

Strategic Plan Achievements



2021

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Introduction: The ESBOCES Journey

“Innovation and Service”

As we reflect on the fourth 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 2021-22 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 12 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

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

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 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 Plans I & II

Educational Outcomes

...measurable improvement in educational outcomes of Special Education and Career Education students...

Special Education

Increase in Regents course enrollment providing more pathway opportunities for students with disabilities

In 2018-19, Jefferson Academic Center began enrolling students in two different Regents courses, Algebra I and Living Environment. In the 2020-21 school year, 100% of the 8th graders were enrolled in Algebra I and 80% were enrolled in Living Environment.

With the addition of the Chemistry Regents course beginning in 2019-20, Sequoya High School offers courses in nine of the ten Regents subject areas.

Sixty percent (16 of 27) of the students enrolled in Algebra II studied their third Math Regents subject. One hundred percent (12) of those studying Chemistry studied their third Science Regents subject.



“Increased parent communication by gathering primary language information for each household.”

In-person and Remote Learning

An overwhelming majority of Eastern Suffolk BOCES Special Education students attended school in-person during the 2020-21 school year. Both the academic and developmental programs had almost 80% in-person participation.

Continued Development of Relationships with Post-Secondary Institutions to expand student outcomes and opportunities

For the 2021-22 school year, Sequoya High School will be continuing to offer college-level courses in conjunction with Suffolk County Community College. The expanded course offerings will now include Freshman Composition and College Seminar.

Increase Communications with Parents

This year, the Department of Special Education increased parent communication by gathering primary language information for each household. This was accomplished by adding a field in our Student Management System to include their household language.

Provide tools to enable students to succeed

Our students have been set up at home with the necessary technology needed to access their education. With a device at home and in school, our students can learn virtually or in-person at all times.

Improving school culture

We continue to expand our training and implementation of Restorative Justice to our high school programs.



80%

the average percentage of all special education students who attended school in-person during the 2020-21 school year

Action Plans I & II

Educational Outcomes (continued)

...measurable improvement in educational outcomes of Career Education students...

Career Education - Secondary and Adult

Collaboration between the Academy and ESBOCES Career and Technical Education programs for both secondary and adult learners continued during the 2020-21 school year to meet stakeholder needs and improve students' access and outcomes. Activities included:

Regional Workforce Development

- The Perkins Needs Assessment analyzed the workforce needs of the region to continue providing valuable, high-quality programming.
- A partnership with the Long Island Pool and Spa Association (LIPSA) was established.
- Partnerships with Manufacturing/Offshore Wind and Power were initiated.
- Enrollment in high-demand areas increased despite the pandemic.
- SkillsUSA sponsored a college "Signing Day" social media campaign.
- The Southampton in-district Carpentry Program tripled enrollment and the Southampton Business Alliance awarded all Southampton Town construction students with financial support for tools and necessities.



“Enrollment in high-demand areas increased despite the pandemic”

Expanded Access and Equity

- The social and emotional needs of English Language Learners were supported by the Perkins Grant.
- Work readiness activities for adult, middle, and high school participants were enhanced.
- Career training pathways for multiple student populations were increased.
- Outreach efforts with professional and community-based organizations, including those associated with marginalized populations, were expanded.
- Additional communication was provided to stakeholders in Spanish.
- Key staff members were trained in NYSED Culturally Responsive-Sustaining Education (CRSE) framework.

Pandemic Response

- Access to technology, virtual instruction, and/or creative pedagogy was available for all students.
- New virtual industry certifications, in addition to existing certifications, were identified and delivered.
- Access to in-person course requirements and certifications were deferred for June 2020 graduates.
- Creative approaches to work-based learning opportunities were developed.
- Virtual professional growth opportunities were offered to staff.

4%

the increase in enrollment at the Academy
in 2020-21

Action Plan III

Educational Support Services

...provide high-quality, innovative programs and services...

The School Library System offered a total of 95 virtual workshops and meetings attended by 787 professionals. Topics included Web 2.0 tools, Google Tools, and idea exchanges about books for students.

Arts-in-Education hosted their annual “Conference for Kids” in a virtual format. The event was attended by over 2,700 students in 150 classrooms. Students were actively engaged by creating and playing instruments, learning magic tricks, and creating digital stories.

The Model Schools Program increased support to school districts by assisting them with reopening plans regarding in-class, remote, and hybrid instruction, as a result of the pandemic. Teacher Integration Specialists provided expert instruction to teachers and students in the use of technology, and helped to adjust those plans based upon a school district’s changing needs.

Students in the Year-round Extended Day Enrichment Program participated throughout the school year in lessons and activities about courage, gratitude, forgiveness, and compassion through the “Choose Love” social and emotional health curriculum.



“The Model Schools Program increased support to school districts by assisting them with reopening plans regarding in-class, remote, and hybrid instruction.”

The School Bank Data Services Program hosted 22 regional data workshops and shares for 69 school districts in response to changes in education and NYSED accountability mandates as a result of COVID-19. The uniquely designed data shares supported district staff in planning for the success of students and an uncertain future.

The recent biannual survey of ESS services indicated that the services provided by the department met or exceeded component school district expectations and commented that “they couldn’t do their work without them.”

A full-day Diversity, Equity, and Inclusivity Conference was attended virtually by 120 participants. Evaluations were overwhelmingly positive and requests were made to hold additional similar events in the future.

The Third Party Assessment Program began offering the Data Recognition Corp’s LAS Links service to assist districts to meet NYSED reopening guidance in relation to English Language Learners, which was subscribed to by 18 school districts.

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

The L.I. RBERN increased the number of workshops for parents of English Language Learners by utilizing videoconferencing services in collaboration with partnerships such as Cornell Cooperative Extension, NYC Department of Health, Unlocal.org, and Stony Brook Medicine. Topics included information on family physical and mental health and financial aid for college, and were offered in English, Spanish, Chinese, and Turkish. Many of the sessions can be viewed at <https://www.youtube.com/c/LIRBERN/playlists>.

The program also collaborated with colleges and universities to offer additional programming online for teacher candidates pursuing a bilingual extension or certification in English to Speakers of Other Languages.

65

the number of teacher and paraeducator mentors that were provided with additional professional development support

Action Plan IV

Regional Technology Services

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

The Suffolk RIC offered a variety of resources to assist school districts in aligning with the NYS data privacy and security regulations and the National Institute of Standards and Technology (NIST) Cyber Security Framework. Thirty-six districts participated in the RIC One Core Data Privacy and Security Service allowing them to catalogue and post Education Law 2-d compliant applications and provide professional development to staff.



The District Data Protection Officer (DPO) provided services to support seven districts to support the district's DPO) to meet Education Law 2-d requirements and increase their cyber security posture. Ten DPO collegial circles were offered, two in coordination with Nassau BOCES and the Lower Hudson RIC, providing almost 200 participants with information from the US Department of Education Privacy and Technical Assistance Center focused on the Family Educational Rights and Privacy Act (FERPA) and Data Breach Response Training. The number of districts participating in the service has doubled for the upcoming school year.

District Services, in particular the Distance Learning Program, provided approximately 2,800 web conferencing licenses and supplied our region with 4,200 mobile hot spots to bridge the Internet divide. Other services that increased in participation as a result of the pandemic include, but are not limited to, language translation, forms automation, and credit recovery.



“The Student Data Services team is actively engaged in exploring new services and products that will assist our districts in data submission.”

The Suffolk Regional Information Center completed its fifth year working with the New York City Department of Education (NYCDOE) to provide data warehousing support for the city’s 267 charter schools.

Financial Services provided application support and data backup to 48 school districts, including eleven that host nVision with the Suffolk RIC. The program continued to provide support to remote business office functions.

Advocacy with the State Education Department’s Information and Reporting Services Office has led to collaborations with the software developers of their Level 0 Program that benefit every school in the state for increased security and data quality. A new five-year contract has been negotiated; the collection of charter school accountability data for the NYCDOE is now on track to continue through August 2026.

Student Data Services continued to collaborate with the State Education Department to provide data support to 69 Suffolk County school districts and 249 schools in the Jewish Education Project, with targeted communication and technical support provided throughout the year. The NYS 3-8 test scanning team has printed and shipped 750,000+ 3-8 ELA and math scan sheets as well as NYSESLAT scan sheets. As a result of the pandemic, the State Education Department is now requiring districts to report attendance modality, which has resulted in the data warehouse having to store ten times the amount of data previously collected.

The Student Data Services team is actively engaged in exploring new services and products that will assist our school districts in data submission, using student data to effect instruction and improve efficiencies. Beginning in 2020-21, Student Data Services began offering a formal District Data Loading Service, which is designed for districts that need assistance with the day-to-day technical aspects of NYSED data reporting and verification.

The Student Management Systems (SMS) teams have expanded to support 78 school districts plus one BOCES, one Regional Information Center, and two nonpublic schools. In addition to eSchool, Infinite Campus, SchoolTool, and PowerSchool, Student Data Services will begin supporting a fifth Student Management System, Synergy, in 2021-22.

250

the number of applications via statewide contracts offered by Technology Acquisitions to support districts with Education Law 2-d compliance

Action Plan V

Human Resources

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

Personnel Administrators Council meetings via ZOOM had an increase in both attendance and presentation topics. Discussion focused on a myriad of legal issues pertaining to COVID-19 circumstances, (e.g. leave-time provisions, vaccinations, reopening, FMLA, FFCRA, unemployment, and the NYS COVID-19 Leave Law.) Presentations were also directed at job responsibility, increasing the diversity in candidate pools, and recruitment.

New Personnel Administrators Collegial Circle meetings continued to be held via ZOOM to discuss experiences of non-veteran personnel administrators, share additional data, and provide additional leadership and COVID-19 guidance.

The 2021 Diversity Career Fair was conducted online with a kick-off general meeting on March 4, an Open House on March 18, Resume Writing and Certification Review on March 25, and online resume review by school districts began on April 10. Nineteen school districts participated. The Career Fair was supported by Long Island Black Educators Association, Long Island Latino Teachers Association, and Nassau County NY – Alliance of Black School Educators. There were 168 applicants who participated.



“The Negotiation Information Service focused on new job responsibilities and leadership during COVID-19.”

The Human Resources Hiring Manual and Agency Employee Handbook were revised and finalized to reflect Diversity, Equity, and Inclusivity (DEI) as well as policy changes. Additionally, a framework was created for future HR and DEI initiatives (e.g. Human Capital), and increased DEI initiatives were integrated through recruitment and hiring practices.

The Negotiations Information Service (NIS) focused on new job responsibilities and leadership during COVID-19; collaborating on Negotiations Information Systems and SchoolFront training.

The Regional Certification Office continued to regularly communicate NYSED certification updates to staff, the Personnel Advisory Committee, and member school districts. The Office continued to handle inquiries, conduct internship and student-teaching placements, and provide presentations on certification, as well as advise and guide districts with subject-area and substitute certification needs to address shortages.

Presented at the School Business Officials of New York Annual June Conference on the topic of how negotiations have been impacted as a result of the pandemic.

Continued to work collaboratively with the Department of Administrative Services to transition to a digital system to enable increased efficiency in the recruiting process and the storage of employee records.

Coordinated the Diversity Career Fair, the Employee Awards Program, and New Employee Orientations, each conducted virtually, with noticeable increases in attendance.



19

the number of schools districts that participated in the 2021 Diversity Fair

Action Plan VI

Communications and Public Relations

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

...interacting with media...

...innovative methods of communication...

A Diversity, Equity, and Inclusivity webpage was created on the ESBOCES website for sharing valuable and useful resources.

ESBOCES website addresses were added to the 2021-22 Shared Services Guide as a marketing tool, and to make it easier for our component school districts to get more detailed information about our programs and services.

The use of LinkedIn was expanded to promote professional development opportunities and to advertise for hard-to-fill vacant positions.

Eastern
Suffolk
BOCES **NewsFeed**
News for our Community



Subscribe: www.esboces.org/newsfeed

“Continued to provide high-quality communications and public relations services.”

Phase One of the ESBOCES website Search Engine Optimization was completed. All search keywords and alternate text for graphics were entered. The alternate text also enhances the accessibility of the website for persons with disabilities.

Supported the agency in communication activities related to the reopening of schools, including but not limited to: co-hosting staff, parent, and student forums; developing surveys; assisting with policy reviews; developing and distributing signage; creating videos; establishing website pages; and acquiring Spanish translations for all public documents and events.

News Around the Agency emails to staff and *ESBOCES Newsfeed* emails to the community continued to share agency news that has helped to keep everyone connected during the isolation created by COVID-19.

Continued to provide high-quality communications and public relations services including graphics, photography, writing press releases and newsletter articles, media outreach, and developing content for promoting ESBOCES and Academy students, staff, events, and programs on the website and social media.

Access to copyright-free images was upgraded to enhance print and digital materials produced by the agency. The upgrade included a larger selection of available images to represent the diversity of our students and staff. The upgrade also included royalty-free music to remove the risk of copyright violations and other public use limitations.



873

the increase in the number of followers
on Facebook, Twitter, and Instagram
combined

Action Plan VII

Research, Program Improvement, and Regional Advocacy

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

The 10th Annual Long Island Education Coalition (LIEC) School Budget Impact Survey was completed. An addendum to the survey was also administered to capture the impact of COVID-19 on school district budgets.

The biennial Cooperative Service Survey (CoSer) was re-developed to enhance the relevancy of the questions, increase the usefulness of the feedback we receive, and make it easier for school districts to participate.

The Strategic Planning Committee met virtually in November 2020 and May 2021 to review our efforts for the year and obtain feedback. The required mid-term report was submitted to Middle States and was approved.

BOCES Advocacy Day took place in a weeklong event where ESBOCES students and staff met with state lawmakers via Zoom to discuss proposed legislative and regulatory changes.

The ESBOCES Community Legislative Committee successfully completed its fourth year and provided virtual meetings that were live streamed to social media.

Phil Ramos



“Diversity, Equity, and Inclusivity activities continued throughout the school year.”

Grant funding for COVID-19 related expenses through FEMA and other funding sources were actively sought. FEMA projects are currently in progress for reimbursement of PPE and reimbursement for the transportation of meals to students. Projects that are in the queue are in excess of one million dollars.

Diversity, Equity, and Inclusivity activities continued throughout the school year including:

- Monthly meetings of the DEI Advisory Council which consists of over 40 staff members.
- The formation of sub-committees in the DEI council to move forward initiatives for staff engagement, professional learning, student engagement, a legislative watch, and identifying equity champions in the agency.
- The convening of an ESBOCES Parent/Family Advisory Council, which met quarterly provided a forum for parent and family engagement, family education and advocacy, and the review of ESBOCES code of conduct policies.
- A presentation by the district superintendent to the Board of Regents on the DEI work happening in the region.
- Agency-wide professional growth opportunities for staff.
- Continued professional development related to DEI for agency leadership and members of the ESBOCES board.
- A regional professional learning community was developed to support DEI work across the region.

40

the number of ESBOCES staff members that actively participate on the DEI Advisory Council



Action Plan VIII

Operations, Management, and Finance

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

...providing regional leadership and resources...

Monthly Suffolk ASBO meetings were hosted to support school business colleagues on various topics, including the response to COVID-19. In addition, meetings with new school business officials were held to review ESBOCES services and provide support for business operations.

The agency collectively worked together to develop a budget that met the needs of component school districts. The administrative budget was overwhelming approved by component boards of education.

Business Services coordinated with the respective audit firms and adapted to operating in the COVID-19 pandemic using a hybrid model to effectively perform the internal and external audits. The external audit revealed no management letter comments and the internal auditors continued to enhance and improve internal controls for the agency.



“The agency collectively worked together to develop a budget that met the needs of component districts.”

Cooperative Purchasing increased their number of cooperative bids to 60. To be responsive to school district needs, a PPE Supplies Bid and a Sanitizing Classrooms and Office Space Services Bid were developed to assist districts with their purchasing during the COVID-19 pandemic. The PPE Supply Bid tracked utilization in excess of \$450,000.

The Office of Technology Integration supported the agency by:

- Providing ongoing remote support through the help desk during the pandemic.
- Installing new firewalls at the Hines Administration Center.
- Completing an upgrade to Internet filtering.
- Planning an agencywide Wi-Fi upgrade.
- Beginning an upgrade of WinCap to a new server.
- Completing the technology installation in the Harry B. Ward Technical Center computer room and phone upgrades in the building.
- Continuing the grounding of network closets across the agency.

Substitute Services increased its effectiveness by moving to the Zoom platform for interviewing potential substitute candidates, processing most onboarding paperwork electronically, and providing portions of the new hire training virtually, thereby getting new substitutes into the classrooms significantly quicker.

The Capital Asset Management Department (CAM) worked to maximize efficiencies by centralizing the receipt of scarce personal protective equipment and distributing the items throughout the agency on an as-needed basis. In addition, the CAM increased the efficiency of the annual asset verification by performing the physical verification at several building sites while students were not in attendance during school holidays and closures.



\$450k

the amount utilized by cooperative PPE Bid that was established to assist school districts during the pandemic

Action Plan IX

School Facilities Management

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

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

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

The construction of a security vestibule at Tecumseh Elementary School concluded the vestibule project for the agency’s school buildings. This provides a secured and controlled barrier to allow all visitors to be vetted prior to entering our buildings.

Our custodial staff did an outstanding job disinfecting and carrying out cleaning protocols to ensure our facilities limited the spread of COVID-19 to provide safe learning and working environments. Local school districts were also provided with support for best practices for facilities management during the pandemic.



“Our custodial staff did an outstanding job disinfecting and carrying out cleaning protocols to ensure our facilities limited the spread of COVID-19.”

The Operations and Maintenance Department completed numerous facilities upgrades that align with our current Master Space Plan. They include the refurbishment of the façade of building four at Westhampton Beach, the replacement of over 25 rooftop HVAC units at various buildings, and the completion of the mandated water sampling. Other facilities upgrades in progress focus on improving student learning environments.

Renewal of building HVAC circulation systems and control systems continues with the replacement of obsolete equipment to provide comfortable learning conditions, improve air filtration and circulation, and increase energy efficiency.

The Health and Safety Department coordinated with Suffolk County Department of Health (SCDOH), Suffolk County Executive’s Office, and ESBOCES building administrators to guide NYS- mandated COVID-19 employee and student testing at ESBOCES facilities within a designated “Yellow Zone”. The department also assisted the Suffolk County School Superintendent’s Association in providing a guidance plan and both remote and on-site support to prepare school districts for hot-spot testing, active COVID-19 testing, and testing for high-risk sports. Support was also provided to component schools’ nursing and administrative staff in Health Commerce System and Electronic Clinical Laboratory Reporting System registration, uploading testing results, and ordering and obtaining test kits from SCDOH.

Multiple staff members participated in safety trainings conducted by the United States Secret Service and the Department of Homeland Security, and have also taken part in a NYSED Training Series on Emergency Response Planning for Schools. Numerous additional staff members at each building were trained on CPR/AED use and certified through the American Heart Association. Forty-two new AED devices have been purchased and placed throughout the agency.

25

the number of rooftop HVAC units that were replaced for greater energy efficiency and cost savings



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