



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:

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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
Postsecondary Education
Instructional Plan

Introduction

Western Suffolk BOCES Adult Career and Technical Educational Division is dedicated to upholding the institution's mission by educating and training adult students, allowing them to achieve proficiency through a comprehensive curriculum. Western Suffolk BOCES follows an instructional plan for the development of program syllabi, learning objectives, lesson plans, and learning outcomes. In addition to institutional accreditation through the Council on Occupational Education, each of Western Suffolk BOCES' occupational programs are approved by their own individual accrediting agencies or the New York State Education Department. Our instructors believe that both academic and job skills are critical components of occupational education, and the balance of both components contributes to positive academic and professional student outcomes.

Goals of the Instructional Plan

The Instructional Plan for Western Suffolk BOCES is designed to ensure that all postsecondary programs meet the academic and professional learning standards as outlined by program-specific accreditation and educational agencies. The Instructional Plan describes the alignment of program curricula with the guidelines and standards as set forth by these agencies. Through the implementation of the Instructional Plan, Western Suffolk BOCES provides postsecondary students with high-quality occupational education focused on the academic, professional, and personal skills needed to be successful in their career field. The goals of the Instructional Plan are as follows:

1. Meet all academic and professional standards in program curricula as set forth by the accreditation and educational agencies which approve individual programs.
2. Integrate job skills essential to career success into academic, laboratory, and work-based learning.
3. Ensure that the sequence of instruction is aligned with curriculum expectations of accreditation and educational agencies which approve individual programs.
4. Develop and maintain lesson plans along with syllabi, learning objectives, learning outcomes, and course and program requirements in accordance with standards outlined by the accreditation and educational agencies which approve individual programs.

The goals of the instructional plan were determined from instructional plan criteria outlined by the Council on Occupational Education. The Council on Occupational Education is the agency which accredits Western Suffolk BOCES across all eight postsecondary occupational programs and at the institutional level.

Instructional Plan Team Personnel

The instructional plan team consists of administrators and faculty from each of the postsecondary programs. The following staff are on the instructional plan team:

- Dr. Stephanie Engelmann, Principal
- Dr. Kristen Klein, Supervisor for Adult & Secondary Programs
- Kristine M. Shanteau, Training Coordinator
- Diana Santiago, Aviation Program Manager/FAA Liaison, Aviation Maintenance Technology
- Demetri Fileas, Instructor, Automotive Technical Training
- Kathy Burke, Instructor, Cosmetology
- Vanessa Horn, Instructor, Esthetics
- Padmini Arora, Program Director, Diagnostic Medical Sonography
- Florence Cavalcante, Program Director, Practical Nursing
- Nicole Reimann, Program Director, Radiologic Technology
- Janet Hotis, Program Director, Surgical Technology

Academic Competencies

Western Suffolk BOCES' instructional plan ensures that all applicable academic competencies are integrated into each of the eight COE approved occupational programs through individual program accreditation or New York State Department of Education processes. In addition to accreditation through the Council on Occupation Education, each program maintains an occupation-specific accreditation or program approval process which provides guidelines on required curricula through an external agency. Each occupational program has an established accreditation committee which writes, reviews, and submits its curriculum to their oversight agency. This agency then determines whether the program meets the academic requirements established. The agencies that oversee academic standards for Western Suffolk BOCES' full-time adult occupational programs are as follows:

- Automotive Technical Training – Automotive Service Excellence (ASE)
- Aviation Maintenance Technology – Federal Aviation Administration (FAA)
- Cosmetology – New York State Department of Education (NYSED)
- Diagnostic Medical Sonography – Joint Review Committee on Diagnostic Medical Sonography (JRCDS)
- Esthetics – New York State Department of Education (NYSED)
- Practical Nursing – New York State Board of Regents
- Radiologic Technology – Joint Review Committee on Radiologic Technology (JRCERT)
- Surgical Technology – Review Committee on Surgical Technology and Surgical Assisting (ARCSTSA)

All eight of Western Suffolk BOCES' adult occupational programs meet the standards set forth by their respective agency.

Occupational Skills

In addition to providing instruction on the academic competencies, Western Suffolk BOCES also provides instruction on the “soft” skills essential to student success in their chosen occupation, such as job knowledge, work habits, and attitudes. Such skill instruction and professional expectations of the occupation are outlined by the external agencies which approve each of the eight program’s curriculum. The instruction of these skills occurs on a daily basis in the classroom, in lab, and in work-based settings (for those programs with work-based learning). These skills expectations are outlined in each program’s Student Handbook. The Student Handbook is used by faculty to guide instruction on these skills, and by students to guide them on professional expectations.

Sequence of Instruction

Western Suffolk BOCES determines the sequence of instruction based on desired student learning outcomes and in accordance with the requirements of the accreditation and educational agencies which approve the individual programs. Aviation Maintenance Technology, Diagnostic Medical Sonography, Practical Nursing, Radiologic Technology, and Surgical Technology have established program calendars that outline the sequence of lecture, lab, and work-based activities (clinical) based on their approved curricula. Automotive Technical Training, Cosmetology, and Esthetics have established Modules that are completed by a student in a sequence based on the approved curricula.

Course Descriptions, Learning Objectives, Course Requirements, & Learning Outcomes

All programs develop and maintain course descriptions, learning objectives, course syllabi, course requirements, and learning outcomes based on curriculum requirements as outlined by their individual accrediting agencies. All program policies, objectives, competency tests, grading policies, resources, and other requirements are outlined for both faculty and students in each program’s Student Handbook.

Program syllabi, lesson plans, competency tests, and other instructional materials are used to define a sequence for the achievement of objectives in accordance with each program’s approved curriculum. Faculty review these documents at curriculum meetings and utilize these documents to guide the delivery of instruction and direct learning activities in lecture, lab, and work-based learning (as applicable). Quizzes, exams, skills tests, and other benchmarks are implemented throughout each program’s curriculum as critical components in student grade calculations which become a part of a student’s record.



**Western Suffolk BOCES
Postsecondary Education
Work-Based Activities Instructional Plan
Clinical Instruction**

Revised December 2023

Introduction

Western Suffolk BOCES has implemented work-based learning activities in the postsecondary health careers programs. The postsecondary health careers programs require their students to meet a specified number of hours in work-based instruction in the clinical setting to meet graduation requirements. The number of hours of clinical experience required for students in the postsecondary health careers programs are determined by state and national licensure and certification requirements, alongside clinical requirements of each health careers program accrediting agency or the New York State Board of Regents.

Goals of the Work-Based Learning Plan – Clinical Instruction

The Work-Based Activities Instructional Plan for Western Suffolk BOCES is designed to ensure all postsecondary programs that offer and require work-based learning as an integral part of the program curricula meet the standards as outlined by program-specific accreditation and educational agencies, as well as New York State and national licensure and certification eligibility requirements. The Work-Based Activities Instructional Plan describes the alignment of work-based learning with the guidelines and standards as set forth by these agencies. Through the implementation of the Work-Based Activities Instructional Plan, Western Suffolk BOCES provides postsecondary students in the health careers programs with hands-on skills training in the clinical setting. Experience in the clinical setting contributes to student professional and job skills development. The goals of the Work-Based Activities Instructional Plan are as follows:

1. Maintain a written instructional plan for work-based activities in the clinical setting.
2. Outline objectives, experiences, competencies, and evaluations associated with work-based learning in the clinical setting.
3. Designate the individuals responsible for guiding and overseeing students' learning experiences and written evaluations in the clinical setting.

The goals of the Work-Based Activities Instructional Plan were determined from instructional plan criteria outlined by the Council on Occupational Education. The Council on Occupational Education is the agency which accredits Western Suffolk BOCES across all eight postsecondary occupational programs and at the institutional level.

Work-Based Activities Instructional Plan Team

The Work-Based Activities Instructional Plan team consists of an administrator and faculty from each of the postsecondary programs that offer work-based learning. The following staff are on the Work-Based Activities Instructional Plan team:

- Dr. Kristen Klein, Supervisor for Adult & Secondary Programs
- Padmini Arora, Instructor, Diagnostic Medical Sonography
- Florence Cavalcante, Instructor, Practical Nursing
- Nicole Reimann, Instructor, Radiologic Technology
- Janet Hotis, Instructor, Surgical Technology

Work-Based Activities at Western Suffolk BOCES

Western Suffolk BOCES' health careers programs have work-based learning activities integrated into the curriculum. All of Western Suffolk BOCES' health careers programs require that students engage in learning in the clinical setting. This is the only work-based activity offered to postsecondary students at Western Suffolk BOCES. The following postsecondary programs implement work-based activities through clinical experience into the program curricula:

- Diagnostic Medical Sonography
- Practical Nursing
- Radiologic Technology
- Surgical Technology

Implementation of Work-Based Learning

Clinical instruction provides Western Suffolk BOCES' health careers students with the opportunity to gain critical experience in their field through work-based activities. Western Suffolk BOCES outlines specific objectives, experiences, competencies, and evaluations for each student who engages in work-based activities.

1. Objectives

- a. Clinical instruction is a critical component of Western Suffolk BOCES' health careers education. All of Western Suffolk BOCES' health careers programs require that students complete a specified number of hours of clinical instruction to be eligible for graduation and/or licensure or certification in their field.
- b. Clinical instruction provides students an opportunity to receive on-the-job occupational training across a diverse range of clinical settings. Clinical instruction allows for students to learn, practice, and perform skills essential for them to be successful in their occupation. Clinical exposure better prepares students for their careers beyond Western Suffolk BOCES.

2. Experiences

- a. Students in Western Suffolk BOCES' health careers programs are exposed to various clinical settings in their chosen field. Western Suffolk BOCES has clinical affiliation agreements across multiple healthcare systems, as well as many privately owned and independent practices.
- b. As a part of their work-based learning, Western Suffolk BOCES health careers students rotate through different clinical sites. The rotation of clinical sites ensures that students gain exposure and experience in a variety of different clinical settings.

3. Competencies

- a. Work-based learning competencies for each program are determined by individual program accreditation

4. Evaluations

- a. Evaluations of student competencies are completed by either the clinical preceptor or clinical instructor employed by Western Suffolk BOCES, dependent on the program. Evaluations are specific to the learning objectives and standards of each program, which are defined by the individual accreditation or educational agencies as well as New York State and national licensure or certification requirements.

Work-Based Supervision and Instruction of Students

Use of Instructors Employed by Western Suffolk BOCES

Western Suffolk BOCES' utilizes instructors employed by Western Suffolk BOCES to oversee student learning in work-based learning activities. Western Suffolk BOCES faculty who instruct in the clinical setting are responsible for the guiding and oversight of student's learning experiences and written evaluations. The following programs utilize faculty employed by Western Suffolk BOCES in the oversight of instruction:

- Practical Nursing

In some settings, the Practical Nursing program utilizes clinical preceptors in addition to faculty employed by Western Suffolk BOCES.

Use of Clinical Preceptors

All of Western Suffolk BOCES' health careers programs utilize clinical preceptors to guide and oversee the supervision of students' learning experiences and written evaluations. The following programs utilize clinical preceptors for the work-based instruction of students:

- Practical Nursing
- Diagnostic Medical Sonography
- Radiologic Technology
- Surgical Technology

All programs that utilize clinical preceptors for work-based instruction provide the preceptors with a clinical preceptor handbook or clinical syllabus, to outline the roles and responsibilities of the clinical preceptor when it comes to the oversight and supervision of student learning and written evaluations. Clinical preceptor handbooks and clinical syllabi are reviewed and updated by programs as required by their individual accreditation agencies.

Every health careers program has appointed an instructor employed by Western Suffolk BOCES as its Clinical Coordinator. Clinical coordinators visit clinical sites to assess the progress of students and receive feedback from clinical preceptors.



**Western Suffolk BOCES
Work-Based Activities Instructional Plan
Cosmetology & Esthetics**

Revised March 2024

Introduction

Western Suffolk BOCES has implemented work-based learning activities in the Cosmetology & Esthetics programs. The Cosmetology & Esthetics programs offer their students the opportunity for work-based instruction in the clinical setting to meet hands-on needs. Members of the community have the opportunity to schedule appointments for hair and skincare services with out students on a weekly basis.

Goals of the Work-Based Learning Plan

The Work-Based Activities Instructional Plan (Cosmetology & Esthetics) for Western Suffolk BOCES is designed to ensure the Cosmetology & Esthetics programs offer work-based learning as an integral part of the program curricula and meet the standards as outlined by program-specific accreditation and educational agencies, as well as New York State licensure eligibility requirements. The Work-Based Activities Instructional Plan (Cosmetology & Esthetics) describes the alignment of work-based learning with the guidelines and standards as set forth by these agencies. Through the implementation of the Work-Based Activities Instructional Plan (Cosmetology & Esthetics), Western Suffolk BOCES provides Cosmetology & Esthetics students in the programs with hands-on skills training in the clinical setting. Experience in the clinical setting contributes to student professional and job skills development. The goals of the Work-Based Activities Instructional Plan (Cosmetology & Esthetics) are as follows:

4. Maintain a written instructional plan for work-based activities in the clinical setting.
5. Outline objectives, experiences, competencies, and evaluations associated with work-based learning in the clinical setting.
6. Designate the individuals responsible for guiding and overseeing students' learning experiences and written evaluations in the clinical setting.

The goals of the Work-Based Activities Instructional Plan (Cosmetology & Esthetics) were determined from instructional plan criteria outlined by the Council on Occupational Education. The Council on Occupational Education is the agency which accredits Western Suffolk BOCES across all eight postsecondary occupational programs and at the institutional level.

Work-Based Activities Instructional Plan Team

The Work-Based Activities Instructional Plan team consists of an administrator and faculty from each of the postsecondary programs that offer work-based learning. The following staff are on the Work-Based Activities Instructional Plan (Cosmetology & Esthetics) team:

- Dr. Stephanie Engelmann, Principal, Northport Campus
- Kristine M. Shanteau, Training Coordinator
- Kathleen Burke, Instructor, Cosmetology
- Vanessa Horn, Instructor, Esthetics
- Laura Vazquez-Gonzalez, Instructor, Esthetics

Work-Based Activities at Western Suffolk BOCES

Western Suffolk BOCES' Cosmetology & Esthetics programs have work-based learning activities integrated into the curriculum. Western Suffolk BOCES' Cosmetology & Esthetics programs require that students engage in learning in the clinical setting.

Implementation of Work-Based Learning

Clinical instruction provides Western Suffolk BOCES' Cosmetology & Esthetics students with the opportunity to gain critical experience in their field through work-based activities. Western Suffolk BOCES outlines specific objectives, experiences, competencies, and evaluations for each student who engages in work-based activities.

5. Objectives

- a. Clinical instruction is a critical component of Western Suffolk BOCES' Cosmetology & Esthetics education. Students get the additional hands-on and soft-skills practice that is necessary for their respective fields.
- b. Clinical instruction provides students an opportunity to receive on-the-job occupational training. Clinical instruction allows for students to learn, practice, and perform skills essential for them to be successful in their occupation. Clinical exposure better prepares students for their careers beyond Western Suffolk BOCES.

6. Experiences

- a. Students in Western Suffolk BOCES' Cosmetology & Esthetics programs are exposed to various hands-on services in their chosen field.
- b. As a part of their work-based learning, Western Suffolk BOCES Cosmetology & Esthetics practice different treatments based on their time in the program and level of skill. All students are given the opportunity to work on clients and provide services on par with their skills.

7. Competencies

- a. Work-based learning competencies for each program are determined by individual program accreditation

8. Evaluations

- a. Evaluations of student competencies are completed by the instructor employed by Western Suffolk BOCES, dependent on the program. Evaluations are specific to the learning objectives and standards of each program, which are defined by accreditation agencies as well as New York State licensure requirements.

Work-Based Supervision and Instruction of Students

Use of Instructors Employed by Western Suffolk BOCES

Western Suffolk BOCES' utilizes instructors employed by Western Suffolk BOCES to oversee student learning in work-based learning activities. Western Suffolk BOCES faculty who instruct

in the clinical setting are responsible for the guiding and oversight of student's learning experiences and written evaluations. The following programs utilize faculty employed by Western Suffolk BOCES in the oversight of instruction:

- Cosmetology
- Esthetics



**Western Suffolk BOCES
Postsecondary Education
Program Outcomes Plan**

Revised December 2023

Introduction

Western Suffolk BOCES follows a Program Outcomes Plan, written to ensure that program outcomes follow-up is systematic and continuous. A variety of methods are implemented for the collection of data related to program outcomes including the use of completion data, placement data, licensure data, surveys, enrollment, retention, and interviews. Data is reviewed with faculty, staff, administrators, and employers throughout the academic year and is used to support programmatic and instructional changes for the benefit of students and employers.

Goals of the Program Outcomes Plan

Developing a systematic and continuous plan for program outcomes follow-up is crucial for assessing the effectiveness of educational programs and ensuring continuous improvement. The goals of the Program Outcomes plan are as follows:

- 1) Establish Clear Program Outcomes
 - a) Define clear and measurable program outcomes for each program.
 - b) Align outcomes with industry standards, accreditation requirements, and the overall mission.
- 2) Develop Assessment Tools
 - a) Create assessment tools, including rubrics, surveys, and practical evaluations, to measure program outcomes.
- 3) Timeline for Assessment
 - a) Develop a timeline for ongoing assessment throughout the duration of each program.
 - b) Schedule assessments at key points, such as mid-program and at the end, to capture progress and achievements.
- 4) Data Collection and Analysis
 - a) Establish a systematic process for collecting and analyzing data related to program outcomes.
 - b) Utilize both quantitative and qualitative data to gain a comprehensive understanding of student performance.
- 5) Integration with Curriculum
 - a) Integrate assessment activities seamlessly into the curriculum.
 - b) Ensure that assessments align with course objectives and are relevant to real-world applications.
- 6) Stakeholder Involvement
 - a) Involve relevant stakeholders, including instructors, industry experts, and employers, in the assessment process.
 - b) Gather feedback at technical advisory meetings from external members to enhance the validity and relevance of assessments.
- 7) Feedback for Instructors
 - a) Encourage instructors to use assessment results to adjust teaching methods and curriculum as needed.

- 8) Individual Student Progress Tracking
 - a) Track individual student progress.
 - b) Provide students with regular feedback on their performance and areas for improvement.
- 9) Reporting and Communication
 - a) Share results with students, instructors, program coordinators, and administrators to foster transparency and accountability.
- 10) Continuous Improvement Initiatives
 - a) Establish a process for using assessment results to identify areas for improvement.
- 11) Professional Development for Instructors
 - a) Provide professional development opportunities for instructors to enhance their assessment skills.
- 12) Documentation and Record Keeping
 - a) Maintain detailed records of assessment activities, results, and actions taken for continuous improvement.
 - b) Ensure compliance with COE accreditation standards related to program outcomes assessment.

The goals of the Program Outcomes plan were determined from program outcomes plan criteria outlined by the Council on Occupational Education. The Council on Occupational Education is the agency which accredits Western Suffolk BOCES across all eight postsecondary occupational programs and at the institutional level.

Program Outcomes Plan Team Personnel

The Program Outcomes plan team consists of administrators and job placement counselors. The following staff are on the Program Outcomes plan team:

- Dr. Stephanie Engelmann, Principal
- Dr. Kristen Klein, Supervisor for Adult & Secondary Programs
- Kristine M. Shanteau, Training Coordinator
- Kelli Byrnes, Job Placement Counselor
- Joyce Brozyna, Job Placement Counselor

Coordination of Follow-up Activities

Members of the Program Outcomes plan team are responsible for coordinating all follow-up activities. Job placement counselors are responsible for completion, placement, and licensure data and follow-up related to the collection of this data. Administrators are responsible for coordinating follow-up related to educational program satisfaction and program evaluation.

1. Monthly Reports are calculated with input from program staff, administration, and presented to program administrators who review results with the Director of Career and Technical Education.

2. Completion, placement, and licensure rates for each program are tabulated annually by the Job Placement Office.
3. Faculty meetings provide opportunities to discuss outcome results and share successful strategies with colleagues and administration.
4. Faculty and staff discuss outcome results with administration in annual evaluation meetings.
5. Program faculty meet annually with the administrator to review and evaluate the program.

Methods for the Collection of Data

Western Suffolk BOCES uses a variety of methods to collect program outcomes data. Methods implemented by the institution to collect data include:

1. Students are asked to evaluate their experience multiple times during the course of their programs and their input is gathered by both formal and informal means, from online surveys to individual meetings at the time of completion or withdrawal.
2. Staff, including faculty and support staff, are asked to share information on student progress with each other and administration to ensure intervention as necessary.
3. At-risk students may self-identify or be determined by staff so academic assistance and/or counseling services will be offered.
4. Completion, placement, and licensure data is collected using program completion data provided directly from the program, as well as direct contact and follow-up with program alumni and employers. The Job Placement department collects, compiles, and maintains this data.

Program Effectiveness

Program effectiveness data plays an integral role in program evaluation to ensure student success. Western Suffolk BOCES implements a variety of data collection methods to assess

program effectiveness. Program effectiveness data collection methods include:

1. Completion, placement and licensure statistics serve as valuable input in determining the success of the program and suggesting places for improvement.
2. Students complete course evaluations at the end of each unit or module to obtain student feedback on effectiveness of instruction.
3. Institutional retention rates 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.
4. Programs are evaluated annually with the Technical Advisory Committees to ensure that programs prepare students for success in their chosen occupational field.

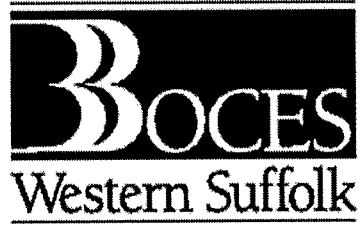
Satisfaction with Educational Program

Western Suffolk BOCES assesses satisfaction with the educational program. Methods to assess the level of satisfaction with the education that was received include:

1. Course Evaluations
 - a. Students complete course evaluations at the end of each unit or module to obtain feedback on satisfaction of instruction
2. Exit Surveys
 - a. At the conclusion of the educational program, all students complete an Exit Survey that is designed to collect data related to satisfaction with the educational program
 - b. There are two components to the exit survey:
 - i. Qualitative Survey Questions
 - ii. Exit interview
3. Programs are evaluated annually with the Technical Advisory Committees to ensure programs are meeting industry needs.

Annual Review of the Program Outcomes Plan

By implementing this systematic and continuous Program Outcomes Plan, Western Suffolk BOCES can enhance the quality of its educational programs, provide meaningful feedback to students and faculty, and demonstrate a commitment to ongoing improvement. Regular evaluation and adjustments will contribute to the overall success of the programs. The plan will be reviewed annually by faculty, staff, administration and members of the advisory councils.



**Western Suffolk BOCES
Postsecondary Education
Strategic Plan
2023-2028**

Revised December 2023

Introduction

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, and fulfill our mission. The strategic plan aims to create a vibrant learning environment that prioritizes student access, success and utilizes data-driven insights to continually enhance the vocational experience at Western Suffolk BOCES.

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 and empower students through accessible vocational education for lifelong success by 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 of the Strategic Plan

Goal 1

Enhance Student Access and Success

Goal 1 Objectives

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
2. Increase outreach and recruitment efforts

- a. Develop targeted marketing campaigns to reach potential student in underserved communities
- b. Strengthen partnerships with local high schools, community organizations and employment agencies
- c. Advise potential students on scholarships and financial aid opportunities to reduce barriers to entry
- 3. Improve Student Support Services
 - a. Enhance career guidance services to assist students in making informed decisions about their vocational paths
 - b. Establish mentorship programs to connect students with industry professionals
 - c. Inform potential students who may be disadvantaged about childcare and transportation assistance
- 4. Enhance Curriculum Relevance
 - a. Continue to regularly review and update curriculum to align with industry demands
 - b. Introduce new courses and certifications based on emerging trends in vocational fields especially in the local community
 - c. Continue to foster collaborations with industry leaders to ensure students are equipped with the latest skills

Goal 2

Improve Data Collection, Analysis and Reporting to Inform Thinking, Deciding and Acting

Goal 2 Objectives

- 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
- 2. Upgrade data infrastructure
 - a. Ensure the security and privacy of students' information through robust data protection measures
 - b. Provide staff training on data management best practices
- 3. Develop comprehensive data collection protocols
 - a. Establish standardized protocols for collecting student performance, enrollment and demographic data
 - b. Implement real-time data collection methods to enable timely decision-making
 - c. Collaborate with relevant stakeholders to ensure comprehensive data coverage
- 4. Enhance data analysis capabilities
 - a. Train staff in data analysis tools and techniques
 - b. Utilize data to identify trends, strengths and weaknesses and areas for improvement
- 5. Improve reporting mechanisms
 - a. Develop clear and concise reports for internal and external stakeholders
 - b. Solicit feedback from stakeholders to continuously refine and improve reporting mechanisms
 - c. Implement regular reporting schedules to keep stakeholders informed about student outcomes, program effectiveness and overall school performance

Goal 3

To be at the forefront of technology-driven education, empowering students with the skills and knowledge for success in the ever-evolving field of information technology.

Goal 3 Objectives

1. Prioritize and improve information technology to better meet future technology-related needs of the institution
 - a. Work toward 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
2. Strengthen network security
 - a. Enhance cybersecurity measures to protect sensitive student and faculty information
 - b. Provide training for staff and students on cybersecurity best practices
 - c. Conduct regular security audits and implement improvements based on findings
3. Expand bandwidth and connectivity
 - a. Evaluate the current network capacity to make necessary upgrades to accommodate the increasing demand for online learning resources
 - b. Explore partnerships (if needed) with local internet service providers to secure reliable and high-speed internet access
 - c. Establish redundancy measures to ensure uninterrupted connectivity
4. Integrate virtual learning environments in classroom instruction
 - a. Develop virtual labs and simulations to provide students with practical experience in the classroom environment
 - b. Incorporate online resources and interactive content into traditional classroom settings
 - c. Provide training for faculty to effectively utilize virtual learning tools
5. Provide adequate resources and support
 - a. Ensure faculty and staff have access to the necessary tools, software and equipment for effective teaching
 - b. Enhance help desk for technical issues and professional development needs

Goal 4

Effectively Recruit, Retain and Develop Outstanding Faculty and Staff to be leading institution with dynamic and dedicated employees fostering academic excellence and innovation sustained by robust financial resources

Goal 4 Objectives

1. Develop competitive compensation packages
 - a. Conduct regular salary surveys to ensure faculty and staff compensation remains competitive within the education sector
 - b. Explore performance-based incentives

2. 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
3. Foster a positive work environment
 - a. Conduct staff survey to gauge satisfaction and identify areas for improvement
 - b. Implement initiatives to enhance workplace culture, such as mentorship and wellness initiatives
 - c. Provide professional development opportunities
4. Implement recruitment processes
 - a. Develop partnerships with other academic institutions, industry leaders and professional organizations to expand the recruitment pool
 - b. Emphasize diversity and inclusion in recruitment efforts
5. Professional development programs
 - a. Provide opportunities for ongoing training, workshops and conferences to stay updated on pedagogical and industry advancements
6. Ensuring financial sustainability and diversify revenue streams
 - a. Explore and develop new revenue streams such as partnerships, grants and fundraising campaigns
 - b. Conduct regular financial assessments to identify areas for revenue growth
7. Optimize budget management
 - a. Maintain budget processes that align with the school's strategic priorities
 - b. Review and adjust budgets based on enrollment projections, program needs and economic factors
8. Maintain current and projected financial resources which are aligned to achieve Goals
 - a. Maintain a fair and competitive tuition and 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 revenue and cost structure, financial equilibrium

Goal 5

Key Stakeholder Partnerships

Goal 5 Objectives

1. Engage key stakeholders to more effectively advance the agency in its mission and vision
 - a. Increase partnership 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 collection information from partners, building relationships and maintaining current information for improved understanding and communication

Strategic Planning Team Personnel

The Strategic Planning team consists of administrators, faculty, and employers. The following staff are on the strategic planning plan team:

- Dr. Stephanie Engelmann, Principal
- Dr. Kristen Klein, Supervisor for Adult & Secondary Programs
- Kristine M. Shanteau, Training Coordinator
- Department Faculty, as appointed by administration
- Institutional Advisory Committee

Financial Resources and Evaluating Strategic Plan Progress

Successful initiatives must be actionable and accountable. A strategic plan must define the criteria used to measure progress and ultimately, success. Administration will assess the impact of all goals and objectives through strategies including student and faculty feedback, academic performance metrics, ongoing faculty evaluations, implementing financial audits and reviews to ensure our fiscal health, and adjust based on the collected data for continuous educational and fiscal improvements. The Principal of Adult Education, along with the Supervisor for Adult and Secondary Programs, faculty, administration and our institutional advisory committee, will review our progress and revise, as necessary, annually.

Components of the Strategic Plan were determined from Strategic Plan criteria outlined by the Council on Occupational Education. The Council on Occupational Education is the agency which accredits Western Suffolk BOCES across all eight postsecondary occupational programs and at the institutional level.



**Western Suffolk BOCES
Postsecondary Education
Media Services**

Revised December 2023

Introduction

Western Suffolk BOCES implements a Media Services Plan to ensure that its media services are robust, up-to-date, and tailored to the diverse needs of its programs, and that they will enhance the learning experience for students and enhance the educational objectives.

Goals of the Media Services Plan

1. 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.
2. Needs Assessment:
 - a. Identify the specific media needs of each program
 - b. Discuss the types of materials necessary with instructors
3. Media Collection Development:
 - a. Regularly review and update the media collection
 - b. Include a diverse range of formats such as books, e-books, videos, online resources, and periodicals
4. Curriculum Alignment:
 - a. Ensure that the media collection aligns with the curriculum and learning objectives of each program
 - b. Collaborate with instructors to identify key topics and areas that require additional resources
5. Accessibility:
 - a. Ensure that media resources are accessible to all students
6. Media Services Staff:
 - a. Faculty, staff and administration will manage media services
 - b. Staff will be trained on the effective use of media resources and technology
7. Budget Allocation:
 - a. Media resources will be part of the annual budget
 - b. Seek grant funding, equipment and materials from industry
8. Student Training:
 - a. Students will be trained on how to effectively use media resources for research and learning
9. Technology Infrastructure:
 - a. Western Suffolk BOCES' technology infrastructure supports the delivery of digital media resources
 - b. The equipment, such as computers and multimedia devices, for accessing materials are present
10. Periodic Assessments:
 - a. Conduct regular assessments of the media services program's effectiveness

- b. Seek feedback from instructors and students to identify areas for improvement
 - c. Discuss Library/Media Services at monthly faculty meetings
11. Emergency Preparedness:
- c) Plans are in place in case there are unexpected disruptions to media services, such as technical issues

The goals of the Media Services Plan were determined from media services plan criteria outlined by the Council on Occupational Education. The Council on Occupational Education is the agency which accredits Western Suffolk BOCES across all eight postsecondary occupational programs and at the institutional level.

Media Services Plan Team Personnel

The Media Services Plan team consists of administrators and support staff from the information technology department. The following staff are on the media services plan team:

- Nancy Kelsey, Executive Director of Career and Technical Education
- Nancy Fischetti, Director of Public Relations
- Dr. Stephanie Engelmann, Principal, Northport Campus
 - Automotive Technical Training
 - Cosmetology
 - Esthetics
- Dan Loughran, Principal, Republic Campus
 - Aviation Maintenance Technology
- Dr. Kristen Klein, Supervisor for Adult and Secondary Programs
 - Diagnostic Medical Sonography
 - Practical Nursing
 - Radiological Technology
 - Surgical Technology
- Kristine M. Shanteau, Training Coordinator
- Tim Flannery, Technical Support Services
- Thomas Strada, Technical Support Services

Scope and Availability of Services

Western Suffolk BOCES provides a wide range of instructional supplies, physical resources, and technology to faculty and students. These include smartboards, Chromebooks, shop and lab equipment, print materials such as textbooks, learning management systems, and simulation technology. A computer lab and library and research center are available to students. Each of the

eight postsecondary programs offered by Western Suffolk BOCES includes a variety of resources relevant to the program and the occupational area.

Orientation for User Groups

Faculty and staff are onboarded to technology specific to their department and program's instructional needs. All faculty assist in peer mentoring and training new faculty when they are onboarded to the institution. Additionally, many vendors offer training and support related to these resources to teachers. Western Suffolk BOCES' Information Technology department also provides orientation and support to faculty and staff. Students are orientated to technology at the beginning of their program. Technical support is also available to assist students.

Facilities and Technical Infrastructure

Western Suffolk BOCES' technology proposal process is utilized for the acquisition of learning resources such as Chromebook, SmartBoards, instructional software, computerized simulation equipment, and more. Maintenance and operations participate in this process by assessing facilities to ensure instructional technology can be adequately supported in a physical space. Additionally, Western Suffolk BOCES' implements the Plan for the Ongoing Operation and Maintenance of Physical Facilities and the Institution's Technical Infrastructure Plan to ensure sufficient resources for instructional materials.

Budgetary Support

Western Suffolk BOCES ensures adequate financial support for the acquisition and maintenance of learning resources. Programs are able to acquire learning resources through the annual Technology Proposal process and the annual budget process. Additionally, grant funds are utilized to purchase learning resources when such funding is available.

Review and Evaluation of Media Services

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 Supervisor for Adult and Secondary Programs along with department 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. Regular reviews, assessments and adjustments will contribute to continuous improvement. The plan will be reviewed annually by faculty, staff, administration and the advisory councils.



**Western Suffolk BOCES
Postsecondary Education
Maintaining/Replacing or Disposing of Obsolete Equipment Plan**

Revised December 2023

Introduction

Western Suffolk BOCES implements this plan to ensure that all equipment are robust, up-to-date, and tailored to the diverse needs of its programs, and that they will enhance the learning experience for students and enhance the educational objectives.

Goals of the Maintaining/Replacing or Disposing of Obsolete Equipment Plan

1. Inventory Assessment:
 - a. Conduct a thorough inventory of all equipment
 - b. Categorize equipment based on its age, condition, and relevance to current curriculum
2. Lifecycle Analysis:
 - a. Determine the expected lifecycle of each piece of equipment
 - b. Identify critical points where maintenance, replacement, or disposal may be necessary
3. Maintenance Procedures:
 - a. Develop a regular maintenance schedule for equipment
 - b. Assign responsibilities for maintenance tasks to relevant staff
4. Replacement Criteria:
 - a. Establish criteria for determining when equipment should be replaced
 - b. Consider factors such as technological advancements, cost of repairs, and impact on the quality of education
5. Budget Planning:
 - a. Allocate a budget for regular maintenance and replacements
6. Vendor Relationships:
 - a. Maintain relationships with equipment vendors to stay informed about updates and replacements
7. Training and Awareness:
 - a. Train staff on proper equipment usage and care
 - b. Create awareness programs to educate staff and students about the importance of maintaining equipment
8. Obsolete Equipment Disposal:
 - a. Develop a process for identifying and flagging obsolete equipment.
 - b. Consider donation or selling options for equipment that may still have value for other organizations or schools
9. Documentation:
 - a. Maintain detailed records of equipment maintenance, repairs, and replacements
10. Regular Review and Update:
 - a. Annual review of the plan to ensure relevance
 - b. Update the plan based on changes in technology, curriculum, or regulations
11. Emergency Response:

- a. Establish protocols for dealing with sudden equipment failures or emergencies
 - b. Have a contingency plan for quick replacements or temporary solutions
12. Compliance with Regulations:
- a. Ensure that the plan aligns with any relevant local, state, or federal regulations regarding equipment maintenance and disposal

Maintaining/Replacing or Disposing of Obsolete Equipment Plan Team Personnel

The Maintaining/Replacing or Disposing of Obsolete Equipment Plan team consists of administrators and support staff from the information technology department. The following staff are on the Maintaining/Replacing or Disposing of Obsolete Equipment Plan team:

- Nancy Kelsey, Executive Director of Career and Technical Education
- Lorraine Hein, Director of Business
- Dr. Stephanie Engelmann, Principal of Northport Campus
- Dr. Kristen Klein, Supervisor for Adult and Secondary Programs
- Purchasing Department
- Robert Viola, Receiving Staff

Procedures for the Maintenance, Replacement, or Disposal of Obsolete Equipment

Western Suffolk BOCES maintains a list of all equipment assets in the IDWhere system. Equipment that can no longer be maintained and needs to be replaced must be purchased in accordance with Western Suffolk BOCES' Board approved purchasing policy.

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 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.

Review of the Maintaining/Replacing or Disposing of Obsolete Equipment Plan

Annually the Purchasing Department reviews the Maintaining/Replacing or Disposing of Obsolete Equipment Plan in conjunction with administration and staff and make changes as necessary. The plan is also reviewed annually by members of the advisory council.



**Western Suffolk BOCES
Postsecondary Education
Plan for the Ongoing Operation and Maintenance of Physical Facilities**

Revised December 2023

Introduction

Western Suffolk BOCES implements a plan for the operation and maintenance of physical facilities.

Goals of the Plan for the Ongoing Operation and Maintenance of Physical Facilities

Goals

- 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 Goals

1. Building administrators will submit capital improvement requests annually. These requests are considered when budgeting for the upcoming fiscal year.
2. Monthly M&O staff meetings will be held to address the operations and maintenance of each building
3. Ensure that each building is inspected annually for:
 - a. AHERA
 - b. Fire safety
 - c. Boiler inspections
 - d. Insurance Safety inspections
 - e. HVAC inspections
 - f. Roofing inspections

Plan for the Ongoing Operation and Maintenance of Physical Facilities Team Personnel

The Plan for the Ongoing Operation and Maintenance of Physical Facilities team consists of administrators and support staff from the information technology department. The following staff are on the Plan for the Ongoing Operation and Maintenance of Physical Facilities team:

- Emmet Urban, Executive Director of Operations
- Dr. Stephanie Engelmann, Principal, Northport Campus
- Dr. Kristen Klein, Supervisor for Adult & Secondary Programs
- Kristine M. Shanteau, Training Coordinator
- Mike Pautke – Assistant Plant Facilities Administrator
- Pedro Palma Blanco, School Maintenance Crew Leader
- Russell Dickson, Director of Instructional Technology

- Bruce Pizirusso, Head Custodian, Northport Campus
- Robert Diaz, Lead Custodian, Republic Campus

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 Western Suffolk BOCES investment in plant and facilities through a systematic maintenance program. This program includes the maintenance of non-instructional equipment and supplies.

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 Western Suffolk BOCES Facilities

Plans and specifications for the erection, enlargement, repair or remodeling of facilities of Western Suffolk 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, Western Suffolk 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 Western Suffolk 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 Western Suffolk BOCES which is used for instructional purposes shall be periodically inspected for structural deficiencies.

Every periodic 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 periodic structural safety inspection also known as building condition survey shall at least once between January 1, 2023 and December 31, 2023 and at least once between January 1, 2024 and December 31, 2024, and reports of the inspections shall be made to the commissioner.

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)

Review of the Plan for the Ongoing Operation and Maintenance of Physical Facilities

This plan will be reviewed on an annual basis and revised as necessary by the maintenance and operations division, faculty, staff, administration and advisory councils.



**Western Suffolk BOCES
Postsecondary Education
Health and Safety of Employees, Students, Guests
to Maintain Readiness and Reporting and Investigating Incidents Plan**

Revised December 2023

Introduction

Western Suffolk BOCES postsecondary programs implement a health and safety plan to ensure the safety of all employees, students, guests. This plan is written to maintain readiness and reporting as well as the documentation of incidents.

Goals of the Health and Safety Plan

Western Suffolk BOCES' postsecondary health and safety plan is implemented to establish and maintain comprehensive health and safety standards, protocols, and training to ensure a secure educational experience for all

Goal 1

Promote a Culture of Health and Safety

Objectives:

1. Establish a Health and Safety Committee
 - a. Continue a dedicated committee comprising representatives from faculty, staff and administration
 - b. Define roles and responsibilities for committee members including regular inspections and reporting
 - c. Conduct regular meetings to address health and safety concerns and disseminate information and review procedures
2. Develop and Communicate policies
 - a. Draft clear and concise health and safety policies and procedures
 - b. Ensure policies are easily accessible to all stakeholders through handbooks, website and regular communication channels
 - c. Conduct orientation sessions for new students and staff to familiarize them with health and safety protocols
3. Encourage Reporting and Feedback
 - a. Establish reporting mechanisms for safety concerns or incidents
 - b. Encourage open communication and feedback from students, faculty and staff regarding potential hazards
 - c. Implement a system for prompt response and resolution of reported issues

Goal 2

Ensure Physical Safety of Facilities

Objectives:

1. Conduct Regular Safety Inspections
 - a. Schedule routine inspections of classrooms, labs, shops and common areas
 - b. Address identified hazards promptly and document actions taken
 - c. Implement preventive maintenance schedules for equipment and facilities
2. Emergency Preparedness
 - a. Develop and annually update emergency response plans, including evacuation procedures and communication protocols
 - b. Conduct regular fire and emergency drills
 - c. Provide training for faculty and staff on first aid and CPR
3. Implement Safety Protocols for Specialized Areas
 - a. Establish specific safety protocols for labs, shops and other specialized areas
 - b. Ensure compliance with industry standards and regulations for handling hazardous materials
 - c. Provide specialized training for faculty and staff

Goal 3

Prioritize Health and Wellness

Objectives:

1. Wellness Programs
 - a. Implement wellness programs to promote physical and mental well-being among students, faculty and staff
 - b. Refer students to external counseling services
 - c. Foster a supportive environment for individuals with specific health needs
2. Health and Safety Education and Awareness
 - a. Integrate health and safety education into curriculum, emphasizing preventive measures
 - b. Provide resources and information on local health services
3. COVID -19 Safety Measures
 - a. Establish and implement COVID – 19 safety protocols aligned with public health guidelines
 - b. Regularly update protocols based on evolving recommendations and requirements
 - c. Communicate with school community about actions taken to mitigate risks

Health and Safety Plan Team Personnel

The Health & Safety Plan team consists of administrators and support staff from the information technology department. The following staff are on the Health & Safety Plan team:

- Dr. Stephanie Engelmann, Principal, Northport Campus

- Dr. Kristen Klein, Supervisor for Adult and Secondary Programs
- Kristine M. Shanteau, Training Coordinator
- Bruce Pizzirusso, Head Custodian
- Department faculty as appointed

Health and Safety Procedures

Accidents

We are legally responsible for the supervision of students at all times during the school day. 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 or Supervisor for Adult & Secondary Program'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.

Guests

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.

Health and Safety of Students

Western Suffolk BOCES receives health and safety information through a variety of methods including participation in drills, review of emergency procedures in class by instructors, and feedback from administration during drills.

Additionally, the New York State Response Emergency S.H.E.L.L. document is posted in all classrooms.

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 employees, students, staff, and guest/visitors. The committee will be comprised of administrators, faculty, counseling and custodial staff, and when indicated students representing the Full Time Adult Programs. The goals will be to maintain a safe and secure environment for all employees, students, staff and visitors; to ensure that any injured party receives appropriate medical care; to ensure that any instances of accidents follow procedures and are kept on file. This plan will be evaluated annually by the advisory committees in addition to administration, faculty and staff and the results will be utilized in the planning process for updates.



**Western Suffolk BOCES
Postsecondary Education
Institution's Technical Infrastructure Plan**

Revised December 2023

Introduction

Western Suffolk BOCES implements a plan for the operation and maintenance of technical infrastructure.

Goals of the Institution's Technical Infrastructure Plan

Goals

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

Activities to Achieve the Objectives

1. Conduct technology meetings to discuss building and program needs, to address adequacy, improvements, and protection of technical infrastructure. In these meetings, the following items will also be regularly discussed:
 - a. Ongoing operation and maintenance of technical infrastructure and upgrade technical infrastructure as needed.
 - b. Data privacy, safety, and security as well as computer system and network reliability
2. Research provision of additional facilities and cloud-based storage, increased bandwidth to meet the technical needs of faculty and students if indicated.
3. Administration to submit annual technology proposals to acquire new technology for use in programs.

Institution's Technical Infrastructure Plan Team Personnel

The Institution's Technical Infrastructure Plan team consists of administrators and support staff from the information technology department. The following staff are on the Institution's Technical Infrastructure Plan team:

- Emmet Urban, Executive Director of Operations
- Dr. Stephanie Engelmann, Principal, Northport Campus
- Dr. Kristen Klein, Supervisor for Adult & Secondary Programs
- Kristine M. Shanteau, Training Coordinator
- Mike Pautke – Assistant Plant Facilities Administrator

- Pedro Palma Blanco, School Maintenance Crew Leader
- Russell Dickson, Director of Instructional Technology
- Bruce Pizirusso, Head Custodian, Northport Campus
- Robert Diaz, Lead Custodian, Republic Campus

Technical Infrastructure 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 Western Suffolk BOCES. The Board shall rely on a comprehensive technical infrastructure plan developed by the Executive Officer in accordance with the Commissioner's Regulations to serve as a guide for improvements to technical infrastructure.

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

1. The educational philosophy of Western Suffolk BOCES, with resulting administrative organization and program requirements;
2. Present and projected pupil enrollments;
3. Space used and pupil capacity of existing facilities;
4. 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
5. 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. 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. The Board's policy is available to administration, faculty, and staff on Western Suffolk BOCES' website.

Commissioner's Regulations

Section 155.1

Education Law Section 1950

Adopted: February 4, 1997

Review of the Plan

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



Western Suffolk BOCES

Professional Development Plan

2021-22 through 2025-26

Goal of Professional Development

The Professional Development Plan for Western Suffolk BOCES is designed to improve the quality of teaching and learning. This BOCES will provide opportunities for teachers to participate in substantial professional development so they remain current with their profession and meet the learning needs of their students. The plan describes the alignment of professional development with New York State learning standards and assessments, student needs, teacher capacities, and includes a needs analysis, goals, objectives, strategies, activities and evaluation standards. Our intent, as part of the plan, is to offer staff a menu of professional development opportunities throughout the year. These opportunities, both formal and informal, will be offered in a variety of formats and through a variety of providers.

Professional Development Team Composition

The Professional Development Team consisted of three (3) administrators, five (5) teachers, and one (1) postsecondary educator. Western Suffolk BOCES has two (2) Divisions that provide direct instruction to students: the Career and Technical Division and the Special Education Division. Additionally, Western Suffolk BOCES has a Division of Instructional Support that provides support to component school districts that includes professional development under approved CoSers 5843 (Environmental Education), 6211 (School/Curriculum Improvement), and 6368 (Model Schools). The Professional Development Team included representatives of each division, as well as elementary, middle and secondary staff from special education.

Who the Plan is Intended For

The professional development plan is intended for all full and part-time staff who have a direct impact on the students we serve. These staff positions include, but are not limited to:

Teachers (General, Special Education, Adult Education and Career & Technical Education; including long-term substitutes)

School Guidance Counselors

School Psychologists

School Nurse Teachers

School Social Workers

Speech Therapists

Physical Therapists

Occupational Therapists

Teacher Assistants

Note: For the remainder of this plan, the above individuals will be referred to as “teacher(s)”.

Linkage to the Annual Professional Performance Review

The Annual Professional Performance Review ensures that teacher evaluation criteria shall include, but not be limited to, the following areas:

- content knowledge of subject matter and curriculum;
- preparation employing necessary pedagogical practices to support instruction; instructional delivery that results in active student involvement and meaningful lesson plans that result in student learning;
- classroom management supportive of diverse learning needs which creates a supportive environment conducive to student learning;
- knowledge of student development and regular application of developmentally appropriate instructional strategies;
- student assessment techniques based on appropriate learning standards;
- collaborative relationships that are effective with students, parents or caregivers, and support personnel;
- reflective and responsive practice that demonstrates adjustments are made on a continuing basis to improve the effectiveness of instruction and assessment; and,
- knowledge of culturally and linguistically diverse students.

Professional development is necessary to ensure that staff improve and expand their knowledge and skills, master new skills and responsibilities, and change their teaching practices in hopes that all students achieve higher learning standards. Professional development has a direct impact on teacher performance, and teacher performance has a direct impact on student achievement. Therefore, the Annual Professional Performance Review and the Professional Development Plan have a strong linkage, and together will prepare and support educators to help all students achieve higher standards of learning and development.

Linkage to New York State Professional Development Standards

The Western Suffolk BOCES Professional Development Plan recognizes and is aligned with the approved New York State Standards as critical in developing teacher expertise for student success. See Appendix A, and found at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>.

Professional Development Objectives and Activities

Provide professional development opportunities based on research based best educational practices:

- Disseminate current articles
- Establish collegial study group(s)/circle(s)

Provide professional development that ensures each student the optimal learning opportunities:

- Prepare staff for changes in the NYS assessments and standards
- Provide staff with operational understanding of differences in student learning styles
- Offer training on effective integration of technology in instruction
- Integrate differentiation strategies into curriculum and instruction

Utilize technology to make professional development more accessible:

- Provide digital resources to share best practices and innovative teaching techniques and strategies

Provide an introduction for new staff to the district and profession:

- Provide new employee orientation
- Post mentor positions and provide support to all first-year notice teachers through school-based and District mentors

Provide district resources and support for professional development:

- Hire curriculum specialists

Professional development will be evaluated by:

- Participant’s reaction to professional development experience
- Participant’s learning from the professional development experience
- Participant’s use of new knowledge and skill
- Results measured by student achievement

The following data will be used on a yearly basis to evaluate the professional development program:

- Participant feedback sheets for workshops
- Observation of classroom instruction
- Students’ performance
- School improvement plans

Long-term evaluation of professional development programs will include:

- Student Achievement Data
- School Report Card
- New York State and District Assessments
- Student attendance and discipline rates
- Graduation and drop-out rates
- Surveys
- Professional Development Needs Assessment

Specific to Career and Technical Education Staff

Provide professional development opportunities on the certification process for Career and Technical Education Program Approval:

- Provide training to staff on the appropriate program curriculum certifications
- Provide staff development on the effective implementation and utilization of appropriate program certifications and standardized assessments
- Provide training to staff on the utilization of curriculum mapping and individual student data in the planning of instructional activities

Specific to Special Education Staff

Provide professional development opportunities on the format and content of the Grades 3-8 assessments:

- Provide training to staff on the construct format of statewide ELA mathematics, and science assessments

- Provide staff development on the effective implementation and utilization of the ELA, mathematics, and science Curriculum Guides
- Provide training to staff on the utilization of curriculum mapping and individual student data in the planning of instructional activities

Provide professional development opportunities on literacy, the writing continuum and effective reading intervention strategies:

- Provide training on the effective utilization of methodologies and strategies to teach writing skills to students
- Provide training on reading intervention programs

Provide professional development on Regents level high school coursework:

- Provide training to staff on the Regents course curriculum content, specifically English, math, science, and social studies

Annual Commitment to Professional Development

Certified staff (including teacher assistants and long-term substitutes) will be involved in a minimum of 61 hours of professional development activities each year. The 61 hour minimum includes those activities that are scheduled during the normal workday, provided per provisions of a contractual agreement, or are otherwise “job embedded.” In addition to the minimum annual hours, staff in the Division of Special Education and the Division of Career & Technical Education will also engage in professional development activities during shared planning times.

Mandatory Professional Development Activities

<u>ACTIVITY</u>	<u># OF HOURS ANNUALLY</u>
*NYS Assessment Program Training (Special Education teachers).....	4
*Program and Curriculum Certification (CTE teachers)	
*Superintendent’s Conference Days.....	7.5

*Monthly focused faculty and curriculum meetings	30
(3 hours/mo.)	
*School Violence Prevention & Intervention	0.5
*Department and grade level meetings.....	15
(includes End-of-Year Staff Development)	
*Educational Resources.....	4
TOTAL.....	61 hours

Professional Development in Language Acquisition Addressing the Needs of English Language Learners

Western Suffolk BOCES currently and historically has an approved waiver from SED for exemption from professional development requirements due to less than 5% of the district total student population (or less than 30 students) being English Language Learners. Western Suffolk BOCES will provide professional development activities designed to meet the needs of its English Language Learners as follows:

- ESOL Teachers: Professional Development offered will meet or exceed the mandated professional development hours. The district will provide professional development to the ESOL teachers in the form of external professional development offered by the RBERNs, in-house workshops and collegial circles. Topics will include, but are not limited to: CR 154 Mandates; Best Practices for ELLs; Supporting ELLs with Disabilities; Supporting Long Term ELLs with Disabilities; Integrated Co-Teaching Best Practices (SIOP Model); Language Acquisition in Alignment with Core Content Instruction; Cultural Responsiveness; and Supporting SIFE students.
- Special Education Teachers: The district will provide 2-3 hours of Professional Development annually to the Classroom Teachers in the form of staff meetings and workshops. The PD will include, but will not be limited to: Part 154 Mandates; Second Language Development; Academic Language and Literacy; Supporting ELLs with

Disabilities; Implementing the Integrated Co-Teaching (SIOP Model); Language Acquisition in Alignment with Core Content Instruction; and Cultural Responsiveness.

Voluntary Professional Development Activities

Western Suffolk BOCES will also continue to encourage those voluntary professional development activities that enhance teacher skill development for the purpose of improving student learning. Activities in this category include:

- Turnkey trainings
- Graduate and in-service courses through approved programs
- Curriculum writing
- BOCES-sponsored in-service courses scheduled beyond the instructional day and during the summer
- Conferences sponsored by the New York State Education Department, regional and local educational organizations that are related to teaching and learning.

Commitment

Western Suffolk BOCES is committed to assisting those teachers who acquired their initial teaching certificate on or after February 2, 2004 in achieving the 100-hour professional development requirement over a five year period. The mandated professional development noted above proved a minimum of 61 hours of professional development per year. Over a five year period, this will reflect a minimum of 305 hours of professional development for each teacher.

Alignment with NYS Learning Standards and Assessments, Student Needs and Articulated within and across Grade Levels

Instruction within all Western Suffolk BOCES programs is based on the New York State Learning Standards to ensure that all students are prepared to successfully perform on the State

assessments. Teachers' base classroom instruction on student needs as determined by appropriate assessment instruments.

In the Division of Career and Technical Education, assessment could include, but is not limited to teacher-made assessments, performance assessments, and state and national industry-based performance standards.

In the Division of Special Education needs assessment data was used to evaluate student achievement, performance on assessments, and student strengths and weaknesses. Student assessment data at every grade level was used to determine learning gaps in English Language Arts and Mathematics. All students with disabilities in the Division of Special Education work to meet the Learning Standards and to participate in the New York State Assessment Program. Educational goals are linked to the Learning Standards and to appropriate performance indicators (alternate, elementary, intermediate or commencement) for the student.

Multi-Year Continuous Approach to Improve Student Performance

The professional development activities for the divisions of Career and Technical Education and Special Education identified in this Professional Development Plan are projected to be ongoing activities reflective of a multi-year approach to improve student performance. The Professional Development Team will monitor the professional development activities, student achievement levels and teacher needs on an ongoing basis to ensure successful implementation. Student performance will be reviewed on a regular basis in an effort to identify new needs and to review professional development offerings to ensure that they are necessary and appropriate to the needs of the faculty and student population. The committee will conduct an evaluation at the end of the academic year.

Using Data to Support the Goals, Objectives, Strategies and Activities of the Professional Development Plan

In Career and Technical Education, the data includes student completion rates, employment statistics for completers and program utilization. In addition, academic achievement rates

(STEP Data) are utilized to review and enhance academic course offerings and instructional support. The data is used to focus and design programs and services to meet student needs.

The Division of Special Education provides student performance data to teachers to assist them in identifying instructional strategies that will support instruction and improve student performance. The Division of Special Education collects and interprets data on student performance on State assessments, the number of students who pass Regents Examinations and Regents Competency Tests and annual achievement testing. The Structured Learning Evaluation Record is used for students with autism and autism spectrum disorders. In addition to using the data to inform instruction, program staff is able to provide component school districts and parents with information regarding the student's performance relative to the learning standards and the general education curriculum to assist in making recommendations regarding special education and related services for the following school year.

Data Reviewed and Considered

In our current educational system, it is critical to constantly use data to make decisions. The current Professional Development Team identified the data listed below as critical for use in developing yearly professional development plans.

- Student Attendance Rates
- Graduation/Drop Out Rates
- Summary Status Report on Career Technical Program Integrated Academics
- New York State Learning Standards
- 3-8 NYS Testing System Data (i.e., ELA, mathematics, social studies, science and NYSESLAT)
- Regents Data
- RCT Data
- New York State Alternate Assessment Data (NYSAA)
- School Report Card
- Career Education Data System 1 (Assessment)
- Career Education Data System 2 (Performance)
- Community Employment opportunities
- Career and Technical Education Advisory

Effectiveness of Professional Development Plan

- 1.) It is our belief that the professional development plan should be evaluated ultimately on the basis of its impact on staff effectiveness and student learning. As a result, the following “tools” will be used to evaluate the Western Suffolk BOCES professional development plan: Ongoing surveys of workshops and staff development offerings
- 2.) Annual Professional Performance Review of staff measures staff effectiveness, based on a set of established criteria. It will include the identification of “targeted areas for growth” and an “improvement plan” for addressing those targeted areas. The progress made in becoming more effective in the targeted areas will be assessed and measured as part of the subsequent Annual Professional Performance Review. The impact of professional development in this improvement process will also be assessed as part of the review, acknowledging that professional development and staff effectiveness are closely linked.
- 3.) Student data will be used to assess the impact of professional development on staff effectiveness, and thus the impact of staff effectiveness on student learning. Although we believe that student learning is closely tied to staff effectiveness, we also realize that student data may be influenced by other factors, including but not limited to: well established curriculum, program resources, student population, administrative support and parental support. It is our hope though that student data will be a general “thermometer” to help measure, in part, the effectiveness of our professional development plan on student learning.

Listed below are some examples of student data that may be considered:

- Student Attendance Rates
- Student Suspension Rates
- Student Dropout Rates
- Student performance on assessments
- Percentage of Students Passing the Regents Exams
- Percentage of Students Receiving High School Diplomas

Mentoring Plan

The purpose of the Mentoring Program at Western Suffolk BOCES shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards.

Procedure for Selecting Mentors

The Mentoring Program Committee selected the mentors and assigned them to the new teacher.

Role of Mentors

- Work with their new teacher a minimum of four hours each month
- Maintain a log of interaction
- Arrange for their new teacher to observe master teacher(s)
- Provide instruction on effective teaching techniques

Preparation of Mentors

Before classes began in September, two-days of training is provided on the following techniques for mentors to help their new teachers achieve success:

- Characteristics of high-quality mentors
- Mentoring as part of the school climate
- Why mentoring? (Research says...)
- New teacher characteristics/needs
- Role of the mentor
- Mentoring vs. Supervision
- Developing successful relationships
- Adult learning theory
- Change
- Communication Skills
- Overcoming Resistance
- Visitation
- Conferencing

BOCES will provide ongoing consultation to the mentors throughout the school year.

Types of Mentoring Activities

Activities shall be selected based on the needs of the new teacher. Activities may include modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, and orienting the new teacher to the school culture.

Time Allotted for Mentoring

Mentors shall work with their new teacher a minimum of 4 hours per month, to total a minimum of 32 hours per year.

APPENDICES

APPENDIX A

New York State

Professional Development Standards

The New York State Professional Development Standards were approved by the Board of Regents in February 2009.

An Introduction

In a commitment to raising the knowledge, skills, and opportunity of its citizens, New York State seeks to enhance students' cognitive, social, emotional and academic achievement throughout its schools. Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. Indeed, teacher professional development is an essential element of comprehensive school improvement. The professional development needs of other members of school community, including administrators and support personnel, must also be addressed to ensure a focus on continuous learning and to create the conditions necessary for closing the achievement gap and improving the achievement of all students. These standards provide guidance for achieving high quality professional development planning, design, delivery and assessment, and should serve as a foundation for all professional development in our schools.

New York State's Commitment to Professional Development

The efforts of the New York State Board of Regents, the State Education Department, and the State Professional Standards and Practices Board for Teaching have resulted in formal processes that promote and support professional development for all educators and other school

personnel. Listed below are existing State requirements and systems that build a strong foundation for professional development in New York:

- Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain their certification.
- Commissioner's Regulation 100.2(dd) Professional Development requires each district and BOCES to collaboratively develop a plan for professional development that is annually revised and approved by its board of education.
- Commissioner's Regulation 100.2(o) Annual Professional Performance Review (APPR) focuses on the process of teacher evaluation and improving professional practice in the context of local needs and resources. This regulation requires that those with unsatisfactory performance receive a teacher improvement plan with appropriate professional development.

The State Education Department also administers a number of State and federal programs that support on-going sustained professional development to schools and BOCES, such as the State's Teacher Center Program, the Mentor-Teacher Internship Program, and NCLB Title IIA Teacher Quality grants. In addition, various State-supported professional development networks share the goal of improving student achievement by supporting educator growth and change in practice, for example, Boards of Cooperative Educational Services (BOCES), Special Education Training Resource Centers (SETRC), and Bilingual/ESL Technical Assistance Centers (BETAC).

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by these and other providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel throughout the State.

Ensuring Consistent High Quality Professional Development Leading to Increased Student Achievement

New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Attributes of effective professional development include the following:

- Effective professional development fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.

- Effective professional development is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.

- Professional development is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Development Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional development.

- Professional development is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- Professional development is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional development recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- Professional development is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- Professional development is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional development. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

The Ten Standards for High Quality Professional Development

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Professional Development Standards and Indicators

Standard 1: Designing Professional Development

Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.

Indicators:

1a. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data.

1b. Professional development design is based on the learning styles of adult learners as well as the diverse cultural, linguistic, and experiential resources that they bring to the professional development activity.

1c. Professional development design is grounded in the New York State Learning Standards and student learning goals.

1d. The intended beneficiaries of professional development are substantively involved in all aspects of professional development design.

1e. Professional development design addresses the continuum of an educator's experience and level of expertise, and is based on an analysis of individual educator needs; current knowledge and skills; and district, building and educator learning goals.

1f. Professional development formats include, but are not limited to, lesson study, demonstrations, observations, analysis of student work and assessment data, collegial circles, feedback, action research, reflection, and opportunities for collaboration and problem solving.

1g. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities.

1h. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

Standard 2: Content Knowledge and Quality Teaching

Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

Indicators:

2a. Professional development includes learning experiences and resources to ensure that educators understand how the subjects they teach address the New York State Learning Standards and the relationships between the subjects they teach and the other subjects in the curriculum.

2b. Professional development provides opportunities for educators to examine, observe, practice, and receive feedback on their use of research-based instructional strategies to improve their students' learning by utilizing methods such as peer review, coaching, mentoring, and modeling.

2c. Professional development provides ongoing opportunities for educators to examine a variety of classroom assessments, practice using them in their classrooms, and analyze the results to 1) understand and report on student achievement based on New York State Learning Standards, 2) identify gaps in student learning, and 3) adjust instruction.

2d. Professional development provides differentiated instructional strategies to meet the needs of diverse learners.

2e. Professional development ensures that educators have the knowledge and skills needed to develop and foster the critical thinking, problem solving, literacy, and technological skills that students need to be successful in the 21st century.

2f. Professional development provides the knowledge, skill, and opportunity for educators to make relevant connections between the subjects they teach and the applications of those subjects.

Standard 3: Research-based Professional Learning

Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.

Indicators:

3a. Professional development is based on current research in teaching, learning, and leadership.

3b. Effective professional development ensures that all educators have the knowledge, skill, and opportunity to apply research to instructional decision making.

3b.1. Professional development includes ongoing opportunities for educators to read and reflect on current research on topics that are of interest to them and that are consistent with state and local school improvement priorities.

3b.2. Professional development involves discussion of research design, data collection, and analysis to assist teachers in understanding how to interpret research findings, particularly in areas where there may be competing perspectives and conclusions.

3b.3. Professional development provides opportunities for educators to collaborate with higher education and other partners in action research to test their own hypotheses and to report the results about the impact of professional development programs or the effectiveness of particular instructional strategies and programs for educators and students.

Standard 4: Collaboration

Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.

Indicators:

4a. Professional development provides skills that educators need to communicate effectively, to listen to the ideas of others, to exchange and discuss ideas, to work in diverse teams, and to share responsibility for work toward a common goal.

4b. Professional development provides ongoing opportunities for educators to work with colleagues including teachers, principals, teaching assistants, librarians, counselors, social workers, psychologists, higher education faculty, and others critical to student success.

4c. Professional development maximizes the use of technology to broaden the scope of collaboration.

Standard 5: Diverse Learning

Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.

Indicators:

5a. Professional development focuses on developing educators' knowledge of the learning styles, needs, and abilities of their students, as well as the diverse cultural, linguistic, and experiential resources that their students bring to the classroom.

5b. Professional development provides opportunities for educators to develop the knowledge and skills necessary to design and implement differentiated instructional and assessment strategies that utilize diverse student, family and community resources, and that meet diverse student learning needs.

5c. Professional development provides opportunities for educators to examine their practice in setting and maintaining high expectations for all students to enable them to attain high levels of achievement.

Standard 6: Student Learning Environments

Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.

Indicators:

6a. Professional development provides opportunities for educators to create a safe, inclusive, equitable learning community where everyone participates in maintaining a climate of caring, respect, and high achievement.

6b. Professional development provides opportunities for educators to collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

6c. Professional development provides opportunities for educators to analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

Standard 7: Parent, Family and Community Engagement

Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

Indicators:

7a. Professional development provides opportunities for educators to develop communication and collaboration skills that enable them to build partnerships with parents, guardians, and the community.

7b. Professional development enhances educators' knowledge of varying cultural backgrounds of students, families, and the community, and of how the diversity of these cultural backgrounds can serve as foundations and resources for student learning and success.

7c. Professional development includes opportunities for educators to develop skills and strategies that use technology to strengthen partnerships with parents, families, and the community.

Standard 8: Data-driven Professional Practice

Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

Indicators:

8a. Professional development ensures ongoing opportunities for all educators to learn how to analyze and collect multiple sources of student data throughout the year, to monitor student progress and adjust instructional practice.

8b. Professional development provides educators with the opportunity to examine all relevant student data, including Individual Education Plans (IEPs), at the beginning and throughout the academic school year, in order to design effective instruction.

8c. Professional development provides educators with current, high quality data analysis presented in a clear, understandable format, to promote optimal student learning.

8d. Professional development provides opportunities for educators to use results from local, state and national assessments; student work samples and portfolios; school climate, parent, and teacher surveys; and student behavior data to guide their instruction.

8e. Professional development provides ongoing opportunities for educators to use disaggregated student data by race, gender, English language learning, special needs, eligibility for free or reduced price meals, and other factors in order to improve student learning.

Standard 9: Technology

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

Indicators:

9a. Professional development ensures ongoing educator and student technological literacy.

9b. Professional development provides ongoing opportunities for educators to learn about new and emerging technologies useful in professional teaching practice.

9c. Professional development facilitates the ability of educators to apply technologies to create optimal and equitable learning environments.

9d. Professional development promotes technology as a tool to design learning opportunities, to evaluate the effectiveness of instruction, and to monitor student learning.

9e. Professional development encourages educators to engage with students in using available technology as it relates to curricular activities, and to assist students in using technology in innovative ways.

9f. Professional development provides educators with opportunities to learn and use technology for communication and collaboration.

9g. Professional development addresses the legal and ethical uses of technology.

Standard 10: Evaluation

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Indicators:

10a. Resources are provided to plan and conduct ongoing evaluation of professional development.

10b. Professional development evaluation uses multiple measures to assess effectiveness of the knowledge and skill acquired in improving professional practice and student learning (such as the use of new learning in instructional planning, the use of student data for the development and adaptation of teaching strategies, or the enhanced student performance following the application of a different teaching strategy).

10c. Professional development evaluation includes the use of multiple methods and techniques that provide information to ensure ongoing improvements in the quality of the professional development experience (such as participant reactions, surveys, focus groups, interviews, reflective journals, portfolios, or information about student behavior or performance).

10d. Professional development evaluation results are reported to key stakeholder groups in a manner that promotes effective use of the evaluation data for improving both individual educator practice and building- and district-wide professional development plans.

APPENDIX B

Western Suffolk BOCES

Board Approved Professional Development Providers (6/30/21)

- A Net Consulting
- A Slice of Mindfulness (M. Anderson)
- AccuTrain Corporation
- AEI (Nanci Smith)
- Ahlquist, Gregory
- Algeri, Leticia
- Alison Offerman-Celentano
- Amblyn Group
- Amplify Empowerment Coaching
- Amy Benjamin
- A-Net
- Annunziato, Anthony
- Ava White
- Ava White
- Ava White Tutorials
- Barkley, Russell
- Barry, Joyce
- Baruch, Matthew
- Bastain, Sue
- Battaglia & Assoc
- Behringer, Robert
- Belhaven Consulting Inc
- Benjamin, Amy
- Bernato, Rich
- Bieringer, Robert
- Bonagura, Randee
- Bovard, Adele
- Bowling, Georgette
- Bozeman Science
- Breakout EDU
- Bridges Data & Professional

- Bridgess (Lisa Minicozzi)
- Brooks, Robert
- Brown, Luvelle
- Bruce Leon
- Brzezinski Math
- Building Bridges
- Buncee
- Cabral, Joshua
- Carlino, Joan
- Carol Varsalona
- Casswell, Edward
- Center for Responsive Schools
- Center for Workplace Solutions
- Charles, Deborah
- Chiarello, Ed
- Child Behavior Consulting
- Child Care Council
- Chlystun, Michael
- Christiansen, Matthew
- Chu, Wendell
- Cicio, Joanne
- Close Up
- Close Up Foundation
- CMG Ed Group
- Cochrane, Glen
- Cohan, Audrey
- Coll, James
- Compliance Training
- Consulting That Makes a Difference
- Corbett, Kathleen
- Cordova, Sarah (DEI)
- Correll, Elizabeth
- Corwin Press
- Coverdale, John
- Cradle of Aviation Museum
- Creative Smart
- Creative Smarts (Greg Tang)

- Crisis Prevention Institute
- Crossroads for Educational Services
- Cruz, Michael
- Curric Designers
- Curriculum Associates (i-Ready)
- Curriculum Associates (i-Ready)
- Dahir, Carol
- Darling Education Consulting
- DaVinci Education Research
- DEI (Sarah Cordova)
- Deluca, Deb (Envision Leadership)
- Delzer, Kayla
- DeRose, Mary
- Diener, Tom
- Dinota, Kathleen
- Dobbertin, Cheryl
- Doda, Nancy
- Dodge, Judith
- Dove, Maria
- Dowd, Brian
- Dynamic Math Solutions(Tim Brz.)
- Dyslexia Advocacy Action Group
- Ed Chiarello
- Elevate Education
- Elevate Education Consulting
- Elevated LeadershipPerspective
- ELL Games, Inc.
- Emily Kang
- Empower 1 Self, Inc.
- EnterABC
- Envision Leadership (D. DeLuca)
- Equity and Communtiy
- Erase Racism
- eschooldata-illuminate
- eSpark training
- esparklearning
- Family Integrated Consulting

- Family Lifetime Solutions (Eric Kussin)
- Farber, Kim
- Farrell, Larry
- Fast Bridge
- Fisk, Michele
- Ford, Michael
- Forman, Kathryn
- Fornari, Victor (LICAC Keynote)
- Foschino, Carmen
- Fox, Jared
- Fretz, Joan
- Fusco Consulting Service LLC
- Fusco, Esther
- Gargano, Jamie
- Generation Ready
- Gennarelli, Michelle
- Gerety, Ed
- Gibson, Jamel
- Giorakakis
- Glen Cochrane
- Glickman, Allison
- Great Minds
- Green, Rachel
- Greene, Andrew
- Greene, Ross, Dr.
- Greene., Andrew
- Greenwood Publish (Heinemann)
- Grella, Rebecca
- Griffin, Katrina
- Gruttola, Jessica
- Grygoryan, Arthur
- Grygoryan, Arthur
- Guerra, Dan
- Harmony Strategies (Kira Nurielli)
- Harnischfeger Consulting LLC
- Hawkins and Assoc
- Heineman

- Hernandez, Lily
- High Involvement (Bernato)
- HMH
- Honigsfeld, Andrea
- Houlihan, Terrence
- Hrvatin, Ingrid
- IIRP
- Indieflix Group
- Informed Decision Services
- Insight Consulting (Dan Drance)
- Insight Consulting Services
- Insight Consulting Services
- Invitational Education
- iSpeak Clearly
- Isreal, Alisa
- Jaccarino, Victor
- Jackson Consulting
- JDL Socratic Solutions
- Johnson, Aaron
- Joneleit, Christine
- Jorgensen Learning Center
- JPSapconsulting, Inc.
- Jsapconsulting.Inc
- Justin King
- Kang, Emily
- Kaplan, Nancy
- Keany Assoc
- Kendall, Jean
- Kerboomka
- Kerr, Michele
- KickUP
- Kickup
- King, Justin
- Kira Nurieli
- Klein, Kitty
- Klimek, Emma
- Kolbeck, Lauren

- Kolhoff, Diana
- Kozlowski, Angela
- Kristina Holzweiss
- Kros Learning
- Lakretz Learning
- Lall, Summer
- Laughstrom Ent (McDermott)
- Leadership Redefined
- LEAF/NYSCOSS
- Learn Thru Movement (Koontz)
- Leon, Bruce
- LGBTQ Network
- LiBassi, Mindy
- LICAC
- LICADD
- Limitless Learning
- Linwood Consulting Inc.
- Lions Club
- Lions Club International
- Lions Quest
- LISTEMELA
- Literacy Success (Kristina Seeley)
- LitLife (Pam Allyn)
- Living Literacy
- Liz Mirra Consulting
- Llanes, Susan
- LLK (Linda Karman)
- Loesing, Mary
- LogicWing
- Lollapalooza Consultant Group
- Long Island Crisis Center
- Losito, Christine
- Lupinskie, Lorraine
- Mammolito, Danielle
- Margot Corporation
- Maria Dove
- Marotta, Andrew

- Matters of the Mind and Heart
- Matthew Baruch
- Matthews, James
- Matthews, Margaret
- McGuire, Thomas
- McTighe and Associates, LLC
- Merle, Chris
- Method Test Prep
- Michael Selkis (ARC Impact Solutions)
- Migdol, Donna
- MIND Research Inst
- Mindup
- Mirra Consulting
- Mirra, Liz
- MK Consulting & Training
- Montagnino, Rose
- Mouse
- NCS Pearson
- Negron, Miguel
- Newton Education Solutions
- No Red Ink
- North Shore Child & Family Guid. Ass.
- NWEA
- NYASCD
- NYSAWA
- O'Brien, Stephanie
- O'Donnell, Marianne
- Offermann, Bryan
- Osroff, Peter
- O'Sullivan, Katherine
- Pacinello, Christine
- Paiewonsky, Ellie
- Palillo, Maura
- Palma, Phyllis
- Parent Square
- Pashley, Helen
- Pearson

- Penn Literacy Network
- Percorale, Erica
- PLC Associates Inc.
- Premier Speakers Bureau
- Progression Partners
- Project Presence
- Project Recess
- PTS Coaching
- Rami, Meeno
- RCP Consultants, Inc.
- Reading and Writing Project Network
- Reading Plus
- Renaissance
- Responsive Classroom
- Responsive Schools
- Ricca, Rose Linda
- Richards, Justin
- Richards, Kendall
- RJ Consulting Math LLC
- Robinette, Marybeth
- Rodgers, Michael
- RRB Consulting
- Ruthkowski, Jane
- S.T.R.O.N.G. Youth Inc
- Salitsky, Deborah
- Santoro, Peter
- Sapia, Jolynn
- Sapienza, Christine
- Savvas Learning Company LLC
- School Scheduling (Michael Rettig)
- Scricca, Diane
- Seeley, Kristina
- Senneca, Jeaneette
- ShearAdvantage
- Siris, Karen
- Slice of Mindfulness
- Smith, Nanci

- SMP Education
- Social Thinking
- Sohal, Dharminder
- Solomon, Lorraine
- Solomon, Pamela
- Sotelo-Dynega, Marlene
- Spirit of Huntington
- Staff Development Assoc
- Stahl, Katherine
- Stephanie O'Brien
- Stone, Carolyn
- Stony Brook - Jonathan Anzalone
- Strategic Educational Analytics
- Stronge Associates
- Suffolk County PAL
- SUNY Stony Brook School of Journal
- TAE Inc. Tracey Edwards
- Taldone, Cathy
- Tang Math LLC
- TC Reading and Writing Proj. Net.
- Teachers College
- Teen Truth
- TEQ
- The Wolf's Den
- Thomas Diener
- Thornton-Barry, Joyce
- Train My Teacher
- Transgender Mangement Consulting
- Tymann, Robert
- ULLC
- Van Cleave, William
- Varacchi, Gina
- Varsalona, Carol
- Virginia Harnischfeger
- Vorwald, Brian
- Wavecrest Learning Inc.
- Weinstein, Deb

- Wengerin, Paula
- Whitaker, Todd
- White, Martha
- Whitley, Maureen
- Wilson Language Training
- Wilson Language Training Corp.
- Wolf's Den
- Wren Media Group
- Wright, James
- WVC Education (Van Cleave)
- Yale University RULER Training
- Zimmer, Jessica



**Western Suffolk BOCES
Postsecondary Education
Title IV Student Loan Default Management Plan**

Revised December 2023

Goals of the Title IV Student Loan Default Management Plan

- 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.
- Review of plan annually by administration, faculty, staff and advisory council

Title IV Student Loan Default Management Plan Team Personnel

- Melissa Ramos, Financial Aid Advisor
- Donna Cassano, Bursar
- Dr. Stephanie Engelmann, Principal
- Kristine M. Shanteau, Training Coordinator
- Dr. Kristen Klein, COE Chief Officer, Supervisor for Adult and Secondary Programs

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, the student meets with financial aid to complete Exit Counseling. 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.



**Western Suffolk BOCES
Postsecondary Education
Student Retention Plan**

Revised December 2023

Introduction

Western Suffolk BOCES is committed to Student Success and recognizes the importance of continuous improvement. This comprehensive student retention plan is designed to create a supportive and engaging environment for adult learners focusing on proactive identification of challenges, academic support, and effective communication. Considerations in the development of this plan include:

- Recognize the Importance of fostering a supportive learning environment
- Acknowledge the unique challenges faced by adult learners
- Improve retention across the spectrum of adult programs
- Coordinate retention efforts by different student services offices, staff members
- Evaluate efforts and revise as needed

Goals of the Student Retention Plan

The outlined goals and objectives aim to foster a positive learning experience and contribute to the overall success and satisfaction of adult students.

Goal 1

Improve Overall Student Retention Rates

Objectives:

1. Achieve a 90% retention rate for adult students
 - a. Early Identification of At-Risk Students
 - b. Implement a proactive monitoring system to identify students facing challenges.
2. Implement targeted interventions for at-risk students, aiming for a 15% improvement in their retention
 - a. Provide targeted support through counseling and academic assistance

Goal 2

Enhance Academic Support Services

Objectives:

1. Expand academic resources to cater to diverse learning styles
 - a. Expand tutoring services for core subjects and vocational skills
 - b. Develop workshops focusing on study skills, time management, and exam preparation

Activities to Achieve the Objectives

- Surveys are conducted to gather feedback from students on the effectiveness of support services. 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.
- Use assessment data to identify areas for improvement.
- Adjust strategies and services based on feedback and evolving student needs.

Student Retention Plan Team Personnel

- Dr. Stephanie Engelmann, Principal of Career and Technical Education, Northport
- Dr. Kristen Klein, Supervisor for Adult and Secondary Programs
- Melissa Ramos, Financial Aid Counselor
- Donna Cassano, Bursar
- Kristine M. 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.
- The plan is reviewed at least annually by faculty, staff, administration advisory councils.



**Western Suffolk BOCES
Postsecondary Education
Placement Services Plan**

Revised December 2023

Introduction

The purpose of Job Placement Services is to empower adult students with successful entry into the workforce and enhance the overall employability of graduates. This plan outlines a Western Suffolk BOCES approach to enhance job placement services with a focus on collaboration, student preparedness, and continuous improvement. The goals and objectives aim to foster strong connections between the school, students, and employers, facilitating successful transitions into the workforce. The coordination of placement services occurs through Job Placement Office.

Goals of the Placement Services Plan

Goal 1

Increase Overall Job Placement Rates

Objectives:

1. Achieve a 10% increase in job placement rates over the next 5 years
2. Develop partnerships with at least five new employers to expand job opportunities – continue to maintain strong relationships with local businesses and industry and encourage representatives to sit on our technical advisory councils
3. Seek employer input to align programs with industry needs
4. Continue to develop and distribute all available job opportunities

Goal 2

Improve Student Preparedness

Objectives:

1. Continue the comprehensive career readiness program to equip students with essential skills
2. Continue to provide mock interview sessions and resume-building workshops

Goal 3

Strengthen Alumni Relations

Objectives:

1. Establish an alumni network to facilitate ongoing mentorship, networking opportunities stories of shared success
2. Increase alumni participation in job placement events
3. Encourage alumni participation in job fairs, networking events, and informational interviews

Placement Services Team Personnel

- Dr. Stephanie Engelmann, Principal of Career and Technical Education, Northport
- Dr. Kristen Klein, Supervisor for Adult and Secondary Programs
- Kristine M. Shanteau, Training Coordinator
- Representatives of the Job Placement Office
- Faculty as determined by program affiliation

Counseling of Students

The Job Placement Office provides counseling to students and placement services for all program completers. The Job Placement Office maintains lists of employers and employment opportunities on Western Suffolk BOCES' website. Employers may submit job opportunities through the website.

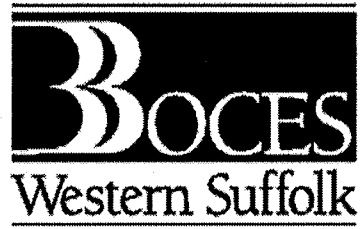
Certification, Placement, and Licensure

The Job Placement Office maintains certification, placement, and licensure data as well as placement records for completers.

Evaluation of the Placement Services Plan

This plan along with results will be reviewed annually by faculty, administration and members of the advisory council. The following methods will be implemented to evaluate the plan:

1. Conduct surveys to gather feedback from employers, alumni, and students
2. Track job placement rates by program and overall
3. Monitor employer satisfaction with graduates
4. Use assessment data to identify areas for improvement
5. Adjust strategies and services based on evolving employment trends and industry demands



**Western Suffolk BOCES
Postsecondary Education
Effectiveness of Student Services Plan**

Revised December 2023

Introduction

Western Suffolk BOCES' Effectiveness of Student Services Plan outlines the staff responsible for the coordination of student services as well as how student services will be evaluated.

Goals of the Effectiveness of Student Services Plan

The goal of the Effectiveness of Student Services Plan is to coordinate, execute and evaluate student services impact on the following:

- Counseling
- Admissions
- Orientation
- Advisement
- Financial Aid
- Retention
- Health and Safety
- Job Placement

Activities to Achieve the 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 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 Supervisor for Health Careers
 - Open door policies for faculty, staff, and administrators.

Effectiveness of Student Services Plan Team Personnel

Student Services are coordinated by the administrators responsible for the programs that are accredited by the Commission.

- Dr. Stephanie Engelmann, Principal of Career and Technical Education, Northport
- Dr. Kristen Klein, Supervisor for Adult and Secondary Programs
- Melissa Ramos, Financial Aid Counselor
- Donna Cassano, Bursar
- Kristine M. Shanteau, Training Coordinator
- Representatives of the Job Placement Office
- Faculty as determined by program affiliation

Evaluation and Review of the Effectiveness of Student Services Plan

Student services are evaluated through student surveys as well as informal student discussions and information shared at exit interviews. Student focus groups and student class leaders also

contribute to the evaluation of student services to ensure the continuous improvement of resources to students. Feedback from students is shared with faculty and staff as a part of their annual performance evaluations.

This plan will be evaluated and reviewed on an annual basis with faculty, staff, and technical advisory council members to recommend any plan changes.

