



Facilities Assessment Report

FOR

Fallsburg Central School District
115 Brickman Road | Fallsburg, NY 12733

March 20, 2019

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Introduction and Overview



The Fallsburg Central School District retained the New York State School Facilities Association (SFA) to conduct a facilities assessment of the district's physical plant and facilities management operations with a concentration on operations and maintenance methods/procedures. SFA has conducted thirty-five (35) such assessments over the past fifteen years to help school districts and BOCES find ways to strengthen their buildings and grounds function. A facilities assessment offers an opportunity for the School District/BOCES to take a closer look at itself by tapping into the expertise of senior school facilities managers. The resulting report is an action agenda for administrators and facilities managers to follow in addressing buildings, grounds, management and staffing issues.

The Fallsburg Central School District is a rural district located in the Catskill region of New York State. It serves approximately 1405 students in two buildings; Benjamin Cosor Elementary School (grades PK-6) and Fallsburg Junior-Senior High School (grades 7-12). The district also leases a modular building to the Yeshiva Gedolah for its educational programs. The district is of average geographic size covering 72.2 square miles.



Fallsburg district leaders foster a culture of continuous improvement. As part of that effort, a survey of students, staff, parents, and community members was completed. The results of that survey indicate that above stakeholder groups perceive that there are improvements needed in the way in which the district facilities are maintained. The district has contacted SFA to request an assessment of its facilities by an outside team of experienced school facility professionals to review the current condition of buildings and provide recommendations for increased efficiency and effectiveness in the facilities operations.

The SFA facilities assessment team made site visits to Cosor Elementary School and Fallsburg Junior-Senior High School and interviewed the Superintendent, School Business Manager, Director of Facilities, facilities department staff (first and second shifts) in both buildings, Building Principals, Athletic Director, and Food Service Director. It should be noted that time did not permit an on-site visit to the Yeshiva Gedolah building.

SFA Team and Methodology

SFA assembled a review team comprised of two highly experienced Directors of Facilities along with a veteran retired school district administrator now serving as an education consultant to conduct the Fallsburg CSD facilities assessment. The team members listed below bring nearly 100 years of facilities management expertise to the assessment.

John Wisniewski, CDF – Facilities Assessment Team Leader
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Onondaga-Cortland-Madison BOCES

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City School District of New Rochelle

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Retired Assistant Superintendent for Administration, SDA/SBA
Onondaga-Cortland-Madison BOCES

The team assembled at the Fallsburg Schools on March 20, 2019 for on-site tours and interviews with staff and other stakeholders. The schedule that was followed is outlined below:

Wednesday, March 20, 2019

8:00 AM	Entrance conference with Superintendent of Schools, Business Manager and Director of Facilities
9:00 AM	Interview with Junior-Senior High School Principal
9:30 AM	Interview with outside facilities staff
10:00 AM	Interview with Junior-Senior High School facilities department day staff
10:30 AM	Interview with Athletic Director
11:00 AM	Interview with Food Service Director
11:30 AM	Junior-Senior High School building tour
12:30 PM	Lunch
1:00 PM	Interview with Elementary School Principal
1:30 PM	Interview with Elementary School facilities department day staff
2:00 PM	Elementary School building tour
3:00 PM	Interview with Director of Facilities
4:00 PM	Interview with Elementary School facilities department evening staff
4:30 PM	Interview with Junior-Senior High School facilities department evening staff
5:00 PM	Exit conference with Superintendent of Schools, Business Manager and Director of Facilities

At the conclusion of interviews and site tours, the SFA team reviewed its findings and concurred on the observations and recommendations outlined in this report.

Buildings

The Fallsburg Central School District is comprised of three (3) student-occupied instructional buildings. One of the three buildings (960 sf) is leased to the Yeshiva Gedolah and requires limited maintenance by district. The total area to be maintained for all three buildings is approximately 283,500 square feet.



Benjamin Cosor Elementary School

The elementary school building, located at 15 Old Falls Road, was built in 1967 and is 96,104 square feet in size housing grades K-6. The building has one (1) custodian and one (1) cleaner assigned to the day shift. Duties include cleaning and removal of trash related to the serving of breakfast and lunch, sweeping hallways, periodic bathroom checks, program set-ups, spot cleaning as needed, and trash removal on the grounds. It is important to note that breakfast is served in individual classrooms which makes the cleanup process more difficult and time-consuming. There is a playground located on the elementary school campus but the custodial team has no responsibility for its maintenance. There is one (1) custodian, one (1) maintenance worker, and five (5) cleaners assigned to the evening shift. The custodian serves as the shift leader with responsibility for assigning areas of responsibility for the cleaners. The SFA team met with the building principal as well as both day and evening shift facilities department staff members. The principal stated that the building is generally clean but noted there have been instances where rooms have been missed in the nightly cleaning process but believes that may be due to staffing shortages. The principal also shared that the grass in the courtyard got very high last year and was not aware that any leaf cleanup/removal was done in the fall. A frustration for the principal was the work order submission and completion process. Work orders are not processed timely and there is no communication from the facilities department to explain the delay or provide an estimated completion date.



Fallsburg Junior-Senior High School

The junior-senior high school, located at 115 Brickman Road, was built in 1957 and is 186,412 square feet in size housing grades 7 – 12. The building has one (1) custodian and one (1) cleaner assigned to the day shift. Duties include cleaning and removal of trash related to the serving of breakfast and lunch, sweeping hallways, periodic bathroom checks, program set-ups, and spot cleaning as needed. There is one (1) custodian, one (1) maintenance worker, and five (5) cleaners assigned to the evening shift. The custodian serves as the shift leader with responsibility for assigning areas of responsibility for the cleaners. The SFA team met with the building principal as well as both day and evening shift facilities department staff members. At the time of the assessment, the building principal has been with the district for eight (8) months. She stated that the building cleanliness was not as good as what she has seen in the previous districts in which she has worked. The principal noted that, in her opinion, the facilities department staff does not present a professional image citing the absence of uniforms. On the day of the assessment visit, the SFA team observed uniforms on all staff except those that had just been hired. The principal also shared her frustration with the work order process stating that there seems to be “no sense of urgency” to complete tasks and she is often unaware of the status of submitted work orders.

Grounds

The district employs two (2) maintenance workers who are responsible for the maintenance of the grounds at all buildings, including the preparation of the athletic fields, and the upkeep of related equipment.

Yeshiva Gedolah

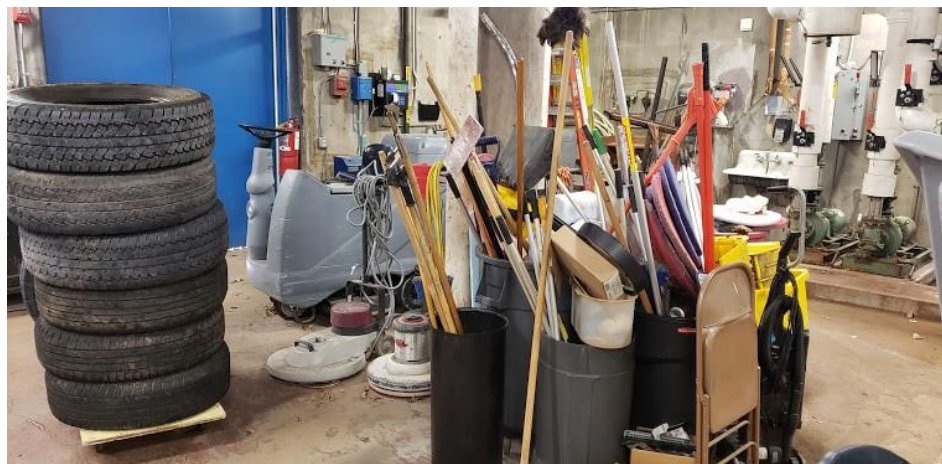
The district owns a 960 square foot modular building, located at 84 Laurel Park Road, built in 1996. This building is leased to the Yeshiva Gedolah for instructional purposes. As noted above, the SFA assessment team did not have the opportunity to visit this building. The district is responsible for the cleaning within the building which is completed by the grounds maintenance workers as needed. The building is not used consistently throughout the year and is usually cleaned once a week when it is in use.

School Building Cleaning

The SFA team recognizes that as buildings age, floors, walls, ceilings and fixtures will begin to “look tired” even when they are fully and completely cleaned. The buildings were generally clean and orderly on the day of the assessment but there is always room for improvement. The district uses many ready-to-use (RTU) products and aerosols. Research has shown that these products are generally 20% more expensive to use due to packaging, can be harmful to the environment, and increases the opportunity for misuse. The district should consider implementing a standardized dilution control system supported by unified cleaning and custodial procedures in all buildings.

Observations

1. Facilities department staffing levels are adequate based on staffing assignments provided by the district and SFA team observations. Reorganization of duty assignments for existing staff could increase efficiency and productivity.
2. District buildings are mostly clean and orderly but there is room for improvement.

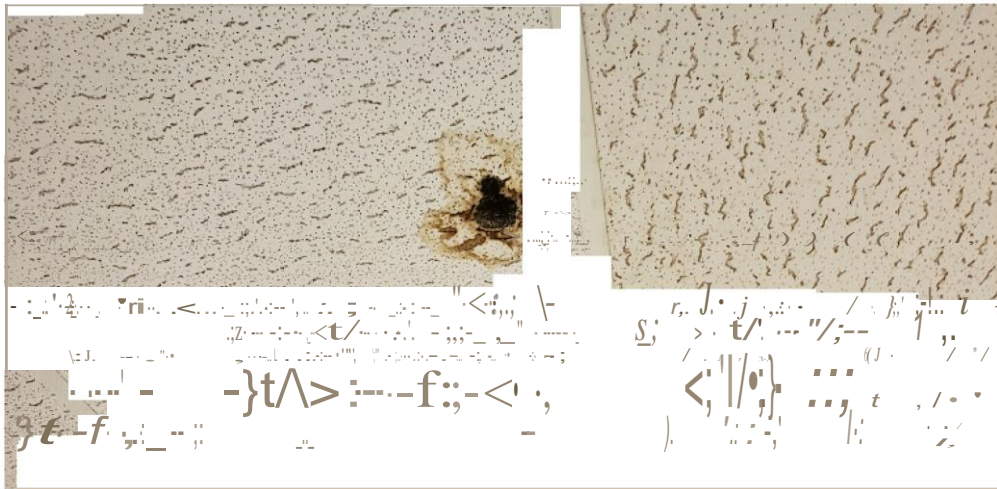






1. Large, dark, irregular stain on floor

2. Large, dark, irregular stain on floor



3. Large, dark, irregular stain on floor

4. Large, dark, irregular stain on floor

5. Large, dark, irregular stain on floor

6. Large, dark, irregular stain on floor

7. Large, dark, irregular stain on floor





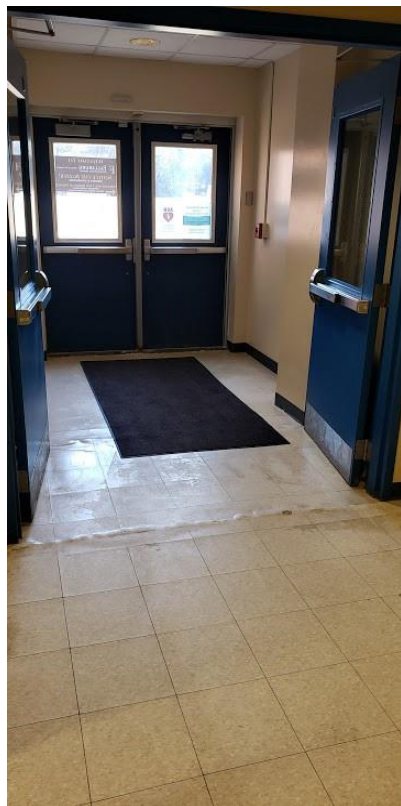
3. Custodial staff members are not trained in a specific cleaning program and district expectations of building cleanliness are not clearly defined resulting in lost staff efficiency and accountability.
4. Most cleaning supplies used by the district are 'ready-to-use' (RTU) and many are not approved 'green' cleaners. Aerosols and pre-mixed cleaners are much more expensive than the many dilution control systems that are available on the market today.

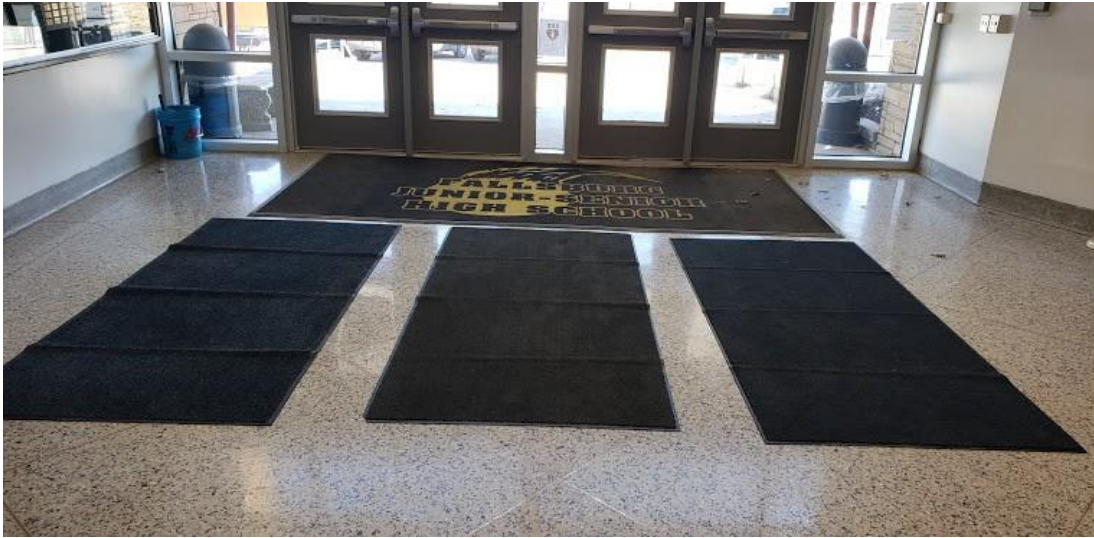




5. There are several new members of the cleaning staff that appear eager to perform their duties and should excel once educated and equipped with better tools and methods.
6. Communication from the facilities department is lacking in two ways: (1) from the facilities department to the 'customer' (any staff member outside of the facilities department) related to items such as work order acknowledgement, completion of work orders, planning notices for facilities department work scheduled during school breaks, and facilities department staff assignments with emergency contact information for after-school activities; and (2) within the department from the Director of Facilities to the facilities department staff members. Many facilities staff members commented that they may go weeks at a time without contact with the Director of Facilities.
7. Several facilities department staff stated that if there is a request of the Director of Facilities (equipment need, suggestion on process/procedure, etc.) that is not approved or goes unanswered, they will proceed up the chain of command until the request is approved.

8. The Director of Facilities duties and responsibilities need to be clearly defined and prioritized by the district. There are times when he is actually working on a piece of equipment that he may have deemed priority one yet other administrative duties are being sacrificed.
9. District has recently introduced several pieces of new equipment that were received positively by staff and has improved efficiency and quality of work. Based on staff feedback, additional training on the best use of the equipment would be welcomed and further enhance the work output.
10. Most facilities department staff members do not have district email addresses which impedes their ability to use the district's work order system.
11. Evening shift staff members do not have radios. It is important, especially in the junior-senior high school where there are many after-school activities, to be able to reach facilities department employees in the event of an emergency.
12. The lack of available substitutes creates additional work for other facilities department staff and occasionally results in areas that are omitted in the daily cleaning process.
13. There are no specialized maintenance mechanics on staff so the district's ability to complete HVAC or electrical repairs are limited. The district currently utilizes the BOCES shared mechanic service for these specialized duties but the time spent in the district is limited and causes delays in critical repair turnaround time.
14. The district uses an energy management system but, currently, only BOCES maintenance mechanics have access to the system.
15. The district utilizes a computer-based work order system but the system is not currently meeting the needs of either facilities department staff or other district staff members.
16. Responsibility for kitchen cleaning and related duties needs to be more clearly defined. A schedule for restorative cleaning during school breaks and grease trap maintenance should be developed.
17. There is a lack of sufficient 'walk-off' matting at all location entrances.





18. Facilities staff members do not receive annual performance reviews.
19. Uniform use by the facilities staff is not consistent. The SFA team was told by a facilities staff member that uniforms are provided but staff is not required to wear them. One administrator interviewed by the SFA team stated that she did not believe the staff had uniforms. On the day of the assessment, the team witnessed a majority of the staff wearing some type of logo apparel.
20. Director of Facilities has commenced work on development of manuals and operational guidelines for facilities department procedures.
21. There is little or no communication between the day shift and evening shift building leaders (custodians) which makes coordination and consistency of daily work and activities very challenging.
22. On multiple occasions facilities department staff members shared examples with the SFA team of instances when the Director of Facilities requested input on procedures or equipment only to have it 'ignored' without feedback as to why it was not considered. Consequently, staff members do not believe that their opinions are valued – "why ask us if you're not going to listen?"
23. Facilities department staff members do not consistently inform the Director of Facilities when situations arise that may result in further department or district impact.

Management of the Buildings Function

Following our interviews, it became apparent to the SFA team that management issues will need to be addressed if the facilities department team's function is to meet the district's expectations for an effective and efficient operation. The comments and recommendations in this report are not intended to criticize but rather to provide constructive suggestions for improvement. In our estimation, the facilities department staff is capable of achieving desired results as long as there are clearly-defined performance expectations, sufficient professional development and consistent and persistent supervision of staff.

Department Changes

Interviews with facilities department staff bring to light some interpersonal challenges within the team that will need to be addressed in order to create a more positive and productive work environment. Times of 'change' are always difficult. The Director of Facilities has been on the job for only two years following the retirement of a veteran employee. The department staff is a mix of veterans and employees hired only a few weeks prior to the assessment visit. Until recently, the department was not fully staffed resulting in additional work for existing cleaners and/or work areas in which the daily cleaning was not completed.

The Director of Facilities has improved the infrastructure of the buildings that has been long neglected to the point of personally completing some emergency repairs. He has also correctly identified the need for defined systems and procedures within the department and has been working diligently in researching and writing these policies and procedures. It is clear that the Director of Facilities is trying to move the department in the right direction.

There is, however, some work to be done around relationships with facilities department staff. Several staff members stated that they rarely see or interact with the Director of Facilities. Some expressed frustration that promised action does not occur. Conversely, the Director stated that he is frequently visible in the buildings. Regardless of the root cause, some of the facilities department staff do not feel valued and connected to the department team. It is a tricky balance between building a strong foundation for the department with policies and procedures and building rapport and buy-in with staff, but, based on employee feedback, the SFA team suggests that it may be wise to spend more time with the staff. It is important for the Director of Facilities to seek opportunities to frequently communicate with all department staff to build relationships and help staff members understand his vision for the department.

Communication and Decision-Making

Effective communication is a key component of any successful organization. Many of the frustrations shared with the SFA team by interviewees can be traced back to lapses in communication.

As noted in the preceding paragraph, communication within the facilities department needs improvement. One approach may be for the Director of Facilities to hold monthly staff meetings. This provides the Director with an opportunity to share information with all staff at the same time which minimizes the chance of misunderstandings. Staff meetings should also provide facilities department staff with the opportunity to exchange ideas, ask questions, and provide input on current issues. When given the chance to have a voice at meetings, staff will begin to believe that their opinions matter and that department administration cares about what they think thereby increasing their satisfaction and productivity with their jobs. Meetings can be difficult to schedule with two shifts but it is important for the Director to find a way to meet in person with employees on both shifts.

The SFA team also saw an example of conflict among evening shift team members in the Elementary School that needs to be addressed. The building team leader should seek opportunities to bring the staff together with a common purpose. As the department head, the Director of Facilities can be a resource for strategies to assist the building leader with this process, and, if necessary, intervene directly with staff.

Assessment interview responses indicated that communication between the day and evening shift leaders is sporadic at best. Daily face-to-face dialog between the day and evening shift leaders in each building would improve the coordination of duties of cleaning staff and reduce the likelihood of any 'dropped balls'. If the district chooses to pursue this idea, a slight adjustment to work day times may be required. Building an environment of collaboration between these employees will also enhance the efficiency and productiveness of school break and summer cleaning schedules when both shifts are working together.

Communication between the facilities department and other district staff members is equally important. Building administrators expressed frustration because of the perceived lack of attention to issues identified within the buildings. There are many valid reasons why a request may not be handled immediately such as a need to order replacement parts, need for clarification of specific details related to the request, prioritization of multiple work requests, or a specialized need that requires use of an outside contractor. Without communication back to the originator of the request regarding the issue, the perception is that the facilities department is not doing anything. A quick email of explanation can make all the difference. Effective use of an electronic work order system is one tool that can help with this and will be addressed in a subsequent section of this report.

It is important for senior management in the district to identify and reinforce the use of the proper lines of communication with all staff. Some staff members interviewed stated that they will go to the Business Manager and/or Superintendent if the Director of Facilities denies a request because they believe that their request would be honored. Others said

they go directly to the Business Manager and/or Superintendent instead of the Director of Facilities because the response is usually quicker and affirmative. As noted above, increased communication from the Director to staff is important but he has to be provided with the opportunity to respond. District leaders should ensure that concerns brought to them by staff have first been shared with the Director of Facilities.

Employee Accountability

Each employee in the facilities department must be accountable for the completion of his/her assigned duties. The cornerstone of this process is to clearly define the duties and performance expectations with each employee in a one-on-one setting. This allows the employee to ask clarifying questions or seek guidance on procedures if needed. Once the expectations are outlined, the employee should be held accountable for the work. Annual performance reviews are an important part of this process. It provides an opportunity for the supervisor to provide feedback, praise accomplishments, and identify areas for improvement for the employee. Facilities department staff stated that they are not currently receiving annual performance reviews.

The progressive discipline process is a very important part of developing an efficient and effective facilities department team. The district's policy and procedures should guide this process. Generally speaking, if an employee is not performing satisfactorily, the supervisor may discuss the matter with the employee with clear direction as to the expected behavior. If the employee's behavior does not improve, a formal counseling memo may be issued to the employee. In every case, it is important to reiterate the expectations for the employee, describe the consequences if the expectations are not met, and follow through with the consequences if necessary. Documentation and consistency are critical components of the progressive discipline process. If the facilities department and district leadership take a strong and consistent stand with employees that are not meeting expectations, employees who are performing as expected will feel supported and produce a quality work product.

Respect and Appreciation

There is an interesting dichotomy between buildings regarding the facilities department employees' feelings of respect and appreciation. The staff in the junior-senior high school stated that they feel appreciated by the teachers while the evening shift in the elementary school said that the teachers do not appreciate them. While this or may not be an accurate assessment of attitudes, the district may want to consider exploring ways to recognize and commend the facilities department staff members for the contributions they make to education in the Fallsburg community. Something as simple as a district Facilities Recognition Day, similar to Teacher Recognition Day held in many districts, would provide an opportunity to acknowledge that every team member's work is important and necessary.

Professional Development for Director and Staff

The Fallsburg CSD Director of Facilities is still relatively new to his position, and he indicated to the team that he is developing the necessary skills and knowledge as time permits.

The SFA team believes that membership in the NYS School Facilities Association is vital to the success of any new Director of Facilities. There are many professional development opportunities available through the SFA and its sister educational arm, the School Facilities Management Institute (SFMI). Annual programs include the SFA Annual Conference, the School Facilities Managers' Leadership Academy and the Personnel Management Academy. The Annual Conference, held in September/October in Saratoga, is a multi-day event providing in-service on a variety of relevant topics as well as an opportunity to interface with and learn from colleagues and vendor representatives. The Academies are typically held in December in the Albany area. The Leadership Academy is specifically designed to provide a sound orientation to new school facilities directors. Many Directors of Facilities have little previous experience in Civil Service personnel management so the Personnel Academy can prove especially informative.

SFMI offers many opportunities for professional development. A popular option is the free 'Lunch & Learn' webinars. More detailed descriptions of the educational services offered through SFA and SFMI can be found on the website at www.nyssfa.com.

The team highly recommends that Mr. Burke utilize the services of SFA and its local Chapter as a professional development resource. Through networking, training programs, on-line problem solving and socialization, the chapter provides the facilities director with a support network of his peers, who are individuals with both extensive experience and specialized expertise. While it can be very difficult to break away from the daily district responsibilities, the rewards of chapter meeting attendance are great. The personal experience of the members of this assessment team has been that the time invested in SFA Chapter programs is paid back many times over through productivity improvements and rapid resolution of problems.

In addition to his own program, the Director of Facilities should encourage appropriate staff to improve their skills in their respective areas of expertise. For example, SFMI sponsors periodic webinars that can be viewed in the district during lunch hours.

The introduction of new equipment and updated industry cleaning practices by the Director of Facilities has been received positively by department staff. Additional training for staff on the new equipment and cleaning practices is recommended to increase understanding of the systems and reinforce to employees that their work has value.

Vendor representatives can be an excellent source for training opportunities for all facilities department staff. They have specific expertise that can be provided to department staff at no cost and always welcome the opportunity to share this information.

Organization, Staffing Patterns and Shifts

Organization of the Facilities Department

It is always important that a facilities department maintain a current organization chart as a means of establishing and maintaining a clear chain of command and communicating those relationships to stakeholders. Knowing who the immediate supervisor is can help resolve issues quickly.

In Fallsburg, the custodians in each building serve as the leaders of the building custodial teams. There is a custodian on each shift in each building – a total of four (4) custodians districtwide. Cleaners report to the custodian. The four (4) custodians and the two (2) maintenance workers assigned to the grounds and other districtwide duties report directly to the Director of Facilities. This organizational structure is typical for the facilities department in a small district and should produce effective results.

Staffing Patterns

The SFA team assesses staffing patterns by comparing Fallsburg CSD staff to national guidelines developed by the Association of Physical Plant Administrators (APPA) and to staffing patterns in comparable or neighboring New York State school districts. In general, APPA suggests the following parameters: one cleaner per 20,000 square feet, one mechanic per 100,000 square feet, and one grounds worker per 50 acres.

The results of our review of Fallsburg CSD staffing can be found in Appendix B to this report. It shows that the Fallsburg facilities department is appropriately staffed for the cleaning, custodial, and grounds functions. The district may want to consider hiring a full-time maintenance mechanic if a person with the appropriate technical skill set can be found. This would increase the likelihood that mechanical failures would be addressed timely rather than waiting for BOCES personnel to arrive and it would decrease the amount of time that the Director of Facilities is required to devote to equipment repair thereby allowing him to focus more on the managerial aspects of his job. The district may choose to continue to subscribe to the BOCES service as a secondary layer of backup and support.

While the staffing is appropriate for Fallsburg, the SFA team suggests that the existing staff could be used more effectively and efficiently. One possible reconfiguration is present in Appendix C. During the building tours some day and evening staff members were observed working in pairs to complete tasks that could be done by one person. With more effective utilization of staff and clearly communicated expectations, more productivity could be achieved.

Procedural Improvements

Work Order System

A good work order system is one of the foundations of the facilities management function. It serves to organize communications and service requests from customers, facilitates prioritization and scheduling of work, and monitors task assignments, inspection, and close-out. More sophisticated work order systems can also contribute to better procurement and inventory control for parts and supplies. For any work order system to be effective, it must be understood and used by customers and service personnel alike, and it must generate results in the form of work requests completed and closed out.

Fallsburg CSD is utilizing the SchoolDude work order system. SchoolDude is a very sophisticated education facilities management system with multiple modules including event scheduling, asset tracking, energy management and work order management including preventative maintenance scheduling. Fallsburg is currently using only the work order management module.

The Director of Facilities is not satisfied with the functionality of the SchoolDude system. He is the only member of the facilities department staff that has access to the system. Other department employees cannot use the system because they don't have email addresses. Therefore, the system is not being used effectively. Communication between the Director of Facilities and department staff regarding work orders has to be done in person, by phone, or with the exchange of written notes. There is no opportunity to use the electronic work order system functions to track the status of work order completion or communicate with the requestor.

Some teachers and administrators are entering work orders in the SchoolDude system. Some are emailing the Director of Facilities with a work request. Some are doing both and some are simply stopping a custodian in the hallway and asking for something to be done. Needless to say, this creates confusion and inconsistent results.

In the opinion of the SFA team members, SchoolDude is an effective work order management system. It is, however, more complex than some other systems on the market. While NYSSFA does not endorse or recommend a specific system, the SFA assessment team members have used SchoolDude and Q-Ware with good success.

Fallsburg CSD should select a system that will best meet its needs and proceed with full implementation and training for all staff members. This may be continued use of SchoolDude with additional training for the Director of Facilities and department staff or it may be another system that management determines to be a better fit for the district.

An electronic work order system will become an indispensable tool that brings effectiveness and efficiency to the process of receiving, responding to, and closing out customer requests.

However, there are a few caveats: first, these systems work best when embraced and utilized on a district-wide basis. There cannot be some staff members clinging to the old system or continuing to make verbal work order requests. A top down commitment to the work order system is critical. Second, training is essential. Work order systems are powerful tools with many useful features, but they will not deliver the expected results and productivity until all appropriate staff receives adequate training which is generally available from the vendor. Lastly, electronic work order systems do not do the actual work requested. There still needs to be the managerial focus on assigning the tasks and ensuring that they get done in a workmanlike manner.

Conclusion

A facilities assessment report, like an audit, tends to be an “exception-based” document. This means that the team is predisposed to look for conditions, practices and procedures that are outside the norm. This approach generates a report that can help the school district develop an agenda for action that will improve the effectiveness and efficiency of the facilities department. The end result will be a better work environment for faculty and staff, a better educational environment for students and teachers, and a school campus that is a true community asset. Our feedback and recommendations are intended to be a constructive tool that will assist the district in moving forward.

In our visit to Fallsburg, we encountered some dedicated and talented people who are assets to the organization. They evidenced a commitment to students, the school and the community that serves the district well now and hopefully far into the future. We found these dedicated individuals in every department, including the facilities department. These facilities department employees are a vital part of any district and will play an important role in the district’s future.

We wish to thank the Superintendent, Business Manager, Director of Facilities and all the administrators and staff who took the time to meet with us. We appreciate your commitment to education and your desire to foster a climate of continuous improvement.

Respectfully Submitted,

John Wisniewski, CDF
Keith Watkins, CDF
Deborah Ayers

Appendix A: Recommendations

1. Explore the feasibility of using a professional cleaning program developed by manufacturers or suppliers of cleaning products and equipment. These programs can provide the custodial staff with training in cleaning methods, materials and procedures, and will set a standard against which to evaluate the cleanliness of facilities and the effectiveness of staff. SFA does not endorse any particular cleaning program and encourages the district to explore available options by consulting with the SFA team members or local facilities directors. One of the SFA team members uses Buckeye's five step cleaning method and, while he permits staff to personalize the approach, they are still held accountable for completing all steps in the cleaning method. The other SFA team member utilizes a program from Hillyard. Employing such a system will usually reduce costs over RTU products and will result in standardization on the cleaning chemicals used. Most programs have chemicals associated with them. Custodial staff members are all trained the same way utilizing the same chemicals. Staff could be easily be moved from one building to another as needed because cleaning methods and chemicals are consistent.
2. With the above mentioned training, the use and understanding of better equipment and the methodology of how efficiencies of cleaning are improved will take place naturally. This will also improve time and quality of cleanliness.
3. Use microfiber cleaning cloths and flat mops throughout the year rather than just during summer cleaning as reported.
4. New technology and flooring types do not require annual stripping and the use of harsh chemicals and extensive labor. Utilizing Surface Prep Pads (SPP) on existing terrazzo or Vinyl Composition Tile (VCT) with a neutral cleaner or installing Luxury Vinyl Tile (LVT) which requires no floor finish, is the direction the industry is heading and can be a significant time and cost-savings opportunity.
5. The district should consider adding additional entry 'walk-off' matting. 70% to 80% of dust, grime and soil are tracked in from daily traffic through building entrances, permanently damaging floors and interior surfaces. Tracked-in dirt damages all types of flooring: carpet, tile, wood, and creates dust. As few as 150 people entering a facility can track in one pound of dirt in a 5 day work week, costing over \$30,000 annually to remove. It can cost over \$750 to remove one pound of dirt from a facility. A minimum of 15' of matting is recommended at high traffic entrances, as well as a combination of scraper and wiper matting if possible. (Source: Coastwide Laboratories and ISSA).
6. Continue the efforts commenced by the Director of Facilities to upgrade district equipment. Perhaps a multi-year equipment acquisition and/or replacement plan could be developed to allow for fiscal planning.

7. Seek a single location and/or scheduling adjustments in the elementary school so that breakfast does not have to be served in individual classrooms. This would significantly reduce the time that custodial staff spends on clean-up and allow them to take on other necessary duties.
8. Complete annual performance reviews for all facilities department staff. The review should clearly define expectations, review performance, and provide praise for excellence or direction for improvement. Disciplinary procedures should be followed so that staff not meeting performance expectations will be placed on a corrective path.
9. Communication within facilities department as well as communication with building staff should be improved. Lines of communication are the arteries that keep information flowing smoothly from department to department as well as within a department. For example, when a work order request has been placed, an acknowledgement as to its approval, completion or rejection makes employees aware that the department is working on the request. Without effective communication, employees may believe that the request has been ignored and their perception becomes that the department personnel are unresponsive.

Communication is the foundation to building relationships and respect. Communication of departmental goals, instruction or procedures is best done face to face. Spending time with personnel demonstrates a general concern for them and the chance of any misunderstanding is greatly reduced. A mutual respect can be earned and achieved.

10. Assign district email addresses to all facilities department employees to allow effective utilization of a work order system and potentially improve communication among staff.
11. Provide opportunities for day shift and night shift custodians to discuss work orders, staff duties assignments, and current issues on a daily basis. This may involve a slight adjustment to the work day schedules but should result in improved communication and coordination of work within the buildings.
12. Maintain the integrity of the district organization chart. Inevitably, seasoned staff may attempt to “leap frog” a new administrator with the justification of keeping operations running smooth in a transition period. Staff should be redirected back to the appropriate administrator.
13. Define district expectations for the Director of Facilities’ areas of responsibility. It is typical for directors in small districts to perform a balance of physical work, such as HVAC and electrical repairs, grounds work and even some custodial duties depending on the circumstances as well as the typical administrative duties that go along with the position. The SFA assessment team suggests the district assist the Director of Facilities with the prioritization of these duties.

14. Hire a full-time maintenance mechanic for the district with technical experience in HVAC work. Typically, HVAC mechanics will also have baseline electrical knowledge.
Currently, the Director of Facilities is intimately involved in repairs to equipment, pulling him away from a number of equally important management tasks. The district is also at the mercy of the shared BOCES mechanics and their schedules. Lack of timely repairs to critical equipment leaves the impression that it is not a priority of the facilities department. Should there be no qualified maintenance mechanic applicants, the district may want to consider using service contracts directly with vendors to supplement the current BOCES support.
15. Consider allowing key facilities department personnel to have access to the energy management system. This would allow immediate adjustments when problems are identified rather than relying exclusively on the availability of BOCES technicians.
16. Provide all facilities department staff with radios to provide access in case of an emergency and reduce the time that supervisors spend walking through the building to talk with staff.

Appendix B: Staffing Analysis

NYSSFA FACILITIES ANALYSIS for CLEANER-CUSTODIANS 2018 Survey v. 2018-2019 Fallsburg CSD Staffing

District	SIJ)VDist	Buildings	Area (SF)	FTC*	Avg SF/Bldg	FIOBldg	SF/FTC
Liverpool	OCSD	18	1,402,500	51	77,917	3	27,500
North Syracuse	OCSD	18	1,327,085	72	73,727	4	18,432
Penfield	MCSD	8	777,218	41	97,152	5	18,957
East Irondequoit	MCSD	6	451,797	23	75,300	4	19,643
Hewlett-Woodmere	NCSD	6	616,650	38	102,775	6	16,228
Totals		56	4,575,250	225	81,701	4	
Average SF/FTC for MCSD/OCSD/NCSD:							20,334
If Fallsburg had average MCSD/OCSD/NCSD Staffing :							14
North Rockland	SCSD	9	1,300,000	78	144,444	9	16,667
East Chester	NCSD	5	420,220	26	84,044	5	16,162
New Rochelle	WCSD	18	1,495,627	93	83,090	5	16,082
Herricks	NCSD	7	712,023	43	101,718	6	16,559
Fallsburg	NCSD	2	282,536	11	141,268	6	25,685
Totals		97	8,785,656	476	90,574	5	
Average SF/FTC of districts surveyed:							18,457

*FTC= Full-time equivalent cleaners, custodians and head custodians combined.

MCSD= Monroe County Suburban School Districts

OCSD = Onondaga County School Districts

NCSD = Nassau County School Districts

WSD = Westchester School Districts

SCSD= Sullivan County School Districts

By: J. A Wsniowski

Date: 4/23/19

NYSSFA FACILITIES ANALYSIS for GROUNDS
2018 Survey v. 2018-2019 Fallsburg CSD Staffing

Disbict	SupvDist	Acres	Sites	FIG*	Avg Acres/Site	Sites/FIG	Acres/FIG
Liverpool	OCSD	398	7	6	57	1	66
North Syracuse	OCSD	390	18	7	22	3	56
New Rochelle	WCSD	106	8	7	13	1	15
Eastchester	WCSD	20	5	3	4	2	7
Penfield	MCSD	154	8	5	19	2	31
East Irondequoit	MCSD	104	6	2	17	3	52
Pittsford	MCSD	152	8	4	19	2	38
Webster	MCSD	234	12	5	20	2	47
Rush-Henrietta	MCSD	257	12	6	21	2	43
Totals		1815	84	45	22	2	
Average ACRES/FTG for MCSD/ONCSD/WCSD:							40
If Fallsburg had avg. MC/OC/WCSD staffing:							2.6
Fallsburg	SCSD	104	2	2	52		52
Manhasset	NCSD	67	3	3	22	1	22
Seaford	NCSD	60	18	7	3	3	9
Island Park	NCSD	30	4	1	8	4	30
Nassau BOCES	NCSD	80	18	6	4	3	13
Totals		341	45	19	8	2	
Average ACRES/FTG of districts surveyed:							18

* FTG = Full Time Groundskeepers
 MCSD = Monroe County Suburban School Districts
 WCSD = Westchester County School Districts
 OCSD = Onondaga County School Districts
 NCSD = Nassau County School Districts
 SCSD = Sullivan County School Districts

By: J. A. Wisniewski
 Date: 4/23/19

NYSSFA FACILITIES ANALYSIS for MECHANICS
2018 Survey v. 2018-2019 Fallsburg CSD Staffing

Disbict	SulivDist	Buildings	Area (SE)	FIM*	FIMIEidg	SFIFIM
Liverpool	OCSD	18	1,402,500	19	1.1	73,816
North Syracuse	OCSD	18	1,327,085	10	0.6	132,709
New Rochelle	WCSD	10	1,495,627	14	1.4	106,831
Eastchester	WCSD	5	420,220	1	0.2	420,220
Penfield	MCSD	8	777,218	9	1.1	86,358
East Irondequoit	MCSD	6	451,797	5	0.8	90,359
Pittsford	MCSD	8	981,692	9	1.1	109,077
Webster	MCSD	12	1,199,184	13	1.1	92,245
Rush-t-lenrietta	MCSD	12	1,032,507	10	0.8	103,251
Totals		97	9,087,830	90	0.9	
Average SF/FTM for MC/ONIWCSOs:						100,976
If Fallsburg had average MC/OC/WCSD staffing:						3
Fallsburg	SCSD	2	282,536	2	1.0	141,268
Manhasset	NCSD	3	532,963	3	1.0	177,654
Seaford	NCSD	5	439,852	3	0.6	146,617
Eastchester	WCSD	5	420,220	1	0.2	420,220
Herricks	NCSD	6	712,023	8	1.3	89,003
Totals		107	2,387,594	17	0.2	
Average SF/FTM of districts surveyed:						140,447

* FTM = Full Time Mechanics
MCSD = Monroe County Suburban School Districts
SD = Westchester County School Districts
OCSD = Onondaga County School Districts
NCSD = Nassau County School Districts
SCSD = Sullivan County School Districts

By: J. A. Wisniewski
Date: 4/23/19

Appendix C: Suggested Staffing Recommendations

Fallsburg CSD Staffing Recommendations – Benjamin Cosor Elementary

This building is staffed adequately and accounts for the positions listed below. Based on the employee staffing sheet that was provided, there is still a Cleaner/Floater listed that is assumed to be used to cover daily absences for purposes of this report. If there are no absences this person needs direct tasking to justify hours. There is also a Maintenance Worker assigned to this location and not accounted for in the normal cleaning and square foot calculations.

Custodian – Vacuums all entry rugs and stairwells then dust mops / auto scrubs and damp mops edging in all Corridors and Gymnasium. Supervision is now built in while making multiple trips throughout building completing assigned tasks.

Cleaner 1 – 101, 102, 103, 104, 108, 108A, 109, 109A, 110, 112, 112A, 114, 114A, 201C, 208, 211, 212, 214, 214A, 215, 215A, 216, 301, 302, 302A, 302B, 302D, 303, 303A, 303B, 303C, 303D, 304, 304A, 304B, 305, 306, 307, 307A, 307B. (15,513 sq. ft.)

Cleaner 2 – 504, 504A, 505, 505A, 506, 506A, 507, 507A, 508, 508A, 509, 509A, 511, 513, 514, 514A, 515, 515A, 516, 516A, 517, 517A, 518, 518A, 519, 519A, 520, 520A, 521, 522, 522A, 523, 523A, 524, 525, 525A. (15,223 sq. ft.)

Cleaner 3 – 502, 503, 402, 403, 404, 404A, 401, 501, L100, L101, L103, 308, 309, 310, 310A, 314, 314A, 316, 317, 317A, 318, 320, 320A, 321, 321A, 322, 323, 323A, 324, 324A. (14,762 sq. ft.)

Cleaner 4 – 405, 405A, 406, 406A, 407, 407A, 408, 408A, 409, 409A, 410, 411, 411A, 412, 414, 414A, 415, 415A, 416, 416A, 417, 417A, 418, 418A, 418, 419, 419A, 420, 420A, 421, 421A, 422, 423, 424, 424A, 425, 425A, 426, 426A. (15,347 sq. ft.)

Fallsburg CSD Staffing Recommendations – Junior-Senior High School

This building is staffed adequately and accounts for the positions listed below. Based on the employee staffing sheet that was provided, there is still a Cleaner/Floater listed that is assumed to be used to cover daily absences for purposes of this report. If there are no absences this person needs direct tasking to justify hours. There is also a Maintenance Worker assigned to this location and not accounted for in the normal cleaning and square foot calculations.

Custodian – Vacuums all entry rugs and stairwells then dust mops / auto scrubs and damp mops edging in all Corridors and Gymnasium. Supervision is now built in while making multiple trips throughout building completing assigned tasks.

Cleaner 1 – 020, 021, 021A, 023, 025, 025A, 030, 032, 032A, 0032B, 032C, 032D, 032E, 032F, 032G, 032H, 032J, 315, 317, 319, 326, 332, 334, 423, 425, 432, 435. (15,686 sq. ft.)

Cleaner 2 – 007, 011, 011A, 011B, 012, 016, 109, 114, 201, 203, 205, 205A, 206, 206A, 206B, 206C, 206D, 206E, 206F, 206G, 207, 208, 208A, 209, 210, 212, 215, 217, 219. (15,632 sq. ft.)

Cleaner 3 – 103, 103B, 103C, 300, 301, 302, 302A, 302B, 302C, 302D, 302E, 302F, 303, 304, 304A, 403B, 305, 305A, 305B, 305C, 307, 309, 310, 311, 311A, 312, 312A, 313, 313A, 313B, 313C, 313D, 313E, 314, 320, 320A, 322, 322A, 324, 324A. (15,811 sq. ft.)

Cleaner 4 – 400, 401, 401A, 402, 403, 404, 405, 405A, 406, 407, 408, 408A, 409, 409A, 410, 411, 412, 413, 413A, 414, 415, 415A, 417, 417A, 419, 419A, 420, 420A, 421, 421A, 422, 422A, 424, 424A, 426. (14,742 sq. ft.)

Cleaner 5 (Kaivac emphasis on Restroom/Locker room/Nurse/Pool/Helps in Gymnasium) – 017, 017A, 017B, S500, 018, 018B, S600, 022, 024, 026, 028, 101, 104, 115, 115A, 115B, 115C, 116, 116A, 116B, 116C, 116D, 118 (Dusting/Cleaning walls only), 211, 213, 308, 308B, 316, 318, 330A, 330B, 416, 418, 430A, 430B. (14,742 sq. ft.)