



**Getting  
to Know Us  
Through Our  
Strategic Plan  
2020**



Educational Services That Transform Lives

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# Introduction: The ESBOCES Journey

## “Innovation and Service”

As we reflect on the third 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 2020-21 school year, we are continuing our strategies based on unprecedented new challenges with a focus on diversity, equity, and inclusivity in an ever-changing environment. For those of us who have traveled the strategic planning path initiated by a forward-thinking Board, this document represents a review of our focus and successes this past year. For those readers who have remained at the periphery of this initiative, or for whom this is their first introduction, this work stands as a testament to the power of community effort guided by strong leadership. Within its pages, the reader will find examples of how our agency enacts its vision.

## Educational Services That Transform Lives

The “ESBOCES journey” is a story about where we are going and how we are going to get there. The destination of our ESBOCES journey is summarized in our agency mission statement. The conviction with which we follow our journey is outlined by our newly revised foundational documents. 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 accessing innovation to provide the best possible service to each of our stakeholders. However, we also have a commitment to diversity, equity, and inclusivity as we support this region and the students that are educated here. The needs of the world are far different than they were in 1998. Our responsibility is to adapt to meet those needs while staying true to our mission.

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

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

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

# Our Mission

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

# Our Beliefs

## **We believe that...**

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



# Our Goals 2017-2024

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

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

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

## **II. STAFF DEVELOPMENT**

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

## **III. SHARED SERVICES**

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

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

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

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

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

## **VI. TECHNOLOGY**

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

## **VII. STRATEGIC PLANNING**

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

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

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

## **IX. PUBLIC INFORMATION**

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

## **X. INTERNAL COMMUNICATIONS**

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

## **XI. HUMAN RESOURCES**

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

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

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

## Special Education Program Completer

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

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



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

## Special Career Education (SCE) Program Completer

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

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

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



This Transition plan may lead to the following outcomes:

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

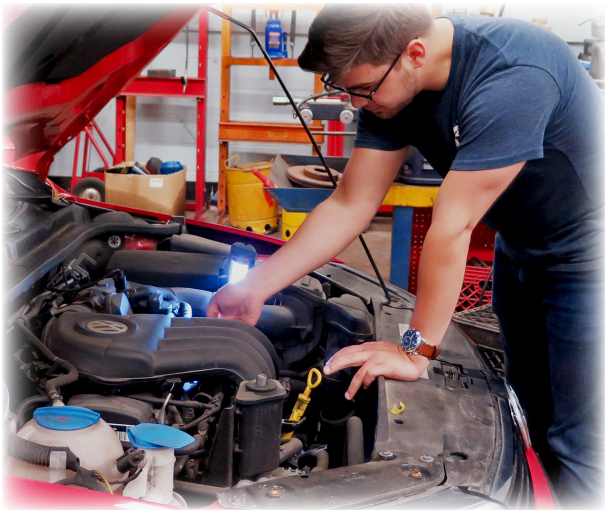
## Adult Education Program Completer

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

Adult CTE students have:

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



## Career and Technical Education (CTE) Program Completer

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

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





# Strategic Action Plans 2017-2024

## **I. EDUCATIONAL OUTCOMES**

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

### Career and Technical Education (CTE)

The first in-district Carpentry/Residential Construction and Home Improvement Program began at Southampton High School with four students from Southampton UFSD enrolled in the two-year program. Twelve students have registered for 2020-21. This program supports the needs for skilled workers in the construction trade on the East End. Southampton UFSD has also added feeder classes to their course offerings for students in grades 9 and 10 to expand student exposure to the varied career opportunities in the trades.



CTE staff engaged in learning with the Southern Regional Education Board (SREB) in the T2L Program, which is a research-based teacher preparation program designed specifically to support CTE and Special Career Education teachers in the transition from business and industry to education. Three two-day sessions were provided to instructional leaders, coaches, mentors, and administrators to prepare for implementation in 2020-21, to support our newest technical instructors. T2L features a full curriculum with topics in instructional planning, instructional strategies, classroom assessment, and classroom management. This program complements professional learning with ongoing support through mentor and administrator relationships.



Four New York State colleges provided 116 students with at least three college credits, via dual enrollment agreements, that are transferable on the student's transcript. While all of our courses provide articulated credits with at least one Institution of Higher Learning, we will continue to build on partnerships with local institutions such as Farmingdale State College, Suffolk County Community College, and Five Towns College, and seek additional partnerships.





# “We will continue to build on partnerships with local institutions of Higher Learning.”

In addition to improving facilities and classrooms, we incorporated ChromeBooks, simulation manikins, and trade-specific diagnostic trainers (purchased through a variety of grants) into instruction. We also established Google Classroom and related educational application training for teachers prior to emergency distance learning in March. This was extremely important when the pandemic struck our region.

## Special Education

The Embedded CTE Model has expanded and the percentage of students participating in this model has increased by 57.9% since the baseline year of 2015-16.

• Living Environment	9%	• Regents Diplomas	12.9%
• Global History and Geography	11%	• Local Diplomas	14.4%
• English Language Arts	7%	• CDOS Credentials	21.5%
		• Skills and Achievement Commencement Credentials	55.4%



**2,443** students were enrolled in Career and Technical Education courses.

**55%** increase in opportunities for special education students to complete Skills and Achievement Commencement Credentials.

**116** Academy students earned at least three college credits via Higher Learning dual enrollment.



# Action Plan II

## Educational Outcomes- Adult Education

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

**NEW!**

New Course – Construction Project Management receives Certification from the National Center for Construction Education Research

### Career Training Programs

- Forty-six career training courses were offered with 55 industry credentials.
- The Practical Nursing simulation lab was enhanced by incorporating patient care scenarios in a simulated clinical environment to enhance learning, refine skills, and develop competencies. This opportunity was made available to 165 students.
- The Practical Nursing Program saw a 4% increase in their graduate rate, and a 7.5% increase on the passing rate of the Licensing Exam Program.



### Adult Literacy

- Contextualized instruction in hospitality, business, construction trades, or health sciences was incorporated into literacy classrooms to enhance post-secondary and employment opportunities.
- Two hundred twenty Adult Literacy students were dually enrolled in an Adult CTE program and earned an industry-recognized credential. Of those, 173 were English Language Learners.



# “Course offerings were expanded to meet the training needs of East End residents.”

## Enhanced Opportunities

- Using grant funds, the program provided career training and industry credentials to 34 adults who had at least one barrier to become gainfully employed.
- Course offerings were expanded to meet the training needs of East End residents.
- Distance learning opportunities were provided to 750 students.



**220**

Adult Literacy students were dually enrolled in a CTE program and earned an industry-recognized credential.

**46**

career training courses were offered.

**95.9%**

of Practical Nursing students passed their licensing exams.



# Action Plan III

## Educational Support Services

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

Arts-in-Education hosted eight “Cyber Showcase Tuesdays” for district and building administrators, teachers, school and parent cultural arts leaders during building closures due to COVID-19. Over 200 participants in total attended these sessions to learn more about the virtual offerings of Arts-in-Education and Exploratory Enrichment programs for students and teachers.



The Professional Development Program ran 62 workshops with total participation of approximately 1,178 registrants. For the same period during the COVID-19 closure, we converted in-person workshops to virtual trainings and held 67 workshops with 1,550 registrants through Zoom. Fifty-two virtual workshops were offered at no cost to our subscribing component school districts and had a total of 1,311 registrants.

Participants in the Long Island Consortium for Excellence and Equity (LICEE) and the Diversity Certificate Program at Adelphi University engaged in multiple sessions to better understand issues of bias and intolerance, and how to value and enhance diversity and inclusion in their schools, classrooms, and personal lives.



When school buildings pivoted to online instruction due to COVID-19, fourteen Model Schools Teacher Integration Specialists provided 78 virtual regional workshops between March 18 and June 11, 2020, to assist our school districts with emergency remote teaching and learning. Many of these workshops had between 50 and 100 participants. Model Schools also created a repository of pre-recorded webinars posted to the website.



School Data Bank Services developed a regional data share that looks at longitudinal NY State Assessment and Regents data that will assist school district administrators to address the current impact on student achievement in a remote learning environment, and assist with planning student re-entry to in-person learning.

“Model Schools Teacher Integration Specialists provided virtual regional workshops to assist our districts with emergency remote teaching and learning.”

**Family Education Outreach Program (FEOP)**

FEOP has expanded its capacity to provide educational and advocacy services to children and families across the Long Island – Metro region through NYSED Sub-grant funds and community partnerships. Program services are provided to students who are impacted by the high mobility and poverty associated with homelessness and agricultural migrant status.

**Long Island Regional Bilingual Education Resource Network (L.I. RBERN)**

The L.I. RBERN greatly expanded the number of regional professional development opportunities for teachers of English Language Learners through online and distance learning technology. In addition, the department created a YouTube channel to showcase remote learning resources and professional development created by the department, as well as provided support to a larger number of teachers. It also enhanced support to Title III Consortia member school districts, 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.

 <https://www.youtube.com/c/LIRBERN>



**1,550** registrants attended professional development workshops that were converted to virtual platforms.

**200+** participants attended sessions to learn about the virtual offerings of Arts-in-Education and Exploratory Enrichment.

**82** administrators and teachers participated in the LI Consortium for Excellence and Equity.

# Action Plan IV

## Regional Technology Services

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

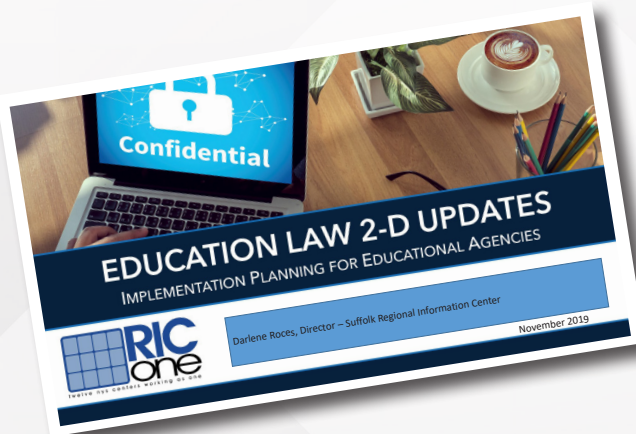
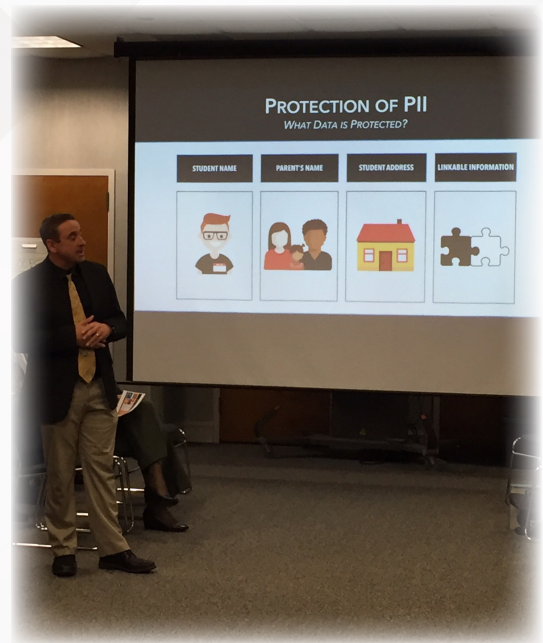
The Regional Information Center continues to work with the New York City Department of Education (NYCDOE) to provide a data warehousing project for the City's 260 charter schools. Custom services are the hallmark of the project, whereas schools receive help desk support and training for the reporting of accountability data that cannot otherwise be reported in the NYCDOE's proprietary software systems.

The RIC offered a variety of resources to assist districts in aligning with NYS data privacy and security regulations and the National Institute of Standards and Technology (NIST) Cyber Security Framework.

### DATA SECURITY AND PRIVACY STANDARDS FOR NEW YORK STATE EDUCATIONAL AGENCIES



### NIST CYBERSECURITY FRAMEWORK



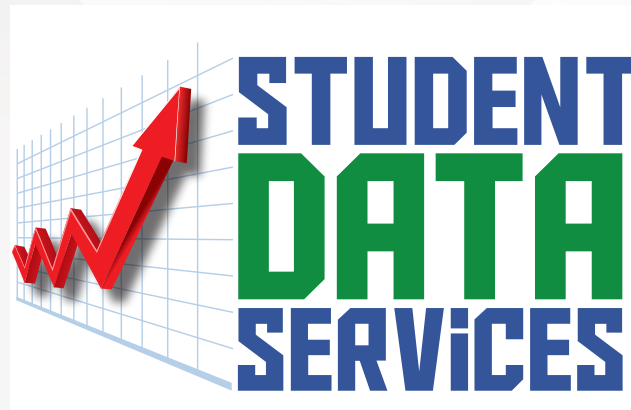


**“The RIC offered a variety of resources to assist districts in aligning with NYS data privacy and security regulations.”**

Student Data Services continues to collaborate with the State Education Department to provide data support to 69 Suffolk County school districts and 263 school districts in the Jewish Education Project. Targeted communication and technical support is provided throughout the year.

The Management System Team has expanded to support 77 school district customers plus one BOCES, one Regional Information Center, and two nonpublic schools.

The Technical Services team supports both the internal Suffolk RIC programs as well as school districts directly. The augmentation service provides 33 school districts with on-site technical support to build and maintain districts' networks, as well as to protect them from cyber events.



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

Financial Services provides support to 48 school districts, including 12 that host with the Suffolk RIC. District Services, in particular the Distance Learning Program, provided web conferencing support when school districts shifted to remote instruction, providing 1,333 total web conferencing licenses in a very short time frame.



**1,333** web conference licenses issued to support remote instruction and were provided with support.

**73%** of districts in the ESBOCES catchment area rely on Technology Acquisition Services to purchase varied computer hardware and applications.

**260** NYC charter schools are provided with data warehousing.

# Action Plan V

## Human Resources

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

The ESBOCES Regional Diversity and Equity Initiative continued to reach its goals by implementing recruitment workshops to increase candidates' professional skills from interview to hire. Additionally, the Office of Recruitment maintains 150 connections with colleges and universities in order to increase our candidate pool and draw from regions beyond the tri-state area. These workshops and University-to-ESBOCES relationships, along with the regional Job Fair ESBOCES offers, aim to increase the volume and professional excellence of our candidate pool.

The Recruitment Shared Service provided 28 regional certification workshops and two diversity career workshops. This service continues to provide subscribing school districts with recruitment assistance, and professional development and training for best practices in human resource work.

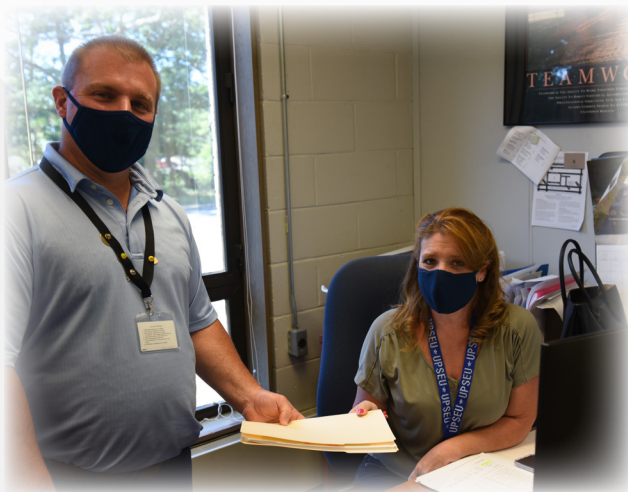
*Save the Date*  
**Career Fair** for Culturally and Ethnically Diverse Educators  
2020  
Facilitated by Eastern Suffolk BOCES

**New Date:**  
Saturday, April 18, 2020  
9:00 a.m. - 2:00 p.m.  
Ralph G. Reed Middle School  
200 Half Mile Road  
Central Islip, New York 11722

Career Opportunities  
for Administrators,  
Teachers, and  
Substitute Teachers

Eastern Suffolk  
BOCES  
Educational Services That Transform Lives

Diverse Candidates Encouraged to Apply  
All participants must pre-register in order to attend the Career Fair.  
Registration information available at <http://www.esboces.org/Page/1818>.



Human Resources worked collaboratively with the Department of Administrative Services to implement SchoolFront, a digital system used to increase efficiency in the recruiting process and the storage of employee records. The department also coordinated and facilitated several new employee orientations— a part of our recruitment and onboarding of new employees.



**“The Recruitment Shared Service continues to provide subscribing districts with recruitment assistance, and professional development and training for best practices in human resource work.”**

The Regional Certification Office continues to support component school districts by providing guidance and evaluation services for administrative, teaching, teaching assistant, and coaching certifications. As an extension of the NYSED’s Office of Teaching Initiatives, the Regional Certification Office shares updates relating to certification regulations and its impact on certificate holders. In-district presentations are offered on a variety of certification topics, including the new Statement of Continued Eligibility for special education teachers.



Human Resources planned and facilitated regular meetings of the Personnel Administrators Council to provide regional support to school district Human Resources officials. The department continues to offer the Personnel Administrator Collegial Circle to new school district Human Resources officials. The collegial circle meetings continue to provide a professional literature study component.

Human Resources maintained the Personnel Services CoSer. This shared service provides school districts with personnel administrative support, such as auditing of procedures, creating employee handbooks, developing policy, and providing other human resources-related guidance tailored to the school district’s specific needs.

**2,100+** ESBOCES employees’ records are now stored using a digital system.

**981** certificate applications were reviewed by the Regional Certification Office.

**169** candidates participated in the virtual Career Fair for Culturally and Ethnically Diverse Educators.

# Action Plan VI Communications and Public Relations

*...engagement with all members of the community...  
...interacting with media...  
...innovative methods of communication...*

The first issue of the ESBOCES Newsfeed was published. This electronic newsletter brings ESBOCES news and promotions to the email inboxes of those who subscribe.



The graphic features the Eastern Suffolk BOCES logo at the top left, which includes a stylized blue wave and the text "Eastern Suffolk BOCES" and "Educational Services That Transform Lives". To the right is a red button with the text "SUBSCRIBE NOW". Below this, the text "TO THE" is positioned above the large, bold "NewsFeed" title. Underneath "NewsFeed" is the tagline "News for our Community". At the bottom left, a paragraph of text describes the newsletter and provides a URL and QR code. The QR code is located in a white box on the right side of the graphic.

Eastern Suffolk BOCES  
Educational Services That Transform Lives

**SUBSCRIBE NOW**

TO THE

# NewsFeed

News for our Community

...the fastest way to get ESBOCES information. Sent directly to your email inbox, this short, regular bulletin highlights agency initiatives, school programs, upcoming events, and more. Go to [www.esboces.org/newsfeed](http://www.esboces.org/newsfeed) or use the QR code to subscribe today.



An RFP was established for foreign language and American Sign Language translations/interpretations to support the delivery of student services and expand the distribution of public information, at competitive costs for ESBOCES and participating school districts.



**“Foreign language and American Sign Language translations/ interpretations services support the delivery of student services and expand the distribution of public information.”**

A Public Relations Liaison Program has been established in our CTE, SCE, and Special Education buildings. Selected staff have been trained on best practices for providing the Communications Office with photos and news stories that highlight events and classroom activities from their respective buildings. These headlines are then posted on social media and the website, published in newsletters, and shared with local and regional media.



A first draft of the ESBOCES Visual Identity Guide was developed to ensure that the ESBOCES brand and image is uniform, professional, and consistent throughout all print and electronic communications and marketing materials.

Full logo

Logo without vision statement

icon only



**90K** average monthly visitors to the ESBOCES website.

**432** new followers on Instagram.

**1,222** posts to social media during 2019-20.



# Action Plan VII

## Research, Program Improvement, and Regional Advocacy

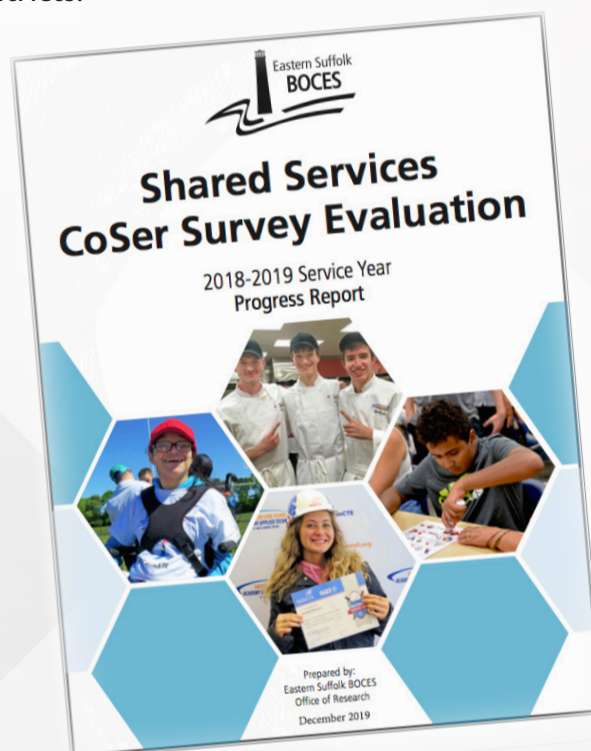
*...program/services evaluation and improvement...*  
*...regional advocacy and research...*

The Diversity, Equity, and Inclusivity Task Force developed an action plan, which identified 92 activities that were added to the agency's Strategic Plan to carry out its mission.

The Agency continued to partner with elected officials, educational leadership associations, internal and external stakeholders, and school districts to provide regional leadership to move forward the activities related to the ESBOCES Strategic Plan, and to advocate for public education on Long Island and across the state.



The biennial Cooperative Services Survey for the 2018-19 service year was published in December 2019. This survey gathered valuable information to ESBOCES leadership to help shape the way in which we design and deliver services to the students and staff of our subscribing school districts.



# “The biennial Cooperative Services Survey gathered valuable information to help shape the way in which we design and deliver services.”

ESBOCES leaders organized, led, and participated in regional and statewide forums, regional professional development, data collection, and speaking events on topics such as school funding, the commitment to meeting the needs of all students, and diversity, equity, and inclusivity.

Thirty-one staff members and 33 ESBOCES students attended BOCES Advocacy Day in Albany in February. During meetings with 12 legislators, students shared their BOCES and Academy experiences, and were supported by staff in articulating points from the ESBOCES Advocacy Agenda.



33

students represented ESBOCES at Advocacy Day in Albany.

95.8%

The average district rating for ESBOCES services.

92

activities were identified to improve diversity, equity, and inclusivity at ESBOCES.



# 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 created the following new bids: Custodial Matting, Soil Boring Services and Geotechnical Reports, and Land Survey and Utility Locating Services. Additionally, the Cooperative Bidding Service saved an estimated \$7.8 million throughout Suffolk County by utilizing combined and volume discounts on our 56 bids. We also played an important role serving on the Joint Procurement Council for Suffolk County's Share Program, which is in response to Governor Cuomo's Shared Services Initiative.

The Office of Technology Integration (OTI) successfully completed the migration of services to the Network Operations Center, and also completed the move to the Barton Avenue Armory. They began the upgrade of the computer room and related technology at the Harry B. Ward Technical Center campus, and have also started the work on technology-related installations/configurations for the move out of the Patchogue-Medford High School to our Sequoya building. OTI has also begun the upgrade of Windows desktops and servers, agency-wide, to Windows 10 and Windows 2016. In addition to the daily office operations and educational technology mentioned above, OTI has also successfully upgraded door access control and security camera software, contributing to the safety of our staff and students, and has conducted independent external penetration testing of the network perimeter to ensure that all of our staff and students' information remains secure.



**“The Office of Technology Integration has conducted independent external penetration testing of the network perimeter to ensure that all of our staff and students’ information remains secure.”**

ESBOCES successfully moved from the Maser Learning Center to the Sayville Elementary School last summer. ESBOCES also moved from the Sayville Elementary School to the Tecumseh Elementary School. These new locations required the design, construction, and creation of a new learning environment for our students. The move was completed on time with minimal interruption to the operation of services.

A new Transportation Request For Proposal (RFP) was established to obtain bus contractors who are the safest, most reliable, and the most responsive to the needs of the students we transport and to the districts who use the Transportation Service. The RFP also establishes contractors that are cost effective.

A central receiving station was created at the Barton Avenue Armory to assist with guarding and protecting the physical assets of the agency and ensure that they are accounted for properly. This receiving station makes the process of receiving, tagging, and distributing purchased assets more efficient and effective.



**\$600K** saved from the annual rent budget as a result of continued efforts.

**\$7.8** million saved by Suffolk County using the Cooperative Bidding Services.

**\$53K** in surplus equipment and vehicles were sold through the Capital Asset Management Auction Service.



# Action Plan IX

## School Facilities Management

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

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

The continuation of security upgrades included the construction of a security vestibule at the Tecumseh Elementary School. This final project completed the security vestibule project in all ESBOCES school buildings. This provides a secured and controlled barrier to allow all visitors to be vetted prior to entering our buildings with students and staff.

Multiple staff members have attended safety trainings conducted by the Suffolk County Police Department and Homeland Security. These trainings create opportunities to help ensure the safety of our students and staff. We also trained numerous staff members in 'Stop the Bleed' training.

Our custodial staff has been retrained in the proper use of disinfecting and cleaning protocols to help ensure our facilities limit the spread of COVID-19. We have also secured personal protective equipment and furnishings to create safe learning environments during a pandemic. We supported our local school districts with best practices for facilities management during these times.



The Operations and Maintenance Department completed numerous facility upgrades that align with our current Master Space Plan. These upgrades included the Islip Career Center exterior project and new canopy, as well as building and parking lot upgrades at the Tecumseh and Sayville Elementary Schools, and generator installations at multiple locations. In addition to these upgrades, several projects are pending SED Facilities Planning approval to continue the improvements to ESBOCES facilities, with a focus on student learning environments.

“We have secured personal protective equipment and furnishings to create safe learning environments during a pandemic. We supported our local school districts with best practices for facilities management during these times.”



0

cost for critical maintenance and safety/security upgrades.\*

0

ESBOCES buildings required critical maintenance due, in part, to the diligence of facility management.

0

ESBOCES buildings required safety/security upgrades.\*

\*Not including recent COVID-19 safety needs



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[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 sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, gender identity or expression, transgender status, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of American Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at [ComplianceOfficers@esboces.org](mailto:ComplianceOfficers@esboces.org): the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, [OCR.NewYork@ed.gov](mailto:OCR.NewYork@ed.gov).