



Continuing Occupational Education— Written Plans

Western Suffolk BOCES has developed these written plans to provide students with comprehensive information about areas that impact the scope and quality of the programs and facilities BOCES offers:

Strategic Plan.....	2
Health & Safety.....	5
Institutional Outcomes Follow-Up.....	8
Loan Default Management.....	10
Media Plan.....	13
Excessing/Disposal of Surplus Equipment & Supplies.....	15
Student Retention.....	18
Student Services.....	20
Long Range Plan for Physical Facilities & Technical Infrastructure.....	21
Operation, Maintenance & Improvement of the Physical Plant.....	23

Mission Statement

Western Suffolk BOCES provides career training and literacy programs to help adults meet their career goals by developing skills essential for gainful employment, job advancement and new career opportunities.

**All COE written plans are also available at www.wsboces.org/COEwrittenplans.
The complete policy manual can be found at www.wsboces.org/aboutus/policies.
Questions should be directed to the building administrator or principal.**

Western Suffolk BOCES
Five Year Strategic Plan, 2018 to 2023

This plan provides strategic direction, a set of broadly defined goals critical to the progression of Western Suffolk BOCES. It is not a prescriptive plan, but rather a dynamic one open to modification as we proceed, progress, and observe changes in our community. The ideas in this plan are meant to guide our work, focus our priorities, and inspire us to move forward in exciting new directions, as well as fulfill our mission:

Western Suffolk BOCES Mission Statement

Western Suffolk BOCES provides career training and literacy programs to help adults meet their career goals by developing skills essential for gainful employment, job advancement and new career opportunities.

Our vision is to accomplish our mission utilizing our Strategic Plan and by embracing the core values of the Council on Occupational Education focusing on

- Student Access and Success,
- Data-driven Decision Making
- Information Technology
- Outstanding Faculty and Staff
- Key Stakeholder Partnerships

Goals:

Goal #1 – Student Access and Success

Objective 1 – Expand educational approaches focused on engaging students in the learning process across the curriculum

- a. Promote increased faculty-student and student-student interaction
- b. Ensure programs actively engage students in integration, synthesis, and application of knowledge
- c. Assess and identify progress and gaps in programs and services that are focused on student access, at-risk students, and overall student success, including academic and student support services
- d. Focus and expand efforts to ensure student success in courses and continually assess those efforts

Goal #2 - Improve Data Collection, Analysis and Reporting to Inform Thinking, Deciding and Acting

Objective 1 - Develop a data-driven process to implement program-wide changes.

- a. Identify data needed to make informed decisions, then collect and analyze data to monitor progress and take effective actions at the student level and program level.
- b. Include faculty/staff in data review to facilitate program wide buy in and action

Goal #3 – Information Technology

Objective #1 – Prioritize and improve information technology to better meet future technology-related needs of the institution

- a. Work towards the connectivity of software systems to ensure consistency and integration of systems and information across the agency
- b. Develop annual priorities and a related funding plan
- c. Annually assess all IT services to improve

Goal # 4 – Effectively Recruit, Retain and Develop Outstanding Faculty and Staff

Objective #1 - Implement systematic onboarding process enhancement—setting up new employees for success.

- a. Develop a sponsor/mentor program
- b. Review and enhance new employee onboarding to include the development of a mentor program for new faculty
- c. Examine agency processes and advance ones that increase efficiency, productivity and customer service

Goal #5 – Key Stakeholder Partnerships

Objective #1 -Engage key stakeholders to more effectively advance the agency in its mission and vision

- a. Increase partnerships with key stakeholder individuals and agencies
- b. Develop a framework to promote and coordinate professional partnerships including a partnership database led by designated faculty members and staff
- c. Establish procedures for collecting information from partners, building relationships and maintaining current information for improved understanding and communication.

Goal #6– Maintain Financial Resources

Objective #1 -Maintain current and projected financial resources which are aligned to achieve Goals 1-5 as stated in this Strategic Plan

- a. Maintain a fair and competitive tuition & fee schedule for all programs
- b. Strive to meet/exceed enrollment goals, management, marketing and admissions outreach activities
- c. Evaluate and update Financial Aid policies and practices as needed
- d. Evaluate and update faculty compensation programs as needed
- e. Evaluate revenue and cost structure, financial equilibrium
- f. Update and further develop programs to meet industry trends and updates

Evaluation:

Successful initiatives must be actionable and accountable. A strategic plan must define the criteria used to measure progress and ultimately, success. The Principal of Adult Education, along with the Assistant Principal of Health Careers, faculty, administration and our institutional advisory committee, will review our progress and revise as necessary on an annual basis.



WRITTEN PLAN

Goals & Objectives

Maintain a safe and secure environment for all students, staff and visitors.
Ensure that any injured party receives appropriate medical care.
Ensure that any instances of accidents are kept on file.
Evaluate plan annually.
Utilize results of evaluations in planning process.

Activities to Achieve the Objective:

1. Review cases of accident and sickness or emergency health care needs.
2. Review forms used to report accident or sickness.
3. Review procedures or report accident or sickness.
4. Discuss at quarterly scheduled health and safety meetings.

Personnel: Roles & Responsibilities

Debra Montaruli, Principal, Northport Campus
Rosemary Nagler, COE Chief Officer, Assistant Principal Health Careers
Ila Gaffney, Adult Counselor
Kristine Shanteau, Training Coordinator
Facilities members representing COE programs

Accidents:

We are legally responsible for the supervision of students at all times during the school day. Since this is so, faculty members cannot be out of the room, away from an assigned duty area, or away from groups to which they have been assigned. If in an emergency it is necessary to be out of the instructional area, make sure you make your request known to the office so your class can be covered.

Even with close supervision, accidents can occur. In such instances, follow the procedures below:

- a) In all accidents, the student's Emergency Card will be obtained.
- b) Serious accidents – immediately seek necessary first aid and expert assistance.

- c) Complete the Liability Accident Notice form and forward to the Principal's office before the end of the day/evening.
- d) Copies of all accident reports are to be in the Executive Director's office no later than 48 hours after the occurrence.

Student Emergency Cards

Student Emergency Card files are maintained at each Campus.

For the protection of all, it is important that the Student Emergency Card be completed as soon as possible after the start of the program. Students who have not turned in a completed Emergency Card are not to participate in shop work until this requirement is fulfilled.

After the first day/evening of the program all Emergency Cards must be completed and turned into the office. After the program has begun new entrants must complete Emergency Cards immediately, and the Instructor should forward them to the Administrator.

Safety

Safety cannot be stressed enough since it is the basis for successful application and learning of practiced situations. Rules and regulations as set forth by the Commissioner of education and the Board of Cooperative educational Services are extensive. Therefore, the following is a list to follow in initiating individual classroom rules on safety procedures and regulations:

- a) General and specific safety rules will be posted, explained and provided in writing to students by the Instructor.
- b) Instruction in safety must be constantly emphasized and included as a topic in the lesson plans.
- c) Regular good laboratory housekeeping will be maintained.
- d) Wearing eye protective devices is compulsory, as required by the Commissioner's Regulations.
- e) Appropriate attire will be worn as designated by Instructor. Students will not be permitted in shop area, if not meeting uniform requirements.
- f) Hazards – specific and general will be pointed out by the Instructor.

Instructors are advised that a record must be kept of safety instruction lessons and segments of lessons. Safety of others will assure safe practice. All demonstration lessons must include a safety component.

Fire Drills

During a fire drill it is necessary to evacuate the building immediately. All students will be directed to proceed quickly and quietly in an orderly fashion according to the

directions given for the particular room. Alternate routes for evacuating the facility will be utilized at different times.

Talking is not permitted during a fire drill. The instructor will be last out of the room and check to see that all windows and doors are closed, and carry their class registry with them. When out of the room and at the required distance from the building, they will check attendance and await further instructions.

In case of fire:

- a) Immediately notify the office administrator, who will sound the fire alarm and notify proper authorities.
- b) The office administrator will have emergency fire numbers and will place emergency calls.
- c) Evacuation procedures will be followed.

Emergency Drills

In order to adequately prepare for instances requiring limited campus access or cases where student and faculty cannot leave the campus, an annual Evacuation, Lockdown or Lockout Drill will be scheduled for each location, in conjunction with local emergency authorities. Instructions regarding these “events” will be provided by the building Administrator.

Visitors

In the best interest of safety, visitors are not permitted in any shop or classroom in session, unless permission has been granted by the Administrator.

All visitors are required to report to the office before proceeding to the desired location. Students enrolled at Western Suffolk BOCES who wish to bring a visitor must have prior approval from their instructor and the building Administrator. Each visitor will be escorted to the class by assigned staff.

No children are allowed.

Evaluation:

At the quarterly health and safety meetings, this plan will be reviewed, evaluated and revised if necessary to ensure the health and safety of all students, staff, and visitors. The committee will be comprised of administrators, faculty, counseling and custodial staff, and when indicated students representing the Full Time Adult Programs.



Institutional Outcomes
Follow-up

WRITTEN PLAN

Goals & Objectives:

- Improve follow up across the spectrum of adult programs
- Coordinate follow up efforts by different student services offices, staff members
- Evaluate efforts and revise as needed

Activities to Achieve the Objective:

- Students are asked to evaluate their experience multiple times during the course of their programs and their input is gathered in both formal and informal ways from online surveys to individual meetings at the time of completion or withdrawal.
- Staff, including faculty and support staff, are asked to share information on student progress with each other and administration to ensure intervention as necessary.
- At-risk students may self-identify or be selected by staff so academic assistance and/or counseling services will be offered.

Personnel: Roles & Responsibilities

Rosemary Nagler- COE Chief Officer, Assistant Principal Health Careers

Debra Montaruli- Principal Northport Campus

Job Placement Counselors:

- Kelli Bynes
- Tina Nicoletti
- Joyce Brozyna

Guidelines for review and evaluation:

- Institutional outcome efforts are reviewed monthly in The Monthly Report, a program's tabulation of students currently enrolled, completed within the month or withdrawn, failed or on a leave of absence for that month.

- Monthly Reports are calculated with input from program staff and presented to program administrators who review results with the Director of Career and Technical Education.
- Institutional outcome statistics play an integral role in program evaluation as we look to ensure student success.
- Completion rates for each program are tabulated annually by the Job Placement Office.

- Each program's staff meets annually with its administrator to review and evaluate its program.
- Completion, placement and licensure statistics serve as valuable input in determining the success of the program and suggesting places for improvement.
- Faculty meetings provide opportunities to discuss outcome results and share successful strategies with colleagues and administration.
- Faculty and staff discuss outcome results with administration in annual evaluation meetings.



WRITTEN PLAN

GOALS/OBJECTIVES:

- Educate all applicants and current students on financial aid
- Reduce student debt whenever possible
- Reduce default rate

ACTIVITIES TO ACHIEVE THE OBJECTIVES:

- Ensure that all advertising and recruitment materials clearly state programs eligible for financial aid and introduce initial filing information.
- Through collaboration with the counseling/admissions/advising staff, provide clear financial aid application instructions to all eligible applicants.
- Provide financial aid information and assistance in a multitude of modalities including: print such as brochures and flyers, electronic such as website and emails, in-person through information sessions, individual appointments and walk-in meetings.
- Review monthly reports on NSLDS.
- Follow up with delinquent students.

PERSONNEL:

Cheryl Bruckner, Financial Aid Counselor
Donna Cassano, Bursar
Debra Montaruli, Principal, Adult Career and Technical Education
Rosemary Nagler, COE Chief Officer, Assistant Principal Health Careers

GUIDELINES FOR REVIEW AND EVALUATION:

As a Title IV institution, Western Suffolk BOCES is able to offer Federal Direct Subsidized, Unsubsidized Loans and the Pell Grant to meet the financial needs of students enrolled in the following programs: Diagnostic Medical Sonography, Automotive Technical Training, Aviation Maintenance Technology, Cosmetology, Esthetics, Practical Nursing, Surgical Technology, and Radiologic Technology. The Financial Aid Office is committed to the success of our students while working toward a reduction in the number of students in default. To this end, there is a Loan Default Management Plan in place which keeps the focus of the Financial Aid Office at its center. This plan is reviewed regularly, and the analysis of its effectiveness allows the Financial Aid Office to improve services to prospective and current students to focus on maintaining a low default rate.

Applicants to the above-named programs are presented financial aid information as soon as there is contact made with Western Suffolk BOCES. Whether in person, in print, on the phone or online, any inquiries that relate to one of the Title IV eligible programs are told of the financial aid options available to them, and they are provided an instruction sheet or financial aid brochure. Applicants are always given the phone number and/or email of the Financial Aid Office where there is an open door policy. When a student has completed the financial aid application and contacts the Financial Aid Office, a personalized financial aid package is mailed to the student along with instructions on how to accept the package and complete the financial aid process. A worksheet that describes the process requirements is provided. Students must complete Entrance Counseling and the Master Promissory Note prior to processing loans at www.studentloans.gov. At the time of enrollment, students must sign off on their financial aid package.

Approximately one month prior to a student's graduation, a letter is sent, via e-mail or ground mail, reminding the student to complete Exit Counseling. If a student withdraws from his/her program prior to graduation, instructions for completing Exit

Counseling are sent. All students, including graduates and withdrawals, are reminded of the consequences of defaulting on their student loans.

The Financial Aid Office requests monthly reports on Enrollment Status and Loan Delinquency from National Student Aid Data System (NSLDS). Also, student enrollment status is updated and submitted monthly. The Financial Aid Office utilizes the Delinquent Report to identify students who have been delinquent for fifty days or more, and letters are sent to them. Included in the letter are the student's servicer, monthly payment amount, and the consequences of being in default. As required, the Financial Aid Office also provides updated student information to the loan servicers.



WRITTEN PLAN

Goals & Objectives

Promote an environment appropriate for the training and education goals of each program. Provide state of the art media equipment and educational materials. Provide training for instructors to become proficient in use of media.

Activities to Achieve the Objective:

1. Offer accessibility to the Library/Media Center for day and night students, faculty, staff for the health programs
2. Provide circulation of materials, reference books
3. Encourage use of online databases and other resource materials
4. Provide maintenance as needed of instructional equipment
5. Provide training to instructors to enable them to utilize technology effectively in the classroom
6. Purchase materials requested by faculty and staff as funding is available
7. Provide appropriate technical resources such as computers, printers, smartboard, and relevant media platforms.
8. Seek and encourage grant funds, equipment and materials from business and industry, community groups and individuals
9. Assist faculty and staff in recommendations for enhancing Library and Media Services by sending them information pertinent to their program of study
10. Maintain a student library for each program
11. Provide orientation for all new students and in-service training for faculty and staff
12. Encourage faculty dialogue with publishers regarding new editions/new releases of textbooks and software programs
13. Survey students, faculty and staff to solicit for improvement
14. Discuss Library/Media Services at monthly faculty meetings

Personnel: Roles & Responsibilities:

Nancy Kelsey, Executive Director – Oversees all Programs

Nancy Fischetti, Administrative Assistant to the District Superintendent – Public Relations

Debra Montaruli, Principal, Northport Campus
Rosemary Nagler, COE Chief Officer, Assistant Principal Health Careers

- Central Service Technician
- Diagnostic Medical Sonography
- Practical Nursing
- Radiological Technology
- Surgical Technology

Debra Montaruli, Principal, Northport Campus

- Automotive Technician Training
- Aviation Maintenance Technology
- Cosmetology
- Esthetics

Technical Support Services

Tim Flannery
Thomas Strada

- Facilities and technical infrastructure essential for using materials.

Guidelines for review and evaluation:

Students complete evaluation forms for each program that include comments on Library/Media resources. These evaluation forms are reviewed and assessed by the Principal of the Northport Campus and Assistant Principal of Health Careers along with faculty and counseling staff to determine if resources are adequate to support the learning needs of the students and to make recommendations for additions or improvements.



Excessing/Disposal of Surplus Equipment & Supplies

WRITTEN PLAN

Goal & Objectives: The goal/purpose of this written plan is to establish a standard for excessing/disposal of all Western Suffolk BOCES surplus equipment and supplies. The following written plan shall apply for all such surplus items.

Activities to achieve the Objective:

Excessing an Asset

1. Building Principal identifies and item to be excessed.
2. Building Principal creates a manifest in IDWhere.Net (Asset Management System) for assets that are valued at \$500 or more to move the item to the Building's "Excessed Room" in this system.
3. Executive Director shall approve the "Excess Batch" items in IDWhere.
4. Building Principal, for assets valued at less than \$500 or items without a BOCES inventory tag will fill out the Equipment Transfer/Disposition Form and follow instructions on such form for asset disposal/excess.
5. Purchasing submits items to be excessed to Board and obtains Board approval.
6. Once Board approved, the asset status is manually changed to "Excessed" in IDWhere by the Purchasing Department.
7. Purchasing then notifies Building Principal and Receiving Staff that item has been Board approved.
8. Receiving staff place excess items up for auction (take pictures, upload pictures to auction site, etc.). If item is not sellable, receiving staff will take picture of item(s) and create a file in the computer, name file with item description and Board date, and email the Purchasing department a copy of said file.
9. Once the asset has been sold, the Purchasing department is notified by the auctioneer and the Receiving staff, currently Robert Viola, will notify, via email, the administrator of the program where that sold item is currently stored. Via email, receiving staff will request possible date(s) and time(s) when pickup of the purchased item may be arranged with the buyer. If there are concerns with buyers coming to the building during student hours, this should be relayed to receiving staff when setting the appointment. It should be noted that receiving staff can arrange pickups no earlier than 8:15AM and must complete the process of pickup

- no later than 4:00PM. It should also be noted that Western Suffolk BOCES must ensure that the pickup of the purchased item take place within 10 days of the payment for said item. Therefore, if Receiving staff does not receive a reply from the building administrator within two full business days of email, receiving staff will proceed with scheduling the pickup date and time with the buyer.
10. Once Receiving staff has contacted the buyer and set up a pickup date and time, receiving staff will inform the building administrator and custodian of the scheduled date and time.
 11. The buyer will be informed by receiving staff of the procedures to follow for pickup:
 - a. The buyer is to call receiving staff via cell phone upon arrival.
 - b. The buyer is to meet receiving staff in the parking lot of the building. The buyer is not to enter the school building.
 - c. Receiving staff will work with the custodian to secure the item. If necessary, the custodian will assist in delivering the item to the buyer's vehicle.
 - d. The buyer will sign the invoice maintained by receiving staff.
 12. The building administrator is not responsible for securing any documentation during or after the pickup. Receiving staff will secure all necessary signatures and documentation. A copy of the signed pickup document will be provided to the building administrator by receiving staff, if requested.
 13. If there is no buyer for computer type items, receiving shall schedule pickup of such items through computer recycling programs.

Note: All assets must have Board approval prior to being disposed of and excessed in the IDWhere system. Board approval outlining those items to be excessed is sent to the purchasing department after each board meeting. The purchasing department is responsible for marking each asset in the IDWhere Asset Management System as EX'cessed. Once an item has been marked as EX'cessed in IDWhere, it will no longer appear on building reports. To view those excessed items you will need to look the asset up by asset id number or run the Excessed Asset Report.

Exception: Vehicles-Vehicle Identification Number must be verified with the Principal of the building and/or the purchasing department to confirm donation status and requirements of donation, e.g. many vehicles are not to be resold and must be disposed of through scrap process.

Personnel involved in the Excessing/Disposal of Surplus Equipment & Supplies:

Executive Director, Nancy Kelsey
Principal of Northport Campus, Debra Montaruli

Rosemary Nagler, COE Chief Officer, Assistant Principal Health Careers

Purchasing Department
Receiving Staff, Robert Viola

Guidelines for review and evaluation:

Annually the Purchasing Department reviews the Excessing/Disposal Plan in conjunction with administration and makes changes as necessary.



WRITTEN PLAN

GOALS/OBJECTIVES:

- Improve retention across the spectrum of adult programs
- Coordinate retention efforts by different student services offices, staff members
- Evaluate efforts and revise as needed

ACTIVITIES TO ACHIEVE THESE OBJECTIVES

- Students are asked to evaluate their experience multiple times during the course of their programs and their input is gathered in both formal and informal ways from online surveys to individual meetings at the time of completion or withdrawal.
- Staff, including faculty and support staff, are asked to share information on student progress with each other and administration to ensure intervention as necessary.
- At-risk students may self-identify or be selected by staff so academic assistance and/or counseling services will be offered.

PERSONNEL:

- Debra Montaruli, Principal of Career and Technical Education, Northport
- Rosemary Nagler, COE Chief Officer, Assistant Principal, Health Careers
- Cheryl Bruckner, Financial Aid Counselor
- Donna Cassano, Bursar
- Ila Gaffney, Adult Counselor
- Kristine Shanteau, Training Coordinator
- Representatives of the Job Placement Office
- Faculty as determined by program affiliation

GUIDELINES FOR REVIEW AND EVALUATION

- Retention efforts are reviewed monthly in The Monthly Report, a program's tabulation of students currently enrolled, completed within the month or withdrawn, failed or on a leave of absence for that month.
- Monthly Reports are calculated with input from program staff and presented to program administrators who review results with the Director of Career and Technical Education.
- Program retention statistics play an integral role in program evaluation as we look to ensure student success.

- Completion rates for each program are tabulated annually by the Job Placement Office.
- Each program's staff meets annually with its administrator to review and evaluate its program.
- Completion, placement and licensure statistics serve as valuable input in determining the success of the program and suggesting places for improvement.
- Faculty meetings provide opportunities to discuss retention efforts and share successful strategies with colleagues and administration.
- Faculty and staff discuss retention efforts with administration in annual evaluation meetings.



WRITTEN PLAN

GOALS/OBJECTIVES:

- Plan, execute and evaluate student services impact on the following:
 - Counseling
 - Admissions
 - Orientation
 - Advisement
 - Financial Aid
 - Retention
 - Health and Safety
 - Job Placement
- Disseminate results of evaluations and utilize in future plans

ACTIVITIES TO ACHIEVE THESE OBJECTIVES:

- Include Student Services topics in regularly scheduled staff meetings for faculty and staff to provide input and receive feedback.
- Provide ample opportunity for student input in all areas of services by providing:
 - Student evaluation forms for all programs that include a section of responses dedicated to Student Services.
 - Focus Groups held with counselors/advisors and the Principal of Career and Technical Education at Northport.
 - Student Affairs Advisory Meetings held with counselors/advisors and the Assistant Principal for Health Careers.
 - Open door policies for faculty, staff, and administrators.

PERSONNEL:

- Debra Montaruli, Principal of Career and Technical Education, Northport
- Rosemary Nagler, COE Chief Officer, Assistant Principal, Health Careers
- Cheryl Bruckner, Financial Aid Counselor
- Donna Cassano, Bursar
- Ila Gaffney, Adult Counselor
- Kristine Shanteau, Training Coordinator
- Representatives of the Job Placement Office
- Faculty as determined by program affiliation



Long Range Plan for Physical
Facilities and Technical Infrastructure

WRITTEN PLAN

Goals & Objectives:

- Maintain a quality educational facility at a reasonable cost
- Ensure adequate space to accommodate increasing enrollment
- Plan for ever changing workplace technology
- Seek administrative and faculty input to ensure the facility and technical infrastructure meets the needs of the individual programs

Activities to achieve the objectives:

- Conduct facilities and technical infrastructure meetings to discuss building and program needs
- Prioritize need for maintenance repair or modernization of existing facilities and upgrade technical infrastructure as needed.
- Research provision of additional facilities and cloud-based storage, increased bandwidth to meet the technical needs of faculty and students if indicated
- Administration to submit annual technology proposals

Personnel:

Debra Montaruli – Principal, Northport Campus
Rosemary Nagler – Assistant Principal, Health Careers
Emmett Urban – Director of Facilities Support
Ray Kootz – Assistant Plant Facilities Administrator
Walter Doroski – School Maintenance Crew Leader
Russell Dickson – Instructional Technology
Bruce Pizarusso – Head Custodian, Northport
Robert Diaz – Head Custodian, Republic

Timeline for review:

- Plan will be reviewed on an annual basis by the maintenance and operations division

Facilities Planning

The Board of Cooperative Educational Services is responsible for maintaining a quality education at a reasonable cost. For this reason, the Board shall concern itself with both short-range and long-range planning as it relates to the properties of the BOCES. The Board shall rely on a comprehensive long-range facilities and technical infrastructure plan developed by the Executive Officer in accordance with the Commissioner's Regulations to serve as a guide for capital improvements.

Such plan shall be reevaluated and made current at least annually, and shall include appraisal of the following:

- a. The educational philosophy of the BOCES, with resulting administrative organization and program requirements;
- b. Present and projected pupil enrollments;
- c. Space used and pupil capacity of existing facilities;
- d. Priority of need for maintenance, repair or modernization of existing facilities and technical infrastructure, including consideration of the obsolescence and retirement of certain facilities, dated technologies; and
- e. The provision of additional facilities.

The Board's building program shall be designated to provide the highest quality education possible. The building program shall be based upon specific Board policies which have been and will continue to be modified to conform to changes in the curriculum advancement in technology, availability of construction funds, expansion of territory to be served and changes in enrollments. The Board also feels that, whenever possible, parents/legal guardians, SEPTA representatives, component districts, and other community representatives, as well as principals, teachers, and central office staff members should be involved in the planning process.

Commissioner's Regulations

Section 155.1

Education Law Section 1950

Adopted: February 4, 1997

This plan will be reviewed on an annual basis by the maintenance and operations division.



Operation, Maintenance and
Improvement of the Physical Plant

WRITTEN PLAN

Goals & Objectives:

- Administer plant operations in the most efficient and economical manner possible
- Place high priority of health and safety of students and conservation of natural resources
- Provide periodic preventative maintenance activities
- Develop long range maintenance schedules
- Provide for emergency repair procedures

Activities to Achieve the Objectives:

- Building administrators will submit capital improvement requests annually
- Monthly M&O staff meetings will be held to address the operations and maintenance of each building
- Ensure that each building is inspected annually for:
 - Structural deficiencies
 - Fire safety
 - Boiler inspections
 - Electrical systems
 - HVAC inspections

Personnel:

Debra Montaruli – Principal, Northport Campus
Rosemary Nagler – COE Chief Officer, Assistant Principal, Health Careers
Emmet Urban – Director of Facilities Support
Ray Kootz – Assistant Plant Facilities Administrator
Walter Doroski – School Maintenance Crew Leader
Russell Dickson – Instructional Technology
Bruce Pizarusso – Head Custodian, Northport
Robert Diaz – Head Custodian, Republic

Timeline for review:

- On an annual basis by the maintenance and operations division

Operation and Maintenance:

The Executive Officer is charged with the responsibility for administering plant operations in the most efficient and economical manner possible, while placing high priority on health and safety of students and conservation of natural resources.

The Board, through the Executive Officer and his/her staff, has the responsibility of protecting the BOCES investment in plant and facilities through a systematic maintenance program.

It is expected that the program shall include periodic preventive maintenance activities, long-range maintenance schedules and emergency repair procedures. It is further expected that all maintenance work will be carried out in a manner that will cause the least interference with the educational program.

Construction and Remodeling of BOCES Facilities:

Plans and specifications for the erection, enlargement, repair or remodeling of facilities of the BOCES shall be submitted to the Commissioner in accordance with Commissioners Regulations and applicable laws.

For remodeling or construction projects costing \$5,000 or more, the BOCES may retain the services of an architect or engineer licensed to practice in New York State if necessary to comply with any legal requirement.

Inspections:

The administration of the BOCES shall cooperate with officials conducting health, fire, asbestos, bus, and boiler inspections. The administration shall keep the Board of Education informed of the results of such inspections in a timely fashion.

Structural Safety Inspections:

It shall be the duty of the Board of Education to ensure that each facility owned by the BOCES which is used for instructional purposes shall be inspected annually for structural deficiencies.

Every annual structural safety inspection shall be a visual inspection which will examine the structural elements of each building, and may also include inspection of building systems such as heating, plumbing and electrical systems.

If a visual inspection results in a determination that a building may have a structural deficiency, then the building shall be inspected by a licensed architect or a licensed professional engineer.

The annual structural safety inspection shall be made prior to June thirtieth of every school year, and reports of the inspections shall be made available to the public.

Fire Inspection: Commissioner's Regulations Section 155.4 Education Law Section 807-a

Health Inspection: Education Law Section 906

Asbestos Inspection: Education Law, Article 9-A, Title 40 Code of Federal Regulations (CFR) Part 763, Subpart E

Plans and Specifications: Education Law Sections 408, 408-a and 409; New York Code of Rules and Regulations (NYCRR) Sections 155.1 and 155.2

Structural Safety Inspections: Education Law Sections 409-d and 3602(6)(d)

The plan is reviewed and evaluated on an annual basis and revisions, if applicable, are made at that time.