

Spring 2008

## **EDUL 6025**

### **Maintaining and Operating Educational Facilities (1)**

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A course designed for school principals, with emphasis on safety, security, and the management of custodial care and preventive maintenance of the school and its learning environments. EDUL 6025 is especially planned for students pursuing the L-5 add on certificate in Educational Leadership.

**All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible for informing themselves about those standards before performing any academic work. This course syllabus is a general plan for the course: deviations announced to the class by the instructor may be necessary.**

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This course meets many of items found in ISLLC **Standard 3**: A school administrator is an educational leader who promotes the success of all students by ensuring **management** of the organization, **operations**, and resources for a **safe, efficient, and effective learning environment**.

#### **A. Knowledge**

The administrator has knowledge and understanding of:

- a. theories and models of organizations and the principles of organizational development
- b. operational procedures at the school and district level \*
- c. principles and issues relating to school safety and security \*
- e. human resources management and development
- f. principles and issues relating to fiscal operations of school management \*
- a. principles and issues relating to school facilities and use of space \*
- g. legal issues impacting school operations
- h. current technologies that support management functions

#### **B. Dispositions**

The administrator believes in, values, and is committed to:

- a. making management decisions to enhance learning and teaching
- b. taking risks to improve schools \*

- c. trusting people and their judgments \*
- d. accepting responsibility \*
- e. high-quality standards, expectations, and performances \*
- f. involving stakeholders in management processes \*
- g. a safe environment \*

### **C. Performances**

The administrator facilitates processes and engages in activities ensuring that:

- a. knowledge of learning, teaching, and student development is used to inform management decisions
- b. operational procedures are designed and managed to maximize opportunities for successful learning \*
- c. emerging trends are recognized, studied, and applied as appropriate
- d. operational plans and procedures to achieve the vision and goals of the school are in place \*
- e. collective bargaining and other contractual agreements related to the school are effectively managed
- f. the school plant, equipment, and support systems operate safely, efficiently, and effectively \*
- g. time is managed to maximize attainment of organizational goals \*
- h. potential problems and opportunities are identified \*
- i. problems are confronted and resolved in a timely manner
- j. financial, human, and material resources are aligned to the goals of schools
- k. the school serves as an entrepreneur to support continuous improvement
- l. organizational systems are regularly monitored and modified as needed
- m. stakeholders are involved in decisions affecting schools \*
- n. responsibility is shared to maximize ownership and accountability
- o. effective problem-framing and problem-solving skills are used \*
- p. effective conflict resolution skills are used
- q. effective group-process and consensus-building skills are used \*
- r. effective communication skills are used \*
- s. a safe, clean, and aesthetically pleasing school environment is created and maintained \*
- t. human resource functions support the attainment of school goals
- u. confidentiality and privacy of school records are maintained

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### **Grading**

Testing. Students who desire to make an "A" in the course are expected to pass a test on knowledge and skills needed for strategic planning in education. The test will be taken from the text and assignments, and the 9 activities listed at the end of this learning module.

### ***The Principal's Role in the Maintenance and Operation of the School Facility***

*From*

Tanner, C. K., & Lackney, J. (2006). Educational Facilities Planning: Leadership, Architecture, and Management. Boston, MA: Allyn & Bacon Longman.

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While the persistent need for maintenance and operation of the school facility may seem obvious to seasoned planners and architects, it is important to understand that many school principals have spent their entire professional life in school as a student, teacher or assistant principal. Most principals have limited awareness of the wide array of complexities surrounding their schools' needs for custodial care and maintenance. The majority of educational leadership or educational administration training programs do not provide any substantial information for the school principal regarding school maintenance and the vital role of the school custodian. Given this problem, the information offered in this chapter should help raise awareness and provide information to deal with this vital component of the school system. Maintenance and operation (M & O) are presented in a manner to focus on the physical learning environment as a serious aspect of student learning. Where students learn does make a difference in their attitudes, behavior, and cognition.

### **Topics for Study**

- < Organization and Management of M & O
- < What the School Principal Should Know About School Custodial Services
- < Variables Affecting M & O
- < Crowding and Density
- < Perceptions of Cleanliness
- < Levels of cleanliness

Cleanliness Level 1 is 'orderly spotless'.

-Level 2 is classified as 'ordinary tidiness' and only slightly lower than the top level.

-Level 3 is 'casual inattention', reflecting the first budget cut, or some other staffing related problem and may be the top level for many schools. -The definition of Level 4 is 'moderate dinginess', with conditions somewhat worse than those described in Level 3.

-'Unkempt neglect' best describes Level 5.

- < Sample Checklist for Frequency of Cleaning
- < Key Factors Influencing Custodial Service Load
- < **Standards for Time Allowed to Clean**
- < **A Sample Daily Schedule for Custodians**
- < The Custodian's Qualifications and Job Description

Supervisor of Custodians

Custodian

Night Foreman

- < The Principal's Role in School Maintenance

\* Priorities and Checklists for Preventive Maintenance of Classrooms

## Fire Safety

- ? Electrical outlet Load
- ? Positioning of paper/flammable materials away from heat sources
- ? Accessible rout
- ? Emergency exit visibility

## Furniture: desks, chairs, tables, and shelves

- ? Surface conditions for deficiencies such as excess wear, rough areas, or protruding hardware
- ? Part conditions
- ? Cleanliness
- ? Stability
- ? Overall Condition

## Teaching module

- ? Task lighting condition
- ? Lectern location and condition
- ? Overall condition

## Blackboard/dry-erase board

- ? Mounting condition/stability
- ? Overall appearance
- ? Cleaning capability
- ? Overall condition

## Audio/visual equipment

- ? Overhead equipment condition and stability
- ? Housing condition
- ? Electrical Service Condition
- ? Part conditions
- ? Screen operation and condition
- ? Speaker system operation
- ? Electrical cord and outlet conditions
- ? Overall condition

## Computer system/modules

- ? Electrical integrity/surge protector conditions
- ? Equipment condition
- ? Cleanliness
- ? Overall operation
- ? Work station and member parts function
- ? Overall condition

## Partitions

- ? Lubrication
- ? Stability

? Overall condition for deficiencies such as excessive wear, vandalism, improper function, or broken/missing parts

## Flooring

? Service condition for deficiencies such as excessive wear, vandalism, improper function, or broken/missing parts

Plumbing systems

? Sink conditions and drainage

? Overall condition for deficiencies such as leaks, corrosion, or failure potential

Trash receptacles

? Location

? Cleanliness

? Overall Condition

Inter-class speaker system operation

Clock Function

Closets/storage areas

? Door/lock operation

? Appearance, interior/exterior

? Overall condition for debris and safety hazards

Wall map function and general condition

Panic button/security operation

Fire extinguishers (see also annual inspection of Fire Extinguishers)

? Tag currency

? Placement in correct proximity to potential hazards per code

? Housing condition

? Hose condition

? Overall condition

Other (pp. 100 – 102)

## **References**

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### **Electronic References**

These references are suggested as an entryway to a wide variety of interests in school M & O. Because web sites often change addresses, it may be necessary to complete a search for some of

these references by name.

Association of Higher Education Facilities Officers

<http://www.appa.org/>

Association of School Business Officials

<http://www.asbointl.org/>

International Executive Housekeepers Association, Inc.

<http://www.ieha.org/>

International Sanitary Supply Association

<http://www.issa.com/>

National Clearinghouse for Educational Facilities

<http://www.edfacilities.org>

National School Plant Management Association

<http://www.nspma.com/>

Preventive Maintenance Guidelines for School Facilities

<http://www.rsmeans.com>

### **Learning Activities**

1. Individual Activity: Select a school (perhaps the school where you work) and determine its capacity by using the following formula:

**Formula 9.2 [Capacity = TGS/AGS]**

Trailers are not to be counted. The objective is to get them out of schools.

Is this school over or under capacity? If it is over capacity, then explain why this may have happened.

2. Individual Activity

A: Determine the number of custodians

needed for a school with 28 teachers, 550 students, 30 classrooms, 57,000square feet of assignable area, a cafeteria and kitchen, and 8 acres of upkeep grounds.

B: Now apply this formula to your school and determine the number of custodians required. If your school is understaffed, explain why.

3. Individual or Team Activity: Develop a job description for a

Relief Custodian according to the following format:

*Function:* The person performing this job may relieve the Custodian I or II, Head Custodian or Night Foreman in any school regardless of size. This person also performs other duties as assigned when his or her services at the higher level are not required and may be a retired person or one that is seeking the job of Custodian I or II, Head Custodian or Night Foreman.

*Salary:*

*Characteristic Duties and Responsibilities:*  
(Develop a list)

*Desirable Qualifications:*  
(Develop a list)

4. Individual or Team Activity: Outline a Job Schedule for the following positions:

a. Middle School: Custodian I Hours: 6:30 a. m. to 3:30 p. m.

Time Area to Sq. Ft. Description

Perform Duties of Work

A. M.

6:30 – 7:00

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11:30- 12:30 Lunch Break

P. M.

12:30 –

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3:00 – 3:30

b. High School Head Custodian Hours: 7:00 a. m. to 4:00 p. m

5. Team activity (A chat room activity is appropriate or a formal meeting of the team).  
“Brainstorm” a list of the activities that might influence the workload of a school’s custodial staff.

6. Team or Individual Activity (A chat room may also be appropriate). Brainstorm a list of the 15 most important “things that the school principal should know” about school maintenance and operations.

7. Individual Activity: Go to your favorite search engine on the Internet or a major library and key in key into an electronic search device such words as school maintenance, school custodians,

or other words related to the maintenance and operations of a school. Reviewing the results of such a search will enlarge your perspective of this vital and ever changing part of school operations and make you aware of current information and activities in this field. List at least two sites or references related to topics in the chapter that are not in the electronic reference list or set of references.

8. Individual Activity: The National ClearingHouse for Educational facilities provides numerous references for school maintenance and operations. Go to <http://www.edfacilities.org/> and conduct a search on school maintenance. Conduct a separate search at this web site for school custodians. List and describe four references that relate to this chapter.

9. Individual Activity: Find a source such as R. S. Means determine maintenance schedules and preventive maintenance check lists for schools. Develop a checklist of a P M area of your choice and a brief report of your findings.

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## **Academic Honesty Policy**

Taking a course via distance learning provides special flexibility but also can lead to intentional or unintentional misuse of resources. The learning that takes place, as well as the credit awarded, is predicated on the assumption that students submit their own work unless instructed otherwise.

Students should note the following statement, which also appears in the bulletin and the *Student Handbook*:

While Independent and Distance Learning is designed to allow students to learn on their own, outside the traditional classroom, students may have the opportunity to study with other students who are enrolled in the course or may choose to engage the services of a tutor. Such opportunities may enhance learning. All written assignments (i.e., lessons, projects, etc.) must be completed independently unless the instructor indicates otherwise.

As in many classroom courses, students may find studying together beneficial-asking each other questions, reviewing texts, exploring or discussing course guide information and exercises. As in the classroom courses, what is not the individual student's own work must be clearly indicated.

The following are some examples of (or can lead to) inappropriate collaboration, plagiarism, and misrepresentation:

- \* copying and submitting answers prepared by another or from a general source
- \* copying and submitting material from the Internet without acknowledgment
- \* submitting answers verbatim that have been agreed upon in a study group
- \* failing to give proper documentation to words and/or ideas of another that are not common knowledge
- \* permitting one's own work to be submitted as another's

Independent and Distance Learning instructors are committed to the principles of academic honesty and subscribe to the UGA Academic Honesty Policy guidelines for the definition and processes of academic integrity. All Independent and Distance Learning students are subject to these academic guidelines; Independent and Distance Learning instructors have and will initiate academic dishonesty proceedings if in their courses they find reasonable cause to do so.

All Independent and Distance Learning students are encouraged to read and understand A Culture of Honesty (the UGA Academic Honesty Policy) found at [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm). Printed copies of A Culture of Honesty may also be obtained from the office of the University of Georgia Vice President for Academic Affairs or from the Independent and Distance Learning office in summary form. Students may talk with their instructors and with Independent and Distance Learning student representatives about academic honesty. E-mail and/or telephone contact information is available in this course guide and in the Independent and Distance Learning Student Handbook.