

Facilities Masters Award Program

Introduction

In 2003, a document was created that identified the best practices of a high performing maintenance organization. This document, Planning Guide for Maintaining School Facilities, was conceptualized and developed by the School Facilities Maintenance Task Force of the National Forum on Education Statistics. Roger Young headed the committee comprised of over eighty professionals that deal directly or indirectly with the responsibilities of maintaining school facilities. The project was developed through the National Cooperative Education Statistics System and funded by the National Center for Education Statistics of the U.S. Department of Education.

Mr. Young also chaired the Association of School Business Officials (ASBO) *International Facilities Masters Award Advisory Committee that was responsible for* recognizing districts that met the standards identified in the Planning Guide. In 2005, ASBO and SchoolDude.com worked together in this endeavor and the Facilities Masters Award became a reality and many school districts were recognized. In 2008, it was announced that ASBO would no longer be able to support the effort. The responsibility was then turned over to each state organization to create and administer their own award program. A decision was made in 2009 that there were tremendous benefits to continuing this program and the board of the Virginia School Plant Managers Association decided to spearhead an effort to offer the award using the main criteria as identified in the original award established in the Planning Guide. There are slight variations from the original award, but for all practical purposes, the efforts that went into the creation of the guide and used to make the award are intact in this award. Individual states can add additional criteria in section IX that is specific to their needs.

Award Information

There are seven sections that must be completed when applying for an award. There are three different awards, Silver, Gold and Platinum.

- Silver Award is presented to an applicant that attains a score ranging from 200 to 226 points.
- Gold Award is presented to an applicant who attains a score ranging from 228 to 252.
- Platinum Award is presented to an applicant who attains a score of 254 or above.

These different levels of awards have been established to recognize the efforts of those that apply for the award. The intent is to provide recommendations that can be used to improve the organization so they can reapply in the future.

Application Process

Applications should be submitted in an electronic format if at all possible. Applications must include a summary response for all sections of the application. Documentation that is required has been identified along with each question and is to be placed in the appendix and referenced back to the appropriate section and question number. **All applications must be received by December 1, 2018.** A Masters Award Committee will evaluate the applications and submit their recommendations to the organization sponsoring the award by December's NSPMA monthly meeting. The awards will be

made at a state conference or another official gathering. Those districts recognized at the Platinum level will also be recognized at the annual NSPMA conference.

Section I – Facilities Maintenance Planning

Maintenance planning is the key element for this section. In many ways planning process is as important as the outcome. The process of formulating a plan establishes a forum through which interested parties have a chance to voice their opinions about the future of the organization. This opportunity and the dialogue that ensues, effectively infuse fresh ideas and new perspectives into school management.

Question 1 – How does the school district demonstrate that facilities planning is a priority?

- Provide a copy of the maintenance plan. Include short and long-term goals and objectives, budgets, timelines and use of measures that indicate attainment of the plan.
- Provide examples and evidence of how facilities maintenance has been identified as a high priority.
- Provide documentation that shows planning for future maintenance activities has taken place. This should be short and long range planning for CIP and operational budget work.

Question 2 – How have stakeholders been identified and recruited to participate in the planning process?

- Provide examples and evidence of how they have been involved.

Question 3 – What is the vision statement for facilities maintenance and how is it aligned with the overall mission of the district?

- Provide an overview of the vision statement for facilities maintenance and the mission statement of the district.

Question 4 – How is data used for decision making?

- Provide a description along with examples.

Section II – Facility Audit

A facility audit (or inventory) is a comprehensive review of a facility's assets. Facility audits are a standard method for establishing baseline information about the components, policies, and procedures of a new or existing facility. An audit is a way of determining the "status" of the facility at a given time – that is, it provides a snapshot of how the various systems and components are operating. A primary objective of a facility audit is to measure the value of an aging asset relative to the cost of replacing that asset. Thus, facilities audits are a tool for projecting future maintenance costs.

Question 1 – What are the current conditions of the school facilities and related building components?

- Provide an overview of the exterior envelope, roof, HVAC, plumbing, and electrical system.

Question 2 – What are the current conditions of the athletic fields, playgrounds, landscaping, parking areas, and courtyards?

- Provide an overview of each.

Question 3 – How is the audit data collected, analyzed and used to make short-term and long-term decisions?

- Describe how data is collected and provide examples of decision making based on the audit data.

Question 4 – How is audit data used for benchmarking?

- Provide a description along with examples.

Section III - Safe Environment

Facilities maintenance is concerned first and foremost with ensuring safe conditions for facility users, – be they students, teachers, staff, parents, or guests. As important as cleanliness, orderliness, and instructional support may be to facilities planners, occupant safety must always be the top priority. Thus, while it maybe difficult to define what, precisely, constitutes a “safe” environment, it is fair to say that ensuring safe conditions is a major component of effective school facility management.

Question 1 – What is your district doing to manage Indoor Air Quality?

- Describe standard operating procedures for responding to concerns.
- Describe systems/programs like EPA’s Tools for Schools and Healthy SEAT and/or locally developed programs used to proactively address and record environmental issues.
- Describe how investigations or monitoring is performed.

Question 2 – How does your district comply with the AHERA regulations?

- Provide how the original inspection was conducted.
- Describe how you manage the program.

Question 3 – How does your district monitor for potable water?

- Are state and local regulations followed?
- Describe the sampling and monitoring plan.

- Have water quality systems and operations deficiencies been addressed?
- Has testing been performed to identify any lead contamination?

Question 4 – Has your district adopted high performance standards or the green schools initiatives? And how is it being implemented?

- Describe long-term sustainable systems that have been implemented.
- Describe any environmental approaches to school design and construction.
- How have existing facilities been evaluated for environmental friendliness?

Question 5 – How does your district manage all wastes?

- Describe how the district complies with all state and local regulations.
- Describe the districts recycling program.
- Describe how the district addresses blood born pathogens

Question 6 – How does you district secure facilities?

- Describe the locking system that is in place.
- What additional measures have been implemented to increase safety?

Question 7 – What is the integrated pest management plan for the district and what is the effectiveness of the plan?

- Provide a description along with examples.

Question 8 – How does your district address crisis management?

- Describe the programs that are in place to respond to different crisis situations.

Question 9 – How does your district address underground/aboveground storage tank requirements?

- Describe the actions taken to test and manage tanks.

Question 10 – How does your district ensure the safety of playground equipment?

- Describe the procedures that are in place to inspect equipment.
- Describe what has been done in your district to make the play areas safe.

Question 11 – How does your district respond to environmental issues?

- Describe how the Hazard Communication Standard is implemented.
- Describe how programs are implemented to address asbestos, lead, radon, mercury, PCBs, and other materials.
- Describe how environmental awareness training is provided for employees.
- Describe the procedure to investigate and respond to indoor air quality concerns.

Section IV – Maintenance and Managing

A comprehensive facility maintenance program is a school district's foremost tool for protecting its investment in school facilities. Moreover, preventative maintenance is the cornerstone of any effective maintenance initiative.

Question 1 – How does your district demonstrate appropriate maintenance planning?

- Describe routine, emergency, preventative, and predictive maintenance programs that are in operation.

Question 2 – What type of computerized maintenance management system is in place, how does it operate and what is its effectiveness?

- Include a discussion on work order tracking, identifying and scheduling preventative maintenance activities, accessibility to staff members, and feedback mechanism from staff and others.

Question 3 – How are the custodial and maintenance programs managed?

- Discussion points should include setting expectations, evaluation systems, new staff training programs, new staff training, custodial and maintenance manuals, job descriptions and ongoing professional development.

Question 4 – How does the district manage energy usage?

- Provide a copy of the board policy if one exists.
- Provide specific responsibilities of the person responsible for energy management.
- Provide measures taken, actions implemented, and outcomes.

Question 5 – How does the district hire and train employees?

- Provide samples of interview documents used in interviews.
- Provide an overview of the process used to advertise, identify who is to be interviewed, and how the final selection is made.
- Provide documentation that demonstrates an effective training program is in place.
- Provide sample job descriptions.

Question 6 – Does the district have a preventative maintenance program?

- Provide a description of the program that is in place.

Section V – Evaluating Facilities Maintenance Efforts

Program evaluation allows planners to see which initiatives are working, which are not working, and which strategies need to be reconsidered. There is simply no substitute for good data when making evaluation and program decisions.

Question 1 – How does your district evaluate employees?

- Describe procedures used to evaluate staff members.
- Provide a copy of the evaluation form.
- Describe how the evaluation is used to improve employees performance.

Question 2 – How does your district evaluate the maintenance program?

- Provide information about physical inspections, work order systems, user feedback/customer surveys, performance audits, regulatory activities, and benchmarking.

Question 3 – How does your district budget for maintenance activities?

- Describe the process used to develop the budget.
- Describe the process used to prioritize what is included in the budget.
- Describe how unexpected emergencies are some handled.

Section VI – Exemplary Practices

The purpose of this section is to provide the school district the opportunity to present exemplary practices or highlight special achievements that the school district has accomplished.

- Provide information on how the services are evaluated by customers.
- Describe actions that have been undertaken to improve services.
- Describe new initiatives that have been implemented that have not been identified in the other sections of the application.
- Provide any awards or recognitions that have been received.