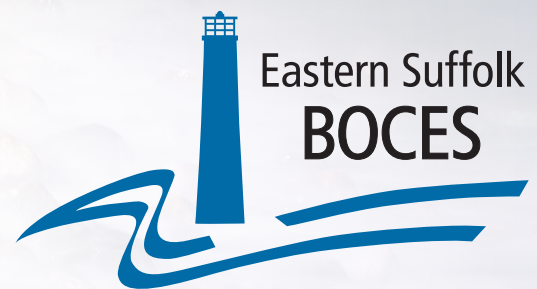


A photograph of a lighthouse on a rocky shore. The lighthouse is white with a brown band and a black lantern room. It stands on a grassy hill. In the foreground, there are large, smooth, brown and grey rocks. The ocean waves are crashing against the rocks, creating white foam. The sky is blue and clear.

# Getting to Know Us Through Our Strategic Plan

**2018**



Educational Services That Transform Lives

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# Introduction: The ESBOCES Journey

## “Innovation and Service”

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

In 1998, the Board of Eastern Suffolk BOCES embarked on an unprecedented journey that was destined to lead our agency into a new millennium of change and improvement. Now, in the 2018-19 year, we are continuing our strategies based on new challenges in an ever-changing environment. For those of us who have traveled the strategic planning path initiated by a forward-thinking Board, this document represents a review of our focus and successes this past year. For those readers who have remained at the periphery of this initiative, or for whom this is their first introduction, this work stands as a testament to the power of community effort guided by strong leadership. Within its pages, the reader will find examples of how our agency enacts its vision:

### Educational Services That Transform Lives

The “ESBOCES Journey” is a story about where we are going and how we are going to get there. The destination of our ESBOCES Journey is summarized in our Agency Mission Statement. The conviction with which we follow our Journey is outlined by our newly revised Beliefs. Our Journey’s itinerary is specified through a set of twelve Agency Goals. These goals have been re-established and reordered to frame our journey based on an analysis of our accomplishments and the region’s continuing needs as revealed in our year-long self-study for the Middle States Reaccreditation.

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

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

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

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

# Our Mission

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

# Our Beliefs

## We believe that...

- successful organizations create effective operational systems and enable individuals who take responsibility for their actions, are accountable for the programs and services they deliver to fulfill the expectations of those who rely on them, and use all of their expertise and resources to meet the expectations of those they serve.
- everyone has the right to a safe, healthy, and caring environment which fosters cultural competence, respect and high expectations, maximizes potential, motivates interest and enthusiasm, and encourages the sharing of ideas.
- 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, trust, and integrity are essential in all of our interactions.
- continuous evaluation, high standards, innovation, and effective communication are the foundation of organizational success.
- the integrity and high standards of our educational programs are reflected in our student outcomes, and provide students with the skills they need to become responsible citizens and contributing members of the global society.
- effective communication of accurate information improves understanding and enhances engagement.
- production of quality outcomes depends on the collective effort of a well-developed and motivated workforce that embraces the agency's mission and beliefs.

# Our Goals 2017-2024

## **I. HIGH STANDARDS FOR STUDENT ACHIEVEMENT**

Eastern Suffolk BOCES will ensure that every student who is educated in an Eastern Suffolk BOCES program meets or exceeds expectations set by the New York State Board of Regents.

## **II. PROFESSIONAL DEVELOPMENT**

Eastern Suffolk BOCES will promote the continued professional growth of current and future educators, leaders, and support staff by providing coordinated programs of needs-based, effective, and affordable professional development.

## **III. SHARED SERVICES**

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

## **IV. PROGRAM AND SERVICES AVAILABILITY**

Eastern Suffolk BOCES will be responsive to the region through the creation and delivery of high-quality, innovative programs and services, and other resources throughout the region.

## **V. COST EFFECTIVENESS, QUALITY MANAGEMENT, AND OPERATIONAL EFFICIENCY**

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

## **VI. TECHNOLOGY**

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

## **VII. STRATEGIC PLANNING**

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

## **VIII. HEALTH, SAFETY, SECURITY, AND SPACE**

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

## **IX. PUBLIC INFORMATION**

Eastern Suffolk BOCES will ensure that all stakeholders and their communities are knowledgeable about the full range and benefits of Eastern Suffolk BOCES programs and services.

## **X. INTERNAL COMMUNICATIONS**

Eastern Suffolk BOCES will ensure that all staff are fully informed about programs, services, and the strategic planning process.

## **XI. HUMAN RESOURCES**

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

## **XII. RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY**

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

## Special Education Program Completer

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

These include:

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



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

## Special Career Education (SCE) Program Completer

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

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

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



This plan may lead to the following outcomes:

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

# Adult Education Program Completer

A student who completes a career training program through rigorous coursework, articulations, and real-world experiences in the Eastern Suffolk BOCES Adult Education programs will demonstrate a range of competencies that will prepare them for both college and the workplace.

## Adult CTE students:

- Possess knowledge and application of purposeful and specific technical skills, problem-solving, critical thinking, and are proficient in the use of innovative tools, resources and systems.
- Demonstrate achievement of specific technical skills as reflected in course completion, certification, licensure, and/or employment.
- May have participated in internships, clinical experiences, pre-apprenticeships, and work-based learning opportunities.
- Earn industry-recognized certifications and stackable credentials preparing them for entry-level positions in the workforce.



- Have knowledge of, and competency in, interacting with people of diverse backgrounds.
- Are proficient in the use of technology aligned with industry standards.

# Career and Technical Education (CTE) Program Completer

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

- Possess knowledge and can apply purposeful and specific technical skills, problem-solving, critical thinking, and are proficient in the use of innovative tools, resources and systems.
- Demonstrate achievement of specific technical skills as reflected in his/her Employability Profile Report.
- Have earned college credits, giving them an extra advantage when entering higher education.
- Experienced internships, pre-apprenticeships, and work-based learning opportunities.
- Engaged in local and national clubs, industry-specific organizations.
- Developed interpersonal and leadership skills that enhance academic, personal, and career development.
- Earned industry-recognized certifications and stackable credentials preparing them for entry-level positions in the workforce.
- Have knowledge of, and competency in, interacting with people of diverse backgrounds.
- Have competency in the use of technology that is aligned with industry standards.





# Strategic Action Plans 2017-2024

## **I. EDUCATIONAL OUTCOMES**

By July 2024, there will be a measurable improvement in the educational outcomes of Eastern Suffolk BOCES special education and career education students.

## **II. EDUCATIONAL OUTCOMES – ADULT EDUCATION**

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

## **III. EDUCATIONAL SUPPORT SERVICES**

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

## **IV. REGIONAL TECHNOLOGY SERVICES**

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

## **V. HUMAN RESOURCES**

By July 2024, the Eastern Suffolk BOCES Department of Human Resources will be a resource, both internally to the agency and regionally to component school districts, promoting best practices that ensure compliance with local, state, and federal employment laws; maintain a highly skilled workforce to meet a full range of student needs; and improve operational and fiscal efficacy.

## **VI. COMMUNICATIONS AND PUBLIC RELATIONS**

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



**VII. RESEARCH, PROGRAM IMPROVEMENT, AND REGIONAL ADVOCACY**

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



**VIII. OPERATIONS, MANAGEMENT, AND FINANCE**

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



**IX. SCHOOL FACILITIES MANAGEMENT**

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



# Action Plan I: Educational Outcomes

...measurable improvement in educational outcomes of special education and career education students...

## Special Education



Increase in the percentage of students passing the New York State Regents Examinations

- ELA Common Core .....8%
- Global History and Geography .....4%
- Algebra I Common Core .....14%
- U.S. History and Government .....8%



Increase in opportunities for students to successfully complete individualized graduation requirements



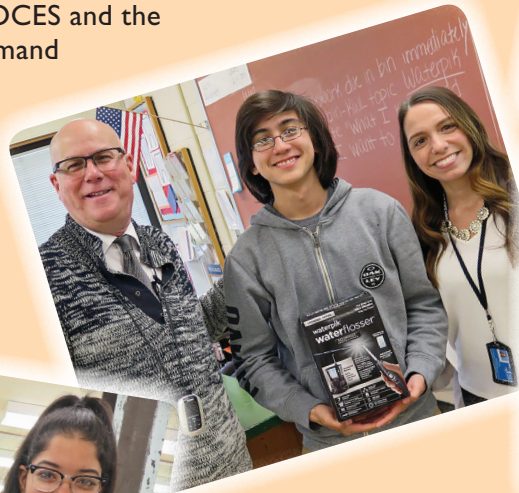
- Advanced Regents Diplomas ..... 4.28%
- CDOS Credentials ..... 8.54%
- SACC Credentials .....3.01%



Student participation in Service Learning and Co-curricular activities increased by 16.7%

## Career and Technical Education

Business and Industry collaborations resulted in more opportunities for students and teachers to network, created opportunities for businesses to vet potential employees, assisted ESBOCES and the Academy in finding in-demand teacher candidates for our programs, and helped us refine or revamp new courses, new technologies, and new certifications.



New dual enrollment opportunities with post-secondary institutions, additional marketing and public relations activities, continued professional development related to certifications and instruction, resulted in adding value to the students' experiences.

New work experiences for students, new and renewed college credits for the rigorous coursework completed, and tracking of volunteer, leadership development, competition and scholarship award opportunities contributed to reaching goals set for the 2017-18 school year.



New Programs: Drone Technology, Physical Therapy Aide, Computer Science, App Development, and an introduction course to Heating, Ventilation, and Air Conditioning in Special Career Education.

# Action Plan II: Educational Outcomes – Adult Education

*...measurable improvement in the education outcomes of  
Adult Career and Technical Education students...*

We engaged our Business and Industry partners in a multitude of ways to support both our learning communities, as well as the workforce pipeline directly to the employer. New efforts this year resulted in teacher recruitment for hard-to-fill positions, career fairs to fill employee vacancies, course development, certification recommendations, and employment outcome data necessary for new funding sources.



Added value in our existing programs by creating college articulations, providing professional development for our part-time instructors in curriculum and instruction, doubling efforts in marketing through a redesign of our catalog, implementing updates to the website, enhancing search engine optimization, and creating a professional marketing institute specifically for our administrative team.





Focused on increasing the number of work experiences available to students, building credential opportunities in more career training classes, tracking follow-up data on employment outcomes, and increasing completion rates in our programs.



New courses for the upcoming school year will include Physical Therapy Aide, Home Health Aide, medical refreshers for exam takers, as well as new certification courses in human services and construction trades.



# Action Plan III: Educational Support Services

*...provided high-quality, innovative programs and services...*

## Education and Information Support Services

The Professional Development Program partnered with Dr. Robert Jarvis from the University of Pennsylvania and organized the Long Island Consortium for Excellence and Equity (LICEE) – Suffolk County – for the 2017-18 school year. The consortium serves as a critical resource for participating districts to take proactive and system-wide leadership measures for significantly improving the academic performance of all students, increasing high-level education opportunities to learn for all students, and eliminating the observed opportunity and achievement disparities among subgroups of students defined by race/ethnicity and/or economic circumstance. The 2017-18 school year was the first year for this consortium resulting in 12 districts participating in the seven sessions offered.



The Student Data Services (SDS) Program created a “Planning a Year in Data Reporting Guide” and corresponding “Timelines.” These tools will assist District Data Coordinators and other district staff in mapping a plan for loading, verifying, and certifying data required to be submitted to the New York State Education Department. SDS also developed specifications, issued, evaluated, and presented to the Board for approval, a Request for Proposals to enhance the BOCES Assessment Reporting System (BARS) to include more robust reporting capabilities.

EISS provides support, both internally and regionally, as it pertains to the Continuing Teacher and Leader Education (CTLE) requirement.

- Internal CTLE trainings were provided to over 150 Eastern Suffolk BOCES administrators, teachers, and paraeducators which empower certificated staff in managing their professional development activities.
- Provided two regional trainings that focused on Managing the CTLE Regulation in a Professional Development Software System to 30 district participants.



## Family Education Outreach Program

The Family Education Outreach Program provided educational and support services to Migrant and McKinney-Vento eligible students in grades preK-12 across Long Island and in New York City. Instructional needs assessments, graduation plans, transitional supports, and widely ranging family support were provided to students marginalized through poverty, homelessness, and migrant status.



## L.I. RBERN

The Long Island Regional Bilingual Education Resource Network provided professional development opportunities for a record number of teachers, increased parent engagement through outreach programs, increased the support to Title III consortia members to improve opportunities for English Language Learners, and continued to administer funding for tuition assistance toward a bilingual extension or certification in English to Speakers of Other Languages for Special Education teachers and pupil personnel professionals.



## RSE-TASC

The Regional Special Education Technical Assistance Support Center provided technical assistance to districts, preschools, and private and parochial schools related to educating students with disabilities. A comprehensive calendar of workshops focused on specific regional needs was developed including in-district training, regional training, and supports for the behavioral needs of preschool students with disabilities across Long Island.

# Action Plan IV: Regional Technology Service

*...continue to be a regional leader in technology services...*

Financial and Technical Services created a new nVision hosted environment, which offers a comprehensive, fully-integrated business and financial software application. It is now servicing seven districts.



Seven East End districts participated for the first time or renewed their participation after a lapse in either Technology Acquisition Services and/or Technology Services.

RIC One Data Privacy and Security Service supported 10 districts.





Regional presentations were offered by the NYS Office of the Comptroller, the Department of Homeland Security, and CoSN (Consortium for School Networking).



# Action Plan V: Human Resources

*... promoting best practices...*

*...maintaining a highly skilled workforce...*

*...improving operational and fiscal efficacy...*

Implemented the ESBOCES Regional Diversity and Equity Initiative, whose goal is to increase diversity in the workplace, both internally for the agency, and externally for the region.



Submitted and received state approval for revisions to include a fourth tier to the Recruitment Shared Service, to better assist participating school districts with recruitment efforts, and professional development in Human Resources best practices.

Completed an evaluation of software and selected software solutions to automate functions and transactions related to candidate recruitment, application and hiring processes, and new employee on-boarding.





# Action Plan VI: Communications, Public Relations, and Marketing

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

*...interacting with media...*

*...innovative methods of communication...*

To meet ADA (Americans with Disabilities Act) accessibility requirements for the ESBOCES and Academy websites, we completed an internal audit, amended website content, trained website editors, and drafted an Agency website accessibility policy.

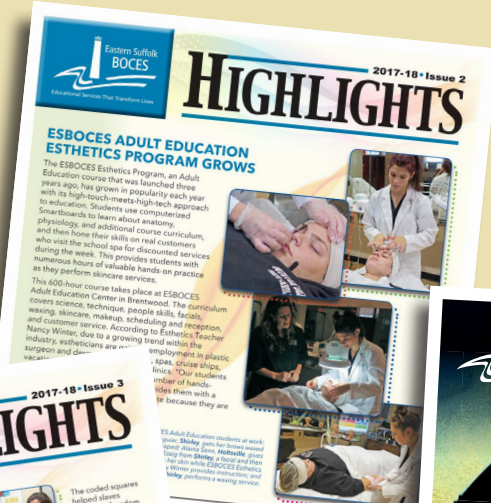


Developed a plan for self-promotion and marketing using stakeholder feedback, performed an internal evaluation of current marketing activities, and brainstormed new ideas for marketing and promoting the quality and cost-effectiveness of our programs and services.

Administered the first biennial Communications Services survey to internal staff and collected baseline data on staff perceptions of the ESBOCES website, social media, newsletters, and other internal services provided by the Office of Communications.



Received three awards of honor from the New York School Public Relations Association for the Highlights and Dialogue newsletters; both for relevancy of content, and one for overall design and graphics.



Redesigned and launched the webpages for Adult Education on the ESBOCES website.

24-HOUR  
REGISTRATION

Register for Continuing Education Classes  
Online at [www.esbooces.org/AEV](http://www.esbooces.org/AEV)



# Action Plan VII: Research, Program Improvement, and Regional Advocacy

*...program/service evaluation and improvement...*

*...regional advocacy and research...*

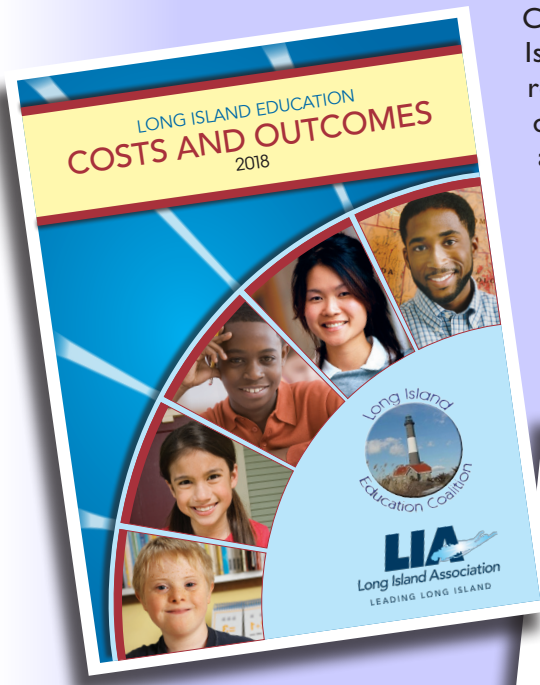
Received reaccreditation from Middle States for the time frame 12/1/17 through 12/1/24 and implemented the first year of a seven-year strategic plan.



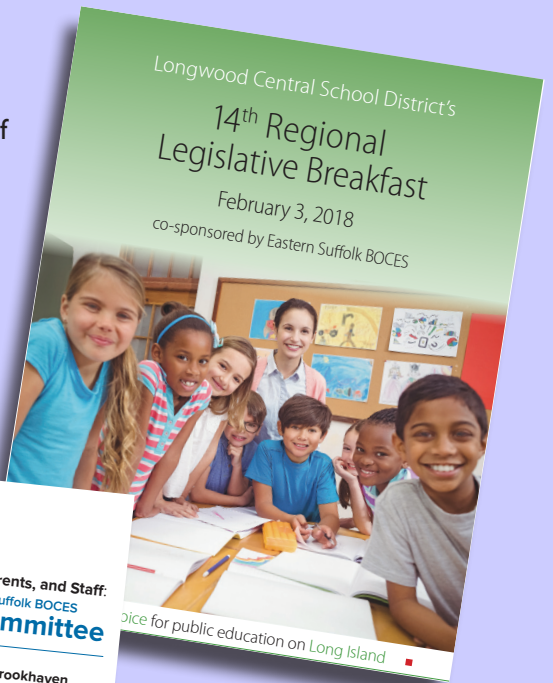
Restructured the Office of Planning and Program Improvement shifting the management and oversight of grants and strategic planning to other offices as an efficiency.


Shifted the oversight of the grants fiscal and development process to the Business Office, re-training grant administrators in best practices related to obtaining and overseeing grants and the grant process.





Completed the 2018 Long Island Costs and Outcomes report, as well as a myriad of other regional reports and advocacy work on behalf of the Suffolk County School Superintendents Association, the Long Island Education Coalition, and Eastern Suffolk BOCES.



  
 Eastern Suffolk BOCES  
 Education Services That Transform Lives

**Attention Eastern Suffolk BOCES Students, Parents, and Staff:**  
 Please join us for the next meeting of the Eastern Suffolk BOCES  
**Community Legislative Committee**

**Guest Speaker**  
**Valerie M. Cartright, Councilwoman, Town of Brookhaven**


Thursday, January 11, 2018  
 7:00 – 8:00 p.m.  
 Gary D. Bixhorn Technical Center (BTC)  
 350 Martha Avenue, Bellport, New York 11713

The committee is for those who are interested in learning about the issues impacting school districts and BOCES and how to advocate for positive change. With an extensive history of successful legislative activities, William K. Miller, ESBOCES Board Vice President, chairs this committee of adults and students interested in working together to benefit our community by learning about, and becoming involved in the legislative process. Ms. Cartright's presentation will focus on her pathway to becoming an elected official and her passion for connecting students to resources to further their life goals.

If you have any questions or would like to RSVP to any of the committee meetings, please send an email to [kmaue@esboces.org](mailto:kmaue@esboces.org).

**2018 MEETING SCHEDULE**  
 All meetings will be held at 7:00 p.m.

- Thursday, January 11, 2018
- Thursday, February 15, 2018
- Thursday, March 8, 2018
- Thursday, April 19, 2018
- Thursday, May 10, 2018

  
 Valerie M. Cartright  
 Councilwoman,  
 Town of Brookhaven



# Action Plan VIII: Operations, Maintenance, and Finance

*...improving agency operations to maximize efficiencies and best practices...*

*...providing regional leadership and resources...*



The Cooperative Bidding Service achieved approximately \$6.7 million of savings through combined and volume discounts. We achieved great support for the administrative budget, with all component districts who were able to vote approving our budget plan. We continue to work to build systemic efficiencies within our budgets, to help control our overall costs. A focus on strong fiscal controls safeguards our assets, maximizes our resources, and resulted in an external audit management letter with zero comments.



Ongoing planning, submission to NYSED for approval of plans where needed, construction, infrastructure upgrades, and installations/configuration of technology-related items is in line with timelines established by the Agency for the three-phase project at Sequoia, the Network Operations Center, Tecumseh, and the Barton Avenue Armory.





Eastern Suffolk BOCES has entered into a lease agreement with the North Patchogue Fire District to lease the Barton Avenue Armory for an annual rent of \$1.00. This additional space is in keeping with our Agency Master Space Plan to maximize the overall environment for our students and staff while minimizing expenses. The Armory will allow us to achieve an additional goal of creating a central receiving location for the Agency's technology assets to ensure the most secure storage, as well as the most accurate and efficient accounting, tagging, and tracking of these assets while reducing work hours.



A new Transportation RFP providing for home to school transportation for students was awarded. This Transportation RFP was drafted to further improve the quality customer service provided to the students we transport with minimal mechanical failures and reduced response times for replacement buses if needed. The contractors that were awarded this contract have the highest safety and reliability records as well as outstanding customer support service.



The process has begun to move our network operations center (NOC) from leased space to the agency-owned Edward J. Milliken Technical Center allowing for us to create a state of the art NOC. A plan and engineering design were developed, completed, and approved by New York State Education Department. The first phase of the work has started with an expected completion date of December, 2018.



# Action Plan IX: School Facilities Management

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

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

The Security Coordinator has attended and presented at numerous faculty meetings detailing the Agency's safety and security plans. Additionally, we have conducted live safety drills in all locations. Some of these drills included local police and emergency response personnel.



The Operations and Maintenance Department hosted a Building Operator Certification Program for school district personnel. This certification provides advanced training related to creating more comfortable and efficient facilities by making building systems work better together.



Over the course of the past several years, our capital projects have focused on constructing classroom, office, and support space for numerous moves throughout the Agency.

These capital projects support our plan to move into improved spaces for our students and staff, while lowering our rental expenditures.





Eastern Suffolk BOCES Board and Administration

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Lisa Israel

**Vice President**

William K. Miller

**Member and Clerk**

Fred Langstaff

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Walter Wm. Denzler, Jr.	Anne Mackesey
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Linda S. Goldsmith	Brian O. Mealy
William Hsiang	Catherine M. Romano
Susan Lipman	John Wyche

**District Superintendent**

David Wicks

**Chief Operating Officer**

Julie Davis Lutz, Ph.D.

**Associate Superintendent**

Ryan J. Ruf – Management Services

**Associate Superintendent**

Peggie Staib, Ed.D – Educational Services

**Assistant Superintendent**

R. Terri McSweeney, Ed.D. – Human Resources

**Directors**

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Leah Arnold – Career, Technical and Adult Education  
Kate Davern – Education and Information Support Services  
Colleen Lipponer – Business Services  
Susan Maddi – Administrative Services  
Grant Nelsen – Technology Integration  
Gina Reilly – Special Education  
Darlene Roces – Regional Information Center

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

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