

1: Related Organizations | National Clearinghouse for Educational Facilities

School Planning & Management is the information resource for professionals serving the K education market. SP&M features solution-oriented feature articles, product supplements and special reports including regular columns on: Facility Planning, Maintenance and Operations, Safety and Security, Technology, Business and Finance, and the.

Writing a Management Plan A management plan provides researchers the opportunity to explain the objectives, goals, and planned procedures of their proposed projects in detail. Do all grant proposals require a management plan? Not all grant proposals require the submission of a management plan. Typically, a larger, more involved proposal will require one. If you are unsure, we can assist you in both determining if a plan is necessary and the content of the plan. Even if your proposal does not require a management plan, you may still find it beneficial to consider the points below, as they are relevant to any well-developed and organized proposal. What elements should be included in a management plan? We can assist with drafting additional content.

Roles and Responsibilities of Personnel Descriptions of the roles of personnel and participants are crucial to understanding how a project will proceed. This component of the management plan should include the time commitments required, such as on a daily or weekly basis, once a month, or only for occasional meetings. Where possible, name specific personnel. An organizational chart may be an effective tool to display this information. Use of an organizational chart can streamline otherwise complex descriptions of personnel interaction and individual responsibilities in the structure of overall management. For example, a larger project that includes external and internal management committees, advisory boards, and program liaisons may provide an organizational chart to visually represent systems of governance and decision-making.

Student Participation If a project requires student participants, it may be beneficial to detail the procedures for participant selection, retention, and evaluation. The management plan should outline a process to choose students and the personnel involved in this process, as well as aims to recruit from underrepresented groups. Ensuring retention after selection remains an important consideration in projects that rely on student participation. Methods of participant retention include mentoring, peer counseling, and ongoing assessment. In addition to any student assessment conducted throughout the project, proposals with a training component should include an end evaluation of student performance, the outcome of which may be used to improve future student training.

Collaborations The management plan should describe any planned collaborations with other departments, institutions, or businesses. If collaboration involves an existing relationship, the plan should include an explanation of the relationship and how it might be expanded. Maintaining communication is a critical part of any collaboration. The primary means of communication e.

Acquisition and Maintenance of Equipment Thorough procedures to acquire and maintain the necessary equipment and instrumentation should seek to answer the following questions: How will equipment and other instruments be acquired? Who will oversee their acquisition and maintenance? If lab equipment can only be used by qualified personnel, what mechanisms will be in place to train those people? Who else has access to the equipment? What steps will be taken to advertise the availability of equipment? Where will equipment be housed?

Project Timeline A timeline can provide a sense of the proposed length of the stages of a project. At each stage, you may further delineate intermediate objectives, how often committees will meet, when evaluations will be conducted, and when outcomes are anticipated. How do funding sources assess a management plan? Funding sources and agencies look very carefully at how well a management plan addresses the following issues: Do proposed actions meet the stated goals of the project effectively? Do the results have the potential to serve as a model for further research? Do the results benefit a large number of people or organizations?

2: SAGE Reference - School Plant Management

the report includes planning, management and operation of such areas as--noninstructional personnel policies, custodial services, operational and preventive maintenance, aesthetics and the school plant, plant utilization, community relations, plant safety and hygiene, school modernization, the school business office, and the evaluation of plant.

Picus OVERVIEW An effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security, and fire suppression systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, athletic fields, playgrounds, areas for outdoor learning, and vehicular access and parking. The school facility is much more than a passive container of the educational process: The layout and design of a facility contributes to the place experience of students, educators, and community members. Depending on the quality of its design and management, the facility can contribute to a sense of ownership, safety and security, personalization and control, privacy as well as sociality, and spaciousness or crowdedness. When planning, designing, or managing the school facility, these facets of place experience should, when possible, be taken into consideration.

Constructing New Facilities During strategic long-range educational planning, unmet facility space needs often emerge. The goal of educational planning is to develop, clarify, or review the educational mission, vision, philosophy, curriculum, and instructional delivery. Educational planning may involve a variety of school and community workshops and surveys to identify and clarify needs and sharpen the vision of the district. Long-range planning activities, such as demographic studies, financing options, site acquisitions, and community partnering opportunities are often initiated by the district administration as a response to the results of educational planning. An outcome of long-range planning is the development of a comprehensive capital improvement program to address unmet facility needs. The district superintendent appoints a steering committee to oversee the details of the capital improvement program. The responsibility of the steering committee includes the selection of various consultants, the review of planning and design options, and the reporting of recommendations to the school board for a final decision. Depending on the needs of the district, one of the first tasks of the steering committee is to retain a variety of consultants. Educational and design consultants, financial consultants, bond counsels, investment bankers, and public relations consultants are retained to perform pre-referendum planning activities during which project scope, budget, financing, legal issues, and schedule are defined. Once project feasibility is established, a public referendum package is developed and presented to the taxpaying public through public hearings. Upon passage of the public referendum, more detailed facility planning of the school can begin. An architect is often selected to assist in facility planning in cooperation with the educational planning consultant and in-house facility staff. The school board, as the owner, enters into a contract for services with the chosen architect. The architect, in turn, negotiates contracts with a variety of consultants, including interior designers, landscape architects, mechanical, electrical, and civil engineers, and land surveyors. The facility planning process at its best involves an assessment of functional needs in light of the educational program developed during educational planning. There are several names for this process: Educators refer to the development of educational specifications, while architects refer to it as facility programming. Facility planning includes any or all of the following activities: Spatial requirements and relationships between various program elements are established. The outcome of the facility planning process is a public facility program, or educational specifications document, that outlines physical space requirements and adjacencies and special design criteria the school facility must meet. The design phase of the process, which includes schematic design, design development, and construction documents and specifications, can last from six months to one year. Each step in the design process involves more detailed and specific information about the technical aspects of the building systems, components, and assemblies. The design process requires school board decisions and

approval, with each phase offering more detailed descriptions of the scope, budget, and schedule. The products of this phase include sketches, drawings, models, and technical reports, which are shared with the school and community through public hearings, workshops, and other forms of public relations and community involvement. Community participation during the earliest stages of the design phase can be as critical for stakeholder support as it was in the educational planning process. There are several construction delivery methods available to the school district: Each state has evolved its own laws regulating the acceptable forms of construction project delivery. Competitive bidding is still the most common form of construction delivery. It allows contractors in each trade, such as general, mechanical, electrical, and plumbing, to compete for individual prime contracts and form separate contracts with the school district. In principle, it provides the most open and fair competition appropriate for a public sector project; however, project communication and coordination may ultimately affect schedule and budget. Cost and time savings are possible but often with a loss in quality of the product. Construction management is a service that often is established simultaneously with the hiring of the architect. A fourth form of construction delivery is actually a comprehensive project management delivery service, which includes construction management but also extends from pre-referendum through occupancy and even facility management, offering one-stop shopping for facility development. Large school districts that have multiple projects often contract with project management services. Project management firms offer a wide array of financial, legal, and construction services promising economies of scale. Following the competitive bidding process, the next phase of the school building process is that of bidding and negotiation. An Invitation for Bids is publicized to obtain bids from prime construction contractors. Most states require the school district to accept the lowest responsible and responsive bidder. However, the school district reserves the right to reject all bids. Once low bids are accepted, the school district, as owner, negotiates a contract with each prime contractor. The architect represents the owner in the construction phase, but the contract and legal relationship is between the school district, as owner, and each prime contractor. The construction of the school can last from twelve to eighteen months, depending on the project scope, material selections, lead times for shipment to the site, weather, unforeseen subsurface site conditions, and a variety of other factors. With the use of school buildings being tied to the school year schedule, project phasing is always an issue that needs to be addressed. Other factors that can escalate cost and slow the project are change orders to rectify unforeseen conditions or errors and omissions in the original construction documents. Once the architect is satisfied that the project is complete, a Certificate of Substantial Completion is issued and the owner can legally occupy the facility. Facility Management While the planning, design, and construction of the school facility may take two to three years, the management of it will last the entire life cycle of the facility. At the beginning of the twenty-first century, the mean age of a school building in the United States is forty-two years, with 28 percent of school buildings built before 1960. Many of the building materials, furnishings, and equipment will not last half that long and will require constant upkeep, maintenance, and inevitable replacement to defer building obsolescence. The costs of managing school facilities have historically received much less attention than facility planning. The percentage of the operating budget for the maintenance and management of school facilities has steadily decreased, creating a capital renewal crisis as a result of years of deferred maintenance at all levels of education. Best practice requires that a comprehensive facility maintenance program be established and monitored by the school district. Responsibility for facility management is divided between the district office and the school site, with the principal being the primary administrator responsible for the day-to-day operation of the school, including custodial, food, and transportation services. Custodians are typically hired by the school district but managed by the principal. Custodial staff is generally responsible for cleaning the building; monitoring the mechanical, electrical, and plumbing systems; and providing general maintenance of both building and grounds. District staff is responsible for long-term maintenance programs and the procurement of outsourced services for specialized maintenance projects. Several environmental quality issues have emerged over the past few decades, such as classroom acoustics, indoor air quality, water quality, energy conservation, and abatement of asbestos, radon, and other hazardous materials. Many of these issues require the services of facility consultants hired through the district. Other issues for the building-level administrator include safety and security,

vandalism and threats, and acts of violence and terrorism. All of these functions must be conducted within a constantly changing set of government mandates, such as energy deregulation, accessibility guidelines, codes, and other regulations and guidelines at the state and federal levels. Trends and Issues Many communities recognize that in addition to school facilities being cost effective, they should be more learner-centered, developmentally and age appropriate, safe, comfortable, accessible, flexible, diverse, and equitable. By location of new facilities in residential neighborhoods and partnering with other community-based organizations, schools are becoming true community centers. In addition, schools are taking advantage of educational resources in the community, as well as partnering with museums, zoos, libraries, and other public institutions and local businesses. Based on mounting evidence that smaller schools lead to improved social climate as well as better achievement, school leaders have begun to create smaller schools or have created schools within schools. The design of safe schools increasingly recognizes the desirability of providing natural, unobtrusive surveillance mechanisms, rather than installing checkpoints and security guards. Smaller scaled school buildings allow for both natural surveillance and territorial ownership, where students and teachers are on familiar terms, thereby decreasing the possibility that any one student is overlooked. The self-contained classroom can no longer provide the variety of learning settings necessary to successfully support project-based, real-world authentic learning. Research indicates that smaller class size is a factor contributing to improved achievement. Learning settings are being designed to support individualized, self-directed learning and small informal group learning, in addition to traditional large-group instruction. Rather than lining up classrooms along a long corridor, instructional areas are being organized around central cores of shared instructional support. A trend in the provision of professional space for teachers has emerged as well. Information technology is precipitating a variety of changes in the organizational and physical form of schools. With respect to instructional processes, technology is facilitating the movement toward project-based, self-directed learning and individualized instruction. As learning becomes increasingly virtual, web-based, and wireless, it still must physically take place somewhere. As information technology is becoming ubiquitous, more schools are decentralizing technology throughout the school building and across the community. The trend toward smart buildings, or buildings that are designed and constructed to integrate the technologies of instruction, telecommunications, and building systems, will have increased responsiveness to occupant needs as well as the educational process. Finally, because of the recognition that spending too much time in buildings can be detrimental not only to health but also to learning, school buildings will begin to connect more to the natural environment visually, aurally, and kinesthetically by including transitional indoor and outdoor learning spaces. The construction and operation of a school building involves a substantial expenditure of public funds. The investment for construction, however, represents only a fraction of the cost of operating a school over the life of the building. When life-cycle costs of operating a school are considered including staff salaries and overhead costs, in addition to maintenance and operation of the facility, the initial cost of the school facility may be less than 10 to 15 percent of the life-cycle costs over a thirty-year period. Properly designing and constructing school buildings for the realities of management can often provide cost savings over time that could in turn provide additional funds for education. Operational costs for power and fuel, water and sewer, garbage disposal, leases and insurance, building maintenance, and custodial staff are important items in the annual budget, competing yearly for funds identified for educational delivery. Building life-cycle cost analysis is admittedly difficult for taxpayers and school boards to comprehend when available building funds are tight, but the rewards in effective facility management are potentially great.

3: Upcoming Events -- School Planning & Management

A paper written by Udosen Namse Peter ABSTRACT This paper examines school plant and its importance to teaching and learning in the school system. It begins with a brief overview of school plant and relates it to educational planning.

Nirav S Meaning of School Management: Management simply means the practical measures which we take to ensure that the system of work which we use will be of the greatest possible assistance in carrying out our aims, and of the greatest possible benefit to our children. Management may be composed primarily of persons, of materials, of ideas, of concepts, symbols, forms, rules, principles or more often, or a combination of these. Management may be regarded as the agency by which we achieve the desired objective. Management deals with making systematic arrangements so that the purpose of the entire programme can be achieved. Management means an organised body or system or structure or arrangement or framework which is undertaken for ensuring unity of effort, efficiency, goodwill and proper use of resources. Aspects of Management Management of a school has four aspects: Management of Material Equipment This includes material things, i. Management of School Plant This includes school building, laboratories, playground etc. Management of Human Equipment This implies mobilisation of all people who are involved and interested in the educational activities of the school, i. Management of Ideas and Principles This means organisation of ideas and principles into school system, curriculum, time schedule, norms of achievement, co-curricular activities. Objectives of School Management School management is the embodiment of a spirit and of an ideal. School management should enable different limbs of the school organism "to function harmoniously in happy coordination blending themselves into a composite personality like the different rivulets which join together. Consolidation of spiritual strength of the society. Maintaining the historic continuity of the society. Securing the past achievements of the society. Guaranteeing the future of the society. To train his faculties. To widen his outlook. To cultivate his mind. To form and strength his character. To develop and cultivate his aesthetic faculty. To build up his body and give him health and strength. To teach his duty to himself, the community and the state.

4: Writing a Management Plan | Research at Brown | Brown University

School Mapping - is a dynamic process of planning the distribution, size and spacing of schools and physical facilities requirements for optimum utilization and benefit. It is a process of identifying current inadequacies in distribution and of providing appropriate types and patterns of school plant.

It begins with a brief overview of school plant and relates it to educational planning. It then examines school plant as a concept and explains the teaching learning process. Five 5 importance of school plant are then explained. The paper ends with a conclusion highlighting the main points of the paper. School plant which includes all educational facilities has been repeatedly found to have a positive relationship with quality of education. These educational facilities include the site, the buildings, physical equipment, recreational spaces and textbooks used for the achievement of educational objectives Oluchuckwu Odupurokan states that a well planned school plant will gear up expected outcomes of education, that will facilitate good social, political and economic emancipation; effective teaching and learning and academic performance of students. Therefore it can be said that the school plant is an essential aspect of educational planning because unless schools are well suited, buildings adequately constructed and equipment adequately provided much teaching and learning may not take place. The school plant includes all permanent and semi “ permanent structures in the school. These include change in behaviour, attitude and performance in achievement tests. The teaching “ learning process is usually guided by a curriculum. The impact of the physical environment, in which teaching “ learning takes place, is very important. The reasons for this are not far-fetched and include: School plant improves attendance and reduces dropout rate. School plant increase teaches retention rate. It boosts teaching effectiveness. Lyons, in McGowern It has been a long held assumption that curriculum and teaching only have an impact on learning. A study by Chan and van Berkan found that 2nd grade students in standard school buildings scored higher as measured by the comprehensive test of basic skill than did their counterparts attending class in sub-standard facilities. In Nigeria, analysis of the WAEC and NECO exams results show that students in well equipped schools mainly private and urban do better than those in poorly equipped schools mainly public and rural. It can be concluded that technologies and adequate school plant better equip students for success in achievement tests. Bracey note that an abundance of research corroborates the belief that smaller school plant will improve attendance rates. Smaller school plants have been found to foster instructional innovation, which in turn engages students and provides motivation for class attendance. The idea behind building larger schools was to lower per student cost; however, the benefits of larger school are not realized by many schools. Another cause of poor attendance is that the convenience and environmental conditions in many public schools in Nigeria are a deplorable state or non-existent. I have encountered many female students who stay away from school because of the state of the conveniences. The Asthmatic society of Nigeria reports that respiratory problems such as Asthma are the leading cause of pupils below 8 years absenteeism in Nigeria. They claim that poor classrooms and surrounding condition cause dust and other irritants to infect pupils. The aesthetics of the school including facilities such as Air conditioners, Internet, and beautiful Surroundings motivate students to attend school regularly and therefore learn more. These elements produce comfort and Irritation, either of which can affect behavior of school students. The attitude of students is often driven by how they perceive the surroundings, including their physical environment. Annoyed students often become disciplinary problems for example: Earthman and Lemaster found that the thermal environment of classrooms can be very important to the well being of children. Interior factors such as lighting and aesthetic features can affect student behavior and influence disciplinary referral rates. Evidence exists that florescent lighting may increase stress level and hyperactivity more so than full spectrum or incandescent lighting McGuffey, Lackney found that students in classrooms without adequate ventilation had more negative attitudes than children exposed to natural light. McGowen states that certain researchers have suggested that educators can manipulate atmosphere from constricting to engaging by changing colour schemes in instructional areas. According to Keller , it is difficult to separate teaching effectiveness from school environment. Physical surroundings school plant impact job satisfaction and hence job performance

“ teaching. Stockyard and Maybery , Contend that the physical environment has been shown to play a significant in teaching effectiveness. Teachers agree that the facilities in which they teach can deter the quality of their teaching, if the physical environment is substandard. A teacher that teaches in a classroom with a projector and interactive board will definitely be more effective than a teacher using black board Chalk and Talk. When teachers are retained, it boosts the learning attitudes and behavior of students. Students learn better from teachers whom they have already developed a bond or familiarity. One of the reasons commonly attributed to teachers leaving the profession are poor work environment. If in school plants are not available and well planned, teachers will be lost to other sectors. The school plant is the pillar and support of all teaching and learning activities. The site, size, arrangement and other aspects of the classroom, support facilities such as labs, toilets and other equipment can either be welcoming or repulsive to teachers and students alike. This simple fact has been noted to profoundly influence the acts of teaching and learning. Issues in school management Lagos: Small school, Great strides Phi Dekta Kappan. T and Van Berken Shaping School culture the heart of leadership. Review of research on the relationship between school buildings, student achievement and students behavior. Question of teacher turnover sparks research interest. Education weekly, 27 33 retrieved on 26th July from www. School building and students academic learning outcomes New York: Facilities in Improving Educational Standards. Challenges of Educational Planning in the 21st century Port-Harcourt: Doctoral Dissertation “” retrieved from www.

5: Importance of school plant to the Teaching-learning process | Namse's Blog

Division of School Plant Operations. The mission of the Division of School Plant Operations (SPO) is to provide building services with qualified people to ensure a clean, safe, comfortable, and attractive facility environment that is conducive to health and learning, by using efficient, effective techniques and materials.

6: Kentucky School Plant Management Association - Home

The SAGE Encyclopedia of Educational Leadership and Administration presents the most recent theories, research, terms, concepts, ideas, and histories on educ.

7: What are the Main Aspects and Objectives of School Management?

School plant planning which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning and accessories planning are essential In teaching-learning process.

8: School Plant Operations - Montgomery County Public Schools, MD

School plant planning such as school site planning instructional space planning, administrative space planning circulation space planning and space of convenience planning are essential in teaching and learning process.

9: School Planning & Management -- School Planning & Management

Objectives of School Management School management is the embodiment of a spirit and of an ideal. School management should enable different limbs of the school organism "to function harmoniously in happy coordination blending themselves into a composite personality like the different rivulets which join together."

John hopkins antibiotic guide 2017 Electric woodwork Ethical issues in conducting research The Bunky Family from Mars Overcoming Husserl : the metaphysics of phenomenology Evaluation of gait Narrative CBT for psychosis The parish register American government and politics today essentials 2015 2016 edition Historical dictionary of Chinese theater Portrait of aphasia. Voyage of the Vagabond Anna Bordens career Endangered cities V. 3. Effects of age, disorder, and rehabilitation. Trends in Maritime Violence The case of the nervous newsboy History of integrated science in nigeria Elf on the shelf story in spanish Excerpts from Born After Midnight Great Power Conflict After 1945 (Key History for GCSE) Private kate brian bud History of the modern world jain and mathur Smith-Heberton Residence, 1917-1918 Monitor engaged time Reality television Principles of Environmental Engineering and Science (The McGraw-Hill Series in Civil and Environmental En Vb.net language tutorial Draft river management plan Jazz (American Popular Music) Treatment of contaminated soil Strategic Management in the Marketplace Head to Toe Science The Nursery World of Dr. Blatz Fourth supplement to the catalogue of books, belonging to the Library Company of Philadelphia. A Computational Phonology of Russian Europe and North America Reading Mastery V Workbook The Autobiography of Mark Rutherford and Mark Rutherfords Deliverance The ideal mining safety and health research program