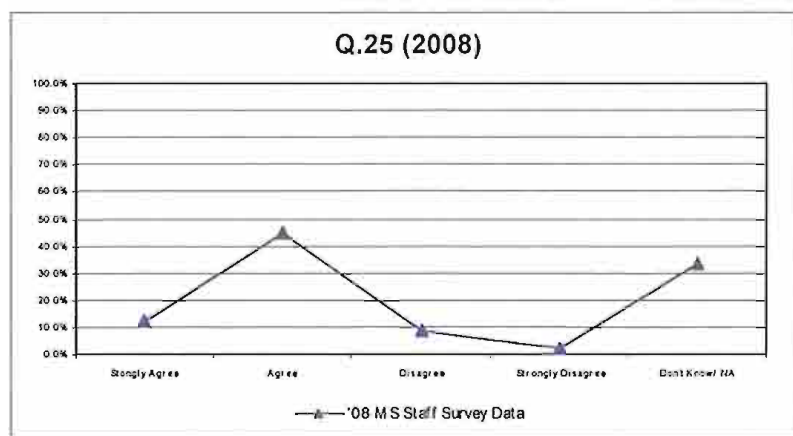
No matching question in 2005



- Q25. Communication with component districts about support services is regular, productive, and meaningful. (8d)

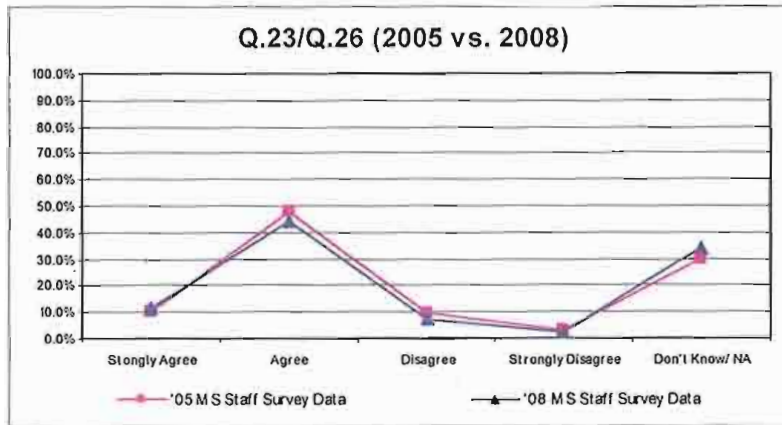
ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2008	11.8%	44.6%	8.5%	2.0%	33.2%

No matching question in 2005



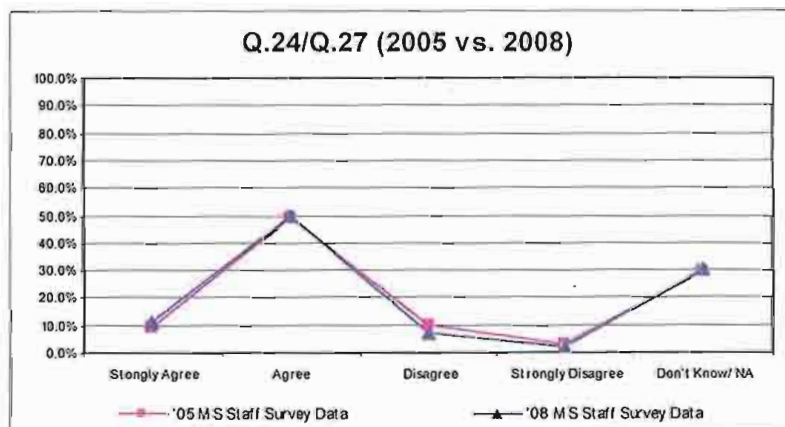
Q26. Eastern Suffolk BOCES looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance results for support services, customer satisfaction, follow-up surveys of graduates, and cost effectiveness of programs. (9c)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	10.2%	47.7%	9.4%	2.8%	29.9%
2008	11.7%	44.3%	7.5%	2.2%	34.2%



Q27. Results are used to develop strategies for improving services and program quality. (9e)

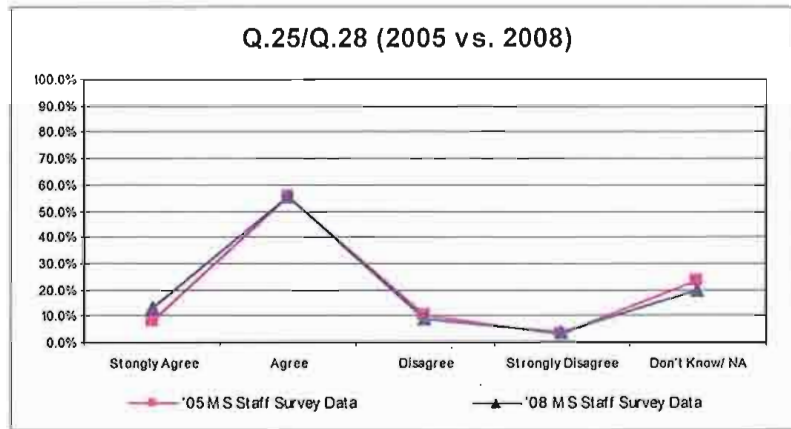
ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	9.3%	49.3%	9.6%	2.5%	29.3%
2008	11.1%	49.7%	7.0%	2.0%	30.2%





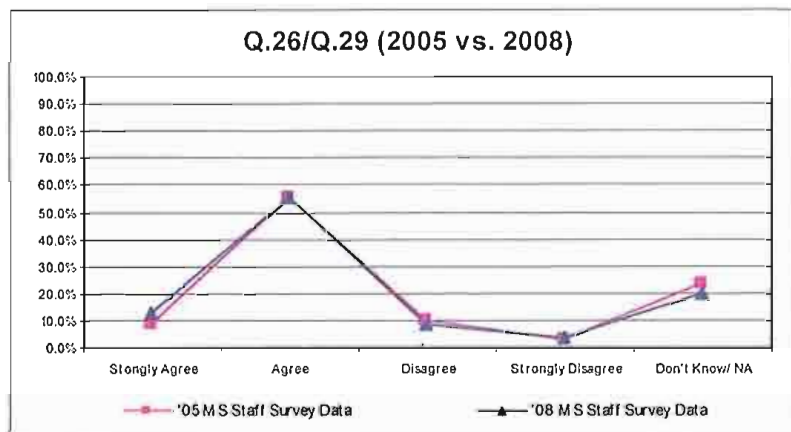
Q28. Eastern Suffolk BOCES human resources development emulates the agency's mission and belief statements. (10a)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	8.4%	55.3%	10.1%	3.0%	23.3%
2008	13.1%	55.2%	8.5%	3.4%	19.8%



Q29. Eastern Suffolk BOCES on-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students. (10d)

ESBOCES Staff	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
2005	22.7%	56.2%	8.4%	4.7%	8.0%
2008	23.1%	59.7%	7.5%	2.9%	6.8%



# **MIDDLE STATES STANDARDS STUDENT SURVEY**

## Eastern Suffolk BOCES Middle States Student Survey

**Directions:** You will find a number of statements as it relates to Eastern Suffolk BOCES Middle States Accreditation For Growth (AFG) and the instructional programs, listed below. For each statement you will need to decide to what extent you agree or disagree. To indicate your opinion, choose one of the following responses and then blacken the circle that corresponds with the answer you have chosen. Use a soft (No. 2) pencil to mark your response. *Please see the reverse side for further directions. The principals at each site will collect the completed surveys and return them via interoffice mail by Friday, February 29, 2008.*

\* \* \* DO NOT BEND \* \* \*

1. Please indicate your building location/program.  
(See reverse side for codes)

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

	E = Don't Know or Does Not Apply
	D = Strongly Disagree
	C = Disagree
	B = Agree
	A = Strongly Agree

2. I understand the philosophy and mission of this agency.	(A) (B) (C) (D) (E)
3. The administration (Principal, Assistant Principal, Head of School, Director) provide effective leadership to the school.	(A) (B) (C) (D) (E)
4. The administration maintains timely and open communication with school districts, parents and students.	(A) (B) (C) (D) (E)
5. School staff works to create a productive learning environment for students.	(A) (B) (C) (D) (E)
6. The school strives to improve student learning and performance.	(A) (B) (C) (D) (E)
7. The school building, grounds, furniture, and equipment are clean and well maintained.	(A) (B) (C) (D) (E)
8. The school facility offers adequate space and equipment for high quality student programs.	(A) (B) (C) (D) (E)
9. Adequate financial resources are available to support the educational program.	(A) (B) (C) (D) (E)
10. The school offers adequate space for safe entry, exit, and traffic flow within the building.	(A) (B) (C) (D) (E)
11. My teachers are qualified and competent.	(A) (B) (C) (D) (E)
12. Teachers create a productive learning environment for students.	(A) (B) (C) (D) (E)
13. My school has an adequate number of teachers and staff members.	(A) (B) (C) (D) (E)
14. I feel safe in this school.	(A) (B) (C) (D) (E)
15. The school has a written code of student conduct that supports the learning environment.	(A) (B) (C) (D) (E)
16. The school has a plan to deal with emergencies, accidents, and illnesses.	(A) (B) (C) (D) (E)
17. My school has a clear, relevant, up-to-date curriculum.	(A) (B) (C) (D) (E)
18. Instructional materials and resources are up-to-date and readily available to students.	(A) (B) (C) (D) (E)
19. The curriculum meets the educational needs of students at all levels (high performing students, special education, etc.).	(A) (B) (C) (D) (E)
20. In general, students at my school are achieving at acceptable levels.	(A) (B) (C) (D) (E)
21. Teachers accept responsibility for student learning.	(A) (B) (C) (D) (E)
22. I receive regular communication from my teachers about how I am doing.	(A) (B) (C) (D) (E)
23. Counselors, administrators, teachers, and other staff members provide students with guidance and support.	(A) (B) (C) (D) (E)
24. The school provides students with adequate library/media services.	(A) (B) (C) (D) (E)
25. Technology resources are well-maintained and up to date.	(A) (B) (C) (D) (E)
26. There seems to be a good relationship among the teachers, staff, and administration.	(A) (B) (C) (D) (E)
27. My teachers seem to have reasonable work loads and acceptable working conditions.	(A) (B) (C) (D) (E)
28. My teachers seem to be happy in their jobs.	(A) (B) (C) (D) (E)

PLEASE TURN PAGE OVER TO ANSWER ONE ADDITIONAL QUESTION

Comments/Suggestions:

[Empty box for comments/suggestions]

Directions for Question #1:

1. BUILDING LOCATION/PROGRAM CODES:

- |                                     |                                       |   |
|-------------------------------------|---------------------------------------|---|
| 01 = BAC                            | 16 = Jail Ed                          | 31 = Sherwood/ISC   |
| 02 = BAC included sites             | 17 = James Hines Admin Bldg.          | 32 = Stony Brook Hospital Program                                   |
| 03 = BRAC                           | 18 = MLC                              | 33 = Suffolk Aviation   |
| 04 = BRAC - TSP                     | 19 = MLC included sites               | 34 = WFLC   |
| 05 = BTC                            | 20 = MTC                              | 35 = WHBLC  |
| 06 = CAC & Outreach                 | 21 = NCLC                             | 36 = WHBLC included sites   |
| 07 = Colin Drive/ISC                | 22 = NCLC included sites              | 37 = WTAC/Phoenix House   |
| 08 = Employee/Student Support Svcs. | 23 = NYIT, CI Campus                  | 38 = District Wide (J. Hark)  |
| 09 = East Moriches LC               | 24 = PLC                              | 39 = Textbook Program   |
| 10 = IAC                            | 25 = PLC included sites               | 40 = Adult Education Program<br>(Full Time Only)                    |
| 11 = IAC @ ICC                      | 26 = Raymond DeFeo Bldg.              | 41 = If any of these are not<br>applicable, please fill<br>in _____ |
| 12 = ICC                            | 27 = Roanoke House                    |   |
| 13 = Itinerant                      | 28 = SLC                              |   |
| 14 = JAC                            | 29 = SLC included sites               |   |
| 15 = JAC included sites             | 30 = School Library System - Bellport |   |

100 Miles, Reflex & Bonus by RCS Program EW-279104-1-051021 Printed in U.S.A.

RETURN DIRECTIONS:

\*\*\* DO NOT BEND \*\*\*

The principal at each site will collect the completed surveys from all students at their site, and return them via interoffice mail by Friday, February 29, 2008 to Barbara Colombo, Office of Planning and

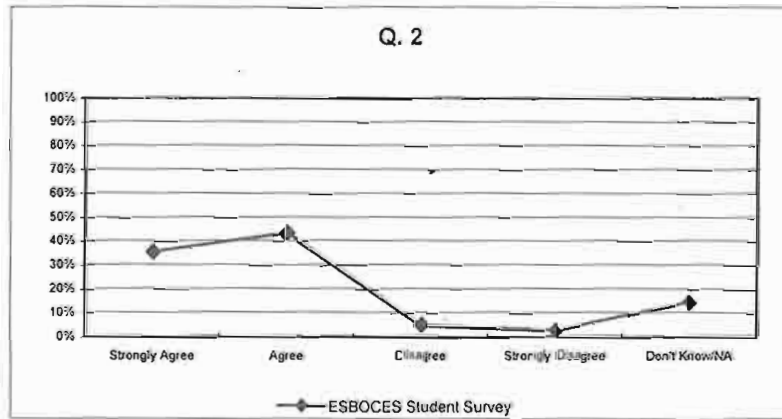
## EASTERN SUFFOLK BOCES STUDENT SURVEY ITEM RESULTS

### Survey Items

The results of each question from the 2008 Middle States Student Survey are shown below. The number(s)/letter(s) following each question identifies the Middle States Standard Indicator(s) that the question refers to, and can be referred to in the Appendix.

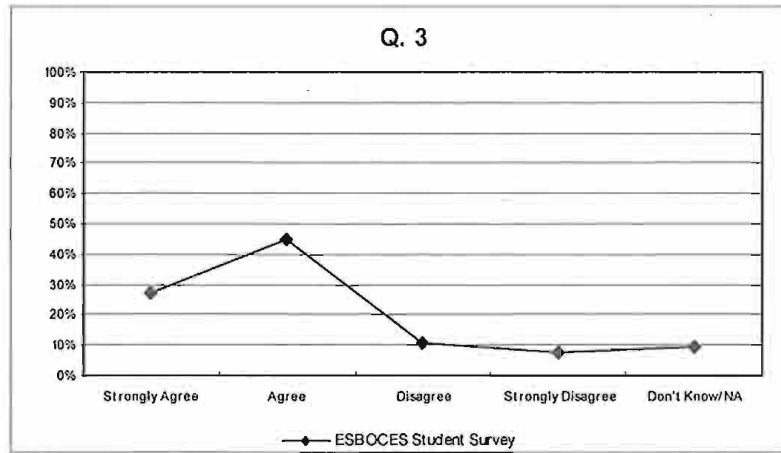
Q2. I understand the philosophy and mission of this agency. (1c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	35.3%	43.2%	4.6%	2.5%	14.5%



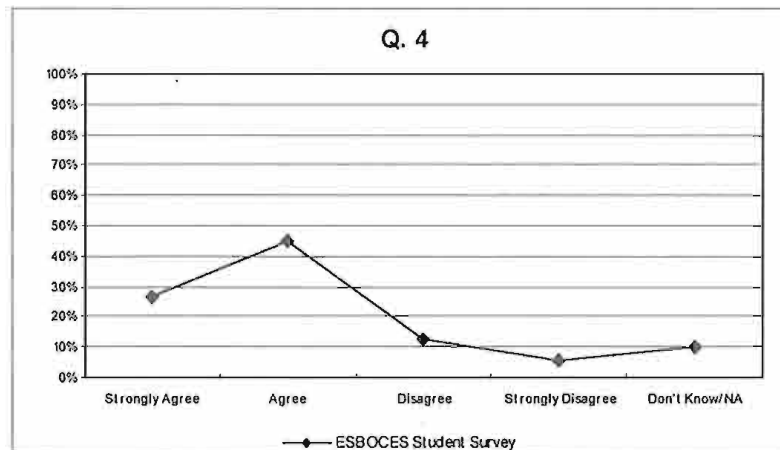
Q3. The administration (Principal, Assistant Principal, Head of School, Director) provide effective leadership to the school. (2g)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	27.1%	45.1%	10.5%	7.8%	9.4%



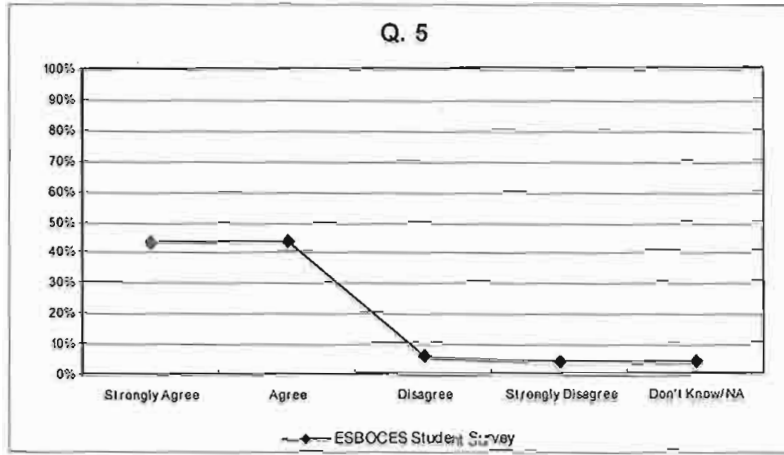
Q4. The administration maintains timely and open communication with school districts, parents and students. (3e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	26.8%	45.0%	12.5%	5.9%	9.8%



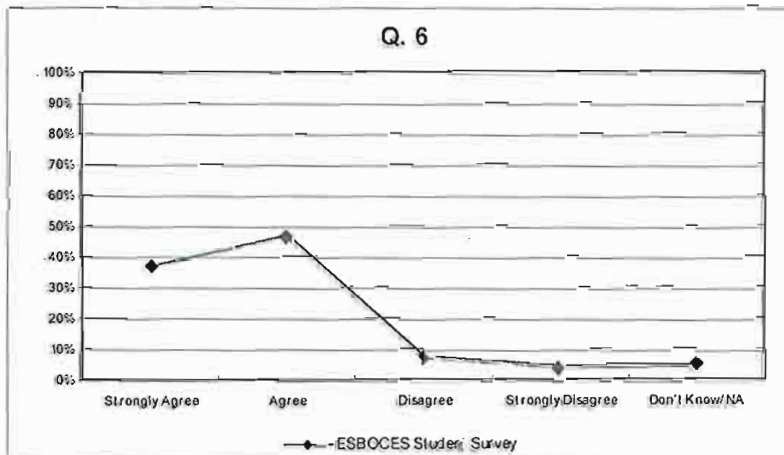
Q5. School staff works to create a productive learning environment for students. (3b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	43.5%	43.3%	5.4%	4.0%	3.8%



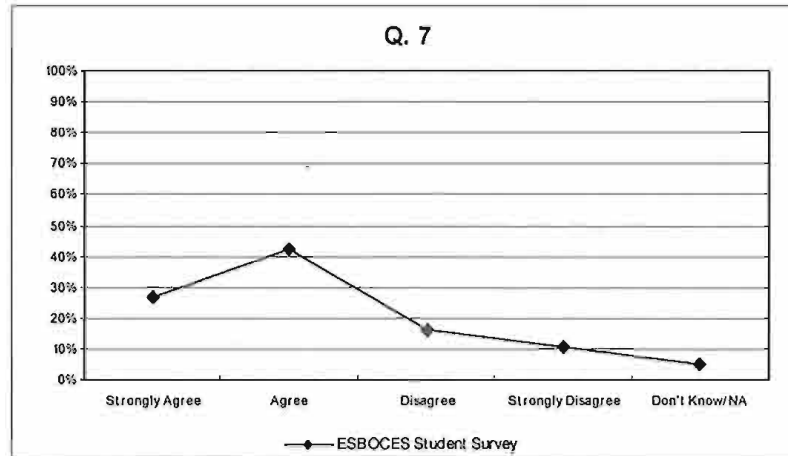
Q6. The school strives to improve student learning and performance. (3i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	36.8%	46.8%	7.2%	4.4%	4.7%



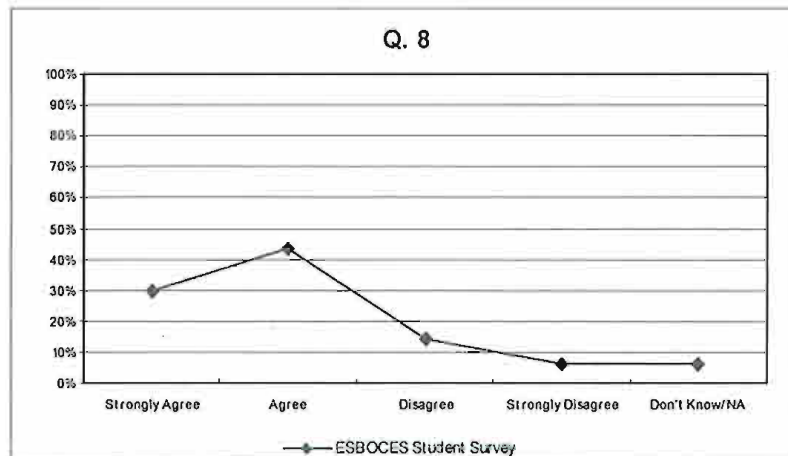
Q7. The school building, grounds, furniture, and equipment are clean and well maintained. (4d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	26.5%	42.4%	16.0%	10.3%	4.9%



Q8. The school facility offers adequate space and equipment for high quality student programs. (5b)

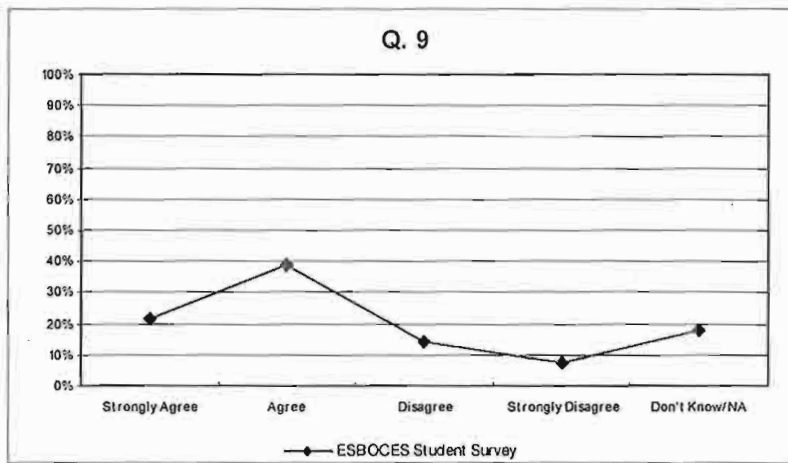
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	29.6%	43.4%	14.0%	6.5%	6.4%





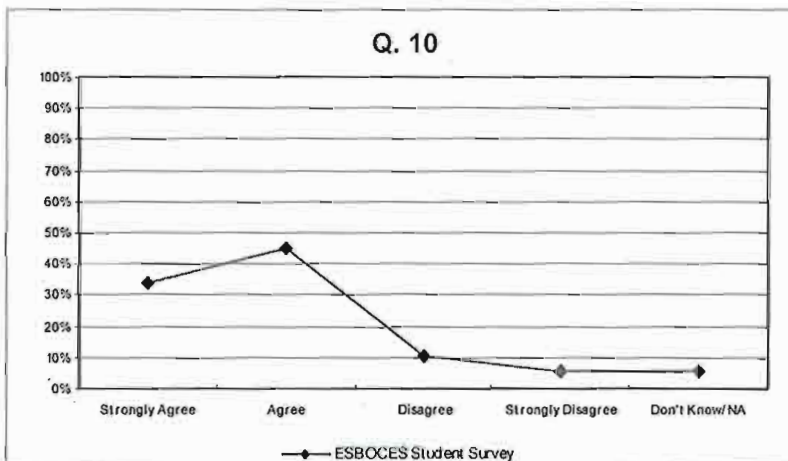
Q9. Adequate financial resources are available to support the educational program. (5b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	21.7%	39.0%	14.0%	7.3%	18.0%



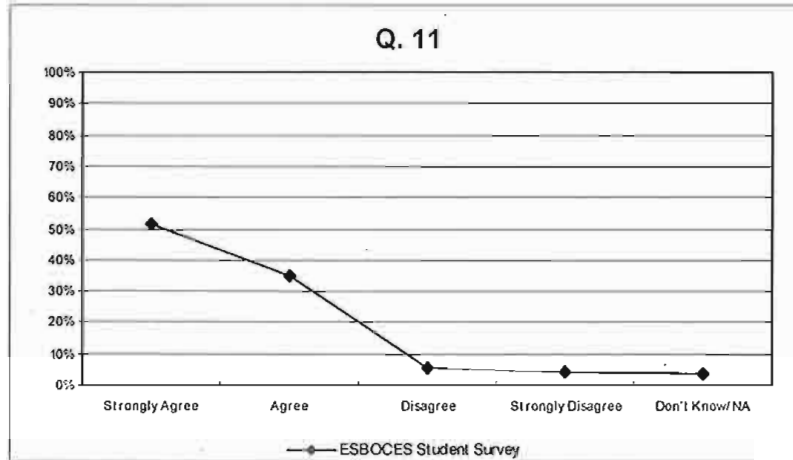
Q10. The school offers adequate space for safe entry, exit, and traffic flow within the building. (4b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	33.7%	45.0%	10.7%	5.3%	5.3%



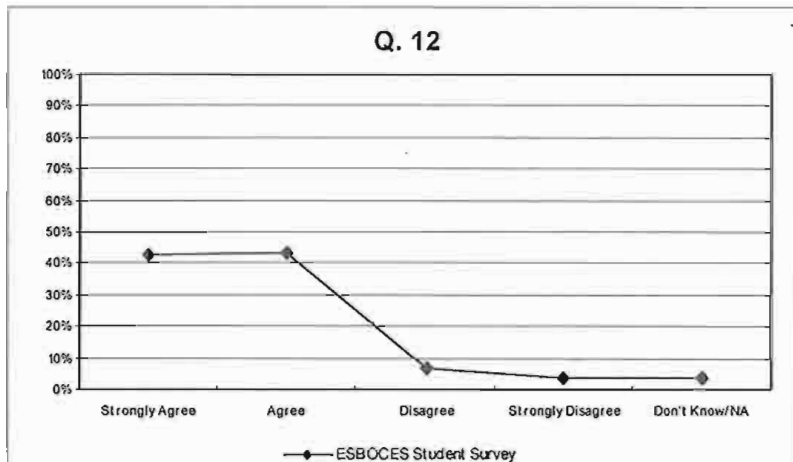
Q11. My teachers are qualified and competent. (6b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
ESBOCES Students	51.6%	34.8%	5.5%	4.5%	3.5%



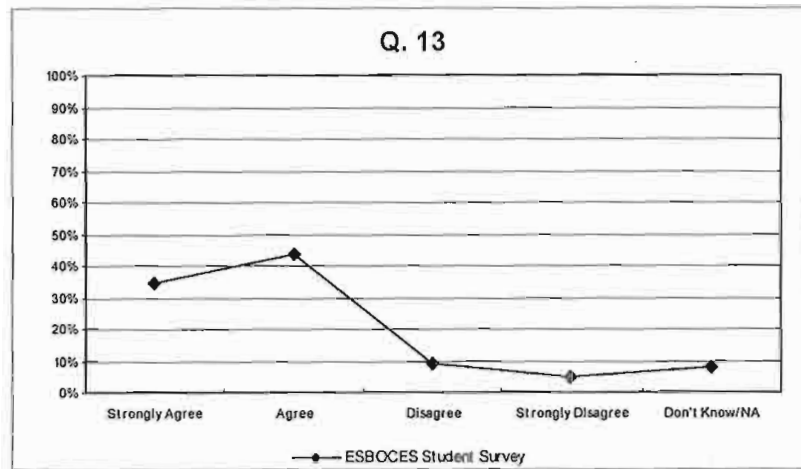
Q12. Teachers create a productive learning environment for students. (6d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
ESBOCES Students	42.9%	43.4%	6.6%	3.5%	3.5%



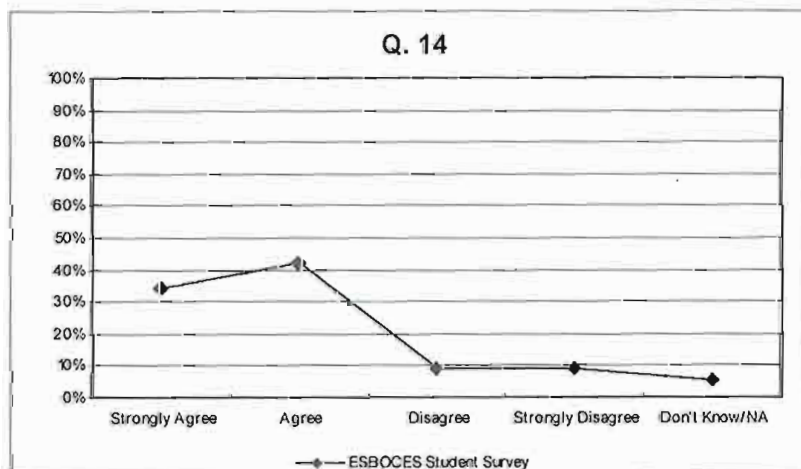
Q13. My school has an adequate number of teachers and staff members. (6b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	34.7%	43.9%	9.0%	4.7%	7.7%



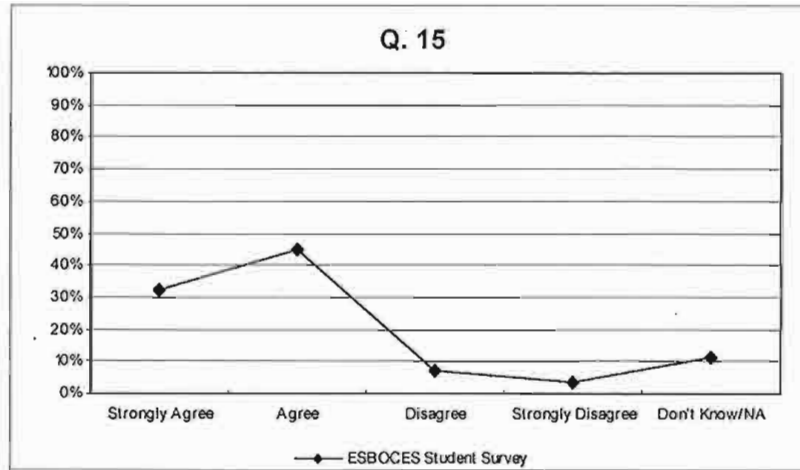
Q14. I feel safe in this school. (4b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	34.4%	42.0%	9.2%	8.9%	5.5%



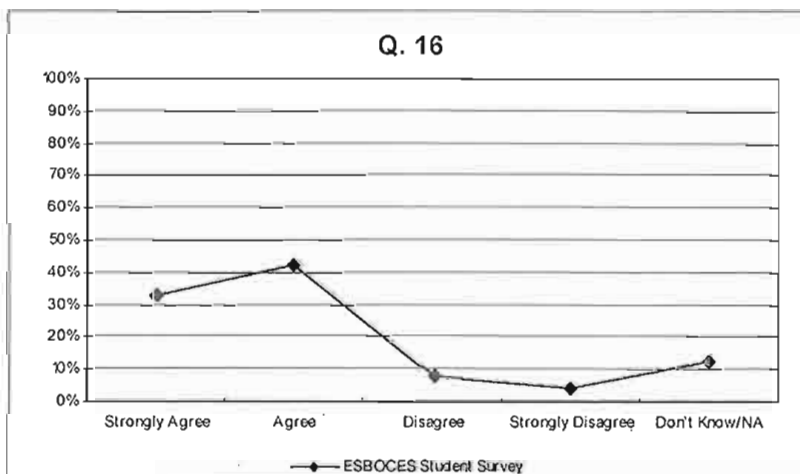
Q15. The school has a written code of student conduct that supports the learning environment. (7h)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	32.4%	45.2%	7.4%	3.8%	11.3%



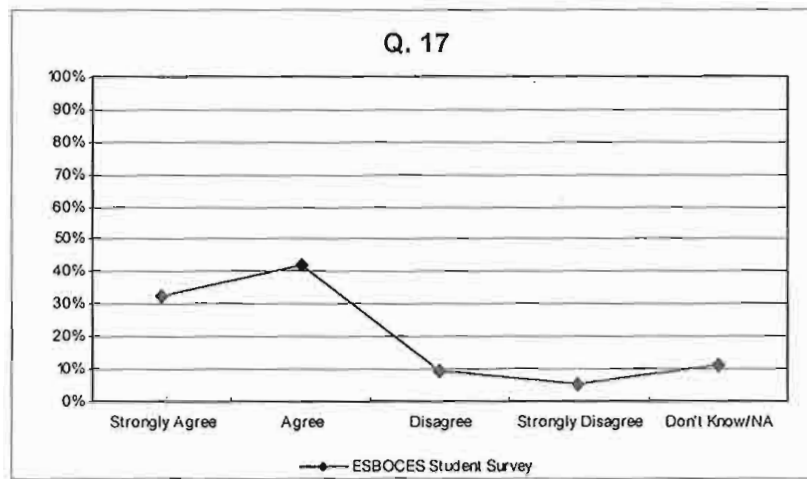
Q16. The school has a plan to deal with emergencies, accidents, and illnesses. (4c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	32.8%	42.4%	7.6%	4.4%	12.7%



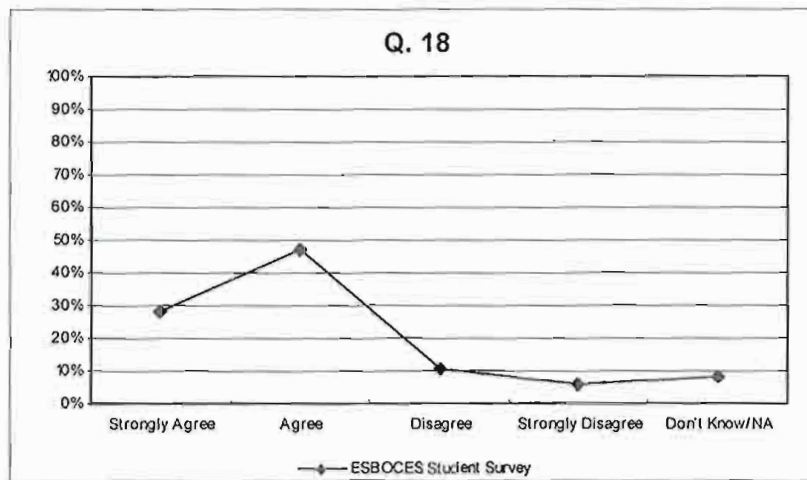
Q17. Eastern Suffolk BOCES instructional programs reflect a well-orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. (7a)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
<b>ESBOCES Students</b>	32.4%	41.9%	9.2%	5.3%	11.3%



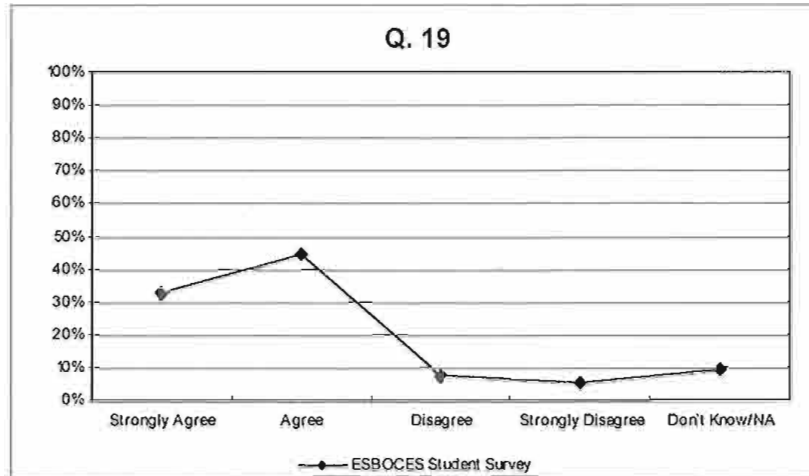
Q18. Instructional materials and resources are up-to-date and readily available to students. (7h)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
<b>ESBOCES Students</b>	28.0%	47.1%	10.7%	5.9%	8.3%



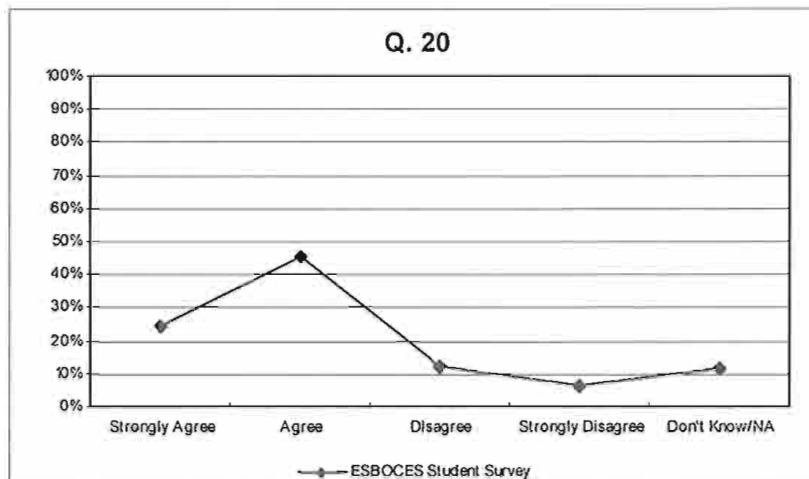
Q19. The curriculum meets the educational needs of students at all levels (high performing students, special education, etc.). (7e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	33.0%	44.7%	7.7%	5.5%	9.2%



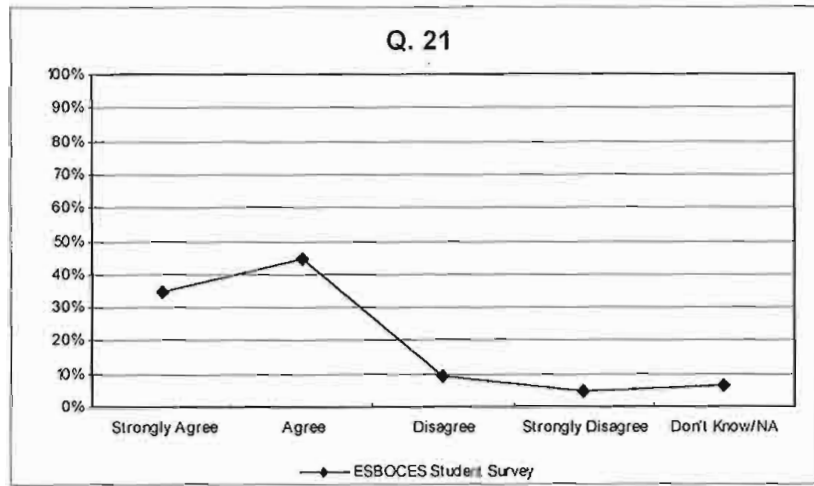
Q20. In general, students at my school are achieving at acceptable levels. (7i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	24.6%	45.4%	11.9%	6.5%	11.5%



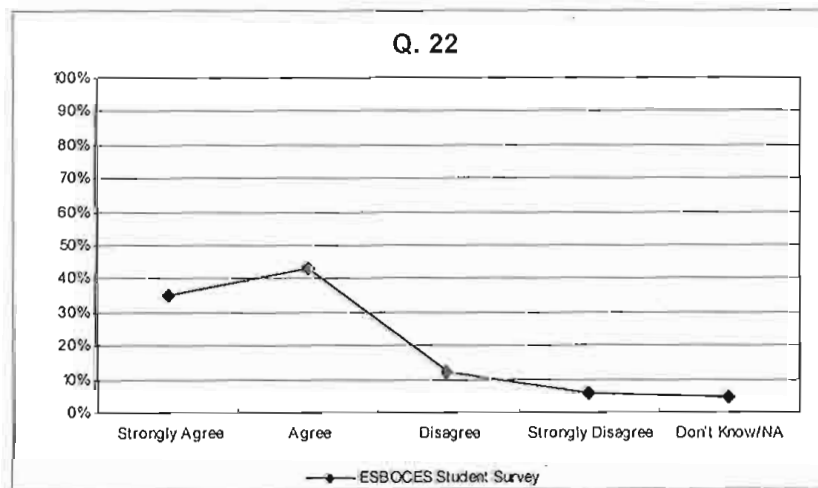
Q21. Teachers accept responsibility for student learning. (9f)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	34.8%	44.4%	9.3%	4.9%	6.6%



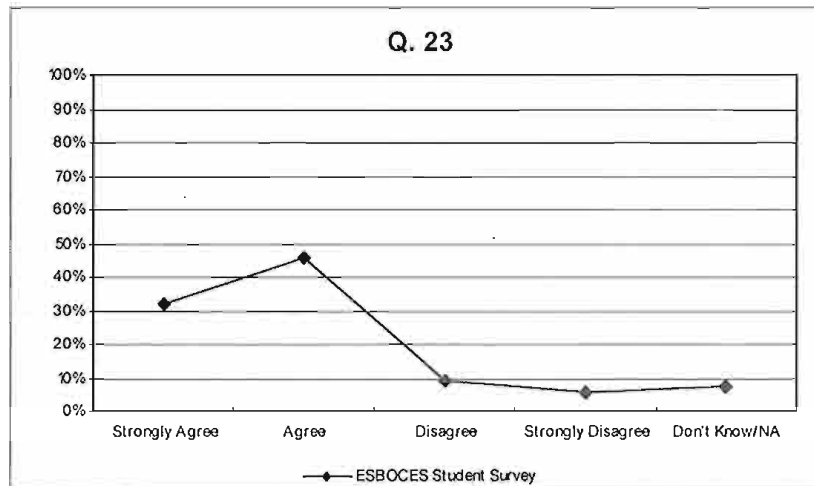
Q22. I receive regular communication from my teachers about how I am doing. (9k)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	34.8%	43.0%	11.8%	5.7%	4.7%



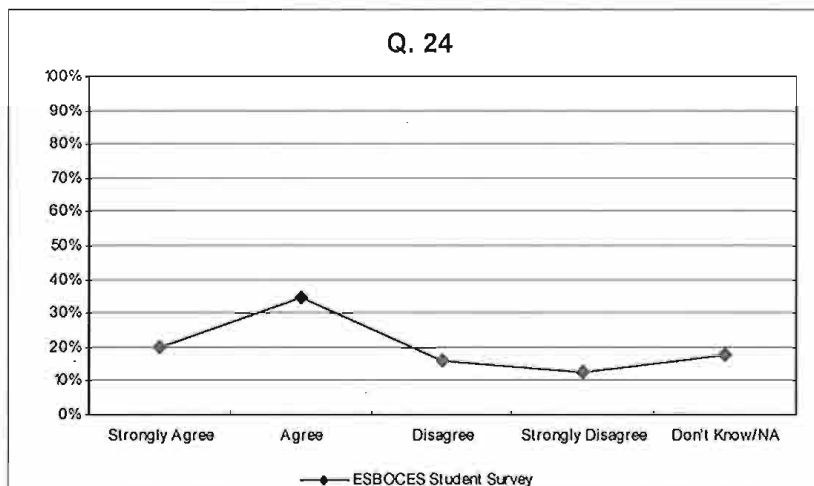
Q23. Counselors, administrators, teachers, and other staff members provide students with guidance and support. (8b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	31.8%	45.5%	9.4%	5.9%	7.5%



Q24. The school provides students with adequate library/media services. (4h)

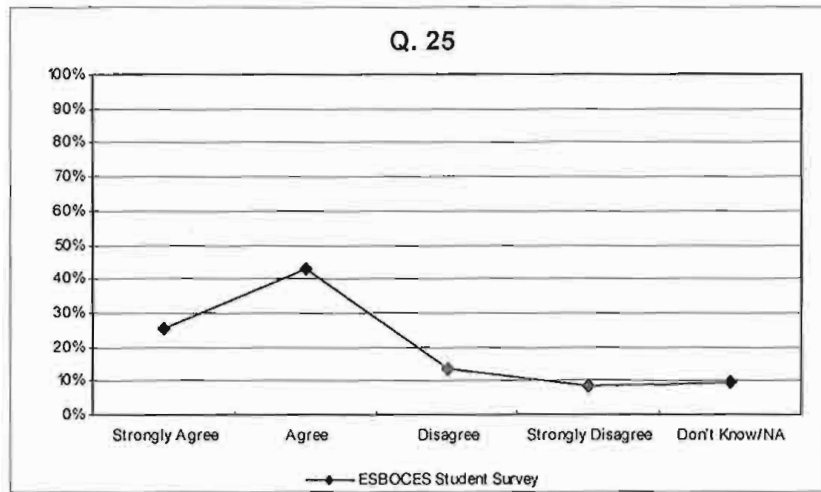
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	19.6%	34.5%	15.9%	12.5%	17.4%





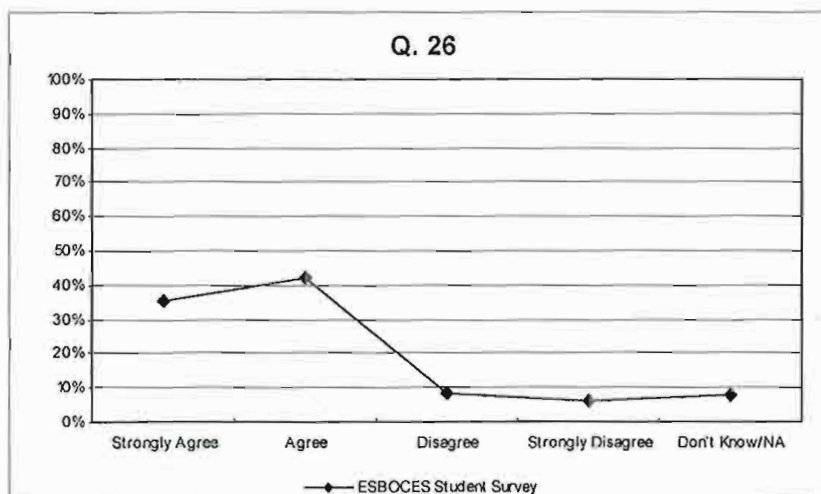
Q25. Technology resources are well-maintained and up to date. (4g)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	25.6%	42.9%	13.4%	8.4%	9.8%



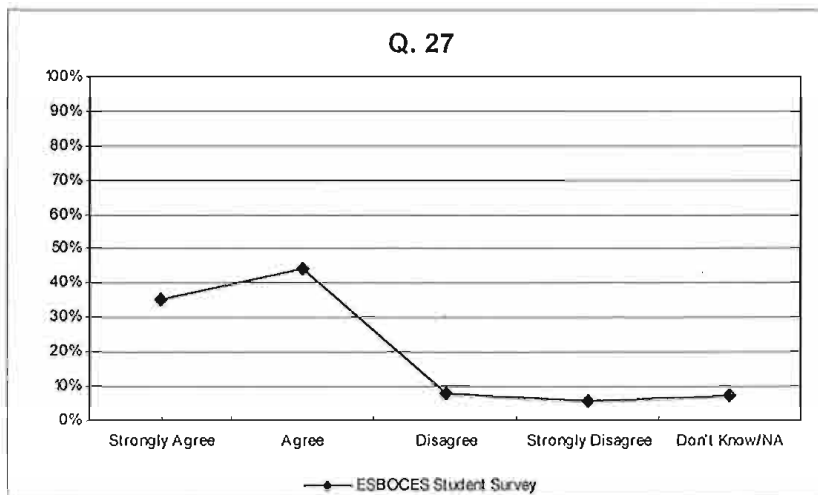
Q26. There seems to be a good relationship among the teachers, staff, and administration. (10b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	35.5%	41.9%	8.6%	6.0%	7.9%



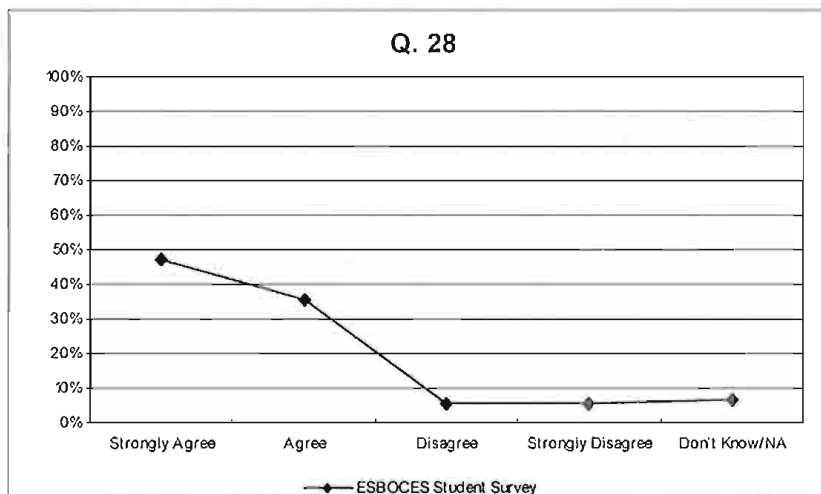
Q27. My teachers seem to have reasonable work loads and acceptable working conditions. (10b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	35.2%	44.1%	7.7%	5.5%	7.5%



Q28. My teachers seem to be happy in their jobs. (10b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Students	47.1%	35.5%	5.3%	5.4%	6.7%



# **MIDDLE STATES STANDARDS PARENT SURVEY**



## Eastern Suffolk BOCES Middle States Parent Survey

**Directions:** You will find a number of statements as it relates to Eastern Suffolk BOCES Middle States Accreditation For Growth (AFG) and the instructional programs, listed below. For each statement you will need to decide to what extent you agree or disagree. To indicate your opinion, choose one of the following responses and then blacken the circle that corresponds with the answer you have chosen. Use a soft (No. 2) pencil to mark your response. *Please see the reverse side for further directions and return mailing information. Please return the survey in the enclosed, self-addressed stamped envelope by Friday, February 29, 2008.*

\*\*\* DO NOT BEND \*\*\*

1. Please indicate your building location/program.  
(If this has not been pre-coded, please see reverse side for codes)

	0	1	2	3	4	5	6	7	8	9
	A	B	C	D	E	F	G	H	I	J

E = Don't Know or Does Not Apply

D = Strongly Disagree

C = Disagree

B = Agree

A = Strongly Agree

- |  |                     |
|--|---------------------|
| 2. The school's philosophy and mission are understandable and widely publicized.   | (A) (B) (C) (D) (E) |
| 3. The administration and staff act ethically, fairly and equitably in dealing with parents and students.  | (A) (B) (C) (D) (E) |
| 4. The staff maintains constructive relations with component districts, parents and students in the interest of serving the needs of the students.                               | (A) (B) (C) (D) (E) |
| 5. BOCES provides support to component districts in carrying out state programs.   | (A) (B) (C) (D) (E) |
| 6. BOCES ensures that all programs and services are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.                           | (A) (B) (C) (D) (E) |
| 7. Staff maintains timely and open communication with school districts, parents and students.  | (A) (B) (C) (D) (E) |
| 8. School staff stays well informed of educational developments.   | (A) (B) (C) (D) (E) |
| 9. Improvement plans place major focus on student achievement and performance.   | (A) (B) (C) (D) (E) |
| 10. All school grounds, buildings, furnishings, and equipment provide for the health, safety, and security of students.  | (A) (B) (C) (D) (E) |
| 11. A variety of spaces are provided for high quality programs and services and for the integration of special needs populations.  | (A) (B) (C) (D) (E) |
| 12. BOCES provides up-to-date instructional materials that are accessible to students.   | (A) (B) (C) (D) (E) |
| 13. The staff ensures that all information relating to BOCES programs, services, and resources are clear, accurate and current.  | (A) (B) (C) (D) (E) |
| 14. Staff members possess the qualifications of education, preparation, experience and commitment which contribute to excellent service.   | (A) (B) (C) (D) (E) |
| 15. The school provides top-quality instructional programs, instructional services, and support services.  | (A) (B) (C) (D) (E) |
| 16. The staff works cooperatively to help to attain the BOCES mission and objectives.  | (A) (B) (C) (D) (E) |
| 17. Admission and placement procedures are well-defined, well-administered, and do not promote bias or inequity.   | (A) (B) (C) (D) (E) |
| 18. Procedures include evaluation, counseling, and the development of productive relationships with students, parents, and component districts.                                  | (A) (B) (C) (D) (E) |
| 19. Student records are complete and well-maintained.  | (A) (B) (C) (D) (E) |
| 20. Academic credit, grade placement, academic recognition, and testaments to academic competence are practiced.   | (A) (B) (C) (D) (E) |
| 21. Consideration is given to the varying levels of ability of students and instructional programs are designed to meet student needs.   | (A) (B) (C) (D) (E) |
| 22. Communication with component districts regarding students' progress and needs is regular, productive, and meaningful.  | (A) (B) (C) (D) (E) |
| 23. The educational program, agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students and parents.   | (A) (B) (C) (D) (E) |
| 24. Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program.                 | (A) (B) (C) (D) (E) |
| 25. Services are delivered in such a manner that component districts, staff, students and parents can effectively use the services offered.                                      | (A) (B) (C) (D) (E) |
| 26. Administration bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with parents and students.            | (A) (B) (C) (D) (E) |
| 27. Communication with component districts about support services is regular, productive, and meaningful.  | (A) (B) (C) (D) (E) |
| 28. The school and programs utilize appropriate and varied methods to assess student learning and performance.   | (A) (B) (C) (D) (E) |
| 29. Assessment results are actively used to develop strategies for improving programs and services.  | (A) (B) (C) (D) (E) |
| 30. All staff, Board members, and other appropriate personnel commit to, participate in, and share in the accountability for student learning and quality programs and services. | (A) (B) (C) (D) (E) |
| 31. BOCES is engaged in a continuous improvement process that focuses on improved student learning and the provision of quality programs and services.                           | (A) (B) (C) (D) (E) |
| 32. A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes.  | (A) (B) (C) (D) (E) |
| 33. There is evidence of good general morale among all segments of the school staff.   | (A) (B) (C) (D) (E) |

PLEASE TURN PAGE OVER TO ANSWER ONE ADDITIONAL QUESTION

Comments/Suggestions:

**Directions for Question #1:**

**1. BUILDING LOCATION/PROGRAM CODES:**

- |                                     |                                       |   |
|-------------------------------------|---------------------------------------|---|
| 01 = BAC                            | 16 = Jail Ed                          | 31 = Sherwood/ISC   |
| 02 = BAC included sites             | 17 = James Hines Admin Bldg.          | 32 = Stony Brook Hospital Program                                   |
| 03 = BRAC                           | 18 = MLC                              | 33 = Suffolk Aviation   |
| 04 = BRAC - TSP                     | 19 = MLC included sites               | 34 = WFLC   |
| 05 = BTC                            | 20 = MTC                              | 35 = WHBLC  |
| 06 = CAC & Outreach                 | 21 = NCLC                             | 36 = WHBLC included sites   |
| 07 = Colin Drive/ISC                | 22 = NCLC included sites              | 37 = WTAC/Phoenix House   |
| 08 = Employee/Student Support Svcs. | 23 = NYIT, CI Campus                  | 38 = District Wide (J. Hark)  |
| 09 = East Moriches LC               | 24 = PLC                              | 39 = Textbook Program   |
| 10 = IAC                            | 25 = PLC included sites               | 40 = Adult Education Program<br>(Full Time Only)                    |
| 11 = IAC @ ICC                      | 26 = Raymond DeFeo Bldg.              | 41 = If any of these are not<br>applicable, please fill<br>in _____ |
| 12 = ICC                            | 27 = Roanoke House                    |   |
| 13 = Itinerant                      | 28 = SLC                              |   |
| 14 = JAC                            | 29 = SLC included sites               |   |
| 15 = JAC included sites             | 30 = School Library System - Bellport |   |

OE Work Reflex® forms by NCS Pearson EW-276185-1-554321 Printed in U.S.A.

**RETURN DIRECTIONS:**

**\*\*\* DO NOT BEND \*\*\***

Please return the survey in the enclosed self-addressed prepaid envelope by Friday, February 29, 2008 to Barbara Colombo, Eastern Suffolk BOCES, Office of Planning and Program Improvement, James Hines Administration Center, 201 Sunrise Highway, Patchogue, NY 11772.

Thank you for your participation in this survey.

## Encuesta a los Padres de la Asociación de Middle States de Eastern Suffolk BOCES

**Instrucciones:** Usted encontrará un número de declaraciones debajo relacionadas con el crecimiento de la acreditación (AFG) de la asociación de Middle States de Eastern Suffolk BOCES y los programas educativos. Para cada declaración, tendrá que decidir si usted está de acuerdo o no está de acuerdo. Para indicar su opinión, elija una de las siguientes respuestas y ennegrezca (marque) el círculo que corresponde con la respuesta que usted ha elegido. Utilice un lápiz (No. 2) para marcar su respuesta. Por favor vea al dorso para obtener instrucciones adicionales o información sobre el envío. Por favor devuelva la encuesta adjunta en el sobre con franqueo pagado, antes del viernes, 29 de febrero del 2008. \*\*\* NO DOBLE EL FORMULARIO \*\*\*

1. Por favor indique su escuela/programa.  
(si no ha sido pre-codificado, por favor vea al dorso para obtener los códigos)

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

E = No sabe o no aplica
D = Completamente en desacuerdo
C = No estoy de acuerdo
B = De Acuerdo
A = Completamente de acuerdo

2. La filosofía y la misión de la escuela son comprensibles y ampliamente publicadas.	(A) (B) (C) (D) (E)
3. La ética, justicia y equidad caracterizan el tratamiento brindado por parte de la administración escolar a los padres y a los estudiantes.	(A) (B) (C) (D) (E)
4. El personal responsable de la escuela se relaciona positivamente con los distritos escolares, los padres y los alumnos con el objetivo de servir a las necesidades propias y particulares del estudiante.	(A) (B) (C) (D) (E)
5. BOCES apoya a los distritos escolares pertinentes en la labor de implementación de programas fuera del área estatal.	(A) (B) (C) (D) (E)
6. BOCES asegura que todos los programas y servicios educativos son debidamente planificados y supervisados por el personal altamente competente.	(A) (B) (C) (D) (E)
7. El personal mantiene una continua, abierta y oportuna comunicación con los distritos componentes, los padres y los alumnos.	(A) (B) (C) (D) (E)
8. El personal docente y administrativo escolar se mantiene informado acerca de los desarrollos educativos.	(A) (B) (C) (D) (E)
9. Los planes de mejoramiento del estudiante se enfocan en el éxito y desempeño del mismo.	(A) (B) (C) (D) (E)
10. Las propiedades escolares, edificios, mobiliarios, y equipos proveen un ambiente sano y seguro para los alumnos.	(A) (B) (C) (D) (E)
11. Diferentes ambientes y espacios son proveídos para la realización de programas y servicios de alto nivel de capacitación y para la integración de diferentes grupos de población estudiantil con necesidades especiales.	(A) (B) (C) (D) (E)
12. BOCES provee materiales de instrucción actualizados, y están accesibles a los estudiantes.	(A) (B) (C) (D) (E)
13. El personal asegura de que todos los programas, servicios y recursos son claros, precisos y de actualidad.	(A) (B) (C) (D) (E)
14. Los miembros del personal cuentan con amplia experiencia en el área de educación, con la cual están comprometidos a contribuir a un excelente servicio al alumno.	(A) (B) (C) (D) (E)
15. La escuela provee programas y servicios de instrucción y servicios de apoyo de alto nivel.	(A) (B) (C) (D) (E)
16. El personal en conjunto trabaja unido con el objetivo de lograr la misión y los objetivos de BOCES.	(A) (B) (C) (D) (E)
17. Los procedimientos de admisión y clasificación del alumno están claramente definidos, y previstos de forma que no promueven prejuicios e injusticias.	(A) (B) (C) (D) (E)
18. Los procedimientos incluyen procesos de evaluación, consejería y el desarrollo de relaciones positivas con los alumnos, los padres, y los distritos escolares.	(A) (B) (C) (D) (E)
19. Los expedientes personales del estudiante están completos y en buen estado de archivo y conservación.	(A) (B) (C) (D) (E)
20. Aciertos y logros alcanzados por el alumno son de práctica común en la evaluación del mismo, así como el puntaje recibido y el nivel académico alcanzado.	(A) (B) (C) (D) (E)
21. Se otorga especial consideración a los diferentes niveles de habilidad del estudiante y los programas de educación son diseñados para satisfacer las necesidades particulares del estudiante.	(A) (B) (C) (D) (E)
22. La comunicación con los distritos escolares sobre los adelantos y las necesidades de los estudiantes es frecuente, productiva, y significativa.	(A) (B) (C) (D) (E)
23. Los programas educativos, las normas y/o los procedimientos de la agencia, y otra información pertinente referente al estudiante, están disponibles para los estudiantes y sus padres.	(A) (B) (C) (D) (E)
24. La evidencia del aprendizaje del estudiante y el éxito de aquellos graduados demuestran la efectividad del programa educativo.	(A) (B) (C) (D) (E)
25. Los servicios son proveídos de tal manera que los distritos componentes, el personal, los estudiantes y los padres pueden utilizarlos eficazmente.	(A) (B) (C) (D) (E)
26. La administración basa sus decisiones con respecto al tipo y a la naturaleza de los servicios ofrecidos en la evaluación de datos con necesidades y en un diálogo vigoroso con los padres y los estudiantes.	(A) (B) (C) (D) (E)
27. La comunicación con los distritos componentes sobre servicios de apoyo es frecuente, positivo, y significativo.	(A) (B) (C) (D) (E)
28. Los programas educativos contienen diferentes métodos para determinar el nivel de aprendizaje del alumno así como su desempeño.	(A) (B) (C) (D) (E)
29. Los resultados de las evaluaciones son piezas fundamentales para desarrollar nuevas estrategias para mejorar servicios y programas educativos.	(A) (B) (C) (D) (E)

- E = No sabe o no aplica
- D = Completamente en desacuerdo
- C = No estoy de acuerdo
- B = De Acuerdo
- A = Completamente de acuerdo

30. Los miembros de la Junta así como el personal en general participan y comparten la responsabilidad en el aprendizaje del estudiante y la calidad de los programas y servicios. (A) (B) (C) (D) (E)
31. BOCES esta comprometido a proveer un proceso continuo de mejoramiento de aprendizaje del estudiante así como proveer programas y servicios de calidad. (A) (B) (C) (D) (E)
32. BOCES cuenta con un sistema de supervisión que provee datos actuales y extensos del desempeño del estudiante así como otros resultados. (A) (B) (C) (D) (E)
33. La existencia de un sistema de valores entre el personal escolar es evidente. (A) (B) (C) (D) (E)

**COMENTARIOS/SUGERENCIAS:**

**Instrucciones para la pregunta #1:**

**1. ESCUELA/CÓDIGO DEL PROGRAMA:**

- |                                     |                                       |   |
|-------------------------------------|---------------------------------------|---|
| 01 = BAC                            | 16 = Jail Ed                          | 31 = Sherwood/ISC   |
| 02 = BAC included sites             | 17 = James Hines Admin Bldg.          | 32 = Stony Brook Hospital Program                             |
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| 14 = JAC                            | 29 = SLC included sites               |   |
| 15 = JAC included sites             | 30 = School Library System - Bellport |   |

**INSTRUCCIONES PARA DEVOLVER EL FORMULARIO: \*\*\* NO DOBLE EL FORMULARIO \*\*\***  
 Por favor devuelva la encuesta en el sobre con franqueo pagado, antes del viernes, 29 de febrero del 2008 a Bárbara Colombo, Eastern Suffolk BOCES, Office of Planning and Program Improvement, James Hines Administration Center, 201 Sunrise Highway, Patchogue, NY 11772. Gracias por participar en esta encuesta.



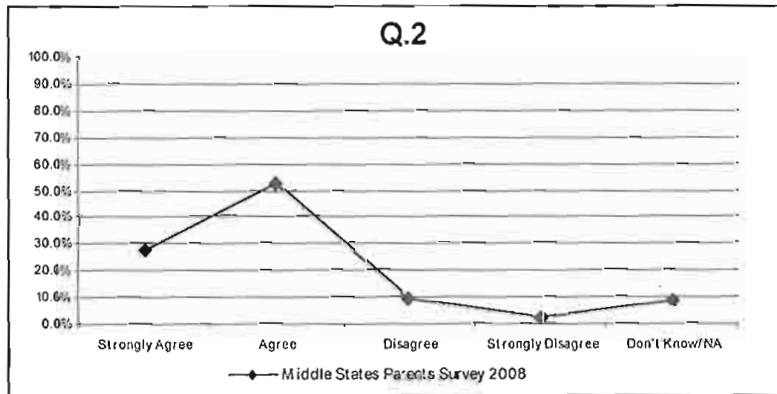
## EASTERN SUFFOLK BOCES PARENT SURVEY ITEM RESULTS

### Survey Items

The results of each question from the 2008 Middle States Parent Survey are shown below. The number(s)/letter(s) following each question identifies the Middle States Standard Indicator(s) that the question refers to, and can be referred to in the Appendix.

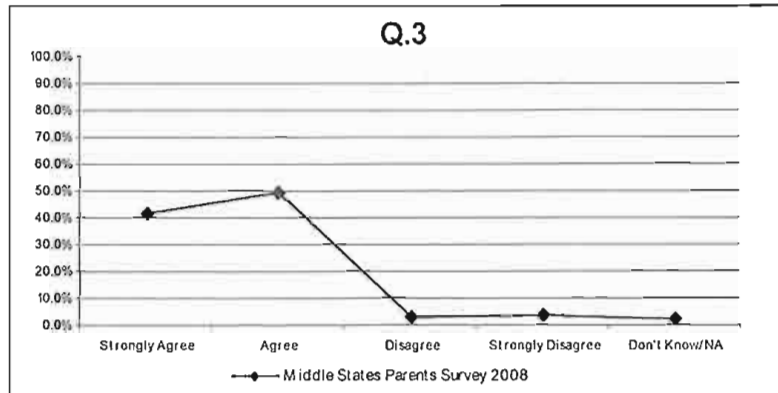
Q2. The school's philosophy and mission are understandable and widely publicized (1a)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	27.3%	52.2%	9.3%	2.5%	8.8%



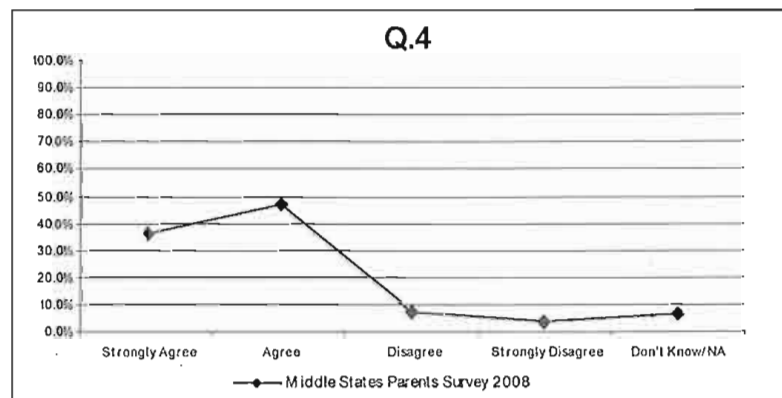
Q3. The administration and staff act ethically, fairly and equitably in dealing with parents and students. (2a)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	41.4%	49.4%	3.1%	3.8%	2.3%



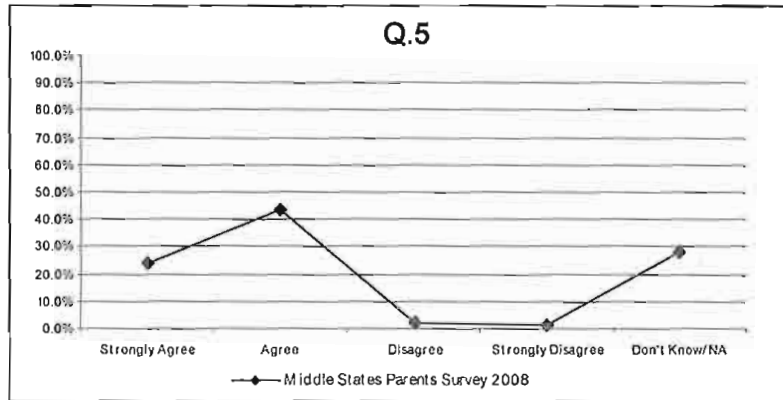
Q4. The staff maintains constructive relations with component districts, parents and students in the interest of serving the needs of the students. (2c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	36.4%	46.8%	6.9%	3.4%	6.6%



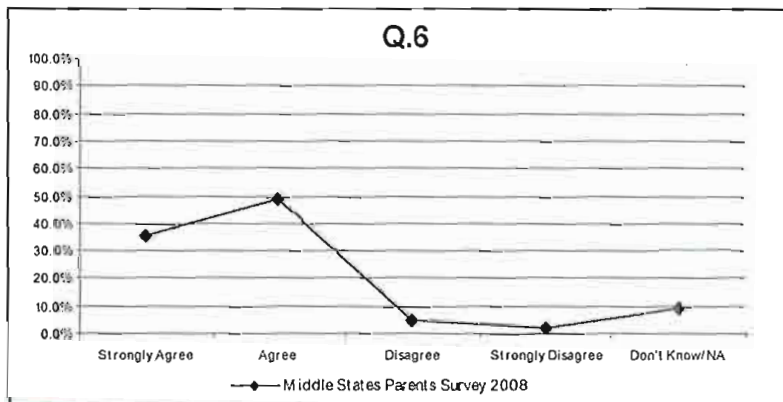
Q5. BOCES provides support to component districts in carrying out state programs. (2j)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	24.2%	43.7%	2.3%	1.2%	28.4%



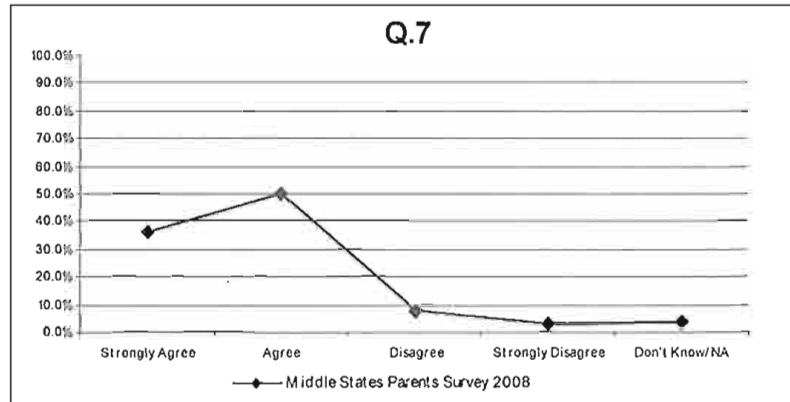
Q6. BOCES ensures that all programs and services are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel. (3d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	35.7%	48.6%	5.1%	1.8%	8.8%



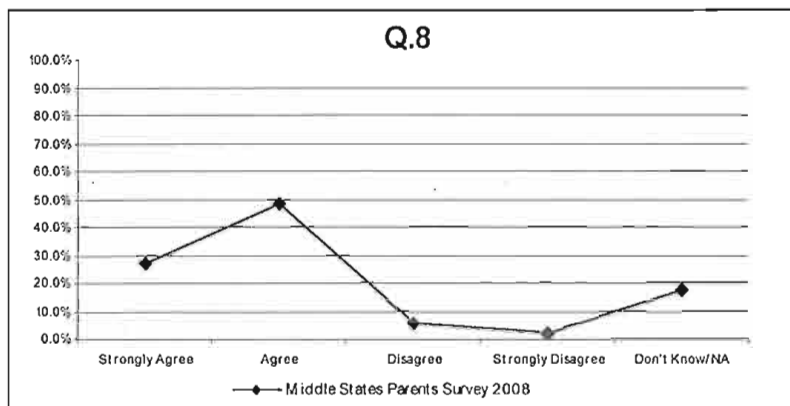
Q7. Staff maintains timely and open communication with school districts, parents and students. (3e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	35.8%	50.2%	7.5%	3.1%	3.4%



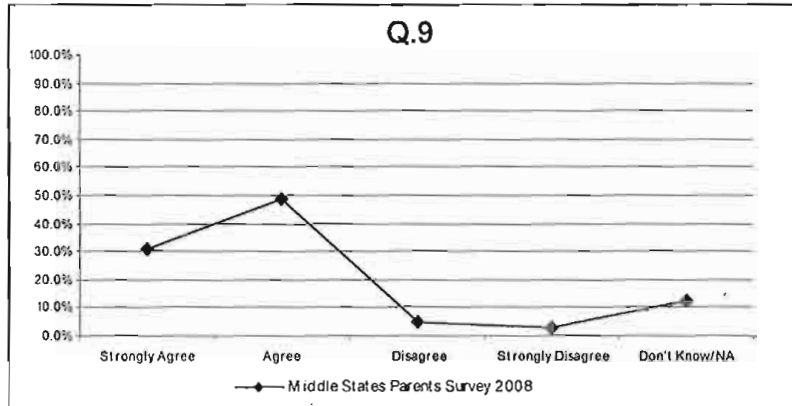
Q8. School staff stays well informed of educational developments. (3f)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	26.6%	48.4%	5.7%	1.9%	17.2%



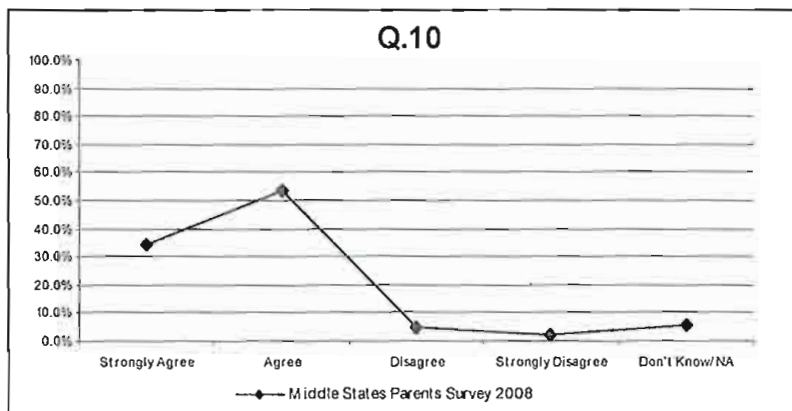
Q9. Improvement plans place major focus on student achievement and performance. (3i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	30.8%	48.7%	5.1%	2.8%	12.6%



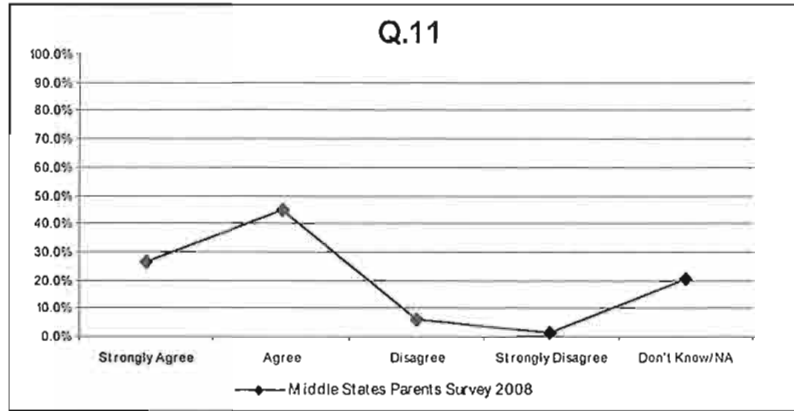
Q10. All school grounds, buildings, furnishings, and equipment provide for the health, safety, and security of students. (4b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	34.4%	53.2%	4.6%	2.1%	5.5%



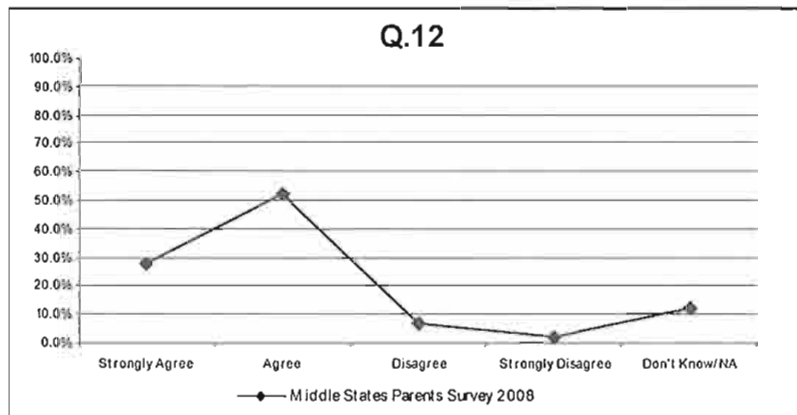
Q11. A variety of spaces are provided for high quality programs and services and for the integration of special needs populations. (4e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	26.3%	45.0%	6.5%	1.5%	20.7%



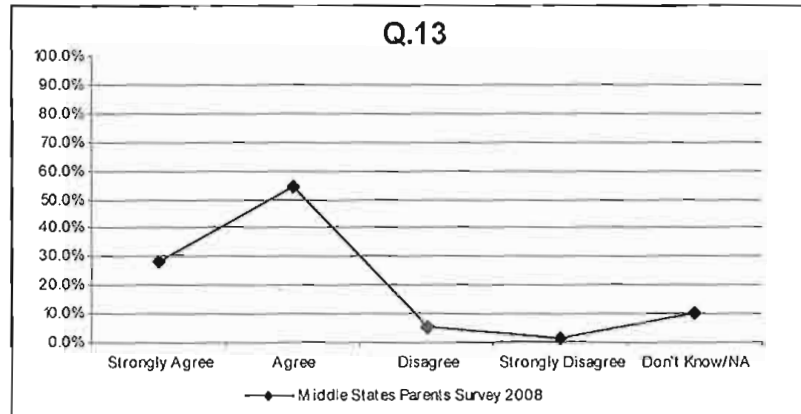
Q12. BOCES provides up-to-date instructional materials that are accessible to students. (4g)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESB Parents	27.5%	52.2%	6.6%	1.8%	11.8%



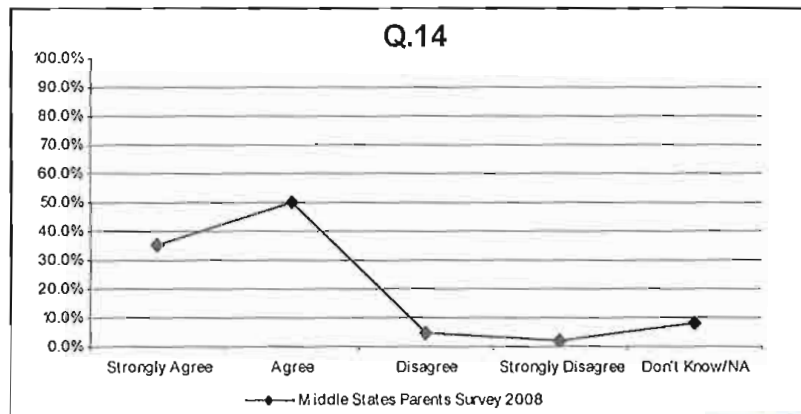
Q13. The staff ensures that all information relating to BOCES programs, services, and resources are clear, accurate and current. (5j)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
ESBOCES Parents	28.1%	54.4%	5.5%	1.5%	10.3%



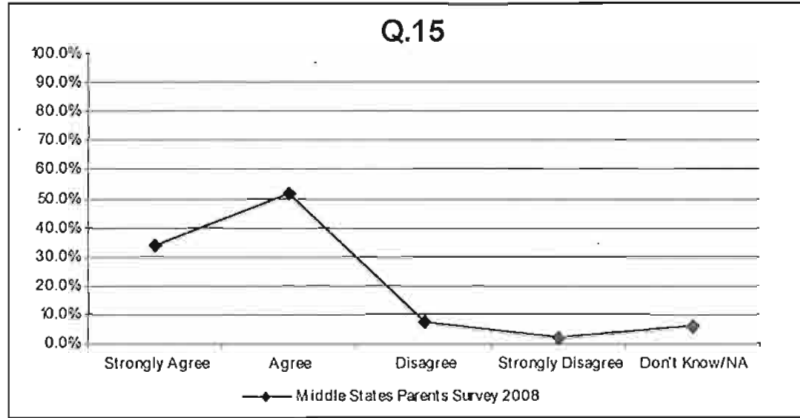
Q14. Staff members possess the qualifications of education, preparation, experience and commitment which contribute to excellent service. (6b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ NA
ESBOCES Parents	35.5%	50.1%	4.8%	2.0%	7.7%



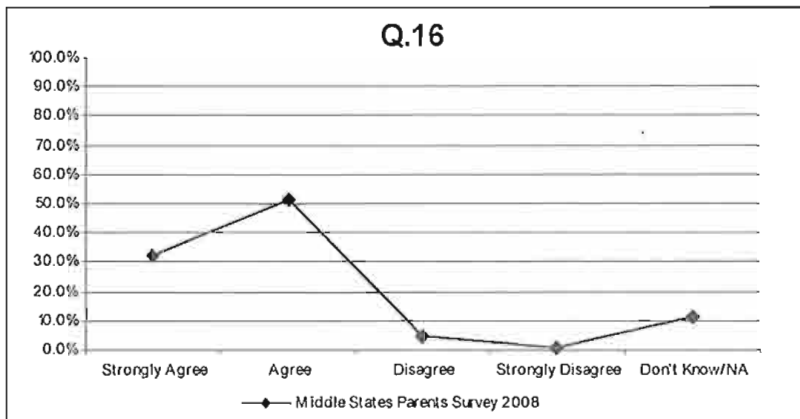
Q15. The school provides top-quality instructional programs, instructional services, and support services. (6b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	34.0%	51.4%	7.1%	1.8%	5.7%



Q16. The staff works cooperatively to help to attain the BOCES mission and objectives. (6d)

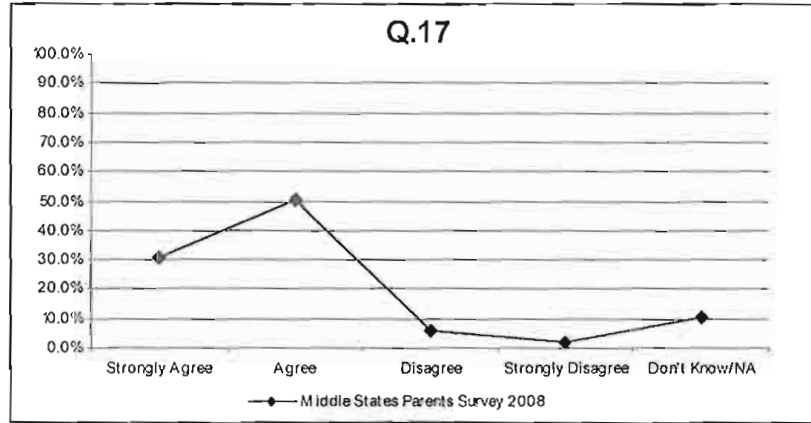
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	32.3%	51.3%	4.6%	0.9%	10.9%





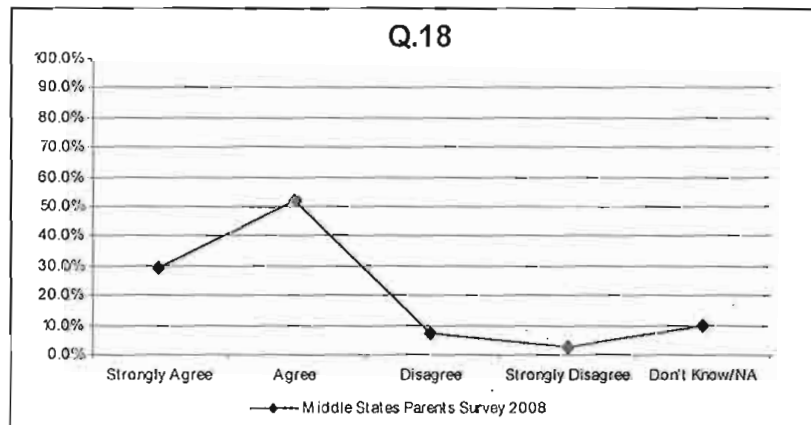
Q17. Admission and placement procedures are well-defined, well-administered, and do not promote bias or inequity. (7b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	30.8%	50.4%	6.1%	2.0%	10.7%



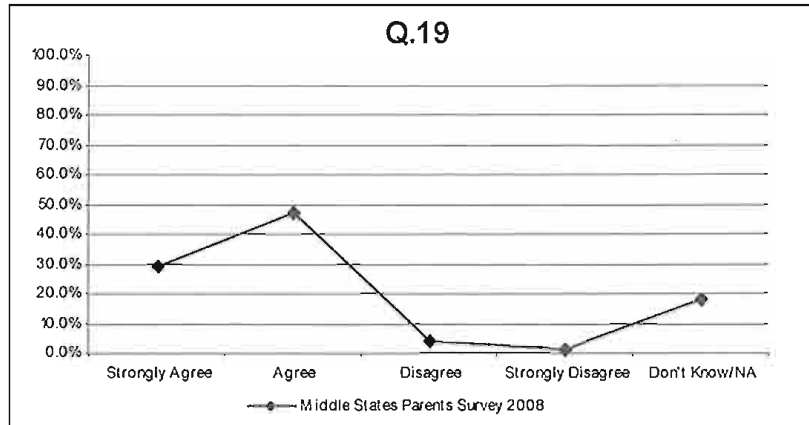
Q18. Procedures include evaluation, counseling, and the development of productive relationships with students, parents, and component districts. (7b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	28.9%	51.9%	7.0%	2.5%	9.6%



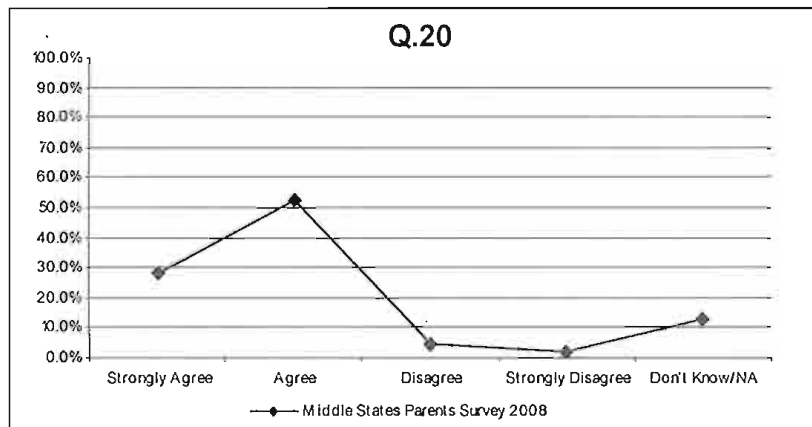
Q19. Student records are complete and well-maintained. (7c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	28.9%	47.0%	4.0%	1.4%	18.4%



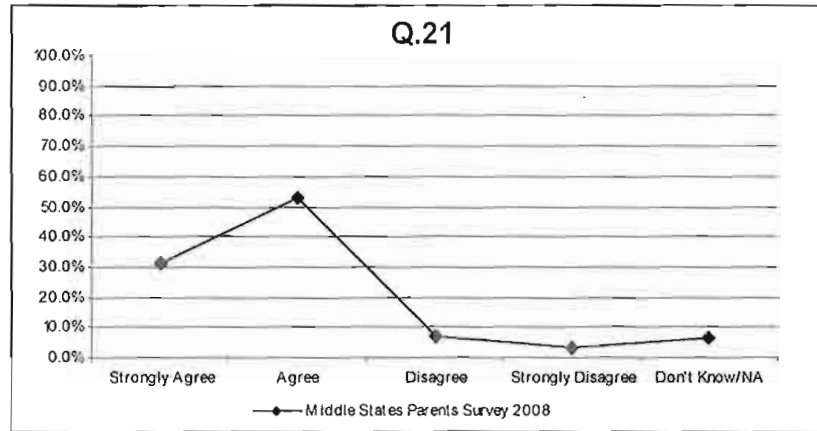
Q20. Academic credit, grade placement, academic recognition, and testaments to academic competence are practiced. (7d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	28.3%	52.4%	4.7%	1.7%	12.9%



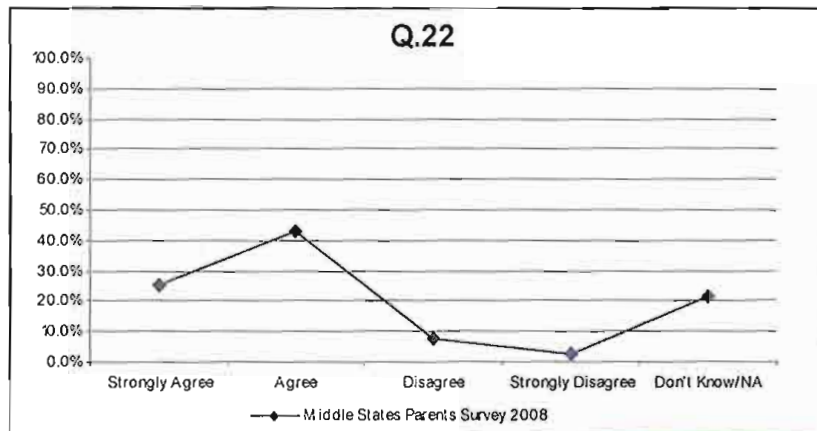
Q21. Consideration is given to the varying levels of ability of students and instructional programs are designed to meet student needs. (7e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	31.0%	52.7%	6.8%	3.2%	6.3%



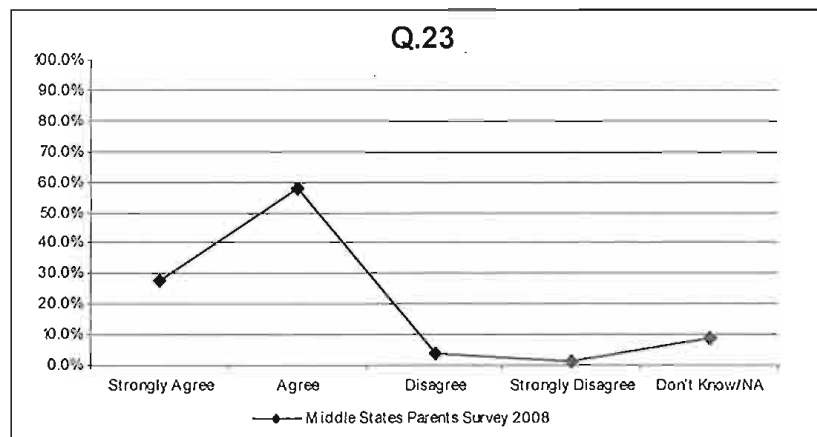
Q22. Communication with component districts regarding students' progress and needs is regular, productive, and meaningful. (7f)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	25.1%	43.3%	7.9%	2.5%	21.2%



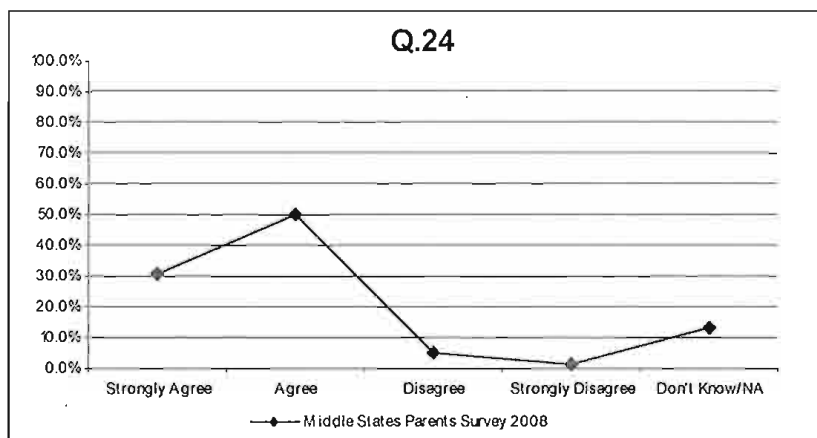
Q23. The educational program, agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students and parents. (7h)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	27.8%	57.8%	3.7%	1.5%	9.1%



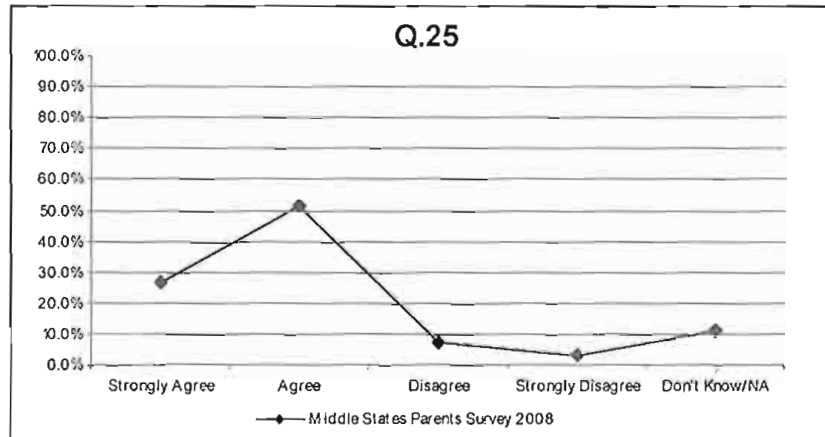
Q24. Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program. (7i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	30.5%	50.3%	5.0%	1.4%	12.8%



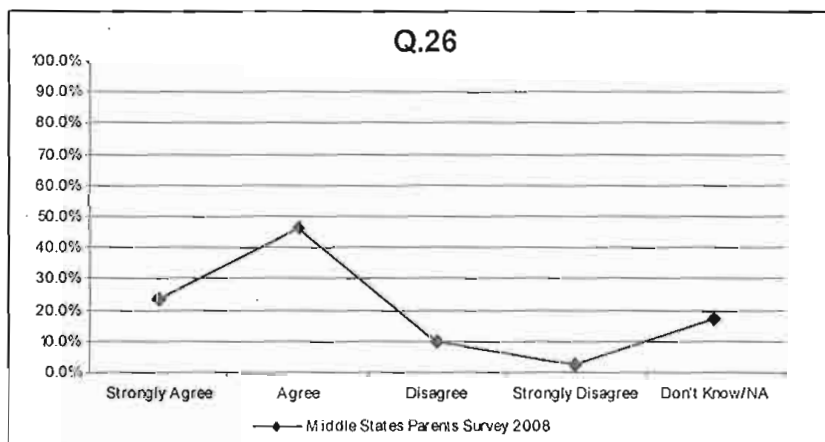
Q25. Services are delivered in such a manner that component districts, staff, students and parents can effectively use the services offered. (8b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	26.9%	51.3%	7.2%	3.1%	11.4%



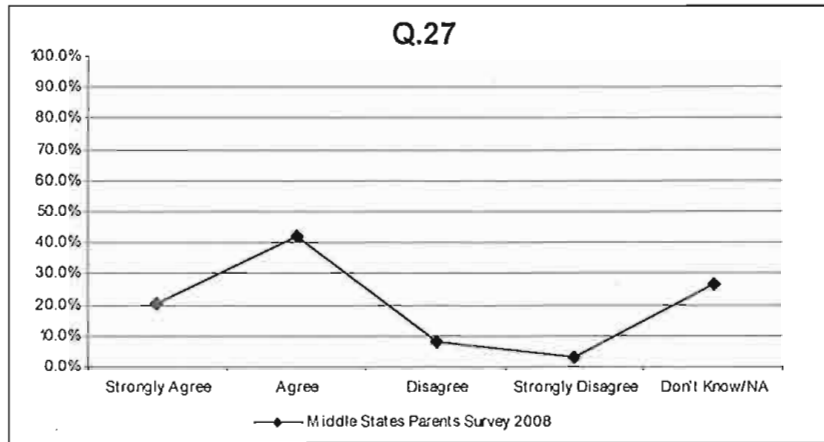
Q26. Administration bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with parents and students. (8c)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	23.7%	46.6%	9.8%	2.6%	17.3%



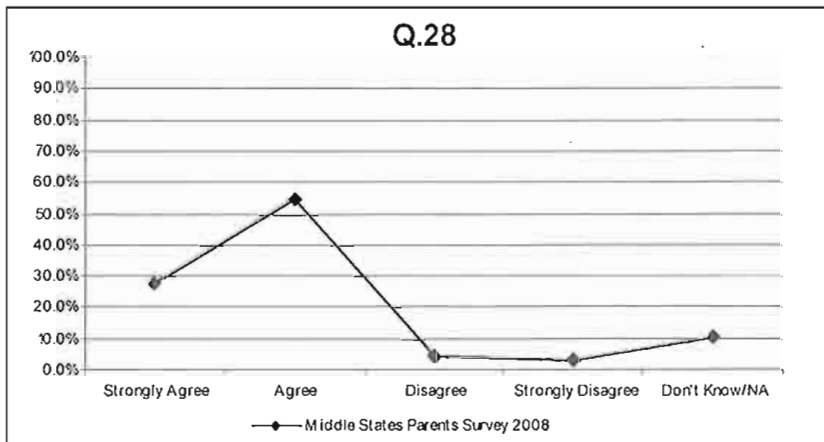
Q27. Communication with component districts about support services is regular, productive, and meaningful. (8d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	20.2%	42.2%	7.8%	3.4%	26.5%



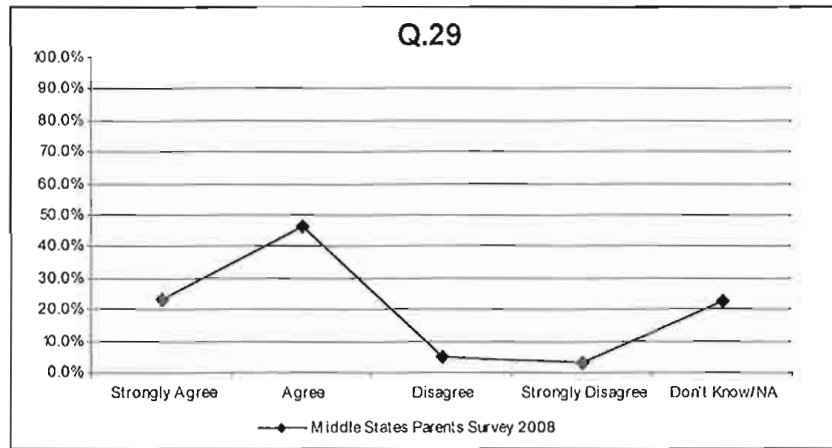
Q28. The school and programs utilize appropriate and varied methods to assess student learning and performance. (9d)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	27.5%	54.6%	4.5%	2.8%	10.6%



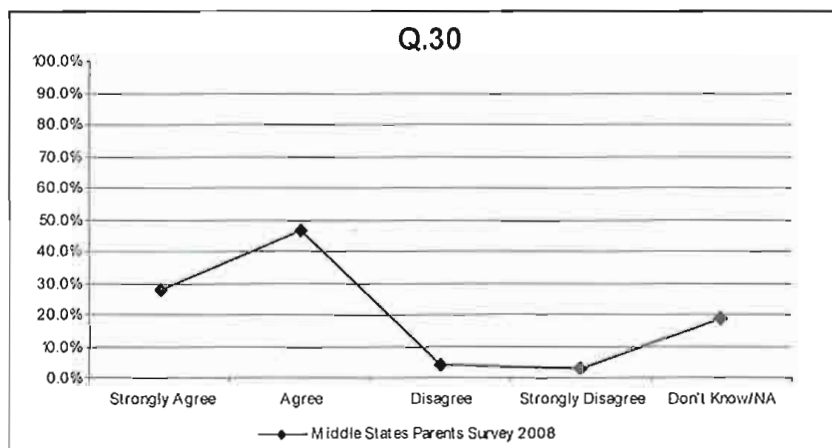
Q29. Assessment results are actively used to develop strategies for improving programs and services. (9e)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	22.9%	46.3%	5.1%	3.0%	22.5%



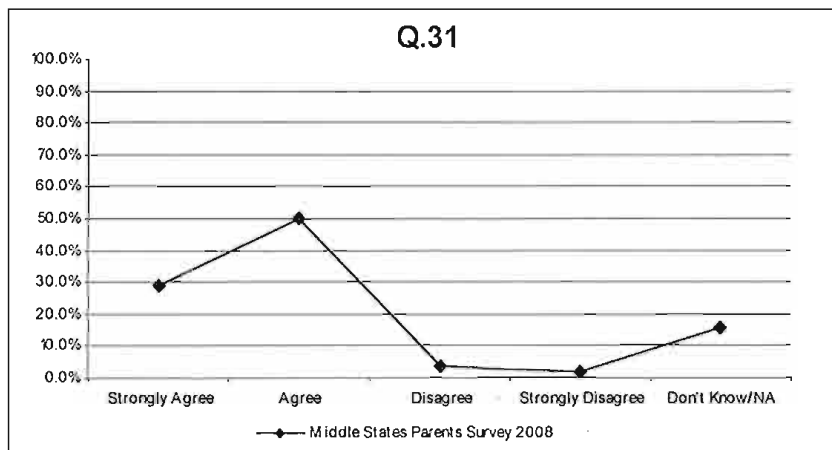
Q30. All staff, Board members, and other appropriate personnel commit to, participate in, and share in the accountability for student learning and quality programs and services. (9f)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	27.9%	46.4%	4.2%	3.1%	18.5%



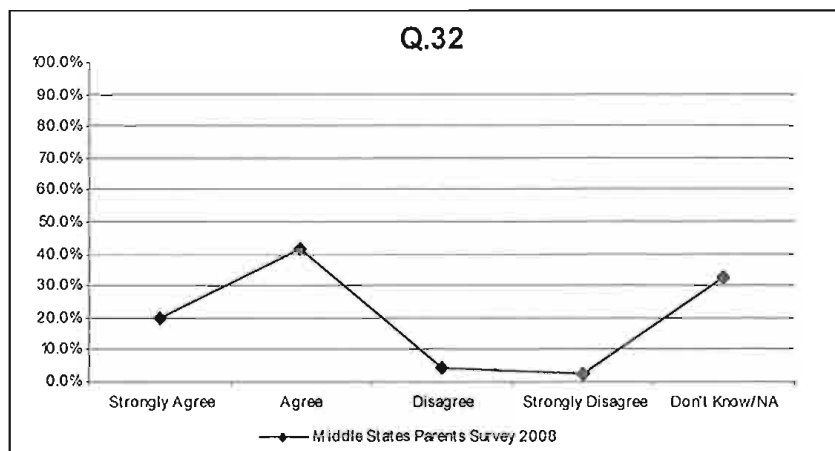
Q31. BOCES is engaged in a continuous improvement process that focuses on improved student learning and the provision of quality programs and services. (9i)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	29.2%	50.0%	3.9%	1.6%	15.4%



Q32. A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes. (9k)

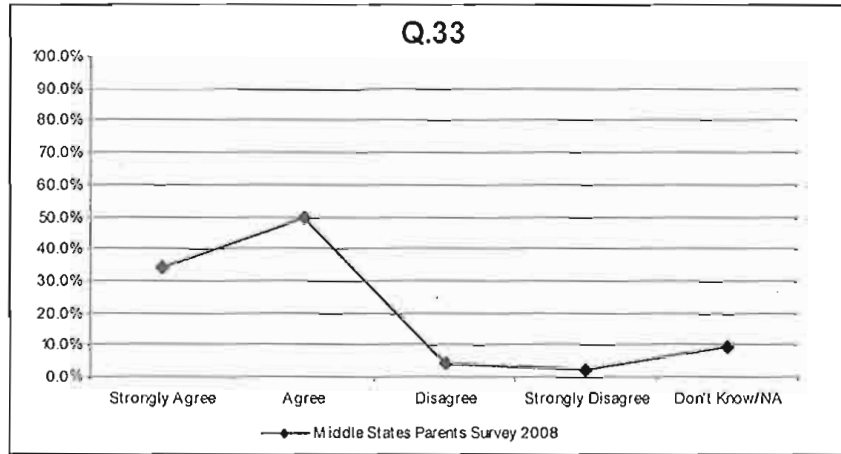
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	19.7%	41.7%	4.0%	2.3%	32.3%





Q33. There is evidence of good general morale among all segments of the school staff.  
(10b)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/NA
ESBOCES Parents	33.9%	49.8%	4.4%	2.1%	9.7%



# APPENDIX



9/21/07

***SPECIAL NOTE for ESBOCES Staff Members***

*The following pages contain the 10 Middle States Standards for Educational Service Agencies with their related indicators. ESBOCES staff members should use this document to familiarize themselves with the standards and indicators in preparation for the agency-wide survey coming out in the Fall of 2007.*

*Additional information on Strategic Planning and our Reaccreditation can be found in the September 2007 Highlights Special Edition newsletter now available in all ESBOCES facilities.*

*Questions or Comments? Contact the Office of Planning and Program Improvement @ 687-3263*

**MIDDLE STATES ASSOCIATION**

**STANDARDS FOR ACCREDITATION**  
**OF SERVICE AGENCIES**  
**With**  
**INDICATORS**

Commission on Elementary Schools  
Commission on Secondary Schools  
Committee on Institution-wide Accreditation

## **1. STANDARD: Philosophy/Mission/Beliefs/Objectives**

**Rationale for the Standard:** Whether large or small, an institution functions more effectively and harmoniously when stakeholders understand and participate in the development of the organization's philosophy, mission, beliefs, and goals. The *mission* provides the unifying theme that illuminates the purposes and clients of the organization. This theme must be supported by *beliefs* that form an ethical core. Often an organization will have *parameters* that guide daily conduct of business as well as a set of *objectives* that provide focus for improvement and growth efforts. These documents should be appropriate for the groups served, prominently displayed, and periodically reviewed.

- a.) The Agency has clearly written statements of philosophy/mission/ beliefs and educational goals/objectives that convey the general and specific purposes of the Agency's programs and services and express expectations for quality.
- b.) The Agency's philosophy/mission /beliefs and educational goals/objectives have been cooperatively developed by representative elements of the community.
- c.) The Agency's philosophy/mission /beliefs and educational goals/objectives are generally understood and accepted by the governing body, component districts, staff, parents, and students.
- d.) The Agency's philosophy/mission /beliefs and educational goals/objectives are consistent with the ethical and civic norms of American society and demonstrate respect for persons of all races, creeds, and cultures.
- e.) The Agency's philosophy/mission /beliefs and educational goals/objectives are free of contradiction, ambiguity, and excessive abstraction and can be discussed by Agency authorities and leading members of the school community in terms of operation, action, movement, and direction.
- f.) The Agency's philosophy/mission /beliefs and educational goals/objectives are appropriate for the component districts served, students enrolled, and communities served.
- g.) The Agency's philosophy/mission /beliefs and educational goals/objectives are prominently and accurately cited in the Agency, the schools it operates, and in all Agency literature.
- h.) The Agency's philosophy/mission /beliefs and educational goals/objectives are periodically reviewed to ensure that the statements are appropriate to the needs of the districts and students served.

## **2. STANDARD: Governance and Constituent Relations**

**Rationale for the Standard:** Effective governance and positive relations with constituent groups are key to the long-term well-being of any high quality service agency. The governing body, staff, and constituent groups must work in partnership to assure the integrity, quality, and usefulness of programs and services. There should be an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. The governing body should focus its activities on policy development, planning, assessing the service agency's performance as well as that of the agency leadership.

- a.) The Agency governing body and staff act ethically, fairly, and equitably in all dealings with component districts, parents, students, staff and the school community.
- b.) The Agency governing body and staff work cooperatively to establish and maintain clearly formulated policies and practices that are consistent with the Agency's philosophy and are understood by component districts, staff, parents, students, and others.
- c.) The Agency governing body and staff maintain appropriate and constructive relations with component districts, parents, students, staff, the host community, and with each other in the interest of serving the needs of the component districts and students.
- d.) The Agency functions effectively in its dual role of representing the interests and needs of component districts and as the local representative and interpreter of state initiatives for local school districts.
- e.) The Agency governing body and staff comply with applicable statutes, governmental regulations, and Board policies.
- f.) The Agency governing body provides appropriate opportunities for trustee education, including orientation and training sessions so that all governing body members understand their responsibilities and roles.
- g.) The membership and organization of the Agency governing body provides the Agency with solid leadership, continuity, and effective support. The governing body thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
- h.) The Agency governing body focuses its activities on selecting and evaluating the Agency leadership, policy development, planning, assessing the Agency's performance, and ensuring adequate resources to accomplish the Agency's mission and goals.
- i.) The Agency governing body utilizes a clearly defined performance appraisal system for Agency leadership. The appraisal is conducted with the knowledge and participation of Agency leadership.
- j.) The Agency provides support to component districts in carrying out state initiatives and programs.

### **3. STANDARD: Leadership and Planning**

**Rationale for the Standard:** In an effective service agency, the head of the agency ensures a productive work environment, timely and open communication, and the leadership necessary to plan both day-to-day operations and the long-term future of the agency. The focus of a service agency is typically two-fold: improving the performance of the students it serves and meeting the needs of its clients.

- a.) The Agency staff provides the Agency programs and services with solid leadership, continuity, and effective support. The staff thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
- b.) The head of the Agency is accountable to the Agency governing body and is responsible for creating a productive work environment and for the day-to-day operation of the Agency.
- c.) The head of the Agency maintains positive, meaningful relationships with state and local authorities.
- d.) The Agency staff ensures that all Agency programs and services are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
- e.) The Agency staff maintains timely and open communication with various elements of the school community, including component districts, parents, students, local agencies, and governmental entities.
- f.) The Agency staff stays well informed of educational developments.
- g.) The Agency governing body and staff undertake operational, long range, and strategic planning aimed at accomplishing the Agency's mission and goals.
- h.) Agency leadership plan, organize, manage and support an ongoing Agency improvement process that has broad-based, component district, staff, and community participation and commitment.
- i.) Agency improvement plans place major focus on student achievement and performance as well as administrative functions, staff training, and other support functions provided to component districts.
- j.) Periodic review of the Agency improvement plan is conducted to determine the extent to which outcomes meet expectations and so that corrective actions can be initiated.

### **4. STANDARD: Resources**

**Rationale for the Standard:** Financial, physical, and human resources must be sufficient to contribute to the fulfillment of the mission and objectives of the organization. Buildings should be safe and secure and sufficiently maintained. Class sizes should be appropriate to meet student needs. Learning materials, technology and equipment should be up-to-date and accessible to students and staff.

- a.) All resources (human, technological, and material) employed by the Agency contribute to the fulfillment of the Agency Philosophy/Mission/ Beliefs/Objectives, to the provision of high quality services, and to the achievement of desired student learning outcomes.
- b.) All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency provide for the health, safety, and security of students and staff and meet all code requirements for safe access and egress.
- c.) All Agency staff and the students they serve are trained in safe facilities occupancy and use.
- d.) All grounds, buildings, furnishings, and equipment owned, rented, and/or operated by the Agency are sufficiently maintained to meet the Agency's mission and objectives.
- e.) All buildings owned, rented, and/or operated by the Agency offer a variety of spaces for providing high quality programs and services and for the integration of special needs populations. Schools and programs operated by the Agency include appropriate accommodation for instruction, administration, conferences, student activities, and student services.
- f.) Schools and programs operated by the Agency provide class sizes that meet student needs and effectively utilize the intended capacity of the facility.
- g.) Schools and programs operated by the Agency provide up-to-date learning media services and technology resources that are current, adequate, and accessible. Such resources support the total educational program and encourage students and staff to broaden and extend the range of learning.
- h.) Schools and programs operated by the Agency have up-to-date instructional materials that are accessible to students and staff. Materials are properly catalogued, housed, and maintained and supported by sufficient and appropriately qualified staff.
- i.) Schools and programs operated by the Agency have up-to-date instructional materials, learning media services, and technology that is appropriately supported through adequate funds provided in an annual budget.

## **5. STANDARD: Business Practices**

**Rationale for the Standard:** The business practices of a service agency should promote confidence in the organization's ability to responsibly manage fiscal and material resources and to follow prescribed budgeting and accounting principles. The agency should effectively allocate fiscal resources to accomplish the mission and identified goals of the organization and to meet the needs of end users. Stakeholders should have opportunities to provide input into financial plans and levels of income and expenditure should be in appropriate balance. Educational service agencies are expected to deliver cost-effective programs and services that contribute to the educational health of the local community.

- a.) The Agency governing body and the staff exercise prudent control over all financial operations, following accepted accounting principles, billing procedures, and annual independent audit practices.
- b.) Short-term and long-range financial plans are put into place to sustain the programs and supporting services at a level that enables them to achieve their desired outcomes.
- c.) Financial resources to attain the Agency's mission and objectives are available and utilized.
- d.) Agency staff participates in the determination and development of the annual budget.
- e.) Agency staff and component districts participate in the determination of programs and services to be offered.
- f.) The Agency, in accordance with written policies and sound business practices, is accountable to all appropriate segments of the Agency community including federal/state/local governmental agencies, component districts, and local school communities.
- g.) Agency finances are currently stable and projections indicate continuing stability. Levels of income and expenditure are in reasonable balance.
- h.) The corporate status of the Agency is clear. No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and/or any corporate linkages are expressed as enforceable agreements.
- i.) The Agency and all schools and programs it operates are approved for their function by the civil authority within whose jurisdiction they are located.
- j.) The Agency staff ensures that all statements and representations relating to Agency programs, services, and resources are clear, accurate, and current. Advertising and promotional literature is completely truthful and ethical.
- k.) The Agency explains what it attempts to do, its methods, and results that are reasonably anticipated. Cost/benefit analyses are conducted where necessary and appropriate.

## **6. STANDARD: Organization and Administration**

**Rationale for the Standard:** The organizational structure of a service agency is the vehicle for carrying out the established philosophy and goals of the educational program and support services. A clearly defined set of reporting relationships is key and administrative, instructional, and support staff that is qualified, competent and sufficient in number is essential for success. Founded in organizational theory and exhibited in the daily functioning of any service agency is the realization that relationships among the staff and administration sustain the dynamic nature of that organization.

- a.) There is a clearly delineated table of organization that specifies levels of responsibility and reporting relationships.
- b.) The Agency has an administrative, instructional, and support staff that is sufficient in number, qualified, and competent to meet the mission and objectives of the Agency. Staff members possess the qualifications of education, preparation, experience, and commitment that contribute to excellent service and the provision of top-quality instructional programs, instructional services, and support services.
- c.) Designated, qualified leadership provides coordination and direction for the
  - Agency
  - divisions within the Agency
  - instruction, activities, and services that Agency-operated schools/programs provide.
- d.) The Agency leadership and staff work cooperatively to create a climate that fosters the attainment of the Agency's mission and objectives.
- e.) The Agency meets all applicable state requirements and regulations for organization, administration, and control, unless official exemption has been granted by state authorities.

## **7. STANDARD: Instructional Programs and Services**

**Rationale for the Standard:** The instructional program of a service agency should reflect a well orchestrated and appropriate balance between carefully planned rigorous curriculum programs and effective instructional pedagogy. The curriculum at all levels is defined in scope and sequence and is consistent with the agency's stated purposes. It should be designed to stimulate student learning at all levels for all abilities. The materials, technology, and equipment for instruction are appropriate, current, functional, and well-maintained. Programs should be aligned with the standards for appropriate state, local, and school districts requirements and is supported by adequate record-keeping and good communication.

- a.) Curriculum, instruction, and assessment in Agency-operated instructional programs are clearly defined and aligned into a coherent system consistent with the Agency's philosophy and goals.
- b.) Admission and placement procedures are well-defined, well-administered, and do not promote bias or inequity. Procedures include evaluation, counseling, and the development of productive relationships with students, parents, and component districts.
- c.) Student records are complete and well-maintained. General standards for transcript control and use are known and observed.
- d.) Commonly held norms relating to academic credit, grade placement, academic recognition, and testaments to academic competence are practiced.
- e.) Consideration is given to the varying levels of ability of students and the instructional program is designed to meet student needs.
- f.) Communication with component districts regarding students' progress and needs is regular, productive, and meaningful.
- g.) Formal policies and/or procedures provide direction for the Agency staff in the development, implementation, and improvement of the educational program
- h.) The educational program, Agency policies and/or procedures, and other pertinent information relating to the student are available in printed form to students, parents, and the Agency community.
- i.) Evidence of student learning and the success of graduates are the primary indicators for documenting the effectiveness of the overall instructional program.

## **8. STANDARD: Support Services**

**Rationale for the Standard:** Effective service agencies are designed to deliver a broad array of instructional, management, staff development, and technical support services to its clients. Needs assessments are used to make decisions regarding the type and nature of services to be offered and assessments of customer satisfaction, efficiency and effectiveness are conducted.

- a.) The Agency provides a comprehensive and appropriate set of instructional, management, and technical support services and staff development programs to meet the needs of its component districts.
- b.) Services are delivered in such a manner that component districts, Agency staff, students and parents can effectively use the services offered.
- c.) The Agency bases decisions regarding the type and nature of services to be offered on needs assessment data and an active dialogue with potential customers of these services.
- d.) Communication with component districts about support services is regular, productive, and meaningful.
- e.) Assessment of customer satisfaction, efficiency, and effectiveness are the indicators for documenting the quality of the Agency's support services.

**9. STANDARD: Results/Outcomes**

**Rationale for the Standard:** An effective service agency looks at a host of results and outcomes in assessing its effectiveness in areas such as student learning and performance, performance results for support services, customer satisfaction, follow-up surveys of graduates, and cost effectiveness of programs and services. Results are used to develop strategies for improving service and program quality.

- a.) The Agency maintains a disciplined knowledge of its future with projections of income, expense, trends in the business environment, and cost/benefit analyses of its services.
- b.) The Agency identifies specific criteria for assessing
  - student learning and performance
  - performance results for support services
  - customer satisfaction of component districts
  - followup surveys of graduates
  - cost effectiveness of programs and services
- c.) Progress in the following areas is regularly evaluated and accurately interpreted and reported in an understandable manner.
  - student learning and performance
  - performance results for support services
  - customer satisfaction of component districts
  - followup surveys of graduates
- d.) Agency-operated schools and programs utilize appropriate and varied methods to assess student learning and performance.
- e.) Assessment results are actively used to develop strategies for improving programs and services.
- f.) All staff, Board members, and other appropriate Agency personnel commit to, participate in, and share in the accountability for student learning and quality programs and services.
- g.) The Agency communicates its assessment policies and practices and the results of its evaluations to the total Agency community
- h.) Assessment results are the basis for decisions regarding the allocation of resources.
- i.) The Agency is engaged in a continuous improvement process that focuses on improved student learning and the provision of quality programs and services to the component districts.
- j.) A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes.

**10. STANDARD: Human Resources Development**

**Rationale for the Standard:** The Human Resources Development program of a service agency should emulate the agency's mission and belief statements. Personnel practices should promote recruitment of quality staff, facilitate communications, advocate for the fair and equitable treatment of staff, ensure that staff accountability practices are followed, and assist in the design and delivery of staff development/professional growth programs. At the same time, service agencies are concurrently challenged to maintain relationships that are reflective, honest, open, and representative. On-going professional development, clearly defined roles and responsibilities, and collegial relationships among staff and administration are critical to the effective delivery of quality education to students.

- a.) Personnel policies and regulations for the operation of the Agency are written and available to all employees.
- b.) Personnel practices provide for adequate compensation, reasonable work loads, acceptable working conditions, ethical treatment, professional satisfaction, and good general morale among all segments of the staff.
- c.) There is a clearly defined system of appraisal of staff, based on predetermined criteria. It is conducted with the knowledge of the staff member and reported in writing. The staff member shall have an opportunity to discuss and appeal any aspects of the appraisal.
- d.) Agency leadership supports a comprehensive and ongoing program of staff development for professional and support staff that encourages professional growth and job-specific training.
- e.) Staff development programs are designed through needs assessment with input from Agency personnel in planning and evaluating the programs.
- f.) Employee morale is regularly assessed to determine employee perceptions and the data are used to improve and expand upon employee developmental activities.





Eastern Suffolk BOCES Board and Administration

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Pamela Bethel

**Vice President**  
Lisa Israel

**Member and Clerk**  
Fred Langstaff

**Members**

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Stephen Dewey, Ph.D.	William K. Miller
Chris Garvey	Jeffrey Smith
William Hsiang	Sandra Townsend
Susan Lipman	Andrew T. Wittman, Jr.
Joseph LoSchiavo	John Wyche

<b>District Superintendent</b>	<b>Chief Operating Officer</b>
Edward J. Zero	Gary D. Bixhorn

**Associate Superintendents**

Julie Davis Lutz, Ph.D. – Educational Services  
Barbara M. Salatto – Management Services

**Assistant Superintendent**

Michael J. Locantore – Human Resources

**Directors**

Deloris Alexander-Davis – Career, Technical and Adult Education  
Keith G. Anderson – Building Services  
Robert Becker – Special Education  
Andrea Grooms – Communications, Research and Recruitment  
Gregory Hamilton – Administrative Services  
Maureen Kaelin – Business Services  
Sylvia Savarese – Technology Integration  
Joan Skelly – Educational Support Services  
Jeanne K. Weber – Regional Information Center  
Candace White-Ciraco, Ed.D. – Planning and Program Improvement

[www.esboces.org](http://www.esboces.org)

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## Major Staff Concerns from internal Scans of Agency Performance On Agency-wide Middle States Standards

YEAR 2000	YEAR 2005	YEAR 2008
<b>RESPONSE</b>		
<p>Total Respondents: 376 (Sampled - 5 Board members, 371 staff)</p> <p>Overall rating of standards = over '3' on 1-5 scale 2 = implemented 5 = strongly implemented</p>	<p>Total Respondents: 1021 (out of 2188 employees who were sent survey)</p> <p>Overall rating of standards = most standards are being implemented</p> <p>Ratings: Strongly Agree, Agree, Disagree, Strongly Disagree,</p>	<p>Total Respondents: 767 (out of 2171 employees who were sent survey)</p> <p>Overall rating of standards = most standards are being implemented</p> <p>Ratings: Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/Does Not Apply</p>
<b>CONCERNS</b>		
<ul style="list-style-type: none"> <li>• Maintenance of grounds</li> <li>• Variety and appropriateness of instructional space</li> <li>• Learning media services, technology and instructional materials</li> <li>• Overall technology in Agency</li> <li>• Parking</li> <li>• Employee morale</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and security with agency owned and leased buildings</li> <li>• Financial and human resources (not enough)</li> <li>• Up-dated learning materials and technology within academic sites</li> <li>• Business practices concerning budgeting and accounting principles</li> <li>• Stakeholder input and communication related to agency-wide decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Need for up-to-date and accessible learning materials, technology, and equipment</li> <li>• Facilities need to be more safe and secure</li> <li>• Technology and equipment should be functional and well- maintained</li> <li>• Lack of sufficient financial, physical and human resources</li> <li>• Fiscal resources allocation</li> </ul>
<b>STANDARDS REQUIRING ATTENTION</b>		
<p>Resources (Financial, physical, human)</p> <p>Business Practices</p> <p>Results / Outcomes</p> <p>Human Resources Development</p>	<p>Resources (Financial, physical, human)</p> <p>Business Practices</p> <p>Organizational and Administration</p> <p>Human Resources Development</p>	<p>Resources (Financial, physical, human)</p> <p>Business Practices</p> <p>Results / Outcomes</p>

## Adult Ed Instructors Win Prestigious NYAACE Award



On Wednesday, March 26, the Adult Education Office at Brookhaven Technical Center (BTC) was informed that two of their teachers won significant achievement awards from the New York Association for Continuing/Community Education (NYAACE). Ms. Phyllis Hill of Lake Ronkonkoma, and creator of the Adult Education Medical Office Billing class, won the Work Force Training Teacher of the Year Award, the only winner in the entire State of New York in the Career category. In addition, Ms. Rose Cione of Farmingville, who started and teaches the Career GED, was given honorable mention in the Literacy category. Ms. Cione was only one of five in the entire State to achieve this status.



Ms. Hill began her career at ESBOCES in April of 2002, and has been teaching Medical Office Billing ever since. She was instrumental in making sure that the Medical Office Billing Program became certified through the American Association of Allied Health Professionals (AAAHP). Ms. Hill works with a very diversified student population, yet all seem to learn her valuable lessons in equal fashion. She recognizes students as individuals with individual needs and concerns, and is able to meet those individual needs in this group setting.

Mr. Will Lombardo, Adult Education Program Administrator, said, "The enthusiasm Ms. Hill shows for her students' success is true dedication to her profession. She always goes that extra mile in order to help them reach their goal of finding employment." Many of Ms. Hill's students have received AAAHP Medical Billing Certification, which has allowed them to successfully move into the workforce.

Ms. Rose Cione began her career at ESBOCES in September of 1993 as a GED Teacher. Ms. Cione is also a facilitator for Adult Education professional development, and is an instructor for the Health Career Program, teaching a preparation class for the Nurse Entrance Exam. She is a very busy lady who continues to devote her time to the improvement of her students.

"Ms. Cione's rapport with students and staff is extraordinary," stated Ms. Judy Cann, Adult Education Divisional Administrator. "She adapts to the needs of various adult populations. She maintains a high level of expectation for all her students. She has the ability to work with diverse groups, varying her approach to the learning capacities of her students. She puts her class at ease with her great sense of humor, but maintains high standards and a well-managed classroom. Ms. Cione maintains a respectful, positive and effective learning environment."

The entire Eastern Suffolk BOCES organization would like to say how proud we are of the significant accomplishments of Ms. Hill and Ms. Cione.

## Practical Nursing Students Graduate and Secure Employment

On March 28, 2008, 136 students graduated from the Eastern Suffolk BOCES School of Practical Nursing at a graduation held at Mount Sinai High School. ESBOCES Program Administrator, Ms. Carol Powell, shared that 80 students secured jobs at local hospitals and nursing homes. "There were several success stories in this graduating class," Mrs. Powell said, "One student was the eighth member of her family to graduate and a niece will be entering the program in September 2008." This is a testament to the degree of education provided by the ESBOCES staff and the commitment of the attending students.

In addition, the Practical Nursing program has secured an articulation agreement with the Helene Fuld College of Nursing of North General Hospital in New York City. This agreement allows a student who achieves a B+ average (85%) or better in all subjects to receive credit toward their training as an R.N. Mrs. Powell said, "I am proud to say we had 45 students qualify for a recommendation to Helene Fuld."

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## School Nurses Are Recognized for Transforming School Communities



National School Nurse Day was established to foster a better understanding of the role of school nurses in the educational setting. This year, May 7 was set aside to recognize school nurses, and the theme for 2008 is *School Nurses in Action: Transforming School Communities*.

In June 1999, the National Association of School Nurses (NASN) Board of Directors adopted a definition of a school nurse: "School nursing is a specialized practice of professional nursing that advances the well being, academic success, and life-long achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety; intervene with actual and potential health problems; provide case management services; and actively collaborate with others to build student and family capacity for adaptation, self management, self advocacy, and learning."

Eastern Suffolk BOCES Supervising Nurse, Ms. Risa LoCascio MS, RN, knows that she has a dedicated group of nurses working here at ESBOCES. She stated, "The work they do makes all the difference. It's an honor to share this great profession with nurses who are dedicated in delivering quality and compassionate care to our students." She added, "Thank you nursing team.....for all you do, each and every day."

**Pictured:**

L to R top: K. Johnson, R. Russell, M. Williams, J. Ficurilli, K. Coffey, S. O'Neill, D. Schmidt, K. Vollmuth, D. Canzoniero, E. Stettine, A. O'Donnell, K. Houdek, T. Ewald, and M. Metz.

L to R bottom: C. McCartin, F. Gallina, A. Anderson, J. Fitzpatrick, P. McGreevy, M. Sidden, T. Byrne, L. Halliday, J. Cotrone, P. Kearon, R. LoCascio, L. DelGiorno, L. Bauer, S. Mikulas, and D. Orosa

## 2008 NYSUT Award Winner Thelma Shaw "looks forward to each day"



Teacher Assistant, Ms. Thelma Shaw, is the recipient of the 2008 Constituency Award in the New York State United Teachers (NYSUT) category of School Related Professionals (SRP) Member of the Year. She is president of the BOCES Educators of Eastern Suffolk (BEES) with membership of 1,500. Ms. Shaw has promoted a positive image for the constituency's goal of excellence. She lives by her motto, "Whatever you are, be a good one."

Dr. Julie Davis Lutz, ESBOCES Associate Superintendent for Educational Services, stated, "It was an honor to be amongst the NYSUT membership to watch Thelma receive her award. Her passion for the students she serves and for her BEES members was evident to all present. It was a wonderful celebration of a well-deserved honor."

Executive Vice President of the BEES Executive Board, Ms. Patricia R. Copertino, wrote in the nomination for Ms. Shaw that, "She is a true beacon. She has embraced working with diverse students and various teaching styles." In all of Ms. Shaw's roles, she has promoted the welfare of the students first and valued each new adventure as a growth experience. The BEES constituency, fellow SRPs, the educational community, parents, and students applaud her dedication, commitment, and example. She encourages communication between all parties and emulates the importance of being an agent in promoting a cooperative work environment."



## ESBOCES Graduate Talks about her Professional Success



Kelly McCarthy, shown with John Paul DeJoria (co-founder of John Paul Mitchell Systems), was invited to his Malibu, California home for a meeting. "This is when I felt I had reached an amazing point in my career," she says.

Ms. Kelly McCarthy is happy with her life and loves her occupation. As a national education and marketing manager for John Paul Mitchell Systems, the story of her success begins back when she was in eighth grade and spotted a flyer for cosmetology instruction. She put it with her posters of Bon Jovi and Patrick Swayze, noting the beauty industry was where she would make her career. As she approached 11th grade, she enrolled in Cosmetology 1 at ESBOCES Brookhaven Technical Center (BTC), which would allow her to continue classes part-time in her home district, at Sachem CSD.

Happy with the small class size at BTC, admiring cosmetology teacher Ms. Madeline Udod, and wondering why she had to learn so much theory, Ms. McCarthy was comfortable that she was on the right path. While in her second year, and working weekends as a salon assistant, she developed a leg problem and her doctor recommended she shift gears and pursue a career that didn't involve being on her feet all day. "I immediately went to my Cosmetology 2 teacher, Ms. Kitty Mattera, who encouraged me to continue. She explained that the beauty industry has lots of opportunities available, some of which don't require being on your feet all the time." Ms. Mattera was right.

After graduation from BTC, Ms. McCarthy took the State Licensing Exam and received her temporary license. Shortly after graduation at Sachem North High School, she took the hands-on exam and became a New York State-licensed hairdresser.

Recently, as she recalled telling her parents back in the late '80s that she wanted to enroll at BOCES, she smiled thinking about their initial reaction. "There was a misperception that the agency was only for troubled or special education students. They didn't know about the career track aspect. "Now," she continued, "my parents are huge advocates of ESBOCES, promoting the vocational programs so that other families will know of the opportunities available to high school juniors and seniors."

Currently a professional with Paul Mitchell, a privately-owned company with annual salon retail sales approaching \$900 million, she says enthusiastically, "This is where I belong. I wake up every day feeling lucky because I love my job, and I have BOCES to thank."

As a beauty industry expert with the title of Education and Marketing Manager for Beauty Products, Inc. (BPI), the exclusive distributor of Paul Mitchell products, she conducts monthly sales meetings, quarterly education trainings, schedules detailing days with manufacturers' representatives, oversees distribution of the product line, and coordinates all education and business building plans. Her position involves travel, which she enjoys, including trips to Malibu, California, to meet with the company owner.

Ms. McCarthy has been sharing her success story with current ESBOCES students, and like her parents – and her sister, who went to BOCES for medical training and is successfully employed – advocates career and technical training for high school students.

## Middle States Reaccreditation Survey Results

Eastern Suffolk BOCES was awarded agency level Middle States Accreditation by the Middle States Association of Colleges and Schools in 2000 upon establishing an agency-wide strategic plan and evaluation process based on Accreditation For Growth (AFG) criteria and ESBOCES mission and vision. One of the requirements of the reaccreditation process is to assess the perceived effects of the AFG process and the ongoing strategic planning taking place throughout every sector of the agency.

During the month of February 2008, the Office of Planning and Program Improvement conducted agency-wide surveys of all internal staff, students, and parents/guardians of each of our students regarding our status on meeting the Middle States Agency-wide Standards. A total of 10,431 surveys were sent, with a response rate of 3,757 respondents, or 36 percent (35 percent of staff, 66 percent of students, and 14 percent of parents). The majority of respondents gave positive responses to most of the questions. Several students in the Aviation program shared their thoughts saying, "I really love this school because it gives me the opportunity to study my dream career," and "This is one of the best programs I've ever been in. I really like showing up. I learn many things about airplanes. The teacher explains everything clearly too." Repeatedly, students are quoted, "I love this school."

Of those who participated in the surveys, 53 percent of the internal staff and 54 percent of the students gave positive responses. The analysis of the parent/guardian surveys showed an even greater positive response rate of 61.4 percent. Parents have a vested interest in the future of their children and were quoted saying, "This program has helped my son very much. I wish my son was in their program earlier in his education. They [teachers] only want the best for the students. They [teachers] go the extra step in education!" and "The William Floyd Learning Center has been the best educational experience my child has ever had. The entire staff is highly professional, caring, and motivated to provide the best environment possible for all the children."

The Middle States Standards most respondents reported on most favorably were "Leadership and Planning" and "Organization and Administration." One of the more specific responses by an internal staff member stated, "The agency improvement plans place major focus on student achievement and performance as well as administrative functions, staff training and other support functions provided to component districts."

The one Middle States Standard which was of greatest concern to a majority of survey participants in each of the three groups surveyed was "Resources." This includes "financial," "physical" and "human resources". Other standard areas needing more attention include "Business Practices" and "Results/Outcomes." Two of the more specific concerns that the internal staff expressed were a "need for up-to-date and accessible learning materials, technology and equipment" and the "need for facilities to be more safe and secure." As Eastern Suffolk BOCES continues to strive toward reaccreditation, these issues will be examined with every possible attempt made for improvements throughout the agency.

### Fellow Student's Brother Remembered Through Light One's Heart Foundation

New York State Assemblyman Philip Ramos and Congressman Steve Israel posthumously honored Army Specialist Jose Ruiz, the older brother of ESBOCES student Alex King, on November 9, 2007. Ms. Jayne Kaht, SkillsUSA advisor said, "This recognition was the result of a unanimous decision by Alex and the other Brookhaven Technical Center (BTC) students who participated in the Penny Harvest Roundtable to donate proceeds to the Light One's Heart Foundation in Mr. Ruiz' name." Affiliated with Lighthouse International, the foundation provides critical services to children with visual loss. Army SPC Jose Ruiz and his brother Alex King's parents are Juliana and Eduardo King of Brentwood.

### Youth Hispanic Leadership Program Students Foster Skills at Institute



Twenty-two students and six adults from the Brentwood UFSD, Central Islip UFSD, Copiague UFSD, East Hampton UFSD, Hampton Bays UFSD, Huntington UFSD, Patchogue-Medford UFSD, South Huntington UFSD, and Southampton UFSD, traveled to Albany, April 26 – 28 to participate in the Annual Angelo Del Toro Puerto Rican Hispanic Youth Leadership Institute. The event is sponsored by the New York State Senate/Assembly Puerto Rican/Hispanic Task Force in conjunction with the annual Somos El Futuro Legislative Conference and co-sponsored by the New York State Education Department Office of Bilingual Education and Foreign Studies, New York City Department of Education, Aspira of New York, Inc., The College Board, and the Educational Technical Assistance Centers (BETACs).

### SAVE THE DATE Mark your Calendar

#### *Fran Cook Memorial Styling Competition*

**May 19, 2008  
6 p.m. - 10 p.m.**

*Hyatt Regency Wind Watch  
1717 Motor Parkway  
Hauppauge*

***\$7.00 Donation for  
scholarships***



ESBOCES BETAC Program Administrator, Ms. Terri Brady-Mendez, states, "BETAC provides technical assistance and services, free of charge, to 69 school districts in Suffolk County serving limited English proficient students. These services include assistance in: program planning and implementation, applying for federal and state funds, current laws and regulations impacting LEP students, staff development courses, conferences, curriculum development, materials and resource center, parent activities and other efforts aimed at building capacity for local school districts to effectively serve the limited English proficient population." For more information about BETAC, please visit the ESBOCES website <http://www.esboces.org/BETAC/> or call (631) 286-6554.

Eastern Suffolk BOCES offers a Hispanic Youth Leadership Program (HYLI) to Latino students through the ESL/Bilingual Programs, providing them the opportunity to participate in the Leadership Institute. On April 17, 2008, Assemblyman Phil Ramos of the 6th Assembly District spoke with ESBOCES students about their upcoming trip to Albany.

The Institute's purpose is to foster the leadership skills of Latino students and to introduce them to New York State's legislative process. College scholarships are awarded to seniors on a competitive basis at the conclusion of the Institute. Students must be in 11th or 12th grade and must be of Latino/Hispanic descent or interested in Latino issues to participate. This statewide event culminates in a mock debate of actual bills on the floor of the Assembly Chamber.



## One Good Turn at BTC Leads to Another



Following the idiom "One thing leads to another," an Eastern Suffolk BOCES graduate who returned to the classroom as guest speaker was so impressed by a student; she offered her a four-week internship. Ms. Laura Frey, the owner of Puppy Kutz on Route 112 in Patchogue, visited Ms. Lisa Konnerth's Animal Careers class at Brookhaven Technical Center (BTC) to meet with students interested in career paths involving animal care. She was there to demonstrate pet grooming and discuss business ownership.

Ms. Frey explained that as a Patchogue-Medford High School student, she was uncertain what she wanted to do with the rest of her life. She was considering becoming a culinary chef at well-known dining establishments or a veterinarian to family pets. She tested the career path waters by enrolling in ESBOCES Adult Education classes, where she realized the profession of animal groomer was where she belonged.

ESBOCES offers career and technical education programs to students in grades 11 and 12, with 40 different selections, 17 of which are located at BTC. These opportunities are provided to teenagers interested in getting a head start on preparing for a career and/or college. Students

attending BTC for a half day are enrolled in the Brookhaven Academic Center (BAC) for the remainder of the day, or are attending their regular high school.

Licensed and successful, Ms. Frey wanted to share her experiences with students at BTC. She contacted Work Experience Coordinator Kathy Rodgers, who provides cooperative work arrangements between ESBOCES and employers, oversees internships, and schedules job shadowing during which students "get a feel for what it's like to work in particular fields." Additionally, Ms. Rodgers provides a placement service when businesses contact her. She checks the list of graduates and spreads the word on job opportunities.

Asked about the best part of her job, Ms. Frey replied, "I love what I do, and in this profession, I can take the business wherever I go. But the best part is the satisfaction I get in making animals feel and look great."

Talking about being a business owner, Ms. Frey explained that for a grooming shop, Saturdays are the busiest days, "and it can be hard finding good people to employ because many want weekends off."

Before leaving BTC, Ms. Frey offered a student an internship of two hours on Saturdays during March. Following a successful performance review, the student may be offered a permanent, paid position.



## Doggie U Visits BTC's Animal Careers Class

Owners of the canine training facility, Doggie U, located in Bay Shore, recently visited with students in the Animal Careers course, at Brookhaven Technical Center (BTC). Demonstrating agility training and the equipment used in competition, proprietors Ms. Rollisa Nash and Ms. Ginny Anziani joined Animal Careers class teacher Ms. Lisa Konnerth in providing students with a hands-on atmosphere. In addition, Ms. Konnerth stated, "Ms. Nash and Ms. Anziani discussed training, behavior, and other dog-related subjects with the students." The Animal Careers class prepares students pursuing a career in the animal care field and can serve as a preparatory course for those interested in the Animal Science course.

Animal Careers provides students with the opportunity to work with domestic animals. The classroom environment simulates the skills performed in grooming salons, kennel facilities, and pet shops.



## They Felt the Hip-Hop Beat at CAC



Students at the Centereach Academic Center (CAC) were not shy about expressing their hidden hip hop talents during the Hip Hop Handbook presentation.

Break beat music was emanating from the gymnasium signaling the beginning of an assembly that would rock the students while giving them the expertise about Emceeing, Deejaing, B-boying, and Graffiti Writing.

Founders of The Hip Hop Handbook, Mr. Jairus Green and Mr. Giovanni Avelar,



performed their power moves for the students taking turns B-boying. B-boying means break boys, and is a form of hip-hop dancing consisting of footwork, spinning moves, headspins, windmills, flares, swipes, and freeze. This was a comprehensive

assembly, incorporating the history of hip-hop, an emphasis on academics, specifically math, music, English, and literacy. Students need to be aware of the skills they need to hone now if they plan on working in a recording studio or writing lyrics. Mr. Green stressed, "There are no overnight successes, but there are overnight improvements."

First up to learn Deejaing techniques from Mr. Green was Sue Petersen, Principal, CAC.

Mercedes Giles, from William Floyd UFSD, volunteered to learn Deejaing techniques from Mr. Green under the name DJ Benz.

Students were invited to learn some moves, display their moves, and express themselves vocally. Akeem Harris, student at the Amityville UFSD said, "It was very cool. I liked the beat he played. That he got students up to perform was cool."

## SkillsUSA Students Help H.E.L.P.



As a service project to benefit their community, SkillsUSA students Maria Lopez, Kristina Gonzalez and Anastasia Gilman from Patchogue/Medford UFSD, in Mrs. Kaht's Early Childhood Program at Brookhaven Technical Center, Bellport, have been raising funds, purchasing supplies, and visiting and volunteering at H.E.L.P. Suffolk in North Bellport, a transitional housing facility that helps the children of homeless families. H.E.L.P. Suffolk is the largest housing facility for the homeless on Long Island. The

complex sits on seven acres of property and consists of four residential buildings, a community building, two playgrounds, and a baseball field. Since its inception in 1990, H.E.L.P. Suffolk has served over 4,000 families and places approximately 60 percent of families into permanent housing. Approximately 50 percent of heads of households have secured employment in over 120 companies throughout Suffolk County.

SkillsUSA is a national nonprofit organization serving teachers, and high school and college students who are preparing for careers in trade, technical and skilled service occupations, including health occupations. Students in SkillsUSA participate in activities that benefit their community and follow a creed that speaks to "living a wholesome life and fulfilling responsibilities as a citizen of my community" and servicing the community by doing things for others.

H.E.L.P. Suffolk was one of several recipients of funds from Penny Harvest. Penny Harvest, an educational program created by the not-for-profit Common Cents, engages students in Youth Philanthropy. Ms. Kaht stated, "The Penny Harvest Roundtables met, deliberated, and did an outstanding job of allocating their funds without faculty advisors. They accomplished their mission with independence and a great sense of responsibility." In addition to H.E.L.P. Suffolk, funds were allocated to:

Let All the Children Play (to build an accessible playground) at Eisenhower Park:	\$150.00
Camp Pa-Qua-Tuck	\$275.00
North Shore Animal League	\$ 50.00
Little Shelter Animal Rescue	\$125.00
Ducks Unlimited (Wildlife Refuge and Wetlands Preservation) BTC Membership	\$ 25.00
Breast Cancer	\$225.00
The Nick Fund	\$525.00
HELP Suffolk (to assist family who lost their home to a fire)	\$100.00
Motorcycle Marine Class savings bond to deserving student in memory of Lance Lorenz	\$100.00
Cystic Fibrosis Foundation	\$100.00
Mirabella Fund	\$125.00
HELP Suffolk, The Fitzpatrick family (house fire victims)	\$150.00
Let All the Children Play	\$100.00





## ESBOCES & Feed the Children Join Forces



ESBOCES Teacher Liaison Sarah Benjamin (left) and Coalition for the Homeless Associate Director Greta Guarton, display some of the items in the baby and toddler bags delivered by Feed the Children.

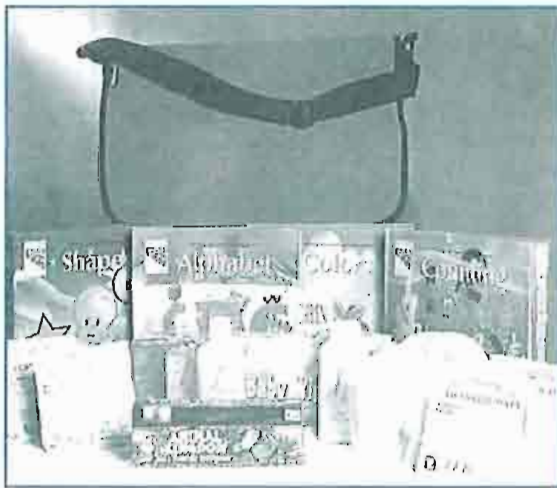
It was a dark, damp, and chilly day on March 31, 2008, when the international relief organization Feed the Children, based in Oklahoma City, arrived in Suffolk County to deliver 2,400 baby and toddler bags to Eastern Suffolk BOCES. Filled with baby shampoos, lotions, feeding bowl sets, cereals, juices, wipes, and toothpaste, as well as books about the alphabet, numbers, shapes, and colors, the delivery is earmarked for homeless families with very young children in Suffolk County and for families assisted by the Nassau-Suffolk Coalition for the Homeless. For those involved with the donation arrangements, especially ESBOCES employee, Ms. Sarah Benjamin, it was as if the sun had suddenly come out and the temperature went up to seventy.

The brightly-colored bags filled with essential baby supplies, including non-perishable food, follows a delivery last year of 1,600 backpacks stuffed with school supplies. Also on the truck with the baby and toddler bags were pallets full of diapers in assorted sizes.

Mr. Larry Jones, president and co-founder of Feed the Children, says, "We believe in the power of education. Providing homeless children with survival items such as hygiene products, food to help meet physical needs, and education supplies, will help secure our long-term hope for these youngsters." The hope is that they will excel in school and eventually break free from a life of poverty.

Like the rest of the nation, Long Island teeters on the brink of a recession, and middle class families find that they, too, are facing hard times, showing up at shelters and food pantries and upset about the pride they feel they're losing by seeking help. Local food pantry officials report they're running out of supplies needed to service the increasing numbers of Long Islanders who have to make choices between putting food on the table, paying the rent or mortgage, keeping the house at a comfortable temperature so children won't get sick, and putting gas in their cars so they can get to work.

Ms. Benjamin was attending the National Conference for The National Association for the Education of Homeless Children and Youth last fall when she met leaders of Feed the Children, which has several programs in place for homeless parents and young children in America. With the arrival of the March 31 donation, she says, "I will be distributing these packages to the homeless families in the education programs I oversee. Here at ESBOCES, Family Education Outreach programs serve over 200 children each year with advocacy, parent support, early intervention, home visiting, and homework-help programs."



She adds, "We are very grateful for this huge donation from Feed the Children to support the needs of homeless families on Long Island, and I'm also proud that ESBOCES was chosen to receive it."

## The Dragon Banner at ICC Will Keep Evil Spirits Away During This Chinese New Year

Chinese New Year is considered a major traditional Chinese holiday, which spans a period of 15 days. People wear new clothing, consume great amounts of delicious food, decorate their homes with blossoms, and display poems written on red paper on their walls and doors. The color red is liberally used in decorations for this holiday. Arrangements of flowers are visible everywhere as they symbolize wealth, rebirth, and new growth.

Ms. Bette Stark, Early Childhood Education teacher at the Islip Career Center (ICC), and her students, celebrated this holiday by learning about Chinese culture, singing traditional Chinese songs, eating dumplings, learning about and making "Lucky Red" envelopes, and learning to do traditional Chinese ribbon dancing. The young children were very excited with their red envelopes which were filled with a special surprise!

Christopher from the Sayville UFSD was delighted with his dragon puppet saying, "It will scare away the evil spirits." High school student Mariah, William Floyd UFSD, was seen assisting early childhood student Colleen-creating her own personal dragon banner. Tiara, Bay Shore UFSD, helped Kyra to place her handprint on the classroom dragon to keep evil spirits away.



## Annual ESBOCES-PTA Dinner Draws Over 250 Guests

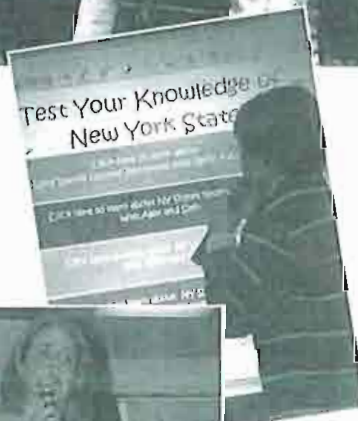
The 11th Annual PTA Dinner and Presentation, held on March 5, 2008 at the Sherwood Corporate Center, hosted over 250 guests. PTA representatives from Eastern Suffolk BOCES component school districts dined on a vast array of delicious choices made by Culinary Arts students and their instructors/chefs as ESBOCES officials provided materials on new programs. ESBOCES Chief Operating Officer, Mr. Gary Bixhorn welcomed everyone, as did Board President, Ms. Pam Bethel.

The ESBOCES-PTA Scholarship, presented annually at the PTA Dinner, was established several years ago to recognize an outstanding student in the ESBOCES programs who will be pursuing a post-secondary education. Prospective students fill out a comprehensive application including transcript and letters of recommendation. Suffolk Region PTA's scholarship committee reviews the paperwork and chooses a winner for the \$500 award. This year's winner is Ms. Silvana Benenuala, a senior from East Hampton UFSD, who is attending H.B. Ward Technical and Academic Center in Riverhead as a cosmetology student. She plans to major in business at SUNY Old Westbury with a goal of one day opening her own spa.

### Program presentations during the evening included:

- *A Study of New York State Using Technology*, which used a SMART Board, Adobe Visual Communicator, SMART Board Notebook 9.7, and a laptop, in support of the State's Learning Standards for English Language Arts and Social Studies
- *The Living Sea, An Interactive Journey*, which summarized students' lessons about the sea through research on such topics as life habitats, global warming, and pollution
- *Water Wonders*, a fully interactive videoconference class with a hands-on introduction to the unique properties of water
- *Television, Video & Digital Film Production*, with students learning techniques in studio production and electronic journalism
- *Audio Production*, designed to give students exposure to basic audio production techniques, including live sound reinforcement, multi-track audio recording, electronic instrumentation operation and composition basics

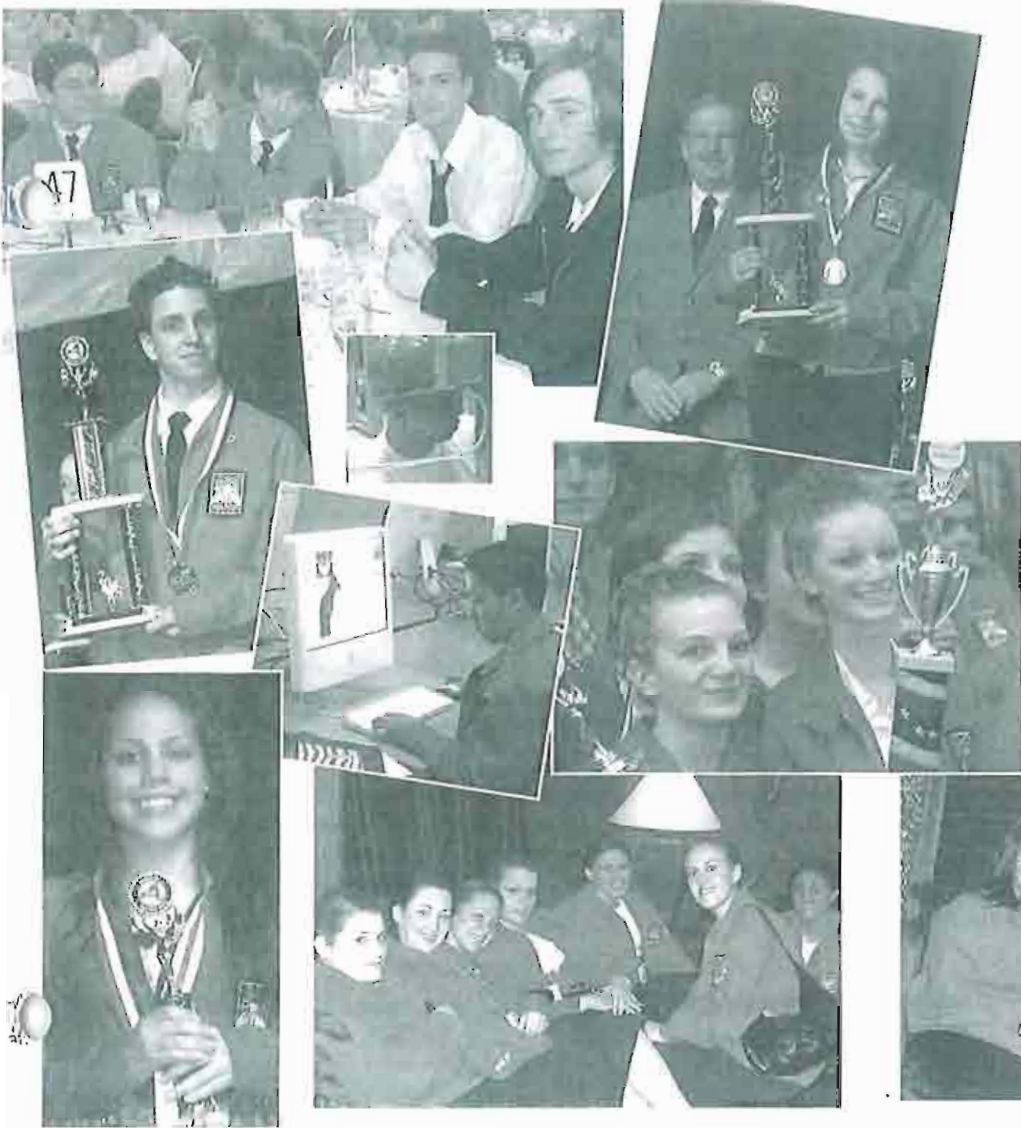
Floral centerpieces designed and arranged by students decorated the dinner tables, as did a large ice sculpture on the buffet table. Additionally, student videographers and photographers recorded the three-hour event.



## SkillsUSA Competitors Are Champions!

Students from the Edward J. Milliken Technical Center (MTC), H.B. Ward Technical and Academic Center (WTAC), Islip Career Center (ICC), and the Brookhaven Technical Center (BTC), traveled up to Syracuse, New York to participate and compete in the 2008 SkillsUSA State Competition. These students have been preparing and studying for this competition for several months. Their journey to the State Competition began in March at the Regional Competition held at SUNY Farmingdale.

The chart below shows students who placed first, second, and third in their respective competitions. The first place state winners go to the SkillsUSA National Competition which is held in June 2008, Kansas City.



SkillsUSA State Competition – April 9, 10, 11, 2008

Winning Place	Contest	Student Name	BOCES Center	BOCES Teacher	Student Home School District
1st	Automotive Service Tech	Thomas Godzieba	MTC	Darren Rios	William Floyd UFSD
1st	Carpentry	Marcio Lopes	BTC	Fran Nilsen	Brentwood UFSD
1st	Cosmetology Jr	Leanna Campo	BTC	Ta-Juana Portier	William Floyd UFSD
1st	Extemporaneous Speaking	Zsolt Domonkos	MTC	Gio Chiarelli	Bay Shore UFSD
1st	Medical Assisting	Alona Stephanelli	MTC	Mary Ann DeMillio	Sachem CSD
1st	Small Animal Careers	Lia Massimo	BTC	Deborah Cargill	William Floyd UFSD
2nd	Customer Service	Cassandra Tague	BTC	Donna Singer	Center Moriches UFSD
2nd	Food & Beverage Service	Madeleine Gold	WTAC	Thomas Hashagen	Longwood CSD
2nd	Motorcycle Service Tech	Kevin King	BTC	Mike Franquiz	Longwood CSD
2nd	Photography	John Brite	BTC	Don Mielle	South Country CSD
2nd	Prepared Speech	Grantley Arthur Jr	MTC	Gio Chiarelli	Central Islip UFSD
2nd	Related Technical Math	Chris Reed	MTC	Gio Chiarelli	Hauppauge UFSD
2nd	TV Production	Michael Cutrone	BTC	Dan Brenner	South Country CSD
2nd	TV Production	Donavon Decesare	BTC	Dan Brenner	Bayport - Blue Point UFSD
3rd	Job Demo A	Gina Luppino	BTC	Jayne Kaht	Middle Country CSD
3rd	Job Demo A Helper	Thomas Mankowski	BTC	Jayne Kaht	Middle Country CSD
3rd	Medical Assisting	Amanda Abel	WTAC	Michelle Burton	Eastport/South Manor CSD
3rd	Residential Wiring	Michael Eamotte	BTC	Wayne Kubacki	Rocky Point UFSD
3rd	Small Engine Service	Matthew Bock	BTC	Mike Franquiz	Comsewogue UFSD
WINNER	Nat'l / Tech Honor Society Scholarship	Marissa Singer	BTC	Wendy Joyce	Sachem CSD

## One Collaboration Helps Another at JAC

Jefferson Academic Center leaders, William Quinn and Erik Barry, both from the Sayville UFSD, and Christopher Scala of the Central Islip UFSD, presented Lions Club and Lenscrafters' representatives with more than fifty pairs of eyeglasses that the Jefferson Academic Center (JAC) had collected. Jefferson had initiated this project as a service learning activity beginning with "Sight Night" at Halloween and continuing as a collaborative effort with the community of Plymouth Estates in Mt. Sinai in order to collect as many eyeglasses as possible. The Jefferson leaders were happy to participate in such a worthwhile project and look forward to repeating their efforts next year.

The collected eyeglasses will be cleaned, repaired, and hand-delivered during optical missions to developing countries. These missions are sponsored by the Give the Gift of Sight in partnership with Lions Clubs International.

Ms. Madeline Grosso, President of the Great South Bay Lions Club along with Ms. Mary Lally, Recording Secretary, and Ms. Gloria Burton, Past District Governor, were on hand with Ms. Ann Curto-Pollena, General Manager of Lenscrafters, to acknowledge the efforts of the Jefferson Academic Center by presenting a Certificate of Appreciation. Also present was Mr. Bruce D'Abramo of the Port Jefferson Lions Club who graciously photographed the presentation for publication in various Lions Clubs International journals.

If your program would like to participate in this project, information is available at the following website: [www.givethegiftofsight.com](http://www.givethegiftofsight.com).



## ELMO to the Rescue



Jefferson Academic Center (JAC) teachers have taken advantage of the many technology workshops given for professional staff development. What they have learned is now being used in the various academic subject areas to enhance classroom instruction. The old overhead projectors that use text printed on acetate sheets has been replaced by ELMO.

ELMO is a visual presentation device that allows the teacher to display any flat document or three-dimensional object onto a screen for the entire class to see at the same time. The teacher may also zoom in on relevant text or a particular aspect of an object in order to emphasize a certain point. ELMO may also be routed to a PowerPoint presentation or an Internet site and displayed with clarity and sharpness on a large screen or white board. Students may write their responses directly on the white board as a "fill in the blanks" worksheet is projected. Pictured is Ms. Tracy Jensen, Foreign Language teacher, as she displays a worksheet onto a white board by using the ELMO.

Ms. Ann Katsaros, JAC curriculum teacher states, "The SmartBoard interactive white board engages students in every subject area. Classroom lessons that are aligned with the New York State Standards are available by using the SmartBoard web site. These lessons offer a multi-modality, hands-on approach to students who do not function well in a more traditional classroom and it affords students in a differentiated classroom the opportunity to succeed academically while learning the latest tools in technology."

Computers have revolutionized teaching by providing opportunities to students to be a part of the technological age. Having access to sites such as the Virtual Library, United Streaming, and TeachingBooks enables our students to work independently on various academic projects. Creating a school newspaper has become a viable option for students interested in journalism and, by using Microsoft Publisher and the school's digital cameras, the *Jefferson Journal* was created.

## Artistic Endeavors at JAC - Colorful Murals, Colorful Poems

Artist John DiNaro visited the Jefferson Academic Center (JAC) to work with the intermediate students in creating a mural for the school. Mr. DiNaro works under the auspices of Arts-In-Education (AIE) and, through the efforts of Jefferson's social worker Ms. Kristin Ericson, was able to fit us into his very busy schedule.

Under Mr. DiNaro's direction, students mixed various acrylic paints and stippled specific colors to the mural. He explained various artistic techniques used to stipple paint, holding the brush, and blending brush marks. During the process, the students stood back to admire their creative handiwork.

The mural depicts a country scene with a covered wooden bridge and the paint was applied to a large plywood panel. Eventually, it will be hung in the school's cafeteria.

Students worked cooperatively as they stippled the paint onto the mural. Students shared their feelings about visual art as they stated that they "didn't even know that they could paint." They were delighted with their efforts and look forward to continuing with their artistic endeavors.

In the morning, Ms. Schiffman's seventh-graders worked on a poetry lesson in their classroom by creating Color Poems. The Curriculum Teacher, Ms. Ann Katsaros, introduced the lesson and modeled it for the students. Then each student chose a color at random to create a list of items of that particular color. Each student then read their list aloud and their classmates added whatever additional items came to mind. Students then created their "Color Poems" and submitted them for consideration for publication in the school newspaper, the *Jefferson Journal*. Here's a poem written by Jake that's entitled, "What is Gold?"

**The color of Goldilocks' long, wavy hair  
The king's crown that he might wear.  
A goldfish swimming in a nearby pond  
The color of a fairy's wand.  
Fool's gold - I hope it's not  
That's my poem - like it or not!**

Ms. Katsaros then read aloud some of the Color Poems that appear in *Hailstones and Halibut Bones* by Mary O'Neil. After lunch, Ms. Schiffman's class then eagerly approached their art lesson with Mr. DiNaro. At the end of the day, students remarked that the lessons were "very colorful" and they looked forward to writing more poetry and, perhaps, doing another mural. Also, one of Jefferson's district-based classes at the Oregon Middle School in the Patchogue-Medford UFSD participated in the art activity. Ms. Regina Conn's students traveled by public transportation from Patchogue to Port Jefferson in order to give those students an opportunity to join Mr. DiNaro in the project.

## Vocational Training at Applebees Restaurant



Students Ryan Ruiz, Middle County CSD, and Michael Wang, Comsewogue UFSD, from the Masera Learning Center (MLC), are in their sixth month of volunteering their time in Applebees Restaurant in Babylon. The goal for these students is to work on vocational training. One day a week beginning at 9:30 a.m., teacher Ms. Sarah Isaacson, along with individual aides, Ms. Barbara Busch and Mr. Edwin Cuervo, and students Ryan and Michael, head off to Applebees.

Duties required of the students include taking down chairs from atop tables and placing them appropriately around the tables. They must wash down the tables before they set up the utensils, menus, and plates. The students have until 11:00 a.m. to set up before the lunch patrons arrive.

Ms. Isaacson and the staff incorporate communication, social, and problem solving skills into these tasks. It is very important for the students to not only learn how to set up the restaurant, but to interact with the Applebees staff as well. "The staff at Applebees can learn about the Masera students, just as much as we can learn about them," said Ms. Isaacson. She added, "I am proud to say that with just a verbal cue, Ryan and Michael can independently set up 180 table settings."



Masera Learning Center has already successfully placed six students in the Applebees Restaurant. Students from MLC @ Paul J. Bellew Elementary School in West Islip have also been placed at the West Islip Library. These students work one day a week doing clerical duties in the adult section. Ms. Isaacson stated, "I am very thankful that the students' school districts have allowed ESBOCES the opportunity to incorporate a community learning experience for the students into the curriculum."

## JAC Teachers Attend Atlantis Marine World Aquarium Open House



Atlantis Marine World Aquarium in Riverhead, in partnership with the Blue Ocean Institute and Eastern Suffolk BOCES, invited teachers to take an aquarium tour and learn about new technologies available for exploratory enrichment and curriculum development.

Information packets were distributed to the teachers and the tour began with a short session at the Stingray exhibit. Here, teachers were invited to feed the stingrays and to learn more about these unique creatures. Afterwards, the Blue Ocean Institute (BOI), an international nonprofit organization headquartered in Cold Spring Harbor, described their conservation programs. From May to October, the institute conducts interactive, educational cruises aboard the Atlantis Explorer. Included in the cruises are hands-on exploration with trap pulls, horseshoe crab encounters, and a stroll along a remote beach. A short PowerPoint presentation was then conducted in the Riverfront Room that included an instruction CPS (Classroom Performance System) in partnership with ESBOCES. The instruction consisted of teachers answering a multiple-choice test by using individual devices to "click" in their answers. A lovely buffet dinner was then served to the teachers before going on to the Aquarium Tour and the Behind-the-Scenes Tour.

Atlantis Marine Aquarium offers many educational programs that are aligned with the New York State Learning Standards. Among the *Intermediate courses* offered are *Shark Surveillance*, *The Cycle of Life*, *Rainforest Reptiles*, *Primarily Primates*, *Crab Lab - Incredible Crustaceans* and many others. There are also many educational courses offered for the primary level students. For more information, please contact [www.atlantismarineworld.com](http://www.atlantismarineworld.com).

Pictured (L to R) Jefferson Academic Center teachers Ms. Eileen Roggemann, Ms. Wendy Schiffman, and Curriculum Teacher Ms. Ann Katsaros.

## Read Across America Day

On March 3, 2008, the Sayville Learning Center (SLC) participated in The National Education Association's Read Across America Day. On that day, millions of kids, teens, and adults joined the nation's largest reading celebration. The annual event is held to celebrate Dr. Seuss' birthday, and the book highlighted at Sayville was *Horton Hears a Who*. The celebration was a result of a MESTRACT parent grant obtained to forge a closer relationship between the school and parents, resulting in enhanced development of students' literacy skills.

To celebrate the event, Major Emily Desrosier, the Wing Executive Officer from the 106 Air Rescue Wing, was invited as a guest reader of Dr. Seuss' *Horton Hears a Who*. Major Desrosier read the prose in the book while the children followed a PowerPoint presentation of the book. Later, the Major emphasized the importance of reading and doing well in school, and gave examples of the academic skills her Search and Rescue Airmen must possess in order to complete the important work they do. Major Desrosier stated each and every job performed by the airmen is essential to the success of all missions, from the pilot of the plane, to the person who fills the plane with fuel.

As student Joseph from Brentwood UFSD noted in his interview on Channel 55 News, "Reading is an Adventure!" The Sayville Learning Center staff, students, and parents are firmly committed to making reading an adventure and a lifetime quest of fun and learning!



## SAVE THE DATE

Sayville Learning Center

*Curriculum &  
Technology Expo*

**Wednesday  
May 28, 2008  
10 a.m. - 2 p.m.**

## Giving Blood Means Helping People



No experience is necessary, according to The New York Blood Center, when it comes to giving blood. There are minimal requirements to be qualified, such as you must be at least 16 years old with parental permission, 17 years and older without parental permission. So students, they want you! If you weigh at least 100 lbs. and haven't donated blood within the past 56 days, they want you! Many people don't know that one out of every three people will need blood during their lives. Having the opportunity to save lives is why many students and staff at the Edward J. Milliken Technical Center (MTC) lined up and signed up to give blood.

Ms. Sue O'Neill, Registered Nurse and ESBOCES staff member, coordinated the Blood Drive with Nancy Holliday, RN and Unit Manager of the NY Blood Center. Five Donor Specialists were on hand to record donor vital signs and/or perform the donation procedure. Donor Specialist, Ms. Rachel Bracey said, "We try and calm the donor down so they have a smooth transition when giving blood." Student Justine, Mt. Sinai UFSD in Ms. Vecchio's Cosmetology class, confided, "I did it last year and thought it would be a good thing to do again this year."

The programs and staff members at MTC work together as a team, collaborating to make the events held at their facility a success. Students from Ms. DeMillio's Clinical Medical Assisting class helped by assisting the students who gave blood, escorting them back to class, making sure they felt okay. Brianna Hasset, Shoreham-Wading River CSD, said, "We look for pale skin, loss of color in the lips, and ask them if they've eaten before we escort them back to their classrooms."

Giving the gift of blood can be a fulfilling and rewarding experience says Geoffrey Antoine, Audio Production student from the Brentwood UFSD, "I can help out a lot of people because I have O+ blood."

One student, Jillian Lodato from the Patchogue-Medford UFSD was a bit reticent about giving blood. "I never did it before," she said. "I really want to do it to overcome my fear. I feel like it's going to hurt but I feel good about doing it." Jillian had support from some friends, and senior citizen volunteer Joe, who assured her that the procedure would only take a few minutes, and she could rest and have some refreshments before returning to class.

New York Blood Center (NYBC), established in 1964, is the largest community-based, non-profit blood collection and distribution organization in the United States. Through the combined efforts of five geographic operating centers, NYBC annually provides over one million pints of blood and blood components (or approximately 2,000 units daily) to nearly 200 hospitals throughout New York City, northern and central New Jersey, Long Island, and the Hudson Valley. The potential population served by NYBC totals close to 20 million people. For more information or to learn about donating blood, please visit their website, <http://www.nybloodcenter.org/index.jsp>

## Thirty-three ESBOCES Law Enforcement Students Graduate Suffolk County Youth Police Academy



Eastern Suffolk BOCES Law Enforcement program students recently graduated from the Youth Police Academy at a ceremony held Friday, April 18, 2008 at the Suffolk County Police Academy located in Brentwood. Working together to assist high school teens interested in careers in law enforcement, the Suffolk County Police Department and Eastern Suffolk BOCES enrolled 33 students from the Edward J. Milliken Technical Center (MTC) in Oakdale, and the H. B. Ward Technical and Academic Center (WTAC) in Riverhead for five days of training at the Police Academy. The training sessions consisted of military drills, training, physical testing, and conditioning, personal responsibilities, and appearance, in addition to classroom lectures, and field trips to the Aviation Section, Firearms Training for observation purposes, and the Special Patrol Bureau.

From July 14 - 18, the Suffolk County Police Academy will run a summer Youth Police Academy, which will be open to local school district students. Applications are due by May 15, 2008. The five-day program is held at the Suffolk County Police Academy located on the Brentwood Campus of Suffolk Community College, 502 Wicks Road, Brentwood, New York.

The purpose of the Youth Academy is to introduce the student to the intricacies of police work, establish a positive relationship between the Police Department and young adults in the community, and enhance responsible citizenship. Students will be selected by their school district after meeting the basic selection criteria forwarded to each district.

For additional information, please contact Police Officer Mitchell G. Savino at (631) 853-7064.

## Sayville Students Making Curriculum Connections



So many subjects, so little time. Sayville Learning Center (SLC) teachers have the knack that makes it work for their students. Using thematic units, life experiences, and cross curriculum activities, students are motivated and energized to explore Patriots' Day, Veterans' Day, the writing process, and learning how to compose a friendly letter. Our students were able to draft, edit, and publish wonderful letters that they exchanged with their new pen pals at the 106th Air National Guard base in Westhampton Beach. These letters were filled with gratitude and good wishes for our brave military men and women. Responses from our pen pals arrived and the excitement built for Sayville students.

On Thursday, January 24, 2008, the fourth, fifth, and sixth grade students participated in a community outing funded by a MESTRACT grant. For the first part of the trip they attended a play entitled *Buffalo Soldiers* at the Westhampton Beach Performing Arts Center. The play recreated a time in American history that had gone unrecognized by citizens and government alike. In preparation, students were presented with many pre-teaching experiences that enabled them to empathize with the characters in the performance, and understand how segregation in our nation led to serious conflict and discrimination.

Following the play, the classes visited the 106th Rescue Wing base in Westhampton Beach. They were greeted by Air National Guardsmen who have served in some of the most famous national rescues such as Hurricane Katrina, and the destruction of the Twin Towers. Students were able to board a C-130 and a helicopter.

Subsequent follow-up activities will include developing a photo story presentation, and writing and producing a recreation of the story of the Buffalo Soldiers using Readers Theatre puppetry. This production will be presented to our primary students in our program. The completed project will be presented at the MESTRACT mini-grant showcase on May 21, 2008.

Students were successful in making curriculum connections while having a good time. The real life experiences provided them with an understanding of the service and dedication the armed services provided throughout history and in the present.



## Sayville Learning Center Goes to the Circus

Sayville Learning Center's (SLC) on-going initiative Cirque de School was a rousing success. Through a school-parent organization grant funded by the Mid East Suffolk Teacher's Center (MESTRACT), parents, students, and staff worked to increase the amount of time students spent engaging in reading activities and physical activities that help promote a healthy lifestyle. The grant was received due to the efforts of teachers Ms. Amy Hope, Ms. Alayna Posner, Ms. Patrice Beach, and parent Shannon Dickerson.

On Friday, March 14, as part of the grant from MESTRACT, Mr. Rob Zeiser and Mr. Kyle Peterson of the National Circus Project came to the school for the day. As part of the initiative, parents were invited to participate in the activities with their children. The day was designed to teach the parents and students innovative circus skills which they could then incorporate into their family fitness programs.

Members of the audience learned how to juggle, ride a unicycle, balance spinning plates on a stick, and several other circus specialties. Students, Dominique, Central Islip UFSD, Kayla, South Country CSD, and Sean, Bay Shore UFSD were invited to join the entertainers on stage, which was a great thrill for everyone.

Both activities were part of an ongoing effort to get our students and their parents to support the goals of increased reading and a better lifestyle for healthier bodies. Mr. Ross Weber, physical education teacher, started a unit on circus skills. He has been training with the children on a circus circuit, including a balance beam, a Pedal-Go, moving forward and backward, and a small trampoline.

To promote a greater interest in reading, each class was given a backpack filled with books about the circus and fitness. This backpack was sent home with the student so they could have a family reading experience with their parents. Ms. Pat Beach said, "It is our hope that by sharing these reading materials with the family, it will help foster a love of reading in their home."



## Archaeological Grant Money Will Enhance School Library Programs

Education Chair, Ms. Naomi Taub, from the Archaeological Institute of America, Long Island Society, presented a \$400 grant to both Librarian Ms. Phyllis M. Simon, from the Brook Avenue School Library in Bay Shore, and Library Media Specialist Ms. Kerry Carlson, from Academy of St. Joseph in Brentwood, at the Eastern Suffolk BOCES School Library System (SLS) liaison meeting.

Ms. Simon's proposal was written for her second grade students. "The students will create a 'time box or capsule' reflecting artifacts that might be found this year, to be opened (by another group) in ten years," stated Ms. Simon. She added, "By creating artifacts and then excavating them ten years later, students learn much about the concept of the past and the work of an archaeologist." "Each year," said Ms. Taub, "the Archaeological Institute provides a grant for purchasing materials to enhance archaeological programs."

The proposal written by Ms. Carlson will include projects and lessons in social studies, humanities, and science for students K-12. "The students will do archaeological digs in their classroom, analyze artifacts, create their own artifacts, and set up a museum," stated Ms. Carlson.

The Archaeological Institute of America (AIA) is dedicated to the protection of the world's cultural heritage through the encouragement and support of archaeological research and publication. A non-profit cultural and education organization chartered by the U.S. Congress, the AIA is the oldest and largest archaeological organization in North America, with more than 10,000 members around the world. For more information about this non-profit cultural and educational organization, please visit their website <http://www.aia-lis.org/>



## Local Libraries Attain NOVELNY Recognition



Pictured (L. to R.) Ms. Kristen Rayburn, Library Media Specialist, Central Islip UFSD, Ms. Elizabeth Prosser, Library Media Specialist, Sachem CSD, Ms. Patricia M. Wolbert, Library Media Specialist, Mount Sinai UFSD, Ms. Gail Barraco, Eastern Suffolk BOCES, SLS Administrative Coordinator, and Ms. Suzanne Conlin, Library Media Specialist, Riverhead CSD.

In 1987, with a vision to provide electronic pathways for library goers, the New York State Education Department (NYSED) instituted the *Doorways to Information in the 21st Century: Every New York Library an Electronic Doorway Library plan*. The purpose was to provide every individual in New York State access to electronic doorway library services. An electronic doorway library (EDL), as an integral part of the statewide electronic learning community, uses computers and telecommunications technology, a full range of library resources, and the services of skilled library personnel. Electronic doorway libraries meet the ongoing library and information needs of education, government, business, and all people regardless of age, background, and location.

Under the direction of Gail Barraco, Administrative Coordinator for Eastern Suffolk BOCES, the School Library System (SLS), which includes 51 school districts, 223 public school library media centers, and 16 nonpublic school library media centers, is the communication liaison and link with the local school library media specialists and librarians. At SLS liaison meetings, Ms. Barraco recognizes those libraries that have attained one of the three NOVELNY levels. They are Basic 2000, Advanced, and Leader. The levels are based on library capacity, content / access from inside the library, content / access from outside the library, and training / access skills.

During the school year, the SLS provides an array of informative and interesting guest speakers at the liaison meetings and special events. This year, the media specialists and librarians had the good fortune to experience Professor Robert Lackie presenting *Blogging Tools for Libraries*, the 1st Annual Librarian / Administrator Symposium, with guest presenters Mr. Doug Johnson and Mr. Barry Britt, *Copyright Wisdom for Music in Multimedia*, and Dr. Ross Todd, showcasing his *Guided Inquiry and Learning Through the School Library*. At each meeting representatives from the Suffolk Cooperative Library System provide insight into the Best Children's and Young Adult Books for the year.

It may be a function of the SLS to provide continued professional development but through the efforts of Ms. Gail Barraco and her support staff who include Ms. Virginia Ayling, Ms. Gerilyn Bartoli, Ms. Barbara Ramirez, and Ms. Madeline Svoboda, they also produce and provide survey results, advocacy toolkits, directories, links to Virtual Reference libraries, Online Public Access Catalog (OPAC), the Commissioner's Regulations, and more, on their web site, which has up-to-the minute and accurate information. Please visit them at

### Key to facility and program acronyms:

- |   |  |
|---|--|
| BETAC – Bilingual Education Technical Assistance Center | MLC – Masera Learning Center                   |
| BTC – Brookhaven Technical Center                       | MTC – Edward J. Milliken Technical Center      |
| CAC – Centereach Academic Center                        | SLC – Sayville Learning Center                 |
| FEOP – Family Education Outreach Program                | SLS – School Library System                    |
| ICC – Islip Career Center                               | WFLC – William Floyd Learning Center           |
| JAC – Jefferson Academic Center                         | WTAC – H.B. Ward Technical and Academic Center |



## A Wee Bit of Ireland Comes Dancing Into the William Floyd Learning Center



'Twas a wee bit difficult for the students at the William Floyd Learning Center (WFLC) to travel to Ireland to learn about the traditions and cultures of that country, so the Student Activity Committee brought a touch of Ireland to the shores of the WFLC through the Mulvihill-Lynch School of Irish Dance.

In classroom, students learned about the art, history, culture, traditions, and the trials and tribulations of the Irish when they came across the ocean to the United States. While traveling, as the story goes, sailors entertained themselves and their fellow shipmen by putting on their hard shoes and dancing on the ship decks. Step dancing is a modern form of the old-style dancing and is primarily done in competitions, public performances or other formal settings.

Having the Mulvihill-Lynch School of Dance perform at WFLC, where children reach out to children, provided an interesting and interactive experience. The dance troupe, whose members ranged in age from 11 to 17, danced to a Slip Jig, a Reel, a Heavy Jig, and a Treble Jig. After the performance, the dancers invited WFLC students to join them and learn some aspects of step dancing and thereafter engaged in a question and answer dialogue.

WFLC student Shelby, William Floyd UFSD, asked the dancers, "How do you remember the moves?" They responded, "because we practice over and over." Jordan, from the William Floyd UFSD exclaimed, "They're awesome!"

Each young lady was beautifully garbed in a dress that reflected a Celtic design and their personality. The youngest dancer, Allison, age 11, from the Comsewogue UFSD, is a novice dancer and has been dancing for 4 years; Trisha, age 12, from the East Islip UFSD, is in preliminary championships and has been dancing for 7 years; Tara, age 16, from the East Islip UFSD, is in preliminary championships and has been dancing for 9 years; and Ashley, age 17, from the Smithtown UFSD, is in open championships and has been dancing for ten years. Ashley shared that being a member of the troupe has afforded her many opportunities including having the chance to travel, to compete globally and locally, to participate in parades, and to perform in local shows.

The interactive step dancing presentation allowed the WFLC students an opportunity to practice their social skills and behavior techniques in a small group environment. This was an empowering experience for the WFLC students!

## WTAC Students Help a Diva

H.B. Ward Technical and Academic Center (WTAC) SkillsUSA students Tania Olivera, East Hampton UFSD, Clinical Medical Assisting; Madeline Gold, Longwood CSD, Culinary Arts; Reana Cavataio, Miller Place UFSD, Culinary Arts (holding Diva, a puppy rescued from Georgia); Brittany Honohan, Longwood CSD, Cosmetology II; and Krysta Dancona, Eastport/South Manor CSD, Cosmetology I, present Kent Animal Shelter representative Ms. Christina Hatkewitz with a \$160 donation to be used for food and supplies for the animals at the facility.

Staff from Kent Animal Shelter traveled down to Georgia and rescued dogs from an area that was breeding dogs for abusive purposes. Diva was a pup from one of two litters that were rescued. Funds were raised through a SkillsUSA bowl-a-thon fundraiser. Ms. Cheryl Rosalie, SkillsUSA advisor added, "Diva was adopted on March 26. Kent Animal Shelter has many rescued animals seeking loving families."



## SAVE THE DATE

William Floyd  
Learning Center

*2008 Showcase*

Thursday  
June 12, 2008  
10 a.m. - 2 p.m.



Eastern Suffolk BOCES Board and Administration

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Pamela Bethell

Vice President  
Lisa Israel

Member and Clerk  
Fred Langstaff

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Sandra Townsend  
Andrew T. Wittman, Jr.  
John Wyche

District Superintendent  
Edward J. Zero

Chief Operating Officer  
Gary D. Bixhorn

Associate Superintendents

Julie Davis Lutz, Ph.D. – Educational Services  
Barbara M. Salatto – Management Services

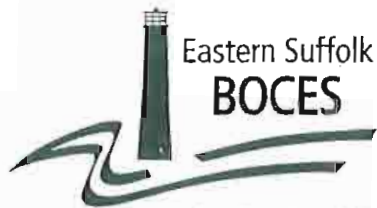
Assistant Superintendent

Michael J. Locantore – Human Resources

Directors

Deloris Alexander-Davis – Career, Technical and Adult Education  
Keith G. Anderson – Building Services  
Robert Becker – Special Education  
Andrea Grooms – Communications, Research and Recruitment  
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Sylvia Savarese – Technology Integration  
Joan Skelly – Educational Support Services  
Jeanne K. Weber – Regional Information Center  
Candace White-Ciraco, Ed.D. – Planning and Program Improvement

[www.esboces.org](http://www.esboces.org)



Educational Services That Transform Lives



Gary D. Bixhorn  
Chief Operating Officer

## MEMORANDUM

To: Eastern Suffolk BOCES Parents/Guardians, Students and Staff

From: Gary D. Bixhorn

Date: June 2008

Re: Middle States Standards 2008 Survey Results

As Eastern Suffolk BOCES continues to seek reaccreditation by the Middle States Association of Colleges and Schools, our Office of Planning and Program Improvement conducted agency-wide surveys of our progress towards meeting the ten Middle States Standards for Accreditation of Service Agencies.

We would like to thank everyone who took the time to rate and provide comments on the Eastern Suffolk BOCES Middle States Standards 2008 surveys, which were sent out in February 2008 to parents, middle and high school students, and staff. Approximately 3,800 stakeholders participated in this large-scale evaluation, with over 400 additional comments provided. Every response we received has been tremendously insightful and will influence the way in which we continue to provide the best educational environment and services for our parents, students and staff. Your feedback is of the utmost importance to us and demonstrates your commitment to the agency.

Please find enclosed the ESBOCES Middle States Standards Survey Results 2008 brochure which outlines the survey findings. A full copy of the report is available on our website at [www.esboces.org/MiddleStates.cfm](http://www.esboces.org/MiddleStates.cfm) or from the Office of Planning and Program Improvement at 631-687-3206.

Should you have any further suggestions or comments that will allow the agency to build upon the services it provides, ESBOCES staff and faculty are available to speak with you. Please direct any questions or concerns regarding this evaluation to me at 631-687-3001.

GDB: AG:bc  
Enclosure



Middle States Accredited

James Hines Administration Center  
201 Sunrise Highway, Patchogue, NY 11772  
Phone: (631) 687-3001 • Fax: (631) 289-2529 • E-mail: [gbixhorn@esboces.org](mailto:gbixhorn@esboces.org)

STAFF

Gary D. Bixhorn  
Chief Operating Officer



MEMORANDUM

To: Eastern Suffolk BOCES Parents/Guardians, Students and Staff

From: Gary D. Bixhorn

Date: June 2008

Re: Middle States Standards 2008 Survey Results

As Eastern Suffolk BOCES continues to seek reaccreditation by the Middle States Association of Colleges and Schools, our Office of Planning and Program Improvement conducted agency-wide surveys of our progress towards meeting the ten Middle States Standards for Accreditation of Service Agencies.

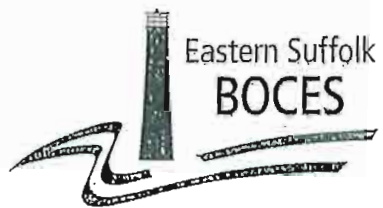
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GDB: AG:bc  
Enclosure





Educational Services That Transform Lives

# PARENTS

Gary D. Bixhorn  
Chief Operating Officer

## MEMORANDUM

To: Eastern Suffolk BOCES Parents/Guardians, Students and Staff  
From: Gary D. Bixhorn  
Date: June 2008  
Re: Middle States Standards 2008 Survey Results

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GDB: AG:bc  
Enclosure

*If you would like to receive the Spanish version of this memo and brochure, please contact Barbara Colombo, Research Analyst, Eastern Suffolk BOCES Office of Planning and Program Improvement at 631-687-3206.*

*Si desea recibir la versión en español de este memorándum y folleto, por favor comuníquese con Barbara Colombo, Analista de investigación, del Programa de Mejoras y Planificación de Eastern Suffolk BOCES al 631-687-3206.*



## Estadísticas

Inscripción en la educación vocacional	2,349
Inscripción en la educación especial vocacional	519
Inscripción en la educación especial	1,654
Inscripción en la educación adulta	8,713
Componentes distritos escolares	51
Inscripción componente	169,167
Millas cuadradas	924
Empleados	2,201
Distritos que participan en el centro regional de información	133
Distritos que participan en el programa regional de transportación	76
Distritos que participan en los servicios de apoyo educativo	128
Distritos que participan en los servicios administrativos	68

Las estadísticas descritas están basadas en el año escolar del 2006-2007, desde 6/30/07.

## DISTRITOS ESCOLARES COMPONENTES

Amagansett	Mount Sinai
Bay Shore	New Suffolk
Bayport-Blue Point	Oysterponds
Brentwood	Patchogue-Medford
Bridgehampton	Port Jefferson
Center Moriches	Quogue
Central Islip	Remsenburg-Speonk
Consewogue	Riverhead
Connetquot	Rocky Point
East Hampton	Sachem
East Islip	Sag Harbor
East Moriches	Sagaponack
East Quogue	Sayville
Eastport/South Manor	Shelter Island
Fire Island	Shoreham-Wading River
Fishers Island	South Country
Greenport	Southampton
Hampton Bays	Southold
Hauppauge	Springs
Islip	Three Village
Little Flower	Tuckahoe
Longwood	Wainscott
Mattituck-Cutchogue	West Islip
Middle Country	Westhampton Beach
Miller Place	William Floyd
Montauk	

Para leer la información completa de las evaluaciones de la encuesta de los criterios de Middle States\*, por favor visite nuestra página Web a [www.esboces.org/MiddleStates.cfm](http://www.esboces.org/MiddleStates.cfm). Si desea obtener una copia de esta información, por favor comuníquese con Barbara Colombo, Analista de Investigación del Programa de Planificación y Mejoras, Eastern Suffolk BOCES, 201 Sunrise Highway, Patchogue, New York 11772, (631)887-3206.



Junta y Administración de Eastern Suffolk BOCES

**Presidente**  
Pamela Belhail

**Vicepresidente**  
Lisa Israel

**Miembro y Oficiante**  
Fred Langstaff

### Miembros

Walter Wm. Denzler, Jr.	Anne Mackasey
Stephen Dewey, Ph.D.	William K. Miller
Chris Garvey	Jeffrey Smith
William Hsiang	Sandra Townsend
Susan Lipman	Andrew T. Willman, Jr
Joseph LoSchiavo	John Wyche

**Superintendente del distrito**  
Edward J. Zero

**Jefe de Operaciones**  
Gary D. Bixhorn

### Superintendentes Asociadas

Julia Davis Lutz, Ph.D. - Servicios Educativos  
Barbara M. Salatto - Servicios Gerenciales

### Superintendente Asistente

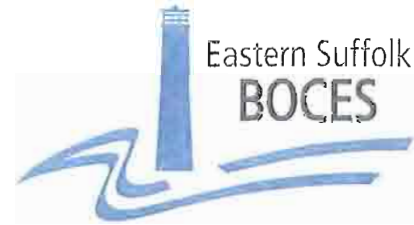
Michael J. Locantore - Recursos Humanos

### Directores

Deloris Alexander-Davis - Educación Adulta, Técnica y de Vocación  
Keith G. Anderson - Servicios de Edificios  
Robert Becker - Educación Especial  
Andrea Grooms - Comunicación, Investigación y Reclutamiento  
Gregory Hamilton - Servicios Administrativos  
Maureen Kaelin - Servicios de Negocios  
Sylvia Savarese - Integración de Tecnología  
Joan Skelly - Servicios de Apoyo Educativo  
Jeanne K. Weber - Centro Regional de Información  
Candace White-Ciraco, Ed.D. - Programa de Planificación y Mejoras

[www.esboces.org](http://www.esboces.org)

Eastern Suffolk BOCES no discrimina contra ningún empleado, estudiante, aspirante para empleo o candidato para la inscripción en base de género, raza, color, religión o credo, edad, origen nacional, estado civil, habilidad o ninguna otra clasificación protegido por la ley. Para obtener más información si tiene alguna preocupación con respecto a esta declaración se puede comunicar con el departamento de recursos humanos de Eastern Suffolk BOCES en (631) 637-3029.



## Resultados de la Encuesta de los Criterios de Middle States de ESBOCES

2008



Educational Services That Transform Lives

## Misión de la agencia

Eastern Suffolk BOCES es una cooperativa educativa que se compone de 51 distritos escolares en Long Island y provee dirección educativa, enseñanza directa, administración, apoyo de calidad, programas educativos de costo-rendimiento y servicios compartidos. Estos programas y servicios maximizan las oportunidades educativas y de carreras para la comunidad diversa de estudiantes perpetuos, ambos niños y adultos, y realiza la efectividad operativa de sus escuelas.

## La organización

Eastern Suffolk BOCES es una de las BOCES más grandes en el estado. Sirviendo a 51 distritos escolares a través de un área casi de 1,000 millas cuadradas, Eastern Suffolk BOCES inscribe a más de 4,500 pupiles de edades escolares, más de 8,700 estudiantes para la educación adulta, y BOCES ofrece una serie de programas innovadores y diversos en el estado de Nueva York.

## La creencia de la agencia

Nosotros creemos que...

- somos una comunidad diversa reflectiva de estudiantes perpetuos, ambos niños y adultos.
- nuestra comunidad de niños y estudiantes adultos son un recurso valioso, ya que tienen el derecho de recibir una enseñanza de alta calidad y servicios equitativos.
- el respeto, la honestidad y la confianza son esenciales en todas nuestras interacciones.
- la integridad, la evaluación continua, los niveles elevados, y la innovación son la base para el éxito de la organización.
- la integridad y los altos niveles de nuestros programas educativos son reflejados en nuestros estudiantes y se les proveen con las habilidades que necesitan para llegar a ser ciudadanos responsables y miembros útiles de la sociedad.
- organizaciones exitosas crean sistemas operacionales eficaces y dependen de individuos que toman responsabilidad por sus acciones, son responsables por los programas y servicios que proveen, y usan toda su energía para cumplir con las expectativas de aquellos que cuentan con ellos.
- la comunicación eficaz de información exacta dentro de la agencia y para todos los accionistas eleva la participación y reduce conflicto.
- la producción de resultados de alta calidad depende del esfuerzo colectivo que provee el personal capacitado, motivado y amigable quienes son libres de expresar sus opiniones.
- todos tienen el derecho de estar en un ambiente seguro, saludable y humanitario que fomenta respeto y altas expectativas. También uno que maximiza el potencial, motiva el interés, entusiasmo y estimula la búsqueda al éxito.

# Los resultados de la encuesta de los criterios de Middle States de ESBOCES

## Acreditación de Middle States



**Eastern Suffolk BOCES** es la primera agencia intermediaria educativa que fue acreditada por la asociación de Middle States de las universidades y escuelas. La acreditación representa nuestro compromiso para la planificación de estrategias y para proveer servicios que satisfacen los criterios exteriores rigurosos. Nos sentimos orgullosos de este éxito y estamos dispuestos a ayudar a otras organizaciones a crecer y a mejorarse a través

de este proceso de acreditación.

**Eastern Suffolk BOCES (ESBOCES)** fue otorgado una acreditación de Middle States a nivel de la agencia por la asociación de Middle States de las universidades y escuelas en el 2000 estableciendo un plan estratégico y un proceso de evaluación basado en el criterio puesto por la Acreditación para el crecimiento (AFG) y la misión y visión de **ESBOCES**. El plan de la agencia expone los objetivos claros y las estrategias para proveer programas instructivos de calidad y costo rendimiento al igual que servicios compartidos para la comunidad diversa de estudiantes perpetuos, ambos niños y adultos en Long Island.

## Los criterios de las encuestas de Middle States

Para poder asesorar el impacto del proceso de la Acreditación para el crecimiento (AFG) y la planificación estratégica actual tomada a cabo por todos los sectores de la agencia, la oficina de Planificación y Mejoras de **ESBOCES** llevo a cabo encuestas por toda la agencia sobre el estado de los 10 criterios de Middle States para la acreditación de agencias serviciales. Las encuestas del personal, los estudiantes y los padres ayudaron a medir como la agencia ha progresado y ha logrado a alcanzar sus metas y sus expectativas de los indicadores y criterios de Middle States. Las encuestas fueron enviadas al personal, a los estudiantes de las escuelas secundarias y a los padres de los estudiantes que estan inscritos en nuestros programas. **Queremos agradecerles aquellas personas que han participado en esta encuesta.** Por favor tome su tiempo en leer el sumario de estas encuestas.

## El Futuro

**Eastern Suffolk BOCES** continua a esforzarse hacia la reacreditación, se examinarán los temas identificados por la encuesta con la intención de mejorar la agencia.

## Encuesta de los estudiantes

De las 3,525 encuestas que fueron enviadas a los estudiantes, 2,333 (66%) de los estudiantes, quienes representan los 16 centros en las escuelas secundarias, las cuales fueron seleccionadas a través de la agencia, decidieron o fueron capaz de participar en esta encuesta. Cada uno de los 27 artículos fueron diseñados a medir el éxito en un esfuerzo de satisfacer los criterios de Middle States. El acuerdo general con las declaraciones de las encuestas indicaron el éxito en cumplir con los criterios.

Los estudiantes de **ESBOCES** sintieron que la agencia satisface los criterios de Middle States en las siguientes areas: "Liderazgo y planificación", "organización y administración" y el "desarrollo de recursos humanos." los criterios en cuales los estudiantes sintieron que requieren mejorar incluyen: "Recursos" y "Prácticas empresariales." Varias de las preguntas recibieron respuestas de alto indices de "No sabe o No aplica." Estas preguntas estan relacionadas con algunos de los siguientes criterios: "La filosofia, misión, creencia, y los objetivos" y "Programas y servicios instructivos." la agencia continuará en establecer maneras de acrecentar la comunicación y el conocimiento de los estudiantes. Por favor, referirse al informe completo en la página Web [www.esboces.org/MiddleStates.cfm](http://www.esboces.org/MiddleStates.cfm) para obtener más detalles de cada uno de los criterios.

## Comentarios de los estudiantes

De los 2,333 estudiantes que respondieron a la encuesta estudiantil, 170 estudiantes incluyeron comentarios referidos a la agencia y/o el programa en que ellos participan. Cada uno de estos comentarios les dió entendimiento a la agencia sobre el pensamiento y sentimiento de estos estudiantes. Algunos de los comentarios que se recibieron fueron:

- "Venir aquí es un placer. Es bueno saber que **BOCES** existe. Los maestros estan muy bien entrenados y demuestran sabiduría en su enseñanza. Hay mucho que aprender. **BOCES** es una ventaja en la vida."
- "Me gusta mucho esta escuela porque me da la oportunidad de estudiar la carrera de mis sueños."
- "Disfruto del ambiente que **BOCES** provee."



## Encuesta de los padres

De las 4,735 encuestas que fueron enviadas a cada uno de los padres de los estudiantes de **Eastern Suffolk BOCES**, 657 padres (14%) participaron en la encuesta. las encuestas fueron anonimas, con solo una designación describiendo el centro que su hijo asiste. Los padres angloparlantes recibieron la encuesta en ingles, mientras que los demas las recibieron en español. La encuesta fue estructurada de la misma manera que la encuesta para los estudiantes.

Los padres de **ESBOCES** sintieron que la agencia satisface el criterio de Middle States en las siguientes areas: "relaciones del gobierno y los electores", "Liderazgo y planificación", "Recursos", "organización y administración" y "Programas y servicios instructivos." Los criterios en cuales los padres de **ESBOCES** sintieron que requieren mejoras incluyen los siguientes: "Liderazgo y planificación", "Programas y servicios instructivos" y "servicios de apoyo." Varias de las preguntas recibieron respuestas de alto indices de "No sabe o No aplica ." Los criterios en los cuales los padres de **ESBOCES** dieron sus respuestas incluyen lo siguiente: "relaciones del gobierno y los electores", "Recursos", "Programas y servicios instructivos", "servicios de apoyo" y "Resultados." la agencia continuara en establecer maneras de acrecentar la comunicación y el conocimiento entre los padres. Por favor referirse al informe completo a [www.esboces.org/MiddleStates.cfm](http://www.esboces.org/MiddleStates.cfm) para obtener mas detalles de cada uno de los criterios.

## Comentarios de los padres

De los 657 padres que respondieron a la encuesta, 176 de ellos incluyeron comentarios que se refieren a la agencia y/o al programa que su hijo/a asiste. La mayoría de estos comentarios dieron reacciones positivas de como nuestros programas han impactado a los niños. Algunos de los comentarios que fueron recibidos incluyeron:

- "**BOCES** ha sido una experiencia excelente para mi hijo y para mi, de una perspectiva educativa, profesional y exitosa. Quiero agradecer a todo el personal por todo su apoyo."
- "Este programa le ha ayudado a mi hijo muchísimo. Me hubiera gustado que mi hijo hubiera estado en este programa muchísimo mas antes en su educación. Solo desean lo mejor para sus estudiantes. Van aun mas lejos en la educación!!"
- "Un programa estupendo, mi hija alcanzó sus objetivos de completar sus tareas; algo que no podía hacer antes de entrar a este programa. **BOCES** permite que los estudiantes alcancen un nivel mas alto de autoestima. Gracias."

## Encuesta del personal

De las 2,171 encuestas del personal distribuidas por los administradores a cada miembro del personal, dentro de cada departamento de **Eastern Suffolk BOCES**, 767 miembros (35%), representando 41 diferentes centros/programas a través de la agencia, decidieron participar en la encuesta. Las encuestas fueron anonimas, con solo la designación del edificio y el código del empleado. la encuesta fue estructurada de la misma manera que la encuesta distribuida a los estudiantes.



El personal de **ESBOCES** sintió que la agencia satisface los criterios de Middle States en las siguientes areas: "Filosofía/misión/ creencia/objetivos", "liderazgo y planificación", "organización y administración", "servicios de apoyo" y el "desarrollo de recursos humanos." Los criterios en los cuales el personal de **ESBOCES** necesitan mejoras, incluyeron los siguientes: "Recursos" y "Prácticas de negocios." Varias de las preguntas recibieron respuestas de alto indices de "no sabe o no aplica ." Los criterios en los cuales el personal de **ESBOCES** dieron estas respuestas incluyeron: "Prácticas de negocios", "Servicio de apoyo" y "Resultados." La agencia continuará en investigar maneras para mejorar la comunicación y la conciencia del personal. Por favor, referirse al informe completo en la página Web [www.esboces.org/MiddleStates.cfm](http://www.esboces.org/MiddleStates.cfm) para obtener más detalles de cada uno de los criterios.

## Comentarios del personal

De 767 miembros del personal que respondieron a la encuestas del personal, 70 miembros del personal incluyeron comentarios que se refirieron a la agencia o al departamento en el cual trabajan. Algunos de los comentarios recibidos fueron:

- "Me encanta ser una empleada de **ESBOCES**. Me siento orgullosa de ser parte de esta agencia".
- "Me siento encantado con la calidad y variedad de cursos profesionales (ej. aquellos presentados en Sherwood). Estos no solo son importantes para el crecimiento profesional pero ofrecen la oportunidad de compartir información, experiencias, técnicas, ect. con colegas de **ESBOCES** y con componentes y no componentes distritos escolares."
- "Una compañía diversa con el propósito de darle a los estudiantes las habilidades de mejorar sus futuros."

## Statistics

Career Education Enrollment	2,349
Special Career Education Enrollment	519
Special Education Enrollment	1,654
Adult Education Enrollment	8,713
Component School Districts	51
Component Enrollment	169,167
Square Miles	924
Employees	2,201
Regional Information Center Participating Districts	133
Regional Transportation Program Participating Districts	76
Educational Support Services Participating Districts	128
Administrative Services Participating Districts	68

Statistics above are based on the 2006-07 school year as of 6/30/07

## Component Districts

Amagansett	Mount Sinai
Bay Shore	New Suffolk
Bayport-Blue Point	Oysterponds
Brentwood	Patchogue-Medford
Bridgehampton	Port Jefferson
Center Moriches	Quogue
Central Islip	Rensselaer-Speonk
Comsewogue	Riverhead
Connetquot	Rocky Point
East Hampton	Sachem
East Islip	Sag Harbor
East Moriches	Sagaponack
East Quogue	Sayville
Eastport/South Manor	Shelter Island
Fire Island	Shoreham-Wading River
Fishers Island	South Country
Greenport	Southampton
Hampton Bays	Southold
Hauppauge	Springs
Islip	Three Village
Little Flower	Tuckahoe
Longwood	Wainscott
Mattituck-Cutchogue	West Islip
Middle Country	Westhampton Beach
Miller Place	William Floyd
Montauk	



Eastern Suffolk BOCES Board and Administration

### President

Pamela Bethall

### Vice President

Lisa Israel

### Member and Clerk

Fred Langstaff

### Members

Walter Wm. Denzler, Jr.	Anne Mackesey
Stephen Dewey, Ph.D.	William K. Miller
Chris Garvey	Jeffrey Smith
William Hsiang	Sandra Townsend
Susan Lipman	Andrew T. Wittman, Jr
Joseph LoSchiavo	John Wyche

### District Superintendent

Edward J. Zero

### Chief Operating Officer

Gary D. Bixhorn

### Associate Superintendents

Julie Davis Lutz, Ph.D. – Educational Services
Barbara M. Salatto – Management Services

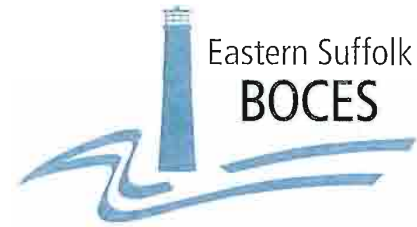
### Assistant Superintendent

Michael J. Locantore – Human Resources

### Directors

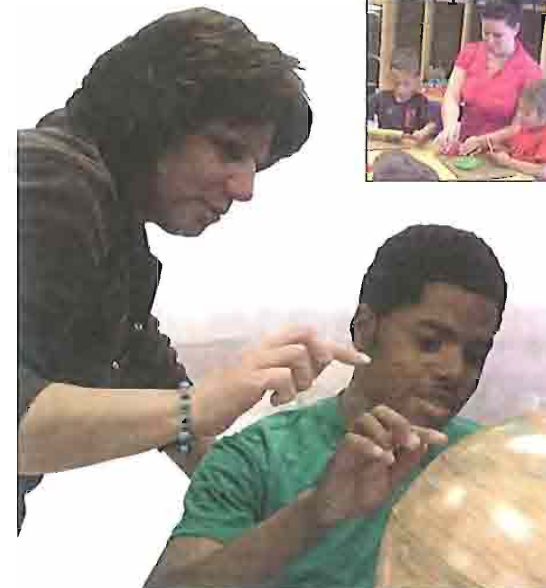
Deloris Alexander-Davis – Career, Technical and Adult Education
Keith G. Anderson – Building Services
Robert Becker – Special Education
Andrea Grooms – Communications, Research and Recruitment
Gregory Hamilton – Administrative Services
Maureen Kaelin – Business Services
Sylvia Savarese – Technology Integration
Joan Skelly – Educational Support Services
Jeanne K. Weber – Regional Information Center
Candace White-Ciraco, Ed.D. – Planning and Program Improvement

[www.esboces.org](http://www.esboces.org)



# ESBOCES Middle States Standards Survey Results

## 2008



Educational Services That Transform Lives

## Agency Mission

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management, and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

## The Organization

Eastern Suffolk BOCES is one of the largest BOCES in the state. Serving 51 school districts across an area nearly 1,000 square miles, Eastern Suffolk BOCES enrolls over 4,500 school age pupils, over 8,700 adult education students, and offers the most innovative and diverse array of BOCES programs in New York State.

## Agency Beliefs

We believe that...

- we are a diverse community of reflective, lifelong learners, both children and adults.
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service.
- respect, honesty, and trust are essential in all of our interactions.
- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success.
- the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society.
- successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all of their energies to fulfill the expectations of those who count on them.
- effective communication of accurate information within the agency and to all of our stakeholders enhances involvement and reduces conflict.
- production of quality outcomes depends on the collective effort of a well-trained, motivated, and healthy workforce who are encouraged to express their opinions.
- everyone has the right to a safe, healthy, and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness.



# ESBOCES Middle States Standards Survey Results

## Middle States Accreditation



Eastern Suffolk BOCES is the first intermediate educational agency to be accredited by the Middle States Association of Colleges and Schools. The accreditation represents our agency's commitment to strategic planning and to provide services that meet rigorous external standards. We are proud of this accomplishment and are willing to help other organizations grow and improve through this accreditation process.

Eastern Suffolk BOCES (ESBOCES) was awarded agency level Middle States Accreditation by the Middle States Association of Colleges and Schools in 2000 upon establishing an agency-wide strategic plan and evaluation process based on Accreditation For Growth (AFG) criteria and ESBOCES mission and vision. The agency plan sets forth clear goals and strategies for providing quality, cost-effective instructional programs and shared services to Long Island's diverse community of lifelong learners, both children and adults.

## Middle States Standards Surveys

In order to continue to assess the impact of the AFG process and the ongoing strategic planning taking place throughout every sector of the agency, the ESBOCES Office of Planning and Program Improvement conducted agency-wide surveys of the status of the 10 Middle States Standards for Accreditation of Service Agencies. The Staff, Student and Parent surveys help measure the progress the agency has made towards attaining its goals and meeting the expectations of the Middle States Standards and Indicators. The surveys were sent to staff, middle and high school students and parents of the students enrolled in our programs. **We want to thank all of you who participated in these surveys.** Please take the time to read the summary of these surveys.

## The Future

As Eastern Suffolk BOCES continues to strive toward reaccreditation, the issues identified through the survey will be examined with every possible attempt made for improvements throughout the agency.

## Student Survey

Of the 3,525 student surveys sent out, 2,333 (66%) students, representing the 16 selected middle/high school program sites throughout the agency, chose to or were capable of participating in the survey. Each of the 27 survey items was designed to measure success in our effort to meet Middle States Standards. Agreement with the survey statements indicates success in meeting the standards.

ESBOCES students felt the agency most highly met the Middle States Standards in the following areas: "Leadership and Planning", "Organization and Administration" and "Human Resources Development." The standards which the students felt require more improvement include: "Resources" and "Business Practices." Several questions received a high response rate of "Don't know or Does not apply." These questions relate to some of the following standards: "Philosophy, Mission, Beliefs, and Objectives" and "Instructional Programs and Services." The agency will continue to establish ways to increase communication and student awareness. Please refer to the full report at [www.esboces.org/MiddleStates.cfm](http://www.esboces.org/MiddleStates.cfm) for details on each of the standards.

## Student Comments

Of the 2,333 students who responded to the student survey, 170 students included comments that pertained to the agency and/or the program site in which they are located. Each of these comments gave the agency insight into the thoughts and feelings of these students. Some of these comments that were received were:

- "Coming here is an enjoyment. It is a good thing for BOCES to be around. The teachers are well trained and smart in their teachings. There is much to learn here. BOCES is a head start on life."
- "I really love this school because it gives me the opportunity to study my dream career."
- "I enjoy the environment provided for me in BOCES."



## Parent Survey

Of the 4,735 parent surveys mailed to each parent of every Eastern Suffolk BOCES student, 657 parents (14%) participated in the survey. The surveys were anonymous, with only a designation of the building location their child attends. English-speaking parents received the survey in English, while the remainder received it in Spanish. The survey was structured in the same manner as the student survey.

ESBOCES parents felt the agency most highly met the Middle States Standards in the following areas: "Governance and Constituent Relations", "Leadership and Planning", "Resources", "Organization and Administration" and "Instructional Programs and Services." The standards which ESBOCES parents felt needed the most improvement include the following: "Leadership and Planning", "Instructional Programs and Services" and "Support Services." Several questions received a high response rate of "Don't Know or Does Not Apply." The standards for which ESBOCES parents most often gave this response include the following: "Governance and Constituent Relations", "Resources", "Instructional Programs and Services", "Support Services" and "Results/Outcomes." The agency will continue to establish ways to increase communication and awareness among the parents. Please refer to the full report at [www.esboces.org/MiddleStates.cfm](http://www.esboces.org/MiddleStates.cfm) for details on each of the standards.

## Parent Comments

Of the 657 parents who responded to the parent survey, 176 parents included comments that pertained to the agency and/or the program site that their child attends. The majority of these comments gave feedback about the positive impact that our programs are having on their children. Some of these comments that were received were:

- "BOCES has been an excellent experience for my son and myself. Educationally, professionally, and certainly, successfully for him. I want to thank the entire staff for all of your support."
- "This program has helped my son very much. I wish my son was in their program earlier in his education. They only want the best for the students. They go the extra step in education!!"
- "A wonderful program, my child has attained a sense of being able to accomplish tasks that are asked of her; something that was lacking before she started this program. BOCES allows students to achieve a greater level of self-esteem. Thank you."



## Staff Survey

Of the 2,171 Staff surveys distributed to every staff member within each of the Eastern Suffolk BOCES buildings via the building administrators, 767 staff members (35%), representing 41 different building location/programs throughout the agency chose to participate in the survey. The surveys were anonymous, with only a designation of the building location and the employee job code. The survey was structured in the same manner as the student survey.

ESBOCES staff felt the agency most highly met the Middle States Standards in the following areas: "Philosophy/Mission/Beliefs/Objectives", "Leadership and Planning", "Organization and Administration", "Support Services" and "Human Resources Development." The standards in which ESBOCES staff felt needed the greatest improvement include the following: "Resources" and "Business Practices." Several questions received a high response rate of "Don't Know or Does Not Apply." The standards in which ESBOCES staff most often gave this response include the following standards: "Business Practices", "Support Services" and "Results/Outcomes." The agency will continue to research ways to increase staff communication and awareness. Please refer to the full report at [www.esboces.org/MiddleStates.cfm](http://www.esboces.org/MiddleStates.cfm) for details on each of the standards.

## Staff Comments

Of the 767 staff members who responded to the staff survey, 70 staff members included comments that pertained to the agency and/or the department where they work. Some of these comments that were received were:

- "I love being an ESBOCES employee. I am proud to be a part of the Agency."
- "Am particularly thrilled with the quality and variety of professional development courses (e.g. those presented at Sherwood). These are not only important for professional growth but offer an opportunity to share information, experiences, techniques, etc. with colleagues from ESBOCES and from component and non-component school districts."
- "Good diverse company whose purpose is to give students skills to enhance their futures."



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Middle States Standards Survey Evaluation Final Report
Middle States Standards Survey Results 2008 Brochure - English version
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## **SECTION C: Mission**

- Reaffirmed Mission
- Reaffirmed Vision Statement



### **Mission of Eastern Suffolk BOCES**

Eastern Suffolk BOCES, an educational cooperative of 51 Long Island school districts, provides educational leadership, direct instruction, management and support through quality, cost-effective instructional programs and shared services. These programs and services maximize educational and career opportunities for Long Island's diverse community of lifelong learners, both children and adults, and enhance the operational effectiveness of its schools.

*Amended by the Board 10/04*

### **Vision Statement**

Eastern Suffolk BOCES: Educational Services That Transform Lives.

*Adopted by the Board 10/23/01*

## **SECTION D: Beliefs and Parameters**

- Reaffirmed Beliefs
- Reaffirmed Parameters



## Agency Beliefs

We believe that ...

- we are a diverse community of reflective, lifelong learners, both children and adults
- our community of children and adult learners is a valuable resource entitled to the highest quality instruction and equitable service
- respect, honesty, and trust are essential in all our interactions
- integrity, continuous assessment, high standards, and innovation are the foundation of organizational success
- the integrity and high standards of our educational programs are reflected in our students and provide them with the skills they need to become responsible citizens and useful members of society
- successful organizations create effective operational systems and depend upon individuals who take responsibility for their actions, are accountable for the programs and services they deliver, and use all their energies to fulfill the expectations of those who count on them
- effective communication of accurate information within the agency and to all our stakeholders enhances involvement and reduces conflict
- production of quality outcomes depends on the collective effort of a well-trained, motivated and healthy workforce who are encouraged to express their opinions
- everyone has the right to a safe, healthy and caring environment which fosters respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the pursuit of happiness

*As amended by Board, 11-21-00*



## **EASTERN SUFFOLK BOCES PARAMETERS**

**Eastern Suffolk BOCES will always be visionary in planning for the future while operating within the following parameters which have been established by the Board:**

Eastern Suffolk BOCES will only provide programs and services that conform to our mission.

Eastern Suffolk BOCES will always follow all established policies, laws, rules and regulations governing our agency.

Eastern Suffolk BOCES will always abide by negotiated agreements with all employees and will follow all applicable labor laws, rules, regulations, and guidelines.

Eastern Suffolk BOCES will always engage in business practices that conform with laws, rules, and regulations and that follow applicable guidelines, including standard accounting practices.

Eastern Suffolk BOCES will not tolerate discriminatory practices, prejudice or harassment of any kind.

Eastern Suffolk BOCES will always use respectful interpersonal interactions and peaceful methods of conflict resolution in its daily operations and will never tolerate speech or actions which compromise the dignity of the individual.

Eastern Suffolk BOCES will always be truthful.

Eastern Suffolk BOCES will always expect the highest level of performance from our staff and the highest level of achievement from our students and will provide a supportive environment for their work.

Eastern Suffolk BOCES will always maintain a safe, secure, and healthy environment for our students and staff.

Eastern Suffolk BOCES and its staff will never use partisan politics or personal gain as a basis for decision-making or actions, and will disclose all potential conflicts of interest.

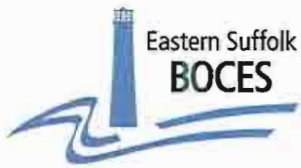
Eastern Suffolk BOCES will always use a participatory management approach which relies upon total quality principles and practices.

*Adopted by the Board 11/30/99*



## **SECTION E: Profile of Student Completers**

- **Profiles of ESBOCES Student Completer** (insert included in agency calendar)
  - CTE Student Completer
  - Special Education Student Completer
- **Website page with link**



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 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.

## 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.



## 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, small and large group environments.
- Knowledge of, and competency in, interacting with people of diverse backgrounds.





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## Publications & Presentations

This section of the website consists of over 60 major publications, surveys, applications, and presentations produced on an annual basis by the various ESBOCES programs, offices, and departments; as well as publications and applications released by the New York State Education Department (NYSED).

### Catalogs, Calendars & Newsletters

This hyperlink contains the following agency publications:

- ESBOCES Course Catalogs
- ESBOCES Calendars
- ESBOCES Newsletters (Dialogue, Highlights, Star Newsletter, etc.)
- ESBOCES Brochures
- Program and Department PowerPoint presentations

### Reports

Links to key agency reports and evaluations, state required reports and ESBOCES research studies are located here. Some of the reports that can be found within this section include:

- ESBOCES Annual Reports
- Special Education Space Plan Reports
- Cost and Outcomes Reports (ESBOCES research study)
- Residential Real Property Tax Burden Reports (ESBOCES research study)

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### ESBOCES Student Completer

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**When a student completes an Eastern Suffolk BOCES program, accommodations are made to the broad-based diploma to grant a diploma that is an endorsement. The diploma then is awarded to the student based on that endorsement. Within the current industry-based functioning level of the students in the program, the following profile should identify what students are expected to know, what they are expected to do with what 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 learning conditions. They also identify multiple aspects of student performance demonstrating the complexities of the expectations the Eastern Suffolk BOCES community has for its students.**


### CTE Student Completer

A student who completes a program of study by 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 schooling. 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, citizenship, ethics and permanent employment. (e.g., cooperative work experience programs, dual credit cooperative work experience programs, internship, career exploration, leadership programs, program/industry programs, and supported employment programs) etc.
- Successful completion and achievement 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 at the first step of their career path.
- Attending college or trade school with advanced credit as a result of their course of study with this program.
- Acceptance into any of the five branches of the Military.



### Special Education Student Completer

A student who completes a program of study in the Eastern Suffolk BOCES Department of Special Education program will demonstrate a range of competencies in areas of academic, social, behavioral, transition, and cognitive functioning. This includes:

- Successful completion of NIS requirements to obtain a Regents, Local, or Individual Education Plan Diploma.
- Competencies in academic foundation skills: areas of reading, writing, mathematics, science, and history skills that reflect NIS Standards as a commitment level, as well as tied to the student's Individual Education Plan.
- Competencies in transition skills, leading to a range of post-secondary outcomes, including post-secondary training, higher education, vocational education, supported employment, Vocational Educational Services for Individuals with Disabilities (VESID) and/or placements or acceptance into the world of work.
- Competing in the utilization of technology to research and utilize information, as well as to communicate effectively through correspondence, through presentation or by use of augmentative or alternative communication devices.
- Competencies in social and behavioral skills as reflected in effective functioning in post secondary training, higher education, employment, armed forces, volunteer living, and in large group environments.
- Knowledge of, and competency in, interacting with people of diverse backgrounds.

Educational Services That Transcend Time

1 (of 1)

Done Unknown 2008

## **SECTION F: ESBOCES 2009-2016 Goals and Strategic Objectives**

- **Goals 2009-2016**
- **2009-2016 ESBOCES Strategic Objectives**
  - **Technical Review #1A** *[correction in numbering of objective measures]*
  - **Technical Review #1 completed by Middle States** (October 2008)
  - **Submission to Middle States** (August 2008)

*Strategic Objectives as approved by Middle States will be incorporated into the planning document with all technical review(s) when completed.*



## **EASTERN SUFFOLK BOCES**

### **Goals 2009-2016**

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 2009-2016 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 COMMUNICATIONS**

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.

*Approved by ESBOCES Board 5-08*

*Based on revisions suggested by ESBOCES Reaccreditation Planning Team Members 4-17-08*





## Strategic Objectives 2009-2016

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 2009-2016. Although each of the eight objectives are similar to the previous set of objectives, they reflect a focus on regional leadership and continued internal improvement.

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.

**White-Ciraco, Candace**

**From:** Steve Heft [sheft@css-msa.org]  
**Sent:** Wednesday, October 29, 2008 10:59 AM  
**To:** White-Ciraco, Candace  
**Subject:** Revised Technical Review  
**Attachments:** Technical Review ESBOCES #1A (AFG 2007).doc

Candace,

As we discussed, attached is the revised Technical Review (labeled #1A) of objectives submitted by ESBOCES. The only changes are in the numbering of measures within some of the objectives, as they were not correct in all cases on the initial Technical Review Response.

If there are any updates or other questions, please let me know.

Steve  
<<Technical Review ESBOCES #1A (AFG 2007).doc>>



**ACCREDITATION FOR GROWTH  
TECHNICAL REVIEW OF  
STUDENT PERFORMANCE OBJECTIVES**

**RESPONSE #1A**

Date of Review: October 29, 2008

Agency Name: Eastern Suffolk BOCES

Staff Reviewer: Steve Heft

Projected Visit Dates: December 2-5, 2008

**Next Steps:**

- Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. The Visiting Team will conduct the Second Level of Review (see the *appropriate self-study guide* for the criteria) during the Team's visit.
- Minor modifications recommended. Please resubmit.
- Consideration of minor modifications recommended.
- Some baseline data needed. Please resubmit when data are available.
- Modifications required. Please make changes and resubmit as soon as possible.
- Call the MSA office (267-284-5042) to discuss.

**General Comments about All Objectives:**

- Most of the objectives and measures are well developed
- There are 2 objectives with student performance components, meeting the *AFG* requirement
- Some baseline data are still to be obtained; that should be followed by re-assessment of the respective target goals to assure that they are suitable
- Some measures are not easily or clearly quantified

**Objective #1: As submitted by the Agency**

**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).

**1) Measurement A. NY State Assessments**

**NYS English Language Arts Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	41.38 %	37.93 %	20.69 %	0.00 %
4 <sup>th</sup> Grade	46.67 %	37.78 %	15.56 %	0.00 %
5 <sup>th</sup> Grade	21.15 %	57.69 %	21.15 %	0.00 %
6 <sup>th</sup> Grade	40.91 %	45.45 %	13.64 %	0.00 %
7 <sup>th</sup> Grade	30.99 %	50.70 %	18.31 %	0.00 %
8 <sup>th</sup> Grade	53.57 %	40.48 %	4.76 %	1.19 %

2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS ELA Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	24%
4 <sup>th</sup> Grade	28%
5 <sup>th</sup> Grade	29%
6 <sup>th</sup> Grade	15%
7 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	4%

**NYS Math Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	31.03 %	34.48 %	34.48 %	0.00 %
4 <sup>th</sup> Grade	48.89 %	31.11 %	20.00 %	0.00 %
5 <sup>th</sup> Grade	62.00 %	24.00 %	12.00 %	2.00 %
6 <sup>th</sup> Grade	67.35 %	20.41 %	12.41 %	0.00 %
7 <sup>th</sup> Grade	56.76 %	32.43 %	10.81 %	0.00 %
8 <sup>th</sup> Grade	76.14 %	20.45 %	3.41 %	0.00 %

2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS Math Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	25%
4 <sup>th</sup> Grade	30%
5 <sup>th</sup> Grade	9%
6 <sup>th</sup> Grade	16%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	5%

**NYS Science Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
4 <sup>th</sup> Grade	20.93 %	25.58 %	46.51 %	6.98 %
8 <sup>th</sup> Grade	51.72 %	27.59 %	17.24 %	3.45 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Science Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
4 <sup>th</sup> Grade	11%
8 <sup>th</sup> Grade	6%

**NYS Social Studies Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	75.00 %	4.55 %	20.45 %	0.00 %
8 <sup>th</sup> Grade	44.19 %	45.35 %	10.47 %	0.00 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Social Studies Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	6%

**NYS Alternate Assessment in English Language Arts** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	19%	25%	56%
4 <sup>th</sup> Grade	0%	18%	42%	40%
5 <sup>th</sup> Grade	0%	0%	38%	62%
6 <sup>th</sup> Grade	0%	3%	36%	61%
8 <sup>th</sup> Grade	0%	20%	39%	41%
High School	0%	1%	56%	43%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA ELA will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	19%
4 <sup>th</sup> Grade	18%
5 <sup>th</sup> Grade	5%
6 <sup>th</sup> Grade	5%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	5%

**NYS Alternate Assessment in Math** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	3%	36%	61%
4 <sup>th</sup> Grade	0%	9%	19%	72%
5 <sup>th</sup> Grade	2%	23%	17%	58%
6 <sup>th</sup> Grade	0%	21%	27%	52%
7 <sup>th</sup> Grade	0%	15%	18%	67%
8 <sup>th</sup> Grade	0%	34%	30%	36%
High School	1%	37%	23%	39%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Math will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	5%
4 <sup>th</sup> Grade	9%
5 <sup>th</sup> Grade	25%
6 <sup>th</sup> Grade	21%
7 <sup>th</sup> Grade	15%
8 <sup>th</sup> Grade	25%
High School	25%

**NYS Alternate Assessment in Social Studies** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	0%	32%	32%	36%
8 <sup>th</sup> Grade	0%	32%	27%	41%
High School	0%	25%	31%	44%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Social Studies will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	25%
8 <sup>th</sup> Grade	25%
High School	20%

**NYS Alternate Assessment in Science** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
4 <sup>th</sup> Grade	0%	13%	34%	53%
8 <sup>th</sup> Grade	0%	25%	36%	39%
High School	0%	29%	28%	43%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Science will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
4 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	25%



**NYS Regents Physical Setting/Earth Science** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	43%	21%	26%	10%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Physical Setting/Earth Science will increase by 15%

**NYS Regents Comprehensive English** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	50%	26%	24%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents Comprehensive English will increase by 5%

**NYS Regents Global History and Geography** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	70%	13%	15%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Global History and Geography will increase by 8%

**NYS Regents Living Environment** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	35%	15%	44%	6%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Living Environment will increase by 13%

**NYS Regents Mathematics A** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	48%	32%	17%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics A will increase by 15%

**NYS Regents Mathematics B** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008 (\* total number of students 4)

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	25%	0%	75%	0%	100% *

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics B will increase by 5%

**NYS Regents Integrated Algebra** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	55%	12%	33%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Integrated Algebra will increase by 17%

**NYS Regents US History and Government** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	46%	13%	26%	15%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Us History and Government will increase by 6%

## 2) Measurement B. CTE Industry Assessments

Baseline Year: 2007-2008

Total enrollment: 2411

	<b>Students Eligible to take assessment</b>	<b>Students Passing of those taking assessment</b>
Number	1035	968
Percentage	43%	40%
2016 Projection	75%	65%

### CTE Industry Certifications

Baseline Year: 2007-2008

Total Enrollment: 2411

	<b>Students Receiving Industry Certifications</b>
Number	968
Percentage	40%
2016 Projection	54%

## 3) Measurement C. Honors and Specialized Diplomas

### CTE Membership in National Technical Honor Society

Baseline Year: 2007-2008

Total Enrollment: 2411

	<b>Students Inducted into NTHS</b>
Number	185
Percentage	8%
2016 Projection	24%

*Diploma Status*

Baseline Year: 2007-2008  
Baseline Data and 2016 Projection:

	<b>2007-2008</b>	<b>2016 Projection</b>
Special Education students recommended for graduation	144	95%
Special Education students receiving a Regents or Local Diploma	65.5%	75%
Special Education students receiving an Advanced Regents Diploma	.7%	4%
Special Education students receiving an IEP Diploma	33%	20%
Special Education students receiving a High School Equivalency Diploma	1.3%	1%
Career and Technical Education student completers	2129 (total # of completers)	95%
Career and Technical Education student completers with Technical Endorsement	41%	55%
Special Career Education student completers	420	95%

**Diplomas –Technical Endorsement on diploma**

Baseline Year: 2007-2008  
Data and 2016 Projection:  
 Total enrollment: 2339

	<b>Technical Endorsement</b>
Number	820
Percentage	35%
2016 Projection	50%

**Skills USA and membership participation**

Baseline Year: 2007-2008  
Data and 2016 Projection:  
 Total enrollment: 2411

	<b>Skills USA Membership</b>
Number	1410
Percentage	58%
2016 Projection	68%

#### 4) Measurement D. Community Service

##### Community Involvement Career and Technical Education Program

Baseline Year: 2007-2008

Data and 2016 Projection:

	Projects Completed
Number	60
2016 Projection	84

#### 5) Measurement E. Cultural Competence Activities

Baseline Year: 2007-2008

Data and 2016 Projection:

Activity	Baseline Data	2016 Projection
Presentations Provided	28 hours per year	40 hours per year
Societal Issues Course Enrollment	52 students	80 students
Character Education Course Enrollment	87 students	120 students
Arts And Education Programs	10 programs provided	20 programs provided

#### 6) Measurement F. Attendance

**Enrollment:** (in relation to the total high school population in the region)  
Career and Technical Education

Baseline Year: 2007-2008

- Enrollment- 2,339 out of a regional total of approx. 25,912 or 9% of all eligible students

2016 Projection:

- 15% of all eligible students

##### Special Career Education

Baseline Year: 2007-2008

- Enrollment- 10/07- 544 out of a regional total of approx. 6645 special education students in our region or 8% of all
- Special Education Students enrolled in high school programs in our region

2016 Projection:

- 15% of all eligible students

*Attendance*

Baseline Year: 2007-2008

Baseline Data:

<b>Program type</b>	<b>07-08 Attendance Rate</b>
Elementary Academic	90.58%
Secondary Academic	79.29
Developmental	89.14%
CTE	85.71%
SCE	77.69%

2016 Projection:

- Increase attendance in each area by 9%

**7) Measurement F. Suspension Trends**

**Student Management: Out of School Suspensions/VADIR Incidents**

Baseline Year: 2007-2008

Baseline Data: \*

<b>Program Type</b>	<b>Out of School Suspensions</b>	<b>VADIR Incidents</b>
Elementary Academic	37	3
Secondary Academic	962	154
Developmental	45	1
CTE	26	6
SCE	20	9

\*The 2007-2008 Suspension/VADIR Data has not yet undergone the traditional administrative review. These numbers could be modified somewhat when that is complete.

2016 Projection:

- Decrease Out of School Suspensions and Reportable VADIR incidents by 25%

## 8) Measurement G. Post Graduate Outcomes (college, work, training, community participation)

### **Work Experience Opportunities:**

Defined as opportunities outside of the classroom that are consistent with the career goal of the student involved and are associated with his/her field of study at BOCES.

CTE: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 90% of all students

SCE: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 60% if all students

Special Education: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 50% of all students

### **Post Graduation Indicators:**

College and Trade School Articulations

Baseline Year: 2007-2008

- # of articulations - 90

2016 Projection:

- 126 articulations

Baseline Year: 2007-2008

- Average 2.7 agreements per course

2016 Projection:

- 5 agreements per course

Scholarships money awarded

Baseline Year: 2007-2008

- Amount awarded- \$ 958,000

2016 Projection:

- \$1,500,000

*Post Secondary Outcomes*

Baseline Year: 2007-2008

Baseline Data:

<b>Special Education Graduates Entering</b>		<b>2016 Projection</b>
Employment	19%	25%
2 Year College	18%	25%
4 Year College	3%	10%
Unknown	20%	5%
Other	14%	5%
Adult Services	26%	30%

<b>CTE Completers Entering</b>		<b>2016 Projection</b>
Related Employment	10%	25%
Unrelated Employment	34.5%	14%
Military	1%	1%
2 Year College	18%	25%
4 Year College	9.5%	20%
Trade School	3%	10%
Unknown	24%	5%

**Student Performance Objective #1: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**Yes; improving educational outcomes is a desired end result in student performance.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

**Yes; a number of different academic areas are included.**

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**



- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 1) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes for most measures; however, some data are still to be collected and submitted.**

- 2) Is the baseline year in which the data for each assessment were collected included?

**Yes; the baseline year is identified as 2007-2008 for most measures and 2008-2009 for the others.**

- 3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes; many assessments are included.**

- Are disaggregated data included when appropriate?

**Yes; by subject and by type of program.**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Yes; a number of external measures are based on the New York State Assessments.**

- Do the assessments address expectations for as many of the school's students as possible?

**Yes; all students are referenced.**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

**Yes; even graduates are included.**

**Suggestions for Revising Student Performance Objective #1:**

*The objective has sufficient components in place to be approved prior to the Validation Team visit. Some baseline data are to be obtained and submitted.*

## Objective #2: As submitted by the school

### 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.

#### 1) Measurement A. Ensuring the Health, Safety, and Security of All Eastern Suffolk BOCES Facility Occupants

a. ESBOCES Facilities Survey

Baseline Year: 2002-2003

Baseline Data:

- Internal ESBOCES survey satisfaction results from 2002 (see attached)

2016 Projection:

- Exceed 2002 excellent/good survey result percentages in the areas of Appearance, Safety, Security, Lighting, Custodial standards, and Maintenance

b. ESBOCES Safety and Security Assessment

Baseline Year: 2007-2008

Baseline Data:

- The agency does not presently have any access control systems or IP cameras
- Recommendations for the improvement of Access Control at ESBOCES locations

2016 Projection:

- Completion of all Phase I Security Assessment recommendations.
- After the completion of Phase I, the reassessment of access control needs, with the installation of additional access control points providing the agency with more than the 58 access control door systems as outlined in Phase I of Security Assessment
- Reduction of custodial overtime utilized to perform building checks through the use of access control system enhancements (i.e. temperature sensors, etc.)

c. Use of Online Preventive Maintenance System for ESBOCES facilities

Baseline Year: 2007-2008

Baseline Data:

- 0%: The agency does not presently utilize a preventative maintenance system

2016 Projection:

- After the cataloging of all building systems, the agency will utilize an online system for the preventive maintenance of 100% of its facilities equipment and related components

## 2) Measurement B. Becoming a Regional Leader in the Area of School Facilities Management

- a) Use of Facilities Management related cooperative bidding  
Baseline Year: 2007-2008  
Baseline Data:
- The agency presently has 13 facilities related cooperative bid documents
- 2016 Projection:
- Increase facilities related cooperative bids by 20%
  - Increase district participation levels
- a. ESBOCES/Component District Facilities Manager Meetings  
Baseline Year: 2007-2008  
Baseline Data:
- Number of meetings : 0
  - Component district participation rate: 0%
- 2016 Projection:
- Number of meetings: 4/yr
  - Average participation rate: above 50%

*(Note: See additional charts and tables for baseline data)*

### **Student Performance Objective #2: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; however, facilities management and facilities services at the Agency level is an area than can contribute to the provision of educational services to students.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

**No; this does not apply to this organizational growth and capacity objective.**

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 1) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes; 2007-2008 is the baseline year for all measures except for #1a, which refers to 2002-2003. There is a great deal of data presented in accompanying tables, but it is not always clear how these will be used for the respective measures.**

2) Is the baseline year in which the data for each assessment were collected included?

**Yes; see above.**

3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes;**

- Are disaggregated data included when appropriate?

**N/A**

- Is the objective measured by both external and internal assessments when appropriate and available?

**No; the measures are internal; however, it may not be possible to identify external measures for this objective. Results of inspections or certifications by appropriate agencies might be considered external, if they could be incorporated into, or added as, measures.**

- Do the assessments address expectations for as many of the school's students as possible?

**N/A**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

**N/A**

#### **Suggestions for Revising Student Performance Objective #2:**

*There are no suggestions for revisions other than the possibility of identifying one or more external measures, as noted above.*

**Objective #3: As submitted by the school**  
**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.

**1) Measurement A. District Participation Rates**

Baseline Year: 2007-2008

Baseline Data:

- Arts In Education: 64 out of 69 school districts participate or subscribe to this service
- Library Services: 51 out of 51 school districts participate or subscribe to this service
- NYS Curriculum and Development Services: 37 out of 51 school districts subscribe to this service
- Summer Enrichment Program: 7 out of 51 school districts subscribe to this service
- Model Schools: 32 out of 51 school districts participate or subscribe to this service

2016 Projection:

- Arts In Education: 69
- Library Services: Continue to have all component (51 school districts) subscribe to this service
- NYS Curriculum and Development Services: 51 school districts subscribe to this service
- Summer Enrichment Program: 51 school districts subscribe to this service
- Model Schools: 51 school districts subscribe to this service

**2) Measurement B. Attendance at Activities**

Baseline Year: 2007-2008

Baseline Data:

- Arts In Education: Advisory Council meeting – 75 people in attendance
- Library Services: Symposium – 107 people in attendance
- NYS Curriculum and Development Services: Literacy and Learning Conference - 475 people in attendance
- Summer Enrichment Program: 7 districts totaling 2,481 registrants (Please note some of the programs offer 4 sessions. If a child signed up for two sessions, that child is counted twice in the total number.)
- Model Schools: Celebration of Technology in Education – 1,400 students, educators, parents in attendance

2016 Projection

- Arts In Education: 10% percent increase in attendance at Advisory Council meeting
- Library Services: 10% percent increase in attendance at Symposium conference

- NYS Curriculum and Development Services: 10-15% increase in attendance at the Literacy and Learning Conference
- Summer Enrichment Program: 5% increase in attendance for summer school programs
- Model Schools: 10% increase in attendance at Celebration of Technology in Education

### 3) Measurement C. Program Evaluations/Co-Ser Survey Results

Baseline Year: 2006-2007

Baseline Data:

- Arts In Education: Co-Ser Survey Results, Average rating – 3.7
- Library Services: Co-Ser Survey Results, Average rating – 3.6
- NYS Curriculum and Development Services: Co-Ser Survey Results, Average rating – 3.4
- Summer Enrichment Institutes and Enrichment Programs: Co-Ser Survey Results, Average rating – 3.75
- Model Schools: Co-Ser Survey Results, Average rating – 3.5

2016 Projection:

- Arts In Education: Average rating – 3.9
- Library Services: Average rating – 3.8
- NYS Curriculum and Development Services: Average rating – 3.6
- Summer Enrichment Institutes and Enrichment Programs: Average rating – 3.9
- Model Schools: Average rating -3.7

### 4) Measurement D. Regional Student Assessment Data

Baseline Year: 2006-2007

Baseline Data:

- 77.42% of 4<sup>th</sup> grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
- 64.24% of 8<sup>th</sup> grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
- 93% of High School English Regents reached a level of 2, 3, or 4

2016 Projection:

- 3-5% increase in the amount of students reaching proficiency according to NYSED State Standards (level 3 or 4) for the 4<sup>th</sup> and 8<sup>th</sup> grade ELA Assessments
- 2-4% increase in the amount of students reaching a level of 2, 3, or 4 on the high school English Regents

#### **Student Performance Objective #3: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**While the objective is very broad in scope, one of the measures does address student performance.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

**Yes; English Language Arts is referenced.**

- Is the realization of the objective stated as seven years from the year of the team’s visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 1) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes.**

- 2) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2006-2007 and 2007-2008 are designated as baseline years depending on the measure.**

- 3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes.**

- Are disaggregated data included when appropriate?

**N/A**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Yes; New York State Assessments are external measures.**

- Do the assessments address expectations for as many of the school’s students as possible?

**Yes; students at the elementary, middle school, and high school level are included.**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

Yes.

**Suggestions for Revising Student Performance Objective #3:**

*There are no suggestions for revisions; the objective is approved as submitted.*

**Objective #4: As submitted by the school**

**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

**1) Measurement A. Initiatives for Recruiting/Retaining a Highly Diversified Workforce**

Baseline Year: 2008

Baseline Data:

- School district participation at the Annual Career Fair for Culturally and Ethnically Diverse Educators (see attached baseline data)
- The number of highly qualified candidates participating in the fair, as measured by certification status (see attached baseline data)
- The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose.) (see attached baseline data)
- The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds (baseline data currently 10.3% minority)
- Exit interviews will be conducted among all administrative and teaching staff who choose to depart from the agency on their own accord in order to begin identifying the causes for employee separation (baseline data currently 0)

2016 Projection:

- The number of school districts participating in the Annual Career Fair for Culturally and Ethnically Diverse Educators will increase by 2
- The number of highly qualified candidates participating in the fair (as measured by certification status) is not a reliable measure as the recruitment and selection for specific certifications will be dependent upon participating school districts' expressed staffing needs
- The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose) will increase by 5%
- The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds will have increased by 3%
- Exit interviews will have been conducted for 100% of the administrative and teaching staff who choose to depart from the agency on their own accord



**2) Measurement B. Documented and Supported Professional Development for Administrative and Teacher Staff Units**

Baseline Year: 2008

Baseline Data:

- 20.4% of teachers acquired professional development hours for the purpose of salary increments as per the contract
- The baseline data for the percentage of teachers meeting the 175 hour NYSED professional development requirement for maintenance of certificate is not yet available for 2007-2008
- 11.0% of Teaching Assistants acquired Level 3 certification
- The baseline data for administrative professional development is currently 2 administrative leadership professional development days and 1 Superintendent Conference Day. The total number of administrators attending this event is unavailable

2016 Projection:

- The percentage of teachers acquiring professional development hours for the purpose of salary increments is an unreliable measure as this is an optional professional development opportunity as per the contract
- 100% of the agency's teachers will have met the 175 hour NYSED professional development requirement within the 5-year cycle
- 100% of the agency's teacher assistants will have met the 75 hour NYSED professional development requirement within the 5-year cycle
- 20% of Teaching Assistants will have acquired Level 3 certification
- 100% of the agency's administrative staff will have met the agency established criteria for professional development

**3) Measurement C. Developed Succession Plans for Administrative Positions within the Agency**

Baseline Year: 2008

Baseline Data:

- Currently there is no formalized administrative succession planning taking place within the agency

2016 Projection:

- Succession plans will have been developed for Administrative Council positions

Baseline Data:

- An average number of 15 personnel administrators representing the agency's component school districts attended the 2007-2008 bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources

2016 Projection:

- The average number of personnel administrators participating in the bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources will increase by 5 participants

**Student Performance Objective #4: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 1) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes.**

- 2) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2008 is identified as the Baseline Year for all measures.**

- 3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes; however, some target goals are more clearly quantified than others.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes.**

- Are disaggregated data included when appropriate?

**Yes; different types of positions are referenced.**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Yes; professional development is measured using the NYS criteria and state-awarded certification for Teaching Assistants is included.**

- Do the assessments address expectations for as many of the school’s students as possible?

N/A

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

N/A

**Suggestions for Revising Student Performance Objective #4:**

*There are no suggestions for revisions; the objective is approved as submitted.*

**Objective #5: As submitted by the school**

**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

- 1) **Measurement A. Informing the public so there is 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 – *measured by agency visibility in the media and community***

Baseline Year: 2008

Baseline Data:

Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
2007-2008	184 (as of March 2008)	9 (as of March 2008)	72 (as of March 2008)	99 (as of March 2008)	17 (as of March 2008)	81,700	259

- Collect community survey data on the general public’s awareness and knowledge of ESBOCES mission and programs (currently no baseline data available)

- Evaluate the effectiveness of Highlights and Dialogue (currently no baseline data available)

2016 Projection:

Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
2015-2016	250 (projection includes Spanish print media)	15	70-90	80-100	15-20	200,000	200-260

- It is expected that approximately 60% of community members surveyed will be able to communicate the basic mission of the agency and feel informed about its primary initiatives.
- It is expected that approximately 90% of staff and school district constituents will be able to communicate the basic mission of the agency and feel informed about its primary initiatives as a result of the information released via Highlights and Dialogue.

**Student Performance Objective #5: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team’s visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 4) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes, but only for 1 of the 3 measures identified.**

5) Is the baseline year in which the data for each assessment were collected included?

**Yes, but only for 1 of the 3 measures identified, as the others have no baseline data yet.**

6) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes; however, for the 2 measures that do not have baseline data yet, it is expected that the target goals will be re-assessed once the baseline data have been obtained.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes.**

- Are disaggregated data included when appropriate?

**N/A**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Yes; based on public relations items generated by sources outside ESBOCES, such as TV programs about ESBOCES programs and services.**

- Do the assessments address expectations for as many of the school's students as possible?

**N/A**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

**N/A**

**Suggestions for Revising Student Performance Objective #5:**

*Other than the need for the remaining baseline data and re-evaluation of the target goals for 2 of the measures, there are no suggestions for revisions; the objective is approved as submitted.*

**Objective #6: As submitted by the school**

**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.

**1) Measurement A. Strategic Planning**

Baseline Year: 2008

Baseline Data:

- Established ESBOCES strategic planning process is being followed agency wide
- Strategic plan is in place and being used, the plan for 2008-2009 has been finalized
- A new plan for 2009-2016 is being developed

2016 Projection:

- 2015-2016 Strategic Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

**2) Measurement B. Middle States Association Accreditation for Growth process**

Baseline Year: 2008

Baseline Data:

- a. Agency is preparing for the Reaccreditation in December, 2008

2016 Projection: The agency will:

- Have received its reaccreditation in 2008-2009
- Have had a successful mid-point review
- Be preparing for another reaccreditation visit in 2015-2016

**3) Measurement C. Availability of Data for data-driven decision-making**

Baseline Year: 2008

Baseline Data: The following data sources are available for decision-making:

- Results of Co-Ser Surveys, Facilities Surveys, Middle States Surveys
- eSchool data
- RIC data
- NYSED data
- Federal data
- Other outside data sources

2016 Projection:

- All data sources will be available to decision-makers based on needs
- Decisions will be based on appropriate data sources

#### 4) **Measurement D. Facilitative Grants Management**

Baseline Year: 2008

Baseline Data:

- \$32 million of specially funded projects
- Four NY Initiatives Group meetings
- Briefing Book on Specially Funded Projects and Funded project listing on line and available to administrators (annually)

2016 Projection:

- \$52 million of specially funded projects
- 6-8 Regional Initiatives meetings
- An appealing, designed Briefing Book and a Specially Funded Project List on-line and available to staff

#### 5) **Measurement E. Advocacy Activities**

Baseline Year: 2008

Baseline Data:

- 20 Advocacy Activities i.e.:
  - Lobby Day in Albany
  - Legislative Breakfast
  - Advocacy Training Session
  - One Executive Briefing
  - PTA dinner
  - LIA participation
  - Report Briefings to Region

2016 Projection:

- Expanded advocacy activities (40) will be coordinated through the Cabinet and communicated through the Communications Office to internal and external stakeholders

#### **Student Performance Objective #6: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:

- 7) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes.**

- 8) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2008 is identified as the baseline year for all measures.**

- 9) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Measures 4 and 5 have clearly quantified target goals, while the other measures are less clear on how success will be determined.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes.**

- Are disaggregated data included when appropriate?

**N/A**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Contacts with other agencies and approval of grants might be considered a form of external measure.**

- Do the assessments address expectations for as many of the school's students as possible?

**N/A**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

**N/A**

**Suggestions for Revising Student Performance Objective #6:**

*Other than the comments above, there are no suggestions for revisions; the objective is approved as submitted.*



## **Objective #7: As submitted by the school**

### **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.

#### **1) Measurement A. ESBOCES Board Policies and Procedures**

Baseline Year: 2007-2008

Baseline Data:

The following data sources are available to all ESBOCES Intranet users.

- 745 employees have access online to:
  - Board Policies
  - Administrative Regulations
  - Procedures
  - Agency forms
- Alerts notify users via e-mail of any new, revised, or deleted Board Policies, Administrative Regulations, Procedures and Forms
- Updates are provided on as needed basis due to changes in the law or internal procedures
- Annual list is compiled of Policies requiring notification or action
- One word search feature is available on the Intranet

Internet access available to component districts for Board policies

2016 Projection:

- Intranet access will be upgraded to provide all ESBOCES employees with access to the ESBOCES Policies, Regulations, Procedures, and Forms.
- Internet access to ESBOCES Regulations, Procedures and Forms will be provided to component districts.
- Electronic filing of forms will be instituted, including electronic signatures and tracking components
- Automatic updates will be provided to Administrative Council members when a policy calls for action or notification
- Updates to policies, administrative regulations, procedures, and forms will continue to be provided on an as needed basis
- Workshops on an annual basis will be provided to all users of the system
- Upgrades to the system will allow for multi-word searches for Intranet and Internet

#### **2) Measurement B. Evaluate and Improve the Agency's Internal Controls**

Baseline Year: 2007-2008

Baseline Data:

- Report to the ESBOCES Board on audits which have been completed by internal and external auditors over the past ten years
- Provide to the ESBOCES Board corrective action plans for the past five years
- Provide annual update to the ESBOCES Board regarding status of corrective action plans

2016 Projection:

- Continue to provide updated reports to the ESBOCES Board on Audits that have been conducted for the past ten years
- Prepare a five-year cycle for audits as identified by the external auditors to be completed each year by the internal auditors hired by the ESBOCES Board
- Corrective action plan for each audit completed by external or internal auditors
- Provide annual update to the corrective action plan to the ESBOCES Board
- Corrective action plans will be available on ESBOCES website for internal and external audits

**3) Measurement C. Provide Expanded Regional Leadership and Resources to School Districts in the Areas of School Operations, Business Management and Educational Finance**

Baseline Year: 2007-2008

Baseline Data:

- **Regional Leadership** - For the 2007-2008 school year, the Office of Management Services provided eight in-service meetings to school business officials
- **Resources** - ESBOCES currently supports a Sharepoint site which provides up-to-date information to school business officials and a number of topics relating to fiscal issues impacting schools, workshops available or leadership information. There are over 120 users from component and non-component school districts with access to the site.  
ESBOCES currently provides a cooperative bidding service to 65 districts and three town governments. This cooperative bidding service has over 30 bid categories available and provides participants with Request for Proposal (RFP) specifications for eleven services via the online library which is accessed through the ESBOCES website.
- Associate Superintendent for Management Services is serving on the Purchasing International ASBO Committee and has presented a workshop at the annual NYS ASBO Summer Academy

2016 Projection:

- The number of workshops for school business officials will increase to ten per year offering topics that will benefit fiscal management operations and business management
- Sharepoint will be expanded to accommodate additional users and will be accessible from the Suffolk County ASBO website. Users will be encouraged to add items to Sharepoint. A Sharepoint website will be set up for Superintendents to provide users with information regarding regional issues relating to schools

- The cooperative bidding service will provide access to e-procurement, a fully integrated online bidding system. The number of bids available will increase by 20% as will the number of RFPs
- The Associate Superintendent for Management Services will continue to serve on various committees with international, state, and local ASBO chapters. In addition, the Associate Superintendent for Management Services will present at three or more conferences per year

**Student Performance Objective #7: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

**N/A**

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:  
10) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes.**

11) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2007-2008 is identified as the baseline year for all measures.**

12) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes, for measures 1 and 3; measure 2 has very little than could be quantified.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

Yes.

- Are disaggregated data included when appropriate?

N/A

- Is the objective measured by both external and internal assessments when appropriate and available?

**This objective seems not to lend itself to external measures; however, that is not a requirement.**

- Do the assessments address expectations for as many of the school's students as possible?

N/A

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

N/A

#### **Suggestions for Revising Student Performance Objective #7:**

*The objective is approved as submitted; however, consideration should be given to whether #2, while important to the Agency, can be made more measurable.*

#### **Objective #8: As submitted by the school**

##### **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.

##### **1) Measurement A. Chapter 793 Planning**

Baseline Year: 2008

Baseline Data:

- 2008-2009 Chapter 793 plan was developed with participation from Eastern Suffolk BOCES, Western Suffolk BOCES, and Regional Information Center staff members
- Chapter 793 Plan is in place and being used. Plan encompasses technology goals across the region relative to services delivered for 5 years into the future
- A new plan for 2009-2010 will be developed by March 2009 for annual submission to SED. This plan will be reduced to 3 years worth of visioning as per SED mandate

2016 Projection:

- 2016-2017 Chapter 793 Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

**2) Measurement B. Contractual School District Participation in Regional Information Center services**

Baseline Year: 2008

Baseline Data:

- b. Shared Services contracts and contract modification requests are being prepared, finalized and approved by school districts electing to participate in RIC services for 2007-2008
- c. Cross contracts for school districts outside of Eastern Suffolk wishing to participate in RIC services are being received and approved for 2008-2009
- d. Multi-year contracts for good and services are being fulfilled for 2008-2009

2016 Projection: The RIC will:

- Have increased participation in RIC services by school districts by at least 3% overall
- Have begun participating in RIC statewide service delivery models with other RICs across the state

**3) Measurement C. Increased Communications and Participation in RIC Sponsored Events**

Baseline Year: 2008

Baseline Data: The following data sources are available to document communication mediums and to document participation in RIC Sponsored events:

- Agendas and attendance information from Suffolk Technology Directors meetings (Meetings currently occur in person 6 times per year)
- Agendas and attendance information from District Clerk meetings/trainings (Meetings currently occur in person 2 times per year)
- Agendas and attendance from CIO meetings (Meetings currently occur in person 10 times per year)
- Software training opportunities for school districts occur based upon demand across multiple RIC programs/services at least 30 times per year for various topics
- Statewide RIC Directors meet in person at least 8 times per year

2016 Projection:

- Scope of events sponsored by the RIC will increase in frequency and breadth related to RIC services by at least 2% overall
- New communication paths will be developed and implemented to facilitate increased information sharing to all stakeholder groups. Current modes include paper, email, and website. Additional forms of interaction will be implemented and utilized
- Electronic records of meetings and training events will be deployed to facilitate greater access to event information

**Student Performance Objective #8: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team’s visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:

13) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes.**

14) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2008 is identified as the baseline year.**

15) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**A few of the sub-measures in #2 and #3 are quantifiable; however, it is not clear how #1 is to be measured other than the presence or absence of the Chapter 793 plan.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes; however, as noted above measure #1 is questionable.**

- Are disaggregated data included when appropriate?

N/A

- Is the objective measured by both external and internal assessments when appropriate and available?

**This objective seems not to lend itself to external measures; however, that is not a requirement.**

- Do the assessments address expectations for as many of the school's students as possible?

N/A

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

N/A

**Suggestions for Revising Student Performance Objective #8:**

*The objective is approved as submitted; however, consideration should be given to whether #1, while important to the Agency, can be made more measurable.*

## White-Ciraco, Candace

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**From:** Steve Heft [sheft@css-msa.org]  
**Sent:** Monday, October 06, 2008 8:16 AM  
**To:** White-Ciraco, Candace  
**Cc:** Kelly Christian  
**Subject:** Technical Review of ESBOCES Objectives  
**Attachments:** Technical Review ESBOCES #1 (AFG 2007).doc

Hi, Candace.

I'm not in the office today, but here is the Technical Review of the objectives you submitted a number of weeks ago. I hope the comments are clear, and that you and Jim VanHoven can discuss any questions that he may have.

Take care, and I hope the pre-visit this week goes well.

Steve

10/6/2008





**ACCREDITATION FOR GROWTH  
TECHNICAL REVIEW OF  
STUDENT PERFORMANCE OBJECTIVES**

**RESPONSE #1**

**Date of Review:** October 5, 2008

**Agency Name:** Eastern Suffolk BOCES

**Staff Reviewer:** Steve Heft

**Projected Visit Dates:** December 2-5, 2008

**Next Steps:**

- Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. The Visiting Team will conduct the Second Level of Review (see the *appropriate self-study guide* for the criteria) during the Team's visit.
- Minor modifications recommended. Please resubmit.
- Consideration of minor modifications recommended.
- Some baseline data needed. Please resubmit when data are available.
- Modifications required. Please make changes and resubmit as soon as possible.
- Call the MSA office (267-284-5042) to discuss.

**General Comments about All Objectives:**

- Most of the objectives and measures are well developed
- There are 2 objectives with student performance components, meeting the *AFG* requirement
- Some baseline data are still to be obtained; that should be followed by re-assessment of the respective target goals to assure that they are suitable
- Some measures are not easily or clearly quantified

**Objective #1: As submitted by the Agency**

**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).

**1) Measurement A. NY State Assessments**

**NYS English Language Arts Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	41.38 %	37.93 %	20.69 %	0.00 %
4 <sup>th</sup> Grade	46.67 %	37.78 %	15.56 %	0.00 %
5 <sup>th</sup> Grade	21.15 %	57.69 %	21.15 %	0.00 %
6 <sup>th</sup> Grade	40.91 %	45.45 %	13.64 %	0.00 %
7 <sup>th</sup> Grade	30.99 %	50.70 %	18.31 %	0.00 %
8 <sup>th</sup> Grade	53.57 %	40.48 %	4.76 %	1.19 %

2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS ELA Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	24%
4 <sup>th</sup> Grade	28%
5 <sup>th</sup> Grade	29%
6 <sup>th</sup> Grade	15%
7 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	4%

**NYS Math Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	31.03 %	34.48 %	34.48 %	0.00 %
4 <sup>th</sup> Grade	48.89 %	31.11 %	20.00 %	0.00 %
5 <sup>th</sup> Grade	62.00 %	24.00 %	12.00 %	2.00 %
6 <sup>th</sup> Grade	67.35 %	20.41 %	12.41 %	0.00 %
7 <sup>th</sup> Grade	56.76 %	32.43 %	10.81 %	0.00 %
8 <sup>th</sup> Grade	76.14 %	20.45 %	3.41 %	0.00 %

2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS Math Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	25%
4 <sup>th</sup> Grade	30%
5 <sup>th</sup> Grade	9%
6 <sup>th</sup> Grade	16%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	5%

**NYS Science Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
4 <sup>th</sup> Grade	20.93 %	25.58 %	46.51 %	6.98 %
8 <sup>th</sup> Grade	51.72 %	27.59 %	17.24 %	3.45 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Science Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
4 <sup>th</sup> Grade	11%
8 <sup>th</sup> Grade	6%

**NYS Social Studies Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	75.00 %	4.55 %	20.45 %	0.00 %
8 <sup>th</sup> Grade	44.19 %	45.35 %	10.47 %	0.00 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Social Studies Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	6%

**NYS Alternate Assessment in English Language Arts** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	19%	25%	56%
4 <sup>th</sup> Grade	0%	18%	42%	40%
5 <sup>th</sup> Grade	0%	0%	38%	62%
6 <sup>th</sup> Grade	0%	3%	36%	61%
8 <sup>th</sup> Grade	0%	20%	39%	41%
High School	0%	1%	56%	43%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA ELA will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	19%
4 <sup>th</sup> Grade	18%
5 <sup>th</sup> Grade	5%
6 <sup>th</sup> Grade	5%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	5%

**NYS Alternate Assessment in Math** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	3%	36%	61%
4 <sup>th</sup> Grade	0%	9%	19%	72%
5 <sup>th</sup> Grade	2%	23%	17%	58%
6 <sup>th</sup> Grade	0%	21%	27%	52%
7 <sup>th</sup> Grade	0%	15%	18%	67%
8 <sup>th</sup> Grade	0%	34%	30%	36%
High School	1%	37%	23%	39%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Math will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	5%
4 <sup>th</sup> Grade	9%
5 <sup>th</sup> Grade	25%
6 <sup>th</sup> Grade	21%
7 <sup>th</sup> Grade	15%
8 <sup>th</sup> Grade	25%
High School	25%

**NYS Alternate Assessment in Social Studies** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	0%	32%	32%	36%
8 <sup>th</sup> Grade	0%	32%	27%	41%
High School	0%	25%	31%	44%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Social Studies will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	25%
8 <sup>th</sup> Grade	25%
High School	20%

**NYS Alternate Assessment in Science** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
4 <sup>th</sup> Grade	0%	13%	34%	53%
8 <sup>th</sup> Grade	0%	25%	36%	39%
High School	0%	29%	28%	43%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Science will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
4 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	25%

**NYS Regents Physical Setting/Earth Science** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	43%	21%	26%	10%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Physical Setting/Earth Science will increase by 15%

**NYS Regents Comprehensive English** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	50%	26%	24%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents Comprehensive English will increase by 5%

**NYS Regents Global History and Geography** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	70%	13%	15%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Global History and Geography will increase by 8%

**NYS Regents Living Environment** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	35%	15%	44%	6%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Living Environment will increase by 13%

**NYS Regents Mathematics A** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	48%	32%	17%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics A will increase by 15%

**NYS Regents Mathematics B** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008 (\* total number of students 4)

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	25%	0%	75%	0%	100% *

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics B will increase by 5%

**NYS Regents Integrated Algebra** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	55%	12%	33%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Integrated Algebra will increase by 17%



**NYS Regents US History and Government** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	46%	13%	26%	15%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Us History and Government will increase by 6%

## 2) Measurement B. CTE Industry Assessments

Baseline Year: 2007-2008

Total enrollment: 2411

	<b>Students Eligible to take assessment</b>	<b>Students Passing of those taking assessment</b>
Number	1035	968
Percentage	43%	40%
2016 Projection	75%	65%

## CTE Industry Certifications

Baseline Year: 2007-2008

Total Enrollment: 2411

	<b>Students Receiving Industry Certifications</b>
Number	968
Percentage	40%
2016 Projection	54%

## 3) Measurement C. Honors and Specialized Diplomas

### CTE Membership in National Technical Honor Society

Baseline Year: 2007-2008

Total Enrollment: 2411

	<b>Students Inducted into NTHS</b>
Number	185
Percentage	8%
2016 Projection	24%

### *Diploma Status*

Baseline Year: 2007-2008  
Baseline Data and 2016 Projection:

	<b>2007-2008</b>	<b>2016 Projection</b>
Special Education students recommended for graduation	144	95%
Special Education students receiving a Regents or Local Diploma	65.5%	75%
Special Education students receiving an Advanced Regents Diploma	.7%	4%
Special Education students receiving an IEP Diploma	33%	20%
Special Education students receiving a High School Equivalency Diploma	1.3%	1%
Career and Technical Education student completers	2129 (total # of completers)	95%
Career and Technical Education student completers with Technical Endorsement	41%	55%
Special Career Education student completers	420	95%

### **Diplomas –Technical Endorsement on diploma**

Baseline Year: 2007-2008  
Data and 2016 Projection:  
 Total enrollment: 2339

	<b>Technical Endorsement</b>
Number	820
Percentage	35%
2016 Projection	50%

### **Skills USA and membership participation**

Baseline Year: 2007-2008  
Data and 2016 Projection:  
 Total enrollment: 2411

	<b>Skills USA Membership</b>
Number	1410
Percentage	58%
2016 Projection	68%

**4) Measurement D. Community Service**

**Community Involvement Career and Technical Education Program**

Baseline Year: 2007-2008

Data and 2016 Projection:

	<b>Projects Completed</b>
Number	60
2016 Projection	84

**5) Measurement E. Cultural Competence Activities**

Baseline Year: 2007-2008

Data and 2016 Projection:

<b>Activity</b>	<b>Baseline Data</b>	<b>2016 Projection</b>
Presentations Provided	28 hours per year	40 hours per year
Societal Issues Course Enrollment	52 students	80 students
Character Education Course Enrollment	87 students	120 students
Arts And Education Programs	10 programs provided	20 programs provided

**6) Measurement F. Attendance**

**Enrollment:** (in relation to the total high school population in the region)  
Career and Technical Education

Baseline Year: 2007-2008

- Enrollment- 2,339 out of a regional total of approx. 25,912 or 9% of all eligible students

2016 Projection:

- 15% of all eligible students

**Special Career Education**

Baseline Year: 2007-2008

- Enrollment- 10/07- 544 out of a regional total of approx. 6645 special education students in our region or 8% of all
- Special Education Students enrolled in high school programs in our region

2016 Projection:

- 15% of all eligible students

*Attendance*

Baseline Year: 2007-2008

Baseline Data:

<b>Program type</b>	<b>07-08 Attendance Rate</b>
Elementary Academic	90.58%
Secondary Academic	79.29
Developmental	89.14%
CTE	85.71%
SCE	77.69%

2016 Projection:

- Increase attendance in each area by 9%

**7) Measurement F. Suspension Trends**

**Student Management: Out of School Suspensions/VADIR Incidents**

Baseline Year: 2007-2008

Baseline Data: \*

<b>Program Type</b>	<b>Out of School Suspensions</b>	<b>VADIR Incidents</b>
Elementary Academic	37	3
Secondary Academic	962	154
Developmental	45	1
CTE	26	6
SCE	20	9

\*The 2007-2008 Suspension/VADIR Data has not yet undergone the traditional administrative review. These numbers could be modified somewhat when that is complete.

2016 Projection:

- Decrease Out of School Suspensions and Reportable VADIR incidents by 25%

## 8) Measurement G. Post Graduate Outcomes (college, work, training, community participation)

### **Work Experience Opportunities:**

Defined as opportunities outside of the classroom that are consistent with the career goal of the student involved and are associated with his/her field of study at BOCES.

CTE: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 90% of all students

SCE: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 60% if all students

Special Education: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 50% of all students

### **Post Graduation Indicators:**

College and Trade School Articulations

Baseline Year: 2007-2008

- # of articulations - 90

2016 Projection:

- 126 articulations

Baseline Year: 2007-2008

- Average 2.7 agreements per course

2016 Projection:

- 5 agreements per course

Scholarships money awarded

Baseline Year: 2007-2008

- Amount awarded- \$ 958,000

2016 Projection:

- \$1,500,000

## Post Secondary Outcomes

Baseline Year: 2007-2008

Baseline Data:

Special Education Graduates Entering		2016 Projection
Employment	19%	25%
2 Year College	18%	25%
4 Year College	3%	10%
Unknown	20%	5%
Other	14%	5%
Adult Services	26%	30%

CTE Completers Entering		2016 Projection
Related Employment	10%	25%
Unrelated Employment	34.5%	14%
Military	1%	1%
2 Year College	18%	25%
4 Year College	9.5%	20%
Trade School	3%	10%
Unknown	24%	5%

### **Student Performance Objective #1: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**Yes; improving educational outcomes is a desired end result in student performance.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

**Yes; a number of different academic areas are included.**

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 1) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes for most measures; however, some data are still to be collected and submitted.**

- 2) Is the baseline year in which the data for each assessment were collected included?

**Yes; the baseline year is identified as 2007-2008 for most measures and 2008-2009 for the others.**

- 3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes; many assessments are included.**

- Are disaggregated data included when appropriate?

**Yes; by subject and by type of program.**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Yes; a number of external measures are based on the New York State Assessments.**

- Do the assessments address expectations for as many of the school's students as possible?

**Yes; all students are referenced.**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

**Yes; even graduates are included.**

**Suggestions for Revising Student Performance Objective #1:**

*The objective has sufficient components in place to be approved prior to the Validation Team visit. Some baseline data are to be obtained and submitted.*

**Objective #2: As submitted by the school**

**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.

**1) Measurement A. Ensuring the Health, Safety, and Security of All Eastern Suffolk BOCES Facility Occupants**

a. ESBOCES Facilities Survey

Baseline Year: 2002-2003

Baseline Data:

- Internal ESBOCES survey satisfaction results from 2002 (see attached)

2016 Projection:

- Exceed 2002 excellent/good survey result percentages in the areas of Appearance, Safety, Security, Lighting, Custodial standards, and Maintenance

b. ESBOCES Safety and Security Assessment

Baseline Year: 2007-2008

Baseline Data:

- The agency does not presently have any access control systems or IP cameras
- Recommendations for the improvement of Access Control at ESBOCES locations

2016 Projection:

- Completion of all Phase I Security Assessment recommendations.
- After the completion of Phase I, the reassessment of access control needs, with the installation of additional access control points providing the agency with more than the 58 access control door systems as outlined in Phase I of Security Assessment
- Reduction of custodial overtime utilized to perform building checks through the use of access control system enhancements (i.e. temperature sensors, etc.)

c. Use of Online Preventive Maintenance System for ESBOCES facilities

Baseline Year: 2007-2008

Baseline Data:

- 0%: The agency does not presently utilize a preventative maintenance system

2016 Projection:

- After the cataloging of all building systems, the agency will utilize an online system for the preventive maintenance of 100% of its facilities equipment and related components



## 2) Measurement B. Becoming a Regional Leader in the Area of School Facilities Management

- a) Use of Facilities Management related cooperative bidding  
Baseline Year: 2007-2008  
Baseline Data:
- The agency presently has 13 facilities related cooperative bid documents

2016 Projection:

- Increase facilities related cooperative bids by 20%
- Increase district participation levels

- a. ESBOCES/Component District Facilities Manager Meetings

Baseline Year: 2007-2008

Baseline Data:

- Number of meetings : 0
- Component district participation rate: 0%

2016 Projection:

- Number of meetings: 4/yr
- Average participation rate: above 50%

*(Note: See additional charts and tables for baseline data)*

### **Student Performance Objective #2: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; however, facilities management and facilities services at the Agency level is an area than can contribute to the provision of educational services to students.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

**No; this does not apply to this organizational growth and capacity objective.**

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 1) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes; 2007-2008 is the baseline year for all measures except for #1a, which refers to 2002-2003. There is a great deal of data presented in accompanying tables, but it is not always clear how these will be used for the respective measures.**

2) Is the baseline year in which the data for each assessment were collected included?

**Yes; see above.**

3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes;**

- Are disaggregated data included when appropriate?

**N/A**

- Is the objective measured by both external and internal assessments when appropriate and available?

**No; the measures are internal; however, it may not be possible to identify external measures for this objective. Results of inspections or certifications by appropriate agencies might be considered external, if they could be incorporated into, or added as, measures.**

- Do the assessments address expectations for as many of the school's students as possible?

**N/A**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

**N/A**

#### **Suggestions for Revising Student Performance Objective #2:**

*There are no suggestions for revisions other than the possibility of identifying one or more external measures, as noted above.*

**Objective #3: As submitted by the school**  
**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.

**3) Measurement A. District Participation Rates**

Baseline Year: 2007-2008

Baseline Data:

- Arts In Education: 64 out of 69 school districts participate or subscribe to this service
- Library Services: 51 out of 51 school districts participate or subscribe to this service
- NYS Curriculum and Development Services: 37 out of 51 school districts subscribe to this service
- Summer Enrichment Program: 7 out of 51 school districts subscribe to this service
- Model Schools: 32 out of 51 school districts participate or subscribe to this service

2016 Projection:

- Arts In Education: 69
- Library Services: Continue to have all component (51 school districts) subscribe to this service
- NYS Curriculum and Development Services: 51 school districts subscribe to this service
- Summer Enrichment Program: 51 school districts subscribe to this service
- Model Schools: 51 school districts subscribe to this service

**4) Measurement B. Attendance at Activities**

Baseline Year: 2007-2008

Baseline Data:

- Arts In Education: Advisory Council meeting – 75 people in attendance
- Library Services: Symposium – 107 people in attendance
- NYS Curriculum and Development Services: Literacy and Learning Conference - 475 people in attendance
- Summer Enrichment Program: 7 districts totaling 2,481 registrants (Please note some of the programs offer 4 sessions. If a child signed up for two sessions, that child is counted twice in the total number.)
- Model Schools: Celebration of Technology in Education – 1,400 students, educators, parents in attendance

2016 Projection

- Arts In Education: 10% percent increase in attendance at Advisory Council meeting
- Library Services: 10% percent increase in attendance at Symposium conference

- NYS Curriculum and Development Services: 10-15% increase in attendance at the Literacy and Learning Conference
- Summer Enrichment Program: 5% increase in attendance for summer school programs
- Model Schools: 10% increase in attendance at Celebration of Technology in Education

### 5) Measurement C. Program Evaluations/Co-Ser Survey Results

Baseline Year: 2006-2007

Baseline Data:

- Arts In Education: Co-Ser Survey Results, Average rating – 3.7
- Library Services: Co-Ser Survey Results, Average rating – 3.6
- NYS Curriculum and Development Services: Co-Ser Survey Results, Average rating – 3.4
- Summer Enrichment Institutes and Enrichment Programs: Co-Ser Survey Results, Average rating – 3.75
- Model Schools: Co-Ser Survey Results, Average rating – 3.5

2016 Projection:

- Arts In Education: Average rating – 3.9
- Library Services: Average rating – 3.8
- NYS Curriculum and Development Services: Average rating – 3.6
- Summer Enrichment Institutes and Enrichment Programs: Average rating – 3.9
- Model Schools: Average rating -3.7

### 6) Measurement D. Regional Student Assessment Data

Baseline Year: 2006-2007

Baseline Data:

- 77.42% of 4<sup>th</sup> grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
- 64.24% of 8<sup>th</sup> grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
- 93% of High School English Regents reached a level of 2, 3, or 4

2016 Projection:

- 3-5% increase in the amount of students reaching proficiency according to NYSED State Standards (level 3 or 4) for the 4<sup>th</sup> and 8<sup>th</sup> grade ELA Assessments
- 2-4% increase in the amount of students reaching a level of 2, 3, or 4 on the high school English Regents

### Student Performance Objective #3: Technical Review Criteria

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**While the objective is very broad in scope, one of the measures does address student performance.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

**Yes; English Language Arts is referenced.**

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 1) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes.**

- 2) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2006-2007 and 2007-2008 are designated as baseline years depending on the measure.**

- 3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes.**

- Are disaggregated data included when appropriate?

**N/A**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Yes; New York State Assessments are external measures.**

- Do the assessments address expectations for as many of the school's students as possible?

**Yes; students at the elementary, middle school, and high school level are included.**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

Yes.

**Suggestions for Revising Student Performance Objective #3:**

*There are no suggestions for revisions; the objective is approved as submitted.*

**Objective #4: As submitted by the school**

**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

**7) Measurement A. Initiatives for Recruiting/Retaining a Highly Diversified Workforce**

Baseline Year: 2008

Baseline Data:

- School district participation at the Annual Career Fair for Culturally and Ethnically Diverse Educators (see attached baseline data)
- The number of highly qualified candidates participating in the fair, as measured by certification status (see attached baseline data)
- The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose.) (see attached baseline data)
- The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds (baseline data currently 10.3% minority)
- Exit interviews will be conducted among all administrative and teaching staff who choose to depart from the agency on their own accord in order to begin identifying the causes for employee separation (baseline data currently 0)

2016 Projection:

- The number of school districts participating in the Annual Career Fair for Culturally and Ethnically Diverse Educators will increase by 2
- The number of highly qualified candidates participating in the fair (as measured by certification status) is not a reliable measure as the recruitment and selection for specific certifications will be dependent upon participating school districts' expressed staffing needs
- The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose) will increase by 5%
- The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds will have increased by 3%
- Exit interviews will have been conducted for 100% of the administrative and teaching staff who choose to depart from the agency on their own accord

**8) Measurement B. Documented and Supported Professional Development for Administrative and Teacher Staff Units**

Baseline Year: 2008

Baseline Data:

- 20.4% of teachers acquired professional development hours for the purpose of salary increments as per the contract
- The baseline data for the percentage of teachers meeting the 175 hour NYSED professional development requirement for maintenance of certificate is not yet available for 2007-2008
- 11.0% of Teaching Assistants acquired Level 3 certification
- The baseline data for administrative professional development is currently 2 administrative leadership professional development days and 1 Superintendent Conference Day. The total number of administrators attending this event is unavailable

2016 Projection:

- The percentage of teachers acquiring professional development hours for the purpose of salary increments is an unreliable measure as this is an optional professional development opportunity as per the contract
- 100% of the agency's teachers will have met the 175 hour NYSED professional development requirement within the 5-year cycle
- 100% of the agency's teacher assistants will have met the 75 hour NYSED professional development requirement within the 5-year cycle
- 20% of Teaching Assistants will have acquired Level 3 certification
- 100% of the agency's administrative staff will have met the agency established criteria for professional development

**9) Measurement C. Developed Succession Plans for Administrative Positions within the Agency**

Baseline Year: 2008

Baseline Data:

- Currently there is no formalized administrative succession planning taking place within the agency

2016 Projection:

- Succession plans will have been developed for Administrative Council positions

Baseline Data:

- An average number of 15 personnel administrators representing the agency's component school districts attended the 2007-2008 bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources

2016 Projection:

- The average number of personnel administrators participating in the bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources will increase by 5 participants

**Student Performance Objective #4: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 1) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

Yes.

- 2) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2008 is identified as the Baseline Year for all measures.**

- 3) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes; however, some target goals are more clearly quantified than others.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

Yes.

- Are disaggregated data included when appropriate?

**Yes; different types of positions are referenced.**

- Is the objective measured by both external and internal assessments when appropriate and available?



**Yes; professional development is measured using the NYS criteria and state-awarded certification for Teaching Assistants is included.**

- Do the assessments address expectations for as many of the school’s students as possible?

N/A

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

N/A

**Suggestions for Revising Student Performance Objective #4:**

*There are no suggestions for revisions; the objective is approved as submitted.*

**Objective #5: As submitted by the school**

**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

- 1) Measurement A. Informing the public so there is 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 – *measured by agency visibility in the media and community***

Baseline Year: 2008

Baseline Data:

Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
2007-2008	184 (as of March 2008)	9 (as of March 2008)	72 (as of March 2008)	99 (as of March 2008)	17 (as of March 2008)	81,700	259

- Collect community survey data on the general public's awareness and knowledge of ESBOCES mission and programs (currently no baseline data available)

- Evaluate the effectiveness of Highlights and Dialogue (currently no baseline data available)

2016 Projection:

Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
2015-2016	250 (projection includes Spanish print media)	15	70-90	80-100	15-20	200,000	200-260

- It is expected that approximately 60% of community members surveyed will be able to communicate the basic mission of the agency and feel informed about its primary initiatives.
- It is expected that approximately 90% of staff and school district constituents will be able to communicate the basic mission of the agency and feel informed about its primary initiatives as a result of the information released via Highlights and Dialogue.

**Student Performance Objective #5: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 4) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes, but only for 1 of the 3 measures identified.**

- 5) Is the baseline year in which the data for each assessment were collected included?

**Yes, but only for 1 of the 3 measures identified, as the others have no baseline data yet.**

- 6) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes; however, for the 2 measures that do not have baseline data yet, it is expected that the target goals will be re-assessed once the baseline data have been obtained.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes.**

- Are disaggregated data included when appropriate?

**N/A**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Yes; based on public relations items generated by sources outside ESBOCES, such as TV programs about ESBOCES programs and services.**

- Do the assessments address expectations for as many of the school's students as possible?

**N/A**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

**N/A**

**Suggestions for Revising Student Performance Objective #5:**

*Other than the need for the remaining baseline data and re-evaluation of the target goals for 2 of the measures, there are no suggestions for revisions; the objective is approved as submitted.*

**Objective #6: As submitted by the school**

**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.

**10) Measurement A. Strategic Planning**

Baseline Year: 2008

Baseline Data:

- Established ESBOCES strategic planning process is being followed agency wide
- Strategic plan is in place and being used, the plan for 2008-2009 has been finalized
- A new plan for 2009-2016 is being developed

2016 Projection:

- 2015-2016 Strategic Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

**11) Measurement B. Middle States Association Accreditation for Growth process**

Baseline Year: 2008

Baseline Data:

- a. Agency is preparing for the Reaccreditation in December, 2008

2016 Projection: The agency will:

- Have received its reaccreditation in 2008-2009
- Have had a successful mid-point review
- Be preparing for another reaccreditation visit in 2015-2016

**12) Measurement C. Availability of Data for data-driven decision-making**

Baseline Year: 2008

Baseline Data: The following data sources are available for decision-making:

- Results of Co-Ser Surveys, Facilities Surveys, Middle States Surveys
- eSchool data
- RIC data
- NYSED data
- Federal data
- Other outside data sources

2016 Projection:

- All data sources will be available to decision-makers based on needs
- Decisions will be based on appropriate data sources

### 13) Measurement D. Facilitative Grants Management

Baseline Year: 2008

Baseline Data:

- \$32 million of specially funded projects
- Four NY Initiatives Group meetings
- Briefing Book on Specially Funded Projects and Funded project listing on line and available to administrators (annually)

2016 Projection:

- \$52 million of specially funded projects
- 6-8 Regional Initiatives meetings
- An appealing, designed Briefing Book and a Specially Funded Project List on-line and available to staff

### 14) Measurement E. Advocacy Activities

Baseline Year: 2008

Baseline Data:

- 20 Advocacy Activities i.e.:
  - Lobby Day in Albany
  - Legislative Breakfast
  - Advocacy Training Session
  - One Executive Briefing
  - PTA dinner
  - LIA participation
  - Report Briefings to Region

2016 Projection:

- Expanded advocacy activities (40) will be coordinated through the Cabinet and communicated through the Communications Office to internal and external stakeholders

### **Student Performance Objective #6: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 7) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes.**

- 8) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2008 is identified as the baseline year for all measures.**

- 9) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Measures 4 and 5 have clearly quantified target goals, while the other measures are less clear on how success will be determined.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes.**

- Are disaggregated data included when appropriate?

**N/A**

- Is the objective measured by both external and internal assessments when appropriate and available?

**Contacts with other agencies and approval of grants might be considered a form of external measure.**

- Do the assessments address expectations for as many of the school's students as possible?

**N/A**

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

**N/A**

**Suggestions for Revising Student Performance Objective #6:**

*Other than the comments above, there are no suggestions for revisions; the objective is approved as submitted.*

## **Objective #7: As submitted by the school**

### **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.

#### **1) Measurement A. ESBOCES Board Policies and Procedures**

Baseline Year: 2007-2008

Baseline Data:

The following data sources are available to all ESBOCES Intranet users.

- 745 employees have access online to:
  - Board Policies
  - Administrative Regulations
  - Procedures
  - Agency forms
- Alerts notify users via e-mail of any new, revised, or deleted Board Policies, Administrative Regulations, Procedures and Forms
- Updates are provided on as needed basis due to changes in the law or internal procedures
- Annual list is compiled of Policies requiring notification or action
- One word search feature is available on the Intranet

Internet access available to component districts for Board policies

2016 Projection:

- Intranet access will be upgraded to provide all ESBOCES employees with access to the ESBOCES Policies, Regulations, Procedures, and Forms.
- Internet access to ESBOCES Regulations, Procedures and Forms will be provided to component districts.
- Electronic filing of forms will be instituted, including electronic signatures and tracking components
- Automatic updates will be provided to Administrative Council members when a policy calls for action or notification
- Updates to policies, administrative regulations, procedures, and forms will continue to be provided on an as needed basis
- Workshops on an annual basis will be provided to all users of the system
- Upgrades to the system will allow for multi-word searches for Intranet and Internet

#### **2) Measurement B. Evaluate and Improve the Agency's Internal Controls**

Baseline Year: 2007-2008

Baseline Data:

- Report to the ESBOCES Board on audits which have been completed by internal and external auditors over the past ten years
- Provide to the ESBOCES Board corrective action plans for the past five years
- Provide annual update to the ESBOCES Board regarding status of corrective action plans

2016 Projection:

- Continue to provide updated reports to the ESBOCES Board on Audits that have been conducted for the past ten years
- Prepare a five-year cycle for audits as identified by the external auditors to be completed each year by the internal auditors hired by the ESBOCES Board
- Corrective action plan for each audit completed by external or internal auditors
- Provide annual update to the corrective action plan to the ESBOCES Board
- Corrective action plans will be available on ESBOCES website for internal and external audits

**3) Measurement C. Provide Expanded Regional Leadership and Resources to School Districts in the Areas of School Operations, Business Management and Educational Finance**

Baseline Year: 2007-2008

Baseline Data:

- **Regional Leadership** - For the 2007-2008 school year, the Office of Management Services provided eight in-service meetings to school business officials
- **Resources** - ESBOCES currently supports a Sharepoint site which provides up-to-date information to school business officials and a number of topics relating to fiscal issues impacting schools, workshops available or leadership information. There are over 120 users from component and non-component school districts with access to the site.  
ESBOCES currently provides a cooperative bidding service to 65 districts and three town governments. This cooperative bidding service has over 30 bid categories available and provides participants with Request for Proposal (RFP) specifications for eleven services via the online library which is accessed through the ESBOCES website.
- Associate Superintendent for Management Services is serving on the Purchasing International ASBO Committee and has presented a workshop at the annual NYS ASBO Summer Academy

2016 Projection:

- The number of workshops for school business officials will increase to ten per year offering topics that will benefit fiscal management operations and business management
- Sharepoint will be expanded to accommodate additional users and will be accessible from the Suffolk County ASBO website. Users will be encouraged to add items to Sharepoint. A Sharepoint website will be set up for Superintendents to provide users with information regarding regional issues relating to schools



- The cooperative bidding service will provide access to e-procurement, a fully integrated online bidding system. The number of bids available will increase by 20% as will the number of RFPs
- The Associate Superintendent for Management Services will continue to serve on various committees with international, state, and local ASBO chapters. In addition, the Associate Superintendent for Management Services will present at three or more conferences per year

**Student Performance Objective #7: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:
  - 10) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)

**Yes.**

11) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2007-2008 is identified as the baseline year for all measures.**

12) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**Yes, for measures 1 and 3; measure 2 has very little than could be quantified.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

Yes.

- Are disaggregated data included when appropriate?

N/A

- Is the objective measured by both external and internal assessments when appropriate and available?

**This objective seems not to lend itself to external measures; however, that is not a requirement.**

- Do the assessments address expectations for as many of the school's students as possible?

N/A

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

N/A

#### **Suggestions for Revising Student Performance Objective #7:**

*The objective is approved as submitted; however, consideration should be given to whether #2, while important to the Agency, can be made more measurable.*

#### **Objective #8: As submitted by the school**

##### **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.

##### **1) Measurement A. Chapter 793 Planning**

Baseline Year: 2008

Baseline Data:

- 2008-2009 Chapter 793 plan was developed with participation from Eastern Suffolk BOCES, Western Suffolk BOCES, and Regional Information Center staff members
- Chapter 793 Plan is in place and being used. Plan encompasses technology goals across the region relative to services delivered for 5 years into the future
- A new plan for 2009-2010 will be developed by March 2009 for annual submission to SED. This plan will be reduced to 3 years worth of visioning as per SED mandate

2016 Projection:

- 2016-2017 Chapter 793 Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

**2) Measurement B. Contractual School District Participation in Regional Information Center services**

Baseline Year: 2008

Baseline Data:

- a. Shared Services contracts and contract modification requests are being prepared, finalized and approved by school districts electing to participate in RIC services for 2007-2008
- b. Cross contracts for school districts outside of Eastern Suffolk wishing to participate in RIC services are being received and approved for 2008-2009
- c. Multi-year contracts for good and services are being fulfilled for 2008-2009

2016 Projection: The RIC will:

- Have increased participation in RIC services by school districts by at least 3% overall
- Have begun participating in RIC statewide service delivery models with other RICs across the state

**3) Measurement C. Increased Communications and Participation in RIC Sponsored Events**

Baseline Year: 2008

Baseline Data: The following data sources are available to document communication mediums and to document participation in RIC Sponsored events:

- Agendas and attendance information from Suffolk Technology Directors meetings (Meetings currently occur in person 6 times per year)
- Agendas and attendance information from District Clerk meetings/trainings (Meetings currently occur in person 2 times per year)
- Agendas and attendance from CIO meetings (Meetings currently occur in person 10 times per year)
- Software training opportunities for school districts occur based upon demand across multiple RIC programs/services at least 30 times per year for various topics
- Statewide RIC Directors meet in person at least 8 times per year

2016 Projection:

- Scope of events sponsored by the RIC will increase in frequency and breadth related to RIC services by at least 2% overall
- New communication paths will be developed and implemented to facilitate increased information sharing to all stakeholder groups. Current modes include paper, email, and website. Additional forms of interaction will be implemented and utilized
- Electronic records of meetings and training events will be deployed to facilitate greater access to event information

**Student Performance Objective #8: Technical Review Criteria**

- Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)

**No; this is an organizational capacity objective; however, there are 2 student performance objectives, so this AFG requirement is met.**

- Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next five years. In addition, public schools need to be prepared to provide an explanation if their improvement objectives and plan do not include areas of student performance mandated for improvement under the requirements of NCLB.)

N/A

- Is the realization of the objective stated as seven years from the year of the team's visit?

**Yes; 2016 is the target year.**

- Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:  
13) Are the most recent baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)'

**Yes.**

14) Is the baseline year in which the data for each assessment were collected included?

**Yes; 2008 is identified as the baseline year.**

15) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?

**A few of the sub-measures in #2 and #3 are quantifiable; however, it is not clear how #1 is to be measured other than the presence or absence of the Chapter 793 plan.**

- Has the school identified multiple forms of assessment to measure accomplishment this objective when appropriate and available?

**Yes; however, as noted above measure #1 is questionable.**

- Are disaggregated data included when appropriate?

N/A

- Is the objective measured by both external and internal assessments when appropriate and available?

**This objective seems not to lend itself to external measures; however, that is not a requirement.**

- Do the assessments address expectations for as many of the school's students as possible?

N/A

- Do the assessments relate to culminating expectations for students at or near the end of their experiences in the school?

N/A

**Suggestions for Revising Student Performance Objective #8:**

*The objective is approved as submitted; however, consideration should be given to whether #1, while important to the Agency, can be made more measurable.*

Pendergast, Alice

**From:** Pendergast, Alice on behalf of White-Ciraco, Candace  
**Sent:** Monday, September 29, 2008 4:29 PM  
**To:** 'jimcolleenvh@yahoo.com'  
**Cc:** Administrative Council; Administrative Council Secretaries  
**Subject:** REVISED Schedules and PROPOSED Objectives 2009-16

**Importance:** High

**Attachments:** Rev. PROPOSED SCHEDULES and Groups for 12-08 - for chair 10-08 .doc; IA 2009-2016 measures - DRAFT Formatted.doc; IIA 2009-2016 measures - DRAFT Formatted.doc; IIIA 2009-2016 measures - DRAFT Formatted.doc; IVA 2009-2016 measures - DRAFT Formatted.doc; VA 2009-2016 measures- DRAFT Formatted.doc; VIA 2009-2016 measures - DRAFT Formatted.doc; VIIA 2009-2016 - DRAFT Formatted.doc; VIIIA 2009-2016 measures - DRAFT-Formatted.doc; 2009-16 PROPOSED Objectives-Goals - DRAFT.doc; Mission and Vision.doc

Hi Jim,

Here's the revised schedule, plus the proposed eight objectives we sent to Middle States in August. I'm hoping to hear back from Steve Heft this week about them.

Since 1999, our action planning and implementation teams have evolved into the integrated staffing groups and their related numerous stakeholders. We do not have set teams. We do make Administrative Council members accountable for each one of the Strategic Objectives and its plans, however. (See Strategic Plans 1999-2008). I have noted in the scheduled changes the groups that could answer questions about each of the proposed objectives and their related action plans.



Rev. PROPOSED SCHEDULES and Gr..



IA 2009-2016 measures - DRAFT ..



IIA 2009-2016 ..measures - DRAFT..



IIIA 2009-2016 ..measures - DRAF...



IVA 2009-2016 ..measures - DRAFT..



VA 2009-2016 ..measures- DRAFT F..



VIA 2009-2016 ..measures - DRAFT..



VIIA 2009-2016 - DRAFT Formatt...



VIIIA 2009-2016 measures - DRA...

In addition, the following document contains 1) a chart outlining the goals addressed by each of the objectives, and 2) our Board approved 2009-16 goals



2009-16 PROPOSED Objectives-(

I have also attached our current mission and vision as taken from our 2008-09 strategic plan that was just approved by our Board last week.



Mission and  
vision.doc (29 KB)...

Let me know if you have any other thoughts. We're closed this Tuesday and Wednesday and are back on Thursday.

Please fax your W-9 again to Alice at (631)687-3247. Alice has informed me that the transmission you sent was apparently lost Friday when she tried to cancel the W-9 fax she was sending you at the same time.

Take care.

*Candace White-Ciraco, Ed.D.*

Director, Office of Planning & Program Improvement  
Eastern Suffolk BOCES  
James Hines Administration Center  
201 Sunrise Hwy., Patchogue, NY 11772  
Phone: (631) 687-3263 / Fax: (631) 687-3247  
cwhiteci@esboces.org

**Pendergast, Alice**

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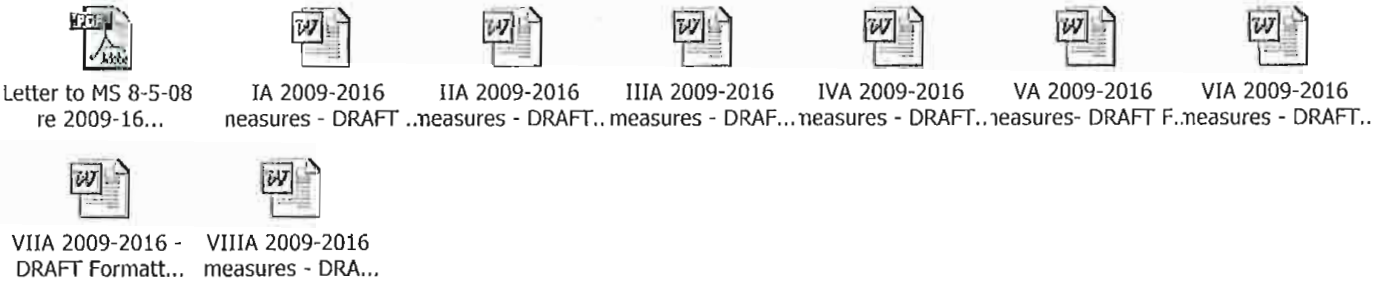
**From:** Pendergast, Alice on behalf of White-Ciraco, Candace  
**Sent:** Tuesday, August 05, 2008 3:38 PM  
**To:** sheft@css-msa.org  
**Cc:** 'kchristian@css-msa.org'; White-Ciraco, Candace  
**Subject:** ESBOCES 2009-16 Objectives

**Importance:** High

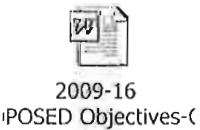
**Attachments:** Letter to MS 8-5-08 re 2009-16 objectives and goals.pdf; IA 2009-2016 measures - DRAFT Formatted.doc; IIA 2009-2016 measures - DRAFT Formatted.doc; IIIA 2009-2016 measures - DRAFT Formatted.doc; IVA 2009-2016 measures - DRAFT Formatted.doc; VA 2009-2016 measures- DRAFT Formatted.doc; VIA 2009-2016 measures - DRAFT Formatted.doc; VIIA 2009-2016 - DRAFT Formatted.doc; VIIIA 2009-2016 measures - DRAFT-Formatted.doc; 2009-16 PROPOSED Objectives-Goals - DRAFT.doc; Mission and Vision.doc

Steve,

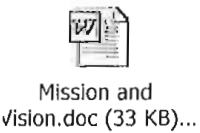
Please see attached letter and Eastern Suffolk BOCES 2009-2016 objectives for Middle States Review. The objective details (measures/data) for each are outlined in the eight separate documents.



In addition, the following document contains 1) a chart outlining the goals addressed by each of the objectives, and 2) our Board approved 2009-16 goals



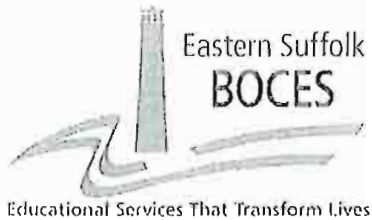
I have also attached our current mission and vision as taken from our strategic plan.



Please feel free to call me if you have any questions.

*Candace White-Ciraco, Ed.D.*  
Director, Office of Planning & Program Improvement  
Eastern Suffolk BOCES  
James Hines Administration Center





Gary D. Bixhorn  
Chief Operating Officer

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for Human Resources

Candace White-Ciraco, Ed.D.  
Director, Planning and Program Improvement

August 5, 2008

Mr. Steve Heft  
Middle States Assoc. of Colleges & Schools  
Committee on Institution-Wide Accreditation  
3624 Market Street, 2<sup>nd</sup> Floor Annex  
Philadelphia, PA 19104-2680

Dear Mr. Heft:

Attached are our Board approved proposed objectives for 2009-2016 with the required measures. These are based on our standing mission and the new Board Goals for 2009-2016 (see attached). The extensive work we have done this past year in our appraisal period has led us to this new direction.

You will notice that the eight strategic objectives are similar in focus as in the previous long-range plan; however, they have a greater regional emphasis and truly reflect the results of what we have accomplished and where next we need to go.

We look forward to your review. Please feel free to call me if you have any questions.

Sincerely,

Candace White-Ciraco, Ed.D.  
Director  
Planning and Program Improvement

CWC:ap  
Attachment  
cc: ESBOCES Reaccreditation Planning Team  
Barbara Colombo



Middle States Accredited

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**PROPOSED 2009-2016  
Objective (I) and Measures**

**DRAFT**

**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).

**1) Measurement A. NY State Assessments**

**NYS English Language Arts Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	41.38 %	37.93 %	20.69 %	0.00 %
4 <sup>th</sup> Grade	46.67 %	37.78 %	15.56 %	0.00 %
5 <sup>th</sup> Grade	21.15 %	57.69 %	21.15 %	0.00 %
6 <sup>th</sup> Grade	40.91 %	45.45 %	13.64 %	0.00 %
7 <sup>th</sup> Grade	30.99 %	50.70 %	18.31 %	0.00 %
8 <sup>th</sup> Grade	53.57 %	40.48 %	4.76 %	1.19 %

2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS ELA Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	24%
4 <sup>th</sup> Grade	28%
5 <sup>th</sup> Grade	29%
6 <sup>th</sup> Grade	15%
7 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	4%

**NYS Math Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	31.03 %	34.48 %	34.48 %	0.00 %
4 <sup>th</sup> Grade	48.89 %	31.11 %	20.00 %	0.00 %
5 <sup>th</sup> Grade	62.00 %	24.00 %	12.00 %	2.00 %
6 <sup>th</sup> Grade	67.35 %	20.41 %	12.41 %	0.00 %
7 <sup>th</sup> Grade	56.76 %	32.43 %	10.81 %	0.00 %
8 <sup>th</sup> Grade	76.14 %	20.45 %	3.41 %	0.00 %

2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS Math Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	25%
4 <sup>th</sup> Grade	30%
5 <sup>th</sup> Grade	9%
6 <sup>th</sup> Grade	16%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	5%

**NYS Science Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
4 <sup>th</sup> Grade	20.93 %	25.58 %	46.51 %	6.98 %
8 <sup>th</sup> Grade	51.72 %	27.59 %	17.24 %	3.45 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Science Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
4 <sup>th</sup> Grade	11%
8 <sup>th</sup> Grade	6%

**NYS Social Studies Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	75.00 %	4.55 %	20.45 %	0.00 %
8 <sup>th</sup> Grade	44.19 %	45.35 %	10.47 %	0.00 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Social Studies Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	6%

**NYS Alternate Assessment in English Language Arts** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	19%	25%	56%
4 <sup>th</sup> Grade	0%	18%	42%	40%
5 <sup>th</sup> Grade	0%	0%	38%	62%
6 <sup>th</sup> Grade	0%	3%	36%	61%
8 <sup>th</sup> Grade	0%	20%	39%	41%
High School	0%	1%	56%	43%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA ELA will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	19%
4 <sup>th</sup> Grade	18%
5 <sup>th</sup> Grade	5%
6 <sup>th</sup> Grade	5%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	5%

**NYS Alternate Assessment in Math** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	3%	36%	61%
4 <sup>th</sup> Grade	0%	9%	19%	72%
5 <sup>th</sup> Grade	2%	23%	17%	58%
6 <sup>th</sup> Grade	0%	21%	27%	52%
7 <sup>th</sup> Grade	0%	15%	18%	67%
8 <sup>th</sup> Grade	0%	34%	30%	36%
High School	1%	37%	23%	39%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Math will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	5%
4 <sup>th</sup> Grade	9%
5 <sup>th</sup> Grade	25%
6 <sup>th</sup> Grade	21%
7 <sup>th</sup> Grade	15%
8 <sup>th</sup> Grade	25%
High School	25%

**NYS Alternate Assessment in Social Studies** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	0%	32%	32%	36%
8 <sup>th</sup> Grade	0%	32%	27%	41%
High School	0%	25%	31%	44%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Social Studies will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	25%
8 <sup>th</sup> Grade	25%
High School	20%

**NYS Alternate Assessment in Science** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
4 <sup>th</sup> Grade	0%	13%	34%	53%
8 <sup>th</sup> Grade	0%	25%	36%	39%
High School	0%	29%	28%	43%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Science will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
4 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	25%

**NYS Regents Physical Setting/Earth Science** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	43%	21%	26%	10%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Physical Setting/Earth Science will increase by 15%

**NYS Regents Comprehensive English** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	50%	26%	24%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents Comprehensive English will increase by 5%

**NYS Regents Global History and Geography** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	70%	13%	15%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Global History and Geography will increase by 8%

**NYS Regents Living Environment** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	35%	15%	44%	6%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Living Environment will increase by 13%

**NYS Regents Mathematics A** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	48%	32%	17%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics A will increase by 15%

**NYS Regents Mathematics B** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008 (\* total number of students 4)

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	25%	0%	75%	0%	100% *

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics B will increase by 5%

**NYS Regents Integrated Algebra** percentage by score range for students in ESBOCES instructional programs.



Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	55%	12%	33%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Integrated Algebra will increase by 17%

**NYS Regents US History and Government** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	46%	13%	26%	15%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Us History and Government will increase by 6%

## 2) Measurement B. CTE Industry Assessments

Baseline Year: 2007-2008

Total enrollment: 2411

	<b>Students Eligible to take assessment</b>	<b>Students Passing of those taking assessment</b>
Number	1035	968
Percentage	43%	40%
2016 Projection	75%	65%

## CTE Industry Certifications

Baseline Year: 2007-2008

Total Enrollment: 2411

	<b>Students Receiving Industry Certifications</b>
Number	968
Percentage	40%
2016 Projection	54%

### 3) Measurement C. Honors and Specialized Diplomas

#### CTE Membership in National Technical Honor Society

Baseline Year: 2007-2008

Total Enrollment: 2411

	<b>Students Inducted into NTHS</b>
Number	185
Percentage	8%
2016 Projection	24%

#### Diploma Status

Baseline Year: 2007-2008

Baseline Data and 2016 Projection:

	<b>2007-2008</b>	<b>2016 Projection</b>
Special Education students recommended for graduation	144	95%
Special Education students receiving a Regents or Local Diploma	65.5%	75%
Special Education students receiving an Advanced Regents Diploma	.7%	4%
Special Education students receiving an IEP Diploma	33%	20%
Special Education students receiving a High School Equivalency Diploma	1.3%	1%
Career and Technical Education student completers	2129 (total # of completers)	95%
Career and Technical Education student completers with Technical Endorsement	41%	55%
Special Career Education student completers	420	95%

#### Diplomas –Technical Endorsement on diploma

Baseline Year: 2007-2008

Data and 2016 Projection:

Total enrollment: 2339

	<b>Technical Endorsement</b>
Number	820
Percentage	35%
2016 Projection	50%

## Skills USA and membership participation

Baseline Year: 2007-2008

Data and 2016 Projection:

Total enrollment: 2411

	Skills USA Membership
Number	1410
Percentage	58%
2016 Projection	68%

### 4) Measurement D. Community Service

#### Community Involvement Career and Technical Education Program

Baseline Year: 2007-2008

Data and 2016 Projection:

	Projects Completed
Number	60
2016 Projection	84

### 5) Measurement E. Cultural Competence Activities

Baseline Year: 2007-2008

Data and 2016 Projection:

Activity	Baseline Data	2016 Projection
Presentations Provided	28 hours per year	40 hours per year
Societal Issues Course Enrollment	52 students	80 students
Character Education Course Enrollment	87 students	120 students
Arts And Education Programs	10 programs provided	20 programs provided

### 6) Measurement F. Attendance

**Enrollment:** (in relation to the total high school population in the region)  
Career and Technical Education

Baseline Year: 2007-2008

- Enrollment- 2,339 out of a regional total of approx. 25,912 or 9% of all eligible students

2016 Projection:

- 15% of all eligible students

## Special Career Education

Baseline Year: 2007-2008

- Enrollment- 10/07- 544 out of a regional total of approx. 6645 special education students in our region or 8% of all
- Special Education Students enrolled in high school programs in our region

2016 Projection:

- 15% of all eligible students

## Attendance

Baseline Year: 2007-2008

Baseline Data:

Program type	07-08 Attendance Rate
Elementary Academic	90.58%
Secondary Academic	79.29
Developmental	89.14%
CTE	85.71%
SCE	77.69%

2016 Projection:

- Increase attendance in each area by 9%

## 7) Measurement F. Suspension Trends

### Student Management: Out of School Suspensions/VADIR Incidents

Baseline Year: 2007-2008

Baseline Data: \*

Program Type	Out of School Suspensions	VADIR Incidents
Elementary Academic	37	3
Secondary Academic	962	154
Developmental	45	1
CTE	26	6
SCE	20	9

\*The 2007-2008 Suspension/VADIR Data has not yet undergone the traditional administrative review. These numbers could be modified somewhat when that is complete.

2016 Projection:

- Decrease Out of School Suspensions and Reportable VADIR incidents by 25%

## 8) Measurement G. Post Graduate Outcomes (college, work, training, community participation)

### **Work Experience Opportunities:**

Defined as opportunities outside of the classroom that are consistent with the career goal of the student involved and are associated with his/her field of study at BOCES.

CTE: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 90% of all students

SCE: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 60% if all students

Special Education: 2007-2008 – data not yet available

Baseline Year: 2008-2009

2016 Projection:

- 50% of all students

### **Post Graduation Indicators:**

College and Trade School Articulations

Baseline Year: 2007-2008

- # of articulations - 90

2016 Projection:

- 126 articulations

Baseline Year: 2007-2008

- Average 2.7 agreements per course

2016 Projection:

- 5 agreements per course

Scholarships money awarded

Baseline Year: 2007-2008

- Amount awarded- \$ 958,000

2016 Projection:

- \$1,500,000

## Post Secondary Outcomes

Baseline Year: 2007-2008

Baseline Data:

<b>Special Education Graduates Entering</b>		<b>2016 Projection</b>
Employment	19%	25%
2 Year College	18%	25%
4 Year College	3%	10%
Unknown	20%	5%
Other	14%	5%
Adult Services	26%	30%

<b>CTE Completers Entering</b>		<b>2016 Projection</b>
Related Employment	10%	25%
Unrelated Employment	34.5%	14%
Military	1%	1%
2 Year College	18%	25%
4 Year College	9.5%	20%
Trade School	3%	10%
Unknown	24%	5%

UPDATED DRAFT 7/29/08



## PROPOSED 2009-2016 Objective (II) and Measures

DRAFT

### 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.

#### 1) Measurement A. Ensuring the Health, Safety, and Security of All Eastern Suffolk BOCES Facility Occupants

a) ESBOCES Facilities Survey

Baseline Year: 2002-2003

Baseline Data:

- Internal ESBOCES survey satisfaction results from 2002 (see attached)

2016 Projection:

- Exceed 2002 excellent/good survey result percentages in the areas of Appearance, Safety, Security, Lighting, Custodial standards, and Maintenance

b) ESBOCES Safety and Security Assessment

Baseline Year: 2007-2008

Baseline Data:

- The agency does not presently have any access control systems or IP cameras
- Recommendations for the improvement of Access Control at ESBOCES locations

2016 Projection:

- Completion of all Phase I Security Assessment recommendations.
- After the completion of Phase I, the reassessment of access control needs, with the installation of additional access control points providing the agency with more than the 58 access control door systems as outlined in Phase I of Security Assessment
- Reduction of custodial overtime utilized to perform building checks through the use of access control system enhancements (i.e. temperature sensors, etc.)

- c) Use of Online Preventive Maintenance System for ESBOCES facilities  
Baseline Year: 2007-2008  
Baseline Data:
- 0%: The agency does not presently utilize a preventative maintenance system
- 2016 Projection:
- After the cataloging of all building systems, the agency will utilize an online system for the preventive maintenance of 100% of its facilities equipment and related components

## **2) Measurement B. Becoming a Regional Leader in the Area of School Facilities Management**

- a) Use of Facilities Management related cooperative bidding  
Baseline Year: 2007-2008  
Baseline Data:
- The agency presently has 13 facilities related cooperative bid documents
- 2016 Projection:
- Increase facilities related cooperative bids by 20%
  - Increase district participation levels
- b) ESBOCES/Component District Facilities Manager Meetings  
Baseline Year: 2007-2008  
Baseline Data:
- Number of meetings : 0
  - Component district participation rate: 0%
- 2016 Projection:
- Number of meetings: 4/yr
  - Average participation rate: above 50%



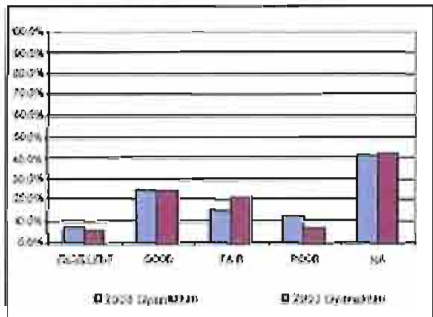
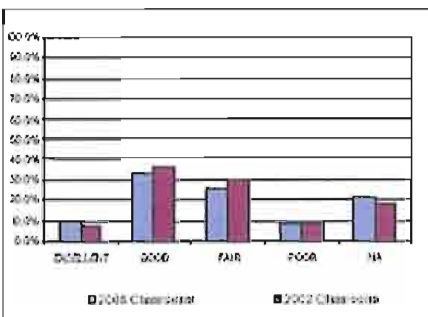
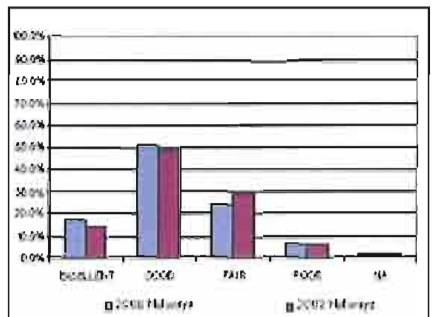
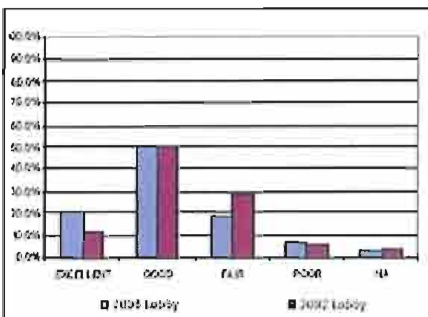
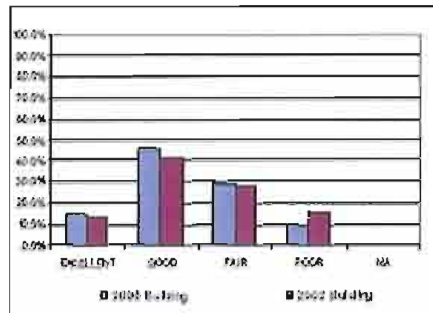
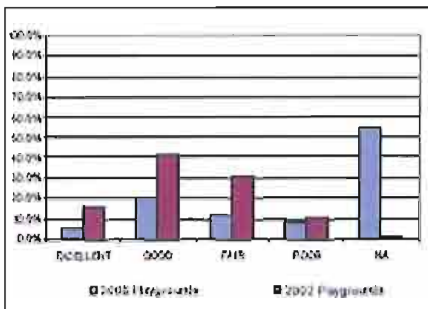
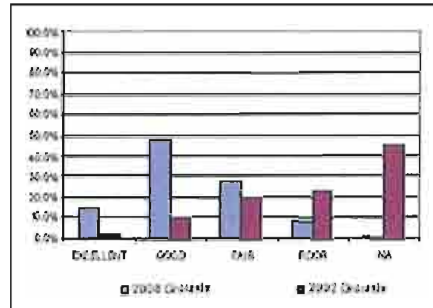
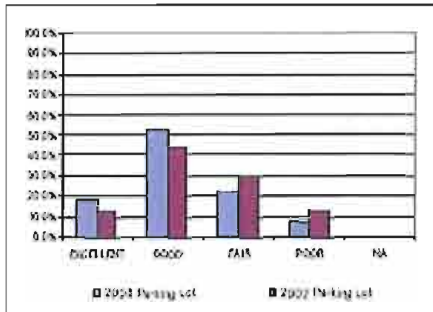
TABLE 2

AGENCY-WIDE  
RATINGS OF BUILDING - APPEARANCE<sup>1</sup>

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	<b>OUTSIDE</b>					
2008	Parking Lot	17.5%	52.4%	22.6%	7.2%	0.3%
2002		12.9%	44.1%	30.1%	12.7%	0.2%
2008	Grounds	14.7%	47.9%	27.5%	8.9%	1.0%
2002		1.4%	10.1%	19.7%	23.2%	45.5%
2008	Playgrounds	5.2%	19.0%	12.0%	8.3%	54.5%
2002		15.9%	41.8%	30.8%	10.6%	0.9%
2008	Building	14.6%	45.7%	29.1%	10.2%	0.3%
2002		14.1%	42.2%	27.6%	15.6%	0.4%
	<b>INSIDE</b>					
2008	Lobby	20.7%	50.7%	18.8%	6.5%	3.2%
2002		12.3%	49.7%	29.6%	5.2%	4.1%
2008	Hallways	17.0%	51.3%	24.5%	5.7%	1.5%
2002		14.0%	49.2%	29.7%	6.6%	1.5%
2008	Classrooms	9.9%	33.3%	25.8%	8.9%	22.0%
2002		7.1%	36.2%	29.0%	8.9%	19.2%
2008	Gymnasium	7.3%	23.9%	15.8%	11.6%	41.4%
2002		5.5%	24.5%	20.9%	6.8%	42.2%
2008	Cafeteria	8.1%	27.3%	21.3%	13.2%	30.2%
2002		3.5%	21.1%	24.5%	11.6%	39.3%
2008	Conference Rooms	12.2%	46.5%	18.9%	4.3%	18.1%
2002		10.3%	43.6%	21.6%	6.4%	17.8%
2008	Offices	14.8%	51.1%	23.9%	3.7%	6.5%
2002		10.0%	53.1%	27.1%	7.2%	2.7%
2008	Kitchen	8.7%	33.1%	22.1%	12.0%	24.1%
2002		6.1%	34.2%	25.1%	11.8%	22.8%
2008	Restrooms	10.2%	36.6%	31.7%	21.3%	0.2%
2002		7.3%	33.4%	34.6%	24.1%	0.4%

<sup>1</sup>Appearance: Cleanliness, maintenance, paint, floor condition, ceiling tiles  
(e.g., How does the area look? Is it clean and well maintained?)

AGENCY-WIDE  
TABLE 2 – APPEARANCE



AGENCY-WIDE  
TABLE 2 – APPEARANCE

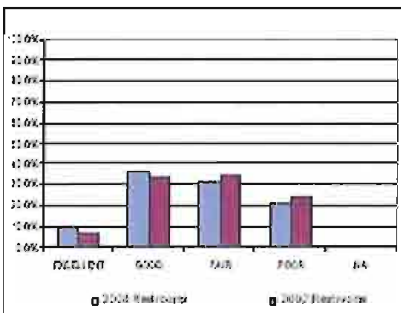
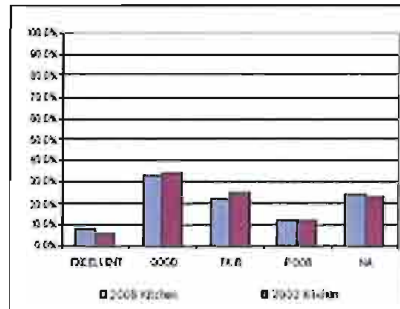
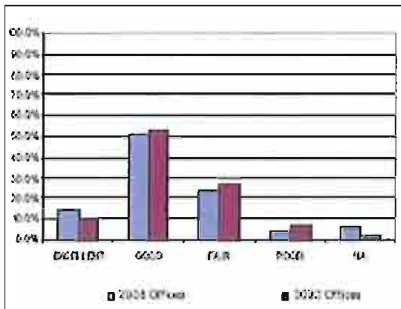
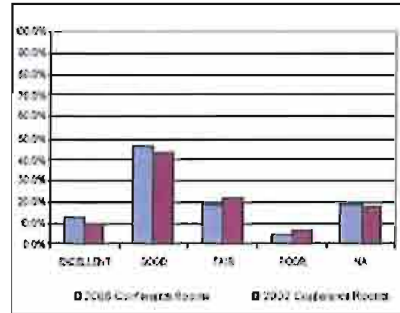
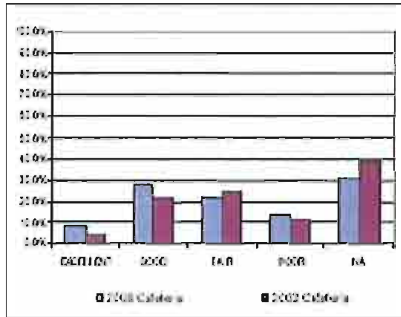


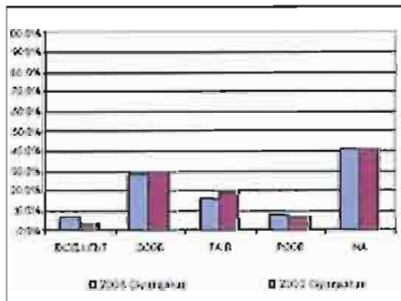
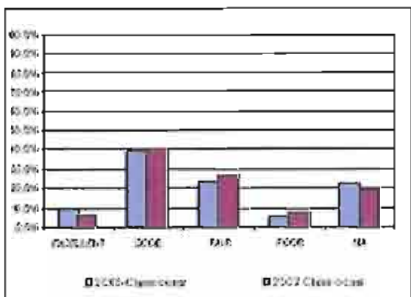
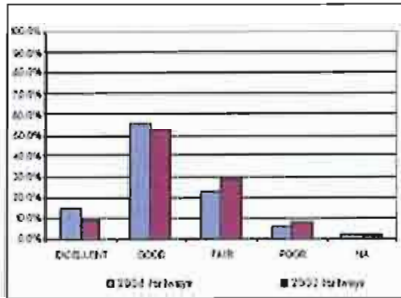
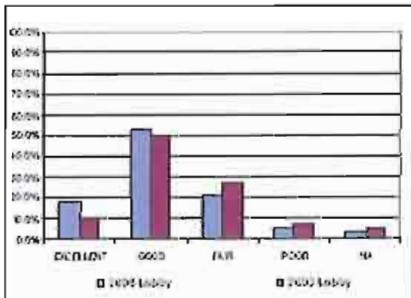
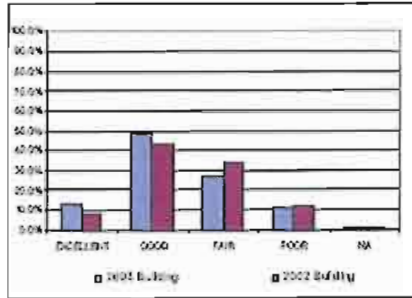
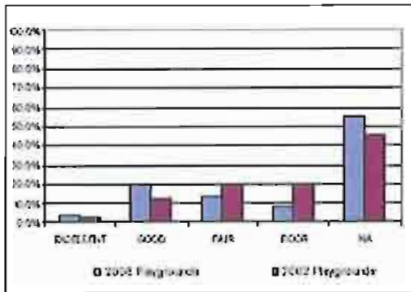
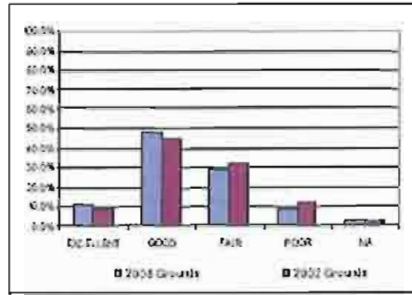
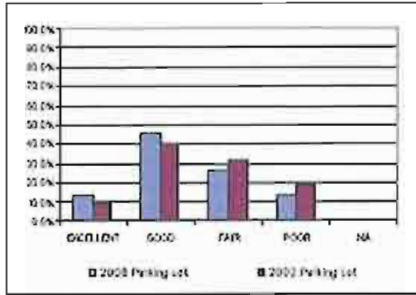
TABLE 3

**AGENCY-WIDE  
RATINGS OF BUILDING - SAFETY\***

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	<b>OUTSIDE</b>					
2008	Parking Lot	12.7%	46.0%	26.4%	13.7%	1.1%
2002		8.7%	40.1%	31.4%	19.8%	1.0%
2008	Grounds	10.8%	47.9%	29.5%	9.1%	2.5%
2002		8.8%	44.9%	31.8%	12.1%	2.4%
2008	Playgrounds	4.2%	19.2%	13.7%	8.1%	54.8%
2002		2.1%	12.1%	19.8%	20.2%	45.8%
2008	Building	13.0%	48.3%	27.1%	10.6%	0.9%
2002		8.5%	43.7%	34.4%	12.7%	0.6%
	<b>INSIDE</b>					
2008	Lobby	18.0%	53.1%	20.6%	5.3%	3.0%
2002		10.8%	50.2%	28.5%	7.7%	4.9%
2008	Hallways	15.1%	54.9%	22.6%	5.9%	1.5%
2002		9.1%	51.9%	29.0%	7.7%	2.4%
2008	Classrooms	9.8%	39.6%	23.1%	4.8%	22.8%
2002		6.7%	40.4%	26.8%	7.2%	19.0%
2008	Gymnasium	6.9%	27.9%	16.6%	7.7%	40.8%
2002		4.1%	29.3%	19.2%	6.2%	41.2%
2008	Cafeteria	8.4%	32.8%	21.2%	7.3%	30.3%
2002		3.6%	26.6%	22.2%	7.1%	40.4%
2008	Conference Rooms	12.6%	48.3%	16.1%	3.0%	20.0%
2002		8.8%	45.7%	20.1%	4.9%	20.4%
2008	Offices	14.3%	53.7%	21.4%	2.8%	7.8%
2002		8.6%	54.6%	24.7%	7.1%	5.0%
2008	Kitchen	9.2%	39.2%	19.1%	6.1%	26.4%
2002		5.5%	37.2%	24.1%	8.3%	23.8%
2008	Restrooms	12.5%	47.9%	25.2%	10.6%	3.7%
2002		7.7%	42.7%	33.5%	13.1%	2.9%

\*Safety: Health issues, broken furniture/equipment, fire equipment, parking lot markings (e.g., Is the area maintained in a healthy and safe manner?)

AGENCY-WIDE  
TABLE 3 – SAFETY



AGENCY-WIDE  
TABLE 3 – SAFETY

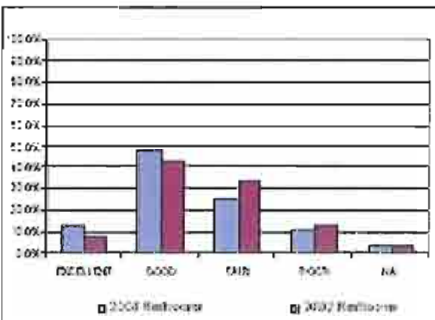
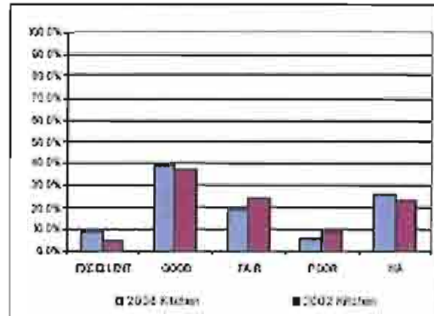
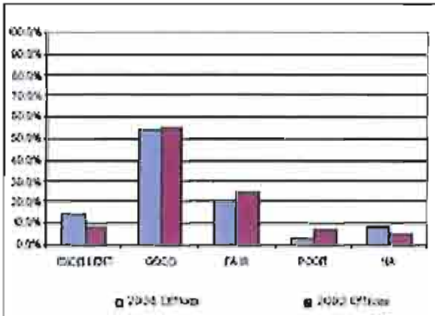
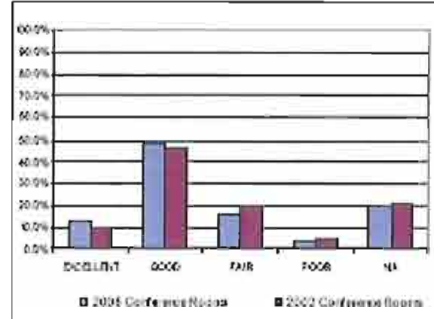
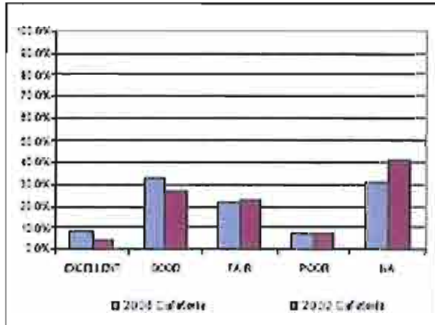


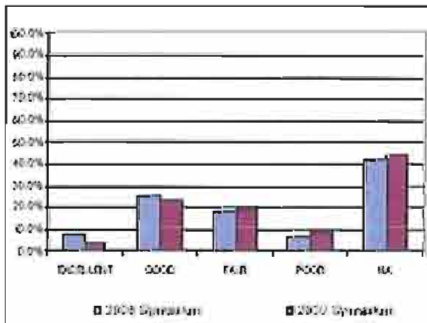
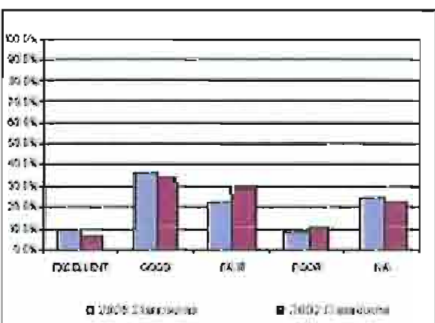
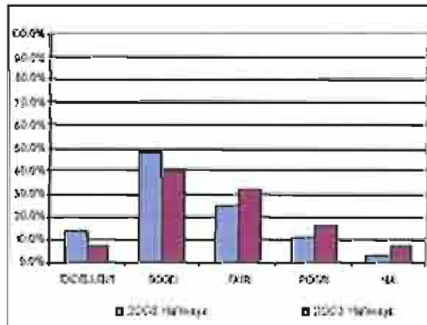
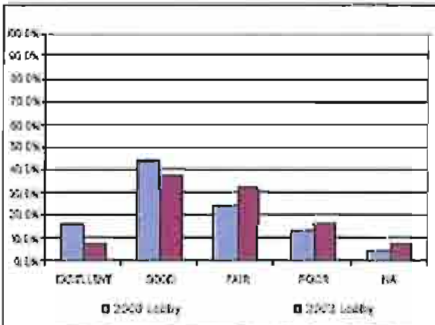
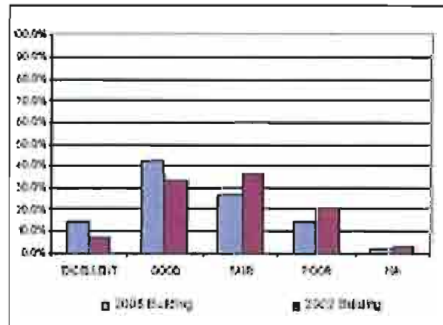
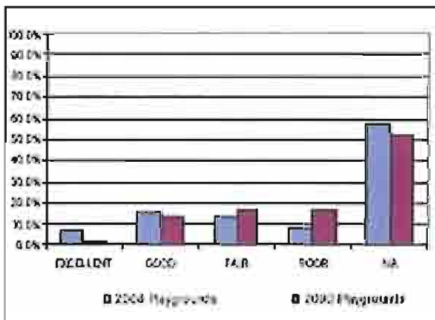
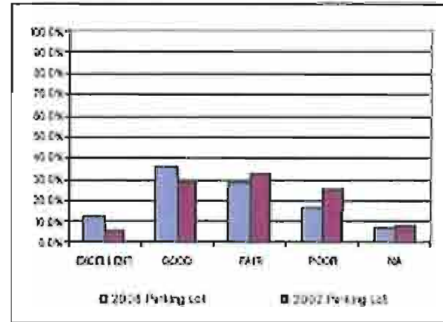
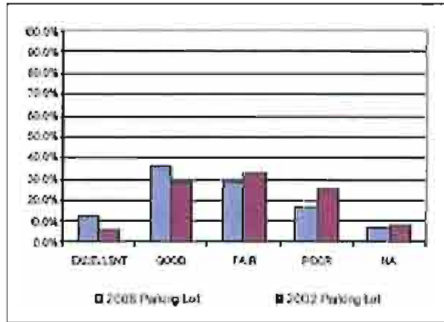
TABLE 4

**AGENCY-WIDE  
RATINGS OF BUILDING - SECURITY\***

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	<b>OUTSIDE</b>					
2008	Parking Lot	12.2%	36.6%	27.9%	16.9%	6.3%
2002		6.0%	28.2%	32.9%	24.6%	8.3%
2008	Grounds	11.1%	40.1%	28.1%	14.5%	6.1%
2002		5.0%	30.5%	36.5%	21.3%	6.7%
2008	Playgrounds	6.4%	15.2%	13.0%	8.4%	57.0%
2002		2.0%	12.9%	17.3%	16.3%	51.4%
2008	Building	14.2%	42.5%	26.6%	15.1%	1.7%
2002		7.3%	32.7%	36.4%	20.4%	3.2%
	<b>INSIDE</b>					
2008	Lobby	16.2%	44.4%	23.6%	12.4%	3.4%
2002		7.7%	37.4%	32.0%	15.4%	7.6%
2008	Hallways	13.9%	48.0%	24.2%	10.7%	3.3%
2002		7.0%	38.9%	31.9%	15.4%	6.7%
2008	Classrooms	9.8%	36.1%	22.1%	8.2%	23.8%
2002		5.7%	33.8%	27.9%	10.7%	21.9%
2008	Gymnasium	8.0%	24.8%	17.6%	7.1%	42.5%
2002		3.8%	23.8%	19.8%	8.4%	44.3%
2008	Cafeteria	8.9%	32.1%	19.3%	7.7%	32.0%
2002		2.9%	23.1%	22.1%	10.1%	41.7%
2008	Conference Rooms	11.3%	42.7%	19.3%	4.8%	21.8%
2002		7.0%	37.1%	23.6%	8.7%	23.5%
2008	Offices	13.6%	48.6%	21.7%	7.7%	8.5%
2002		7.6%	42.5%	29.0%	12.3%	8.0%
2008	Kitchen	9.2%	35.3%	19.0%	7.3%	29.2%
2002		4.1%	30.3%	26.9%	11.2%	27.5%
2008	Restrooms	12.1%	42.4%	25.4%	11.1%	9.0%
2002		5.9%	35.8%	31.1%	17.6%	9.6%

\*Security: Door locks, window locks, access to building  
(e.g., Is the area operated with your personal security in mind?)

AGENCY-WIDE  
TABLE 4 – SECURITY





AGENCY-WIDE  
TABLE 4 – SECURITY

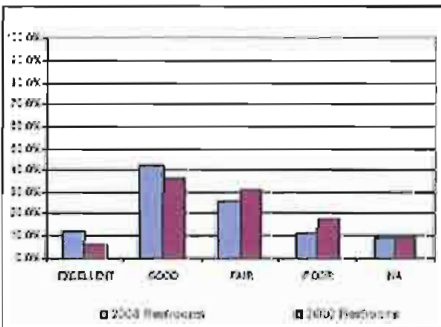
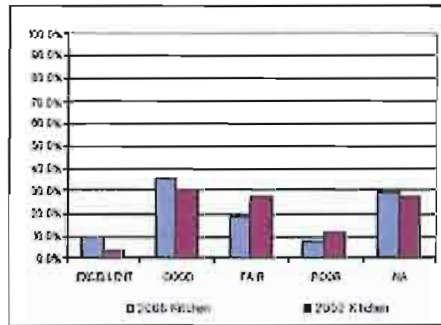
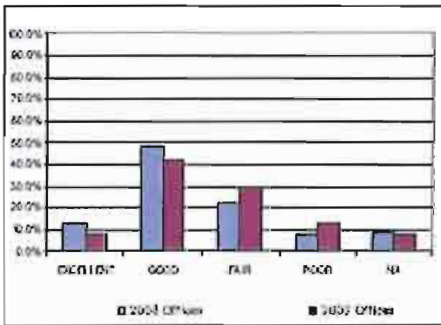
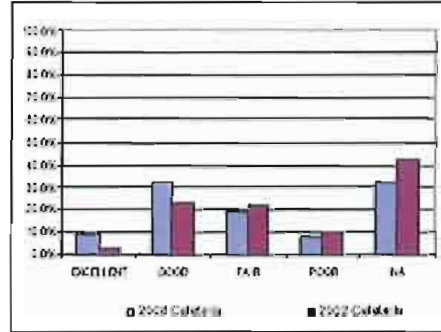
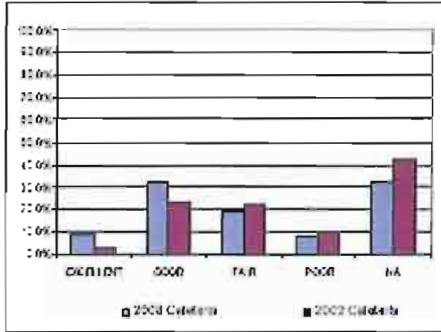


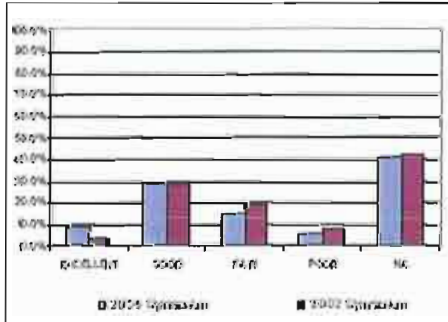
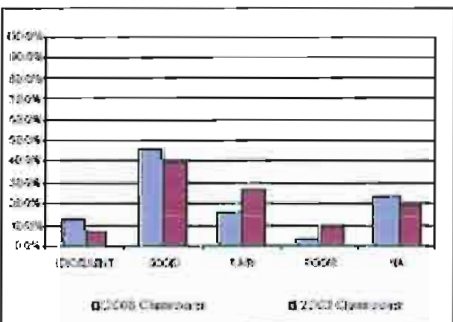
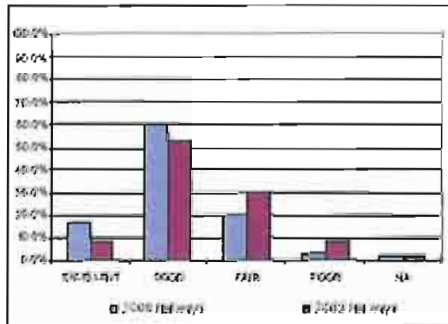
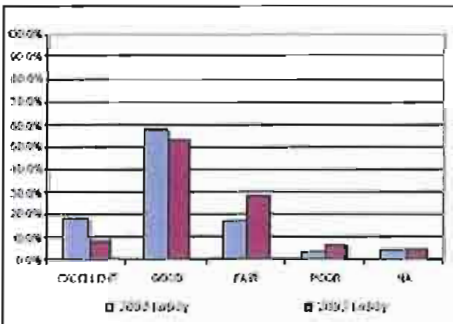
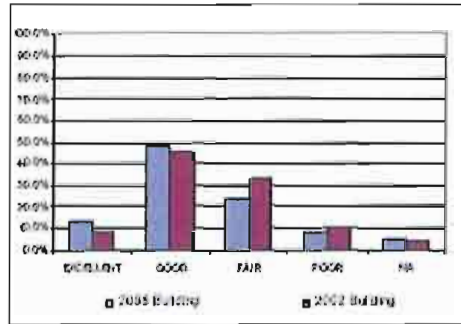
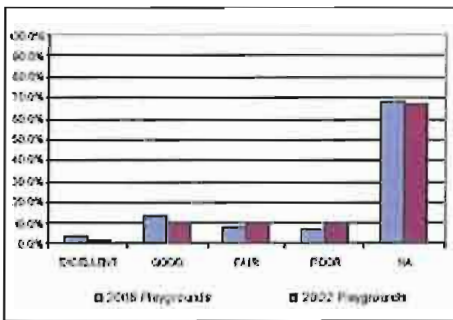
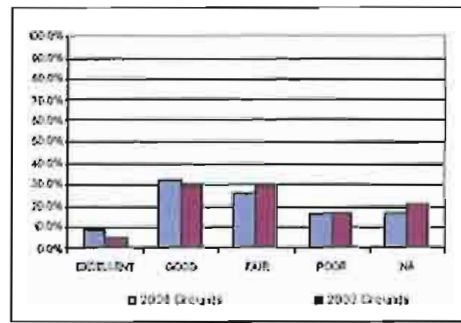
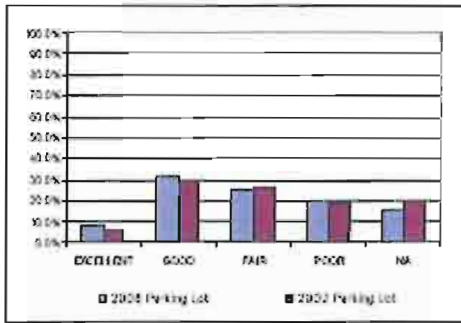
TABLE 5

AGENCY-WIDE  
RATINGS OF BUILDING - LIGHTING\*

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	<b>OUTSIDE</b>					
2008	Parking Lot	7.9%	31.5%	25.1%	19.7%	15.7%
2002		8.0%	28.9%	28.6%	18.5%	19.6%
2008	Grounds	8.5%	32.2%	26.3%	16.2%	16.7%
2002		5.0%	29.4%	28.6%	18.8%	20.3%
2008	Playgrounds	3.6%	13.3%	8.2%	6.4%	68.6%
2002		1.7%	10.1%	10.6%	10.1%	67.2%
2008	Building	13.4%	49.2%	24.3%	8.5%	4.6%
2002		7.8%	44.7%	33.5%	9.8%	4.2%
	<b>INSIDE</b>					
2008	Lobby	17.8%	58.3%	17.5%	3.0%	3.4%
2002		8.2%	53.2%	27.6%	6.1%	4.7%
2008	Hallways	16.0%	59.9%	18.9%	3.3%	1.9%
2002		7.7%	52.5%	30.0%	7.5%	2.3%
2008	Classrooms	11.8%	45.7%	16.4%	3.0%	23.2%
2002		6.1%	39.9%	26.4%	8.2%	19.4%
2008	Gymnasium	8.3%	29.5%	15.1%	5.6%	41.6%
2002		3.5%	27.8%	18.7%	7.7%	42.3%
2008	Cafeteria	9.4%	41.4%	15.2%	4.1%	29.9%
2002		3.6%	31.9%	19.7%	4.3%	40.0%
2008	Conference Rooms	12.5%	50.8%	16.8%	2.4%	17.4%
2002		8.5%	47.1%	20.5%	5.1%	18.7%
2008	Offices	15.2%	56.4%	19.5%	2.7%	6.1%
2002		8.6%	54.5%	24.5%	7.8%	4.6%
2008	Kitchen	10.5%	45.7%	15.0%	4.2%	24.5%
2002		5.7%	41.4%	24.3%	5.9%	22.7%
2008	Restrooms	13.5%	52.5%	23.8%	9.0%	1.2%
2002		7.4%	45.6%	32.1%	13.1%	1.8%

\*Lighting: (e.g., Is the area properly lighted?)

AGENCY-WIDE  
TABLE 5 – LIGHTING



AGENCY-WIDE  
TABLE 5 – LIGHTING

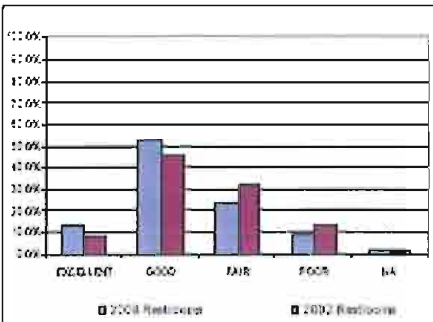
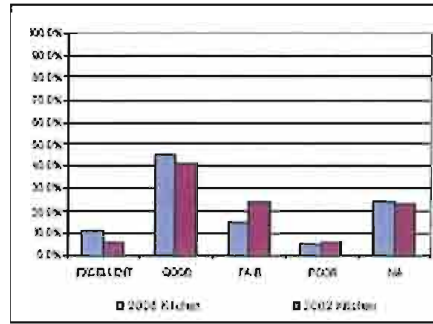
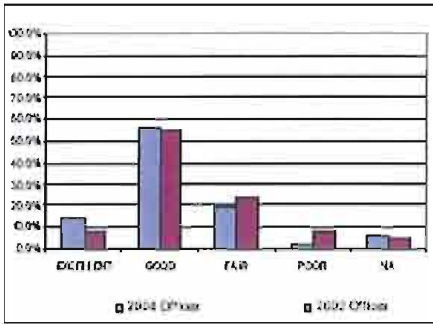
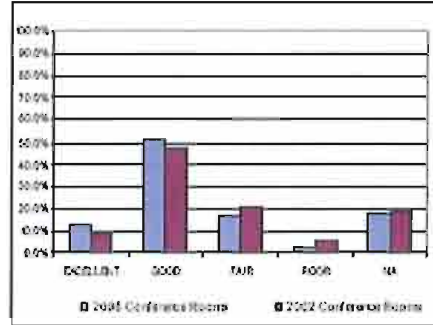
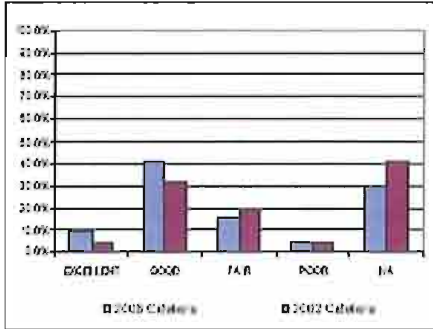


TABLE 6

**AGENCY-WIDE  
RATINGS OF BUILDING – CUSTODIAL STANDARDS**

YEAR		PERCENT OF RESPONDENTS				
		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
2008	Your work requests get done in a timely manner.	34.3%	34.4%	17.5%	6.8%	7.0%
2008	Your requests are completed to your satisfaction.	38.9%	33.5%	16.4%	4.3%	6.9%
2008	The custodial staff members you come into contact with are courteous.	73.8%	19.2%	3.4%	0.6%	3.0%
2008	The custodial staff members you come into contact with are helpful.	62.8%	24.4%	8.7%	0.9%	3.1%

TABLE 7

AGENCY-WIDE  
RATINGS OF BUILDING – MAINTENANCE

YEAR		PERCENT OF RESPONDENTS				
		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
2008	Your work requests get done in a timely manner.	23.2%	31.2%	18.2%	9.3%	18.1%
2002		23.2%	40.4%	22.5%	6.7%	7.3%
2008	Your work requests get completed to your satisfaction.	28.4%	32.2%	16.8%	4.5%	18.1%
2002		26.2%	44.4%	17.5%	4.7%	7.2%
2008	The maintenance staff members you come in contact with are courteous.	55.0%	23.5%	6.1%	1.6%	13.9%
2002		63.6%	26.4%	7.4%	1.4%	1.2%
2008	The maintenance staff members you come in contact with are knowledgeable.	45.8%	29.0%	8.1%	1.5%	15.7%
2002		44.7%	38.2%	12.9%	2.4%	1.8%
2008	The maintenance staff members you come in contact with are helpful.	47.7%	25.6%	9.6%	1.9%	15.1%
2002		50.7%	33.6%	12.6%	1.8%	1.3%

AGENCY-WIDE  
TABLE 7 – MAINTENANCE

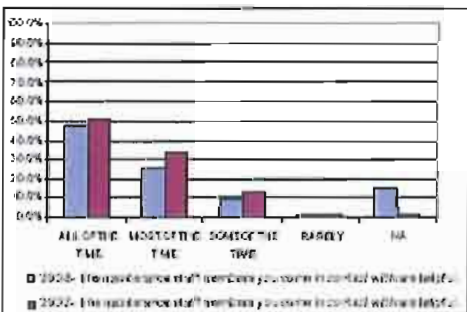
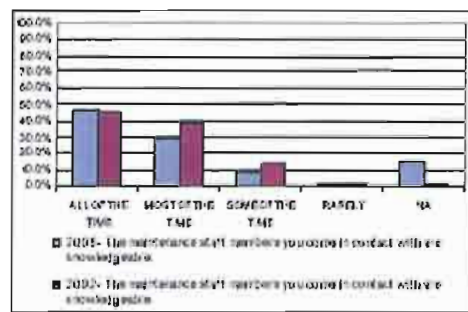
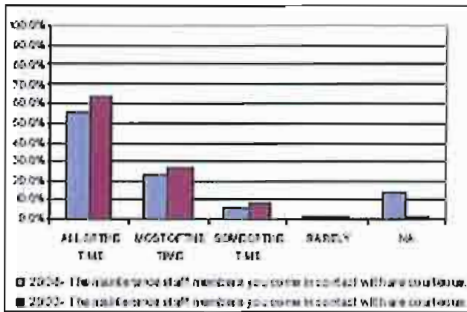
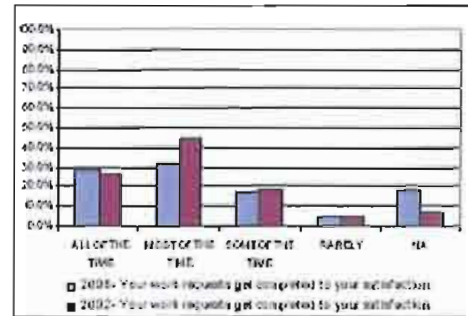
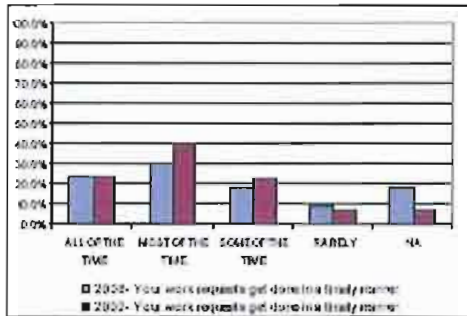


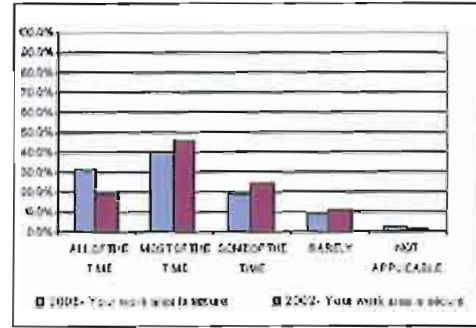
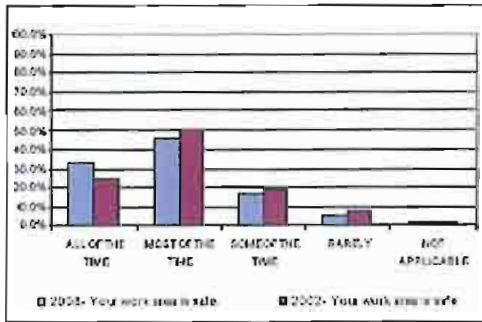
TABLE 8

**AGENCY-WIDE  
RATINGS OF BUILDING – HEALTH & SAFETY**

YEAR		PERCENT OF RESPONDENTS				
		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
2008	The air temperature is comfortable.	6.3%	30.1%	37.0%	26.0%	0.5%
2002		3.8%	30.1%	33.2%	32.4%	0.4%
2008	The air quality is acceptable.	9.4%	37.7%	32.8%	18.2%	1.9%
2002		5.4%	29.6%	34.7%	29.0%	2.2%
2008	The water quality is acceptable.	12.3%	29.4%	24.9%	24.4%	9.0%
2002		7.3%	23.9%	27.0%	35.4%	6.5%
2008	The lighting is sufficient.	28.4%	47.2%	19.3%	4.6%	0.3%
2002		14.2%	46.6%	27.4%	11.5%	0.3%
2008	The sound level is acceptable.	20.5%	43.4%	25.1%	10.2%	0.9%
2002		11.7%	42.4%	30.7%	14.4%	0.9%
2008	The building meets the needs of individuals with disabilities.	25.7%	38.0%	16.8%	8.9%	10.6%
2002		20.0%	37.2%	23.2%	12.3%	7.3%
2008	The training you have received is sufficient to perform your required duties safely.	36.8%	39.4%	11.1%	2.7%	10.1%
2002		32.7%	40.3%	15.2%	4.0%	4.7%
2008	You are provided with appropriate personal protective equipment to perform required duties.	24.2%	28.3%	11.8%	5.1%	30.6%
2002		21.6%	30.0%	18.1%	8.2%	22.0%
2008	Your work area is safe.	32.9%	45.4%	16.5%	4.1%	1.1%
2002		24.0%	50.8%	18.1%	8.7%	0.5%
2008	Your work area is secure.	31.2%	40.4%	18.6%	8.3%	1.5%
2002		10.2%	44.6%	24.2%	11.0%	1.1%



AGENCY-WIDE  
TABLE 8 – HEALTH & SAFETY





## PROPOSED 2009-2016 Objective (III) and Measures

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### 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.

#### 1) Measurement A. District Participation Rates

Baseline Year: 2007-2008

Baseline Data:

- Arts In Education: 64 out of 69 school districts participate or subscribe to this service
- Library Services: 51 out of 51 school districts participate or subscribe to this service
- NYS Curriculum and Development Services: 37 out of 51 school districts subscribe to this service
- Summer Enrichment Program: 7 out of 51 school districts subscribe to this service
- Model Schools: 32 out of 51 school districts participate or subscribe to this service

2016 Projection:

- Arts In Education: 69
- Library Services: Continue to have all component (51 school districts) subscribe to this service
- NYS Curriculum and Development Services: 51 school districts subscribe to this service
- Summer Enrichment Program: 51 school districts subscribe to this service
- Model Schools: 51 school districts subscribe to this service

#### 2) Measurement B. Attendance at Activities

Baseline Year: 2007-2008

Baseline Data:

- Arts In Education: Advisory Council meeting – 75 people in attendance
- Library Services: Symposium – 107 people in attendance
- NYS Curriculum and Development Services: Literacy and Learning Conference - 475 people in attendance
- Summer Enrichment Program: 7 districts totaling 2,481 registrants (Please note some of the programs offer 4 sessions. If a child signed up for two sessions, that child is counted twice in the total number.)
- Model Schools: Celebration of Technology in Education – 1,400 students, educators, parents in attendance

#### 2016 Projection

- Arts In Education: 10% percent increase in attendance at Advisory Council meeting
- Library Services: 10% percent increase in attendance at Symposium conference
- NYS Curriculum and Development Services: 10-15% increase in attendance at the Literacy and Learning Conference
- Summer Enrichment Program: 5% increase in attendance for summer school programs
- Model Schools: 10% increase in attendance at Celebration of Technology in Education

### 3) Measurement C. Program Evaluations/Co-Ser Survey Results

Baseline Year: 2006-2007

#### Baseline Data:

- Arts In Education: Co-Ser Survey Results, Average rating – 3.7
- Library Services: Co-Ser Survey Results, Average rating – 3.6
- NYS Curriculum and Development Services: Co-Ser Survey Results, Average rating – 3.4
- Summer Enrichment Institutes and Enrichment Programs: Co-Ser Survey Results, Average rating – 3.75
- Model Schools: Co-Ser Survey Results, Average rating – 3.5

#### 2016 Projection:

- Arts In Education: Average rating – 3.9
- Library Services: Average rating – 3.8
- NYS Curriculum and Development Services: Average rating – 3.6
- Summer Enrichment Institutes and Enrichment Programs: Average rating – 3.9
- Model Schools: Average rating -3.7

### 4) Measurement D. Regional Student Assessment Data

Baseline Year: 2006-2007

#### Baseline Data:

- 77.42% of 4<sup>th</sup> grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
- 64.24% of 8<sup>th</sup> grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
- 93% of High School English Regents reached a level of 2, 3, or 4

#### 2016 Projection:

- 3-5% increase in the amount of students reaching proficiency according to NYSED State Standards (level 3 or 4) for the 4<sup>th</sup> and 8<sup>th</sup> grade ELA Assessments
- 2-4% increase in the amount of students reaching a level of 2, 3, or 4 on the high school English Regents



**PROPOSED 2009-2016  
Objective (IV) and Measures  
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**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.

**1) Measurement A. Initiatives for Recruiting/Retaining a Highly Diversified Workforce**

Baseline Year: 2008

Baseline Data:

- School district participation at the Annual Career Fair for Culturally and Ethnically Diverse Educators (see attached baseline data)
- The number of highly qualified candidates participating in the fair, as measured by certification status (see attached baseline data)
- The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose.) (see attached baseline data)
- The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds (baseline data currently 10.3% minority)
- Exit interviews will be conducted among all administrative and teaching staff who choose to depart from the agency on their own accord in order to begin identifying the causes for employee separation (baseline data currently 0)

2016 Projection:

- The number of school districts participating in the Annual Career Fair for Culturally and Ethnically Diverse Educators will increase by 2
- The number of highly qualified candidates participating in the fair (as measured by certification status) is not a reliable measure as the recruitment and selection for specific certifications will be dependent upon participating school districts' expressed staffing needs
- The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose) will increase by 5%
- The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds will have increased by 3%
- Exit interviews will have been conducted for 100% of the administrative and teaching staff who choose to depart from the agency on their own accord

**2) Measurement B. Documented and Supported Professional Development for Administrative and Teacher Staff Units**

Baseline Year: 2008

Baseline Data:

- 20.4% of teachers acquired professional development hours for the purpose of salary increments as per the contract
- The baseline data for the percentage of teachers meeting the 175 hour NYSED professional development requirement for maintenance of certificate is not yet available for 2007-2008
- 11.0% of Teaching Assistants acquired Level 3 certification
- The baseline data for administrative professional development is currently 2 administrative leadership professional development days and 1 Superintendent Conference Day. The total number of administrators attending this event is unavailable

2016 Projection:

- The percentage of teachers acquiring professional development hours for the purpose of salary increments is an unreliable measure as this is an optional professional development opportunity as per the contract
- 100% of the agency's teachers will have met the 175 hour NYSED professional development requirement within the 5-year cycle
- 100% of the agency's teacher assistants will have met the 75 hour NYSED professional development requirement within the 5-year cycle
- 20% of Teaching Assistants will have acquired Level 3 certification
- 100% of the agency's administrative staff will have met the agency established criteria for professional development

**3) Measurement C. Developed Succession Plans for Administrative Positions within the Agency**

Baseline Year: 2008

Baseline Data:

- Currently there is no formalized administrative succession planning taking place within the agency

2016 Projection:

- Succession plans will have been developed for Administrative Council positions

**4. Measurement D. Become a regional resource in all areas of human resources administration**

Baseline Year: 2008

Baseline Data:

- An average number of 15 personnel administrators representing the agency's component school districts attended the 2007-2008 bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources

2016 Projection:

- The average number of personnel administrators participating in the bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources will increase by 5 participants

**CURRENT BASELINE DATA:**

**BASELINE DATA AND RESULTS:**

<b>Recruitment- Career Fair Outcomes- Highly Qualified measure</b>																											
ESBOCES Career Fair for Culturally and Ethnically Diverse Educators																											
Candidate Certification by Subject Area*																											
<i>(candidates not certified at the time of the screening were not counted in this section)</i>																											
Year	Total No. of Candidates	Total No. of ESBOCES Candidates	No. of participating School Districts	Math	Music	Bilingual & Certified in Subject area	Elem/ Early Child-hood	Social	English	Sp Ed	Art	Science	Tech Ed.	Library	Deaf/Hearin g	Speech/Lan g.	PE	Social Studies	Counseling	ESL/ TESOL/ Bilingual Ed	Admin.	Adult Ed.	Business	Nursing	T Asst.	Reading Specialist	
2008	533-applied online	appr ox. 40	19	9	7	74	14		30	25	10	17	1	-	-	1	2	3	8	2	1	9	1	3	-	2	5

<b>Recruitment- Career Fair Outcomes- Diversity measure</b>	
Year	Total Number of bilingual candidates
2007-2008	74
2008-2009	
2009-2010	
2010-2011	
2011-2012	
2012-2013	
2013-2014	
2014-2015	
2015-2016	

**Recruitment- Career Fair Outcomes- Highly Qualified measure** *(as reflected by school districts' desire to call candidates back)*

School district	2007-2008 # of planned call backs:	2008-2009 # of planned call backs:				
Bayshore UFSD	9					
Brentwood UFSD	NA					
Central Islip UFSD	5-6					
Comsewogue UFSD	5					
Comsewogue UFSD <i>(different respondent)</i>	5					
Connetquot UFSD	NA					
Eastern Suffolk BOCES	NA					
Islip USFSD	10					
Islip UFSD <i>(different respondent)</i>	10					
Mattituck-Cutchogue UFSD	6					
Miller Place UFSD	NA					
Miller Place UFSD <i>(different respondent)</i>	10					
Riverhead CSD	8					
Southampton UFSD	6					
Southold UFSD	1					
Three Village CSD	NA					
Westhampton Beach UFSD	NA					
William Floyd UFSD	45					

<b>Tracking Teacher <u>Professional Advancement</u></b>			
<b>Year</b>	<b>Total Number of Teachers (approximate)</b>	<b>Total Number of Teachers Acquiring Professional Development Hours</b>	<b>Percentage</b>
2007-2008	652	133	20.4%
2008-2009			
2009-2010			
2010-2011			
2011-2012			
2012-2013			
2013-2014			
2014-2015			
2015-2016			

- Salary increments were provided for those teachers fulfilling the requirement.

<b>Tracking Teacher 175 hr. <u>Professional Development (for certification)</u></b>			
<b>Year</b>	<b>Total Number of Teachers (approximate)</b>	<b>Total Number of Teachers Acquiring Professional Development Hours</b>	<b>Percentage</b>
2007-2008	NA	NA	NA
2008-2009			
2009-2010			
2010-2011			
2011-2012			
2012-2013			
2013-2014			
2014-2015			
2015-2016			



<b>Tracking Teaching Assistant Certification/Professional Development</b>			
<b>Year</b>	<b>Total Number of Teacher Assistants (approximate)</b>	<b>Total Number of Teachers Assistants Acquiring Level 3 Certification</b>	<b>Percentage</b>
2007-2008	239	26	11.0%
2008-2009			
2009-2010			
2010-2011			
2011-2012			
2012-2013			
2013-2014			
2014-2015			
2015-2016			

- A tracking mechanism is in place and is updated when information is received from staff. Data entry into the NYSED TEACH system is updated at the same time.

### **Tracking for Substitute Services**

An automated substitute service system was developed to enhance tracking of types of absences, expand daily recruitment parameters, and provide accurate and current reporting:

In September 2004, we implemented an automated system. Any of these reports can be viewed daily by each facility and data can be reviewed currently or retroactively as needed. The following types of reports can now be generated: Daily reports of who's in/out by building, absence reconciliation checklist, unfilled absences, absence summary, notification time of reported absences, call history by employee or substitute, day of week absence analysis, absence reason percentages, absence reasons, absence interactive customized by employee, by school, by agency, substitute sign-in, register by building, fulfillment skills, multi-school employees, substitute assignment, substitute assignment summary, substitute history by date, most called substitutes, preferred schools of each substitute, skills/qualifications of substitutes, excluded substitutes by building, and additional customized reports. In 2005-2006, these reports were enhanced by a report writer feature which allowed more specific filtering of data in each of these various reports. In addition, a new import/export feature allowed us to customize substitute payroll reports by district.

**Tracking Administrator Professional Development**

Information from the Administrators Leadership Academy and Agency Sponsored Mentoring programs has been gathered:

Year	Total Number of New Administrators	Total Number of New Administrators Mentored	Percentage
2007-2008	15**		
2008-2009			
2009-2010			
2010-2011			
2011-2012			
2012-2013			
2013-2014			
2014-2015			
2015-2016			

\*\* 7 were position changes/upgrades, etc

**Tracking Civil Service Professional Development**

Baseline data will be established in 2008-2009

**Succession Planning**

Baseline data will be established in 2008-2009

Regional Resource- Bi-monthly meetings				
Year	Total Number of Meetings	Average Number of Attendees	Total Number of Component School District Personnel Administrators	Topics covered
2007-2008	5	15	51	
2008-2009				
2009-2010				
2010-2011				
2011-2012				
2012-2013				
2013-2014				
2014-2015				
2015-2016				

- Extranet site developed and demonstrated at the last 2007-2008 Personnel Administrators meeting.

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**PROPOSED 2009-2016  
Objective (V) and Measures**

**DRAFT**

**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

- 1) Measurement A. Informing the public so there is 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 – *measured by agency visibility in the media and community***

Baseline Year: 2008

Baseline Data:

Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
2007-2008	184 (as of March 2008)	9 (as of March 2008)	72 (as of March 2008)	99 (as of March 2008)	17 (as of March 2008)	81,700	259

- Collect community survey data on the general public's awareness and knowledge of ESBOCES mission and programs (currently no baseline data available)
- Evaluate the effectiveness of Highlights and Dialogue (currently no baseline data available)

2016 Projection:

Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
2015-2016	250 (projection includes Spanish print media)	15	70-90	80-100	15-20	200,000	200-260

- It is expected that approximately 60% of community members surveyed will be able to communicate the basic mission of the agency and feel informed about its primary initiatives.
- It is expected that approximately 90% of staff and school district constituents will be able to communicate the basic mission of the agency and feel informed about its primary initiatives as a result of the information released via Highlights and Dialogue.

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**PROPOSED 2009-2016  
Objective (VI) and Measures**

**DRAFT**

**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.

**1) Measurement A. Strategic Planning**

Baseline Year: 2008

Baseline Data:

- Established ESBOCES strategic planning process is being followed agency wide
- Strategic plan is in place and being used, the plan for 2008-2009 has been finalized
- A new plan for 2009-2016 is being developed

2016 Projection:

- 2015-2016 Strategic Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

**2) Measurement B. Middle States Association Accreditation for Growth process**

Baseline Year: 2008

Baseline Data:

- Agency is preparing for the Reaccreditation in December, 2008

2016 Projection: The agency will:

- Have received its reaccreditation in 2008-2009
- Have had a successful mid-point review
- Be preparing for another reaccreditation visit in 2015-2016

**3) Measurement C. Availability of Data for data-driven decision-making**

Baseline Year: 2008

Baseline Data: The following data sources are available for decision-making:

- Results of Co-Ser Surveys, Facilities Surveys, Middle States Surveys
- eSchool data
- RIC data
- NYSED data
- Federal data
- Other outside data sources

2016 Projection:

- All data sources will be available to decision-makers based on needs
- Decisions will be based on appropriate data sources

4) Measurement D. Facilitative Grants Management

Baseline Year: 2008

Baseline Data:

- \$32 million of specially funded projects
- Four NY Initiatives Group meetings
- Briefing Book on Specially Funded Projects and Funded project listing on line and available to administrators (annually)

2016 Projection:

- \$52 million of specially funded projects
- 6-8 Regional Initiatives meetings
- An appealing, designed Briefing Book and a Specially Funded Project List on-line and available to staff

5) Measurement E. Advocacy Activities

Baseline Year: 2008

Baseline Data:

- 20 Advocacy Activities i.e.:
  - Lobby Day in Albany
  - Legislative Breakfast
  - Advocacy Training Session
  - One Executive Briefing
  - PTA dinner
  - LIA participation
  - Report Briefings to Region

2016 Projection:

- Expanded advocacy activities (40) will be coordinated through the Cabinet and communicated through the Communications Office to internal and external stakeholders



## PROPOSED 2009-2016 Objective (VII) and Measures

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### 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.

#### 1) **Measurement A. ESBOCES Board Policies and Procedures**

Baseline Year: 2007-2008

Baseline Data:

The following data sources are available to all ESBOCES Intranet users.

- 745 employees have access online to:
  - Board Policies
  - Administrative Regulations
  - Procedures
  - Agency forms
- Alerts notify users via e-mail of any new, revised, or deleted Board Policies, Administrative Regulations, Procedures and Forms
- Updates are provided on as needed basis due to changes in the law or internal procedures
- Annual list is compiled of Policies requiring notification or action
- One word search feature is available on the Intranet

Internet access available to component districts for Board policies

2016 Projection:

- Intranet access will be upgraded to provide all ESBOCES employees with access to the ESBOCES Policies, Regulations, Procedures, and Forms.
- Internet access to ESBOCES Regulations, Procedures and Forms will be provided to component districts.
- Electronic filing of forms will be instituted, including electronic signatures and tracking components
- Automatic updates will be provided to Administrative Council members when a policy calls for action or notification
- Updates to policies, administrative regulations, procedures, and forms will continue to be provided on an as needed basis
- Workshops on an annual basis will be provided to all users of the system
- Upgrades to the system will allow for multi-word searches for Intranet and Internet

#### 2) **Measurement B. Evaluate and Improve the Agency's Internal Controls**

Baseline Year: 2007-2008

Baseline Data:



- Report to the ESBOCES Board on audits which have been completed by internal and external auditors over the past ten years
- Provide to the ESBOCES Board corrective action plans for the past five years
- Provide annual update to the ESBOCES Board regarding status of corrective action plans

2016 Projection:

- Continue to provide updated reports to the ESBOCES Board on Audits that have been conducted for the past ten years
- Prepare a five-year cycle for audits as identified by the external auditors to be completed each year by the internal auditors hired by the ESBOCES Board
- Corrective action plan for each audit completed by external or internal auditors
- Provide annual update to the corrective action plan to the ESBOCES Board
- Corrective action plans will be available on ESBOCES website for internal and external audits

**3) Measurement C. Provide Expanded Regional Leadership and Resources to School Districts in the Areas of School Operations, Business Management and Educational Finance**

Baseline Year: 2007-2008

Baseline Data:

- **Regional Leadership** - For the 2007-2008 school year, the Office of Management Services provided eight in-service meetings to school business officials
- **Resources** - ESBOCES currently supports a Sharepoint site which provides up-to-date information to school business officials and a number of topics relating to fiscal issues impacting schools, workshops available or leadership information. There are over 120 users from component and non-component school districts with access to the site.  
ESBOCES currently provides a cooperative bidding service to 65 districts and three town governments. This cooperative bidding service has over 30 bid categories available and provides participants with Request for Proposal (RFP) specifications for eleven services via the online library which is accessed through the ESBOCES website.
- Associate Superintendent for Management Services is serving on the Purchasing International ASBO Committee and has presented a workshop at the annual NYS ASBO Summer Academy

2016 Projection:

- The number of workshops for school business officials will increase to ten per year offering topics that will benefit fiscal management operations and business management
- Sharepoint will be expanded to accommodate additional users and will be accessible from the Suffolk County ASBO website. Users will be encouraged to add items to Sharepoint. A Sharepoint website will be set up for Superintendents to provide users with information regarding regional issues relating to schools
- The cooperative bidding service will provide access to e-procurement, a fully integrated online bidding system. The number of bids available will increase by 20% as will the number of RFPs
- The Associate Superintendent for Management Services will continue to serve on various committees with international, state, and local ASBO chapters. In addition, the Associate Superintendent for Management Services will present at three or more conferences per year



**PROPOSED 2009-2016  
Objective (VIII) and Measures  
DRAFT**

**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.

**1) Measurement A. Chapter 793 Planning**

Baseline Year: 2008

Baseline Data:

- 2008-2009 Chapter 793 plan was developed with participation from Eastern Suffolk BOCES, Western Suffolk BOCES, and Regional Information Center staff members
- Chapter 793 Plan is in place and being used. Plan encompasses technology goals across the region relative to services delivered for 5 years into the future
- A new plan for 2009-2010 will be developed by March 2009 for annual submission to SED. This plan will be reduced to 3 years worth of visioning as per SED mandate

2016 Projection:

- 2016-2017 Chapter 793 Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

**2) Measurement B. Contractual School District Participation in Regional Information Center services**

Baseline Year: 2008

Baseline Data:

- Shared Services contracts and contract modification requests are being prepared, finalized and approved by school districts electing to participate in RIC services for 2007-2008
- Cross contracts for school districts outside of Eastern Suffolk wishing to participate in RIC services are being received and approved for 2008-2009
- Multi-year contracts for good and services are being fulfilled for 2008-2009

2016 Projection: The RIC will:

- Have increased participation in RIC services by school districts by at least 3% overall
- Have begun participating in RIC statewide service delivery models with other RICs across the state

**3) Measurement C. Increased Communications and Participation in RIC Sponsored Events**

Baseline Year: 2008

Baseline Data: The following data sources are available to document communication mediums and to document participation in RIC Sponsored events:

- Agendas and attendance information from Suffolk Technology Directors meetings (Meetings currently occur in person 6 times per year)
- Agendas and attendance information from District Clerk meetings/trainings (Meetings currently occur in person 2 times per year)
- Agendas and attendance from CIO meetings (Meetings currently occur in person 10 times per year)
- Software training opportunities for school districts occur based upon demand across multiple RIC programs/services at least 30 times per year for various topics
- Statewide RIC Directors meet in person at least 8 times per year

2016 Projection:

- Scope of events sponsored by the RIC will increase in frequency and breadth related to RIC services by at least 2% overall
- New communication paths will be developed and implemented to facilitate increased information sharing to all stakeholder groups. Current modes include paper, email, and website. Additional forms of interaction will be implemented and utilized
- Electronic records of meetings and training events will be deployed to facilitate greater access to event information

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## **SECTION G: Action Plans**

- **Proposed Strategy Statements/Objectives with Agency Goals Addressed**
- **Draft Action Plans of each of the Approved 'A' Strategic Objectives for 2009-2016**

*Will be provided to the Validation Team prior to the December 2008 Middle States Validation Visit.*

*All 2009-2016 action plans will be completed throughout the 2008-09 school year with their related operational action plans, depending on what has been completed in this year's 2008-09 strategic plan.*



Eastern Suffolk BOCES

Proposed Strategy Statements/Objectives  
2009-2016

TITLE	ADDRESSES AGENCY GOALS	STRATEGY STATEMENT/OBJECTIVE
<p>I. Improving the Educational Outcomes of Eastern Suffolk BOCES Students</p>	<p>I. High Standards for Student Achievement II. Staff Development III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Health, Safety, Security, and Space IX. Public Information XII. Research, Program Improvement and Regional Advocacy</p>	<p>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).</p>
<p>II. Ensuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management</p>	<p>I. High Standards for Student Achievement III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Health, Safety, Security, and Space X. Internal Communications</p>	<p>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.</p>
<p>III. Educational Support Services to School Districts to Improve Student Outcomes</p>	<p>I. High Standards for Student Achievement II. Staff Development III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning XII. Research, Program Improvement and Regional Advocacy</p>	<p>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.</p>
<p>IV. Human Resources Administration</p>	<p>II. Staff Development III. Shared Services V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Health, Safety, Security, and Space XI. Human Resources</p>	<p>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.</p>

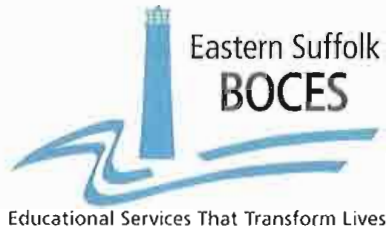
TITLE	ADDRESSES AGENCY GOALS	STRATEGY STATEMENT/OBJECTIVE
<p><b>V.</b> <b>Communicating Eastern Suffolk BOCES Initiatives</b></p>	<p>VI. Technology VII. Strategic Planning IX. Public Information X. Internal Communications XI. Human Resources XII. Research, Program Improvement and Regional Advocacy</p>	<p>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.</p>
<p><b>VI.</b> <b>Researching, Improving Programs/Services, and Advocating for the Region</b></p>	<p>I. High Standards for Student Achievement II. Staff Development III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Health, Safety, Security, and Space IX. Public Information X. Internal Communications XII. Research, Program Improvement and Regional Advocacy</p>	<p>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.</p>
<p><b>VII.</b> <b>Ensuring Operations, Management, and Finance</b></p>	<p>II. Staff Development III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning VIII. Health, Safety, Security, and Space IX. Public Information X. Internal Communications XI. Human Resources XII. Research, Program Improvement and Regional Advocacy</p>	<p>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.</p>
<p><b>VIII.</b> <b>Leading the Region in Technology Services</b></p>	<p>I. High Standards for Student Achievement II. Staff Development III. Shared Services IV. Program and Services Availability V. Cost-Effectiveness, Quality Management, and Operational Efficiency VI. Technology VII. Strategic Planning XII. Research, Program Improvement and Regional Advocacy</p>	<p>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.</p>

## **Section G**

### **Draft 2009-2016 Action Plans of each of the Approved 'A' Strategic Objectives**

Will be provided to the Validation Team prior to the  
December 2008 Middle States Validation Visit

All 2009-2016 action plans will be completed throughout  
the 2008-09 school year with their related operational  
action plans, depending on what has been completed  
in this year's 2008-09 strategic plan.



Gary D. Bixhorn  
Chief Operating Officer

Michael J. Locantore  
Assistant Superintendent  
for Human Resources

Candace White-Ciraco, Ed.D.  
Director, Planning and Program Improvement

## Memorandum

To: Middle States Validation Team Members

From: Candace White-Ciraco

Date: November 17, 2008

Re: Draft 2009-16 Strategic Action Plans

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As stated in **Section G** of your Validation Visit Notebook, enclosed you will find the working drafts of the eight 2009-16 strategic action plans as well as the working titles of their related operational action plans. The activities will be formulated for these action plans throughout this whole year since most of the work is ongoing. The strategic action plans were developed with the Re-Accreditation Planning Team and related staff groups, with added input from our annual review in August 2008.

If you have any questions, please call me.

CWC:ap  
Enclosures





## Strategic Objectives 2009-2016

TITLE	STRATEGY STATEMENT/OBJECTIVE
<b>I. Improving the Educational Outcomes of Eastern Suffolk BOCES Students</b>	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).
<b>I.B Implementation of New NYS Curriculum and Assessment</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>I.C Redesign of Student Transition Planning and Practices</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>I.D Student Data Analysis and Program Effectiveness Measures</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>I.E Professional Development in Cultural Competence for Agency Staff</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>I.F Programs in Cultural Competence for BOCES Students</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>I.G Curriculum Mapping</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>I.H Research, Evaluate and Select Appropriate CTE Industry Assessments that Align with CTE Industry Certification</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>I. I Improving Skills USA Membership and Participation</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>I.J Clearly Define and Increase Participation in Appropriate Work Experience Opportunities</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>II. Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management</b>	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.
<b>II.B Space Utilization and Facilities Assessment</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>II.C Operations &amp; Maintenance Project Management and Resource Allocation</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>II.D Security, Health &amp; Safety</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>

TITLE	STRATEGY STATEMENT/OBJECTIVE
<b>VII. Ensuring Operations, Management, and Finance</b>	<b>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.</b>
<b>VII.B Implement Web-Based E-policy System</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>VII.C PeopleSoft Upgrade</b> <ul style="list-style-type: none"> <li>• Billing</li> <li>• HR</li> <li>• Contracts</li> </ul>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>VII.D Implement Web-Based E-procurement System</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>VII.E Conduct Annual Evaluations and Implement Improvements for Internal Contracts</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>VIII. Leading the Region in Technology Services</b>	<b>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.</b>
<b>VIII.B Continue Assessment of RIC Service Offerings and Fee Structures</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>VIII.C Disaster Recovery Planning with Districts</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>
<b>VIII.D Research and Develop Technology to Continue to be Regional Leaders Meeting District Needs</b>	<i>Working Title – details to be worked on through 2008-09 school year</i>

**Eastern Suffolk BOCES**

**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards for Student Achievement
- II. Staff Development
- III. Shared Services
- IV. Program and Services Availability
- V. Cost-Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Health, Safety, Security, and Space
- IX. Public Information
- X. Internal Communications
- XI. Human Resources
- XII. Research, Program Improvement, and Regional Advocacy

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Educational Services

**COLLABORATOR(S):**

Director, Special Education  
 Director, Career, Technical and Adult Education  
 Director, Communication, Research & Recruitment  
 Director, Educational Support Services  
 Director, Planning and Program Improvement  
 Building/Program Administrators

**STRATEGIC PLANNING STRATEGY:** 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).

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
1. Working with staff to improve use of data to improve instruction.	June 2010 ongoing	Assoc. Supt., Educational Services Dir., Special Education Director, Career, Tech & Adult Ed. Director, Educational Support Serv Building/Program Administrators	
2. Ongoing review of curriculum in CTE.	June 2010 ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	
3. Ongoing work in CTE on lesson plan development – cluster meetings.	June 2010 ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	
4. Ongoing work on curriculum with K-12 curriculum committees and CTE clusters.	June 2010 ongoing	Director, Special Education Director, Career, Tech & Adult Ed. Director, Educational Support Serv Building/Program Administrators	

## Eastern Suffolk BOCES

### Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
5. Develop activities to improve student attendance for school and state assessments.	June 2010 ongoing	Assoc. Supt., Educational Services Dir., Special Education Director, Career, Tech & Adult Ed. Director, Educational Support Serv Building/Program Administrators	
6. Create incentives to improve membership in Skills USA and participation in competitions.	June 2011 ongoing	Director, Career, Tech & Adult Ed. Building/Program Administrators	
7. Evaluate criteria for students to be eligible for industry assessments and technical endorsement on diploma	June 2010	Director, Career, Tech & Adult Ed. Building/Program Administrators	
8. Develop a method to obtain valid post graduate outcomes	June 2011 ongoing	Assoc. Supt., Educational Services Dir., Special Education Director, Career, Tech & Adult Ed. Director, Comm., Research & Recruitment Director, Educational Support Serv Director, Planning & Program Impr Building/Program Administrators	
9. Formalize the role of the CTE Advisory Boards for obtaining information about post school outcomes and Community Service activities	Sept. 2010 ongoing	Assoc. Supt., Educational Services Director, Career, Tech & Adult Ed. Building/Program Administrators	
10. Incorporating CDOS activities into classroom curriculum to improve Community Service activities	June 2011 ongoing	Director, Special Education Director, Educational Support Serv Building/Program Administrators Director, Career, Tech & Adult Ed.	
11. Explore alternatives to out of school suspensions and implement alternative responses to behavioral issues	June 2011 Ongoing	Assoc. Supt., Educational Services Dir., Special Education Director, Career, Tech & Adult Ed. Director, Educational Support Serv Building/Program Administrators	

## Eastern Suffolk BOCES

### Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students

#### RESOURCES REQUIRED:

Personnel, staff development, equipment and technology, classroom space, collaboration with component districts, higher education, business partners.

#### POSSIBLE SOURCES OF FUNDING:

- Instructional programs budget
- Administrative services budget (real estate)
- Grants

#### BASELINE DATA:

##### 1) Measurement A. NY State Assessments

**NYS English Language Arts Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

Baseline Data	Level 1	Level 2	Level 3	Level 4
3 <sup>rd</sup> Grade	41.38 %	37.93 %	20.69 %	0.00 %
4 <sup>th</sup> Grade	46.67 %	37.78 %	15.56 %	0.00 %
5 <sup>th</sup> Grade	21.15 %	57.69 %	21.15 %	0.00 %
6 <sup>th</sup> Grade	40.91 %	45.45 %	13.64 %	0.00 %
7 <sup>th</sup> Grade	30.99 %	50.70 %	18.31 %	0.00 %
8 <sup>th</sup> Grade	53.57 %	40.48 %	4.76 %	1.19 %

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS ELA Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	24%
4 <sup>th</sup> Grade	28%
5 <sup>th</sup> Grade	29%
6 <sup>th</sup> Grade	15%
7 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	4%

**NYS Math Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data:

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	31.03 %	34.48 %	34.48 %	0.00 %
4 <sup>th</sup> Grade	48.89 %	31.11 %	20.00 %	0.00 %
5 <sup>th</sup> Grade	62.00 %	24.00 %	12.00 %	2.00 %
6 <sup>th</sup> Grade	67.35 %	20.41 %	12.41 %	0.00 %
7 <sup>th</sup> Grade	56.76 %	32.43 %	10.81 %	0.00 %
8 <sup>th</sup> Grade	76.14 %	20.45 %	3.41 %	0.00 %

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

2016 Projection:

- The number of students scoring at level 2, 3 or 4 on the NYS Math Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	25%
4 <sup>th</sup> Grade	30%
5 <sup>th</sup> Grade	9%
6 <sup>th</sup> Grade	16%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	5%

**NYS Science Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
4 <sup>th</sup> Grade	20.93 %	25.58 %	46.51 %	6.98 %
8 <sup>th</sup> Grade	51.72 %	27.59 %	17.24 %	3.45 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Science Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
4 <sup>th</sup> Grade	11%
8 <sup>th</sup> Grade	6%

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

**NYS Social Studies Assessment** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	75.00 %	4.55 %	20.45 %	0.00 %
8 <sup>th</sup> Grade	44.19 %	45.35 %	10.47 %	0.00 %

2016 Projection:

- The number of students scoring at level 2, 3, or 4 on the NYS Social Studies Assessment will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	12%
8 <sup>th</sup> Grade	6%

**NYS Alternate Assessment in English Language Arts** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	19%	25%	56%
4 <sup>th</sup> Grade	0%	18%	42%	40%
5 <sup>th</sup> Grade	0%	0%	38%	62%
6 <sup>th</sup> Grade	0%	3%	36%	61%
8 <sup>th</sup> Grade	0%	20%	39%	41%
High School	0%	1%	56%	43%



**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA ELA will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	19%
4 <sup>th</sup> Grade	18%
5 <sup>th</sup> Grade	5%
6 <sup>th</sup> Grade	5%
7 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	5%

**NYS Alternate Assessment in Math** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
3 <sup>rd</sup> Grade	0%	3%	36%	61%
4 <sup>th</sup> Grade	0%	9%	19%	72%
5 <sup>th</sup> Grade	2%	23%	17%	58%
6 <sup>th</sup> Grade	0%	21%	27%	52%
7 <sup>th</sup> Grade	0%	15%	18%	67%
8 <sup>th</sup> Grade	0%	34%	30%	36%
High School	1%	37%	23%	39%

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Math will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
3 <sup>rd</sup> Grade	5%
4 <sup>th</sup> Grade	9%
5 <sup>th</sup> Grade	25%
6 <sup>th</sup> Grade	21%
7 <sup>th</sup> Grade	15%
8 <sup>th</sup> Grade	25%
High School	25%

**NYS Alternate Assessment in Social Studies** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

<b>Baseline Data</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
5 <sup>th</sup> Grade	0%	32%	32%	36%
8 <sup>th</sup> Grade	0%	32%	27%	41%
High School	0%	25%	31%	44%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Social Studies will increase by the following percentages:

<b>Grade Level</b>	<b>Projected increase by 2016</b>
5 <sup>th</sup> Grade	25%
8 <sup>th</sup> Grade	25%
High School	20%

## Eastern Suffolk BOCES

### Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students

**NYS Alternate Assessment in Science** percentage by Level for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	Level 1	Level 2	Level 3	Level 4
4 <sup>th</sup> Grade	0%	13%	34%	53%
8 <sup>th</sup> Grade	0%	25%	36%	39%
High School	0%	29%	28%	43%

2016 Projection:

- The percentage of students moving to a higher level on the NYSAA in Science will increase by the following percentages:

Grade Level	Projected increase by 2016
4 <sup>th</sup> Grade	13%
8 <sup>th</sup> Grade	20%
High School	25%

**NYS Regents Physical Setting/Earth Science** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	43%	21%	26%	10%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Physical Setting/Earth Science will increase by 15%

## Eastern Suffolk BOCES

### Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students

**NYS Regents Comprehensive English** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	50%	26%	24%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents Comprehensive English will increase by 5%

**NYS Regents Global History and Geography** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	70%	13%	15%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Global History and Geography will increase by 8%

**NYS Regents Living Environment** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	35%	15%	44%	6%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Living Environment will increase by 13%

## Eastern Suffolk BOCES

### Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students

**NYS Regents Mathematics A** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	48%	32%	17%	3%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics A will increase by 15%

**NYS Regents Mathematics B** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008 (\* total number of students 4)

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	25%	0%	75%	0%	100% *

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Mathematics B will increase by 5%

**NYS Regents Integrated Algebra** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2007-2008

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	55%	12%	33%	0%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in Integrated Algebra will increase by 17%

## Eastern Suffolk BOCES

### Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students

**NYS Regents US History and Government** percentage by score range for students in ESBOCES instructional programs.

Baseline Year: 2006-2007

Baseline Data	0-54	55-64	65-84	85-100	Total
Percentage	46%	13%	26%	15%	100%

2016 Projection:

- The number of students reaching the low passing option (55-64) or passing (65 or higher) the NYS Regents in US History and Government will increase by 6%

#### 2) Measurement B. CTE Industry Assessments

Baseline Year: 2007-2008

Total enrollment: 2411

	Students Eligible to take assessment	Students Passing of those taking assessment
Number	1035	968
Percentage	43%	40%
2016 Projection	75%	65%

#### CTE Industry Certifications

Baseline Year: 2007-2008

Total Enrollment: 2411

	Students Receiving Industry Certifications
Number	968
Percentage	40%
2016 Projection	54%

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

**3) Measurement C. Honors and Specialized Diplomas**

**CTE Membership in National Technical Honor Society**

Baseline Year: 2007-2008  
 Total Enrollment: 2411

	<b>Students Inducted into NTHS</b>
Number	185
Percentage	8%
2016 Projection	24%

**Diploma Status**

Baseline Year: 2007-2008  
Baseline Data and 2016 Projection:

	<b>2007-2008</b>	<b>2016 Projection</b>
Special Education students recommended for graduation	144	95%
Special Education students receiving a Regents or Local Diploma	65.5%	75%
Special Education students receiving an Advanced Regents Diploma	.7%	4%
Special Education students receiving an IEP Diploma	33%	20%
Special Education students receiving a High School Equivalency Diploma	1.3%	1%
Career and Technical Education student completers	2129 (total # of completers)	95%
Career and Technical Education student completers with Technical Endorsement	41%	55%
Special Career Education student completers	420	95%

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

**Diplomas –Technical Endorsement on diploma**

Baseline Year: 2007-2008  
Data and 2016 Projection:  
 Total enrollment: 2339

	<b>Technical Endorsement</b>
Number	820
Percentage	35%
2016 Projection	50%

**Skills USA and membership participation**

Baseline Year: 2007-2008  
Data and 2016 Projection:  
 Total enrollment: 2411

	<b>Skills USA Membership</b>
Number	1410
Percentage	58%
2016 Projection	68%

**4) Measurement D. Community Service**

**Community Involvement Career and Technical Education Program**

Baseline Year: 2007-2008  
Data and 2016 Projection:

	<b>Projects Completed</b>
Number	60
2016 Projection	84



**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

**5) Measurement E. Cultural Competence Activities**

Baseline Year: 2007-2008

Data and 2016 Projection:

<b>Activity</b>	<b>Baseline Data</b>	<b>2016 Projection</b>
Presentations Provided	28 hours per year	40 hours per year
Societal Issues Course Enrollment	52 students	80 students
Character Education Course Enrollment	87 students	120 students
Arts And Education Programs	10 programs provided	20 programs provided

**6) Measurement F. Attendance**

**Enrollment:** (in relation to the total high school population in the region)  
 Career and Technical Education

Baseline Year: 2007-2008

- Enrollment- 2,339 out of a regional total of approx. 25,912 or 9% of all eligible students

2016 Projection:

- 15% of all eligible students

**Special Career Education**

Baseline Year: 2007-2008

- Enrollment- 10/07- 544 out of a regional total of approx. 6645 special education students in our region or 8% of all Special Education Students enrolled in high school programs in our region

2016 Projection:

- 15% of all eligible students

**Eastern Suffolk BOCES**  
**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

**Attendance**

Baseline Year: 2007-2008

Baseline Data:

<b>Program type</b>	<b>07-08 Attendance Rate</b>
Elementary Academic	90.58%
Secondary Academic	79.29
Developmental	89.14%
CTE	85.71%
SCE	77.69%

2016 Projection:

- Increase attendance in each area by 9%

**7) Measurement F. Suspension Trends**

**Student Management: Out of School Suspensions/VADIR Incidents**

Baseline Year: 2007-2008

Baseline Data: \*

<b>Program Type</b>	<b>Out of School Suspensions</b>	<b>VADIR Incidents</b>
Elementary Academic	37	3
Secondary Academic	962	154
Developmental	45	1
CTE	26	6
SCE	20	9

\*The 2007-2008 Suspension/VADIR Data has not yet undergone the traditional administrative review. These numbers could be modified somewhat when that is complete.

2016 Projection:

- Decrease Out of School Suspensions and Reportable VADIR incidents by 25%

## Eastern Suffolk BOCES

### Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students

#### 8) Measurement G. Post Graduate Outcomes (college, work, training, community participation)

##### **Work Experience Opportunities:**

Defined as opportunities outside of the classroom that are consistent with the career goal of the student involved and are associated with his/her field of study at BOCES.

CTE: data available Spring 2008-2009 school year

Baseline Year: 2008-2009

2016 Projection:

- 90% of all students

SCE: data available Spring 2008-2009 school year

Baseline Year: 2008-2009

2016 Projection:

- 60% if all students

Special Education: data available Spring 2008-2009 school year

Baseline Year: 2008-2009

2016 Projection:

- 50% of all students

##### **Post Graduation Indicators:**

College and Trade School Articulations

Baseline Year: 2007-2008

- # of articulations - 90

2016 Projection:

- 126 articulations

Baseline Year: 2007-2008

- Average 2.7 agreements per course

2016 Projection:

- 5 agreements per course

**Eastern Suffolk BOCES**

**Strategic Action Plan I.A: Improving the Educational Outcomes of Eastern Suffolk BOCES Students**

Scholarships money awarded

Baseline Year: 2007-2008

- Amount awarded- \$ 958,000

2016 Projection:

- \$1,500,000

**Post Secondary Outcomes**

Baseline Year: 2007-2008

Baseline Data:

<b>Special Education Graduates Entering</b>		<b>2016 Projection</b>
Employment	19%	25%
2 Year College	18%	25%
4 Year College	3%	10%
Unknown	20%	5%
Other	14%	5%
Adult Services	26%	30%

<b>CTE Completers Entering</b>		<b>2016 Projection</b>
Related Employment	10%	25%
Unrelated Employment	34.5%	14%
Military	1%	1%
2 Year College	18%	25%
4 Year College	9.5%	20%
Trade School	3%	10%
Unknown	24%	5%

**RESULTS:** See 2016 Projection above.

**Eastern Suffolk BOCES**

**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards for Student Achievement
- III. Shared Services
- IV. Program and Services Availability
- V. Cost-Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Health, Safety, Security, and Space
- X. Internal Communications

**RESPONSIBLE ADMINISTRATOR:**

- Director, Building Services
- Director, Administrative Services

**COLLABORATOR(S):**

- Administrative Council
- Program Administrators
- Operations & Maintenance
- Health & Safety

**STRATEGIC PLANNING STRATEGY:**

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.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
1. Provide roundtable discussions with Facility Directors of component districts regarding cases where BOCES can help meet district needs and assist in cooperative programs to reduce costs and resources.	Ongoing through 2016	Director, Building Services	
2. Receive feedback from component districts and BOCES internal departments for facility-related co-operative bids for commodities/services	Ongoing through 2016	Director, Building Services	
3. Utilize preventive maintenance program to monitor and schedule predictive and preventive maintenance activities. These activities will ensure the health and safety of building occupants.	Ongoing through 2016	Director, Building Services	

**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
4. Continuous evaluations and updates of Health, Safety, and Security programs to meet current agency needs.	Ongoing through 2016	Director, Administrative Services	

**RESOURCES REQUIRED:**

- BOCES Existing Personnel and Work Time
- Demographic Studies
- Facilities Studies (usage and availability)
- Planning Studies

**POSSIBLE SOURCES OF FUNDING:**

- Capital and Program Budgets
- Local/State/Federal Grants

**BASELINE DATA:**

**1) Measurement A. Ensuring the Health, Safety, and Security of All Eastern Suffolk BOCES Facility Occupants**

a) ESBOCES Facilities Survey

Baseline Year: 2002-2003

Baseline Data:

- Internal ESBOCES survey satisfaction results from 2002 (see attached)

2016 Projection:

- Exceed 2002 excellent/good survey result percentages in the areas of Appearance, Safety, Security, Lighting, Custodial standards, and Maintenance

b) ESBOCES Safety and Security Assessment

Baseline Year: 2007-2008

Baseline Data:

- The agency does not presently have any access control systems or IP cameras
- Recommendations for the improvement of Access Control at ESBOCES locations

**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management**

2016 Projection:

- Completion of all Phase I Security Assessment recommendations.
- After the completion of Phase I, the reassessment of access control needs, with the installation of additional access control points providing the agency with more than the 58 access control door systems as outlined in Phase I of Security Assessment
- Reduction of custodial overtime utilized to perform building checks through the use of access control system enhancements (i.e. temperature sensors, etc.)

c) Use of Online Preventive Maintenance System for ESBOCES facilities

Baseline Year: 2007-2008

Baseline Data:

- 0%: The agency does not presently utilize a preventative maintenance system

2016 Projection:

- After the cataloging of all building systems, the agency will utilize an online system for the preventive maintenance of 100% of its facilities equipment and related components

**2) Measurement B. Becoming a Regional Leader in the Area of School Facilities Management**

a) Use of Facilities Management related cooperative bidding

Baseline Year: 2007-2008

Baseline Data:

- The agency presently has 13 facilities related cooperative bid documents

2016 Projection:

- Increase facilities related cooperative bids by 20%
- Increase district participation levels

b) ESBOCES/Component District Facilities Manager Meetings

Baseline Year: 2007-2008

Baseline Data:

- Number of meetings : 0
- Component district participation rate: 0%

2016 Projection:

- Number of meetings: 4/yr
- Average participation rate: above 50%

**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for**  
**School Facilities Management**

**AGENCY-WIDE**  
**RATINGS OF BUILDING - APPEARANCE\***

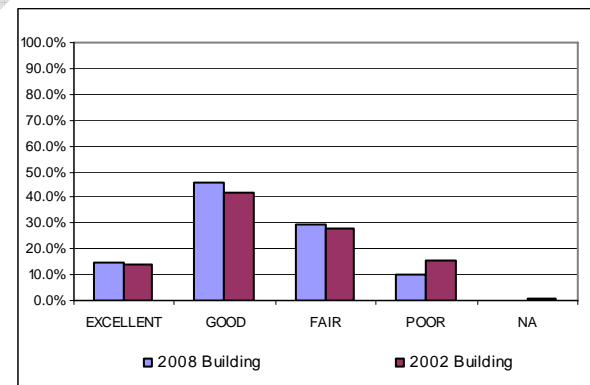
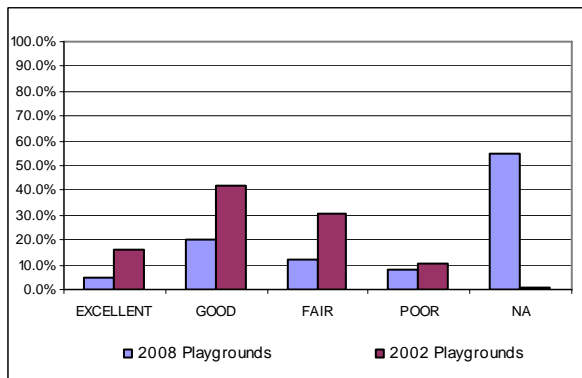
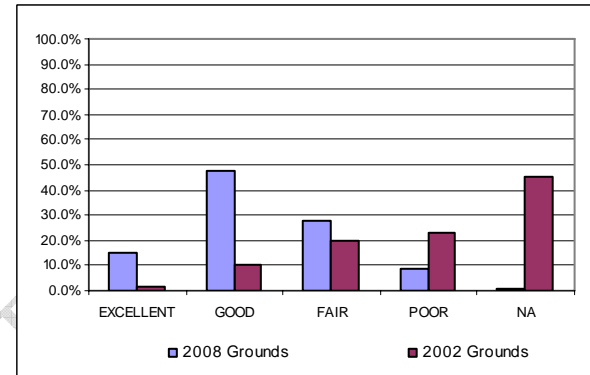
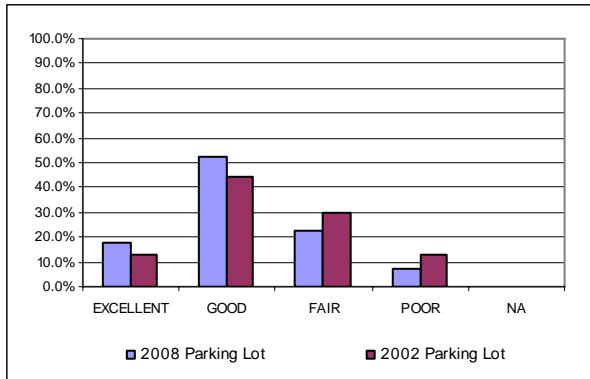
YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	<b><i>OUTSIDE</i></b>					
2008	Parking Lot	17.5%	52.4%	22.6%	7.2%	0.3%
2002		12.9%	44.1%	30.1%	12.7%	0.2%
2008	Grounds	14.7%	47.9%	27.5%	8.9%	1.0%
2002		1.4%	10.1%	19.7%	23.2%	45.5%
2008	Playgrounds	5.2%	19.9%	12.0%	8.3%	54.5%
2002		15.9%	41.8%	30.8%	10.6%	0.9%
2008	Building	14.6%	45.7%	29.1%	10.2%	0.3%
2002		14.1%	42.2%	27.6%	15.6%	0.4%
	<b><i>INSIDE</i></b>					
2008	Lobby	20.7%	50.7%	18.8%	6.5%	3.2%
2002		12.3%	49.7%	28.6%	5.2%	4.1%
2008	Hallways	17.0%	51.3%	24.5%	5.7%	1.5%
2002		14.0%	49.2%	28.7%	6.6%	1.5%
2008	Classrooms	9.9%	33.3%	25.8%	8.9%	22.0%
2002		7.1%	36.2%	29.8%	8.8%	18.2%
2008	Gymnasium	7.3%	23.9%	15.8%	11.6%	41.4%
2002		5.5%	24.5%	20.9%	6.8%	42.2%
2008	Cafeteria	8.1%	27.3%	21.3%	13.2%	30.2%
2002		3.5%	21.1%	24.5%	11.6%	39.3%
2008	Conference Rooms	12.2%	46.5%	18.9%	4.3%	18.1%
2002		10.3%	43.6%	21.8%	6.4%	17.9%
2008	Offices	14.8%	51.1%	23.9%	3.7%	6.5%
2002		10.0%	53.1%	27.1%	7.2%	2.7%
2008	Kitchen	8.7%	33.1%	22.1%	12.0%	24.1%
2002		6.1%	34.2%	25.1%	11.8%	22.8%
2008	Restrooms	10.2%	36.6%	31.7%	21.3%	0.2%
2002		7.3%	33.4%	34.8%	24.1%	0.4%

\*Appearance: Cleanliness, maintenance, paint, floor condition, ceiling tiles  
(e.g., How does the area look? Is it clean and well maintained?)



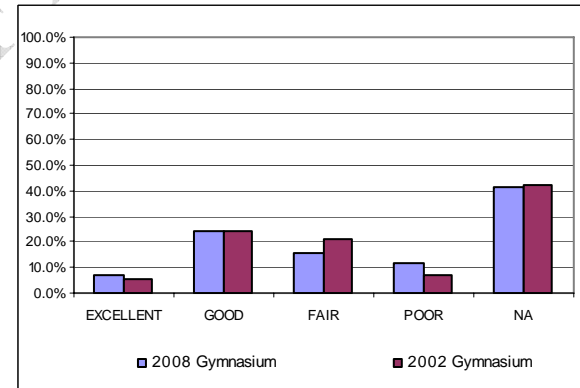
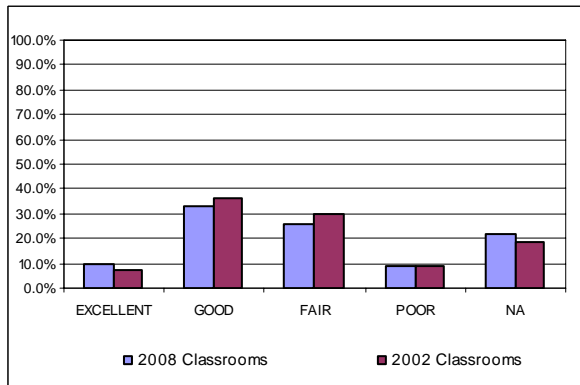
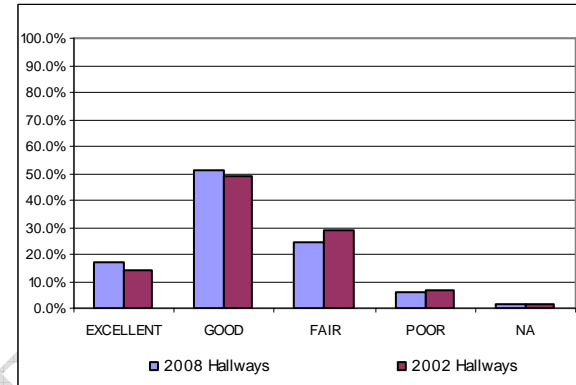
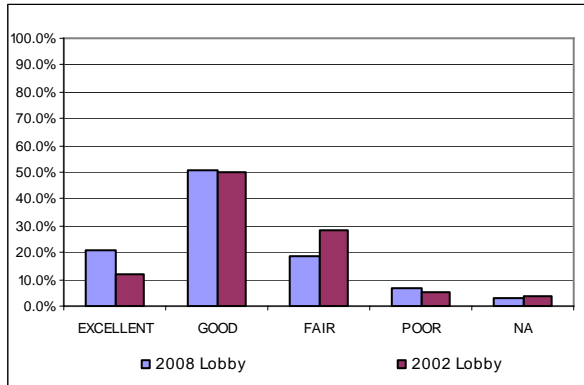
# Eastern Suffolk BOCES Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

## AGENCY-WIDE APPEARANCE



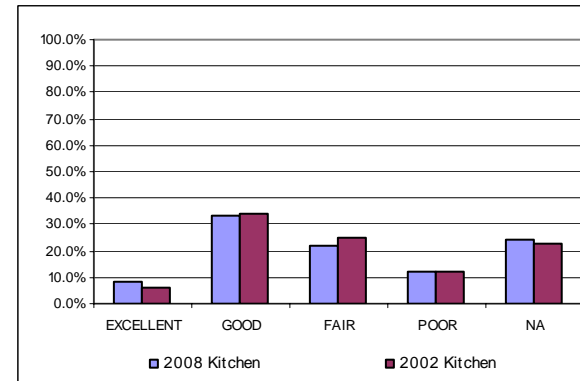
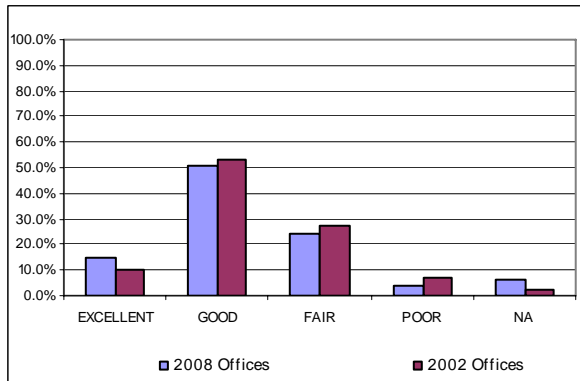
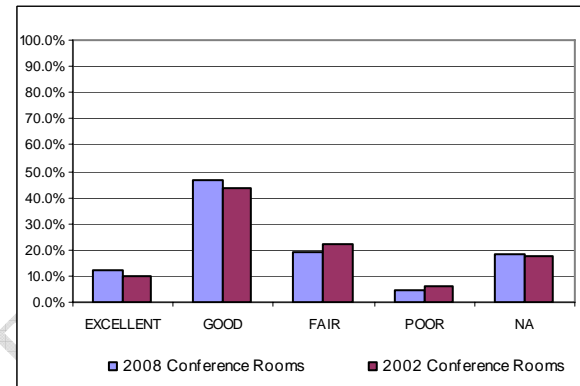
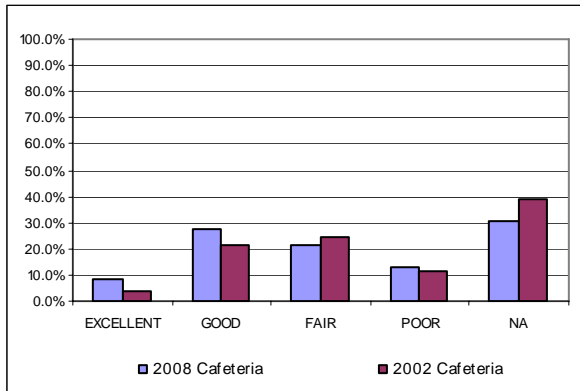
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Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
School Facilities Management**

**AGENCY-WIDE  
APPEARANCE (continued)**



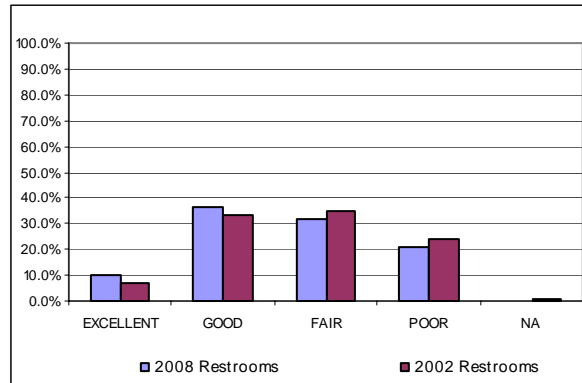
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**AGENCY-WIDE  
APPEARANCE (continued)**



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APPEARANCE (continued)**



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**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for**  
**School Facilities Management**

**AGENCY-WIDE**  
**RATINGS OF BUILDING - SAFETY\***

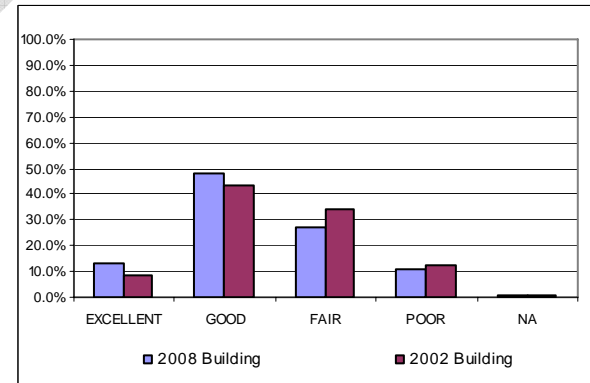
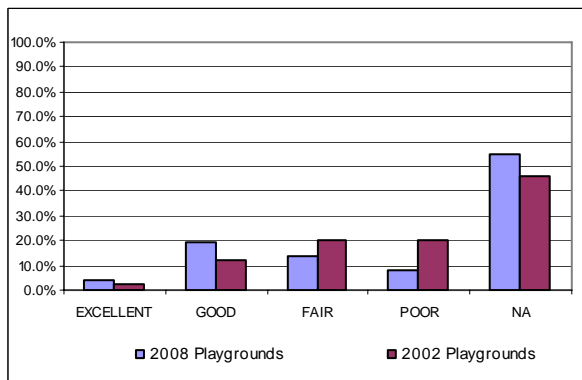
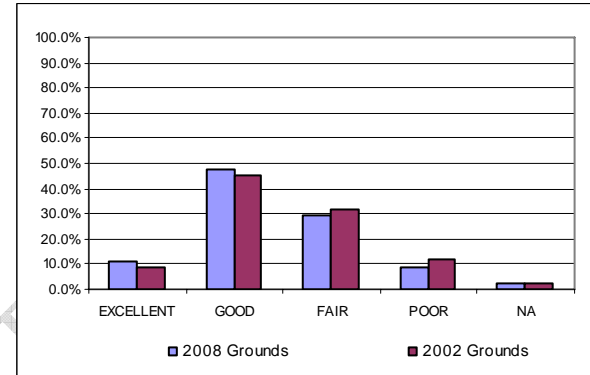
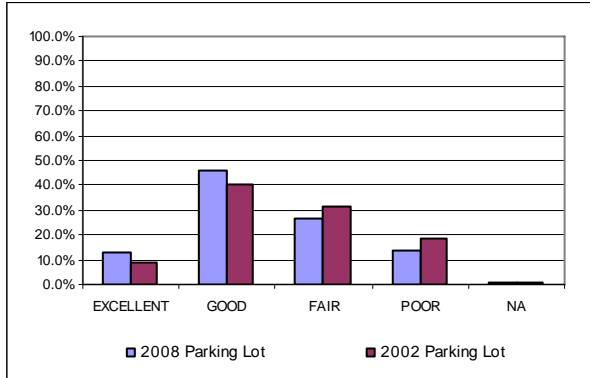
YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	<b><i>OUTSIDE</i></b>					
2008	Parking Lot	12.7%	46.0%	26.4%	13.7%	1.1%
2002		8.7%	40.1%	31.4%	18.8%	1.0%
2008	Grounds	10.8%	47.9%	29.5%	9.1%	2.5%
2002		8.8%	44.9%	31.8%	12.1%	2.4%
2008	Playgrounds	4.2%	19.2%	13.7%	8.1%	54.8%
2002		2.1%	12.1%	19.8%	20.2%	45.8%
2008	Building	13.0%	48.3%	27.1%	10.6%	0.9%
2002		8.5%	43.7%	34.4%	12.7%	0.6%
	<b><i>INSIDE</i></b>					
2008	Lobby	18.0%	53.1%	20.6%	5.3%	3.0%
2002		10.8%	50.2%	26.5%	7.7%	4.9%
2008	Hallways	15.1%	54.9%	22.6%	5.9%	1.5%
2002		9.1%	51.9%	29.0%	7.7%	2.4%
2008	Classrooms	9.8%	39.6%	23.1%	4.8%	22.8%
2002		6.7%	40.4%	26.8%	7.2%	19.0%
2008	Gymnasium	6.9%	27.9%	16.6%	7.7%	40.8%
2002		4.1%	29.3%	19.2%	6.2%	41.2%
2008	Cafeteria	8.4%	32.8%	21.2%	7.3%	30.3%
2002		3.6%	26.6%	22.2%	7.1%	40.4%
2008	Conference Rooms	12.6%	48.3%	16.1%	3.0%	20.0%
2002		8.8%	45.7%	20.1%	4.9%	20.4%
2008	Offices	14.3%	53.7%	21.4%	2.8%	7.8%
2002		8.6%	54.6%	24.7%	7.1%	5.0%
2008	Kitchen	9.2%	39.2%	19.1%	6.1%	26.4%
2002		5.5%	37.2%	24.1%	9.3%	23.8%
2008	Restrooms	12.5%	47.9%	25.2%	10.6%	3.7%
2002		7.7%	42.7%	33.5%	13.1%	2.9%

\*Safety: Health issues, broken furniture/equipment, fire equipment, parking lot markings

# Eastern Suffolk BOCES Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

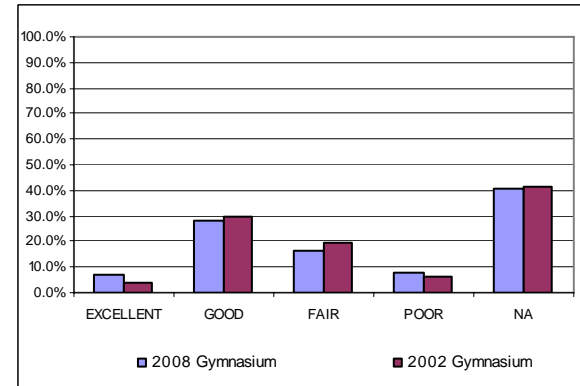
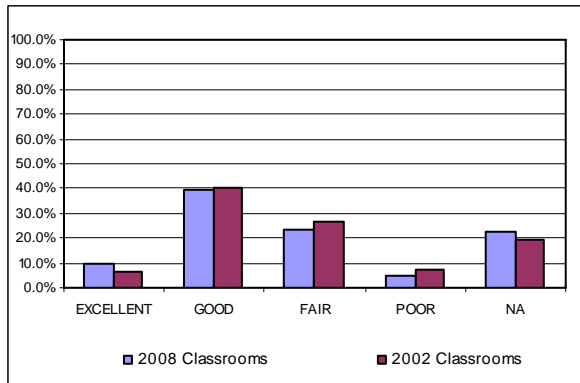
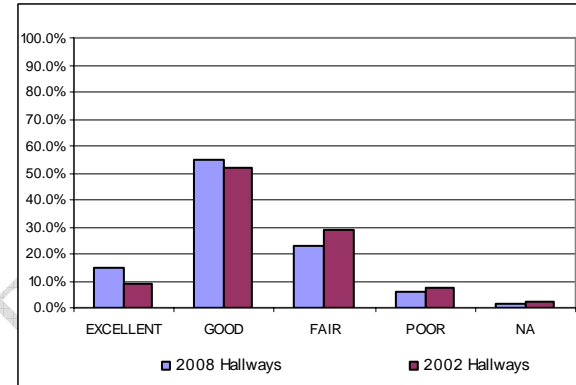
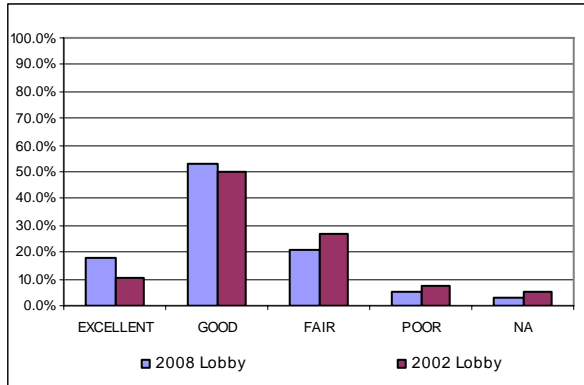
(e.g., Is the area maintained in a healthy and safe manner?)

## AGENCY-WIDE SAFETY



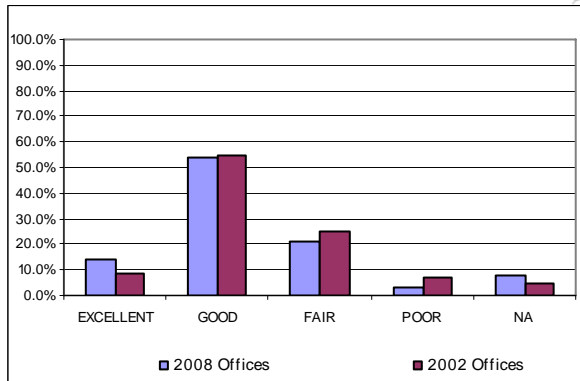
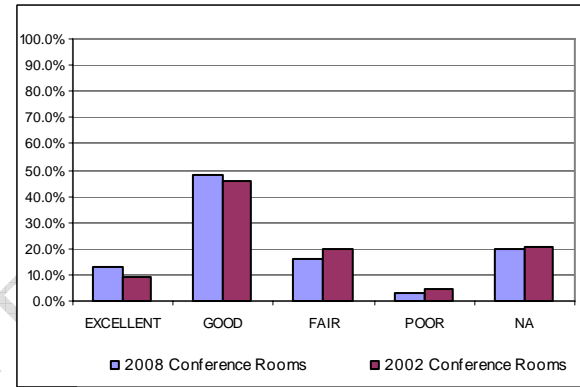
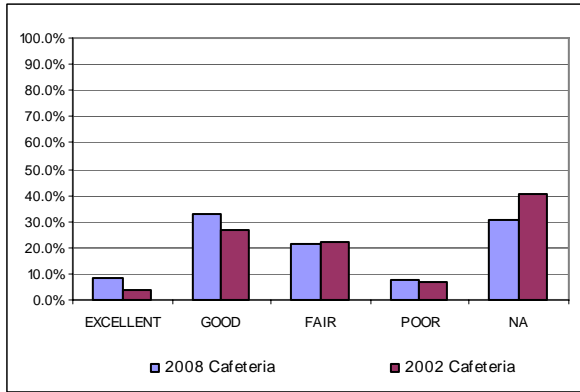
**Eastern Suffolk BOCES  
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
School Facilities Management**

**AGENCY-WIDE  
SAFETY (continued)**



# Eastern Suffolk BOCES Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

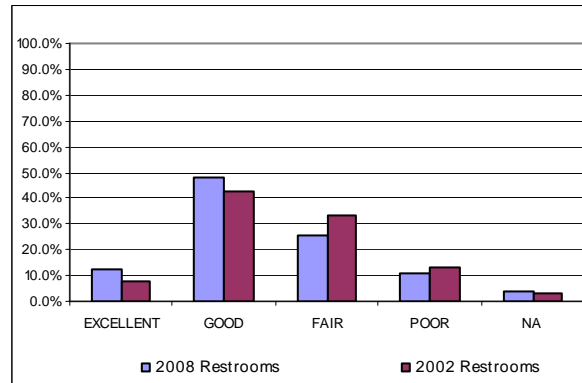
## AGENCY-WIDE SAFETY (continued)





**Eastern Suffolk BOCES  
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
School Facilities Management**

**AGENCY-WIDE  
SAFETY (continued)**



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**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management**

**AGENCY-WIDE  
RATINGS OF BUILDING - SECURITY\***

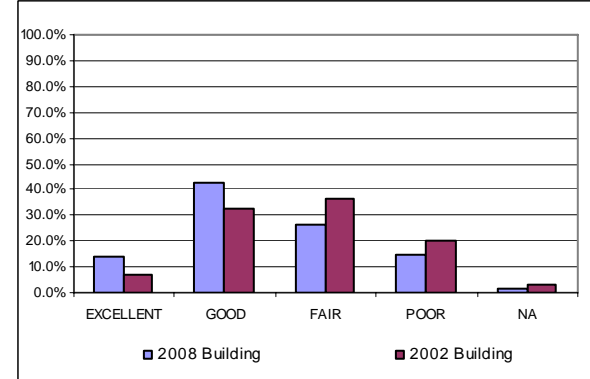
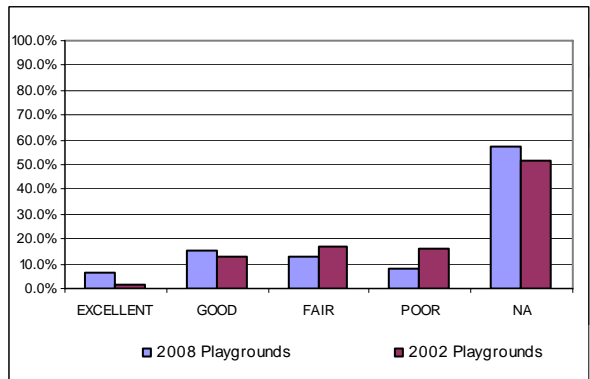
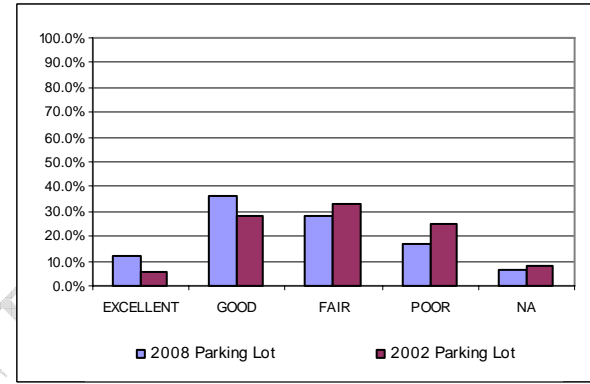
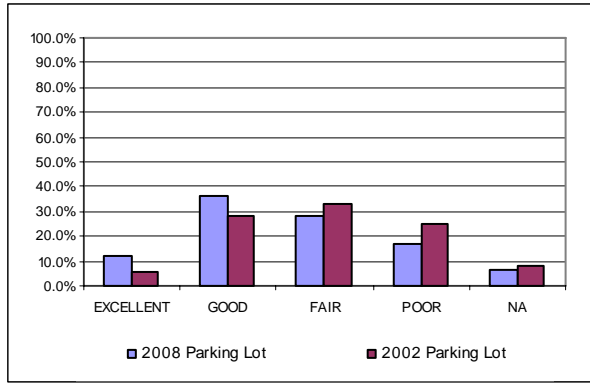
YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	<b><i>OUTSIDE</i></b>					
2008	Parking Lot	12.2%	36.6%	27.9%	16.9%	6.3%
2002		6.0%	28.2%	32.9%	24.6%	8.3%
2008	Grounds	11.1%	40.1%	28.1%	14.5%	6.1%
2002		5.0%	30.5%	36.5%	21.3%	6.7%
2008	Playgrounds	6.4%	15.2%	13.0%	8.4%	57.0%
2002		2.0%	12.9%	17.3%	16.3%	51.4%
2008	Building	14.2%	42.5%	26.6%	15.1%	1.7%
2002		7.3%	32.7%	36.4%	20.4%	3.2%
	<b><i>INSIDE</i></b>					
2008	Lobby	16.2%	44.4%	23.6%	12.4%	3.4%
2002		7.7%	37.4%	32.0%	15.4%	7.6%
2008	Hallways	13.9%	48.0%	24.2%	10.7%	3.3%
2002		7.0%	38.9%	31.9%	15.4%	6.7%
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2002		5.7%	33.8%	27.9%	10.7%	21.9%
2008	Gymnasium	8.0%	24.8%	17.6%	7.1%	42.5%
2002		3.8%	23.8%	19.8%	8.4%	44.3%
2008	Cafeteria	8.9%	32.1%	19.3%	7.7%	32.0%
2002		2.9%	23.1%	22.1%	10.1%	41.7%
2008	Conference Rooms	11.3%	42.7%	19.3%	4.8%	21.8%
2002		7.0%	37.1%	23.6%	8.7%	23.5%
2008	Offices	13.6%	48.6%	21.7%	7.7%	8.5%
2002		7.6%	42.5%	29.6%	12.3%	8.0%
2008	Kitchen	9.2%	35.3%	19.0%	7.3%	29.2%
2002		4.1%	30.3%	26.9%	11.2%	27.5%
2008	Restrooms	12.1%	42.4%	25.4%	11.1%	9.0%
2002		5.9%	35.8%	31.1%	17.6%	9.6%

\*Security: Door locks, window locks, access to building  
(e.g., Is the area operated with your personal security in mind?)

# Eastern Suffolk BOCES

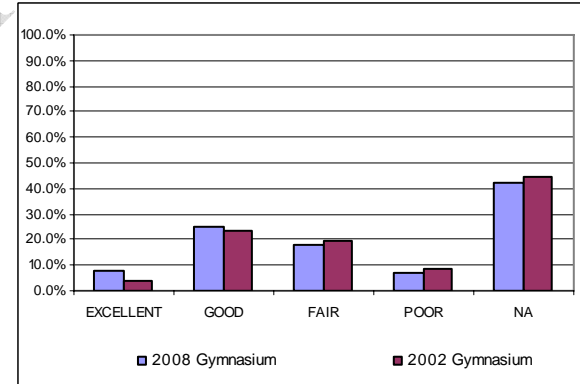
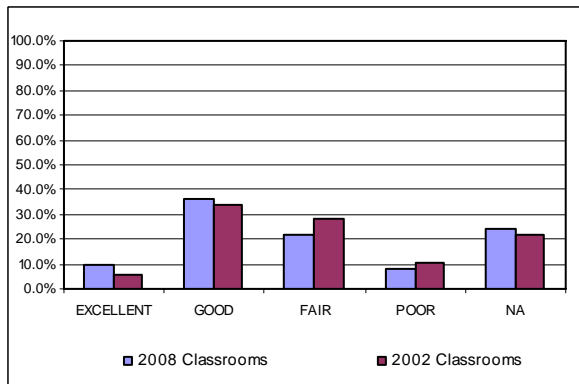
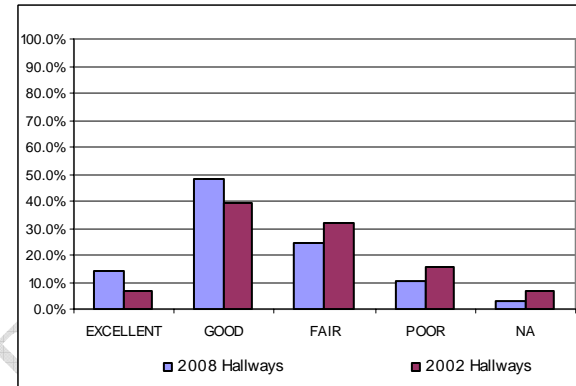
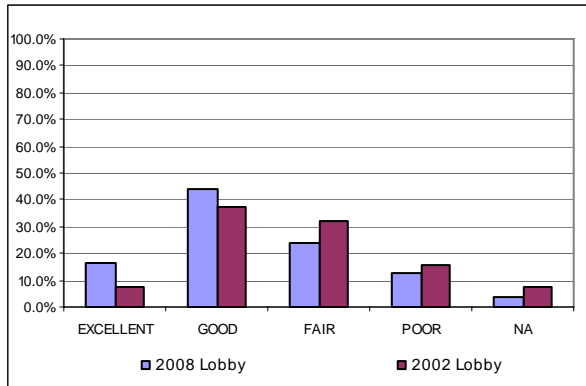
## Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

### AGENCY-WIDE SECURITY



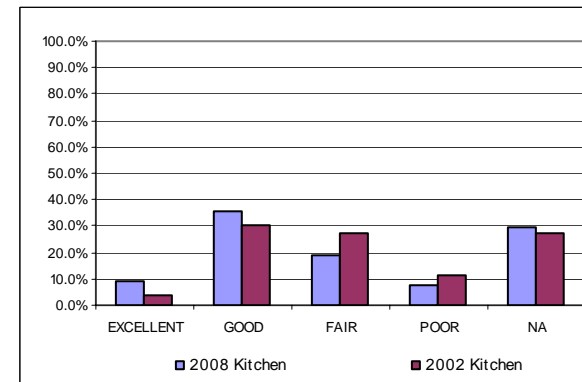
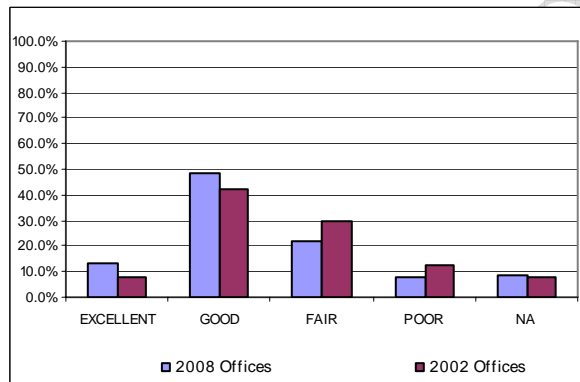
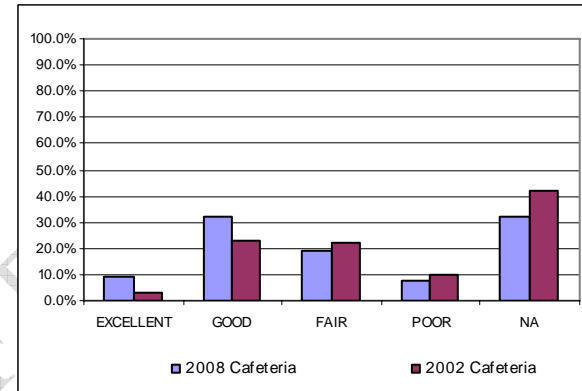
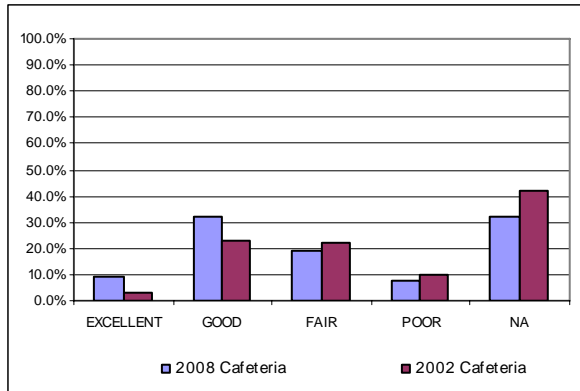
**Eastern Suffolk BOCES  
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
School Facilities Management**

**AGENCY-WIDE  
SECURITY (continued)**



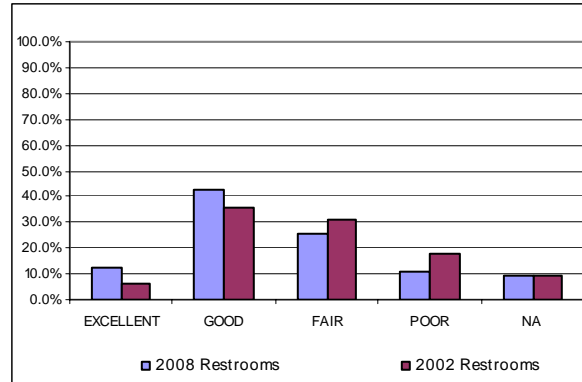
**Eastern Suffolk BOCES  
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
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**AGENCY-WIDE  
SECURITY (continued)**



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Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
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**AGENCY-WIDE  
SECURITY (continued)**



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**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for**  
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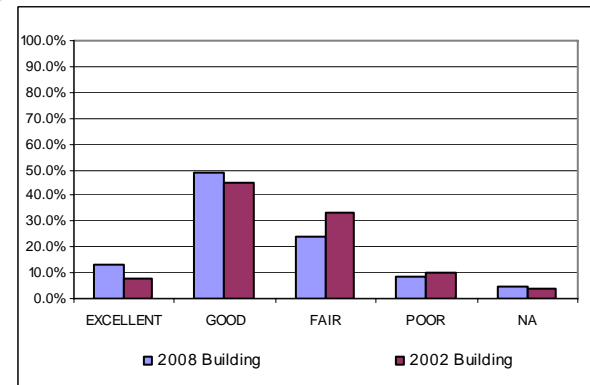
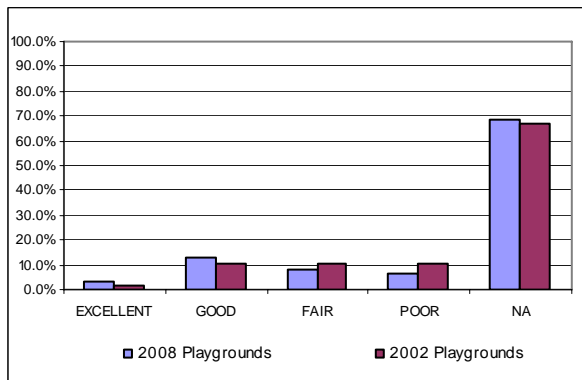
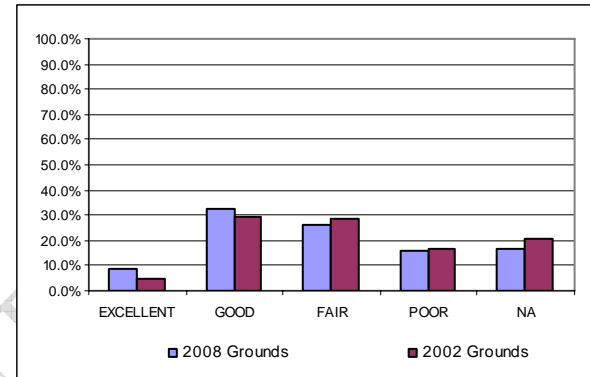
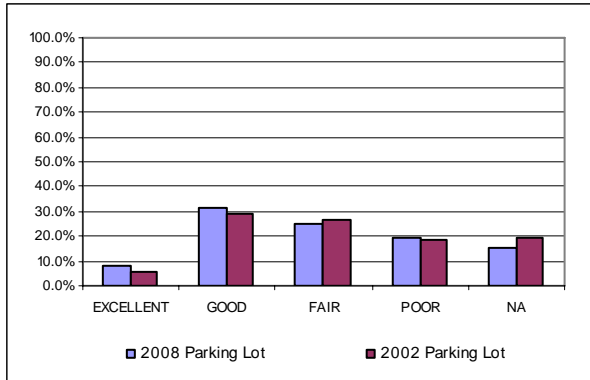
**AGENCY-WIDE**  
**RATINGS OF BUILDING - LIGHTING\***

YEAR		PERCENT OF RESPONDENTS				
		EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
	<b><i>OUTSIDE</i></b>					
2008	Parking Lot	7.9%	31.5%	25.1%	19.7%	15.7%
2002		6.0%	28.9%	26.6%	18.9%	19.6%
2008	Grounds	8.5%	32.2%	26.3%	16.2%	16.7%
2002		5.0%	29.4%	28.6%	16.8%	20.3%
2008	Playgrounds	3.6%	13.3%	8.2%	6.4%	68.6%
2002		1.7%	10.1%	10.8%	10.1%	67.2%
2008	Building	13.4%	49.2%	24.3%	8.5%	4.6%
2002		7.8%	44.7%	33.5%	9.8%	4.2%
	<b><i>INSIDE</i></b>					
2008	Lobby	17.8%	58.3%	17.5%	3.0%	3.4%
2002		8.2%	53.2%	27.8%	6.1%	4.7%
2008	Hallways	16.0%	59.9%	18.9%	3.3%	1.9%
2002		7.7%	52.5%	30.0%	7.5%	2.3%
2008	Classrooms	11.8%	45.7%	16.4%	3.0%	23.2%
2002		6.1%	39.9%	26.4%	8.2%	19.4%
2008	Gymnasium	8.3%	29.5%	15.1%	5.6%	41.6%
2002		3.5%	27.8%	18.7%	7.7%	42.3%
2008	Cafeteria	9.4%	41.4%	15.2%	4.1%	29.9%
2002		3.6%	31.9%	19.7%	4.3%	40.6%
2008	Conference Rooms	12.5%	50.8%	16.8%	2.4%	17.4%
2002		8.5%	47.1%	20.5%	5.1%	18.7%
2008	Offices	15.2%	56.4%	19.5%	2.7%	6.1%
2002		8.6%	54.5%	24.5%	7.8%	4.6%
2008	Kitchen	10.5%	45.7%	15.0%	4.2%	24.5%
2002		5.7%	41.4%	24.3%	5.9%	22.7%
2008	Restrooms	13.5%	52.5%	23.8%	9.0%	1.2%
2002		7.4%	45.6%	32.1%	13.1%	1.8%

\*Lighting: (e.g., Is the area properly lighted?)

# Eastern Suffolk BOCES Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

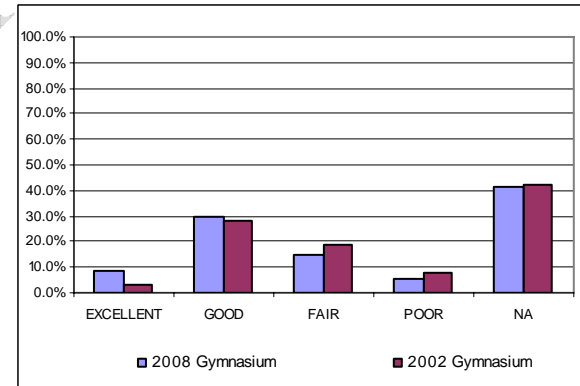
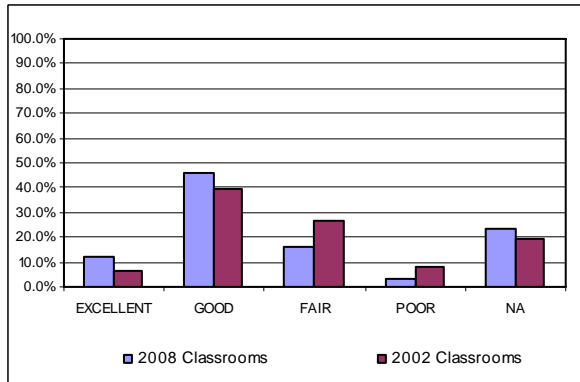
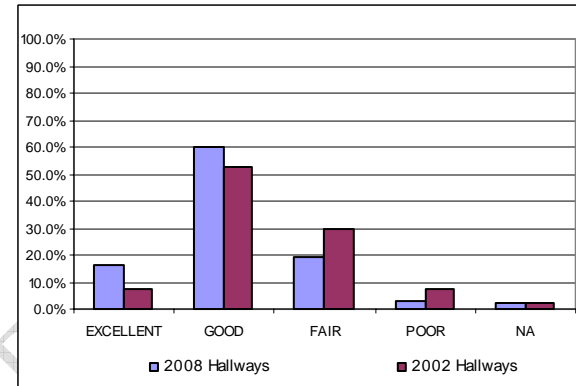
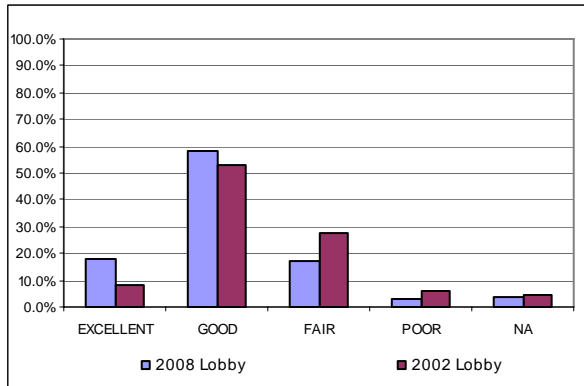
## AGENCY-WIDE LIGHTING





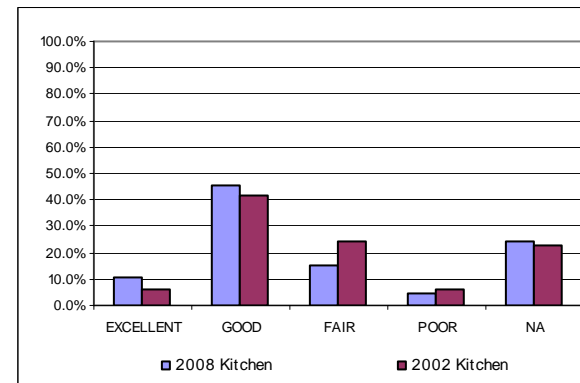
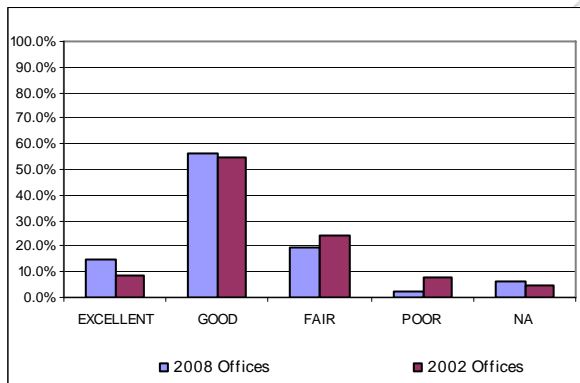
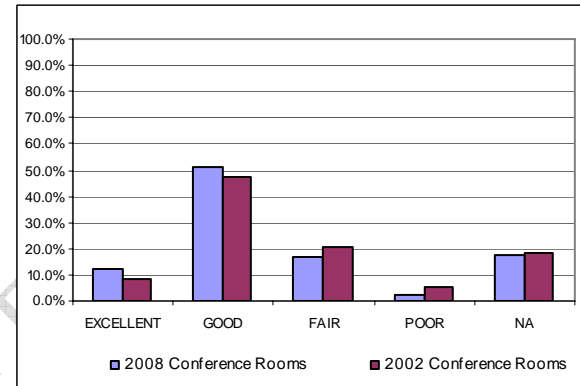
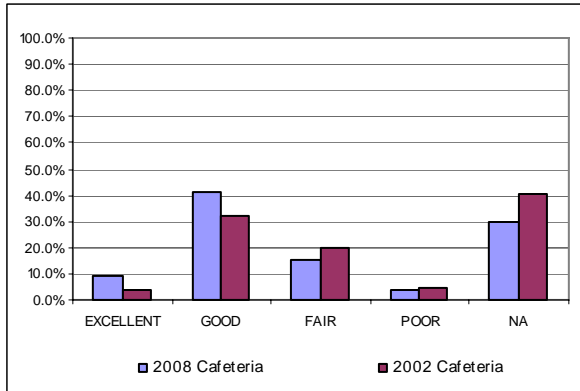
**Eastern Suffolk BOCES  
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
School Facilities Management**

**AGENCY-WIDE  
LIGHTING (continued)**



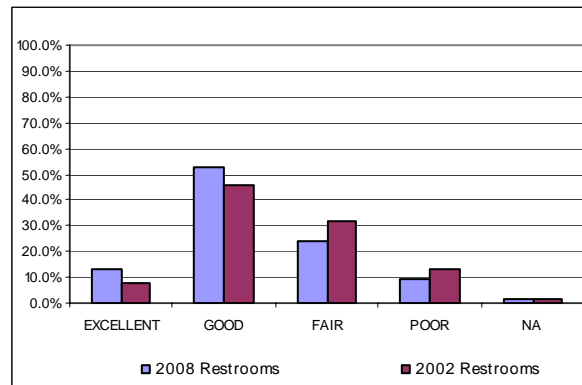
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**AGENCY-WIDE  
LIGHTING (continued)**



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**AGENCY-WIDE  
LIGHTING (continued)**



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**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for**  
**School Facilities Management**

**AGENCY-WIDE**  
**RATINGS OF BUILDING – CUSTODIAL STANDARDS**

YEAR		PERCENT OF RESPONDENTS				
		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
2008	Your work requests get done in a timely manner.	34.3%	34.4%	17.5%	6.8%	7.0%
2008	Your requests are completed to your satisfaction.	38.9%	33.5%	16.4%	4.3%	6.9%
2008	The custodial staff members you come into contact with are courteous.	73.8%	19.2%	3.4%	0.6%	3.0%
2008	The custodial staff members you come into contact with are helpful.	62.8%	24.4%	8.7%	0.9%	3.1%

**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for**  
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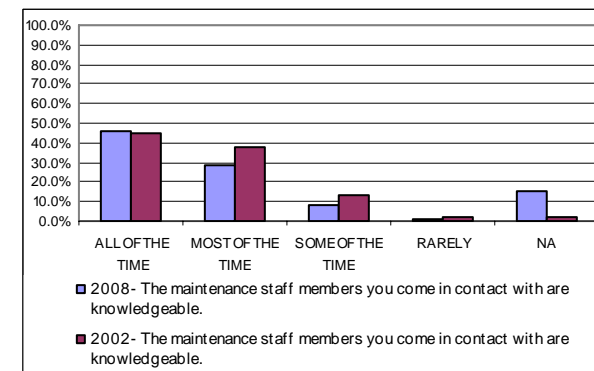
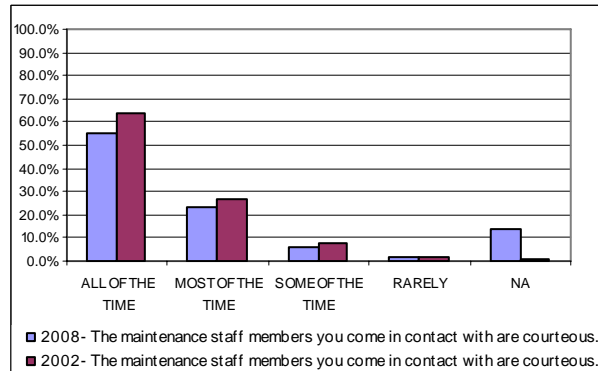
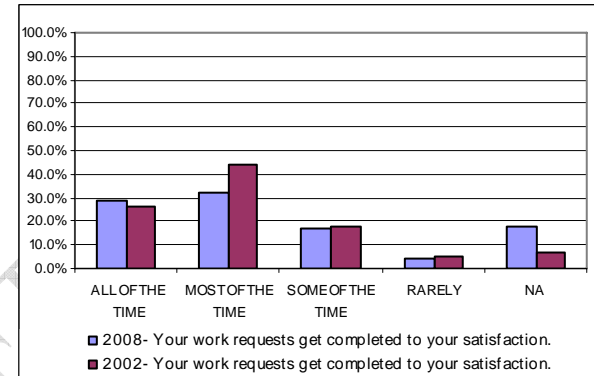
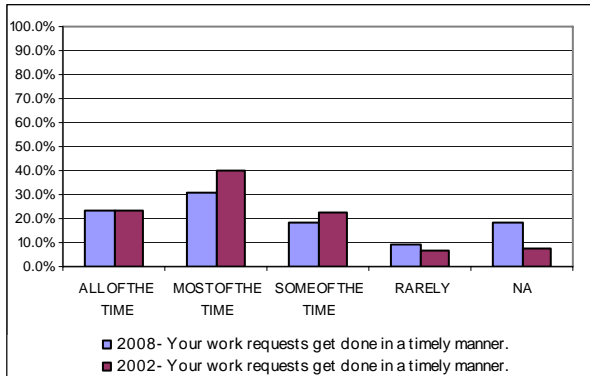
**AGENCY-WIDE**  
**RATINGS OF BUILDING – MAINTENANCE**

YEAR		PERCENT OF RESPONDENTS				
		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
2008	Your work requests get done in a timely manner.	23.2%	31.2%	18.2%	9.3%	18.1%
2002		23.2%	40.4%	22.5%	6.7%	7.3%
2008	Your work requests get completed to your satisfaction.	28.4%	32.2%	16.8%	4.5%	18.1%
2002		26.2%	44.4%	17.5%	4.7%	7.2%
2008	The maintenance staff members you come in contact with are courteous.	55.0%	23.5%	6.1%	1.6%	13.9%
2002		63.6%	26.4%	7.4%	1.4%	1.2%
2008	The maintenance staff members you come in contact with are knowledgeable.	45.8%	29.0%	8.1%	1.5%	15.7%
2002		44.7%	38.2%	12.9%	2.4%	1.8%
2008	The maintenance staff members you come in contact with are helpful.	47.7%	25.6%	9.6%	1.9%	15.1%
2002		50.7%	33.6%	12.6%	1.8%	1.3%

# Eastern Suffolk BOCES

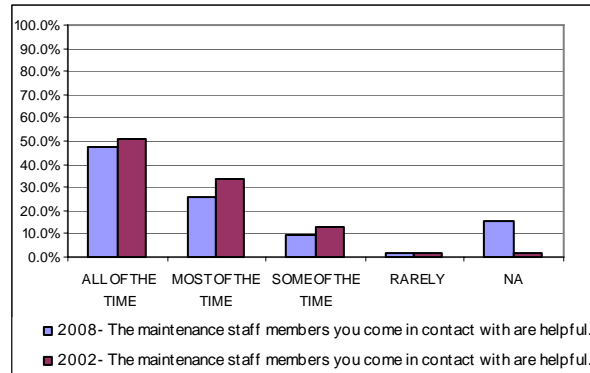
## Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

### AGENCY-WIDE MAINTENANCE



**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management**

**AGENCY-WIDE  
MAINTENANCE (continued)**



**Eastern Suffolk BOCES**  
**Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management**

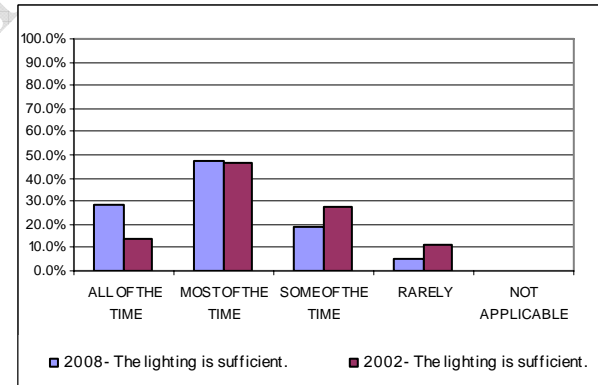
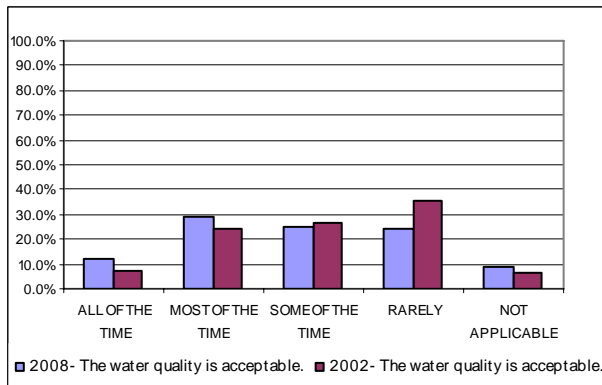
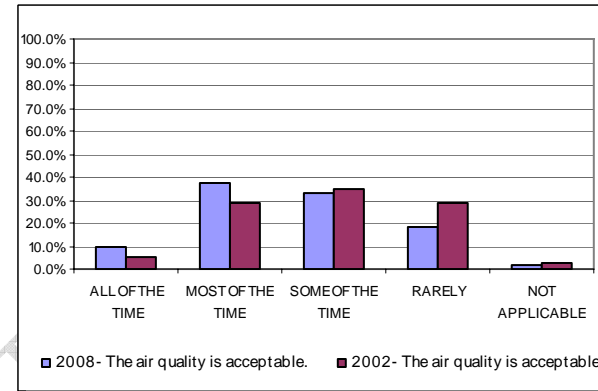
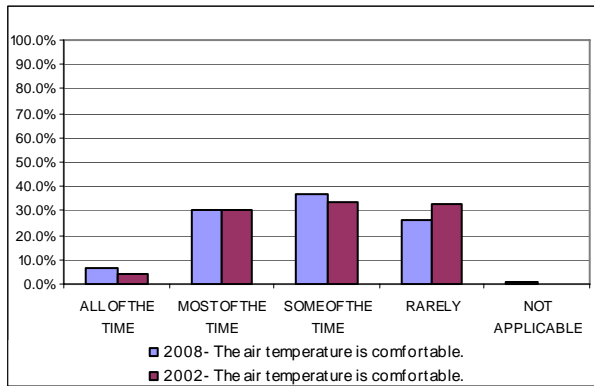
**AGENCY-WIDE  
RATINGS OF BUILDING – HEALTH & SAFETY**

YEAR		PERCENT OF RESPONDENTS				
		ALL OF THE TIME	MOST OF THE TIME	SOME OF THE TIME	RARELY	NOT APPLICABLE
2008	The air temperature is comfortable.	6.3%	30.1%	37.0%	26.0%	0.5%
2002		3.8%	30.1%	33.2%	32.4%	0.4%
2008	The air quality is acceptable.	9.4%	37.7%	32.8%	18.2%	1.9%
2002		5.4%	28.6%	34.7%	29.0%	2.2%
2008	The water quality is acceptable.	12.3%	29.4%	24.9%	24.4%	9.0%
2002		7.3%	23.9%	27.0%	35.4%	6.5%
2008	The lighting is sufficient.	28.4%	47.2%	19.3%	4.8%	0.3%
2002		14.2%	46.6%	27.4%	11.5%	0.3%
2008	The sound level is acceptable.	20.5%	43.4%	25.1%	10.2%	0.9%
2002		11.7%	42.4%	30.7%	14.4%	0.9%
2008	The building meets the needs of individuals with disabilities.	25.7%	38.0%	16.8%	8.9%	10.6%
2002		20.0%	37.2%	23.2%	12.3%	7.3%
2008	The training you have received is sufficient to perform your required duties safely.	36.8%	39.4%	11.1%	2.7%	10.1%
2002		32.7%	43.3%	15.2%	4.0%	4.7%
2008	You are provided with appropriate personal protective equipment to perform required duties.	24.2%	28.3%	11.8%	5.1%	30.6%
2002		21.6%	30.0%	18.1%	8.2%	22.0%
2008	Your work area is safe.	32.9%	45.4%	16.5%	4.1%	1.1%
2002		24.0%	50.8%	18.1%	6.7%	0.5%
2008	Your work area is secure.	31.2%	40.4%	18.6%	8.3%	1.5%
2002		19.2%	44.6%	24.2%	11.0%	1.1%



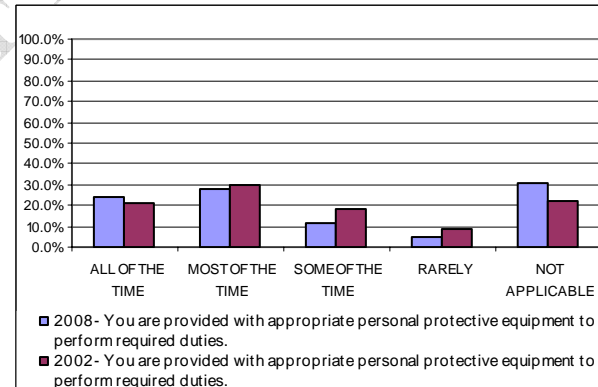
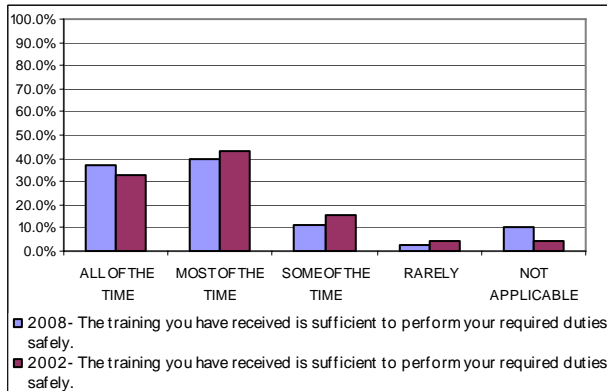
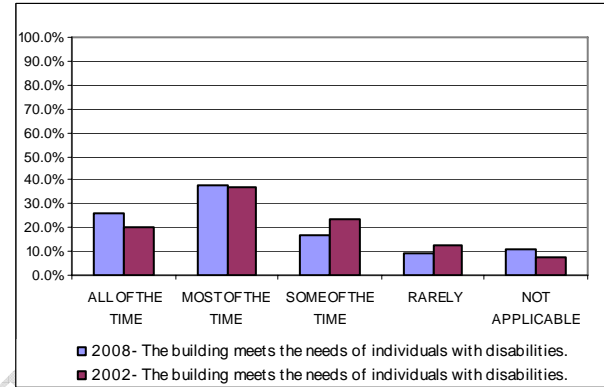
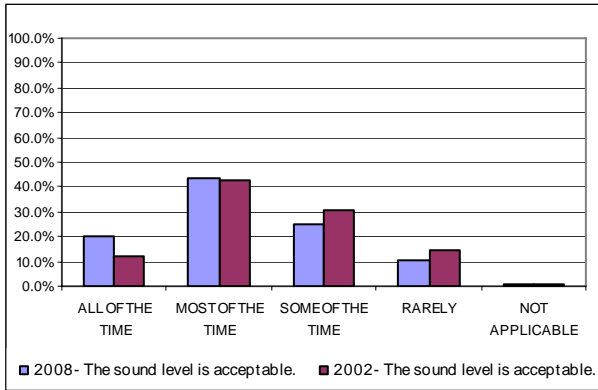
# Eastern Suffolk BOCES Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for School Facilities Management

## AGENCY-WIDE HEALTH & SAFETY



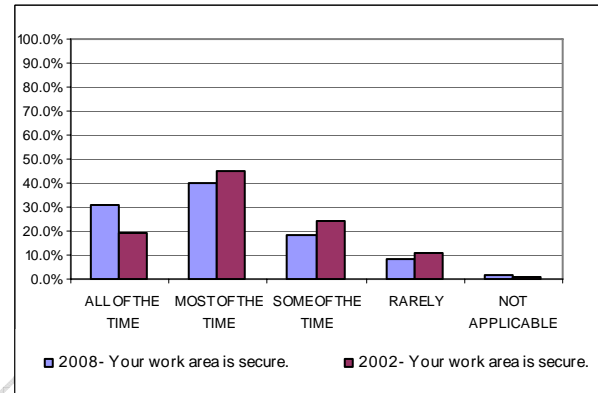
**Eastern Suffolk BOCES  
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
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**AGENCY-WIDE  
HEALTH & SAFETY (continued)**



**Eastern Suffolk BOCES  
Strategic Action Plan II.A: Assuring Eastern Suffolk BOCES Facilities Services and Regional Leadership for  
School Facilities Management**

**AGENCY-WIDE  
HEALTH & SAFETY (continued)**



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**Eastern Suffolk BOCES**

**Strategic Action Plan III.A: Educational Support Services to School Districts to Improve Student Outcomes**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards for Student Achievement
- II. Staff Development
- III. Shared Services
- IV. Program and Services Availability
- V. Cost-Effectiveness, Quality Management and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- XII. Research, Program Improvement and Regional Advocacy

**RESPONSIBLE ADMINISTRATOR:**

Director, Educational Support Services  
 Divisional Administrator, Educational Support Services  
 Program Administrator, Educational Support Services

**COLLABORATOR(S):**

Administrative Coordinator, Arts-in-Education  
 Administrative Coordinator, Curriculum and Assessment  
 Administrative Coordinator, Model Schools  
 Administrative Coordinator, Professional Development  
 Administrative Coordinator, School Library System  
 Asst. Administrative Coordinator, Curriculum and Assessment

**STRATEGIC PLANNING STRATEGY:** 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 districts and Eastern Suffolk BOCES programs, as measured by district participation rates, attendance at activities, CoSer survey results, and regional student assessment data.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
<p>1. The Arts-in-Education Program will increase the number of districts that participate by:</p> <ul style="list-style-type: none"> <li>▪ Surveying non-participating districts to determine why they are not participating</li> <li>▪ Increasing the number of meetings with non-participating school districts</li> <li>▪ Insuring that non-participating districts receive Arts-in-Education communications</li> </ul>	<p>Ongoing through June 30, 2016</p>	<p>Administrative Coordinator, Arts-in-Education</p>	

**Eastern Suffolk BOCES**

**Strategic Action Plan III.A: Educational Support Services to School Districts to Improve Student Outcomes**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome <i>(include dates - mm/dd/yy)</i></b>
including the AIE listserv and the Arts-in-Education newsletter, <i>The Star</i>			
<p><b>2.</b> The Professional Development Program (formerly Curriculum &amp; Development Service) will increase student achievement in ELA by:</p> <ul style="list-style-type: none"> <li>▪ Analyzing trend data of Suffolk County ELA assessments</li> <li>▪ Offering workshops on addressing these trends</li> <li>▪ Offering more workshops on critical thinking strategies</li> <li>▪ Providing in-district classroom embedded support for teachers</li> <li>▪ Working with programs within Educational Support Services to offer services to help the students in our region become analytically and critically adept.</li> </ul>	Ongoing through June 30, 2016	Administrative Coordinator, Professional Development	
<p><b>3.</b> The School Library System will support student achievement and promote awareness of student performance in the region by:</p> <ul style="list-style-type: none"> <li>▪ Offering workshops for librarians on using data to improve instruction.</li> <li>▪ Bringing teacher-librarian teams together to create units to strengthen student performance and target strategies to address areas of concern.</li> </ul>	Ongoing through June 30, 2016	Administrative Coordinator, School Library System	
<p><b>4.</b> The Curriculum and Assessment program will increase the number of districts that participate in summer enrichment programs by:</p> <ul style="list-style-type: none"> <li>▪ Increasing communication to component districts.</li> <li>▪ Outlining the benefits of the program with data from student assessments and feedback from student surveys.</li> </ul>	Ongoing through June 30, 2016	Administrative Coordinator, Curriculum and Assessment	

**Eastern Suffolk BOCES**

**Strategic Action Plan III.A: Educational Support Services to School Districts to Improve Student Outcomes**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome <i>(include dates - mm/dd/yy)</i></b>
<p><b>5.</b> The Model Schools program will increase the number of districts participating by:</p> <ul style="list-style-type: none"> <li>▪ Increasing the number of instructional technology professional development activities available.</li> <li>▪ Increasing the number of subscribers to the Model Schools listserv.</li> <li>▪ Utilizing an online survey tool for all workshop and job-embedded professional development to assess teacher perception of impact of staff development on student achievement.</li> </ul>	<p>Ongoing through June 30, 2016</p>	<p>Administrative Coordinator, Model Schools</p>	

**RESOURCES REQUIRED:**

- Planning time
- Funding through program budgets

**POSSIBLE SOURCES OF FUNDING:**

- District subscriptions to programs

**BASELINE DATA:**

**1) Measurement A. District Participation Rates**

Baseline Year: 2007-2008

Baseline Data:

- Arts In Education: 64 out of 69 school districts participate or subscribe to this service
- Library Services: 51 out of 51 school districts participate or subscribe to this service
- NYS Curriculum and Development Services: 37 out of 51 school districts subscribe to this service
- Summer Enrichment Program: 7 out of 51 school districts subscribe to this service
- Model Schools: 32 out of 51 school districts participate or subscribe to this service

2016 Projection:

- Arts In Education: 69
- Library Services: Continue to have all component (51 school districts) subscribe to this service
- NYS Curriculum and Development Services: 51 school districts subscribe to this service
- Summer Enrichment Program: 51 school districts subscribe to this service
- Model Schools: 51 school districts subscribe to this service

## Eastern Suffolk BOCES

### Strategic Action Plan III.A: Educational Support Services to School Districts to Improve Student Outcomes

#### 2) Measurement B. Attendance at Activities

Baseline Year: 2007-2008

Baseline Data:

- Arts In Education: Advisory Council meeting – 75 people in attendance
- Library Services: Symposium – 107 people in attendance
- NYS Curriculum and Development Services: Literacy and Learning Conference - 475 people in attendance
- Summer Enrichment Program: 7 districts totaling 2,481 registrants (Please note some of the programs offer 4 sessions. If a child signed up for two sessions, that child is counted twice in the total number.)
- Model Schools: Celebration of Technology in Education – 1,400 students, educators, parents in attendance

2016 Projection

- Arts In Education: 10% percent increase in attendance at Advisory Council meeting
- Library Services: 10% percent increase in attendance at Symposium conference
- NYS Curriculum and Development Services: 10-15% increase in attendance at the Literacy and Learning Conference
- Summer Enrichment Program: 5% increase in attendance for summer school programs
- Model Schools: 10% increase in attendance at Celebration of Technology in Education

#### 3) Measurement C. Program Evaluations/Co-Ser Survey Results

Baseline Year: 2006-2007

Baseline Data:

- Arts In Education: Co-Ser Survey Results, Average rating – 3.7
- Library Services: Co-Ser Survey Results, Average rating – 3.6
- NYS Curriculum and Development Services: Co-Ser Survey Results, Average rating – 3.4
- Summer Enrichment Institutes and Enrichment Programs: Co-Ser Survey Results, Average rating – 3.75
- Model Schools: Co-Ser Survey Results, Average rating – 3.5

2016 Projection:

- Arts In Education: Average rating – 3.9
- Library Services: Average rating – 3.8
- NYS Curriculum and Development Services: Average rating – 3.6
- Summer Enrichment Institutes and Enrichment Programs: Average rating – 3.9
- Model Schools: Average rating -3.7

## Eastern Suffolk BOCES

### Strategic Action Plan III.A: Educational Support Services to School Districts to Improve Student Outcomes

#### 4) Measurement D. Regional Student Assessment Data

Baseline Year: 2006-2007

Baseline Data:

- 77.42% of 4<sup>th</sup> grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
- 64.24% of 8<sup>th</sup> grade ELA that reached proficiency according to NYSED state standards (level 3 or 4) 2007/2008
- 93% of High School English Regents reached a level of 2, 3, or 4

2016 Projection:

- 3-5% increase in the amount of students reaching proficiency according to NYSED State Standards (level 3 or 4) for the 4<sup>th</sup> and 8<sup>th</sup> grade ELA Assessments
- 2-4% increase in the amount of students reaching a level of 2, 3, or 4 on the high school English Regents

DRAFT



**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- III. Shared Services
- V. Cost-Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Health, Safety, Security, and Space
- XI. Human Resources

**RESPONSIBLE ADMINISTRATOR:**

Assistant Superintendent, Human Resources  
Director of Recruitment and Retention  
Administrator for Human Resources

**COLLABORATOR(S):**

Administrative Council  
Bargaining Units  
Office of Technology Integration  
Recruitment/Retention Committee  
Human Resources Recruiter  
Communications Program Assistant  
Web Manager  
Principal Clerk  
Sr. Stenographer

**STRATEGIC PLANNING STRATEGY:** 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.

ACTIVITIES	Target Date for Completion	Responsible Person/Group	Status/Outcome
Professional Development- Human Resources will review and continue to coordinate a broad based agency-wide system of staff development for all employees to meet all mandated professional development requirements.	ongoing	Dir., Ed. Support Services Assistant Superintendent, Human Resources	Process ongoing

**Eastern Suffolk BOCES**  
**Strategic Action Plan IV.A: Human Resources Administration**

2. Professional Development- Human Resources will continue to support and assess annually the goals and objectives of the Administrative Supervisory Unit mentoring program and provide recommendations that align with agency-wide goals and objectives.	2008	Asst. Supt., Human Resources HR Committee Director, Recruitment and Retention	
3. Professional Development- Human Resources will evaluate current mentoring initiatives in the BEES unit and provide a report with recommendations that align with agency-wide goals and objectives.	2010-11	Asst. Supt., Human Resources HR Committee Director, Recruitment and Retention Executive Administrator for Human Resources	
5. Professional Development- Human Resources will evaluate current mentoring initiatives in the Civil Service units and provide a report with recommendations that align with agency-wide goals and objectives.	2009-10	Asst. Supt., Human Resources HR Committee Director, Recruitment and Retention Executive Administrator for Human Resources	
6. Professional Development- Human Resources will continue to utilize the agency's management information system to track professional advancement activities and coordinate the input of data for tracking purposes.	ongoing	Human Resources Office of Tech. Integration	System complete Process ongoing
7. Recruitment- The annual Career Fair for Culturally and Ethnically Diverse Educators will continue to be evaluated on a yearly basis. Improvements will be made based on participating school districts' needs and requests.	ongoing	Director, Recruitment and Retention Community Relations Assistant Public Relations Assistant Web Manager Principal Stenographer	
8. Recruitment and Retention- Policies and practices concerning the recruitment and retention of a diversified workforce will be evaluated internally by a committee and externally by a firm specializing in this type of organizational evaluation	2010	Asst. Supt., Human Resources HR Committee Director, Recruitment and Retention Executive Administrator for Human Resources Recruitment/Retention Committee	

**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

<p>9. Succession Planning- Human Resources will begin researching the development of a systematic approach to succession planning among the administrative ranks that ensures leadership continuity, develops potential successors, and identifies talent and focuses resources on developing that talent.</p>	<p>2010</p>	<p>Asst. Supt., Human Resources HR Committee Director, Recruitment and Retention Executive Administrator for Human Resources</p>	
<p>10. Regional Resource- Bi-monthly Personnel Administrators meetings will continue. Meeting goals and topics will be based on the identified needs of the school district personnel administrators. Development of the Extranet site for this group will continue. Additionally, regional recruitment initiatives will be further developed.</p>	<p>2011</p>	<p>Asst. Supt., Human Resources HR Committee Director, Recruitment and Retention Executive Administrator for Human Resources</p>	

**RESOURCES REQUIRED:**

- Budget to support recruitment activities, space, technology, personnel.

**POSSIBLE SOURCES OF FUNDING:**

- BOCES General funding; Federal, State and Local Grants; Teacher Centers, Program Charges.

**Eastern Suffolk BOCES**  
**Strategic Action Plan IV.A: Human Resources Administration**

**BASELINE DATA AND RESULTS:**

**1) Measurement A. Initiatives for Recruiting/Retaining a Highly Diversified Workforce**

Baseline Year: 2008

Baseline Data:

- School district participation at the Annual Career Fair for Culturally and Ethnically Diverse Educators. (see attached baseline data)
- The number of highly qualified candidates participating in the fair, as measured by certification status. (see attached baseline data)
- The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose.) (see attached baseline data)
- The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds. (baseline data currently 10.3% minority)
- Exit interviews will be conducted among all administrative and teaching staff who choose to depart from the agency on their own accord in order to begin identifying the causes for employee separation. (baseline data currently 0)

2016 Projection:

- The number of school districts participating in the Annual Career Fair for Culturally and Ethnically Diverse Educators will increase by 2.
- The number of highly qualified candidates participating in the fair (as measured by certification status) is not a reliable measure as the recruitment and selection for specific certifications will be dependent upon participating school districts' expressed staffing needs.
- The number of diversified candidates participating in the fair (bilingualism is the only measure of diversity for this activity, as ethnicity cannot be quantified for this purpose) will increase by 5%.
- The percentage of administrative staff in the agency representing diverse cultural/ethnic backgrounds will have increased by 3%.
- Exit interviews will have been conducted for 100% of the administrative and teaching staff who choose to depart from the agency on their own accord.

**Eastern Suffolk BOCES**  
**Strategic Action Plan IV.A: Human Resources Administration**

**2) Measurement B. Documented and Supported Professional Development for Administrative and Teacher Staff Units**

Baseline Year: 2008

Baseline Data:

- 20.4% of teachers acquired professional development hours for the purpose of salary increments as per the contract.
  
- The baseline data for the percentage of teachers meeting the 175 hour NYSED professional development requirement for maintenance of certificate is not yet available for 2007-08.
  
- 11.0% of Teaching Assistants acquired Level 3 certification.
  
- The baseline data for administrative professional development is currently 2 administrative leadership professional development days and 1 Superintendent Conference day. The total number of administrators attending this event is unavailable.

2016 Projection:

- The percentage of teachers acquiring professional development hours for the purpose of salary increments is an unreliable measure as this is an optional professional development opportunity as per the contract.
  
- 100% of the agency's teachers will have met the 175 hour NYSED professional development requirement within the 5-year cycle.
  
- 100% of the agency's teacher assistants will have met the 75 hour NYSED professional development requirement within the 5-year cycle.
  
- 20% of Teaching Assistants will have acquired Level 3 certification.
  
- 100% of the agency's administrative staff will have met the agency established criteria for professional development.

**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

**Tracking Teacher Professional Advancement**

Year	Total Number of Teachers (approximate)	Total Number of Teachers Acquiring Professional Development Hours	Percentage
2007-08	652	133	20.4%
2008-09			
2009-10			
2010-11			
2011-12			
2012-13			
2013-14			
2014-15			
2015-16			

**Tracking Teacher 175 hr. Professional Development (for maintenance of “Professional” certificate)**

Year	Total Number of Teachers (approximate)	Total Number of Teachers Acquiring Professional Development Hours	Percentage
2007-08	NA	NA	NA
2008-09			
2009-10			
2010-11			
2011-12			
2012-13			
2013-14			
2014-15			
2015-16			

**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

**Tracking Teaching Assistant Certification/Professional Development**

Year	Total Number of Teacher Assistants (approximate)	Total Number of Teachers Assistants Acquiring Level 3 Certification	Percentage
2007-08	239	26	11.0%
2008-09			
2009-10			
2010-11			
2011-12			
2012-13			
2013-14			
2014-15			
2015-16			

- A tracking mechanism is in place and is updated when information is received from staff. Data entry into the NYSED TEACH system is updated at the same time.
- As of June 30, 2008, there are 26 Teaching Assistants who hold a Level 3 certificate. A tracking mechanism is in place and is updated when information is received from staff. Data entry into the NYSED TEACH system is updated at the same time.

**Tracking Teacher Assistant 75 hr. Professional Development (for maintenance of certificate)**

Year	Total Number of Teachers (approximate)	Total Number of Teachers Acquiring Professional Development Hours	Percentage
2007-08	NA	NA	NA
2008-09			
2009-10			
2010-11			
2011-12			
2012-13			
2013-14			
2014-15			
2015-16			

**Eastern Suffolk BOCES  
Strategic Action Plan IV.A: Human Resources Administration**

**Tracking and Evaluating Administrator Professional Development**

Information from the Administrators Leadership Academy and Agency Sponsored Mentoring programs has been gathered:

Year	No. of New Administrators	No. of New Administrators Mentored
2007-08	NA	NA
2008-09		
2009-10		
2010-11		
2011-12		
2012-13		
2013-14		
2014-15		
2015-16		

\*3 were position changes/upgrades, etc. \*\* 7 were position changes/upgrades, etc

**Tracking Administrator 175 hr. Professional Development (for maintenance of “Professional” certificate)**

Year	Total Number of Teachers (approximate)	Total Number of Teachers Acquiring Professional Development Hours	Percentage
2007-08	NA	NA	NA
2008-09			
2009-10			
2010-11			
2011-12			
2012-13			
2013-14			
2014-15			
2015-16			



**Eastern Suffolk BOCES**  
**Strategic Action Plan IV.A: Human Resources Administration**

**3) Measurement C. Developed Succession Plans for Administrative Positions within the Agency**

Baseline Year: 2008

Baseline Data:

- Currently there is no formalized administrative succession planning taking place within the agency

2016 Projection:

- Succession plans will have been developed for Administrative Council positions

Baseline Data:

- An average number of 15 personnel administrators representing the agency's component school districts attended the 2007-2008 bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources

2016 Projection:

- The average number of personnel administrators participating in the bi-monthly personnel meetings facilitated by the ESBOCES Department of Human Resources will increase by 5 participants

**Regional Resource- Bi-monthly meetings**

Year	Total Number of Meetings	Average Number of Attendees	Total Number of Component School District Personnel Administrators	Topics covered
2007-08	5	15	51	
2008-09				
2009-10				
2010-11				
2011-12				
2012-13				
2013-14				
2014-15				
2015-16				

- Extranet site developed and demonstrated at the last 2007-08 Personnel Administrators meeting.

**Eastern Suffolk BOCES**  
**Strategic Action Plan V.A: Communicating Eastern Suffolk BOCES Initiatives**

**ADDRESSES BOCES GOAL(S):**

- VI: Technology
- VII: Strategic Planning
- IX: Public Information
- X: Internal Communications
- XI: Human Resources
- XII: Research, Program Improvement and Regional Advocacy

**RESPONSIBLE ADMINISTRATOR:**

Chief Operating Officer  
Director, Communications, Research, and Recruitment

**COLLABORATOR(S):**

Public Relations Specialist  
Graphics Supervisor  
Communications Program Assistant  
Web site Manager  
Graphics Material Designer  
Senior Stenographer  
Principal Clerk- Recruitment  
Clerk Typist

**STRATEGIC PLANNING STRATEGY:** 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.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
1. Implement a program to coordinate development and production of printed materials and establish consistent agency messaging.	On-going	Public Relations Specialist Graphics Supervisor	
2. Establish ties with 30+ program/services to ensure compliance with agency policies and regulations related to the Office of Communications.	On-going	Public Relations Specialist Communications Program Assistant	

**Eastern Suffolk BOCES**  
**Strategic Action Plan V.A: Communicating Eastern Suffolk BOCES Initiatives**

<p><b>3.</b> Implement a program that increases the percentage of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution.</p> <p>a. Collect data on the general public awareness and knowledge of BOCES mission and programs.</p> <p>b. Build student to student awareness, establishing ties with component school districts to report student success stories to students' home school districts.</p> <p>c. Distribute BOCES media material at community venues.</p> <p>d. Implement a program ensuring all major agency print media items are translated to Spanish and distributed to the Spanish speaking population in Eastern Suffolk County.</p>	<p style="text-align: center;">1/1/10</p> <p style="text-align: center;">On-going</p> <p style="text-align: center;">On-going</p> <p style="text-align: center;">On-going</p>	<p style="text-align: center;">Director, Communications,  Research &amp; Recruitment  Public Relations Specialist  Communications Program  Assistant  Graphics Supervisor</p>	
<p><b>4.</b> Develop and implement Public Relations and marketing outreach initiatives</p> <p>a. Maintain external media contact lists</p> <p>b. Maintain weekly communication with external Public Relations firm.</p>	<p style="text-align: center;">On-going</p>	<p style="text-align: center;">Public Relations Specialist  Communications Program  Assistant</p>	
<p><b>5.</b> Implement a plan for improving upon website communication initiatives and measure its effectiveness.</p> <p>a. Add functionality to esboces.org e.g., website calendar, opt in e-mail, photo gallery, online surveys, search engine.</p> <p>b. Web Manager to report and analyze traffic to esboces.org website on a monthly basis.</p>	<p style="text-align: center;">9/1/09</p>	<p style="text-align: center;">Director, Communications,  Research &amp; Recruitment  Public Relations Specialist  Graphics Supervisor  Communications Program  Assistant  Web site Manager  Senior Stenographer  Principal Clerk- Recruitment  Clerk Typist</p>	
<p><b>6.</b> Implement a plan for increasing awareness and use of the Office of Communications intranet site to promote agencywide communication and information sharing.</p>	<p style="text-align: center;">6/1/09</p>	<p style="text-align: center;">Public Relations Specialist  Communications Program  Assistant</p>	

**Eastern Suffolk BOCES**  
**Strategic Action Plan V.A: Communicating Eastern Suffolk BOCES Initiatives**

**RESOURCES REQUIRED:**

- Continued funding
- Previous evaluation reports
- Policy and regulation documents

**POSSIBLE SOURCES OF FUNDING:**

- Administrative and program budgets will support the Office of Communications budget.

**BASELINE DATA:**

- 1) **Measurement A. Informing the public so there is 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 – *measured by agency visibility in the media and community***

Baseline Year: 2008

Baseline Data:

Measure: Increasing the percentage of our stakeholders and the public at large that recognize Eastern Suffolk BOCES as a quality regional educational institution

Service Year	No. of articles appearing in external newspapers	No. of external TV programs featuring ESBOCES	No. of articles published on the ESBOCES website	No. of articles published in Highlights	No. of articles published in Dialogue	Average no. of monthly external Web Site visitors	No. of print media items produced (i.e. catalogs, calendars, brochures, etc.)
<b>2007-08</b>	184 (as of March 2008)	9 (as of March 2008)	72 (as of March 2008)	99 (as of March 2008)	17 (as of March 2008)	81,700	259
2008-09							
2009-10							
2010-11							
2011-12							
2012-13							
2013-14							
2014-15							
2015-16 (projected)	250 (projection includes Spanish print media)	15	70-90	80-100	15-20	200,000	200-260

**Eastern Suffolk BOCES**  
**Strategic Action Plan V.A: Communicating Eastern Suffolk BOCES Initiatives**

Measure: Increasing Awareness

- Collect community survey data on the general public's awareness and knowledge of ESBOCES mission and programs (currently no baseline data available)
  
- Evaluate the effectiveness of Highlights and Dialogue (currently no baseline data available)

**RESULTS:**

It is expected that approximately 60% of community members surveyed will be able to communicate the basic mission of the agency and feel informed about its primary initiatives.

It is expected that approximately 90% of staff and school district constituents will be able to communicate the basic mission of the agency and feel informed about its primary initiatives as a result of the information released via Highlights and Dialogue.

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**Eastern Suffolk BOCES**

**Strategic Action Plan VI.A: Researching, Improving Programs/Services, and Advocating for the Region**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards for Student Achievement
- II. Staff Development
- III. Shared Services
- IV. Program and Services Availability
- V. Cost-Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Health, Safety, Security, and Space
- IX. Public Information
- X. Internal Communications
- XII. Research, Program Improvement and Regional Advocacy

**RESPONSIBLE ADMINISTRATOR:**

Chief Operating Officer  
Assistant Superintendent, Human Resources

**COLLABORATOR(S):**

Director, Planning and Program Improvement  
Director, Communications, Research and Recruitment  
Program Administrator, Regional Grant Services  
Research Analyst  
Administrative Council

**STRATEGIC PLANNING STRATEGY:**

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.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
1. Facilitate strategic planning activities throughout Eastern Suffolk BOCES <i>(See Related Operational Action Plan VI.B)</i>	Ongoing through 2016	Dir., Planning & Program Imprvmt	
2. Facilitate the AFG activities leading to continued accreditation and re-accreditation for 2016-2023 of ESBOCES <i>(See Related Operational Action Plan VI.C)</i>	Ongoing through 2016	Dir., Planning & Program Imprvmt	
3. Establish the Office of Research as a provider of data for data-driven decision-making, both on the agency and regional level. <i>(See Related Operational Action Plan VI.D)</i>	Ongoing through 2016	Dir., Comm., Research, & Recruit. Dir., Planning & Program Imprvmt. Research Analyst	

**Eastern Suffolk BOCES**

**Strategic Action Plan VI.A: Researching, Improving Programs/Services, and Advocating for the Region**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
<b>4.</b> Facilitate the ESBOCES grants management process <i>(See Related Operational Action Plan VI.E)</i>	Ongoing through 2016	Dir., Planning & Program Imprvmt. Prog.Admin., Regional Grants Mgmt	
<b>5.</b> Facilitate advocacy activities and provide regular reports to the Board and ESBOCES community at large. <i>(See Related Operational Action Plan VI.F)</i>	Ongoing through 2016	Cabinet Dir., Planning & Program Imprvmt. Dir., Comm., Research, & Recruit. Prog.Admin., Regional Grants Mgmt	

**RESOURCES REQUIRED:**

- Planning and Program Improvement Office personnel and operating expenses
- Budget resources to cover expenses associated with Middle States AFG accreditation and validation activities

**POSSIBLE SOURCES OF FUNDING:**

- Integrated into the administrative and program budgets
- Special funds related to program improvement initiatives

**BASELINE DATA:**

**1) Measurement A. Strategic Planning**

Baseline Year: 2008

Baseline Data:

- Established ESBOCES strategic planning process is being followed agency wide
- Strategic plan is in place and being used, the plan for 2008-2009 has been finalized
- A new plan for 2009-2016 is being developed

2016 Projection

- 2015-2016 Strategic Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

## Eastern Suffolk BOCES

### Strategic Action Plan VI.A: Researching, Improving Programs/Services, and Advocating for the Region

#### 2) Measurement B. Middle States Association Accreditation for Growth process

Baseline Year: 2008

Baseline Data:

- Agency is preparing for the Re-Accreditation in December, 2008

2016 Projection: The agency will:

- Have received its re-accreditation in 2008-2009
- Have had a successful mid-point review
- Be preparing for another re-accreditation visit in 2015-2016

#### 3) Measurement C. Availability of Data for data-driven decision-making

Baseline Year: 2008

Baseline Data: The following data sources are available for decision-making:

- Results of Co-Ser Surveys, Facilities Surveys, Middle States Surveys
- eSchool data
- RIC data
- NYSED data
- Federal data
- Other outside data sources

2016 Projection

- All data sources will be available to decision-makers based on needs
- Decisions will be based on appropriate data sources

#### 4) Measurement D. Facilitative Grants Management

Baseline Year: 2008

Baseline Data:

- \$32 million of specially funded projects
- Four NY Initiatives Group meetings
- Briefing Book on Specially Funded Projects and Funded project listing on-line and available to administrators (annually)



## Eastern Suffolk BOCES

### Strategic Action Plan VI.A: Researching, Improving Programs/Services, and Advocating for the Region

#### 2016 Projection

- \$52 million of specially funded projects
- 6-8 Regional Initiatives meetings
- An appealing, designed Briefing Book and a Specially Funded Project List on-line and available to staff

#### **5) Measurement E. Advocacy Activities**

Baseline Year: 2008

Baseline Data:

- 20 Advocacy Activities i.e.:
  - Lobby Day in Albany
  - Legislative Breakfast
  - Advocacy Training Session
  - One Executive Briefing
  - PTA dinner
  - LIA participation
  - Report Briefings to Region

#### 2016 Projection

- Expanded advocacy activities (40) will be coordinated through the Cabinet and communicated through the Communications Office to internal and external stakeholders 6-8 Regional Initiatives meetings

DRAFT

**Eastern Suffolk BOCES**

**Strategic Action Plan VII.A: Ensuring Operations, Management, and Finance**

**ADDRESSES BOCES GOAL(S):**

- II. Staff Development
- III. Shared Services
- IV. Program and Services Availability
- V. Cost-Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- VIII. Health, Safety, Security, and Space
- X. Internal Communications
- XI. Human Resources
- XII. Research, Program Improvement and Regional Advocacy

**RESPONSIBLE ADMINISTRATOR:**

Associate Superintendent, Management Services

**COLLABORATOR(S):**

Administrative Council Members

**STRATEGIC PLANNING STRATEGY:**

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.

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
1. Annual review of agency Board policies, Administrative regulations, etc. to align with the latest and most current federal state and local requirements.	Ongoing through 2016	Associate Superintendent, Management Services and Divisional Directors	
2. Conduct annual evaluations and implement improvements for internal controls agency-wide.	Ongoing through 2016	Associate Superintendent, Management Services and Divisional Directors	
3. Increase internal and external leadership/resources/support role of all administrators and other appropriate staff within the division.	Ongoing through 2016	Associate Superintendent, Management Services and Divisional Directors	

**Eastern Suffolk BOCES**  
**Strategic Action Plan VII.A: Ensuring Operations, Management, and Finance**

**RESOURCES REQUIRED:**

- Time

**POSSIBLE SOURCES OF FUNDING:**

- Administrative and Program Budgets

**BASELINE DATA:**

**1) Measurement A. ESBOCES Board Policies and Procedures**

Baseline Year: 2007-2008

Baseline Data:

The following data sources are available to all ESBOCES Intranet users.

- 745 employees have access online to:
  - Board Policies
  - Administrative Regulations
  - Procedures
  - Agency forms
- Alerts notify users via e-mail of any new, revised, or deleted Board Policies, Administrative Regulations, Procedures and Forms
- Updates are provided on as needed basis due to changes in the law or internal procedures
- Annual list is compiled of Policies requiring notification or action
- One word search feature is available on the Intranet

Internet access available to component districts for Board policies

2016 Projection:

- Intranet access will be upgraded to provide all ESBOCES employees with access to the ESBOCES Policies, Regulations, Procedures, and Forms.
- Internet access to ESBOCES Regulations, Procedures and Forms will be provided to component districts.
- Electronic filing of forms will be instituted, including electronic signatures and tracking components
- Automatic updates will be provided to Administrative Council members when a policy calls for action or notification
- Updates to policies, administrative regulations, procedures, and forms will continue to be provided on an as needed basis
- Workshops on an annual basis will be provided to all users of the system
- Upgrades to the system will allow for multi-word searches for Intranet and Internet

**Eastern Suffolk BOCES**  
**Strategic Action Plan VII.A: Ensuring Operations, Management, and Finance**

**2) Measurement B. Evaluate and Improve the Agency's Internal Controls**

Baseline Year: 2007-2008

Baseline Data:

- Report to the ESBOCES Board on audits which have been completed by internal and external auditors over the past ten years
- Provide to the ESBOCES Board corrective action plans for the past five years
- Provide annual update to the ESBOCES Board regarding status of corrective action plans

2016 Projection:

- Continue to provide updated reports to the ESBOCES Board on Audits that have been conducted for the past ten years
- Prepare a five-year cycle for audits as identified by the external auditors to be completed each year by the internal auditors hired by the ESBOCES Board
- Corrective action plan for each audit completed by external or internal auditors
- Provide annual update to the corrective action plan to the ESBOCES Board
- Corrective action plans will be available on ESBOCES website for internal and external audits

**3) Measurement C. Provide Expanded Regional Leadership and Resources to School Districts in the Areas of School Operations, Business Management and Educational Finance**

Baseline Year: 2007-2008

Baseline Data:

- **Regional Leadership** - For the 2007-2008 school year, the Office of Management Services provided eight in-service meetings to school business officials
- **Resources** - ESBOCES currently supports a SharePoint site which provides up-to-date information to school business officials and a number of topics relating to fiscal issues impacting schools, workshops available or leadership information. There are over 120 users from component and non-component school districts with access to the site.  
ESBOCES currently provides a cooperative bidding service to 65 districts and three town governments. This cooperative bidding service has over 30 bid categories available and provides participants with Request for Proposal (RFP) specifications for eleven services via the online library which is accessed through the ESBOCES website.
- Associate Superintendent for Management Services is serving on the Purchasing International ASBO Committee and has presented a workshop at the annual NYS ASBO Summer Academy

**Eastern Suffolk BOCES**  
**Strategic Action Plan VII.A: Ensuring Operations, Management, and Finance**

2016 Projection:

- The number of workshops for school business officials will increase to ten per year offering topics that will benefit fiscal management operations and business management
- SharePoint will be expanded to accommodate additional users and will be accessible from the Suffolk County ASBO website. Users will be encouraged to add items to SharePoint. A SharePoint website will be set up for Superintendents to provide users with information regarding regional issues relating to schools
- The cooperative bidding service will provide access to e-procurement, a fully integrated online bidding system. The number of bids available will increase by 20% as will the number of RFPs
- The Associate Superintendent for Management Services will continue to serve on various committees with international, state, and local ASBO chapters. In addition, the Associate Superintendent for Management Services will present at three or more conferences per year

DRAFT

**Eastern Suffolk BOCES**  
**Strategic Action Plan VIII.A: Leading the Region in Technology Services**

**ADDRESSES BOCES GOAL(S):**

- I. High Standards for Student Achievement
- II. Staff Development
- III. Shared Services
- IV. Program and Services Availability
- V. Cost Effectiveness, Quality Management, and Operational Efficiency
- VI. Technology
- VII. Strategic Planning
- XII. Research, Program Improvement and Regional Advocacy

**RESPONSIBLE ADMINISTRATOR:**

Director, Regional Information Center

**COLLABORATOR(S):**

Divisional Administrator for Student Data Services  
Program Administrator for Student Data Services  
Administrative Coordinator for Student Data Services  
Administrative Coordinator for Student Management Systems  
Administrative Coordinator for Financial and District Services  
Assistant Administrative Coordinator for Technology Acquisition Services  
Microcomputer Repair Supervisor  
Various external stakeholders e.g. Directors of Technology, School Business Officials

**STRATEGIC PLANNING STRATEGY:**

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.

**Eastern Suffolk BOCES**  
**Strategic Action Plan VIII.A: Leading the Region in Technology Services**

<b>ACTIVITIES</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b> <i>(include dates - mm/dd/yy)</i>
<p><b>1.</b> Engage in Disaster Recovery Planning activities, both tactical and strategic with component school districts to effect a common strategy that can be supported through collaborative service offerings to maximize the efficiency and resources required to support a regional solution</p>	<p>Ongoing July 2016</p>	<p>Director, Regional Information Center RIC Administrators School district stakeholders</p>	
<p><b>2.</b> Continue to develop and expand upon current research and development partnerships with Higher Education institutions and other industry leaders, with school district involvement, to further the efficiencies and economies of scale that can be achieved through collaborative, regional services and maintain the highest standard of quality in delivery and support for all participating districts</p>	<p>Ongoing July, 2016</p>	<p>Director, Regional Information Center RIC Administrators School district stakeholders Higher Education partners Industry partners</p>	
<p><b>3.</b> Expand upon the details and measures defined within the annual Chapter 793 Technology Plan authored through the RIC with collaboration from both Eastern and Western Suffolk BOCES to continue to develop and deliver the highest quality technology related services for the region in compliance with all NYSED, and other guidelines as appropriate and applicable</p>	<p>Ongoing July, 2016</p>	<p>Director, Regional Information Center RIC Administrators Model Schools administrators from both Eastern and Western Suffolk BOCES</p>	

**RESOURCES REQUIRED:**

- Personnel
  - An anticipated increase of 3 or more FTE's is targeted

**Eastern Suffolk BOCES**  
**Strategic Action Plan VIII.A: Leading the Region in Technology Services**

- Facilities
  - Physical workspace has been expanded to include the Westhampton Beach DeFeo building to accommodate the growing FTE population needed to support expanding program performance and management of all resources
- Time
  - Timeframes for meeting new state and federal requirements can exceed SRIC and school districts ability to react in order to become compliant
- Equipment
  - Workstations for new personnel, SAN equipment, network expansion to accommodate increasing high-bandwidth internet connections by districts to SRIC NOC

**POSSIBLE SOURCES OF FUNDING:**

- Moderate funding required including participation by subscribing districts and grant funding.

**BASELINE DATA:**

**1) Measurement A. Chapter 793 Planning**

Baseline Year: 2008

Baseline Data:

- 2008-2009 Chapter 793 plan was developed with participation from Eastern Suffolk BOCES, Western Suffolk BOCES, and Regional Information Center staff members
- Chapter 793 Plan is in place and being used. Plan encompasses technology goals across the region relative to services delivered for 5 years into the future
- A new plan for 2009-2010 will be developed by March 2009 for annual submission to SED. This plan will be reduced to 3 years worth of visioning as per SED mandate
- As defined in Sections 3: Current Context, 4:Implementation Plan, and 5:Evaluation of the plan, progress against annual goals can be defined in measurable terms and will be demonstrated more specifically in accordance with the new template being provided by SED for the development and submission of these annual planning documents

2016 Projection:

- 2016-2017 Chapter 793 Plan will be finalized
- A new long-range plan for 2016-2023 will be developed

**2) Measurement B. Contractual School District Participation in Regional Information Center services**

Baseline Year: 2008



**Eastern Suffolk BOCES**  
**Strategic Action Plan VIII.A: Leading the Region in Technology Services**

Baseline Data:

- a. Shared Services contracts and contract modification requests are being prepared, finalized and approved by school districts electing to participate in RIC services for 2007-2008
- b. Cross contracts for school districts outside of Eastern Suffolk wishing to participate in RIC services are being received and approved for 2008-2009
- c. Multi-year contracts for goods and services are being fulfilled for 2008-2009

2016 Projection: The RIC will:

- Have increased participation in RIC services by school districts by at least 3% overall
- Have begun participating in RIC statewide service delivery models with other RICs across the state

**3) Measurement C. Increased Communications and Participation in RIC Sponsored Events**

Baseline Year: 2008

Baseline Data: The following data sources are available to document communication mediums and to document participation in RIC Sponsored events:

- Agendas and attendance information from Suffolk Technology Directors meetings (Meetings currently occur in person 6 times per year)
- Agendas and attendance information from District Clerk meetings/trainings (Meetings currently occur in person 2 times per year)
- Agendas and attendance from CIO meetings (Meetings currently occur in person 10 times per year)
- Software training opportunities for school districts occur based upon demand across multiple RIC programs/services at least 30 times per year for various topics
- Statewide RIC Directors meet in person at least 8 times per year

2016 Projection:

- Scope of events sponsored by the RIC will increase in frequency and breadth related to RIC services by at least 2% overall
- New communication paths will be developed and implemented to facilitate increased information sharing to all stakeholder groups. Current modes include paper, email, and website. Additional forms of interaction will be implemented and utilized
- Electronic records of meetings and training events will be deployed to facilitate greater access to event information

## **SECTION H: Appendix A – Reports of the Validation Teams**

Team Chair requested only conclusion/recommendation sections of reports be included.

*Full reports are available in evidence files.*

### **AFG Validation Reports**

- **December 1999 – Agency Level**
- **March 2001 – Divisional Level** (Three divisions)
- **December 2003 – Site Level I** (Nine of seventeen instructional sites)
- **March 2004 – Site Level II** (Eight of seventeen instructional sites)

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**

**COMMITTEE ON  
INSTITUTION-WIDE  
ACCREDITATION**

**REPORT OF THE  
*ACCREDITATION FOR GROWTH*  
VALIDATION TEAM**

**EASTERN SUFFOLK BOARD OF COOPERATIVE  
EDUCATIONAL SERVICES—AGENCY LEVEL EVALUATION  
PATCHOGUE, NEW YORK  
DECEMBER 14-17, 1999**

**CHAIR OF THE VALIDATION TEAM  
Susan K. Nicklas, Ed.D.**

**DISTRICT SUPERINTENDENT  
Eric L. Eversley, Ed.D.**

**INTERNAL COORDINATOR  
Terri Watkins, Ph.D.**

**SELECTED TEXT**

*Full Report Available in Evidence Files*

## ACCREDITATION RECOMMENDATION

A key role of the Validation Team is to make an accreditation recommendation to the Committee on Institution-wide Accreditation of the Middle States Association as a part of the written report. The seven-person team has unanimously concluded that the five key parameters—the non-negotiables of the *Accreditation for Growth* protocol—have been met.

These *Accreditation for Growth* parameters are:

- 1.) Eastern Suffolk BOCES is committed to focusing on the end results—improved student performance and organizational growth—as the primary priorities for improvement efforts.
- 2.) Eastern Suffolk BOCES is committed to operating from a vision of where the BOCES wants and needs to go with the Agency mission, beliefs, parameters, and goals serving as a unifying force for change.
- 3.) Eastern Suffolk BOCES is committed to including a varied spectrum of stakeholders in the process of defining its preferred vision and in developing the means to get closer to that vision.
- 4.) Eastern Suffolk BOCES is committed to a process where progress will be continuously reviewed.
- 5.) Eastern Suffolk BOCES has agreed to participate in an open peer review and external validation process by accepting outside visitors.

While the Validation Team was only able to conduct a general review of the draft Service Agency Standards, the Team is confident in making the following observations.

- 1.) The Agency has clearly defined appropriate goals.
- 2.) The Agency has established conditions under which they can be achieved.
- 3.) The Agency is working toward achieving the goals now.
- 4.) The Agency should be able to continue to do so for the foreseeable future.

Because Eastern Suffolk BOCES has so clearly demonstrated its commitment to the *Accreditation for Growth* parameters and to addressing quality standards for service agencies, the Validation Team will be most pleased to recommend accreditation for the Agency portion of the Eastern Suffolk BOCES. Middle States Association looks forward to the next steps of working with each of the divisions and each of the schools.

## CONCLUSION

### “A Beacon for the New Millennium”

It is because the Validation Team believes in the value of planning that these concluding comments begin by commending Eastern Suffolk BOCES for taking the bold move of choosing to become accredited via the *Accreditation for Growth* protocol. The BOCES recognized the opportunity to utilize an accreditation protocol based on strategic planning to begin an important transformation process.

The leadership in making this decision originated with the previous administration and Board, but District Superintendent Dr. Eric L. Eversley has been the driving force. The Validation Team commends Eric for his ability to both lead the organization toward a new future as well as encourage others to assume new leadership roles. It was refreshing to see how thoroughly the Board, the Cabinet, the staff, and the broader school community are beginning to embrace the strategic planning process as an organizational improvement tool. As a Board and a staff, Eastern Suffolk BOCES has ventured into relatively uncharted territories and have been pioneers in using this *AFG* approach, the first service agency in the Middle States region to pursue accreditation. The BOCES has done a wonderful job and that is largely because of a single minded, unselfish focus on what is best for its students.

The Validation Team believes that Eastern Suffolk BOCES is an organization that is “in transition” and it appears to be managing change well. The organization has dealt with the past merger and is focused on the increasing demands placed on BOCES, component districts, and students by Albany. There is a clear understanding that it will take change to remain a viable entity in such a rapidly changing environment. To deal proactively and systemically with these changes, Eastern Suffolk BOCES is developing a powerful new vision of for the 21<sup>st</sup> century. Thus, it is appropriate that as we begin the year 2000, the Validation Team closes its written report with a quote from one of the Agency’s brochures.

***On the first day of the 21<sup>st</sup> century, the sun will rise on a society where children will use computers as they once used crayons and construction paper. Adults will use new skills they developed in order to hold their current jobs or obtain new ones. Technology will continue to advance at a formidable pace. Those who do not move forward will be left behind.***

The Agency’s much-loved logo is a lighthouse and Eastern Suffolk has made the commitment to be a “lighthouse” for students, parents and the 53 districts of eastern and central Suffolk County it serves. The Validation Team wishes the entire Eastern Suffolk community well as you continue your important work as “a beacon for the new millennium.”

## APPENDIX A SUMMARY OF FINDINGS

### MAJOR COMMENDATIONS

**Eastern Suffolk BOCES is to be commended for:**

- taking the bold move of seeking to be the first New York State BOCES to engage in a thorough strategic planning process, to welcome onsite evaluation teams of peers, and to pursue accredited status.
- its willingness to test the draft set of Service Agency standards and for having the faith in its quality, the desire to learn more in an effort to improve, and the participative role the BOCES played in the development of these standards.
- the thorough and careful planning that the BOCES Cabinet conducted before embarking on the strategic planning process. Eastern Suffolk BOCES is a complex organization and taking the time to think through and actually **design** a desired process was a wise thing to do.
- the wisdom it demonstrated in choosing an individual who has both the leadership skills and organizational abilities to be an effective and personable Internal Coordinator.
- its willingness to build on past success at the Agency level, by continuing to use the same external facilitator for each of the Division planning sessions. The Validation Team found that individuals in the Agency trust the External Facilitator's skill and the Team believes that his continued involvement will ensure that desired alignment between divisional and Agency efforts will be in place.
- the willingness of the Board to allow the goals of the Strategic Planning Council to replace their own goals; this was a clear indication of their support for the process.
- gathering an excellent complement of individuals on the Strategic Planning Council. The Team was especially impressed with the SPC's work in developing Belief Statements that are intellectually and morally rich.
- the Parameters contained in the Strategic Planning document. They are bold commitments and are entirely consistent with and supportive of the Beliefs.
- developing Five-Year Goals that are formidable, worthy and commendable. The Team found unanimous agreement among the various stakeholder groups interviewed on the importance and comprehensiveness of these goals and the Team felt that these goals had been accepted and embraced.
- the superb instructional programs and services that are provided as well as the excellent climate the Team found in every site visited. Maintenance staff, clerical staff, teaching and administrative staff, and the students themselves deserve praises for creating a genuine learning environment.
- delivering one of the most complete and extensive programs of shared services in New York State.
- having the knowledge and understanding of the importance of conducting a three-level strategic planning process with the Agency plan setting general direction and the Divisional and School-site plans addressing the actual student performance and customer service needs.

## MAJOR RECOMMENDATIONS

### **The Validation Team:**

- expresses concern over the limited involvement of component district Superintendents on the Strategic Planning Council and urges the Council to make every effort to develop a more broad-based support network for the BOCES strategic planning processes among the component district Superintendents.
- recommends the expansion of the Strategic Planning Steering Committee to include the Division heads for Personnel and Business Affairs.
- recommends that an Internal Coordinators' Council, made up of Agency, divisional, and school level internal coordinators, be established so that this group can serve as a venue for sharing successes and challenges of the internal coordinators' role. This important networking might be accomplished through a combination of face-to-face meetings and on-line electronic discussions.
- believes that it is essential to begin building the capacity of other internal coordinators within the Agency to coordinate strategic planning efforts at the divisional and school level.
- suggests that consideration be given to terms of office for Strategic Planning Council members and that some type of rotational scheme for representation be considered.
- encourages Eastern Suffolk to codify and formalize the orientation process not only for new SPC members, but also for new parents and new staff. It is critical to demonstrate to everyone, at the beginning of every school year, the tradition and ethic of the planning process and the contents of the BOCES strategic plans.
- recommends that the Agency create strategies to celebrate accomplishments and successes in order to continue the level of commitment, momentum, and effort generated during the development of the plan.
- strongly recommends that "more high touch" efforts be initiated to involve and communicate the planning process. This may require the design of a consistent ongoing public relations action plan that includes public forums, presentations to the Chamber of Commerce, an item on every component district superintendents' meeting, a strategic planning video, and so on.
- recommends that the Strategic Planning Steering Committee review the key components of the TQM effort and the SDM process to define how they are inter-related with the strategic plan. It may be important to create a single model using common terms to help all staff understand how the "pieces fit together."
- strongly recommends that the originally conceived separate Instructional Support and Technology Services planning teams be reconsidered.
- recommends that the Personnel and Business Affairs arm of the BOCES organize its own planning team and conduct its own planning retreat aimed at designing its own goals and action plans in support of its internal and external customers and the overall strategic planning process.
- believes that the mission does not convey the passionate commitment to students and the truly inspirational qualities of the BOCES that the Team encountered in conversations with students, staff, and parents. Thus, the Validation Team urges the Strategic Planning Council to try to capture the spirit heard during the Team visit.

- suggests that consideration might be given to a Parameter regarding the importance of the strategic plan in the decision-making process.
- suggests that the Parameters be broadly disseminated to the various constituencies engaged with the BOCES. These parameters act as important guidelines that complement the content and spirit of the Mission, the Beliefs, and the Goals as well as the soon-to-be-developed divisional and site-based plans.
- recommends that prior to the Validation Team visits for each of the Divisions, a process of self-study of the Service Agency standards be conducted by BOCES staff and constituent groups.
- notes that there was evidence that some equipment and technology needs have not been met as a consequence of budget constraints in recent years. These issues of equity are important ones to resolve and the Team urges attention to it.
- believes that Business Affairs personnel need to rethink their role in the organization and focus on the need for the department to meet the needs of internal as well as external customers. As a part of this “rethinking,” Business Affairs personnel should become actively involved as full partners in the strategic planning process at both the Agency and division levels. They should serve in a solid support role in the development and execution of strategic action plans for both the divisions and schools.
- believes it is critically important that Business Affairs and Personnel activities are in alignment with the Agency and divisional plans. The Validation Team believes that the Business Affairs and Personnel offices should develop their own strategic plans through a strategic planning process similar to that in place for the other divisions.
- believes that there is a need for the Cabinet and the Business Office to work together to develop strategies that will enable the organization to procure the needed fiscal and human resources to not only meet customer needs but to also fund the development of new initiatives. The Team feels that there will be a growing need for support and funding for research and development activities to effectively anticipate needs and develop new and innovative programs.
- recommends that the Business Office take a leadership role in addressing two concerns about the strategic planning process. First, attention needs to be given to the budgeting timetable so that strategic action plans can be funded in an appropriate manner. Second, as the action plan teams begin their work, they need to know what the ground rules are so they don’t inadvertently either front-end load the plan before budgets can be established or make plans for something that has no hope of being funded.
- recommends that consideration be given to securing the services of an outside consultant, possibly through the Association of School Business Officials (ASBO). The financial arena within which the BOCES is operating is changing dramatically. It is likely that new practices and procedures are needed to ensure a more timely response to meeting the changing program needs of the organization.
- urges that every effort be made to fill the position of Deputy Superintendent, so that the curriculum and instruction needs of the Agency can be more adequately met. Given New York State’s emphasis on standards and assessment as well as the strategic plan’s focus on improving student performance, the appointment of a Deputy Superintendent for Curriculum, Instruction, and Assessment will be a welcome addition that can not happen too soon.



- recommends that BOCES leadership be more visible in the buildings, so that they have a greater understanding and closer relationship to the programs and services the BOCES provides.
- believes that to effectively accomplish its mission and goals will require a dedicated public relations effort. Many organizations that are the size of Eastern Suffolk BOCES have a public relations department led by a seasoned public relations individual. The Team encouraged Eastern Suffolk to consider just such a move.
- urges the Agency, divisions, and school sites to develop a **measurement system** that ensures accountability by documenting both the inputs (i.e. how many services and programs are offered, in how many locations) and outputs (i.e. how well do students perform and what was the level of satisfaction with the programs and services).

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**

**COMMITTEE ON INSTITUTION-WIDE  
ACCREDITATION**



**REPORT OF THE  
*ACCREDITATION FOR GROWTH*  
VALIDATION TEAM**

**EASTERN SUFFOLK BOCES  
DIVISION OF ADMINISTRATIVE SERVICES  
DIVISION OF INSTRUCTIONAL PROGRAMS  
DIVISION OF INSTRUCTIONAL SUPPORT, PLANNING,  
AND TECHNOLOGY SERVICES**

**PATCHOGUE, NEW YORK  
MARCH 28, 29, AND 30, 2001**

**John R. Battles, Ed.D.  
CHAIR OF THE VALIDATION TEAM**

**Eric L. Eversley, Ed.D.  
DISTRICT SUPERINTENDENT**

**Dr. L. Theresa Watkins  
Ms. Fran Knoedl  
Dr. Valerie Valenti  
Dr. Candace White-Ciraco  
INTERNAL COORDINATORS**

**SELECTED TEXT**

*Full Report Available in Evidence Files*

## ACCREDITATION RECOMMENDATION

**A**s a Validation Team we are asked to make an accreditation recommendation to the Committee on Institution-wide Accreditation at the conclusion of our visit. Our eleven-person team has unanimously concluded that

- 1) The Eastern Suffolk BOCES' Divisions have clearly defined appropriate objectives.
- 2) The Eastern Suffolk BOCES' Divisions have established conditions under which they can be achieved.
- 3) The Eastern Suffolk BOCES' Divisions are working toward achieving the objectives now.
- 4) The Eastern Suffolk BOCES' Divisions should be able to continue to do so for the foreseeable future.

In addition, the Validation Team believes that Eastern Suffolk BOCES' Divisions have shown evidence that each of the following *Accreditation for Growth* parameters are in place.

**A Focus on Student Performance and Growth.** There is a focus on student performance and organizational growth, and Agency improvement efforts are aimed at student learning, student performance, student results, and organizational growth.

**A Culture of Accountability in Organizational and Student Performance.** The objectives are measurable, there is a viable internal monitoring process, and an accountability system for monitoring the accomplishment of the action plans has been developed.

**A Planning Ethic.** The Divisions are engaged in a continuous clarification of their unique mission, beliefs, and expected performance objectives. The Divisions are action-oriented as shown by the development of long-term strategic action plans that integrate program, services, facilities, and support to address growth needs.

**Commitment to Continuous Improvement.** The Divisions are committed to continuous evaluation, an annual review process, peer review, and a dynamic process with the flexibility to modify action plans.

**Involvement of Representative Constituents.** There is a climate of inclusiveness and evidence exists of the involvement and collaboration of stakeholders in the planning process.

The Validation Team will be pleased to recommend accreditation for:

The Eastern Suffolk BOCES Administrative Services Division

The Eastern Suffolk BOCES Instructional Support, Planning, and Technology Services Division

The Eastern Suffolk BOCES Instructional Programs Division

## CONCLUSION

During the pre-visit conducted to the Eastern Suffolk BOCES in late February, the Chair and Co-Chair of the Validation Team asked District Superintendent Dr. Eric Eversley what outcome he expected from the countless hours spent in developing the strategic plan. Dr. Eversley made the point over and over again that his goal is one of cohesion. Could the Validation Team, he asked, measure whether the strategic planning process has brought the Eastern Suffolk BOCES and all its 2,000 employees closer together? The answer the Team has for Dr. Eversley and everyone else at the Eastern Suffolk BOCES is an emphatic, "Yes!" In countless instances, the Team found people enthusiastic about the strategic planning process because of the knowledge that they are pulling together.

The Validation Team concluded that people are enthusiastic about the strategic planning process because it means that they can see a common purpose. One of the best examples of this was the experience on the second day of the visit when over 200 members of the Suffolk BOCES staff gathered together to talk to the Team and to each other about their work. What the Team witnessed was an awakening among individuals throughout the room as they came to realize the impact each of them has on the work of the entire Eastern Suffolk BOCES community.

Why is this "coming together" such an important foundation for the work of the Eastern Suffolk BOCES? It is important because change cannot happen successfully until every person realizes the part s/he has in fulfilling the mission and goals of the BOCES. With this foundation in place, the BOCES is positioned to move forward toward achieving its vision for a preferred future and toward achieving its objectives.

The Validation Team found that the various Divisions, departments, and programs of the Eastern Suffolk BOCES are tenacious in their resolve to serve children in their educational community. The Team saw ample evidence of their efforts. The people speak of continuous improvement and constancy of purpose. Strategic planning and the process of developing objectives and action plans has taken this conversation to a new level. In other words, the people are ready.

As a result, the Validation Team has no doubt that, if the Board, Agency, and its Divisions have the resolve to do what you have said you want to do (i.e., implement the action plans), there is no reason why you cannot achieve the objectives you have set for yourselves and achieve your mission to "maximize education and career opportunities for Long Island's diverse community of life-long learners, both children and adults, and enhance the operational effectiveness of its schools."

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**

**COMMITTEE ON INSTITUTION-WIDE ACCREDITATION**

**REPORT OF THE  
*ACCREDITATION FOR GROWTH*  
VALIDATION TEAM**

**EASTERN SUFFOLK BOCES VISIT TO NINE SITES:**

BROOKHAVEN ACADEMIC CENTER  
NORTH COUNTRY LEARNING CENTER  
OUTREACH/PHOENIX HOUSE  
PREMM LEARNING CENTER  
SAYVILLE LEARNING CENTER  
ST. CHARLES LEARNING CENTER  
TERRYVILLE LEARNING CENTER  
H.B.WARD TECHNICAL AND ACADEMIC CENTER  
WESTHAMPTON BEACH LEARNING CENTER

**EASTERN LONG ISLAND, NEW YORK  
DECEMBER 10, 11, 12, 2003**

DONNA DURNO, Ph. D.  
CHAIR OF THE VALIDATION TEAM

GARY D. BIXHORN  
DISTRICT SUPERINTENDENT

CANDACE WHITE-CIRACO, Ed.D.  
INTERNAL COORDINATOR

**SELECTED TEXT**

*Full Report Available in Evidence Files*

## CONCLUSION

The Middle States Visiting Team to nine of the Eastern Suffolk BOCES schools had a full and rich experience of your agency and your schools and thank you for welcoming us. We wish to commend and thank Internal Coordinator Candace White-Ciraco and the Internal Coordinators at each of the schools for the extraordinary effort they put into organizing this whole process. While many staff and community folks participated in some aspect of the effort, these folks orchestrated the entire effort.

The leadership of Eastern Suffolk BOCES deserves a lot of credit. You had the vision to urge the Middle States Association to begin to accredit educational service agencies. Many agencies will benefit from your efforts. You were the first in the country to do so and Middle States is the only regional accrediting body in the country providing this accreditation opportunity. Forty-one states in the country now have educational service agencies and there are 660 service agencies in the country. You are the first educational service agency in the country with this accreditation. Having done that, you took it a step further and had each of your divisions go through the *AFG* process. This report recognizes your efforts in continuing with your commitment and taking the *AFG* process to the school level.

We anticipated a larger Validation Team to do this task of evaluation of the plans of nine schools. We also became aware of the emergency situation you found yourself in as a result of your member district's not sending the same number of students to the schools as they had indicated to you that they would, resulting in your financial emergency. Given this, our team members were anxious about this visit on our first evening session. When they returned from your schools the first day of the visit, they were so relieved. They were amazed at how professional and positive you were in the face of the adversity you are facing. They were so impressed with the quality of the learning experience you provide for your students. We think you are on the right track. You have put a planning process in place that we believe will be enduring. You have each developed objectives and action plans that touch many aspects of the program and which enjoy solid support from your entire school community.

You have done an outstanding job in the planning process. You built on the quality of the foundation created by the agency and division reviews and developed a process that shows you to be consistent with the Agency mission, beliefs, objectives, and action plans.

You have taken very bold steps with the depth of your planning process. By choosing *AFG*, your agency, your divisions, and now your schools have made several commitments.

- 1.) You have committed to focusing on the end results – organizational growth and improved student performance – as the primary priority for agency improvement efforts.
- 2.) You have committed to operating from a vision of where you want and need to go with the mission and beliefs serving as a unifying force for change.

- 3.) You have committed to including a varied spectrum of stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing action plans developed by these stakeholders.
- 4.) You have committed to a process where progress will be continuously reviewed.

Your collaboration and involvement in the planning process will be a strong base for your schools and for the Agency during this time of change caused mostly by external influences.

Your professionalism in spite of the changing environment is notable. It speaks well of you personally, it speaks well of your school cultures, and it speaks well of the work of your agency and the foundation your leaders are building.

You are obviously driven by the mission of the Agency and the related missions you have developed for your schools. As we reviewed your plans in preparation for the visit, as we observed and experienced in talking with you in the schools, and as we witnessed in the development of your objectives and action plans, your missions have meaning to you and they drive your actions.

In the schools you have kept your focus on the students, their needs, and their opportunities for growth and learning. Your commitment to your students is outstanding and observable in all of your actions.

The management style developing in the agency and in the schools is truly one of collaboration. Your efforts to shift from the authoritarian and paternalistic style so prevalent in education and other organizations in the past are paying off. You involve your staff in the making of decisions, which has resulted in their stronger commitment to the outcomes of the planning.

I would like to summarize the recommendations we make to you for continuing success in this process. While we commend the planning process you have used to do your *Accreditation for Growth* study, we found an insufficient focus on the Middle States Standards. Some of the planning documents only show the initial survey you did of the standards but not a direct focus on coming into compliance with the ones that were not fully met. The team members had to search for the information, and in many instances, learned that you used the survey information as the year progressed to formulate your plan. It is important to recognize that the *AFG* process is built upon compliance with Middle States Standards, in this case the school Standards, as a solid base for the planning process. We urge you to address these Middle States School Standards in your annual reviews in the schools as well as the achievement of your specific objectives.

While we recognize the environment in which you operate puts many restraints on the raising of revenue, there is a need for more finances to be available to the schools. The BOCES does not have a tax base so the raising of additional revenue is a challenge. We suggest, however, that you look at those possibilities as well as the restructuring of other processes that would result in additional revenue directed to the schools now that they have created strong plans to address their needs.

Directly related to finances is the issue of facilities. You have many needs for the development of your facilities for quality learning environments. We were pleased to learn that you have done overall facilities planning based on need and we encourage you to make that a priority. Earlier findings reported the same things to you and the schools didn't notice much difference

Technology is the fourth recommendation. We recognize the relationship here to both finance and facilities. Technology for communication purposes between staff and with parents would be facilitated by more use of email and web site communication. Efficiency of operation would be enhanced with more knowledge management solutions. And, most of all, student opportunity for learning is enhanced by having more technology integrated into instruction.

And finally, the lack of media and library services should be addressed, especially as it is so related to your literacy goals in many of your plans and it is so integral to learning.

The depth of planning you have done will serve you well in the environment in which you are currently operating. The push from the Federal and state governments for more inclusion of students with disabilities into regular classrooms and the need for more accountability for student learning required by your state, demanded by No Child Left Behind, and anticipated in the reauthorization of IDEA have brought about significant operating changes to your agency.

We wish you well as you continue on this journey. Your results thus far have resulted in improved learning environments for your students. The planning has resulted in a clear focus on what you need for continuous improvement. Your students and their families are fortunate to have you.



**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**

**COMMITTEE ON INSTITUTION-WIDE ACCREDITATION**

**REPORT OF THE  
ACCREDITATION FOR GROWTH  
VALIDATION TEAM**

**EASTERN SUFFOLK BOCES VISIT TO EIGHT SCHOOLS**

BROOKHAVEN TECHNICAL AND ACADEMIC CENTER  
CENTEREACH ACADEMIC CENTER  
ISLIP ACADEMIC/CAREER CENTER  
JEFFERSON ACADEMIC CENTER  
MASERA LEARNING CENTER  
MILLIKEN TECHNICAL CENTER  
SECONDARY INCLUSIVE TRANSITIONAL PROGRAM  
WILLIAM FLOYD LEARNING CENTER

EASTERN LONG ISLAND, NEW YORK  
**March 22, 23, 24, 25, 2004**

CHERYL A. FOGARTY, Ed.D.  
CHAIR OF THE VALIDATION TEAM

GARY D. BIXHORN  
DISTRICT SUPERINTENDENT

CANDACE WHITE-CIRACO, Ed.D.  
INTERNAL COORDINATOR

**SELECTED TEXT**

*Full Report Available in Evidence Files*

## CONCLUSION

The Middle States Visiting Team to eight of the Eastern Suffolk BOCES schools had a full and rich experience of your agency and your schools and thank you for welcoming us. We wish to commend and thank Internal Coordinator Candace White-Ciraco for her enthusiasm and dedication to the process. We also extend our heartfelt appreciation to the internal coordinators, administrators and staff at each of the schools. Your efforts, openness, and perseverance propelled the *Accreditation for Growth (AFG)* process forward.

Having had the benefit of participating in the accreditation process of all 17 schools, I am struck by the constancy of commitment of all your staff. The first Validation Team in December was confronted by a staff immersed in a relatively new process and met with news that started a wave of changes within the organization. These changes would, for some, drastically alter their jobs and the ways they interact with students. Staff was anxious, but more anxious to see their schools accredited and not yet expressing concerns about the future. The second Team in March met a staff settling in to the realization of those changes. There were more intense discussions, especially around the issue of finances and the unsettling prospects. But, in making these observations, the common thread in both of these visits has been the staff's ever-constant commitment to the students and, surprisingly, to the *AFG* process. Many schools commented that the planning process was the impetus for the unification and solidarity of staff in light of the many changes. *AFG* has given staff a focus and direction. As one staff person stated, "*AFG* is helping me get through (this)..." I am confident that with their continued involvement with *AFG*, the repercussions of these changes will be less devastating.

This attitude would not be possible had it not been for the leadership of Eastern Suffolk BOCES. You had the vision to urge the Middle States Association to begin to accredit educational service agencies. Many agencies will benefit from your efforts. You were the first in the country to do so and Middle States is the only regional accrediting body in the country providing this accreditation opportunity. Forty-one states in the country now have educational service agencies and there are 660 service agencies in the country. You are the first educational service agency in the country with this accreditation. Having done that, you took it a step further and had each of your divisions go through the *AFG* process. This report recognizes your efforts in continuing with your commitment and taking the *AFG* process to the school level.

You have done an outstanding job in the planning process. You built on the quality of the foundation created by the agency and division reviews and developed a process that shows you to be consistent with the Agency mission, beliefs, objectives, and action plans.

You have taken very bold steps with the depth of your planning process. By choosing *AFG*, your agency, your divisions, and now your schools have made several commitments.

- 1.) You have committed to focusing on the end results – organizational growth and improved student performance – as the primary priority for agency improvement efforts.
- 2.) You have committed to operating from a vision of where you want and need to go with the mission and beliefs serving as a unifying force for change.
- 3.) You have committed to including a varied spectrum of stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing action plans developed by these stakeholders.
- 4.) You have committed to a process where progress will be continuously reviewed.

Your collaboration and involvement in the planning process will be a strong base for your schools and for the Agency during this time of change caused mostly by external influences. Your professionalism in spite of the changing environment is notable. It speaks well of you personally, it speaks well of your school cultures, and it speaks well of the work of your agency and the foundation your leaders are building.

You are obviously driven by the mission of the Agency and the related missions you have developed for your schools. As we reviewed your plans in preparation for the visit, as we observed and experienced in talking with you in the schools, and as we witnessed in the development of your objectives and action plans, your missions have meaning, not only to you, but to all of the other stakeholders who became involved in the process.

In the schools you have kept your focus on the students, their needs, and their opportunities for growth and learning. Your commitment to your students is outstanding and observable in all of your actions.

I would like to summarize the recommendations we make to you for continuing success in this process. Although there is a great deal of enthusiasm for the planning process, the future of your teams is uncertain. This uncertainty would not be intentional. Because of the present and potential ebb and flow of staff within each school, it is recommended that a more formal process be adopted within the schools' structure in order to ensure the perpetuation of this vital process that you have all embraced. For effective planning to take place, there needs to be constancy in the groups of stakeholders who monitor and evaluate the success of the plans that you all have worked so hard to develop. The Team encourages each school to develop a formalized succession plan to address the issues related to when members leave the team and new members come on to ensure the intended continuity and achievement of student objectives.

While we recognize the environment in which you operate puts many restraints on the raising of revenue, there is a need for more finances to be available to the schools. The BOCES does not have a tax base so the raising of additional revenue is a challenge. We commend the formalizing of a Grants process to enable schools to apply for grants and realize additional revenue for their programs. However, revenue generated to operate schools cannot rely upon

soft money, but rather a financially solid infrastructure. Finances were a predominant issue in the accreditation of the first nine schools. To BOCES' credit, they have risen to the occasion and have made the first of many steps in retooling that financial infrastructure. In February 2004, the Student Services Delivery Continuum for the 2004-2005 school year was presented to the Superintendents within the BOCES region. This plan, based upon geographic anchors, was developed as a cost saving measure as well as a way to retain students. We are hopeful that this strategy and future innovative practices will be helpful in keeping the BOCES' classrooms viable

One final recommendation related to the finances standard is the need to examine the methods for ordering and delivering supplies in a timely manner. External factors, such as declining enrollment and increased health care costs, negatively affect the amount of resources available for supplies and materials. All of the schools had a story of waiting long periods of time to receive instructional materials or not receiving them at all. Center staff expressed confusion regarding allocation of funds and declining budgets. Looking at a consistent way of providing instructional resources is crucial to the ongoing operation of all of the programs. It is also the recommendation to provide better channels for communication and vehicles for disseminating information about budgeting and financial issues in a timely manner.

Technology is the last recommendation. It was recommended in the Oral Report that a Technology Plan be developed to address the needs in all of the schools. It was discovered afterward that a Technology Plan had been formulated, but that Plan had not been discussed with any of the Team members. As with the finances section, a system for communicating this plan and how it can be incorporated into the schools' plans and processes needs to be in place. Efficiency of operation would be enhanced with more knowledge management solutions. And, most of all, student opportunity for learning is enhanced by having more technology integrated into instruction.

The depth of planning you have done will serve you well in the environment in which you are currently operating. The push from the Federal and state governments for more inclusion of students with disabilities into regular classrooms and the need for more accountability for student learning required by your state, demanded by No Child Left Behind, and anticipated in the reauthorization of IDEA have brought about significant operating changes to your agency. Your staff is better prepared to handle these changes, although the next few years may be difficult.

We wish you well as you continue on this journey. Your results thus far have resulted in improved learning environments for your students. The planning has resulted in a clear focus on what you need for continuous improvement. Your students and their families are fortunate to be benefiting from your vision and determination.

## **SECTION I: Appendix B – Reports of the Mid-Point Reviews**

Team Chair requested only conclusion/recommendation sections of reports be included.

*Full reports are available in evidence files.*

### **Mid-Point Review Reports**

- July 2002 – Agency / Divisional
- November 2005 – Agency
- May 2006 – Site Level I (Dec. 2003 validation sites)
- December 2006 – Site Level II (March 2004 validation sites)

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**

**COMMITTEE ON INSTITUTION-WIDE  
ACCREDITATION**



**REPORT OF THE  
*ACCREDITATION FOR GROWTH*  
MID-POINT REVIEWER**

**EASTERN SUFFOLK BOCES  
and  
ESBOCES MANAGEMENT SERVICES DIVISION  
ESBOCES EDUCATIONAL SERVICES DIVISION  
ESBOCES REGIONAL SERVICES DIVISION**

**PATCHOGUE, NEW YORK  
JULY 10 AND 11, 2002**

**Kenneth D. Kastle, Ed.D.  
MID-POINT REVIEWER**

**Gary Bixhorn  
DISTRICT SUPERINTENDENT**

**Dr. L. Theresa Watkins  
INTERNAL COORDINATOR**

**SELECTED TEXT**

*Full Report Available in Evidence Files*

### **III. Conclusions and Recommendations**

Clearly, the Eastern Suffolk BOCES is making giant strides in implementing its strategic plan, in revising it as experience and results dictate, and in gaining in organizational capacity to plan strategically and to implement its plan. As noted earlier, much of what has occurred at the Eastern Suffolk BOCES could be considered an exemplar for other institutions to emulate.

Just as clearly, there is a considerable distance yet to go. This report has documented not only the successes that have been realized but also the areas of planning that still need serious attention. Paramount among these is the need to refine the objectives even further so they are clearly focused and measurable. As it now stands, most of the objectives are still lacking specifics regarding how performance will be measured, the level of performance at the present time, and level of performance that is desired. These specifics are important elements of the Middle States Association's expectations for an acceptable strategic plan.

Likewise, the action plans are in need of further development. The plans as they now stand are of use only as general statements of intended strategies. To be useful and to chart a roadmap for the accomplishment of the objectives, they are in need of greater specificity, logic, and comprehensiveness.

The planning structure and processes of the Eastern Suffolk BOCES are more efficient than they have been in the past. Through successive mutations, the Agency Wide Strategic Planning Council now oversees all planning efforts. This new, leaner structure is more logical given the realization by the planners that a single, agency-wide plan is preferable to four plans. The Council has organization subcommittees and ad hoc committees to address the needs of the individual units of the BOCES. The results of this organizational structure will most certainly include greater effectiveness and efficiency, and a clearer understanding of the planning structure and processes on the part of the BOCES' stakeholders. This Reviewer observed evidence of the latter often during the visit.

In our conversation about all that the BOCES wants to achieve, has done over the last three years, and has yet to do, Mr. Bixhorn offered that, perhaps the BOCES had taken on too much for a five-year plan. The Agency's Internal Coordinator is in complete agreement with this conclusion. This Reviewer recommends that the BOCES and the Middle States Association examine extending the period for the strategic plan to allow more time to accomplish its objectives. An extension of the time for the plan is entirely justifiable. Mr. Bixhorn is correct. The number of objectives constituting the BOCES' strategic plan is probably too great. Although all are important, and many are urgent, clearly the BOCES, like any institution, has finite energy and resources. The BOCES has documented clearly that it is making an honest and concerted effort to implement its plan and to achieve its objectives. This report has documented the fact that the Eastern Suffolk BOCES is acting in the manner in which a strategically planning organization is expected to act. It is implementing its plan, paying attention to the results of that implementation,

and then adjusting the plan and the organization itself based on these results. The latter element is providing the greatest challenge at this time. No one anticipated the degree to which the organization needed to be redesigned in order to make it possible to achieve its objectives. The 2001-2002 school year was spent mostly in the organizational restructuring. At the time of the Mid-Point Review visit, the restructuring was still in process, and there was much yet to be done. It is the judgment of this Reviewer that the BOCES' efforts should be honored by providing an extended time for it to achieve its goals.

Because there have been so many changes since the original Plan to Plan was developed, and since the Agency and Divisional evaluation visits, it is recommended that the Middle States Association and the Eastern Suffolk BOCES re-visit the expectations that were set forth in the Plan to Plan. The issues that need to be addressed include:

1. Given all the changes and adjustments, what will the Middle States Association expect will have been achieved at the time of the next Agency evaluation visit? Since the Plan to Plan document was created, the four planning processes have been combined into one. In addition, the objectives have been revised and combined so that there are 24 objectives for the Agency. The Agency is still undergoing organizational changes to put itself in a better position to implement its plans and to achieve its objectives. Most likely, very few if any of the objectives will be achieved within the five years of the Agency's accreditation period. Therefore, an agreement should be created by the BOCES and MSA to recognize these change and to make it clear what MSA will expect will have been accomplished by the time of the next evaluation visit.
2. Since any changes to what Middle States will expect for the Agency will have an effect on the instructional programs' planning for the next stage of the evaluation/accreditation process, it is important that any changes to the expectations be agreed to before the instructional programs are too far into their planning. Therefore, it is recommended that representatives of Middle States and the Eastern Suffolk BOCES meet as soon as possible for the following purposes—
  - a. To address the issues noted above and to develop an agreement regarding changes that Middle States will make to what it expects the BOCES will have accomplished by the next evaluation in order to retain its accreditation status;
  - b. To discuss the terminology being used by Eastern Suffolk BOCES. There is still some confusion on the part of the middle management and, in fact, this Reviewer regarding the terms being used for such critical elements of strategic planning as "objectives."
  - c. To revise the Plan to Plan as appropriate, to reflect the changes that have occurred since it was first developed. The Plan to Plan is not a useful document given all that has occurred since it was developed.



- d. To discuss how Middle States can be involved in introducing the *AFG* protocol and its expectations to the leadership and planning teams for the instructional programs. The sheer number of programs alone makes clear understanding by both parties essential. Cooperative involvement at an early stage should ensure that all parties (Eastern Suffolk BOCES, its instructional programs, and Middle States) are as clear as possible from the start what the instructional programs are told regarding the requirements and expectations of the protocol and how those requirements and expectations will play out at the BOCES. Consideration should be given to having more frequent consultations so the Middle States staff is kept abreast of and is involved in decisions regarding significant changes.
- e. To discuss further Mr. Bixhorn's proposal that Eastern Suffolk BOCES become more active as a facilitator for component districts that would be interested in pursuing Middle States accreditation using a strategic planning protocol. Eastern Suffolk's own experiences with strategic planning and the successes it has demonstrated clearly make them a valuable resource for the districts. Additionally, the entire BOCES would benefit if the BOCES and its component districts were all planning strategically and in a coordinated way, especially regarding improving student performance.

#### **IV. Overall Recommendation to the Commission**

Clearly, the Eastern Suffolk BOCES has lived up to the commitments it made when adopting the *Accreditation for Growth* protocol for accreditation. A continuous planning ethic is evident throughout the Agency. There is a clear focus on measurable results in terms of student performance and organizational growth. Representatives of the Agency's stakeholders continue to play an important role in the planning process. Therefore, this Reviewer recommends that the Committee on Institution-wide Accreditation continue the accreditation for the full, five-year period (to 2007) of the:

Eastern Suffolk BOCES Management Services Division  
(Formerly the Eastern Suffolk BOCES Division of Administrative Services)

Eastern Suffolk BOCES Educational Services Division  
(Formerly the Eastern Suffolk BOCES Division of Instructional Programs)

Eastern Suffolk BOCES Regional Services Division  
(Formerly the Eastern Suffolk BOCES Division of Instructional Support,  
Planning, and Technology Services)

It is further recommended that the Committee on Institution-wide Accreditation extend the period of accreditation for one additional year (to 2007) to the:

Eastern Suffolk Board of Cooperative Educational Services (Agency)

This action would recognize that, although there is one Agency with three Divisions that are accredited individually, there is now one planning process and one improvement plan with objectives that apply to the Agency as a whole. Therefore, future accreditation actions by and evaluations of the Agency and its Divisions should be accomplished simultaneously.

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**

**COMMITTEE ON INSTITUTION-WIDE  
ACCREDITATION**



**REPORT OF THE  
*ACCREDITATION FOR GROWTH*  
MID-POINT REVIEWER**

**EASTERN SUFFOLK BOCES  
PATCHOGUE, NEW YORK  
November 30, 2005**

**Kenneth D. Kastle, Ed.D.  
MID-POINT REVIEWER**

**Gary D. Bixhorn  
CHIEF OPERATING OFFICER**

**Dr. Candace White-Ciraco  
INTERNAL COORDINATOR**

**SELECTED TEXT**

*Full Report Available in Evidence Files*

# CONCLUSIONS AND RECOMMENDATIONS

## NOTABLE ACCOMPLISHMENTS

Following are some of the notable accomplishments since the 2002 Mid-Point Review that were observed in the course of this Review visit:

1. The performance objectives and their related operational plans have been greatly streamlined and, in their current iteration, are more highly focused and, therefore, more understandable and achievable.
2. The degree to which members of the ESBOCES staff below the senior executive level know about, understand, and support the strategic goals and the plans to achieve them has increased markedly. The degree to which all with whom the Visitor interacted were able to discuss the plan was impressive, particularly given the size of the staff.
3. Even more than in 2002, the ESBOCES' strategic plan has been institutionalized, i.e., it serves not only as a plan to identify and achieve strategic goals but also to govern and define much of what it is the BOCES does in its day-to-day work.
4. In addition to more refined goals and action plans, the ESBOCES has succeeded in identifying means for measuring its goals, and it has established baseline data for a many of those measures. One of the weaknesses noted during the previous Review was the lack of clear baseline data and performance targets. The Agency has now begun to record clear baselines and outcome effectiveness measures for each of its eight major strategy/objectives as well as the 29 related operational action plans. In 2003-04, only 12 out of 34 of the objectives and related operational action plans had effectiveness/outcome measures. As of 2005, all objectives and related operational plans rely on collection and analysis of effectiveness measures.
5. The ESBOCES staff has completed 38 of its action plans.
6. More than ever before, the ESBOCES is sensitive and responsive to its customers. The Co-Ser Survey and a number of other similar data collection projects have given the Agency's staff concrete evidence of the results of its work. Customers are asked to rate the work of the Agency's department and, importantly, most of the departments use that information to improve their services.

## CHALLENGES

While giving due credit for the many successes and achievements of the ESBOCES over the last six years, it is clear that the Agency will continue to face a number of challenges to its efforts to achieve the goals of its strategic plan. Among these challenges are:

1. Impending change in leadership when a new district superintendent is appointed. As noted above, the Board must take particular care to hire a district superintendent with the talent and skills to be the champion for and leader of the Agency's strategic planning efforts. In addition, the Board must make it clear to the new district superintendent that s/he is expected to lead the implementation of the Agency's vision for the Agency, not his or her own.
2. Impending retirement of a significant number of senior executives. Three of the six cabinet officers will retire at the end of the 2005-2006 school year. The Chief Operating Officer stated that there are talented people within the Agency capable of assuming these positions. However, the fact that the cabinet officers play such a critical role in implementing the strategic plan makes this impending transition particularly difficult for the Agency. As with the district superintendent, care must be exercised to ensure that those appointed to these positions have the talent and skills to lead the implementation of the action plans for which they will be responsible as well as commitment to the plan.
3. The sheer number of goals, objectives, and action steps has the potential for overwhelming the work of the Agency's staff. However, if the Strategic Planning Council continues to approve actions that are tied closely to the day-to-day work of the Agency, the staff will be able to continue to see that the strategic plan relates to and has real application their work. Many organizations make the mistake of developing a strategic plan that is not tied to the day-to-day realities of the organization and, as a result, the strategic plan often gets pushed aside because of the weight of day-to-day work. Such does not appear to be the case at Eastern Suffolk BOCES.
4. The agency stated in the report it prepared for the Mid-Point Reviewer that great progress has been made in identifying measures of effectiveness for the strategic goals and their action plans and baseline data for those measures. However, a review of the 2005-2006 strategic plan indicates that there still are many objectives and action plans for which measures have not been identified in the agency strategic plan or they are described only in general rather than concrete terms. In addition, there is still a considerable lack of recorded baseline performance data for most of the measures of effectiveness, and there was incomplete evidence of performance data being recorded and reported on an annual basis. Without specific measures of effectiveness, baseline performance data for those measures, and annual performance data, ESBOCES will not have the evidence it desires to determine if its action plans are having the desired effects and if they are making progress toward achieving their objectives. The absence of recorded performance data in the agency strategic plan also restricts the Agency's ability to be a data-driven organization, a major goal it has set for itself.

## RECOMMENDATION TO THE COMMISSIONS

The Eastern Suffolk BOCES continues to live up to the commitments it made when adopting the *Accreditation for Growth* protocol for accreditation. A continuous planning ethic is evident throughout the Agency. There is a focus on developing measures of effectiveness and measurable results in terms of student performance and organizational growth. Representatives of the Agency's stakeholders continue to play an important role in the planning process. Therefore, this Reviewer recommends to the Committee on Institution-wide Accreditation that the accreditation of the Eastern Suffolk BOCES be extended for the remainder of the term to 2009.

It is further recommended that the Committee on Institution-Wide Accreditation accept the request of the Eastern Suffolk BOCES that it be accredited as a single organization rather than as separate components: the Agency, the three Divisions, and the instructional sites.

This action would recognize that there is now one strategic planning process, one strategic plan, and one set of strategic objectives and action plans for all components of the Agency. Therefore, future accreditation self-studies and evaluations should recognize the organic structure of the Agency and its strategic plan.

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**

**COMMITTEE ON  
INSTITUTION-WIDE ACCREDITATION**

**REPORT OF THE  
*ACCREDITATION FOR GROWTH*  
MID-POINT REVIEWERS**

**Eastern Suffolk BOCES Instructional Sites:**

Brookhaven Academic Center  
North Country Learning Center  
Outreach House Academic Center  
Premm Learning Center  
Sayville Learning Center  
H.B. Ward Technical and Academic Center  
Westhampton Beach Learning Center

Eastern Long Island, New York  
**May 12, 2006**

Barbara Lightstone  
Bruce R. McGraw, Ph.D.  
MID-POINT REVIEWERS

Gary D. Bixhorn  
CHIEF OPERATING OFFICER

Candace White-Ciraco, Ed.D.  
INTERNAL COORDINATOR

**SELECTED TEXT**

*Full Report Available in Evidence Files*

## Concluding Summary Comments

The Mid-Point Review was an intense day that gathered a great deal of information and examined documentation to support the commitment of the BOCES and seven of its sites to the *AFG* process and to student achievement in academics and in behavior. The commitment to student achievement is sustained even though several of the sites have seen significant changes in the nature of the students who are served, with subsequent changes in programs and services. The Mid-Point Reviewers were impressed with the quantity and quality of the evidence provided to substantiate wide participation of staff in planning and implementing activities to address the objectives. There is clear commitment to the *AFG* protocol. In each site, the Mid-Point Reviewers were told that the *AFG* Protocol was working and was a unifying force both within each site and for the district as a whole. Repeatedly, faculty said that they believed that the process has and will benefit students.

There are several overall recommendations to be considered for the seven sites.

### **Engage Parents, Community Members, and Representatives of Sending Districts/Schools**

Evidence of engaged involvement of parents, community members and representatives of constituent districts/schools in the *AFG* protocol was mixed at the seven sites. For many, it appeared to the Mid-Point Reviewers, that involvement was defined as keeping people informed. Involvement is far more than informing constituents. Representatives of constituent districts/schools need to be involved since they are ultimately responsible for the achievement of their students. The third commitment each site and the BOCES have agreed to reads:

*They have committed to including a varied spectrum of stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing action plans developed by these stakeholders.*

### **Provide Membership Rotation for Planning Committees of the Larger Sites**

A regular rotation plan may be needed at several sites with larger numbers of staff to ensure the widest representation in planning. Evidence was sometimes minimal that indicated that membership was rotated on a regular basis and that roles and responsibilities were clearly delineated and written:

### **Review the *AFG Re-Accreditation Rubric***

The Association produced a *Re-Accreditation Rubric* that will be used by the BOCES when it prepares for re-accreditation. It may prove useful for the sites to review that rubric now to see what constitutes “exceptional evidence.” Given the commitment and competence of the staff and leadership, the BOCES is clearly capable of demonstrating “exceptional evidence.”

### **Consider Value Added Assessments**

Given the inevitable changes in the needs of students served, the BOCES should consider “value-added” measurements of student achievement in addition to using measurements of different groups (and needs) of students each year. This may prove particularly useful in situations where there are small numbers of students. The staff in the BOCES is clear that they take students with whatever extraordinary needs they display and improve their achievement. Why not measure the value that is added?



### **Encourage Conversations about How to Measure Success**

As part of the discussions about value-added and the changing nature of student needs, there should be conversations about what constitutes success and how success is measured. In responding to questions, staff was universal in declaring that the warm, supportive environment was critical to success. Research suggests that positive, trusting climates enhance but they do not guarantee student achievement. Recognizing that measurement of success addresses the heart of school improvement effort, the Mid-Point Reviewers recommend that regular conversations be organized in each site and in the BOCES to address the question, “How do we, and how should we measure success?” In other words, “What data will be accepted that will measure our interventions?”

### **Analyze, Use, and Display the Data** (at the heart of the protocol)

While each site wanted to “show off” its programs and students (of which there is much to be proud), the Reviewers were impressed that the *AFG* objectives data were displayed and emphasized. Clearly there is a commitment to the measurement of student achievement.

While the data were displayed, there was a noticeable lack of analysis and statements about what the data meant and how it was being used. There was very limited or no narrative discussion of the analysis of the data. It was simple presentation of data. The June 2005 *Summary of Student Performance Objectives* contains no analysis. The question to be answered is, “What do the data tell you?” The Reviewers were repeatedly assured that the most significant result of *AFG* was the use of data in decisions. Action plans are being reviewed and changed, but it was not clear that the changes were the result of data about the objectives. With a few exceptions, individuals appeared to be uncomfortable with explaining the data, particularly when challenged as to what the data meant. The Reviewers recommend that professional development be provided staff in statistics, data management, and data interpretation. Each site needs trained individuals who can collect and work the data and help others to understand and use data to improve instruction and measure success. Both competence and confidence in the use of data are needed.

In the display of data, the use of graphics was good, but could use some refinement. The presentation of data in text format was sometimes difficult to understand because of formatting. A person skilled in statistics and in the use of data should help the sites with data presentation.

Specifically, the Reviewers recommend that the number of students measured (the “N”) be displayed and used in analysis, being careful in making judgments with small numbers of students. The width of the scales also needs to be examined. Different conclusions may result. Where possible, numbers should be displayed in the graphics, particularly bar graphs. While additional data points and indicators (the “as measured by...”) may be added to an objective and additional data displayed, the sites need to display what is stated in the original text. For example, there were several instances where the indicator was a percentage of students but the displayed data were the number of students. Several sites displayed the objective’s target in the graphs. All sites are encouraged to do the same. Finally, there was no evidence that measures of significant differences were used. Just because there is a difference does not mean there is a real difference. Faulty judgments could be made.

The Mid-Point Reviewers recommend that for analysis purposes the data be disaggregated for different groups, including those required by No Child Left Behind. Different types of

interventions may result. Action plans should then be adjusted accordingly. When disaggregating, the sites should be cautious making judgments about small numbers of students.

Each site needs to display and share the data for all members of the community—the faculty, support staff, parents, community, constituent districts, and students. Share. Celebrate. Plan accordingly.

### **Use Frequent Feedback**

One of the hallmarks of effective strategic planning and continuous improvement is providing frequent feedback on performance that then frames decision-making. Some researchers have demonstrated that providing feedback is one of the most powerful actions that a classroom teacher can do to enhance student achievement. The sites and the BOCES should examine whether the current measurements are frequent enough to adjust programs. For example, there was limited 2005-2006 data presented to the Mid-Point Reviewers in May, suggesting that they are only available, analyzed, and used on an annual basis at the conclusion of the school year. That is okay, but additional, interim, measures may be needed to inform the process during the year.

Staff expressed some caution about the objectives, given the changes in student needs they have observed. The centers and BOCES are perfectly organized to get the results that they are getting. If the sites are not getting the results they want and expect, the leadership and staff need to ask, “Why not?” Should additional and different data be collected? Should the center continue more of the same interventions? If the site is not achieving, should the plan as currently organized be continued? One of the characteristics of insanity is doing the same thing over and over, expecting different results.

### **In Conclusion**

As with any worthy enterprise, much has been accomplished, much needs to be done. Clearly, the BOCES staff is committed to providing the very best for their exceptional students. Personnel are intense in their commitment to students and to learning. The stated vision serves the BOCES well: “Educational Services That Transform Lives.”

The Reviewers recommend that the Committee on Institution-wide Accreditation continue the accreditation for each of the seven sites reviewed.

**MIDDLE STATES ASSOCIATION OF  
COLLEGES AND SCHOOLS**

**COMMITTEE ON INSTITUTION-WIDE ACCREDITATION**

**REPORT OF THE  
*ACCREDITATION FOR GROWTH*  
MID-POINT REVIEWERS**

**EASTERN SUFFOLK BOCES INSTRUCTIONAL SITES:**

BROOKHAVEN TECHNICAL CENTER/

BELLPORT ACADEMIC CENTER

ISLIP ACADEMIC CENTER/ISLIP CAREER CENTER

EDWARD J. MILLIKEN TECHNICAL CENTER

CENTEREACH ACADEMIC CENTER

MASERA LEARNING CENTER

JEFFERSON ACADEMIC CENTER

WILLIAM FLOYD LEARNING CENTER

SUFFOLK COUNTY, NEW YORK

**December, 2006**

SHERYL GAVARAS

ANNE ELCOCK

MID-POINT REVIEWERS

GARY D. BIXHORN

CHIEF OPERATING OFFICER

Candace White-Ciraco, Ed.D.

INTERNAL COORDINATOR

**SELECTED TEXT**

*Full Report Available in Evidence Files*

## Concluding Comments

The Middle States Mid-Point Review Team reviewed the growth process made by the remaining seven Eastern Suffolk BOCES sites from the initial accreditation granted by the Validation Team to present. The Eastern Suffolk BOCES Central Administration and Site Administration and staff should be commended for their commitment to the *Accreditation For Growth* process. Dr. Candace White-Ciraco should be commended for her meticulous planning, coordination and monitoring of the process. The vision and leadership of the Eastern Suffolk BOCES aligns with the Middle States Standards. As the Mid-Point Review is completed, it is acknowledged that as the first educational service agency to receive accreditation, Eastern Suffolk BOCES and its individual sites continue to demonstrate progress through the planning, organizational growth and improvement of student performance as their primary focus.

As a result of the AFG process, a formal process has been adopted within the agency and individual school structure, which has perpetuated and stabilized the individual schools through the process and change. A formalized system has been put into place for staff transition and replacement. A consistent method to provide and disseminate instructional resources has been adopted. A communication system for budget planning and information dissemination has been established.

In response to the initial visitation by the Validation Team, Eastern Suffolk BOCES and individual site teams conducted a review of the Learning Media Services and Technology Standard which resulted in the relocation and procurement of new technology, additional structural technology components, use of internet resources, needs assessments, strategic planning, orientation and instruction integrated training. The ESB budget reveals increased expenditures for technology improvement. Collaborative long-range planning between agency planning committees, building planning teams and curriculum staff will result in e-mail functionality, infrastructure upgrades and BOCES Intranet within the next seven-year cycle of the process. Other responses to the initial Validation Team stipulation was evidenced by a data management system, equipment inventory system, laptop carts, multimedia carts, assistive technology, data warehouse and professional development and virtual reference collection software.

The ESB is to be commended for addressing these areas. They will improve student's learning and teaching. Providing professional development, which ESB finances, is also to be commended.

Each site is to be commended for their efforts for improvement. It is recommended that they continue to develop creative ways to involve parents, students, and community stakeholders in the AFG process, i.e. making them members of the advisory committee i.e. steering committee, SDM committee for programs and instruction. Understanding data, identifying what to collect data on, and how to interpret it, is essential to modifying instruction programs for the action plans; it is recommended that either a position be developed to work with the staff or provide professional development through ongoing in-services to support staff for data collection. Overall, all of these sites; staff and administration are to be commended for their commitment and dedication to the AFG process and to their students and families. The administration stated they are "constantly meeting with everyone, constantly communicating and constantly updating" and in spite of turnover has "stayed the course". They expressed that their strategic plan has "allowed them to stay up and ahead." They identify using a collaborative team model with a lot of planning. The self-reflection of all administration and faculty was evident throughout the process via reports, data, and interviews. They are to be commended for their efforts and success of accomplishment. BOCES has committed to a journey of self-discovery and constant adaptation to student and staff needs and we thank them for the opportunity to share in their accomplishment.

## **SECTION J: Responses to Special Commission Actions or Stipulations**

- **December 9, 2002 letter from Middle States/Susan Nicklas**  
on changes to the accreditation timelines for ESBOCES
- **May 1, 2003 letter from Middle States/Susan Nicklas**  
outlining changes granted by MSA including agency accreditation  
extended to May 1, 2009
- **January 20, 2005 correspondence to Middle States**  
including agency and sites' responses "Update on Learning  
Media Services and Technology Standard"  
*(12/03 sites granted Accreditation with Stipulations – did not meet Standard)*
- **September 26, 2005 correspondence to Middle States**  
including agency and sites' responses "Update Reports on  
Learning Media Services and Technology Standard"  
*(3/04 sites granted Accreditation with Stipulations – did not meet Standard)*
- **June 11, 2008 letter from Middle States/Steven Heft**  
Official letter of MSA acceptance of sites providing document  
of meeting Learning Media Services and Technology Standard



## Committee on Institution-Wide Accreditation Middle States Association of Colleges and Schools

Commission on Secondary Schools  
University City Science Center  
3624 Market Street  
Philadelphia, PA 19104  
215-662-5603 Ext. 44 Fax: 215-662-0957  
email: [snicklas@css-msa.org](mailto:snicklas@css-msa.org)  
website: [www.css-msa.org](http://www.css-msa.org)

Commission on Elementary Schools  
CSB Building, One Belmont Avenue  
Suite 618  
Bala Cynwyd, PA 19004  
610-617-1100 Fax: 610-617-1106  
website: [www.ces-msa.org](http://www.ces-msa.org)

December 9, 2002

**RECEIVED**

DEC 11 2002

Gary Bixhorn, District Superintendent  
Eastern Suffolk BOCES  
201 Sunrise Highway  
Patchogue, New York 11772

Dear Gary:

It was good to get a chance to meet and talk together in late October. I have been giving a lot of thought to what we discussed about the need for changes to the accreditation timelines of the Eastern Suffolk BOCES Agency and its divisions. As we discussed, the rationale for these changes is as follows:

- The Eastern Suffolk BOCES strategic plan is an extraordinarily comprehensive planning and change initiative. While most strategic plans are designed for approximately a five-year time schedule, ESBOCES has developed plans that touch nearly every aspect of the Agency's operations and that are designed to encourage fundamental and significant change throughout the organization. The types of changes in which ESBOCES is engaged require energy and resources and will certainly take longer than the typical five years to be fully implemented.
- The school and program level accreditation visits are expected to begin in Fall 2003 and extend through Spring 2004. If all goes as planned, the accreditation terms for each of the ESBOCES sites will likely extend from Spring 2004 to Spring 2009.
- Because of the dramatic changes that Eastern Suffolk BOCES has made to its planning processes and its divisional configurations, there is no longer a need to evaluate and accredit the Agency separate from the divisions. This was shown to be an effective approach by conducting a single Agency and Divisional mid-point review in July 2002.
- The Agency realizes that it still has work to do to effectively address the MSA accreditation standard on Results and Outcomes. The ESBOCES strategic plan still needs to have clearly defined assessment tools attached to each of the objectives/strategic statements in order for the Agency to know if its strategic plan is having the desired effect. Time is needed to allow ESBOCES to make these extremely critical changes.

Therefore, I am prepared to take the following recommendations to the Commissions for official action in April 2003.

- Extend the accreditation date of both the Agency and the Divisions to Spring 2009. This extension would allow Eastern Suffolk BOCES to focus attention on its strategic plan and the issues identified above. It would also promote the alignment of the Agency, divisions, and site-level accreditations into a single accreditation timeline.
- The extension of the accreditation to Spring 2009 would be contingent upon the successful completion of an additional onsite midpoint visit for the Agency and its divisions to be conducted in Fall 2004 or Spring 2005, once all of the school sites have received their individual evaluation teams.

In addition, please note that I have made the changes we discussed to the dues billing for Eastern Suffolk BOCES. Beginning with your July 2003 invoice, we will charge dues to ESBOCES using the same formula used to assess dues to all other service agencies (10 cents per students served in all component districts). There will continue to be a single dues invoice for the Agency, divisions, and all school/program sites. Thank you for understanding our need to make this change.

MSA remains interested in working with the State Council of School Superintendents to encourage involvement in the Middle States Association accreditation activities by both school districts and other BOCES agencies. In addition, we know you have a desire to become more active as an external facilitator for component districts interested in pursuing MSA accreditation using a strategic planning protocol. This latter idea may be a compelling "selling point" for other BOCES who may want to become engaged in MSA's work.

Can you please let me know whether you agree with the changes proposed above? A simple written confirmation would be all that is necessary for us to proceed with the recommendation to our Commissions. We look forward to our continued work together on behalf of the students and schools in eastern Long Island.

Sincerely,



Susan K. Nicklas, Ed.D.  
Executive Director, CSS  
Middle States Association of Colleges and Schools

cc: ✓ Terri Watkins  
✓ Candace White-Ciraco



**Committee on Institution-Wide Accreditation  
Middle States Association of Colleges and Schools**

Commission on Secondary Schools

Commission on Elementary Schools

3624 Market Street  
Philadelphia, PA 19104

GSB Building, One Belmont Avenue  
Suite 618

215-662-5603, Ext. 42 Fax: 215-662-0957

610-617-1100 Fax: 610-617-1106

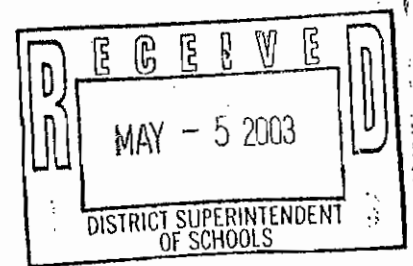
E-mail: [sheft@css-msa.org](mailto:sheft@css-msa.org)

Website: [www.ces-msa.org](http://www.ces-msa.org)

Website: [www.css-msa.org](http://www.css-msa.org)

May 1, 2003

Gary D. Bixhorn, District Superintendent  
Eastern Suffolk BOCES  
James Hines Administrative Center  
201 Sunrise Highway  
Patchogue, NY 11772



Dear Gary:

In accordance with my letter of December 9, 2002, and your response dated March 27, 2003, this is to inform you of the following actions taken by Middle States with regard to the Eastern Suffolk BOCES Service Agency, Divisions, and individual school sites.

- The accreditation date of the Agency will be changed to May 1, 2009. This will correspond with the accreditation expiration date of individual sites scheduled for visits in Fall 2003 (still to be specified).
- Accreditation of the three Divisions (Educational Services, Management Services, and Regional Services) will be discontinued as separate from the Agency and the sites. Functions and operations of the Divisions will be addressed as applicable during the self-study process and team visits involving other units of Eastern Suffolk BOCES.
- An additional onsite Mid-Point Visit to the Agency will be scheduled in Fall 2004 or Spring 2005, after all school sites have hosted their individual teams.
- Billing changes, as addressed previously, will be instituted with dues invoices for the 2003-2004 year.

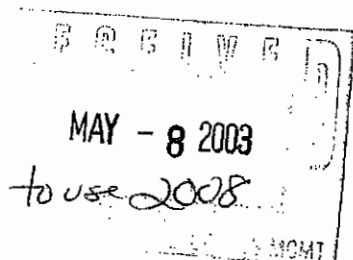
We look forward to continuing our coordinated effort for the benefit of the students, schools, and communities served by the Eastern Suffolk BOCES.

If there are any questions about these changes or their implications, please do not hesitate to contact me.

Sincerely,

Susan K. Nicklas, Ed.D.  
Executive Director  
Commission on Secondary Schools

*May 9th - Steve Heft said it okay for sites to use 2008 as end year and 2009 for Agency.*





## Pendergast, Alice

---

**From:** Pendergast, Alice on behalf of White-Ciraco, Candace  
**Sent:** Thursday, January 20, 2005 3:31 PM  
**To:** 'Steve Heft (E-mail)'  
**Cc:** Administrative Council; Administrative Council Secretaries; Adsitt, Marilyn; Barr, Janet; Wood, Dave; EdServCTEPrincipals; EdServSpedPrincipals; Academic Lead Teachers; Curriculum Teachers; Lucera, Dean; Barbara Braunstein (E-mail); Barbara Egloff (E-mail); Caroline Boettcher (E-mail); Daniell, Joan; Darren Schryver (E-mail); Denise Marciano-Botte (E-mail); Eileen Schweitzer (E-mail); Heikkila, Linda; Katsaros, Ann; Kim Misciagno (E-mail); Mary Harris (E-mail); Michele McGroarty (E-mail); Mike Ripa (E-mail); Pat Beach (E-mail); Rosemarie Benesh (E-mail); Stephanie Moulton (E-mail); Valerie Stone (E-mail); Van Brunt, Robert  
**Subject:** Update on Learning Media Services and Technology Standard  
**Attachments:** MS letter Tech Report for 12-03 sites.doc; 12-04 Instr Tech - Meeting the Tech Standard 2004-05.doc; 12-04 Virtual Reference Collection.doc; 12-04 BRAC -Tech and Media Standard Report.doc; 12-04 HBWTAC - Learning Media Technology Report Update.doc; 12-04 NCLC - Learning Media Services & Technology report.doc; 12-04 Outreach - MS Technology Report2.doc; 12-04 Premm - Media and Tech Report.doc; 12-04 Sayville - Learning Media Standard Update2.doc; 12-04 WHB - Technology and Media Services Report.DOC

Hi Steve,

Please see attached....



MS letter Tech  
Report for 12-0...



12-04 Instr Tech -  
Meeting th...



12-04 Virtual  
Reference Collec...



12-04 BRAC -Tech  
and Media Sta...



12-04 HBWTAC -  
Learning Media ...



12-04 NCLC -  
Learning Media S...



12-04 Outreach -  
MS Technology...



12-04 Premm -  
Media and Tech R...



12-04 Sayville -  
Learning Medl...



12-04 WHB -  
echnology and Med.

*Candace White-Ciraco, Ed.D.*

*Director, Office of Research & Planning*

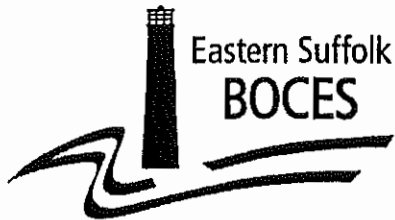
**EASTERN SUFFOLK BOCES**

*Sherwood Corporate Center*

*15 Andrea Road, Holbrook, NY 11741*

*Phone: (631) 218-4164 / Fax: (631) 244-2678*

*email: cwhiteci@esboces.org*



Educational Services That Transform Lives

**Gary D. Bixhorn**  
DISTRICT SUPERINTENDENT  
EXECUTIVE OFFICER

**Raymond F. Fell**  
INTERIM ASSOCIATE SUPERINTENDENT  
FOR REGIONAL SERVICES

**Candace White-Ciraco, Ed.D.**  
DIRECTOR, RESEARCH AND PLANNING

January 19, 2005

Mr. Steve Heft  
Middle States Assoc. of Colleges & Schools  
3624 Market Street  
Philadelphia, PA 19104-2680

Dear Steve:

Attached are the updates from the sites that were visited in December 2003 on their status regarding the Learning Media Services and Technology Standard. You will note that besides a file on each site, as was requested, we have included updates on both the divisional and agency levels in reference to how the sites are systematically being supported in this area.

If there are any questions, please do not hesitate to call me.

Sincerely,

*Candace White-Ciraco*

Candace White-Ciraco, Ed.D.  
Director  
Office of Research and Planning

CWC:ap

Attachments

cc: Administrative Council  
Marilyn Adsitt  
Janet Barr  
Dave Wood  
Ed Services Principals  
Academic Lead Teachers  
Curriculum Teachers  
Site Internal Coordinators

## Meeting the Standard 2004 – 2005

Dave Wood, Teacher Coordinator Instructional Technology  
Educational Support Services Department Update 12/04

### **STANDARD: Learning Media Services and Technology**

**The Standard:** Learning media services and technology function as important tools to enhance classroom instruction and other school activities. Well-organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

*As pertaining to the standard itself, it is thought that from a support standpoint it is important for all of the technology support staff to recognize the standard and remember it in the daily planning of activities. To that end, we have posted a large copy of the standard in each of the work areas where the technology support staff prepares for the day. In addition, we have developed as a staff to discuss the standard; its meaning and implications for our roles as technology support staff in the classrooms and strategies for meeting it. We have updated an agency-wide instructional technology plan with the standard in mind, and have incorporated goals which can be measured using the performance indicators.*

#### **Indicators:**

- Information resources and technology are of adequate scope, quantity, and quality to support the total educational program and encourage students and staff to broaden and extend their learning.

*During the previous school year, we have completed an agency-wide technology inventory which graphically mapped the resources available in each classroom. We noted the quantity and quality of the hardware in each classroom as well as the availability of network resources, and internet connectivity. Based upon the results of the inventory, we have attempted to relocate and/or procure new technology in order to bring appropriate technology resources to areas which were lacking. This included bringing new computers to classrooms where the existing computers were aging. In addition, some new computer labs were created, and existing computer labs were updated with new operating systems.*

*We also assisted the building/programs with planning for and procuring new instructional technology components including the addition of computer networking resources and assisted in providing expanded internet connectivity in buildings and classrooms where there was either a limited or absent connectivity. This involved co-planning and cooperation with other departments inside ESBOCES as well as "host district" technology personnel.*

- An information skills curriculum is provided to enable students to develop research and information literacy skills.

*As a department, we have facilitated the use of internet information resources including such media as on-line video, on-line dictionaries, encyclopedias, and other on-line document-based research materials, including an on-line virtual reference library collection. We have accomplished this via; initial research into such materials, provision of and maintenance of the necessary technology infrastructure, teacher training related to the use such materials, and ongoing support of the use.*

- Staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided.

*Staff from our department personally interact on a daily basis with staff and students from each of the instructional programs in ESBOCES. A routine part of our roles while we are onsite in the programs and classrooms involves the solicitation of information related to the instructional goals of the particular classroom, the services we provide, the quality of the technologies provided, and the perceived needs. As a result of the gathering of information, our staff routinely meets with each other to strategize ways in which to better serve the needs. We then act upon our strategies, continually assessing our impact, and continually adjusting our strategies.*

- Learning materials and technology are maintained in a manner that makes them accessible to students and staff. They are properly catalogued, housed, and periodically reviewed for relevancy.

*Our department has been responsible for maintaining the instructional technology components throughout the agency. We utilize a database of information related to all requests for instructional technology assistance. This database contains all relevant information necessary to provide the appropriate support. The information related to the requests is gathered through phone or fax contact, email correspondence, as well as personally. A daily review of requests is performed by the department, and solutions to the requests are developed and carried out daily.*

*Our department has also been responsible for needed relocation of technology components when programs and classrooms physically change location, and/or the instructional needs of the students in a particular location change based upon a change in student population. We are currently working on a plan for improving our services related to the necessary cataloguing, storage and redeployment of assistive technologies for students with physical disabilities.*

*As noted above, we have a graphical inventory of technology components for each classroom in ESBOCES, and we periodically update and review the information as necessary in order to maintain accuracy and relevancy.*

- Learning media center and technology staffs are sufficient and appropriately qualified to provide effective service to students and staff.

*The instructional technology support staff consists of certificated professionals who each have many years of experience delivering instructional technology support, and staff development. Each of the staff members has been involved in both receiving and delivering instructional technology staff development throughout the years. Some of the staff members have post-graduate level degrees directly related to instructional technology, and all staff members have practical knowledge of instructional methods and needs gained by both higher education and experience in the classroom.*

- Adequate orientation to the use of the learning media services, its resources, and equipment is provided to staff and students.

*The instructional technology support staff in conjunction with the curriculum support staff and school media personnel has delivered orientation and instructional integration training in the use of computers, and information technologies throughout the school year to all appropriate instructional staff as determined by perceived needs.*

- Learning media services and technology are appropriately supported through adequate funds provided in an annual budget.

*The department has assisted in the development of an annual budget for learning media services and instructional technologies throughout its history (it has been in existence in some form for over 20 years). The budget has fluctuated through its history due to both perceived technology needs as well as economic influences. Generally, the budget has a history of being perceived of as mildly adequate, although a detailed examination of the actual expenditures in the areas of instructional technologies would reveal that a great deal of money has been spent in*

*this area, with a constant focus on providing appropriate funding to areas which are perceived to have the greatest instructional technology needs.*

- Long-range planning activities are in place to ensure that the school keeps pace with information and technological changes.

*Our department, in conjunction with building technology planning committees, and other technology related departments and professionals within and outside of ESBOCES are constantly working to review and plan for technological changes. Literature related to all aspects of instructional technology is subscribed to and available to all members of the department, and is reviewed constantly. The department staff regularly attends technology related conferences and events. The department also makes excellent use of the technology itself in the pursuit of information related to its role in the agency. The department brings the knowledge gained through these methods to the planning processes in place in the agency. Members of the department regularly attend building technology planning meetings, curriculum planning activities, ESBOCES strategic planning activities, as well as Middle States Accreditation planning activities.*

## Virtual Reference Collection

In response to the Middle States evaluation of the Learning Media Services and Technology Standard, the Educational Services Division of Eastern Suffolk BOCES purchased access to the Virtual Reference Collection for all Special Education and Career and Technical programs for the 2004 -05 school year and has budgeted the cost of access in the 2005-06 budget, which is currently under development. Because it is difficult for BOCES to maintain actual libraries in our often temporary and rented facilities, and due to limited financial resources to purchase library books and materials, the Virtual Reference Collection was selected as the best way to provide our staff and students with these resources.

The VRC is a selection of databases and software that permit the user to log in with one password and easily navigate to each of the databases. The VRC is an invaluable research tool for both students and teachers. The VRC is an online library that is accessible at any time from any computer with Internet capability.

In addition to the VRC databases, users may also access the NOVEL (New York Online Virtual Electronic Library), a statewide virtual library provided free to the public by the New York State Library. NOVEL allows access to many newspapers and periodicals, business and science journals, Spanish language articles and many other resources.

Divided into three collections – elementary, middle and high school – the VRC is user-friendly at every level.

Participating schools access the databases through the worldwide web at <http://www.esboces.org/SLS/vrc.cfm>. Log-ins and passwords are required and available from each school's library media specialist. With additional districts and Eastern Suffolk BOCES Special Education, Career and Technology schools participating this year, it is anticipated that the usage will continue to increase.

## **Eastern Suffolk BOCES Administrative Technology Plan Summary**

### **Current Environment**

Eastern Suffolk BOCES' large Wide Area Network (WAN) provides high speed connectivity to ten campuses, including 1500 workstations and 48 servers, and terminates at our data center located at the *Regional Information Center*. Internet, e-mail, content filtering, anti-virus/anti-spam, application access, file access, printing and Virtual Private Network (VPN) services are all provided over the WAN. Support is provided through our Technical Support desk and the various network engineers and application specialists. Each building's administrative area has been extensively wired for connectivity, and every instructional classroom at all of the campuses has a minimum of one new connection. Instructional locations at these campuses are actively connected to the Internet via an ISP service. Additionally, eight remote learning center locations are also outfitted with state of the art equipment and are connected directly to the Internet via a broadband Internet service (Power to Learn) provided by Cablevision, these locations house both administrative and instructional end-users and also have a minimum of one connection in each classroom.

Microsoft Exchange 5.5 SMPT Mail Delivery and Microsoft Exchange 5.5 Outlook for Web provide e-mail and calendaring functionality for more than 1200 employees.

PeopleSoft management software provides Human Resources, Payroll, Accounts Payable, Accounts Receivable, Financial Reporting, Budgeting and Billing functionality. The software is currently accessed by more than 500 employees agency-wide using a Citrix MetaFrame solution.

### **Major Accomplishments July 2004 – September 2005**

Network connectivity and computer installations have been completed throughout the agency ensuring a **minimum** of at least one computer per classroom.

All major agency-wide switches have been replaced with CISCO state-of-the-art components.

10 mg fiber connectivity for major campuses has been installed and is operational, thereby increasing bandwidth by 600%.

A comprehensive PeopleSoft student enrollment management and reporting module was implemented.



**Eastern Suffolk BOCES  
Administrative Technology Plan Summary**

**Approved Projects Underway**

**Provide E-mail and calendaring functionality for all instructional staff:**

A pilot group of 200 teachers have been given E-Mail accounts and have received training. The target date for completion for all instructional staff is September, 2006.

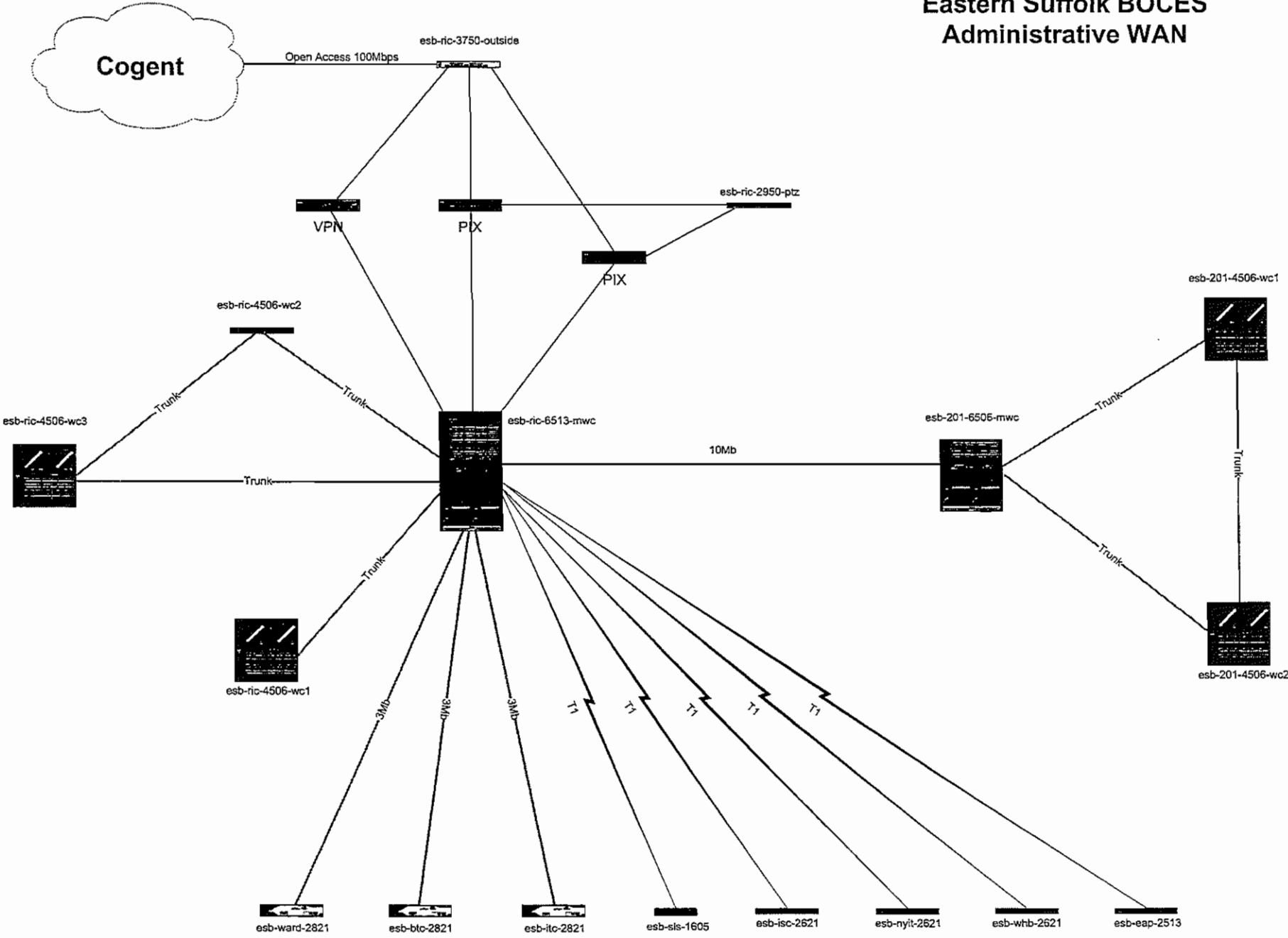
**Infrastructure Upgrade:**

Migration of network environment from NT 4.0 and Exchange 5.5 systems to an Active Directory and Exchange 2003 environment. Target completion date is June, 2006.

**BOCES Intranet:**

Microsoft Sharepoint Server 2003, utilizing an SQL database, has been installed serving as a secure web portal to access BOCES internal shared data (intranet). Staff training programs have been developed, and a limited number of staff have been trained and granted access. Target date for full implementation is July, 2006.

# Eastern Suffolk BOCES Administrative WAN



**Brookhaven Academic Center**  
**12/04 Update**

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**The Standard:** Learning media services and technology function as important tools to enhance classroom instruction and other school activities. Well-organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

**Indicators:**

- **Information resources and technology are of adequate scope, quantity, and quality to support the total educational program and encourage students and staff to broaden and extend their learning.**

August 24 & 25 2004-Attended the Superintendent's Conference Day Workshop, where we attended a workshop regarding the Virtual Library. This included a brief description of the program and its attributes.

September 7, 2004-As a part of the AFG discussion during the opening day meeting, BRAC staff was given general information regarding the Virtual Library concept. During the following months, we met with the representative from Educational Support Services Department of Eastern Suffolk BOCES (Dave Wood), the Brookhaven custodial staff and the BRAC librarian (Glenda Becker). As a result of those meetings we are in the process of setting up the library with Internet ready computers so our students and faculty can readily access the Internet and utilize this service for enhancing the contextualized learning model in place at BRAC. The plan is to have the room ready for operation prior to the beginning of the 3<sup>rd</sup> Marking Period.

- **Learning media center and technology staffs are sufficient and appropriately qualified to provide effective service to students and staff.**

Ms. Becker is a certified librarian who conducts media/Library classes on a consistent and regular basis to the students at BRAC.

- **Adequate orientation to the use of the learning media services, its resources, and equipment is provided to staff and students.**

Received a memo (dated December 2, 2004) from Joan Skelly regarding the Virtual Reference Collection. The memo contained basic and access information. As a result of this memo, we met with Glenda Becker, the BRAC librarian on December 14, 2004 to discuss the overall status of this AFG Standard. It was decided that a staff development workshop regarding the Virtual Reference Collection (VRC) (aka virtual library) would be planned for mid-January, 2005. It is expected that Elena Napolitano will conduct this workshop.

- **Other:** Besides the Academic teachers- Technology, Home and Careers, Life Systems and Communications teachers will have access to this library to enhance their curriculum.
- An information skills curriculum is provided to enable students to develop research and information literacy skills.
- Staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided.
- Learning materials and technology are maintained in a manner that makes them accessible to students and staff. They are properly catalogued, housed, and periodically reviewed for relevancy.
- Learning media services and technology are appropriately supported through adequate funds provided in an annual budget.
- Long-range planning activities are in place to ensure that the school keeps pace with information and technological changes.

**H. B. Ward Technical and Academic Center  
December 2004**

**Progress Up-date:  
AFG Learning Media and Technology Standard**

In the year that has passed since the Middle States' site visit in December 2003, progress in meeting the AFG Learning Media and Technology Standard can be described in six dimensions: Infrastructure, Hardware / Equipment, Software, Media Resources, Staff Development, and Management.

**Infrastructure**

We have succeeded in equipping every classroom on campus with high-speed access to the Internet. In approximately one third of our classrooms, multi-port Internet switches have been installed to allow simultaneous access by anywhere from 5 to 20 computers. Of the 50 instructional and management staff on campus who should have e-mail, half now have the capability. With the exception of several teachers who have campus-wide or agency responsibilities, the majority of the e-mail equipped personnel are management, support, clerical, and counseling staff. E-mail for the remainder of the teaching staff, on the Instructional Network, is planned for this year. In November, an agency-wide committee wrote an e-mail usage policy and guideline, for distribution to teaching staff and parents. Cable TV access, which has been a campus-wide goal, is limited to several classrooms in Building #1, and still needs to be addressed.

**Hardware / Equipment**

During the past year, 32 new, state-of-the-art computers have been purchased for use in the instructional programs, providing at least one new computer for each classroom on campus. Additionally, 18 used computers, donated to the school over the summer, are being repaired and up-graded by students in our Electronics Technology program, for eventual distribution to classrooms throughout the campus. We have also increased our multi-media equipment, campus-wide, to include 6 Smartboards, 8 Digital Projectors, and 14 TV units with VCR and/or DVD players. Although the instructional program has 32 state-of-the-art PDA's equipped with bar code scanners, which have instructional applications in a variety of programs, recent staff reduction has resulted in a hiatus in the software application instruction.

**Software**

The acquisition of instructional software is an on-going process in all of the instructional programs. The Technology Action Planning Team has identified the cataloguing of instructional software available campus wide, as a goal for this year, and is under way.

**Media Resources**

Although the establishment of a Media Resource Center on the campus is a goal of the Technology Action Planning Team, no progress has been made in this area due to space and funding issues. The BOCES has, however, subscribed to a rather substantial on-line database, developed and maintained regionally. All classrooms, staff, and students currently and recently have access to the Virtual Reference

Collection (VRC). Written instructions for accessing and using the VRC have been distributed to staff. Training sessions for administrative staff have been conducted. Scheduled sessions for instructional staff had to be postponed from the late fall, but are due to take place in January. Use of the VRC has been very limited, but is expected to increase dramatically after completion of the training. The Campus Computer / Internet Lab is in use a couple of periods each day, being staffed part-time. The lab is being used by a number of Career and Technical Education students for on-line coursework in a variety of academic courses needed for graduation. Other teachers, who have been through a staff development program on using the lab, make use of it during the week as part of their instructional programs. The Computer Lab is still under-utilized as a resource due to staffing limitations. Students using the lab participate in a basic computer / Internet literacy curriculum as a pre-requisite to lab use. The Portfolio Development Action Planning Team has established the passage of a Computer / Internet Literacy Test as a component of each completing student's portfolio. The Technology Action Planning Team has developed the test, which was in trial use last spring.

### **Staff Development**

The on-going staff development program at H.B. Ward, is overseen by the Staff Development Action Planning Team, which conducted a staff survey of professional development needs. Using the received data, a program of mini-course offerings was developed and is underway. Sessions are available during the "intersession" time at mid-day, and after school. Topics include Basic Computer, Powerpoint, Internet Literacy, Smartboard Use, and PDA Use, and are being utilized by instructional staff. Other workshops on a variety of technology topics are conducted by BOCES, are available agency-wide, and are accessed by H.B. Ward campus staff. The Curriculum Teacher has identified as a program goal, the establishment of a professional resource library on campus, for use by instructional staff. Acquisition of appropriate and current material is on-going.

### **Management**

During the past year, the BOCES has implemented a new agency-wide on-line student management system known as E-School Data. Every teacher, counselor, administrator, and instructional program secretary has access to the database, and all have been trained on daily attendance, progress reporting, grade reporting, etc. on the system. Additionally, the agency has implemented an on-line staff attendance management and substitute scheduling system known as AESOP. All instructional staff have completed training and are using the AESOP system. All administrative, clerical, counseling, support, work-study / placement staff, have e-mail, Internet, and shared file access on the administrative network. The campus continues to maintain its current web presence, offering information about the school and its programs to parents, students, component school districts and the community.

Although we still have a long way to go in terms of meeting our goals in the area of Learning Media Services and Technology, a number of important initiatives have taken place, and progress made during the past year.

**NORTH COUNTRY LEARNING CENTER  
IMPROVING STUDENT LIFE AND STUDENT ACTIVITIES  
12/04**

**MIDDLE STATES STANDARD  
LEARNING MEDIA SERVICES AND TECHNOLOGY**

In an effort to address performance indicators related to the Middle States Standard on Learning Media Services and Technology, the North Country Learning Center has developed and implemented diverse and comprehensive instructional resources and activities to broaden student opportunities. A primary goal at the North Country Learning Center is to expand the current library into a more technologically advanced media center. Students with multiple disabilities will be afforded the opportunity to interact with information which adequately correlates with the New York State Standards, their functioning level and interests in an age appropriate manner.

The AFG sub-committee has developed literature enrichment suggestions and has created a recommended book list for parents to reinforce learned literacy skills at home. Priority book lists to meet the needs of the emergent, beginning and advanced reader have solicited input from staff members and students into the types, quality and format of the informational resources available. Students have successfully obtained school library cards to promote realistic library related experiences. Various book drives and sales, supported by the NCLC Parent Faculty Organization (PFO), have resulted in substantial increases in resources, books and learning materials.

Since community integration remains a focal point by which instructional practices are developed and delivered, the North Country Learning Center has created a Community Education Resource Guide incorporating local libraries, museums and cultural events. Local libraries (i.e., Emma Clark's Library, Shoreham-Wading River Library, and Northport Library) carry similar books and resources at the students' ability level and local librarians have developed an enrichment reading program where students are actively read to in group oriented situations. Such processes ensure that materials and staff are sufficiently and appropriately qualified to provide relevant and effective services to meet the diverse needs of the student population. Community-based experiences are further reinforced through access to enrichment programs offered through the Long Island Museum of America, Art, History & Carriages in the Village of Stony Brook.

The expansion of the North Country Learning Library has facilitated a "Drop Everything and Read Program" which encourages peer reading within the student population. Connected sites (i.e., Samoset) will have access to the library/media center and higher functioning students will serve as positive role models and active participants in the peer reading process. The creation of a literature based Drama Club has enhanced the educational program by broadening the format by which literacy strategies are presented. The production of "Grease", incorporating active participation by both students and staff from the North Country Learning Center and NCLC at Samoset, reinforces English Language Arts and social skill development in both the school and community. This production allows educators to explore various literacy strategies to assist students with different learning challenges. In addition to such projects students continue their involvement in the Library/Book Smart and Arts in Education Programs which have been successfully shaped within the school culture of the North Country Learning Center.



## Outreach House

### **Learning Media Services and Technology Standard Update 12/04**

The staff of Outreach House recognizes the importance of learning media services, technology and their relationship as important tools to enhance classroom instruction and other school activities. We further understand and appreciate how well organized information resources reinforce knowledge, skills, and attitudes learned in other program areas. It provides opportunities to do research and interact with information necessary for success in today's society.

The following items are being integrated into Instructional Curriculum to enhance student outcomes and meet the performance indicators of the Learning Media Services and Technology Standard. This process has been ongoing and is one of the key points of emphasis in the instructional program development. The commitment to this area will take several years given the budgetary restrictions.

As of 12/23/2004

**The Standard:** Learning media services and technology function as important tools to enhance classroom instruction and other school activities. Well-organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

#### **Indicators:**

- Information resources and technology are of adequate scope, quantity, and quality to support the total educational program and encourage students and staff to broaden and extend their learning.
- An information skills curriculum is provided to enable students to develop research and information literacy skills.

#### Hardware

Winter 2003-2004

Purchase of 3 Dell desktop computers (classroom installation)

Upgrade of 3 existing dell computers (classroom installation)

Spring 2004

Purchase of 2 LCD projectors (for staff development and training use)

Winter 2004-2005

Internet access BOCES office computer

## **Software**

Winter 2003-2004

Content areas

Science-Glencoe Earth Science Virtual Labs CD-ROM

Math-Prentice Hall Math A&B Teacher Resource CD-ROM

Social Studies-Glencoe World History Primary Source Document Library,

U.S. Government Vocabulary Puzzle Maker,

National Geographic Picture Atlas of the World

English Language Arts-Microsoft Publisher (desktop publishing)

Fall /Winter 2004-2005

English Language Arts-Grollier's Interactive Encyclopedia CD-ROM

General - development & installation of Instructional Website Folder (for teacher staff development/ teacher resources and student research)

Eastern Suffolk BOCES Virtual Library Service made available

- Staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided.

Presently Shared Decision Making Committee developing long term goals & future student surveys

- Learning materials and technology are maintained in a manner that makes them accessible to students and staff. They are properly catalogued, housed, and periodically reviewed for relevancy.
- Learning media center and technology staffs are sufficient and appropriately qualified to provide effective service to students and staff.

( Instructional Technology Support Group Sherwood Instructional Center)

- Adequate orientation to the use of the learning media services, its resources, and equipment is provided to staff and students.

### Trainings/Projects

Spring 2004 English Language Arts-Microsoft Publisher 3 hour staff development

Mini Grant in Desktop Publishing Student Authoring Project

Winter 2004-2005 Teacher Training E-School Grade/Attendance system

Spring 2005 Mini Grant in "Adolescent Literacy/ Desktop Publishing an integrated approach"

- Long range planning activities are in place to ensure that the school keeps pace with information and technological changes  
**Action Plan to be developed by Shared Decision Making Committee**
- Learning media services and technology are appropriately supported through adequate funds provided in an annual budget.

**PREMM LEARNING CENTER**  
**12/04**

At the Premm Learning Center we have attempted to address the Middle States technology/Library concerns with the following:

- (1) **Creation of a teacher computer lab – (existing)**
  - Assists with development of lesson planning
  - Provides opportunities and access for teacher research
  - Simplifies student attendance procedures
  
  - I.E.P. goals
  - Provides opportunities and arena for ongoing teacher training.
  
- (2) **Development of Student Library – (in process)**
  - Provides students with access to student literature
  - Provides students with own library card
  - Provides students with library experience, opportunity to “check out” books
  - Provides ongoing storytelling experiences and/or guest readers
  - Provides opportunities to create follow-up activities that support ongoing classroom curriculum (videos, hands on)
  - Supports New York State standards and Alternate Performance indicators
  
- (3) **Use of recently developed Virtual Library System**
  - Provides ongoing teacher resource
  - Development of student stations enabling future use of virtual library system (student lab)
  - Provide increased student access to existing curriculum and development of new curriculum more in line with student disability levels
  
- (4) **Completion of building addition (expected Spring 2005)**
  - Provision of new classrooms with internet capability
  
- (5) **Development of student centered movie theatre**
  - Provides access to multi-media
  - Provides training for potential future employment
  
- (6) **Use of touch screen computer monitors**
  - Increased student access, especially with more severely disabled students
  
- (7) **Ongoing research and acquisition of appropriate computer software for developmental population with varying degrees of disability.**

## SAYVILLE LEARNING CENTER

12/04

### REVIEW OF THE LEARNING MEDIA SERVICES AND TECHNOLOGY STANDARD

The Sayville Learning Center administrators and staff have engaged in a series of activities designed to meet the Middle States performance indicators for the Learning Media Services and Technology Standard. During the 2003-2004 school year, training has been provided to a small group of instructional staff in use of Power Point, Publisher and Moviemaker. In 2004-2005 laptop training was given to a limited number of students in Moviemaker, Publisher and Power Point with future availability to more classes. We have access to the Virtual Reference Connection and this is being made available to staff.

- Information on resources and technology are outdated. Software for classroom instruction is limited in quantity and is not sufficient to support the educational program.
  - Staff has been exploring the availability of community resources/programs through companies such as Computer Associates. This has resulted in a company-sponsored trip to Computer Associates for our 5<sup>th</sup> graders. We will continue to explore other programs through this company.
  - Two staff members have received training in grant writing and we will be exploring possible funding through grants to meet this need.
- We are lacking resources for educational software to compliment NYS Curriculum and AFG Academic goals. Internet connection has not been provided in each classroom, although the feasibility of this is being explored. Currently there is one Internet location available in the school library that services eight computers
  - The agency's ELA K-12 Committee is previewing software that supports NYS Standards and Literature Works Reading Program. We anticipate being able to order software through this committee.
- We do not have a uniform curriculum to help students develop research and information literary skills. Our Computer Lab/Media Center can only accommodate a limited number of students in the Process Writing Program (25 – 30 students).
  - The instructional staff and technology staff are researching a uniform curriculum to help students develop research and information literary skills.

REVIEW OF THE LEARNING MEDIA SERVICES AND TECHNOLOGY STANDARD....cont'd

- Learning materials and technology are maintained in the Media Center, where all students and teachers have access to them during regularly scheduled library instructional periods. These are catalogued and reviewed by the media staff on a regular basis.
- Adequate orientation to the use of the learning media services resources and equipment is provided to staff and students. This information is expected to reach all students but has not done so as yet.
- Learning Media Services and Technology are not appropriately supported through funds provided in the building budget.
  - The agency will be approached to request additional funds to be earmarked to support technology at the building level. Agency resources will be accessed to assist with grant writing where feasible.
- Learning Media Center and Technology staffs are well qualified and are excellent trainers. However, they are not sufficient in number to meet the needs and provide services to students and staff in a timely fashion.
- Long range planning was accomplished several years ago but this was hindered by inadequate resources.
  - We are planning to re-submit our technology plan and request additional funds to support our current AFG goals. Additionally community organizations will be approached for donations.

**Westhampton Beach Learning Center**  
**12/04**

Update on progress towards the Standard on: **Learning Media Services and Technology**

The following supports are in place to help insure progress towards the Learning Media Services and Technology Standard:

**Learning Media Services**

**Services of a Library/Media Specialist two days per week.**

Provides Library Science to our secondary students

Assists by providing expertise with the organization and set-up of the Library Media Center.

**Online Access to a Virtual Library** has been approved and is available on our computers. Staff are awaiting turn key training.

**We have the support of a full time Teaching Assistant who is assigned to the Library/Media Center.**

This individual oversees the checking in and organizing of all new materials

Provides support to the staff about what is available in the Library/Media center and how to access these materials

Has put together a PPT that can be viewed by staff that provides an overview of the library and how to access materials

Has provided formal training to staff on use of the Library

Provides technical assistance to staff and students who are using the Media side of the Library/Media center

Provides information to the administrative team and the Library Media Committee about what needs to be updated and/or ordered

Publishes a monthly newsletter to staff highlighting new materials in the Library/Media Center

Oversees the organization of our On-Site Teacher Resource Center with the help of our Curriculum Teacher

Training provided to her in Microsoft access to help upgrade the staff member's skills

**Teacher Resource Center**

An area of the Library has been set aside for an onsite Teacher Resource Center. Teachers are encouraged to submit lessons to the center. An orientation to the Resource Center has been conducted. The site Shared Decision Making Committee has recently decided to encourage staff who are asking for approval for certain types of staff development to create a lesson from their activities to submit to the Resource Center.

### **Improved and Updated Materials:**

Allocations of building moneys have been set aside for Technology and Media needs  
Annual Scholastic Book Fair profits have been devoted to updating books and other media materials for the library

Donations of materials from outside sources (parents, Special Education Teacher Resource Center, staff, etc) have improved our inventory

Donation of an Encyclopedia set

Materials exchange with other sites for purposes of establishing Library/Media Centers

Agency Purchase of materials through the ELA committee

Donated books on tape are available

### **Technology**

The onsite Technology Committee surveyed staff about what their software needs were and purchased them.

Site purchased digital cameras and scanners

Technology Committee recommended purchase of assistive devices to facilitate access to computers for more dependent students. These were purchased and staff were trained in their use.

The computer lab and every classroom is now capable of online internet access

Instructional Technology teachers from the agency are available to the site and have come to do multiple trainings (see below)

Staff training has been provided in:

- "Part 200" (online ability to generate a students proposed IEP goals and objectives)

- Microsoft Publisher

- Library/Media Usage

- Boardmaker

- Microsoft Power Point

- Computer Basics

- New York State Alternate Assessment Digital Forms

- Digital Cameras

- Moviemaker

- Jeopardy software for teaching

Student training has been provided in:

- Moviemaker

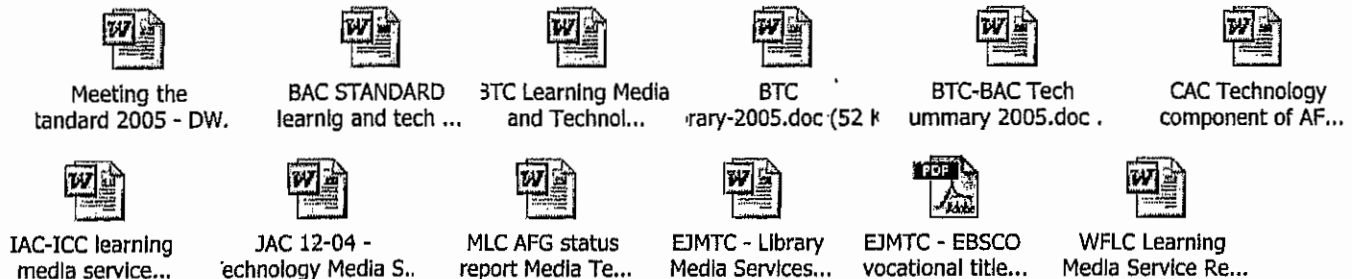
- Jeopardy

## Pendergast, Alice

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**From:** Pendergast, Alice on behalf of White-Ciraco, Candace  
**Sent:** Monday, September 26, 2005 3:13 PM  
**To:** Steve Heft (sheft@css-msa.org)  
**Cc:** Administrative Council; Administrative Council Secretaries; Adsitt, Marilyn; Barr, Janet; Wood, Dave; EdServSpedPrincipals; EdServCTEPrincipals; Academic Lead Teachers; Curriculum Teachers; Ferry, Keith; Barbara Braunstein (blbpsych@aol.com); Barbara Egloff (begloff718@yahoo.com); Caroline Boettcher (Caroline Boettcher); Daniell, Joan; Darren Schryver (darrenps@optonline.net); Denise Marciano-Botte (Denise Marciano-Botte); Eileen Schweitzer (Bulldogger\_99@yahoo.com); Heikkila, Linda; Katsaros, Ann; Kim Misciagno (Kim Misciagno); Mary Harris (mary5ken@optonline.net); Michele McGroarty (Michele McGroarty); Mike Ripa (Mike Ripa); Pat Beach (Pat Beach); Rosemarie Benesh (RWBENESH@aol.com); Stephanie Moulton (Stephanie Moulton); Valerie Stone (VJStone@aol.com); Van Brunt, Robert  
**Subject:** Update Reports - Meeting the Learning Media Services and Technology Standard  
**Attachments:** Meeting the Standard 2005 - DW.doc; BAC STANDARD learnig and tech 8-05.doc; BTC Learning Media and Technology Report.doc; BTC Library-2005.doc; BTC-BAC Tech Summary 2005.doc; CAC Technology component of AFG plan.doc; IAC-ICC learning media services 2005.doc; JAC 12-04 - Technology Media Standard report.doc; MLC AFG status report Media Tech Standard 9.05.doc; EJMTC - Library Media Services.doc; EJMTC - EBSCO vocational titles.pdf; WFLC Learning Media Service Report.doc

Attached are the updates from the sites that were visited in March 2004 on their status regarding the Learning Media Services and Technology Standard. You will note that besides a file on each site, as was requested, we have included an update on the agency level in reference to how the sites are systematically being supported in this area. Please let me know if you have any questions or need us to also send you hard copies of the attached.



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## **Meeting the Standard 2005 - 2006**

**With Emphasis on BTC, BAC, CAC, IAC, ICC, JAC, MLC, EJMTC, WFLC**

Dave Wood, Teacher Coordinator Instructional Technology  
Educational Support Services Department Update 09/05

### **STANDARD: Learning Media Services and Technology**

**The Standard:** Learning media services and technology function as important tools to enhance classroom instruction and other school activities. Well-organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

*As pertaining to the standard itself, it is thought that from a support standpoint it is important for all of the technology support staff to recognize the standard and remember it in the daily planning of activities. To that end, we have posted a large copy of the standard in each of the work areas where the technology support staff prepares for the day. In addition, we have met to discuss the standard; its meaning and implications for our roles as technology support staff in the classrooms and strategies for meeting it. We have updated an agency-wide instructional technology plan with the standard in mind, and have incorporated goals that can be measured using the performance indicators.*

#### **Indicators:**

- Information resources and technology are of adequate scope, quantity, and quality to support the total educational program and encourage students and staff to broaden and extend their learning.

*Our agency-wide technology inventory graphically maps the resources available in each classroom. We are aware of the quantity and quality of the hardware in each classroom as well as the availability of network resources, and internet connectivity. Based on the inventory, we have relocated and/or procured new technology in order to bring appropriate technology resources to areas which were lacking. This included bringing new computers to classrooms where the existing computers were aging. In addition, some new computer labs were created, and existing computer labs were updated with new operating systems.*

*We also assisted the building/programs with planning for and procuring new instructional technology components including the addition of*

*computer networking resources and assisted in providing expanded internet connectivity in buildings and classrooms where there was either a limited or absent connectivity. This involved co-planning and cooperation with other departments inside ESBOCES as well as "host district" technology personnel.*

- \* An information skills curriculum is provided to enable students to develop research and information literacy skills.

*As a department, we have facilitated the use of internet information resources including such media as on-line video, on-line dictionaries, encyclopedia, and other on-line document-based research materials, including an on-line virtual reference library collection. We have accomplished this via; initial research into such materials, provision of and maintenance of the necessary technology infrastructure, teacher training related to the use such materials, and ongoing support of the use.*

- \* Staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided.

*Staff from our department personally interact on a daily basis with staff and students from each of the instructional programs in ESBOCES. A routine part of our roles while we are onsite in the programs and classrooms involves the solicitation of information related to the instructional goals of the particular classroom, the services we provide, the quality of the technologies provided, and the perceived needs. As a result of the gathering of information, our staff routinely meets with each other to strategize ways in which to better serve the needs. We then act upon our strategies, continually assessing our impact, and continually adjusting our strategies.*

- \* Learning materials and technology are maintained in a manner that makes them accessible to students and staff. They are properly catalogued, housed, and periodically reviewed for relevancy.

*Our department has been responsible for maintaining the instructional technology components throughout the agency. We utilize a database of information related to all requests for instructional technology assistance. This database contains all relevant information necessary to provide the appropriate support. The information related to the requests is gathered through phone or fax contact, email correspondence, as well as personally. A daily review of requests is performed by the department, and solutions to the requests are developed and carried out daily.*

*Our department has also been responsible for needed relocation of technology components when programs and/or classrooms physically change location, and/or the instructional needs of the students in a particular location change based upon a change in student population. We are currently working on a plan for improving our services related to the necessary cataloguing, storage and redeployment of assistive technologies for students with physical disabilities.*

*As noted above, we have a graphical inventory of technology components for each classroom in ESBOCES, and we periodically update and review the information as necessary in order to maintain accuracy and relevancy.*

- \* Learning media center and technology staffs are sufficient and appropriately qualified to provide effective service to students and staff.

*The instructional technology support staff consists of certificated professionals who each have many years of experience delivering instructional technology support, and staff development. Each of the staff members has been involved in both receiving and delivering instructional technology staff development throughout the years. Some of the staff members have post-graduate level degrees directly related to instructional technology, and all staff members have practical knowledge of instructional methods and needs gained by both higher education and experience in the classroom.*

- \* Adequate orientation to the use of the learning media services, its resources, and equipment is provided to staff and students.

*The instructional technology support staff in conjunction with the curriculum support staff and school media personnel has delivered orientation and instructional integration training in the use of computers, and information technologies throughout the school year to all appropriate instructional staff as determined by perceived needs.*

- \* Learning media services and technology are appropriately supported through adequate funds provided in an annual budget.

*The department has assisted in the development of an annual budget for learning media services and instructional technologies throughout its history (it has been in existence in some form for over 20 years). The budget has fluctuated through its history due to both perceived technology needs as well as economic influences. Generally, the budget has a history of being perceived of as mildly adequate, although a detailed examination of the actual expenditures in the areas of instructional technologies would reveal that a great deal of money has been spent in*

*this area, with a constant focus on providing appropriate funding to areas which are perceived to have the greatest instructional technology needs.*

- \* Long-range planning activities are in place to ensure that the school keeps pace with information and technological changes.

*Our department, in conjunction with building technology planning committees, and other technology related departments and professionals within and outside of ESBOCES are constantly working to review and plan for technological changes. Literature related to all aspects of instructional technology is subscribed to and available to all members of the department, and is reviewed constantly. The department staff regularly attends technology related conferences and events. The department also makes excellent use of the technology itself in the pursuit of information related to its role in the agency. The department brings the knowledge gained through these methods to the planning processes in place in the agency. Members of the department regularly attend building technology planning meetings, curriculum planning activities, ESBOCES strategic planning activities, as well as Middle States Accreditation planning activities.*

## **Bellport Academic Center**

### **STANDARD: Learning Media Services and Technology**

**The Standard:** Learning media services and technology function as important tools to enhance classroom instruction and other school activities. Well-organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

Please find attached a memo from our Curriculum Teacher who completed a focused survey to assess the Learning, Media Services and Technology standard. I am in agreement with the results of the survey, and will expand on a few standards indicators.

The increase in technology for the program has involved two aspects. New technology was purchase and integrated in the school program this past year, and will continue this school year. Also, upgrading of existing technology was undertaken this year. The new equipment involves laptop stations with 16 new laptops, desktop computers to back up the school intranet server, and projectors, to be mounted in the ceilings.

We have now scheduled a basic computer literacy elective for the school, to run each period of the day. Most students will take this elective, and it meets a graduation requirement that most component districts are now requiring. The class is designed to teach real world computer skills. Basic word processing, keyboarding, internet use and information retrieval, and web page design are sequenced in the curriculum. The web page design is the culminating activity, encompassing all of the requisite skills for real life technological ability.

We have scheduled our computer lead teacher to teach only the basic computer literacy class, and he has become the conduit for student and staff input into technology integration into the program. He also has developed a viable, state of the art intranet for use of the BAC school community, with a secure area for the staff to access the student management system, administrative information, and pertinent internet educational support sites. Also accessible from the school internet or intranet is our Eastern Suffolk BOCES virtual library site.

The Media and Technology involved in the BAC program has been continuously upgraded, and the integration has been equally continuous. We have piloted an interactive software-hardware package called eduware, which has meshed wonderfully with the laptop – projector pairings as a standard for use in the program.

The technology has been supported by both the divisional technology department for hardware and problem solving, and a focused professional development training component, given at our site after school, for training in the integration of the technology into our curriculum.

At our Eastport / South Manor site, each classroom has a computer attached to the districts internet portal. We have been invited to utilize all of their technology, which is state of the art in a newly constructed high school building. Library media can be scheduled to be shown in each of our classrooms, and staff and students are permitted to utilize the districts library – media center. We have purchased an eduware setup for the classes at the site, and training will be available this year...

# Brookhaven Technical Center

## Standard 5 – Learning Media Services and Technology

(strongly implemented) 5 4 3 2.5 2 1 (not implemented)

The Brookhaven Technical Center provides many of the tools that are necessary to enhance classroom instruction and school activities. Unfortunately, in many of our classrooms, technological and learning media services are still lacking. In order to increase the rating of this standard the Library and Technology committees that were formed during the validation process have merged into one committee. The Learning Media Services and Technology Committee is currently in the process of merging and updating their objectives and action plan. The committee has outlined the following:

### **Areas of Strength**

- Staff is committed to improving student technology skills.
- Over the last year there has been an increase in the number of workshops available for staff members to increase their technological knowledge.
- The e-school student management system has been integrated into every classroom.
- Many classrooms are equipped with one or more computers that are available for student use.
- Every classroom on campus is Internet accessible.
- Overhead projectors are available in most classrooms.
- Library resources are available through Eastern Suffolk BOCES Media Services
- The Virtual Library is accessible for staff and student use.
- Many instructors have a TV/VCR available to them.
- Course appropriate VHS tapes and CD-ROMS are available to supplement instruction.
- A collection of maps, posters, diagrams, picture files are used in both the academic and technical classrooms.
- Laptop computers, scanner, digital cameras, and digital projectors are available for staff and student use.
- Computer lab is available for student use.

### **Areas in Need of Improvement**

- Many classrooms are equipped with out-dated computers and/or printers.
- Additional staff development is needed for staff to become familiar with the Virtual Library.
- Many of the computers in the Computer Lab Macs. The majority of staff members are unfamiliar with this system.
- There is no supervision for the Computer Lab. Teachers must accompany their students to the lab.
- The majority of staff members do not have access to e-mail. *(A plan in place that will provide all staff to e-mail during the 2005-2006 school year.)*

### Technology Committee

1. Load all computers in BTAC with our mission statement.	November 2003	Complete
2. Survey the staff to determine the level of need for technology training.	January 30, 2004	Complete
3. Survey the staff to determine the equipment needs of the building.	January 30, 2004	Complete
4. Create a power point and video presentation that can be used for the validation team, open house, and for community outreach.	March 16, 2004	Complete
5. Develop competency list for basic computer skills required by the staff and students.	March 30, 2004	Complete
6. Investigate the availability of Agency sponsored shared services workshops relating to higher end software.	March 30, 2004	Current
7. Provide assistance/ training to staff for evaluating, managing, and maintaining the security of the Local Area Network (LAN).	June 2004	Investigating
8. Investigate the availability of a full-time technology coordinator for the building to maintain, manage and update the equipment, network and operating system.	June 2004	Complete
9. Provide information and training to all staff on using Microsoft Office programs (Word, PowerPoint, Excel, Publisher), e-mail communication, and basic computer operating systems.	June 2005	On-going
10. Expand agency sponsored staff development to include utilization of technology to meet educational goals.	June 2005	Current
11. Combine technology committee with the library committee. Both committees will now be known as the Learning Media Services and Technology.	April 2005	Complete



**Eastern Suffolk BOCES**

**Site Action Plan:** *Learning Media and Technology Committee  
Brookhaven Technical and Academic Center*

**ADDRESSES BOCES GOAL(S):**  
*Goal 1: High Standards*

**RESPONSIBLE ADMINISTRATOR:**  
*Associate Superintendent, Educational Services*

**ADDRESSES RELATED DIVISIONAL OPERATIONAL ACTION PLAN(S):**  
*1A: Improving the Educational Outcomes of BOCES Students*

**COLLABORATOR(S):**  
*Administrators, Library Committee; members include teachers and paraprofessionals.,*

**OBJECTIVE:** *To establish a library/media center for Brookhaven Technical and Academic Center.*

**DESCRIPTIVE NARRATIVE:** *The establishment of a school library/ media center will complement the identified BTAC academic and behavioral objectives, comply with New York State Regents Standards, and help fulfill the BTAC mission statement.*

<b>Activities</b>	<b>Target Date for Completion</b>	<b>Responsible Person/Group</b>	<b>Status/Outcome</b>
<i>1. Set up an AFG Library Committee.</i>	<i>October 2003</i>	<i>AFG Steering Committee</i>	<i>Committee formed. Initial meeting of Library Committee: October 21, 2003</i>
<i>2. Identify shared vision, goals, and priorities for AFG Library Committee.</i>	<i>October 2003 with ongoing review</i>	<i>AFG Library Committee</i>	<i>Vision, goals, priorities identified. October 21 meeting. See minutes.</i>
<i>3. Identify a physical location/facility for library.</i>	<i>December 2003</i>	<i>Library Committee, Principal, administration, maintenance, custodial staff.</i>	<i>Library to be established in room 316. (See minutes of December 2 meeting.)</i>

<p>4. Research and develop plans for a library/media center which include:</p> <ul style="list-style-type: none"> <li>▪ design and layout of main rooms and designated work spaces</li> <li>▪ electrical requirements</li> <li>▪ technical needs</li> <li>▪ lighting design</li> <li>▪ security requirements</li> <li>▪ accessibility</li> <li>▪ environmental control</li> <li>▪ communication</li> <li>▪ safety needs</li> <li>▪ furniture and bookcases</li> </ul>	<p>First draft: March 2004</p>	<p>Computer Aided Drafting students, architect, maintenance crew, library committee, tech committee, teachers, students, administrators, librarians, parents, and consultants.</p>	<p>Principal has a preliminary plan for room 316, but does not have a detailed plan for building a library/media center.</p>
<p>5. Identify funding sources</p>	<p>Ongoing</p>	<p>Library Committee, Grants Committee, Finance Committee, Administrators, Parents, Librarians, Consultants</p>	<ul style="list-style-type: none"> <li>▪ Initial funding of approximately \$1400 to come from building budget pending approval by administration.</li> <li>▪ Glove fundraiser in progress.</li> </ul>
<p>6. Select materials, prioritize, and order as funding is made available</p>	<p>Initial PO's ready by January 17 with ordering ongoing</p>	<p>Library Committee, Tech Committee, teachers, students, parents, administrators, librarians, and consultants</p>	<p>Researching and gathering resources: catalogs, web sites, professional books, referrals, school library journals, etc. Speaking with high school librarians.</p>

7. Obtain furniture and bookcases.	May 2004	Library Committee, administration, teachers, parents, and consultants	Principal will let committee know of furniture available through agency. Researching furniture options.
8. Arrange for staffing of library/media center	May 2004 with weekly reviews.	Administration, library committee, teachers, Student Council, PTSO	Academic junior high school program currently has an itinerant librarian one day a week for a few periods. Verbal plans for Content Area Intervention Services teacher as one staff member.
9. Combine the Library and Technology committees to form the Learning Media and Technology committee.	April 2005	Steering Committee	Complete
10. Meet as a committee to determine the individual building needs.	April 2005	Committee members	Complete
11. Identify location for BTC media room.	June 2005	Technical Principal	
12. Identify the location for the academic library.	June 2005	Academic Principal	
13. Arrange a meeting with building principals to determine library/media staffing.	May 2005	Committee Principals	

**Resources Required:**

Funding for renovations, bookcases, furniture, books, periodicals, and media equipment.

**Current Baseline Data:**

**Implementation Measures:** *Quarterly Meetings, Annual Review Process*

**Effectiveness Measures:** Number of books per student, number of students using library, measures of academic excellence, teacher and student comments, evaluations based on rubric.

## Brookhaven Technical Center / Bellport Academic Center / Eastport

Mary Coonerty, Curriculum Teacher  
AFG Process **Technology**  
May 26, 2005

### Summary:

To assess the Technology Curriculum, Instruction, and Assessment delivery at the Bellport Academic Center, Brookhaven Technical Center, and Eastport, I sent surveys to 7 staff members in the programs.

At the Bellport Academic Center students are taught computer technology in a new updated lab. Students at Eastport have few computers in the classrooms and are welcome to use the computer lab in the Eastport library. Students at the Brookhaven Technical Center use technology in varying amounts and as it might pertain to the specific course curriculum.

BAC and Eastport are Special Education Academic programs for students grades 9 through 12 with severe emotional handicaps that have a profound impact on their learning and behavior. The functioning level of the students vary greatly. The Technology program that is delivered is the NYS Curriculum based on the NYS Standards.

The following is a summary of the results of the survey:

The significant strengths of the Technology Curriculum are:

- New updated technical equipment at the Bellport Academic Center
- Supportive Administration
- Recent Hardware improvements allow all staff to access computers
- Students at BAC are provided with a wide variety of learning experiences.

The areas that are in need of improvement for the Technology Program are:

- Additional staff development
- In building computer technology person is needed
- Technology is under used at BAC
- BTC needs an increase in the availability of current technologies
- Increase in the amount of available materials for skills practice and projects at BTC.

## Centereach Academic Center Learning Media Services and Technology Standard Update

The staff at Centereach Academic Center recognizes the importance of learning media services, technology and their relationship as important tools to enhance classroom instruction and other school activities. We further understand and appreciate how well organized information resources reinforce knowledge, skills, and attitudes learned in other program areas. It provides opportunities to do research and interact with information necessary for success in today's society.

The following items are being integrated into Instructional Curriculum to enhance student outcomes and meet the performance indicators of the Learning Media Services and Technology Standard. This process has been ongoing and is one of the key points of emphasis in the instructional program development. The commitment to this area will take several years given the budgetary restrictions.

As of Sept. 2005

**The Standard:** Learning media services and technology function as important tools to enhance classroom instruction and other school activities. Well-organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

### **Indicators:**

- Information resources and technology are of adequate scope, quantity, and quality to support the total educational program and encourage students and staff to broaden and extend their learning.
- An information skills curriculum is provided to enable students to develop research and information literacy skills.

#### **Hardware**

Winter 2003-2004

Purchase of 8 Dell desktop computers (classroom installation)\

Spring 2004

Purchase of 2 LCD projectors (for staff development and training use)

Winter 2003-2004

Internet access BOCES office computer

Spring 2005

Computer Lab designed for Student Research and Staff Development. (8 computers)

#### **Software**

Winter 2003-2004

Content areas

Science-Glencoe Earth Science Virtual Labs CD-ROM

Math-Prentice Hall Math A&B Teacher Resource CD-ROM

Social Studies-Glencoe World History Primary Source Document Library,  
U.S. Government Vocabulary Puzzle Maker,  
National Geographic Picture Atlas of the World  
English Language Arts-Microsoft Publisher (desktop publishing)

Fall /Winter 2004-2005

English Language Arts-Grolier's Interactive Encyclopedia CD-ROM  
Black Media Project.(visual media technology)

General - development & installation of Instructional Website Folder (for  
teacher staff development/ teacher resources and student research)

Eastern Suffolk Boces\_Virtual Library Service made available

Fall 2005

Establishment of Graphic Design program

- Staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided.  
Presently the Shared Decision Making Committee is developing long term goals & future student surveys
- Learning materials and technology are maintained in a manner that makes them accessible to students and staff. They are properly catalogued, housed, and periodically reviewed for relevancy.
- Learning media center and technology staffs are sufficient and appropriately qualified to provide effective service to students and staff.  
( Instructional Technology Support Group Sherwood Instructional Center)

- Adequate orientation to the use of the learning media services, its resources, and equipment is provided to staff and students.

Trainings/Projects

Spring 2004 English Language Arts-Microsoft Publisher 3 hour staff development

Mini Grant in Desktop Publishing Student Authoring Project

Winter 20004-2005 Teacher Training E-School Grade/Attendance system

Spring 2005 Mini Grant in "Adolescent Literacy/ Desktop Publishing an integrated approach"

- Long range planning activities are in place to ensure that the school keep pace with information and technological changes  
Action Plan to be developed by Shared Decision Making Committee
- Learning media services and technology are appropriately supported through adequate funds provided in an annual budget.

## ISLIP ACADEMIC CENTER / ISLIP CAREER CENTER

### **STANDARD: Learning Media Services and Technology**

**The Standard:** Learning media services and technology function as important tools to enhance classroom instruction and other school activities. Well-organized information resources reinforce knowledge, skills and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

#### List the significant strength of the school/district in the area of this Standard.

- Learning Resources and technology are sufficient, however encouragement for input is always asked for.
- We follow and support the New York State Learning Standards.
- We subscribe to the Virtual Library which allows access to a wide variety of research materials and books.
- We subscribe to United Streaming which allows access to a wide variety of video and audio educational materials in all subjects.
- Every classroom is connected to the internet and has at least one computer.
- The establishment of a computer lab with eight computers makes it easy for group lessons.
- LCD Projectors that connect to the computer were purchased for both buildings.
- Software purchased to enhance content area curriculum and technical programs.
- New textbooks were purchased to align with the updated New York State standards.
- Teacher training on the use of the learning media services, its resources, and equipment is provided on an ongoing basis.
- Diagnostic Scanner purchased for Auto Engine Overhaul.
- Radial Arm Saw purchased for Productions Occupations.
- Dell Dimension 8400 purchased for Commercial Arts.
- Dynasty 300 Series Inverter GTAW Machine purchase for Welding.

#### List the significant areas for improvement of the school/district in the area of this Standard.

- Student data and records need to be complete and available.
- Basic skills should also be expanded to include more students.

#### General Comments

- There has been an improvement in the student records.
- Mini Grant in Desktop Publishing Student Authorizing Project awarded.

**\*\*The overall rating of this standard is a 4 according to the Middle States Likert Scale. This standard was reevaluated at a faculty meeting in March of 2005.**

## JEFFERSON ACADEMIC CENTER

### Learning Media Services & Technology

(Overall assessment of Program's Adherence to this MSA Standard = 3)

The staff at the Jefferson Academic Center responded to a survey on the Learning Media Services and Technology Standard in December of 2004. They were asked to review the standard and evaluate it based on a Likert Scale from one to five, five indicating "strongly implemented". In 2003, when this standard was initially evaluated, we received a rating of "1". Based on the attached survey, the staff at the Jefferson Academic Center have rated this standard as a "3".

In general, staff assessment in this area suggests that significant improvements have been made. Classrooms have multiple computers available for student use. The availability of overhead projectors and screens has increased. Computers have been upgraded with Windows XP and specific programs have been added for instructional purposes (e.g. Publisher, Prewriter). In addition to the Media Center, a classroom has been set up with eight computers so that more classes have accessibility to whole class instruction. A grant was written and received, which will provide magazines and high interest reading material for use in this room. Staff development has been scheduled and/or provided (e.g. the use of the digital camera, Publisher and Virtual Reference Collection). Wireless Internet has been installed and will be up and running by the end of January. This will allow students to complete research in their classrooms. Two instructional classes have been added to our program that provides instruction in technology; Communications and Horticulture. Computers have been added to the Speech and Counseling offices, which are now used instructionally, as well as for report management.

While many improvements have been noted in this standard, the survey reflected areas that still require improvement. Financial restraints hinder immediate response to this standard's overall improvement. Suggestions are for more computers in the classrooms, multi-media projectors available for classroom use, additional screens, more software for the Learning Media Center, continued staff development, and increased budget to support technology. District-based classrooms have been added to the program this year and do not have the accessibility to many of the programs that are offered at the Center. Planning efforts must include providing these classrooms with up to date equipment and Internet access.



# MASERA LEARNING CENTER

## STATUS REPORT

### LEARNING MEDIA SERVICES AND TECHNOLOGY

9/1/05

At the Masera Learning Center information resources and technology support the total educational program and encourage students and staff to broaden and extend their learning. Although "adequate" for the current student and staff populations, scope, quantity and quality of the information resources and technology need to be broadened and expanded.

- The Virtual Reference Collection recently instituted at Eastern Suffolk BOCES has provided a breadth of information and has assisted us greatly in accessing information. Masera Learning Center classroom teachers and speech teachers attended a hands-on overview/ in-service course that prepared staff to access, navigate and develop lessons and classroom experiences. This provides for teaching students research skills using digital resources. The response to this training from the attendees was tremendous: teachers were excited, motivated and thrilled to be able to access so much information and to engage their students in doing so. Focus for the Masera staff is in the Elementary School Collection section and includes using encyclopedias, magazines, newspapers, maps, books and games. Enhancing and adding to this is recent (8/05) internet wiring installed in every classroom, making this information available to all.
- Imbedded into the curriculum at Masera Learning Center is Information Skill Development. It provides students learning experiences in research and literacy skills. The nature of the autism spectrum disorder student population requires modification of directions and content, but whether during Activities of Daily Living or social studies or science , information skill development is emphasized.
- Whenever possible staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided. Staff have had the opportunity to use new educational materials on a trial basis through area vendors. Student response to those trials indicates success of the material and prediction for future use, with those items being added to the annual budget. Participation and attendance at workshops has increased awareness, knowledge and experiences of newly marketed software and websites resulting in purchase of those items. In addition, specific school districts have provided technology and software earmarked for use by their students which have been used in group situations. Staff continues to add to their individual or personal collections.
- Learning materials and technology are maintained in a manner that makes them accessible to students and staff. The school library/learning media center is centrally located in the building. Typical "library/media" classes are offered once a week to every class. Students and staff may have access to the school library/learning media center during those times that classes are not held. Coordinated and organized by the school

library/learning media center committee, materials are inventoried, cataloged and reviewed on an ongoing basis. New materials are frequently added to the collections and materials no longer relevant are removed. Three curriculum rooms, under the direction of the full time curriculum teacher, are managed by the floater teacher assistants and floater aides. Materials are disseminated to staff through this system and special requests are honored through a written request.

- Masera Learning Center does not have a certificated library/ media specialist on staff. Support staff such as the curriculum teacher, floater teacher assistants and floater aides offer are knowledgeable in this area and provide services to staff and students. In addition, staff have attended trainings offered through the Agency in this area. Turn-key training is then provided but does not always meet the needs as it is limited by the individual turn-key trainer's experience and expertise, time constraints and other daily responsibilities.
- Through staff development, in-service trainings and cluster meetings, faculty meeting presentations and Superintendent's Conference Day, staff are provided with orientation to the use of learning media services, its resources and equipment. Additional support in this area is greatly needed.
- Learning media services and technology are limited by the amount allocated in the budget for these items.
- Due to the ever changing and transient student population at Masera Learning Center as well as lack of resources very little long range planning takes place. Planning does take place on an annual basis, in preparing for the following year.



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### ***Library and Media Services at the Milliken Technical Center***

At the Milliken Technical Center, due to the unique nature of our program, a central library would be extremely difficult to create and maintain. Additionally, lack of an adequate space in the building only makes the creation of a media center difficult. Instead, we have adopted a unique approach to solving this problem.

Like the other Tech Centers in our department, we have access to the Virtual Reference Collection (VRC). This reference collection allows our students direct access to the databases that have been selected as being appropriate for K-12 students. These databases link students to articles that have appeared in publications ranging from local newspapers to websites. They cover a variety of topics as outlined in the chart below.

Additionally, Milliken Tech has been selected to pilot the utilization of a separate career and technical education specific VRC. The VRC covers many of the publications found in such mainstream publications as Newsday and the New York Times, this CTE specific database allows our student to research in databases that are specifically geared to the study of vocational careers. The *Vocational & Career Collection* database is designed for vocational and technical libraries servicing high schools, community colleges, trade institutions and public libraries. The collection provides full text coverage for 400 trade and industry related periodicals including *American Machinist*, *Contemporary Longterm Care*, *Pediatric Nursing*, *Wireless Week*, *Drug Store News*, *Video Business*, *Reeves Journal*, *Hotel and Motel Management*, *Restaurant Business*, *Advertising Age*, and many more. In addition to the full text, indexing and abstracts are provided for 650 journals. The majority of full text titles are available in native (searchable) PDF, or scanned-in-color. Full text information in this database dates as far back as 1985. So, while a search in the VRC may turn up ten articles that have appeared in the "mainstream" media regarding the latest innovations in the Welding or Auto Body Repair career fields, this CTE collection highlights hundreds of articles that have appeared in career specific journals and publications. While the VRC is a powerful tool to complete research in the academic fields, this new CTE collection is specifically geared at helping those enrolled a technical field. Our staff are eagerly awaiting more details in the use of this exciting new collection.

In order to access the VRC, we have one computer lab to meet the needs of our community. Realizing that this is not adequate for a school of our size, our SDM and AFG planning committee has decided to direct our energy to increasing computer accessibility in the existing classroom space. We are attempting to add three or four computers to each and every classroom so that students can have access to the internet in their shop rooms. We have even experimented with equipping one entire shop class with a wireless internet access network. This year, we are planning exploring

the creation of a mobile laptop computer cart that will allow us to bring computer capability in the classrooms without the needless clutter of wires and furniture.

As we have in the past, we continue to keep our students and staff informed in the new trends in their respective industries by subscribing to many periodical publications. For example, our Fashion Merchandising classes subscribe to Vogue and Woman Wear Daily publications. Our Computer classes subscribe to Information Week, PC Magazine and Business Week. Our students in Law Enforcement receive a daily subscription to Newsday to monitor current trials and news stories involving local police. Our teachers encourage students to purchase subscriptions on their own to continue their studies. Students in our Auto Classes often subscribe to Motor Trend and Road and Track. Several students subscribe to Import Tuner magazine to improve the performance of their own import vehicles.

We are currently in year two of a five year plan to install LCD projectors in all of the classrooms so that teachers can use their computers and VCR/DVD players to display their lessons. Currently, six classes have been equipped and installed, three other classrooms are scheduled to go online shortly. The teachers use this technology in a variety of ways:

- To show DVD and/or VCR tape presentations to enhance class discussions
- To display student created web pages, photo and digital artwork, student created PowerPoint presentations.
- To share teacher created PowerPoint Lessons
- To discuss articles from career specific websites
- To present group demonstrations

When completed our newly established conference center will allow us present guest speakers and host meetings for up to three hundred guests. The presenters at these meetings will have access to a state of the art wireless sound system. We are planning on equipping this room with several LCD projectors and Televisions so that presentors will have access to a mobile multimedia setup including computer, DVD and VCR equipment. We are also currently exploring adding cable and/or satellite TV to this Conference Center. The physical room is currently in place and we are waiting on vendors to supply use with cost estimates for the equipment.

We are excited about many of our initiatives and look forward to an exciting new year.

## Virtual Reference Collection (VRC)

<b>Business</b>		<b>Health/Science</b>		<b>History/Geography</b>	
<u>Business Company Resource Center</u>	NOVEL	<u>EBSCO General Science Collection</u>	NOVEL	<u>CultureGrams</u>	VRC
<u>Hoover's Online</u>	VRC	<u>Facts.com Today's Science</u>	VRC	<u>eLibrary</u> (single user license)	VRC
		<u>Gale Health Reference Center</u>	NOVEL	<u>Facts.com Issues &amp; Controversies</u>	VRC
		<u>Health and Wellness Resource Center</u>	NOVEL	<u>Facts.com World News Digest</u>	VRC
				<u>Maps 101</u>	VRC
				<u>SIRS Researcher</u>	VRC
<b>Literature/Language</b>		<b>News/Periodicals</b>		<b>Reference</b>	
<u>Lit Finder</u>	VRC	<u>Custom Newspapers</u>	NOVEL	<u>Encyclopedia Britannica Online</u>	VRC
<u>Literature Resource Center</u>	VRC	<u>eLibrary</u> (single user license)	VRC	<u>Facts.com Reference</u>	VRC
<u>Teaching Books (Student Edition)</u>	VRC	<u>Informe</u>	NOVEL	<u>Patron Books in Print</u>	VRC
<u>Twayne's Authors Series</u>	NOVEL	<u>MasterFile Select</u>	NOVEL	<u>SLS CyberLibrary</u>	SLS
		<u>New York State Newspapers</u>	NOVEL	<u>Wilson Biographies Plus Illustrated</u>	VRC
		<u>New York Times</u> (Use Custom Newspapers)	NOVEL		
		<u>Newsday</u>	VRC		
		<u>Proquest Multiple Databases</u>	VRC		
		<u>SIRS Researcher</u>	VRC		
		<u>U.S.A. Today</u>	VRC		
<b>Spanish Language</b>		<b>Teacher Resources</b>		<b>Trials</b>	
<u>Ehostes</u>	NOVEL	<u>Books in Print</u>	VRC	<u>Visual Thesaurus</u>	
<u>Informe</u>	NOVEL	<u>Community Resource Database of Long Island</u>	VRC		
		<u>Education Periodicals</u>	VRC		
		<u>ERIC (Educational Resources Information Center)</u>	VRC		
		<u>Gale Virtual Reference Library</u>	NOVEL		
		<u>National Newspaper Index</u>	NOVEL		
		<u>Teaching Books (First-Time User)</u>	VRC		
		<u>Teaching Books (Subscriber)</u>	VRC		

# Vocational & Career Collection

## Database Coverage List

Format: Online

642 = Total number of serials indexed and abstracted

396 = Total number of serials in full text

\*Indicates that this publication was recently added to the database and therefore few or no articles are currently available.

\*\*Full Text refers to text only, and/or text with graphics, and/or full page image coverage.

**Please Note:**

Publications included on this database are subject to change without notice due to contractual agreements with publishers. Coverage dates shown are the intended dates only and may not match those on the product. The numbers given at the top of this list reflect all titles, active and ceased. All coverage is cumulative. Due to third party ownership of full text, EBSCO Publishing is dependent on publisher publication schedules (and in some cases embargo periods) in order to produce full text on its products.

ISSN	Publication Name	Publisher	Indexing and Abstracting	Full Text**	PDF Images (full page)
0149-1210	33 Metalproducing	Penton Publishing	07/01/99 to 12/31/02	07/01/99 to 12/31/02	
1068-6452	Accounting Technology	SourceMedia	07/01/97 to present	07/01/97 to present	✓
1059-7123	Adaptive Behavior	Sage Publications	07/01/96 to present		
1070-9592	Adhesives & Sealants Industry	BNP Media	06/01/96 to present	06/01/96 to present	✓
0001-021X	Adhesives Age	Chemical Week Associates	01/01/97 to 08/31/03	01/01/97 to 08/31/03	
0095-3897	Administration & Society	Sage Publications	01/01/85 to present		
0065-2008	Adolescent Psychiatry	Analytic Press, Inc.	01/01/00 to present	01/01/00 to present	✓
1052-231X	Adult Basic Education	Commission on Adult Basic Education	07/01/96 to present	07/01/96 to present	✓
0741-7136	Adult Education Quarterly	American Association for Adult & Continuing Education	07/01/96 to present		
1045-1695	Adult Learning	American Association for Adult & Continuing Education	07/01/90 to present	07/01/96 to present	✓
0882-7958	Advanced Materials & Processes	ASM International	07/01/96 to present	07/01/96 to present	✓
1523-4223	Advances in Developing Human Resources	Sage Publications	02/01/01 to present		
0001-6899	Advertising Age	Crain Communications	07/01/90 to present	06/10/96 to present	
0740-722X	Aerospace America	American Institute of Aeronautics & Astronautics	07/01/80 to present		
0897-0823	Aerospace Power Journal	Superintendent of Documents	10/01/89 to 08/31/02	10/01/89 to 08/31/02	
0886-1099	Affilia: Journal of Women & Social Work	Sage Publications	03/01/88 to present		
0300-7472	Afterimage	Visual Studies Workshop	06/01/96 to present	06/01/96 to present	
0882-1121	Aftermarket Business	Advanstar Communications Inc.	01/01/94 to present	01/01/94 to present	✓
0002-161X	Agricultural Research	US Department of Agriculture	07/01/93 to present	01/01/94 to present	✓
0897-0823	Air & Space Power Journal	Superintendent of Documents	09/01/02 to present	09/01/02 to present	✓
0886-2257	Air & Space Smithsonian	Smithsonian Magazine	01/01/94 to present		
0002-2278	Air Conditioning Heating & Refrigeration News	BNP Media	01/01/93 to present	01/10/94 to present	✓
0002-2403	Air Force Times	Times News Group, Inc.	07/01/94 to present		
1044-016X	Air Power History	Air Power History	07/01/98 to present	01/01/99 to present	✓
0002-2543	Air Transport World	Penton Publishing	07/01/93 to present	07/01/97 to present	✓
0002-2756	Airman	Superintendent of Documents	07/01/88 to present	07/01/88 to present	✓
0002-5577	All Hands	Superintendent of Documents	07/01/84 to present	07/01/84 to present	✓
1475-455X	Aluminum International Today	DMS Business Media Limited	09/01/01 to present	09/01/01 to present	✓
0955-8209	Aluminum Today	DMS Business Media Limited	06/01/96 to 08/31/01	06/01/96 to 08/31/01	
0002-7375	American Artist	VNU eMedia, Inc.	01/01/85 to present	05/01/90 to present	
0002-7642	American Behavioral Scientist	Sage Publications	01/01/85 to present		
0149-337X	American City & County	Primedia Business Magazines & Media Inc.	07/01/93 to present	01/01/97 to present	✓
0194-8006	American Craft	American Craft Council	01/01/85 to present		
0002-8541	American Forests	American Forests	01/01/91 to present	01/01/94 to present	✓
0092-2315	American Journal of Criminal Law	University of Texas at Austin School of Law Publications	09/01/97 to present	09/01/97 to present	✓
0002-936X	American Journal of Nursing	American Journal of Nursing Company	07/01/90 to present		
1041-7858	American Machinist	Penton Publishing	09/01/99 to present	09/01/99 to present	✓
0003-004X	American Mineralogist	Mineralogical Society of America	01/01/93 to present		
0003-0147	American Naturalist	University of Chicago Press	01/01/93 to present	01/01/93 to present	✓
0003-0196	American Nurseryman	American Nurseryman Publishing Company	07/01/93 to present	01/01/95 to present	✓
0003-0554	American Political Science Review	Cambridge University Press / UK	07/01/90 to present		
0044-7803	American Politics Quarterly	Sage Publications	01/01/85 to 12/31/00		
1532-673X	American Politics Research	Sage Publications	01/01/01 to present		
0744-6616	American Printer	Primedia Business Magazines & Media Inc.	07/01/93 to present	03/01/97 to present	✓
0003-0716	American Record Guide	Record Guide Productions	07/01/93 to present	01/01/94 to present	✓
0275-0740	American Review of Public Administration	Sage Publications	07/01/97 to present		
0003-0902	American Salesman	National Research Bureau	01/01/93 to present	01/01/93 to present	✓
1075-5292	America's Network	Queatex Media Group	02/15/04 to present	02/15/95 to present	✓
0003-2344	Amusement Business	VNU eMedia, Inc.	01/01/84 to present	01/01/95 to present	
0192-1676	Apparel Industry	VNU eMedia, Inc.	01/01/95 to 12/31/00	01/01/95 to 12/31/00	
1552-5938	Appliance Design	BNP Media	09/01/04 to present	09/01/04 to present	✓
0003-679X	Appliance Manufacturer	BNP Media	01/01/93 to 08/31/04	01/01/84 to 08/31/04	
0146-6216	Applied Psychological Measurement	Sage Publications	03/01/99 to present		
0003-7087	Appraisal Journal	Appraisal Institute	01/01/85 to present	01/01/85 to present	✓
0003-8520	Architectural Digest	Condé Nast Publications Inc.	01/01/85 to present		
0003-658X	Architectural Record	McGraw-Hill Companies, Inc.	01/01/85 to present	01/01/01 to present	
	Argentina Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	

ISSN	Publication Name	Publisher	Indexing and Abstracting	Full Text**	PDF Images (full page)
0095-327X	Armed Forces & Society	Transaction Publishers	01/01/80 to present	01/01/80 to present	✓
0004-2188	Armed Forces Comptroller	American Society of Military Comptrollers	01/01/80 to present	01/01/80 to present	✓
0004-2579	Army Reserve Magazine	Superintendent of Documents	01/01/84 to present	01/01/84 to present	✓
0004-2595	Army Times	Times News Group, Inc.	07/01/84 to present		
0004-3214	Art in America	Brant Publications, Inc.	01/01/85 to present		
0004-3273	ARTnews	ARTnews Associates	01/01/85 to present		
0004-3931	Arts & Activities	Publishers Development Corporation	05/01/80 to present	05/01/80 to present	✓
0001-2491	ASHRAE Journal	American Society of Heating, Refrigerating & Air-Conditioning Engineers, Inc.	08/01/03 to present	01/01/04 to present	✓
0001-2505	ASHRAE Transactions	American Society of Heating, Refrigerating & Air-Conditioning Engineers, Inc.	01/01/04 to present	01/01/04 to present	✓
0389-3012	Assemblage	MIT Press	01/01/87 to 04/30/00	01/01/87 to 04/30/00	
	Australia Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
	Austria Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1362-3613	Auðam: The International Journal of Research & Practice	Sage Publications	01/01/89 to present		
1530-8187	Auto Interiors	VNU eMedia, Inc.	03/01/02 to 09/30/02	03/01/02 to 09/30/02	
0192-0995	Automotive Body Repair News	Advanslar Communications Inc.	07/01/89 to present	07/01/89 to present	✓
1536-8623	Automotive Design & Production	Gardner Publications, Inc.	10/01/01 to present	10/01/01 to present	✓
0273-656X	Automotive Industries	Diesel & Gas Turbine Publications	07/01/83 to present	07/01/83 to present	✓
1094-1746	Automotive Manufacturing & Production	Gardner Publications, Inc.	01/01/87 to 09/30/01	01/01/87 to 09/30/01	
0005-1551	Automotive News	Crain Communications	01/01/83 to present	07/22/96 to present	
1086-9298	Automotive Production	Gardner Publications, Inc.	01/01/86 to 12/31/86	09/01/86 to 12/31/86	
0192-9674	AutoWeek	Crain Communications	07/01/83 to present	09/30/98 to present	
0005-2175	Aviation Week & Space Technology	McGraw-Hill Companies, Inc.	01/01/85 to present	04/01/01 to present	
	Baltic States Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0145-4455	Behavior Modification	Sage Publications	01/01/84 to present		
0094-3673	Behavior Science Research	Sage Publications	01/01/80 to 12/31/82		
	Belgium Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1089-7089	Bell Labs Technical Journal	John Wiley & Sons, Inc. / Engineering	06/01/86 to present	06/01/86 to present	✓
	Benefits & Compensation Digest	International Foundation of Employee Benefits	07/01/04 to present	07/01/04 to present	✓
0148-6187	Beverage Industry	Slaginto Publishing Co.	07/01/93 to present	12/01/93 to present	✓
0098-2318	Beverage World	Ideal Media	07/01/83 to present	01/01/00 to present	
1069-8493	Bicycle Retailer	VNU eMedia, Inc.	04/01/02 to present	04/01/02 to present	
0276-5055	BioCycle	JG Press, Inc.	01/01/85 to present	01/01/85 to present	✓
1099-8004	Biological Research for Nursing	Sage Publications	01/01/89 to present		
0006-3568	Bioscience	American Institute of Biological Sciences	01/01/85 to present	01/01/82 to present	✓
1357-034X	Body & Society	Sage Publications	01/01/89 to present		
0006-6990	Bon Appetit	Conde Nast Publications Inc.	01/01/85 to present		
0006-8101	Botanical Review	New York Botanical Garden	01/01/83 to present		
	Brazil Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0007-1994	Broadcast Engineering	Primedia Business Magazines & Media Inc.	01/01/97 to present	01/01/97 to present	✓
1086-6827	Broadcasting & Cable	Reed Business Information	01/01/88 to present		
0268-1323	Builders Merchants Journal	Faversham House Ltd.	01/01/85 to present	01/01/85 to present	✓
0007-3407	Building Design & Construction	Reed Business Information	07/01/83 to present	06/30/99 to present	✓
0007-3725	Buildings	Stamata Communications Inc.	01/01/83 to present	07/01/86 to present	✓
0270-4676	Bulletin of Science, Technology & Society	Sage Publications	02/01/89 to present		
0007-6503	Business & Society	Sage Publications	03/01/88 to present		
0007-7135	Business Week	McGraw-Hill Companies, Inc. - Business Week	01/01/85 to present		
0360-5280	Byte.com	CMP Media LLC	01/01/85 to present	01/01/88 to present	
1073-3108	Cabling Installation & Maintenance	Penn Well Publishing Co.	01/01/85 to present	01/01/85 to present	✓
	CAD/CAM Update	Worldwide Videotex	07/01/89 to present	07/01/89 to present	✓
0820-5450	Cadlyst	Questex Media Group	07/01/01 to present	07/01/01 to present	✓
	Canada Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1187-6026	Canadian Electronics	CLB Media	07/01/87 to present		
0745-1032	Candy Industry	Staginto Publishing Co.	07/01/83 to present	07/01/83 to present	✓
0889-4019	Career Development Quarterly	National Career Development Association	03/01/80 to present	03/01/80 to present	✓
0744-1002	Career World	Weekly Reader Corporation	07/01/89 to present	01/01/98 to present	
1065-9935	Careers & Colleges	Careers & Colleges Magazine	01/01/01 to present	01/01/01 to present	✓
1045-2710	CEE News	Primedia Business Magazines & Media Inc.	01/01/97 to 09/30/02	01/01/97 to 09/30/02	
0009-0220	Ceramic Industry	BNP Media	01/01/85 to present	01/01/85 to present	✓
1087-0601	Chain Store Age	Lebhar - Friedman Inc.	08/01/85 to present	08/01/85 to present	✓
0193-1199	Chain Store Age Executive with Shopping Center Age	Lebhar - Friedman Inc.	07/01/83 to 07/31/85	11/01/83 to 07/31/85	
0009-2347	Chemical & Engineering News	American Chemical Society	07/01/83 to present		
0090-0907	Chemical Market Reporter	Reed Business Information Limited	10/21/86 to present	10/21/86 to present	✓
0090-0907	Chemical Marketing Reporter	Reed Business Information Limited	01/01/84 to 10/15/86	01/01/85 to 10/15/86	
0009-3971	Child Life	Children's Better Health Institute	01/01/84 to present	01/01/84 to present	✓
1077-5596	Child Maltreatment	Sage Publications	01/01/86 to present		
0009-4021	Child Welfare	Child Welfare League of America	01/01/80 to present	01/01/80 to present	✓
0907-5682	Childhood	Sage Publications	01/01/89 to present		
0272-7145	Children's Digest	Children's Better Health Institute	01/01/84 to present	01/01/84 to present	✓
0009-4161	Children's Playmate Magazine	Children's Better Health Institute	01/01/84 to present	01/01/84 to present	✓
	Chile Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
	China Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0888-6558	Choices: The Magazine of Food, Farm & Resource Issues	American Agricultural Economics Association	01/01/80 to present	01/01/80 to present	✓
0009-7004	Cineasta	Cineasta	01/01/80 to present	01/01/80 to present	✓

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1054-0407	Circuits Assembly	UP Media	08/01/01 to present	08/01/01 to present	✓
0885-7024	Civil Engineering (08857024)	American Society of Civil Engineers	07/01/90 to present	01/01/97 to present	✓
0009-8685	Clearing House	Heldref Publications	01/01/90 to present	01/01/90 to present	✓
1359-1045	Clinical Child Psychology & Psychiatry	Sage Publications	01/01/99 to present		
1054-7738	Clinical Nursing Research	Sage Publications	01/01/94 to present		
1357-6951	Coal International	TradeLink Publications Ltd.	07/01/96 to present	07/01/96 to present	✓
1042-1676	Commercial Property News	VNU eMedia, Inc.	04/01/02 to present	04/01/02 to present	
1534-2840	Communications Convergence	CMP Media LLC	08/01/01 to 10/31/04	08/01/01 to 10/31/04	
0010-4140	Comparative Political Studies	Sage Publications	01/01/90 to present		
0896-3687	Compensation & Benefits Review	Sage Publications	01/01/90 to present		
1065-657X	Compost Science & Utilization	JG Press, Inc.	06/01/96 to present	06/01/96 to present	✓
0194-357X	Computer	ZDNet (Ziff-Davis Publishing)	01/01/85 to 09/30/94	01/01/91 to 09/01/94	
0271-4159	Computer Graphics World	Penn Well Publishing Co.	01/01/95 to present	01/01/95 to present	✓
1083-3455	Computer Modeling & Simulation In Engineering	Sage Publications	07/01/96 to 01/31/00		
0899-126X	Computer Protocols	Worldwide Videotex	06/30/99 to present	07/01/99 to present	✓
0899-9783	Computer Workstations	Worldwide Videotex	07/01/99 to present	07/01/99 to present	
0010-4841	Computerworld	Computerworld	07/01/93 to present	07/01/99 to present	✓
0010-5368	Concrete Products	Primedia Business Magazines & Media Inc.	01/01/97 to present	01/01/97 to present	✓
1063-293X	Concurrent Engineering: Research & Applications	Sage Publications	01/01/03 to present		
0192-3976	Construction Equipment	Reed Business Information	07/01/83 to present	07/01/99 to present	✓
1070-4531	Construction Products	Gordon Publications	01/01/94 to 03/31/96		
0010-6917	Construction Review	US Department of Commerce	01/01/93 to 09/01/97	03/01/96 to 09/01/97	
0010-7174	Consumer Reports	Consumers Union	01/01/85 to present	01/01/91 to present	✓
0750-9652	Contemporary Longterm Care	VNU eMedia, Inc.	01/01/95 to 03/31/02	01/01/95 to 03/31/02	
1530-6224	Contract	VNU eMedia, Inc.	04/01/02 to present	04/01/02 to present	
0897-7135	Contractor Magazine	Penton Publishing	07/01/93 to present	07/01/99 to present	✓
0010-8367	Cooperation & Conflict	Sage Publications	01/01/99 to present		
0190-2563	Corrections Today	American Correctional Association	01/01/94 to present	01/01/94 to present	✓
0750-7595	Countryside & Small Stock Journal	Countryside Publications Ltd.	07/01/90 to present	01/01/92 to present	✓
0140-6607	Crafts 'n Things	Clapper Communications	07/01/89 to present		
0011-1287	Crime & Delinquency	Sage Publications	01/01/85 to present		
0887-4034	Criminal Justice Policy Review	Sage Publications	06/01/00 to present		
0261-0183	Critical Social Policy	Sage Publications	01/01/99 to present		
0308-275X	Critique of Anthropology	Sage Publications	01/01/90 to present		
1069-3971	Cross-Cultural Research	Sage Publications	01/01/93 to present		
0921-3740	Cultural Dynamics	Sage Publications	01/01/90 to present		
1532-7086	Cultural Studies/Critical Methodologies	Sage Publications	02/01/01 to present		
1354-067X	Culture & Psychology	Sage Publications	01/01/99 to present		
0011-3921	Current Sociology	Sage Publications	01/01/85 to present		
0895-2493	Custom Builder	Guner & Jahr USA Publishing	01/01/83 to 04/30/99		
	Czech Republic Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
1055-0607	Dairy Field	Stagnilo Publishing Co.	07/01/96 to present	07/01/96 to present	✓
0308-8187	Dairy Industries International	Bell Publishing Ltd.	07/01/94 to present	07/01/94 to present	✓
0011-6009	Dance Magazine	Dance Magazine Inc.	01/01/85 to present	01/01/86 to present	✓
0363-6399	Data Communications	CMP Media LLC	07/01/93 to 10/31/99	07/01/98 to 10/31/99	
0011-6963	Datamation	INT Media Group	01/01/85 to 02/28/99		
	Denmark Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0308-8448	Design Engineering	Centaur Communications	01/01/95 to 07/30/02	01/01/95 to 07/30/02	
0011-9407	Design News	Reed Business Information	10/03/88 to present	10/03/88 to present	✓
0011-9415	Design Quarterly	Walker Art Center	01/01/93 to 06/30/96	03/01/86 to 06/30/96	
1011-6370	Development	Sage Publications	01/01/99 to present		
1040-8878	Diesel Progress Engines & Drives	Diesel & Gas Turbine Publications	01/01/93 to 12/31/96		
1046-4174	Direct	Primedia Business Magazines & Media Inc.	01/01/02 to present	01/01/02 to present	✓
0012-3579	Discount Merchandiser	VNU eMedia, Inc.	01/01/93 to 05/31/00	01/01/93 to 05/31/00	
0012-3587	Discount Store News	Lebhar - Friedman Inc.	07/01/93 to 05/07/00	01/01/85 to 05/07/00	
0957-9285	Discourse & Society	Sage Publications	01/01/98 to present		
0274-7529	Discover	Walt Disney Magazine Publishing Group	11/01/85 to present	06/01/93 to present	
1049-9172	Display & Design Ideas	VNU eMedia, Inc.	04/01/02 to present	04/01/02 to present	
0191-7587	Drug Store News	Lebhar - Friedman Inc.	01/01/95 to present	01/01/95 to present	✓
1530-6269	DSN Retailing Today	Lebhar - Friedman Inc.	05/08/00 to present	05/08/00 to present	✓
0085-8948	E&MJ: Engineering & Mining Journal	Lobo's Services, Inc.	07/01/83 to present	02/01/97 to present	✓
0013-4260	EC&M Electrical Construction & Maintenance	Primedia Business Magazines & Media Inc.	07/01/96 to present	01/01/97 to present	✓
0143-831X	Economic & Industrial Democracy	Sage Publications	01/01/97 to present		
0891-2424	Economic Development Quarterly	Sage Publications	01/01/90 to present		
0013-094X	Editor & Publisher	VNU eMedia, Inc.	07/01/83 to present	01/08/94 to present	
0013-1245	Education & Urban Society	Sage Publications	02/01/90 to present		
0013-1644	Educational & Psychological Measurement	Sage Publications	01/01/90 to present		
0013-161X	Educational Administration Quarterly	Sage Publications	01/01/94 to present		
0013-1784	Educational Leadership	Association for Supervision & Curriculum Development	01/01/85 to present	01/01/85 to present	✓
0263-211X	Educational Management & Administration	Sage Publications	01/01/99 to 12/31/03		
1741-1432	Educational Management Administration & Leadership	Sage Publications	01/01/04 to present		
0895-9048	Educational Policy	Sage Publications	01/01/90 to present		
0013-4120	Electric Light & Power	Penn Well Publishing Co.	01/01/93 to present	01/01/94 to present	✓
0364-474X	Electric Perspectives	Edison Electric Institute Inc.	01/01/90 to present	01/01/90 to present	✓



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0013-4430	Electrical Wholesaling	Primedia Business Magazines & Media Inc.	01/01/97 to present	01/01/97 to present	✓
0013-4457	Electrical World	McGraw-Hill Companies, Inc.	07/01/93 to 04/30/02	01/01/01 to 04/30/02	
0013-4872	Electronic Design	Penton Publishing	07/01/83 to present	09/15/97 to present	✓
0013-4902	Electronic Engineering	CMP Information Ltd.	01/01/95 to 12/31/01	01/01/95 to 12/31/01	
0013-4902	Electronic Engineering Design	CMP Information Ltd.	01/01/02 to 11/30/02	01/01/02 to 11/30/02	
0192-1541	Electronic Engineering Times	CMP Media LLC	07/01/93 to present	04/18/05 to present	
1061-6624	Electronic News (North America)	Reed Business Information	07/01/93 to present	01/01/94 to present	
1067-9294	Electronics Now	Popponk Incorporated	03/01/93 to 12/31/99	03/01/93 to 12/31/99	
0013-6808	Employee Benefit Plan Review	Aspen Publishers Inc.	07/01/93 to present		
0361-4050	Employee Benefits Journal	International Foundation of Employee Benefits	01/01/93 to 06/30/04	03/01/93 to 06/30/04	
0046-1989	Engineer	Superintendent of Documents	01/01/90 to present	01/01/90 to present	✓
0891-9976	Engineered Systems	BNP Media	01/01/95 to present	01/01/95 to present	✓
0013-9165	Environment & Behavior	Sage Publications	01/01/94 to present		
0265-6914	European History Quarterly	Sage Publications	07/01/93 to present		
1367-5494	European Journal of Cultural Studies	Sage Publications	01/01/99 to present		
0959-6801	European Journal of Industrial Relations	Sage Publications	01/01/99 to present		
1354-0661	European Journal of International Relations	Sage Publications	03/01/07 to present		
1368-4310	European Journal of Social Theory	Sage Publications	07/01/98 to present		
1350-5068	European Journal of Women's Studies	Sage Publications	01/01/99 to present		
1358-336X	European Physical Education Review	Sage Publications	01/01/99 to present		
0969-7764	European Urban & Regional Studies	Sage Publications	01/01/99 to present		
1356-3890	Evaluation	Sage Publications	01/01/99 to present		
0163-2787	Evaluation & the Health Professions	Sage Publications	01/01/94 to present		
0193-841X	Evaluation Review	Sage Publications	01/01/94 to present		
1530-6283	eWeek	Ziff Davis Media Inc.	05/08/00 to present	05/08/00 to present	✓
0279-4438	Facilities Design & Management	VNU eMedia, Inc.	01/01/97 to 03/31/03	01/01/98 to 03/31/03	
1047-5699	Family & Conciliation Courts Review	Sage Publications	01/01/94 to 12/31/00		
1066-4807	Family Journal	Sage Publications	01/01/94 to present		
1076-7754	FamilyPC	Ziff Davis Media Inc.	10/01/94 to 09/30/01	07/01/98 to 09/30/01	
0692-6312	Farm Industry News	Primedia Business Magazines & Media Inc.	09/01/99 to present	09/01/99 to present	
0014-8008	Farm Journal	Farm Journal Inc.	07/01/89 to present		
0364-0736	Farmer Cooperatives	Superintendent of Documents	07/01/94 to 01/01/96	07/01/94 to 01/01/96	
0014-8474	Farmers Weekly	Reed Business Information Limited	01/01/02 to present	01/01/02 to present	
0014-5688	FBI Law Enforcement Bulletin	Superintendent of Documents	07/01/93 to present	07/01/93 to present	✓
0362-1332	FDA Consumer	Food & Drug Administration	01/01/85 to present	06/01/90 to present	✓
0959-3535	Feminism & Psychology	Sage Publications	01/01/99 to present		
8755-8580	Field & Stream	Time4 Media	01/01/85 to present	01/01/01 to present	
1525-822X	Field Methods	Sage Publications	01/01/99 to present		
	Finland Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0015-2587	Fire Engineering	Penn Wall Publishing Co.	01/01/95 to present	01/01/95 to present	✓
0194-214X	Fire Management Today	Superintendent of Documents	01/01/00 to present	01/01/00 to present	✓
0015-4385	Florist	Extra Touch Florist Association	08/01/93 to 12/31/01	08/01/93 to 12/31/01	
0891-9534	Flower & Garden	KC Publishing, Inc.	01/01/93 to 08/31/02	01/01/92 to 08/31/02	
0279-9308	Flying Safety	Superintendent of Documents	07/01/94 to present	07/01/94 to present	✓
0091-018X	Food Management	Penton Publishing	07/01/97 to present	01/01/00 to present	✓
0015-8477	Food Manufacture	William Reed Group	12/01/95 to present	12/01/95 to present	✓
1056-327X	Food Review	US Department of Agriculture	01/01/81 to 12/31/02	01/01/91 to 12/31/02	
1082-0132	Food Science & Technology International	Sage Publications	01/01/01 to present		
0897-7208	FoodService Director	Ideal Media	01/01/97 to present	01/01/97 to present	
1097-2994	Foodservice Equipment & Supplies	Reed Business Information	07/01/97 to present	07/01/99 to present	✓
0015-7120	Foreign Affairs	Foreign Affairs	01/01/85 to present	01/01/85 to present	
0360-6999	Foundry Management & Technology	Penton Publishing	07/01/93 to present	07/01/97 to present	✓
	France Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1041-7311	Franchising World	International Franchise Association	01/01/93 to present	01/01/93 to present	✓
0016-2191	Frozen Food Age	Cygnus Business Media, Inc.	07/01/96 to present	07/01/96 to present	✓
0016-268X	Fund Raising Management	Hoke Communications Inc.	01/01/93 to 10/31/02	01/01/93 to 06/30/03	
1079-3909	Gases & Welding Distributor	Penton Publishing	09/01/99 to present	09/01/99 to present	✓
	Germany Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0016-9869	Gifts & Decorative Accessories	Reed Business Information	07/01/93 to present	06/30/99 to present	✓
1523-9470	Global Cosmetic Industry	Allured Publishing Corporation	01/01/99 to present	01/01/99 to present	✓
0017-209X	Good Housekeeping	Haaret Brand Development	01/01/85 to present	01/01/96 to present	
0017-2553	Gourmet	Condé Nast Publications Inc.	01/01/85 to present		
1047-9325	Graphic Arts Monthly	Reed Business Information	07/01/93 to present	07/01/93 to present	✓
0017-4568	Grounds Maintenance	Primedia Business Magazines & Media Inc.	01/01/97 to present	01/01/97 to present	✓
1059-6011	Group & Organization Management	Sage Publications	03/01/92 to present		
0364-1082	Group & Organization Studies	Sage Publications	01/01/85 to 12/31/91		
0533-3164	Group Analysis	Sage Publications	01/01/99 to present		
1368-4302	Group Processes & Intergroup Relations	Sage Publications	01/01/99 to present		
0017-789X	Harper's Magazine	Harper's Magazine Foundation	01/01/85 to present	01/01/92 to present	✓
1070-910X	Harvard Women's Health Watch	Harvard Health Publications	01/01/94 to present	01/01/94 to present	✓
1059-938X	Health	Time Inc.	01/01/92 to present	01/01/92 to present	✓
0195-8402	Health Education Quarterly	Sage Publications	01/01/90 to 01/31/97		
1460-4582	Health Informatics Journal	Sage Publications	01/01/97 to 06/30/02		

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1363-4593	Health: An Interdisciplinary Journal for the Social Study of Health, Illness & Medicine	Sage Publications	01/01/99 to present		
1088-3452	Hispanic Engineer & Information Technology	Career Communications Group Inc.	01/01/02 to present	01/01/02 to present	✓
0739-9863	Hispanic Journal of Behavioral Sciences	Sage Publications	01/01/94 to present		
0952-6951	History of the Human Sciences	Sage Publications	08/01/96 to present		
0048-7774	Home Economics Research Journal	Sage Publications	01/01/84 to 08/31/94		
8765-0423	Home Mechanix	Time4 Media	11/01/87 to 08/30/98	09/01/93 to 08/30/98	
1089-7679	Homicide Studies	Sage Publications	05/01/98 to present		
	Hong Kong Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0018-5169	Horse & Rider	Primedia Special Interest Publications	07/01/89 to present	01/01/91 to present	✓
0018-5329	Horticulture	F&W Publications, Inc.	01/01/85 to present	05/01/90 to present	✓
0018-5868	Hospital Topics	Heldref Publications	01/01/90 to present	01/01/90 to present	✓
1062-9254	Hospitality Design	VNU eMedia, Inc.	07/01/93 to present	07/01/93 to present	
0018-6082	Hotel & Motel Management	Questex Media Group	01/01/93 to present	01/01/95 to present	✓
1047-2975	Hotels	Reed Business Information	07/01/93 to present	10/01/93 to present	✓
0018-6422	House Beautiful	Hearst Brand Development	01/01/85 to present	06/01/89 to present	
0264-6563	Houseware	Faversham House Ltd.	01/01/93 to present	01/01/94 to present	✓
0099-2453	Human Resources Abstracts	Sage Publications	07/01/86 to 09/30/98		
	Hungary Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0018-814X	Hydraulics & Pneumatics	Penlon Publishing	04/01/04 to present	04/01/04 to present	✓
0018-814X	Hydraulics & Pneumatics (1996)	Penlon Publishing	07/01/96 to 01/31/03	01/01/98 to 01/31/03	
0020-3572	ID: The Information Source for Managers & DSRS	VNU eMedia, Inc.	02/01/00 to 08/31/02	02/01/00 to 08/31/02	
1080-9016	ID: The Voice of Foodservice Distribution	VNU eMedia, Inc.	01/01/94 to 01/31/00	07/01/97 to 01/31/00	
1065-1259	IIE Solutions	Institute of Industrial Engineers	01/01/95 to 12/31/02	01/01/96 to 12/31/02	
1054-1373	Illness, Crisis & Loss	Baywood Publishing Company, Inc.	01/01/99 to present		
	India Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
	Indonesia Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0019-8153	Industrial Distribution	Reed Business Information	07/01/93 to present	07/01/99 to present	✓
1542-894X	Industrial Engineer: IE	Institute of Industrial Engineers	01/01/03 to present	01/01/03 to present	✓
1073-4651	Industrial Paint & Powder	BNP Media	10/01/93 to present	08/30/99 to present	✓
0199-6649	InfoWorld	Infoworld Publishing Group	07/01/83 to present	03/01/87 to present	✓
1078-0830	InStyle	Time Inc.	07/01/96 to present	07/01/96 to present	
1524-3621	Intelligent Enterprise	CMP Media LLC	04/16/01 to present	04/16/01 to present	
1423-3215	Interavia Business & Technology	Aerospace Media Publishing	07/01/93 to present	07/01/93 to present	✓
0020-5508	Interior Design	Reed Business Information	07/01/93 to present	07/01/99 to present	✓
1478-2838	Interior Moves	Ultima Media	10/01/02 to present	10/01/02 to present	✓
0020-6415	International Construction	KHL Group	01/01/97 to present	01/01/97 to present	✓
1367-8779	International Journal of Cultural Studies	Sage Publications	01/01/99 to present		
1056-7895	International Journal of Damage Mechanics	Sage Publications	01/01/01 to present		
1094-3420	International Journal of High Performance Computing Applications	Sage Publications	07/01/98 to present		
1534-7346	International Journal of Lower Extremity Wounds	Sage Publications	01/01/03 to present		
0306-624X	International Journal of Offender Therapy & Comparative Criminology	Sage Publications	03/01/96 to present		
0278-3649	International Journal of Robotics Research	Sage Publications	01/01/85 to present		
0160-0176	International Regional Science Review	Sage Publications	04/01/99 to present		
1012-6902	International Review for the Sociology of Sport	Sage Publications	01/01/85 to present		
0020-8728	International Social Work	Sage Publications	01/01/96 to present		
0268-5809	International Sociology	Sage Publications	03/01/86 to present		
0020-9112	International Wildlife	National Wildlife Federation	01/01/85 to 02/28/02	07/01/90 to 02/28/02	
	Internet Journal of Veterinary Medicine	Internet Scientific Publications LLC	03/01/03 to present	03/01/03 to present	
1095-9969	InternetWeek	CMP Media LLC	03/01/97 to 01/08/02	09/01/97 to 01/08/02	
	Italy Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1055-3290	JANAC: Journal of the Association of Nurses in AIDS Care	Sage Publications	01/01/03 to present		
	Japan Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0884-2175	JOGNN: Journal of Obstetric, Gynecologic, & Neonatal Nursing	Sage Publications	05/01/03 to present		
1078-285X	Journal for a Just & Caring Education	Sage Publications	01/01/85 to 12/31/99		
0743-6584	Journal of Adolescent Research	Sage Publications	01/01/94 to present		
0898-2643	Journal of Aging & Health	Sage Publications	01/01/94 to present		
0883-9115	Journal of Bioactive & Compatible Polymers	Sage Publications	01/01/01 to present		
0748-7304	Journal of Biological Rhythms	Sage Publications	01/01/94 to present		
0021-9347	Journal of Black Studies	Sage Publications	01/01/90 to present		
0021-985X	Journal of Cellular Plastics	Sage Publications	01/01/01 to present		
0091-2700	Journal of Clinical Pharmacology	Sage Publications	04/01/03 to present		
0021-9983	Journal of Composite Materials	Sage Publications	01/01/02 to present		
0022-0027	Journal of Conflict Resolution	Sage Publications	01/01/85 to present		
1043-9862	Journal of Contemporary Criminal Justice	Sage Publications	01/01/88 to present		
0891-2416	Journal of Contemporary Ethnography	Sage Publications	01/01/90 to present		
0022-0094	Journal of Contemporary History	Sage Publications	10/01/90 to present		
8756-4793	Journal of Diagnostic Medical Sonography	Sage Publications	04/01/03 to present		
0272-4318	Journal of Early Adolescence	Sage Publications	01/01/94 to present		
0095-2443	Journal of Elastomers & Plastics	Sage Publications	01/01/01 to present		
1070-4965	Journal of Environment & Development	Sage Publications	03/01/96 to present		
0958-9287	Journal of European Social Policy	Sage Publications	01/01/89 to present		
0363-1890	Journal of Family History	Sage Publications	01/01/90 to present		
0192-513X	Journal of Family Issues	Sage Publications	01/01/85 to present		

ISSN	Publication Name	Publisher	Indexing and Abstracting	Full Text**	PDF Images (full page)
1074-8407	Journal of Family Nursing	Sage Publications	01/01/95 to present		
0742-4871	Journal of Film & Video	University Film & Video Association	01/01/98 to present		
1042-3915	Journal of Fire Protection Engineering	Sage Publications	01/01/01 to present		
0734-9041	Journal of Fire Sciences	Sage Publications	01/01/01 to present		
1359-1053	Journal of Health Psychology	Sage Publications	01/01/99 to present		
0890-3344	Journal of Human Lactation	Sage Publications	01/01/03 to present		
0022-1678	Journal of Humanistic Psychology	Sage Publications	01/01/85 to present		
1528-0837	Journal of Industrial Textiles	Sage Publications	01/01/01 to present		
1045-389X	Journal of Intelligent Material Systems & Structures	Sage Publications	01/01/01 to present		
0885-0666	Journal of Intensive Care Medicine (Sage Publications Inc.)	Sage Publications	07/01/04 to present		
0886-2606	Journal of Interpersonal Violence	Sage Publications	01/01/94 to present		
0276-1467	Journal of Macromarketing	Sage Publications	07/01/96 to present		
1056-4926	Journal of Management Inquiry	Sage Publications	03/01/92 to present		
0273-4753	Journal of Marketing Education	Sage Publications	01/01/85 to present		
1359-1835	Journal of Material Culture	Sage Publications	01/01/99 to present		
1062-0656	Journal of Materials Processing & Manufacturing Science	Sage Publications	01/01/05 to present		
0092-8623	Journal of Mental Health Administration	Sage Publications	01/01/84 to 12/31/97		
0022-3433	Journal of Peace Research	Sage Publications	01/01/92 to present		
0885-4122	Journal of Planning Literature	Sage Publications	01/01/94 to present		
8756-0879	Journal of Plastic Film & Sheeting	Sage Publications	01/01/01 to present		
0269-8811	Journal of Psychopharmacology	Sage Publications	01/01/99 to present		
0731-6844	Journal of Reinforced Plastics & Composites	Sage Publications	02/01/03 to present		
0022-4278	Journal of Research in Crime & Delinquency	Sage Publications	01/01/85 to present		
1099-6362	Journal of Sandwich Structures & Materials	Sage Publications	01/01/01 to present		
1094-6705	Journal of Service Research	Sage Publications	01/01/99 to present		
0265-4075	Journal of Social & Personal Relationships	Sage Publications	01/01/98 to present		
0193-7235	Journal of Sport & Social Issues	Sage Publications	01/01/85 to present		
1527-0025	Journal of Sports Economics	Sage Publications	04/01/03 to present		
1088-145X	Journal of the Society of Pediatric Nurses	Blackwell Publishing Limited	01/01/89 to 12/31/01	01/01/89 to 12/31/01	
0951-6298	Journal of Theoretical Politics	Sage Publications	01/01/99 to present		
1087-1063	Journal of Thermal Envelope & Building Science	Sage Publications	01/01/01 to present		
0892-7057	Journal of Thermoplastic Composite Materials	Sage Publications	01/01/01 to present		
1043-6596	Journal of Transcultural Nursing	Sage Publications	01/01/99 to present		
0047-2875	Journal of Travel Research	Sage Publications	06/01/83 to present		
0086-1442	Journal of Urban History	Sage Publications	01/01/85 to present		
1077-5463	Journal of Vibration & Control	Sage Publications	01/01/95 to present		
1524-511X	Journal of Wide Bandgap Materials	Sage Publications	01/01/05 to present		
0730-0168	Keyboard*	CMP Media LLC	01/01/02 to present	06/01/05 to present	
0164-0259	Knowledge: Creation, Diffusion, Utilization	Sage Publications	01/01/90 to 08/31/94		
0099-5355	Lancet	Lancet	01/01/89 to present	01/01/91 to present	✓
0894-1254	Landscape Management	Questex Media Group	07/01/93 to present	12/01/93 to present	✓
0963-9470	Language & Literature	Sage Publications	01/01/98 to present		
	Latin America Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0148-0766	Lodging Hospitality	Penton Publishing	07/01/93 to present	07/01/93 to present	✓
1540-3890	Logistics Management	Reed Business Information	06/01/02 to present	06/01/02 to present	✓
1096-7355	Logistics Management & Distribution Report	Reed Business Information	04/01/96 to 05/31/02	01/01/98 to 05/31/02	
1547-1438	Logistics Today	Penton Publishing	09/01/03 to present	09/01/03 to present	✓
0024-9114	Machine Design	Penton Publishing	07/01/93 to present	06/18/97 to present	✓
0741-8647	Macworld	Mac Publishing LLC	01/01/82 to present	01/01/01 to present	
	Malaysia Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0047-5688	Management Education & Development	Sage Publications	01/01/85 to 12/31/83		
1350-5076	Management Learning	Sage Publications	03/01/99 to present		
0025-3170	Marine Corps Gazette	Marine Corps Association	07/01/94 to present		
0090-1830	Marine Fisheries Review	Superintendent of Documents	01/01/90 to present	01/01/90 to present	✓
1056-9073	Marines	Superintendent of Documents	01/01/94 to present	01/01/94 to present	✓
0141-9285	Marketing Week (UK)	Centre Communications	10/01/97 to present	09/01/01 to present	✓
1081-2865	Mathematics & Mechanics of Solids	Sage Publications	06/01/96 to present		
0025-6501	Mechanical Engineering	American Society of Mechanical Engineers	07/01/93 to present	07/01/93 to present	✓
1077-5587	Medical Care Research & Review	Sage Publications	01/01/90 to present		
0272-988X	Medical Decision Making	Sage Publications	05/01/03 to present		
1097-184X	Men & Masculinities	Sage Publications	01/01/99 to present		
0539-4511	Metal Center News	Sackett Media	07/01/97 to present	07/01/99 to present	✓
1547-1411	Metal Producing & Processing	Penton Publishing	01/01/03 to present	01/01/03 to present	✓
0265-8321	Metals Industry News	DMG Business Media Limited	07/01/96 to 02/29/00	07/01/96 to 02/29/00	
	Mexico Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0164-9957	Mix	Primedia Business Magazines & Media Inc.	01/01/02 to present	01/01/02 to present	✓
0097-7004	Modern China	Sage Publications	01/01/90 to present		
0026-8003	Modern Machine Shop	Gardner Publications, Inc.	07/01/93 to present	08/01/96 to present	
0260-7840	Modern Power Systems	Wilmington Publishing Ltd.	07/01/83 to present	07/01/83 to present	✓
0089-1816	Monthly Labor Review	US Department of Labor	01/01/85 to present	01/01/85 to present	✓
0027-1284	Mosaic	National Science Foundation	01/01/85 to 09/30/92		
1543-6470	Motion System Hydraulics & Pneumatics	Penton Publishing	02/01/03 to 03/31/04	02/01/03 to 03/31/04	
1520-9385	Motor Age	Advantstar Communications Inc.	07/01/93 to present	07/01/99 to present	✓
1385-612X	Music & Media	VNU eMedia, Inc.	01/01/03 to 08/09/03	01/01/03 to 08/09/03	

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0027-8378	Nation	Nation Company, L. P.	01/01/85 to present	01/01/85 to present	✓
0027-9358	National Geographic	National Geographic Society	01/01/85 to present	01/01/85 to present	
0276-8166	National Parks	National Parks Conservation Association	01/01/85 to present	01/01/80 to present	✓
0149-5267	National Petroleum News	Adams Business Media	07/01/93 to present	08/01/85 to present	✓
0028-0402	National Wildlife	National Wildlife Federation	01/01/85 to present	08/01/80 to present	
0028-1417	Naval Aviation News	Superintendent of Documents	01/01/84 to present	01/01/84 to present	✓
0028-1697	Navy Times	Times News Group, Inc.	07/01/94 to present		
	Netherlands Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1049-4468	Network Computing	CMP Media LLC	01/01/95 to present	01/01/95 to present	
1539-8137	Network Magazine	CMP Media LLC	11/01/89 to present	11/01/89 to present	
0745-415X	Network News	Witherspoon Society	01/01/80 to present	01/01/80 to present	✓
	Networks Update	Worldwide Videotex	07/01/89 to present	07/01/89 to present	
1073-8564	Neuroscientist	Sage Publications	04/01/00 to present		
1074-1690	New Steel	American Metal Market LLC	10/01/83 to 09/30/01	07/01/89 to 09/30/01	
0362-4331	New York Times	New York Times	01/01/89 to present		
0028-9604	Newsweek	Newsweek	01/01/85 to present	01/01/80 to present	
	Norway Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0360-4039	Nursing	Springhouse Corporation	01/01/85 to present	01/01/85 to present	✓
1061-4753	Nursing Homes Long Term Care Management	Modquest Communications	01/01/82 to present	05/01/93 to present	✓
0894-3104	Nursing Science Quarterly	Sage Publications	01/01/89 to present		
0029-7909	Occupational Hazards	Penton Publishing	07/01/93 to present	01/01/00 to present	✓
0362-4064	Occupational Health & Safety	Stevens Publishing Corp.	01/01/83 to present		
0199-4786	Occupational Outlook Quarterly	Bureau of Labor Statistics	07/01/89 to present	01/01/80 to present	✓
1096-5807	Office Pro	International Association of Administrative Professionals	10/01/97 to present	10/01/97 to present	✓
0030-0608	Offshore	Penn Well Publishing Co.	01/01/85 to present	01/01/85 to present	✓
0146-5422	Online	Information Today Inc.	07/01/83 to present	01/01/84 to present	✓
1532-1339	Onstage	Primedia Business Magazines & Media Inc.	01/01/02 to 08/31/03	01/01/02 to 08/31/03	
1069-6083	Operations & Fulfillment	Primedia Business Magazines & Media Inc.	01/01/02 to present	01/01/02 to present	✓
0193-032X	Ophthalmology Times	Advantist Communications Inc.	01/01/95 to present	01/01/85 to present	✓
1350-5084	Organization	Sage Publications	01/01/89 to present		
1086-0266	Organization & Environment	Sage Publications	03/01/88 to present		
1084-4281	Organizational Research Methods	Sage Publications	01/01/89 to present		
0030-9117	Packaging Digest	Reed Business Information	01/01/84 to present	06/30/99 to present	✓
0884-3048	Paint & Coatings Industry	BNP Media	08/01/83 to present	01/01/84 to present	✓
0031-1227	Paperboard Packaging	Questex Media Group	07/01/93 to present	01/01/84 to present	✓
1354-0688	Party Politics	Sage Publications	01/01/89 to present		
0899-1847	PC Computing	Ziff Davis Media Inc.	01/01/91 to 04/30/00	01/01/88 to 04/30/00	
0888-8507	PC Magazine	Ziff Davis Media Inc.	01/01/82 to present	01/01/89 to present	✓
0740-1604	PC Week	Ziff Davis Media Inc.	01/01/83 to 05/07/00	01/01/88 to 05/07/00	
0737-8939	PC World	PC World Communications Inc.	08/01/86 to present	01/01/86 to present	✓
0097-8806	Pediatric Nursing	Jannett Publications, Inc.	01/01/89 to present	01/01/89 to present	✓
0031-4006	Pediatrics	American Academy of Pediatrics	01/01/85 to present	01/01/85 to present	✓
0093-7673	People	Time Inc.	01/01/85 to present	01/01/84 to present	
1063-7877	People & Education	Sage Publications	01/01/83 to 12/31/85		
0199-4913	Petersen's Photographic	Petersen Publishing Company	01/01/85 to present		
	Philippines Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0191-4537	Philosophy & Social Criticism	Sage Publications	01/01/89 to present		
0048-3931	Philosophy of the Social Sciences	Sage Publications	01/01/85 to present		
0031-9023	Physical Therapy	American Physical Therapy Association	01/01/85 to present	01/01/00 to present	✓
0031-9228	Physics Today	American Institute of Physics - Physics Today	01/01/85 to present	01/01/85 to present	✓
1079-8765	Pipe Line & Gas Industry	Euromoney Institutional Investor PLC	01/01/86 to 12/31/01		
0032-0188	Pipeline & Gas Journal	Oldom Publishing Company of Texas, Inc.	07/01/83 to present	07/01/83 to present	✓
0032-0283	Pit & Quarry	Questex Media Group	07/01/93 to present	07/01/93 to present	✓
0147-2428	Plastics in Building Construction	Sage Publications	01/01/83 to 08/31/03		
1042-802X	Plastics News	Crain Communications	07/01/86 to present	07/01/86 to present	
0032-1257	Plastics Technology	Gardner Publications, Inc.	01/01/85 to present	01/01/85 to present	✓
	Poland Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
1098-6111	Police Quarterly	Sage Publications	01/01/01 to present		
1527-1544	Policy, Politics & Nursing Practice	Sage Publications	02/01/00 to present		
0090-5917	Political Theory	Sage Publications	01/01/80 to present		
0032-3282	Politics & Society	Sage Publications	01/01/80 to present		
1526-3681	Poptronics	Poptronix Incorporated	01/01/00 to 01/31/03	01/01/00 to 01/31/03	
1042-170X	Popular Electronics	Poptronix Incorporated	01/01/04 to 12/31/99	01/01/84 to 12/31/99	
0032-4556	Popular Mechanics	Hearst Brand Development	01/01/85 to present	01/01/86 to present	
0161-7370	Popular Science	Time Inc.	01/01/85 to present	01/01/01 to present	
0884-8823	Popular Woodworking	F&W Publications, Inc.	07/01/86 to 11/01/00		
	Portugal/Spain Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0032-5861	Power Engineering	Penn Well Publishing Co.	01/01/95 to present	01/01/95 to present	✓
0090-8762	Practical Horseman	Primedia Special Interest Publications	08/01/86 to present	08/01/86 to present	✓
0032-6488	Practical Woodworking	Business Press International, Ltd.	01/01/95 to present		
0747-2536	Prepared Foods	BNP Media	07/01/93 to present	07/01/99 to present	✓
0032-8510	Print	F&W Publications, Inc.	07/01/93 to present	01/01/95 to present	✓
0884-8862	Printed Circuit Design	UP Media	07/01/01 to 03/31/03	07/01/01 to 03/31/03	
1543-8527	Printed Circuit Design & Manufacture	UP Media	04/01/03 to present	04/01/03 to present	✓

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0032-8855	Prison Journal	Sage Publications	01/01/94 to present		
0032-8819	Production	Gardner Publications, Inc.	01/01/83 to 12/31/95		
1072-0561	Professional Builder	Reed Business Information	06/01/93 to present	07/01/99 to present	✓
1053-6353	Professional Builder & Remodeler	Reed Business Information	07/01/83 to 07/31/93		
1096-2408	Professional School Counseling	American School Counselor Association	09/01/87 to present	09/01/87 to present	
0033-0787	Progressive Grocer	VNU eMedia, Inc.	01/01/93 to present	10/01/96 to present	
0475-2653	PS; Preventive Maintenance Monthly	Superintendent of Documents	05/01/85 to present	05/01/85 to present	✓
0048-5853	Public Finance Quarterly	Sage Publications	01/01/80 to 12/31/88		
1091-1421	Public Finance Review	Sage Publications	01/01/87 to present		
1087-724X	Public Works Management & Policy	Sage Publications	01/01/89 to present		
0000-0019	Publishers Weekly	Reed Business Information / Reviews	01/01/89 to present	01/20/97 to present	✓
0033-4081	Pulp & Paper	Paperloop	07/01/83 to present	07/01/87 to present	✓
1462-4745	Punishment & Society	Sage Publications	01/01/89 to present		
0033-4448	Purchasing	Reed Business Information	10/07/93 to present	10/07/93 to present	✓
1049-7323	Qualitative Health Research	Sage Publications	01/01/94 to present		
1077-8004	Qualitative Inquiry	Sage Publications	01/01/95 to present		
0033-8826	Railway Age	Simmons Boardman Publishing Corp.	01/01/93 to present	07/01/86 to present	✓
1043-4631	Rationality & Society	Sage Publications	07/01/89 to present		
1533-0796	RCR Wireless News	Crain Communications	09/11/00 to present	09/11/00 to present	
0146-0595	Real Estate Issues	Counselors of Real Estate	07/01/86 to present	07/01/86 to present	✓
0034-0780	Real Estate Review	West Information Publishing Group	01/01/80 to present		
0034-0804	Real Estate Today	Real Estate Today	07/01/83 to 12/31/85		
0048-7066	Reeves Journal: Plumbing, Heating, Cooling	BNP Media	01/01/85 to present	01/01/85 to present	✓
1532-1347	Remix	Primedia Business Magazines & Media Inc.	01/01/02 to present	01/01/02 to present	✓
0164-0275	Research on Aging	Sage Publications	01/01/80 to present		
1049-7315	Research on Social Work Practice	Sage Publications	01/01/90 to present		
0097-8043	Restaurant Business	Ideal Media	01/01/93 to present	01/01/85 to present	
0147-9989	Restaurant Hospitality	Penlon Publishing	07/01/93 to present	07/01/93 to present	✓
0273-5520	Restaurants & Institutions	Reed Business Information	01/01/93 to present	01/01/83 to present	✓
1530-8154	Retail Merchandiser	Ideal Media	06/01/00 to present	06/01/00 to present	
1544-4236	Retail Traffic	Primedia Business Magazines & Media Inc.	05/01/03 to present	05/01/03 to present	✓
0048-7457	Reuse/Recycle Newsletter	Sage Publications	01/01/04 to present		
0734-371X	Review of Public Personnel Administration	Sage Publications	06/01/86 to present		
0035-791X	Rolling Stone	Rolling Stone LLC	01/01/85 to present	07/01/90 to present	
0033-7128	RSI: Roofing, Siding, Insulation	Questex Media Group	06/01/85 to present	06/01/85 to present	✓
0035-9572	Rubber World	Lippincott & Peto, Inc.	01/01/93 to present	01/01/93 to present	✓
1088-8845	Rural Cooperatives	Superintendent of Documents	01/01/86 to present	01/01/86 to present	✓
	Russia Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0090-5747	Sage Urban Studies Abstracts	Sage Publications	07/01/86 to 08/31/86		
0163-7517	Sales & Marketing Management	VNU eMedia, Inc.	01/01/94 to present	01/01/94 to present	
	Saudi Arabia Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
0362-8930	School Library Journal	Reed Business Information / Reviews	01/01/85 to present	01/01/85 to present	✓
0143-0043	School Psychology International	Sage Publications	01/01/89 to present		
0036-8423	Science News	Science News	01/01/85 to present	01/01/85 to present	
0162-2439	Science, Technology & Human Values	Sage Publications	01/01/90 to present		
0036-8733	Scientific American	Scientific American Inc.	01/01/85 to present	01/01/85 to present	
0049-0016	SDM: Security Distributing & Marketing	BNP Media	07/01/97 to present	07/01/99 to present	✓
0037-0622	Secretary	International Association of Administrative Professionals	08/01/93 to 09/30/97	08/01/93 to 09/30/97	
0145-9406	Security Management	American Society for Industrial Security	07/01/93 to present	01/01/94 to present	✓
0890-6826	Security: For Buyers of Products, Systems & Services	BNP Media	07/01/97 to present	06/30/99 to present	✓
1069-1852	Selling	Dartnell Corporation	08/01/97 to present	08/01/97 to present	
1363-4607	Sexualities	Sage Publications	01/01/99 to present		
0148-0889	SGB	VNU eMedia, Inc.	04/01/04 to present	04/01/04 to present	
	SGB: Sporting Goods Business	VNU eMedia, Inc.	07/01/93 to 12/31/00	01/01/98 to 12/31/00	
0583-1024	Shock & Vibration Digest	Sage Publications	03/01/88 to present		
0049-0393	Shopping Center World	Primedia Business Magazines & Media Inc.	01/01/02 to 04/30/03	01/01/02 to 04/30/03	
1046-6781	Simulation & Gaming	Sage Publications	01/01/90 to present		
	Singapore Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1046-4964	Small Group Research	Sage Publications	01/01/80 to present		
0037-749X	Soap, Perfumery & Cosmetics	Wilmington Publishing Ltd.	07/01/84 to present	07/01/84 to present	✓
0964-6639	Social & Legal Studies	Sage Publications	01/01/89 to present		
0037-7886	Social Compass	Sage Publications	01/01/85 to present		
0894-4393	Social Science Computer Review	Sage Publications	01/01/89 to present		
0306-3127	Social Studies of Science (Sage)	Sage Publications	01/01/85 to present		
0049-1241	Sociological Methods & Research	Sage Publications	01/01/85 to present		
0897-8085	Software Magazine	Wiesner Publishing Inc.	07/01/86 to 06/30/02	08/01/86 to 06/30/02	
0083-8440	Soldiers	Superintendent of Documents	07/01/88 to present	01/01/89 to present	✓
	South Africa Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
	South Korea Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
	Spain Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
0887-6703	Spectroscopy	Advantist Communications Inc.	08/01/89 to present	08/01/89 to present	✓
	Sporting Goods Business	VNU eMedia, Inc.	01/01/01 to 01/31/04	01/01/01 to 01/31/04	
0038-822X	Sports Illustrated	Time Inc.	01/01/85 to present	09/21/82 to present	
0039-095X	Steel Times	DMG Business Media Limited	05/01/87 to 09/30/01	05/01/87 to 09/30/01	

ISSN	Publication Name	Publisher	Indexing and Abstracting	Full Text**	PDF Images (full page)
0143-7798	Steel Times International	DMG Business Media Limited	01/01/97 to present	01/01/97 to present	✓
0196-6700	Supermarket Business Magazine	VNU eMedia, Inc.	01/01/93 to 11/01/01	01/01/00 to 11/01/01	
0039-5854	Supervision	National Research Bureau	01/01/90 to present	01/01/90 to present	✓
	Sweden Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
8755-2027	Swim Magazine	Sports Publications Inc.	01/01/94 to 02/28/05	01/01/94 to 02/28/05	
	Swimming World	Sports Publications Inc.	03/01/05 to present	03/01/05 to present	✓
0039-7431	Swimming World & Junior Swimmer	Sports Publications Inc.	01/01/94 to 02/28/05	01/01/94 to 02/28/05	
	Switzerland Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1535-7740	T+D	American Society for Training & Development	05/01/01 to present	05/01/01 to present	✓
1068-378X	Teaching & Change	Sage Publications	09/01/93 to 06/30/01		
1062-9351	Tech Directions	Prakken Publications	01/01/95 to present	01/01/95 to present	✓
1527-1803	Techniques: Connecting Education & Careers	Association for Career & Technical Education	11/01/99 to present	11/01/99 to present	✓
1091-0131	Techniques: Making Education & Career Connections	Association for Career & Technical Education	09/01/96 to 10/31/99	09/01/96 to 10/31/99	
1053-6728	Technology & Learning	CMP Media LLC	01/01/93 to present	04/01/01 to present	
1099-274X	Technology Review	Massachusetts Institute of Technology / MIT	05/01/98 to present	05/01/98 to present	✓
0746-3537	Technology Teacher	International Technology Education Association	09/01/93 to present	09/01/93 to present	✓
1534-956X	Telecommunications - Americas Edition	Horizon House	01/01/94 to present		
0040-2656	Telephony	Primedia Business Magazines & Media Inc.	07/01/93 to present	03/10/97 to present	✓
	Thailand Career Guide	Going Global	01/01/02 to 01/31/02	01/01/02 to 01/31/02	
1362-4806	Theoretical Criminology	Sage Publications	01/01/99 to present		
0959-3543	Theory & Psychology	Sage Publications	01/01/99 to present		
0263-2764	Theory, Culture & Society	Sage Publications	01/01/98 to present		
0725-5136	Thesis Eleven	Sage Publications	01/01/99 to present		
0040-781X	Time	Time Inc.	01/01/85 to present	05/07/90 to present	
0961-463X	Time & Society	Sage Publications	02/01/95 to present		
0271-1214	Topics in Early Childhood Special Education	PRO-ED	03/01/90 to present	03/01/90 to present	✓
0095-5892	Training	VNU eMedia, Inc.	01/01/93 to present	01/01/00 to present	
1055-9760	Training & Development	American Society for Training & Development	05/01/91 to 04/30/01	05/01/91 to 04/30/01	
0041-0861	Training & Development Journal	American Society for Training & Development	01/01/85 to 04/30/91	01/01/85 to 04/30/91	
1363-4815	Transcultural Psychiatry	Sage Publications	01/01/99 to present		
1534-2832	Transform Magazine	CMP Media LLC	05/01/01 to 12/31/04	05/01/01 to 12/31/04	
0895-8548	Transportation & Distribution	Penlon Publishing	07/01/93 to 08/31/03	06/01/97 to 08/31/03	
0041-1612	Transportation Journal	American Society of Transportation & Logistics Inc	01/01/85 to present	01/01/85 to present	✓
0278-9434	Transportation Quarterly	ENO Transportation Foundation	07/01/90 to 09/30/03		
1524-8380	Trauma, Violence & Abuse	Sage Publications	01/01/00 to present		
0041-5537	U.S. News & World Report	US News & World Report	01/01/85 to present	05/01/80 to present	
0898-1069	Underground Construction	Oldon Publishing Company of Texas, Inc.	01/01/97 to present	01/01/97 to present	✓
	United Kingdom Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
	United States Career Guide	Going Global	01/01/02 to present	01/01/02 to present	✓
1078-0874	Urban Affairs Review	Sage Publications	12/01/93 to present		
0042-0859	Urban Education	Sage Publications	01/01/90 to present		
1058-2428	US Black Engineer & Information Technology	Career Communications Group Inc.	01/01/02 to present	01/01/02 to present	✓
0042-2738	Variety	Reed Business Information	01/01/94 to present	07/01/99 to present	✓
0279-571X	Video Business	Reed Business Information	01/01/00 to present	01/01/00 to present	✓
1077-2197	Violence & Abuse Abstracts	Sage Publications	01/01/96 to 01/31/98		
1077-8912	Violence Against Women	Sage Publications	01/01/95 to present		
0884-8009	Vocational Education Journal	Association for Career & Technical Education	01/01/94 to 08/31/96	01/01/94 to 08/31/96	
0047-5765	Vocational Training News	Aspen Publishers Inc.	02/01/03 to present		
0047-5765	Vocational Training Newsletter	Aspen Publishers Inc.	01/01/99 to 12/31/02	01/01/99 to 12/31/02	
0043-0315	Ward's Auto World	Primedia Business Magazines & Media Inc.	04/01/93 to present	07/01/97 to present	✓
0043-1001	Waste Age	Primedia Business Magazines & Media Inc.	01/01/85 to present	03/01/99 to present	✓
0273-2238	Water Engineering & Management	Soranon Gillette Communications Inc.	07/01/96 to 05/31/03	07/01/96 to 05/31/03	
0043-2253	Welding Design & Fabrication	Penlon Publishing	07/01/99 to present	07/01/99 to present	✓
0193-9459	Western Journal of Nursing Research	Sage Publications	01/01/85 to present		
1099-9249	Wireless Review	Primedia Business Magazines & Media Inc.	01/01/98 to present	01/01/98 to present	✓
1065-0473	Wireless Week	Reed Business Information	08/09/99 to present	08/09/99 to present	✓
0145-7986	Women's International Network News	Women's International Network News	01/01/90 to 10/31/03	01/01/90 to 10/31/03	
0043-7662	Wood & Wood Products	Vance Publishing Corporation	01/01/93 to present	05/01/96 to present	✓
1067-1064	Wood Technology	Forest Products Society	07/01/96 to 12/31/00	07/01/97 to 12/31/00	
0199-1892	Woodworker's Journal	Rockler Press	07/01/93 to present	01/01/98 to present	✓
0730-8884	Work & Occupations	Sage Publications	01/01/85 to present		
0162-9123	Workbasket	KC Publishing, Inc.	01/01/94 to 03/30/96	01/01/94 to 03/30/96	
0043-8057	Workbench	August Home Publishing	01/01/89 to present	01/01/94 to 09/30/00	
0834-292X	Worklife Report	IR Research Publications	01/01/90 to 03/31/03	01/01/90 to 03/31/03	
8897-9472	World Monitor	Christian Science Publishing Society	01/01/92 to 05/30/93	01/01/92 to 05/30/93	
0043-8790	World Oil	Eurocom Institutional Investor PLC	01/01/85 to present	08/01/93 to present	
	Worldwide Telecom	Worldwide Videotex	06/30/98 to present	07/01/99 to present	✓
0044-116X	Youth & Society	Sage Publications	01/01/85 to present		
1528-4034	Ziff Davis Smart Business	Ziff Davis Media Inc.	05/01/01 to 06/30/02	05/01/01 to 06/30/02	
1528-4034	Ziff Davis Smart Business for the New Economy	Ziff Davis Media Inc.	05/01/00 to 04/30/01	05/01/00 to 04/30/01	

# William Floyd Learning Center

6/05

## REVIEW OF THE LEARNING MEDIA SERVICES AND TECHNOLOGY STANDARD

Over the past few years the administration and staff at William Floyd Learning Center have conducted an in-depth look at the Middle States Learning Media Services standard, in an effort to determine how effectively we are addressing the performance indicators. Our in-depth look at the standard indicates we have made progress in addressing the performance indicators.

In the school year 2003-2004, staff training was provided for computer and digital camera use. Software was purchased to support content area as well as academic action plan activities. In addition, the IRS donated computers which were placed in classrooms.

In 2004-2005, all teachers were trained in PowerPoint, Publisher, Jeopardy and the Virtual Reference Collection (VRC). PowerPoint training was provided to seven classes with each student in the class giving a presentation during our Author Celebration. Again, IRS donated computers to our school.

### Performance Indicators

- **Information resources and technology are of adequate scope, quantity, and quality to support the total educational program and encourage students and staff to broaden and extend their learning.**
  - All staff has been trained in the use of the VRC by Elena Napolitano.
  - We have internet connectivity in all classrooms
  - New on line student management system
  - Collaboration of library media services with integrated sites and transitional sites
  - New printers for each classroom
  - Franklin Kid-240's were purchased for each student and training provided to all staff
  - Mini grant written for purchase of Mobile Technology hardware supporting phonemic awareness
  - Donation of hardware from a technology firm. We will look into the possibility of acquiring more hardware
  - The past three years we have received computers from IRS. The instructional technology support staff up dated the programs on these computers which were then distributed
  - We have applied to Computer Associates to be part of their company-sponsored trip but have been denied twice. We will continue to apply to be part of this activity
  - Will continue to research and tap other resources for software to supplement our curriculum and additional AFG academic and behavior activities
  - The agency's ELA and Social Studies K-12 committees are reviewing software that support the New York Standards. Additional software will be obtained through this committee
  - We have the services of a librarian for 4 periods a week.
  - Participation in our Computer Lab / Media Center is limited in the number of classes which can be accommodated.

- Our classes have access to the William Floyd Elementary School computers and library.
- **An information skills curriculum is provided to enable students to develop research and information literacy skills.**
  - At this time we do not have a skills curriculum to enable students to develop research and information literacy skills. This will be addressed during the 2005-2006 school year.
- **Staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided.**
  - Staff and students are encouraged to offer input in several ways. Through administration, the curriculum teacher, media staff, or during classes with our instructional technology support staff.
- **Learning materials and technology are maintained in a manner that makes them accessible to students and staff. They are properly catalogued, housed, and periodically reviewed for relevancy.**
  - All learning materials and technology are maintained in the Computer Lab / Media Center. Staff has access to them during their computer lab time, before or after school or through written communication. The material is catalogued and periodically reviewed by the media staff and curriculum teacher.
- **Learning media center and technology staffs are sufficient and appropriately qualified to provide effective service to students and staff.**
  - The instructional technology support staff is both professional and well qualified. However, scheduling can be difficult at times due to the high demand of their services.
- **Adequate orientation to the use of the learning media services, its resources, and equipment is provided to staff and students.**
  - Orientation in the use of the learning media center has been provided to those teachers and students we were able to accommodate during the 2004-2005 school year. The remaining staff and students will have orientation during the 2005-2006 school year.
- **Learning media services and technology are appropriately supported through adequate funds provided in an annual budget**
  - The review and updating of appropriate software is an on-going process at WFLC. Future requests for additional software will be submitted to the appropriate K – 12 curriculum committees for review and possible purchase.
- **Long-range planning activities are in place to ensure that the school keeps pace with information and technological changes.**
  - Long range planning activities are in place and will be further addressed through the AFG committee.





**Committee on Institution-Wide Accreditation  
Middle States Association of Colleges and Schools**

Commission on Secondary Schools

3624 Market Street, 2<sup>nd</sup> Floor Annex  
Philadelphia, PA 19104

267-284-5042 Fax: 215-662-0957

CSS Website: [www.css-msa.org](http://www.css-msa.org)

CIWA Website: [www.ciwa-msa.org](http://www.ciwa-msa.org)

Commission on Elementary Schools

One Belmont Avenue, Suite 618  
Bala Cynwyd, PA 19004

610-617-1100 Fax: 610-617-1106

CES Website: [www.ces-msa.org](http://www.ces-msa.org)

CIWA E-mail: [sheft@css-msa.org](mailto:sheft@css-msa.org)

June 11, 2008

Mr. Gary D. Bixhorn, Chief Operating Officer  
Eastern Suffolk BOCES  
James Hines Administration Building  
201 Sunrise Highway  
Patchogue, NY 11772

Dear Mr. Bixhorn:

Following the accreditation visits, conducted in Fall 2003 and Spring 2004, to the individual sites of Eastern Suffolk BOCES, the Middle States Association (MSA) Commissions on Elementary and Secondary Schools granted each site Accreditation with Stipulations. The Stipulation for all of the sites was identical and dealt with the Learning Media Services and Technology Standard. In each case the site submitted a Stipulation Report within the required timeframe, and each report was accepted by MSA as providing documentation of meeting this Standard. Thus, the Stipulations were removed for the 17 sites.

When the Mid-Point Review visits were made to BOCES in the Spring and Fall of 2006, each site successfully demonstrated continued adherence to all of the MSA Standards.

We ask that you maintain this information in the Eastern Suffolk BOCES accreditation files for future reference, even though the individual sites will not be accredited in the future, as subsequent visits will address accreditation at the overall Agency level.

If there are any questions, please don't hesitate to contact our office.

Sincerely,

C. Steven Heft  
Associate Director for CIWA

cc: Dr. Candace White-Ciraco, Director, Office of Planning & Program Improvement