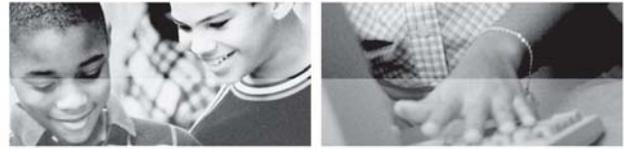


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FACILITIES MANAGEMENT AND MAINTENANCE

Key Strategies From NewSchools' Portfolio Ventures

June 2008

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METHODOLOGY

This tool was prepared by NewSchools Venture Fund to document “promising practices” used by our portfolio ventures in a format that could be shared with others in the portfolio. To complete this tool, NewSchools conducted background research on Aspire Public Schools, Lighthouse Academies, and Mastery Charter Schools, and interviewed management teams at each of these organizations with the help of consultant Jim Ford. As a result, NewSchools compiled a variety of practices and approaches that nonprofit charter school management organizations (CMOs) have put in place to manage and maintain their school facilities.

About the Organizations

Aspire Public Schools (Aspire) is a nonprofit charter management organization (CMO) that establishes and operates public charter schools in California focused on providing low-income urban youth with a high-quality education that will prepare them for college. Founded in 1998 to “enrich students’ lives and to reshape the public school system,” Aspire opened its first two charter schools in 1999 in California’s Central Valley and currently operates 21 schools in six counties throughout California that together serve nearly 6,000 students in grades K-12. At scale, Aspire will operate over 60 schools serving more than 20,000 students.

The mission of Lighthouse Academies, Inc. (Lighthouse) is to “prepare students for college through a rigorous arts-infused program.” Founded in 2003, Lighthouse is a CMO that currently operates ten campuses in several states and cities, including Chicago, Cleveland, Indianapolis, Gary (Indiana), New York City, and Washington D.C. Together, these schools enroll more than 3,700 students in elementary grades; over time, Lighthouse will grow these schools into college preparatory schools serving grades pre-K-12.

The first high school run by Mastery Charter Schools (Mastery) was founded in 2001 with the mission to “prepare all students for success in higher education and the global economy.” A nonprofit charter management organization (CMO), Mastery seeks to create a network of exceptional schools in Philadelphia. Mastery currently operates four high-performing schools in Philadelphia. When it reaches scale, Mastery will operate seven schools serving nearly 4,000 students in grades 7-12.

About NewSchools Venture Fund

NewSchools Venture Fund is a national nonprofit venture philanthropy firm that seeks to transform public education – particularly for underserved students – by supporting education entrepreneurs and connecting their work to systems change. In order to maximize the impact of its ventures, NewSchools also connects the work of these entrepreneurs with one another and with the broader field through events and publications. By leveraging this collective knowledge, NewSchools’ ultimate goal is to empower these entrepreneurs to transform public education so that *all* children have the opportunity to attend a high-quality public school.

DISCUSSION QUESTIONS

As you think about how the practices described here apply to your own organization, please consider these questions:

1. How does your growth strategy affect your organization's approach to facilities management and maintenance?
2. How does ongoing facilities management and maintenance affect your organization's facilities acquisition strategy?
3. What key facilities-related hires must a charter management organization (CMO) make? When should these take place?
4. What are the benefits and trade-offs that should be considered in determining whether the school site or home office "owns" responsibility for building management and maintenance?
5. How are facilities-focused staff members at the school site and in the home office trained and supported?
6. What role can technology play in the maintenance of your facilities?
7. How should ongoing facilities management and maintenance be integrated into your organizational planning?

INTRODUCTION

Charter school management organizations (CMOs) face significant challenges in effectively managing the growing number of facilities in which their schools operate. Increasingly, these nonprofit CMOs – especially those whose objectives include facilities ownership – address the day-to-day needs of maintaining and managing those facilities as part of a broader, organization-wide asset management strategy. Asset management is generally defined as the process of managing and guiding the acquisition, use, and disposal of real estate assets in order to maximize service delivery while also managing risks and costs over the lifespan of that asset. Facilities management and maintenance are integral to effective asset management: sound facilities management practices help a CMO preserve its facilities assets, ensure compliance with leases, and enhance the organization’s ability to secure the capital and financing terms it will need to acquire future sites.

While this tool touches on the acquisition of facilities, it focuses mostly on facilities management and maintenance, which is a critical aspect of CMO growth planning and rarely receives enough emphasis and/or dedicated capacity. This tool will serve as a resource to CMOs that are looking to design, update, and improve their facilities management and maintenance strategies. The chart below summarizes the components of this complex work, which requires the coordination of many different activities and personnel.

Elements of Facilities Maintenance & Management		
	Description	Activities
Lease agreements	<ul style="list-style-type: none"> ▶ Understanding and staying in compliance with lease agreements 	<ul style="list-style-type: none"> ▶ Effective negotiation of terms ▶ Understanding responsibilities of tenants and landlords
Janitorial	<ul style="list-style-type: none"> ▶ Maintaining clean facilities ▶ Immediate (e.g., spills) & regular 	<ul style="list-style-type: none"> ▶ Selecting a janitorial vendor ▶ Regular vendor relationship mgmt
Safety and security	<ul style="list-style-type: none"> ▶ Maintaining the safety and security of your students & staff 	<ul style="list-style-type: none"> ▶ Preparing comprehensive safety plans ▶ Assessing building security needs
Regular repairs	<ul style="list-style-type: none"> ▶ Managing minor repairs ▶ Preparing for major unexpected projects (e.g. repair HVAC systems) 	<ul style="list-style-type: none"> ▶ Developing and maintaining an effective work order system
Preventive Maintenance	<ul style="list-style-type: none"> ▶ Scheduling regular maintenance 	<ul style="list-style-type: none"> ▶ Properly assessing P.M. needs ▶ Implementation of plan
Cost saving approaches	<ul style="list-style-type: none"> ▶ Implementing energy/cost-efficient systems 	<ul style="list-style-type: none"> ▶ Assessing and evaluating opportunities ▶ Installing systems (e.g., lighting)
Compliance	<ul style="list-style-type: none"> ▶ Compliance with gov’t requirements ▶ ADA, AHERA, etc. 	<ul style="list-style-type: none"> ▶ Detailed understanding of standards of multiple agencies for your geography (ies)
Insurance	<ul style="list-style-type: none"> ▶ Risk management 	<ul style="list-style-type: none"> ▶ Managing differing requirements for multiple school sites

This tool profiles the facilities management and maintenance practices at three CMOs: Aspire Public Schools (Aspire), Lighthouse Academies (Lighthouse), and Mastery Charter Schools (Mastery). Each of these CMOs is at a different stage of organizational evolution and therefore takes a distinct approach to overall asset management.

The following graphics summarize how the key elements of facilities management and maintenance are carried out at each of the three CMOs profiled here. (See Appendix I for more details on how these functions are performed at each CMO.)

Facilities Management and Maintenance Strategies of the CMOs in this Tool

Aspire Public Schools

Overview		Founded in: 1998	
Number of schools: 21		Number of students: 6,000	
Geography: LA, SF Bay, Central Valley		Grade levels: K-12	
Facilities Management and Maintenance: Staffing			
Description:		Building Owner: Principal	
Principal of each school is responsible for managing and maintaining her or his building.		Home office roles: Director of Real Estate, Director of Property Management	
		School site role: Facilities Manager who reports to Principal	
Facilities Management and Maintenance: Planning and Execution			
Lease agreements	<ul style="list-style-type: none"> ▶ H.O. negotiates ▶ Principals consulted 	Preventive maintenance	<ul style="list-style-type: none"> ▶ Moving toward School Dude to manage ▶ Minor tasks by Facility Mgr
Janitorial	<ul style="list-style-type: none"> ▶ Outsourced locally ▶ CMO-wide bulk supply purchasing 	Cost saving approaches	<ul style="list-style-type: none"> ▶ PG&E energy audit ▶ Implement rec's (e.g. lighting system)
Safety and security	<ul style="list-style-type: none"> ▶ Collaborative safety plans developed ▶ Evening guards 	Insurance	<ul style="list-style-type: none"> ▶ Through CCSA ▶ Coverages vary based on facility type
Regular repairs	<ul style="list-style-type: none"> ▶ Work order process (SchoolDude) ▶ Most contracted out 	Compliance	<ul style="list-style-type: none"> ▶ Uses SchoolDude for ADA and Certs of Occupancy

Lighthouse Academies

Overview	Founded in: 1998
Number of schools: 10	Number of students: 3,700
Geographies: Multi-state; 3 regions	Grade levels: PK-7

Facilities Management and Maintenance: Staffing

Description: Lighthouse goal is to move to a wholly-outsourced affiliate organization: Lighthouse Facility Management, LLC	Building Owner: LFM in 2008 Home office roles: Director of Facilities (future shift to LFM) School site role: Regional Directors
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Facilities Management and Maintenance: Planning and Execution

Lease agreements	▶ H.O. negotiated with clear facilities management roles	Preventive maintenance	▶ Reg. Dir. decided on a school-by-school basis
Janitorial	▶ Some landlord provided ▶ Others outsourced	Cost saving approaches	▶ Move to up front investment in upcoming facilities
Safety and security	▶ Collaborative safety plans developed ▶ Security school decided	Insurance	▶ Vary based on lease agreements ▶ Regularly shops around
Regular repairs	▶ Reg. Dir. decide school-by-school	Compliance	▶ Six month regular compliance inspections (AHERA)

Mastery Public Schools

Overview	Founded in: 2001
Number of schools: 4	Number of students: 1,400
Geography: Philadelphia	Grade levels: 7-12

Facilities Management and Maintenance: Staffing

Description: Like Aspire, believes in school site authority; however, home office has a larger role. Ops manager also indirectly reports to home office.	Building Owner: Shared Home office roles: Chief Operations & Finance Officer School site role: Operations Manager who reports to Principal
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Facilities Management and Maintenance: Planning and Execution

Lease agreements	▶ H.O. standard lease with the district	Preventive maintenance	▶ Contracted out by home office
Janitorial	▶ Contracted out ▶ Evaluation tool used	Cost saving approaches	▶ Implementation of efficient systems
Safety and security	▶ Collaborative safety plans developed ▶ Deans for security	Insurance	▶ Group coverage provided by HO and allocated to schools
Regular repairs	▶ Contracted out ▶ Minimal due to recent renovations	Compliance	▶ Brought to compliance during recent renovations

KEY ACTIVITIES

While the CMOs profiled in this tool have distinct approaches to facilities management and maintenance, they share several common lessons learned and effective practices. These are described in detail below.

1. Accessing facilities

For growing CMOs – which often have limited time, money, and expertise – the first priority in facilities efforts is often to acquire facilities and get each new site ready for occupancy in time for the first day of school. These efforts may include negotiating leases, obtaining financing (in the case of real estate purchases or major renovations), and making capital improvements or overseeing new construction.

Each of the three CMOs profiled in this tool has accessed facilities in different ways. Most of Aspire’s schools are housed in leased facilities, with a small number in Aspire-owned or rent-free facilities provided under California’s Proposition 39 legislation. Only a few of the leased facilities involve regular commercial leases, including one facility leased from Pacific Charter School Development, a nonprofit real estate trust that finds and develops facilities for high-performing charter schools in the Los Angeles area. For the most part, Aspire rents its school facilities from Catholic Church dioceses and archdioceses. Similarly, Lighthouse accesses facilities in a variety of ways for its ten campuses: 1) by leasing space at minimal cost from an authorizing school district, as is the case for the two schools Lighthouse currently operates in the Bronx and in Chicago; 2) by entering into traditional commercial leases, which is the case for most of the schools Lighthouse operates; and 3) by purchasing a building.

Meanwhile, Mastery has entered into a unique partnership with the Philadelphia School Reform Commission and the School District of Philadelphia (SDP) by which low-performing middle schools are closed by the district, modernized by Mastery on behalf of the SDP, re-opened as small high schools managed by Mastery, and leased from the district at a negligible fee of \$1 per year (see Exhibit 1 for more information about this partnership). The benefits of this partnership for both sides are numerous. SDP retains ownership of the facilities and enables the opening of new, small high schools in modernized facilities, thus relieving some of the pressure on its overcrowded, run-down, and often dangerous large high schools. At the same time, the district is upgrading its inventory of school buildings with little or no upfront investment – and getting the renovations done faster and more cheaply than if SDP or the city of Philadelphia were managing the process. Mastery, in turn, is able to implement its growth plan and pursue its school reform goals by opening small high schools to serve the neediest of students in Philadelphia. And since Mastery leases each facility back from SDP at a low cost, the CMO can devote more of its revenues toward its educational mission, eliminating a factor that handicaps many charter schools: the diversion of significant financial resources from the education program to support facilities costs. Mastery was able to broker this deal with the district not only because of the enticing benefits for the district but also because the CMO was already operating one school in Philadelphia and had a track record of success there.

While CMOs should certainly be on the lookout for favorable partnerships and real estate purchase opportunities, in most cases emerging CMOs are likely to enter into lease agreements. As the CMOs profiled here will demonstrate, these leases can range from traditional commercial leases to nontraditional leases with various entities such as the Catholic Church, the local district, or a nonprofit facilities intermediary like Pacific Charter School Development or Civic Builders.¹

Given the range of lease options and the array of potential lease terms, a CMO that opens and operates schools in leased space should have expertise on staff (or at least on retainer) to help correctly interpret and negotiate lease terms that state fully and clearly the CMO’s facilities management and maintenance responsibilities under the lease. As a tenant, the CMO should understand exactly which responsibilities fall to the CMO and which fall to the landlord, so that the CMO can hire or contract out custodial and maintenance

¹ For more on nonprofit real estate intermediaries, see “Nonprofit Real Estate Trusts: Viable Solutions to the Charter School Facilities Challenge” at <http://www.newschools.org/about/publications/nonprofit-real-estate-trusts>

services accordingly. In addition, a CMO tenant should determine, negotiate, and plan for necessary improvements *before* executing a lease, particularly in cases where classroom reconfigurations or systems upgrades are or will become necessary. Depending on the length and terms of the lease, such improvements may be incorporated into the lease or financed and managed directly by the tenant CMO.

“For CMOs operating in leased space,” says Lighthouse Academies CEO Mike Ronan, “sound facilities management and maintenance practices begin with negotiating leases that clearly specify responsibilities owned by the landlord and [those owned] by the tenant.” (See the appendix for sample lease agreements.) Mastering the art of negotiating both favorable lease costs and clearly defined tenant responsibilities is critical for an emerging CMO early in its growth.

EXHIBIT 1

Establishing a unique asset management strategy

Mastery’s partnership with the School District of Philadelphia

Mastery’s approach to facilities development and management, which takes place primarily through its partnership with the School District of Philadelphia (SDP), is unique among CMOs. Here’s how it works:

- The SDP closes a large, low-performing, and often overcrowded middle school.
- The school site is designated as one that will house a new small high school.
- Mastery agrees to modernize the facility through its affiliated 501(c)3 nonprofit organization (see below for a summary of this process). Sources of financing for this work have included capital allocations from the SDP, tax-exempt bond financing, and conventional financing with entities such as The Reinvestment Fund and Wachovia Bank.
- The SDP agrees to reimburse development costs and award Mastery a charter to operate the new high school in the renovated building under a lease term of \$1 per year.

Mastery Facility Renovation Process

Develop a project scope, design and cost estimates



Submit a sources and uses summary to SDP



Negotiate total project cost and schedule, and Asset Purchase Agreement with SDP



Hire and contract with architects, engineers and construction managers



Negotiate or arrange for project financing

The Asset Purchase Agreement (APS) is key to the continued success and evolution of this model. The APS that Mastery enters into with SDP serves as a virtual guarantee from the district. An APS ensures that if the work is finished on schedule, meets project scope requirements, and is completed on or under budget, SDP agrees to purchase back the total cost of improvements. In effect, the APS serves as a reimbursement mechanism for the project costs. To date, SDP has a demonstrated track record for honoring the APS by reimbursing Mastery in a timely manner, allowing Mastery to access low-cost capital from a variety of lending institutions and other sources.

2. Hiring and training staff

Due to the wide variations in the amount and types of facilities managed by each CMO, not to mention each organization's distinct approach to school management and culture, the three CMOs profiled here all staff their facilities management and maintenance in different ways. For example, Aspire is committed to local school management autonomy, which therefore includes giving each school's principal responsibility for managing and maintaining his or her own building. Each school has a facilities manager who reports directly to the principal. The facilities manager is responsible for ensuring that buildings and floors are kept clean during the school day and for performing both routine and preventive maintenance under the supervision of the principal. In the home office, Aspire has a Director of Real Estate and a Director of Property Management, both of whom report to the Chief Financial Officer.

At Lighthouse, facilities management responsibilities are divided among five members of the senior leadership team: the CEO, Senior Vice President, Vice President for Midwest Operations, Northeast Regional Operations Director, and Northwest Regional Operations Director. All leases executed to date by Lighthouse have been negotiated by the CEO together with the Senior Vice President, who is also an experienced attorney. While Lighthouse contracts out all facilities management and maintenance responsibilities required under its leases, the three regional directors oversee the provision of other facilities services, such as routine maintenance, in collaboration with the school principals in their regions.

Finally, at Mastery, facilities development projects are planned, managed, financed, and executed by an affiliated 501(c)3 nonprofit organization. These operations are directed by the Mastery's Chief Operating and Finance Officer. Once buildings have been modernized and are up and running, responsibility for direct management and maintenance of facilities is turned over to the school. Each school employs an operations manager that reports to both the school principal and to Mastery's Chief Operations and Financial Officer. It should be noted that as a relatively small CMO that is still growing, Mastery is continuing to develop infrastructure and back-office capacity, and the Chief Operations and Financial Officer and the school-based operations managers have broad responsibilities in addition to facilities management and maintenance.

These CMOs identified a set of common qualities for facilities staff. At the home office of a growing CMO, a facilities hire is likely to focus on all aspects of facilities operations, including real estate acquisition and development as well as management of the school building(s). This person should be a generalist rather than a specialist and should be able to understand how facilities factor into the organization's overall strategy. In many ways, this job is equivalent to conducting an orchestra: in any given week, interaction occurs with city planners, zoning departments, politicians, lawyers, contractors, facilities management and maintenance contractors, service providers, and local school personnel. As a result, while an ideal candidate for the top facilities position in an emerging CMO would have prior experience with commercial real estate, residential housing or community facilities – so that he or she would be comfortable with and accustomed to taking the types of calculated risks that facilities acquisitions require – the most critical attributes tend to be patience, flexibility, and a commitment to providing support and guidance to principals and operations staff at the school site(s).

For example, in Aspire's home office, the Director of Property Management is a key resource for all school principals. He is in regular touch with all site-based facilities managers, helping to train them and direct their activities. He visits each school once or twice a month, on average. In addition to supporting the start-up of new campuses, which includes overseeing major capital improvement projects, the Director of Property Management plays a critical role at existing Aspire schools by working closely with principals and facilities managers at those sites to help them more efficiently manage their physical plant. This includes developing and implementing procedures for building cleaning, evaluating service contracts for cleaning supplies and maintenance service, and implementing preventive maintenance practices that can reduce replacement and major repairs costs. In addition, the Director of Property Management oversees safety and fire and security procedures. Finally, he assists principals in selecting their facilities managers.

At the school site, a facilities operations staff member should have many of the same characteristics as his or her counterpart in the home office: trustworthy, patient, adaptable, and willing to manage many responsibilities at once (especially because facilities management is likely one of many responsibilities included as part of this broader operations role). See the appendix for sample job descriptions and evaluation rubrics for these home office and school-level positions.

Once the right people are hired at both the home office and school site, they should be well-trained, so that they are set up to carry out their roles successfully. Aspire approached this task by training its Director of Property Management, who in turn trained school-site facilities operations staff. For suggested resources for training facilities operations personnel, see Exhibit 2 below.

EXHIBIT 2

Developing facilities operations expertise and training personnel

Facilities management and maintenance resources

- ***Educational Facilities: Planning, Modernization, and Management***

This book, by Basil Castaldi, is a comprehensive resource that lays out in precise detail “every possible component of schools facilities management,” according to CEO Mike Ronan of Lighthouse, whose organization has used this resource extensively in developing its own facilities management program. The lengthy publication describes the features of a sound facilities management program. It also contains guidance on negotiating leases and examples of leases, terms, options, and language. In addition, the book provides sample schedules for cleaning, systems inspections, and servicing, and offers guidance on bulk purchasing and procurement, developing vendor lists, and processes for selecting vendors.

- **The Council of Education Facilities Planners International (CEFPI)**

CMOs should consider joining CEFPI, a professional association that is a widely recognized resource for planning educational facilities. CEFPI provides its members with training and professional development on best practices in creative school planning and facilities management, and offers tools such as a Public School Facilities Manager Checklist. CEFPI also publishes the Educational Facility Planner (EFP) Journal, a quarterly, practitioner-based journal that contains articles on topics such as school facility planning, design, construction, and maintenance.

3. Developing and executing a facilities management and maintenance plan

A CMO should develop a coordinated, organization-wide approach to facilities management and maintenance. If a CMO knows how much and how quickly it wants to grow, it can align its plans to create facilities management capacity and systems with its annual and multi-year targets for new school sites. This allows the CMO to plan, in advance, when to bring on additional home office capacity or when it will make sense to implement other system-wide solutions.

As the largest CMO profiled in this tool, Aspire provides the best example of this kind of planning and execution. Between 2001 and 2005, the organization rapidly opened new schools, growing its portfolio of campuses from three to ten. However, its approach to and capacity for facilities management and maintenance did not change substantially during this time. Eventually, the organization encountered maintenance needs that could have been avoided with preventive maintenance. They also failed to carry out some tenant responsibilities mandated by leases and implemented inconsistent strategies across campuses. Further, individual school principals were responsible for managing their buildings but often had little knowledge of or experience with real estate, with managing leases, or with meeting lease requirements. In some instances, the amount of time principals were devoting to facilities management needs was distracting them from their primary educational responsibilities.

Recognizing this issue, Aspire decided to implement SchoolDude, a Web-based facilities management technology system used by many school districts and private school networks throughout the country. Aspire believes that SchoolDude is an effective and cost-efficient tool for helping the organization to systematize its facilities management across its growing network of schools, which will ultimately total more than 60 schools. Aspire officials estimate that when SchoolDude is fully implemented across the Aspire network, the shift from deferred maintenance to systematic preventive maintenance will result in cost savings in the hundreds of thousands of dollars annually. (See Exhibit 3 and the appendix for more information about SchoolDude.)

Any well-conceived CMO facilities management solution must have buy-in at the school level, and the CMO must provide the resources and training necessary to support the implementation of the system at the school sites. Aspire highlights the importance of involving the individuals who will have to implement a facilities management system in crafting the solution, both so that they will be more likely to be supportive of the new system and also to incorporate into the new system the lessons they have learned about facilities management and maintenance from their experiences on the ground. In addition, the home office must have sufficient capacity for managing the implementation of a sophisticated facilities management system, especially if it is technology-reliant. For example, Aspire's home office provided SchoolDude training to school office managers, who then coordinate with facilities managers – some of whom have language barriers that make it difficult to access the platform directly – to use the system effectively. In addition, Aspire's Director of Property Management works regularly with school-site leadership and staff to ensure that the system is running smoothly.

EXHIBIT 3

Adjusting practices to manage a growing system

Aspire's use of SchoolDude, a Web-based facilities management system

SchoolDude is a Web-based system that can manage regular custodial and janitorial services, as well as both routine and preventive maintenance. In addition, it can manage scheduling and contracting for specialized repairs and maintenance. SchoolDude allows Aspire's home office staff and its school principals to schedule regular facilities maintenance and repairs, monitor the performance of on-site facilities managers, track the status of work orders, and otherwise keep tabs on building conditions throughout the Aspire network. The system is designed to be user-friendly, and as a Web-based platform, the program can be accessed from anywhere. School Dude offers twelve components, about half of which are currently being used by Aspire:

Component	Implementation Status
Work order management	In use
Preventative maintenance	In use
Help desk management	In use
Capital planning	In use
Facilities Scheduling	In use
Wireless Work Orders	In use
Wireless IT incidents	*
IT asset management	Not in use
Trip management	Not in use
Peer networking	Not in use
Inventory control	Not yet in use
Utility management	Not yet in use

** The Aspire Home Office IT Department, which has four-full time employees, features an Intranet Help Desk to which all IT-related issues go and from which they are addressed. Wireless IT incidents are covered by this department.*

Once this Web-based system is fully integrated across the CMO's network of schools, Aspire expects to realize significant savings by shifting from deferred maintenance to systematic preventive maintenance, thereby sharply reducing the need for major replacements and repairs.

4. Evaluating practices regularly

In addition to developing a system-wide plan for facilities management and maintenance and fully implementing it, a CMO should regularly assess its facilities operations staff, tools, and practices. This will allow the organization to gauge what is working well and to identify areas for improvement. For example, Mastery conducts regularly scheduled operations walk-throughs that include an evaluation of facilities management and maintenance. There are two sets of inspections. First, the school site operations manager does a weekly walk-through and inspection of his or her facility. Using a School Operations Walk-Through checklist developed by the home office (see Appendix II), the operations manager assigns numerical rankings to nine broad operations categories and numerous sub-categories, and provides written comments on each. In addition, Mastery's Chief Operations and Financial Officer does a monthly walk-through and grades each site. Then, he and each school-based operations manager meet to review and compare their findings, paying particular attention to broad categories or specific items where their evaluations differ substantially. This walk-through process effectively ensures that problems are addressed in a regular and timely fashion and has been useful across Mastery's campuses.

EMERGING INNOVATIVE PRACTICES

1. Outsourcing operations

Lighthouse has designed a unique approach to developing a system-wide facilities solution. In its first several years, Lighthouse's approach to facilities management and maintenance was to place a premium on negotiating the most favorable lease terms possible and then to contract out nearly all of the necessary management and maintenance services. However, as it continued to expand, these tasks grew and intensified – from acquisition to management and maintenance – and Lighthouse recognized the need for a more comprehensive, system-wide facilities management strategy. It recently created Lighthouse Facilities Management (LFM), a subsidiary nonprofit organization that will eventually manage this work. While still in early stages, Lighthouse anticipates that LFM will: 1) secure permanent facilities; 2) preserve the life and value of facilities by keeping systems in good working order; and 3) develop and implement core facility maintenance systems – such as heating, ventilation, and air conditioning (HVAC), life safety, cleaning, waste removal, communications, and technology – in order to avoid or reduce the cost of capital improvements arising from deferred maintenance, which can drain vital financial resources away from the organization's educational mission.

LFM was designed as a subsidiary organization rather than simply as an in-house division of Lighthouse because eventually, LFM plans to serve as a fee-for-service facilities management provider for other CMOs and individual charter schools with which LHA forms direct partnerships or other relationships (through funders or investors) in common geographic locations. See the appendix for more information about LFM.

2. Energy conservation

In recent years, considerations about protecting the environment prompted Aspire to begin focusing on utilities costs and to investigate potential savings through energy-efficient measures. Two years ago, Aspire asked Pacific Gas & Electric (PG&E) to conduct energy audits of selected school sites, which were generally the older buildings in Aspire's inventory. Once it realized the scale at which Aspire was operating and growing in California, PG&E agreed to do an energy audit of all Aspire schools, and proposed ways to cut costs.

One recommendation was to replace lights in all older school buildings with energy-efficient fluorescent lighting fixtures. Aspire estimates this change alone has cut energy costs by 8-10% annually across its schools. Aspire's experience underscores how scale impacts this work: the substantial one-time cost of replacing light bulbs would not have been affordable just a few years ago when Aspire much smaller, nor could it have garnered PG&E's attention. Aspire now realizes it can leverage its scale with external service providers (including facilities financing institutions) in other ways.

AREAS FOR DEVELOPMENT

This research has revealed three major areas for development for CMO facilities operations. These needs become increasingly acute as CMOs grow larger and weave together more complex systems of schools and facilities. As they grow, CMOs need to move away from a reactive approach to facilities – in which buildings are acquired just in time for school openings and maintenance is delayed until a problem appears – and toward a proactive approach in which they follow a carefully planned and coordinated asset management strategy.

1. Align facilities plans with organization’s strategic objectives and plans for growth

Ideally, a CMO should design facilities plans that are aligned with its growth plans and strategic objectives, so that facilities management can keep up with the organization’s overall development. However, CMOs at all stages have found it difficult to allocate sufficient capacity toward managing existing facilities and planning for new buildings. This challenge arises because other priorities at these scaling organizations with limited resources tend to take precedence. All three CMOs profiled in this tool indicated that they do not have sufficient home office staff in place to manage and maintain their existing inventory of school facilities, let alone to accommodate planning for the next wave of growth. Going forward, it will be important for CMOs to figure out how to address this lack of capacity.

2. Build restricted reserves

Another critical component of an effective asset management strategy is planning for and building restricted financial reserves. Such reserves allow a CMO to respond to facilities-related operating contingencies – such as the immediate need to replace a roof – and ensure that the necessary equity is in place to purchase real estate, particularly when a unique opportunity emerges suddenly. In general, it is challenging for both new and growing CMOs to set aside funds for this purpose to direct as much of their limited funds to their programs as possible. One way to create adequate reserves is to budget on a cash-flow basis and set aside amounts equal to facilities depreciation expenses (which are a non-cash item for accounting purposes) on an annual basis until a specified cash reserve target has been reached.

3. Invest in preventive maintenance

Preventive maintenance is critical because as facilities age, school enrollment peaks, and school entitlement revenues flat-line, it is inevitable that costly replacement or emergency repair needs will arise. Failure to pay sufficient attention to preventive maintenance will do nothing to slow the deterioration of facilities and will surely have a negative impact on the bottom line for both the school and CMO.

CONCLUSION

Effectively managing an increasing number of school facilities is a critical yet challenging task for both new and growing charter school management organizations (CMOs). In this tool, we have drawn from the experiences of three such CMOs to identify key strategies for facilities management and maintenance. As your organization develops its strategy to facilities management, we hope that you find these strategies and areas for development instructive.

Please see this tool’s appendix for helpful supporting information and resources.

APPENDICES: SUPPORTING MATERIALS AND ADDITIONAL RESOURCES

Supporting Materials

- **Appendix I: Analysis and comparison of facilities management and maintenance components at each CMO**
Aspire, Lighthouse, and Mastery have taken different approaches to developing facilities management and maintenance systems, leading to both similarities and distinctions among their current and planned approaches. This chart describes and compares the ways that each of the three CMOs currently addresses each component of facilities management and maintenance.
- **Appendix II: Mastery Charter Schools: School Operations Walkthrough Checklist**
This document, from Mastery Charter Schools, offers a comprehensive checklist for school operations. Areas addressed include customer service, custodial service, facilities, finances, information technology, human resources, purchasing and security.
- **Appendix III: Aspire Public Schools: Job Description: Manager of Facilities Plant Operations (now called the Director of Property Management)**
This job description, from Aspire Public Schools, summarizes the duties of the Manager of Facilities Plant Operations. This position is responsible for the facilities needs at all of Aspire's school sites. Duties include supervising ongoing maintenance, vendor contracts, and capital improvements.
- **Appendix IV: Aspire Public Schools: Building Manager Evaluation**
This one-page evaluation form, from Aspire Public Schools, is designed to help supervisors evaluate the job performance of their building managers. The performance review is separated into six categories: cleaning, maintenance, building management, professionalism, team performance, and Aspire values.

Additional Resources (Available Separately)

The following materials are templates and documents used by the CMOs profiled in this tool to manage and maintain facilities. They are available separately on the NewSchools Community. These resources are divided into three general areas: (I) Sample Purchase-of-Assets Agreements, Lease and Purchase Agreements, (II) Sample Operations Documents, and (III) Sample Job Descriptions and Evaluation Forms.

I. Sample Purchase-of-Assets Agreements, Lease, and Purchase Agreements

- **1. Lighthouse Academies: Sample Lease**
<http://www.newschools.org/files/Facilities-1.pdf>
This 33-page lease details the facilities agreement between Civic Builders, Inc., the landlord, and Bronx Lighthouse Charter School, the tenant.
- **2. Aspire Public Schools: Sample Lease**
<http://www.newschools.org/files/Facilities-2.doc>
This four-page lease template details the facilities agreement between Aspire Public Schools, the landlord, and one of its school sites, and includes a one-page school site usage calendar.

- **3. Mastery Charter Schools: Purchase-of-Assets Agreement**

<http://www.newschools.org/files/Facilities-3.doc>

This purchase-of-assets agreement negotiates the conversion of Shoemaker Middle School into a new charter school, Shoemaker Mastery Charter School. The conversion involved the purchase of assets by the School District of Philadelphia from the High Tech High Philadelphia Foundation. The agreement details improvements made to the site, and the purchase of these improvements.

II. Sample Operations Documents

- **4. Lighthouse Academies: Sample Daily Cleaning Schedule**

<http://www.newschools.org/files/Facilities-4.pdf>

This document, from Lighthouse Academies, details the daily cleaning schedule and responsibilities for the Cleveland Lighthouse Community School.

- **5. Lighthouse Academies: Model School Safety & Emergency Response Plan**

<http://www.newschools.org/files/Facilities-5.doc>

This 35-page document, from Lighthouse Academies, offers a template that can be adapted by specific Lighthouse charter school sites. It includes risk reduction, security protocols, emergency procedures, fire drill processes, and evacuation procedures.

- **6. Preventive Maintenance Schedule**

<http://www.newschools.org/files/Facilities-6.xls>

This chart, from a private school campus, lists different types of preventive maintenance (e.g. heating, ventilation, and air conditioning (HVAC) and plumbing), specific tasks for each type (e.g. check fan belt), and includes a monthly checklist for maintenance staff. The chart also estimates the annual maintenance hours needed for each task.

- **7. Aspire Public Schools: Break-in and Vandalism Policy**

<http://www.newschools.org/files/Facilities-7.doc>

This one-page document, from Aspire Public Schools, outlines school policies and guidelines for preventing break-ins and for reporting both break-ins and vandalism.

- **8. Aspire Public Schools: School Disaster Plan**

<http://www.newschools.org/files/Facilities-8.doc>

This 118-page document, from Aspire Public Schools, offers guidelines for Aspire's in establishing a School Disaster Plan for each school site. The document outlines the Standard Emergency Management System (SEMS) and the Incident Command System (ICS). After brief guidelines for adapting these systems and procedures at each school site, the majority of the document contains a sample disaster plan in use at one school site.

- **9. Aspire Public Schools: Site Facilities Annual Inspection Checklist**

<http://www.newschools.org/files/Facilities-9.doc>

This eight-page checklist, from Aspire Public Schools, is designed to ensure that Aspire facilities are maintained in good repair. The checklist assists the CMO in the following tasks: (1) identifying necessary repairs, (2) completing a safety checklist, (3) planning and budgeting for necessary maintenance, and (4) providing the information necessary to prepare a Deferred Maintenance Plan.

- **10. Aspire Public Schools: SchoolDude FAQ**

<http://www.newschools.org/files/Facilities-10.doc>

This document, from Aspire Public Schools, summarizes SchoolDude, a Web-based school facilities maintenance program created for schools. SchoolDude gives the CMO's staff the power to produce, track, approve, and assign costs to work orders. SchoolDude also allows staff to create preventive and recurring maintenance schedules, plan upcoming capital projects, and track utilities and maintenance spending.

III. Sample Job Descriptions and Evaluation Forms

- **11. Mastery Charter Schools: Job Description – Director of Operations**

<http://www.newschools.org/files/Facilities-11.doc>

This job description, from Mastery Charter Schools, summarizes the duties of the Director of Operations for the CMO. This position oversees all issues of home office operations, which for Mastery Charter Schools includes facilities, regulatory compliance, staff recruitment, and human resources.

- **12. Mastery Charter Schools: Job Description – Assistant Principal for School Operations**

<http://www.newschools.org/files/Facilities-12.doc>

This job description, from Mastery Charter Schools, summarizes the duties of an Assistant Principal for School Operations at one school site. This position is responsible for issues of school site operations, including compliance, facilities, human resources, and schedules.

- **13. Aspire Public Schools: Job Description – Director of Real Estate**

<http://www.newschools.org/files/Facilities-13.doc>

This job description, from Aspire Public Schools, summarizes the duties of the Director of Real Estate. This position is responsible for developing and executing long-term strategy for the acquisition, development, and management of Aspire's facilities in support of its growth and financial goals.

Appendix I: Analysis and comparison of facilities management and maintenance components at each CMO

Aspire, Lighthouse, and Mastery have taken different approaches to developing facilities management and maintenance systems, leading to both similarities and distinctions among their current and planned approaches. The chart that follows describes and compares the ways that each of the three CMOs' currently addresses each component of facilities management and maintenance.

Component	Aspire	Lighthouse	Mastery
Lease (or Use) Agreements	<p>The Home Office is responsible for generating and negotiating all lease terms and documents. School principals are involved and consulted in lease negotiations only to the extent necessary as determined by the Home Office. One example of principal involvement is negotiating leases for Catholic-Church owned properties.</p> <p>Aspire uses SchoolDude to manage timely lease (and insurance) payments and to monitor lease, charter contract, or statutory code, compliance, or operating requirements.</p>	<p>All leases executed to-date by Lighthouse have been personally negotiated by the CEO and the Senior Vice President, who is an experienced attorney, along with additional counsel when needed.² Lease terms, and responsibilities imbedded therein, determine what facilities management capacity the school will need and guide contracting out of property managers and other facilities services providers.</p>	<p>Mastery's unique partnership with PSD has led to a standard lease agreement between the CMO and the school district for all schools Mastery modernizes and then occupies. A separate lease is executed for each school property; terms and conditions vary property-by-property, but not significantly. The terms of the boilerplate lease agreement – spelling out district as landlord and Mastery as tenant responsibilities – inform design and development of each facility Mastery modernizes and subsequently operates.</p>
Cleaning and Janitorial	<p>Aspire breaks down cleaning into two categories: (1) immediate – such things as routine spills that are taken care of by the on-site facilities manager; (2) regular daily cleaning, which are contracted out to local providers on a school-by-school basis or on a multiple school basis in locales where Aspire operates clusters of schools.</p> <p>Aspire buys cleaning and other facilities supplies in bulk from a single contracted vendor.</p>	<p>Except for landlord provided cleaning services, Lighthouse contracts out custodial services and regular cleaning to external providers (the foremost of which, in due time, will be Lighthouse's wholly-owned subsidiary, Lighthouse Facilities Management.)</p> <p>As this study was being completed, Lighthouse was in the process of interviewing vendors for bulk purchase of cleaning and other facilities supplies.</p>	<p>Mastery contracts out cleaning and janitorial services, though local schools have the discretion to hire in-house staff to clean buildings.</p>
Regularly Scheduled Maintenance	<p>Regular maintenance is (now or soon will be) scheduled using SchoolDude. Principals (with the assistance of facilities managers) develop regular</p>	<p>Lighthouse contracts out all routine maintenance – everything from inspecting fire extinguishers, checking the levels of oil tanks, fixing shades or</p>	<p>Mastery schedules and contracts out all regular and preventive maintenance on a school-by-school basis.</p>

² For example, leases placing responsibility on the tenant for tenant improvements, or otherwise requiring securing financing by the tenant, warrant the involvement of experienced legal counsel in reviewing, if not negotiating, lease terms and financing terms in tandem. Separate legal expertise may be needed to protect the multiple interests of a CMO for all aspects of acquiring, assuming responsibility for, and managing a facility. Lighthouse was the first CMO to tap into a charter school facilities financing bond bank established in Indianapolis. Bond counsel was retained to help make this very complicated transaction come to fruition.

	<p>maintenance schedules – which vary building by building. Aspire is also moving toward scheduling all preventive maintenance using the SchoolDude Preventive Maintenance Program. Depending on the facility and the skills of a facility manager, regular or minor preventive maintenance tasks are either performed by the on-site facilities manager, by a facilities manager sent from another Aspire school, or contracted out.</p>	<p>pencil sharpeners – and preventive maintenance, though both are scheduled and negotiated on a school-by-school basis.</p>	
<p>Compliance Requirements – (For Example, Americans with Disabilities Act (ADA), Asbestos Hazard Emergency Abatement Requirements (AHERA) Inspection)</p>	<p>Aspire uses SchoolDude to manage ADA and other compliance requirements. Aspire was unfamiliar with AHERA but will look into its application to California and the facilities it is operating. AHERA is a potential issue for all CMOs.</p> <p>Aspire uses SchoolDude to ensure Certificates of Occupancy are kept current.</p>	<p>Lighthouse performs regular six month inspections in accordance with an AHERA plan developed for each school. The inspections, performed by independent contractors, and focus on encapsulation in boiler rooms, tiles anchored to floors, etc. If abatement needs arise, the contractor develops a work plan which is performed by specialists or contracted maintenance providers, depending on the severity of the situation.</p>	<p>Mastery has no AHERA plan. Mastery has undoubtedly addressed and abated, if necessary, any potential asbestos hazards during the course of modernizing facilities.</p>
<p>Emergency Repairs / Irregular maintenance</p>	<p>All emergency and irregular repairs are contracted out. Emergency needs are entered into SchoolDude and processed routinely. Each principal has emergency numbers for vendors that can perform emergency/immediate repair needs. After ordering such repairs, a principal posts scope of work details on SchoolDude.</p>	<p>All emergency and irregular repairs are contracted out.</p>	<p>All emergency and irregular repairs are contracted out.</p>
<p>Systems: Heating, Cooling, Electrical, IT</p>	<p>Aspire uses SchoolDude to monitor maintenance of systems. Facilities managers change blower filters, for example, but only one facility manager in Aspire’s network has the skills to repair compressors. The “more complicated” systems require quarterly service and maintenance, which along with other necessary repairs, are bid and contracted out. IT needs, however, are handled by Aspire’s Home Office</p>	<p>Lighthouse schedules and contracts out systems needs on a school-by-school basis.</p>	<p>Mastery schedules and contracts out systems needs, if and when such arise.</p>

	IT Department.		
Utilities and Effective/Sustainable/Cost-Saving Practices	Aspire strives to put into place utilities-related sustainable, cost saving practices. For example, Aspire requested and received from PG&E a comprehensive energy audit, which included recommended savings options – one of which, replacing energy inefficient light bulbs, was implemented and has cut energy costs annually by 8% to 10%.	Lighthouse, a it builds the infrastructure and capacity of LFM, and takes down and develops new school properties through school and site-specific LLCs, is cognizant of the importance of investing up front in the most cost effective energy systems in order to hold down or reduce utilities costs over the longer-term, and avoid or delay expensive retrofits.	Mastery’s approach to modernizing facilities has emphasized installing energy efficient systems as a design principle to lower (or control) utilities costs.
Insurance	Aspire procures facilities and comprehensive liability insurance through the California Charter School Association (CCSA), which has negotiated group rates for its member schools and CMOs at reduced costs. Coverage per school differs depending on the type of facility, lease or ownership status, and charter contract requirements. For example, the three facilities Aspire owns require fire and catastrophic coverage, a key element of which is earthquake protection. For leased facilities, insurance requirements and responsibilities are spelled out by the terms of the lease. CCSA also performs operations and physical plant audits for its member schools, including Aspire. According to Aspire officials, these audits identify corrective actions that can or should be taken in physical plant maintenance and plant operations that can avoid lawsuits or cut operating costs.	Lighthouse’s insurance needs and requirements are different site-by-site and depend on the charter contract (and statutory requirements) and specific lease terms. Lighthouse engages in ongoing reviews of insurance packages, coverage, and pricing by a wide variety of vendors, because few companies issue full and comprehensive policies for all the insurance needs of charter schools. Lighthouse bids out and shops around insurance coverage.	Mastery has a group coverage insurance policy for its schools, though each school is allocated and directly pays the costs for its specific coverage. The CMO Chief Operations and Financial Officer determines all insurance requirements and execute contracts for coverage. All insurance related responsibilities reside at the CMO level. Mastery feels that insurance is too esoteric to involve school leaders, though Mastery otherwise strives to place ongoing facilities management decision making responsibility at the school principal level.
Safety & Security	Aspire has a school safety plan in place for every school it operates, in accordance with requirements for all schools receiving federal funds under	Lighthouse, like Aspire, has a school safety plan in place for every school it operates. Responsibility for reviewing school safety plans is shared between	Mastery also has a school safety plan in place for every school it operates. , Responsibility for reviewing school safety plans is shared between the

	<p>the Safe and Drug Free Schools and Communities Act.³</p> <p>Responsibility for reviewing school safety plans is shared between the leadership at the school site and the Home Office. The Home Office is ultimately responsible for ensuring that an up-to-date plan is maintained for each site. Aspire manages these reviews using SchoolDude.</p> <p>Aspire does not have security guards inside schools during the instructional day, but campuses are guarded at night. During the day, campuses are closed; all doors and means of egress other than emergency exits are locked from the inside; campuses are configured so that visitors or persons coming on school grounds must report to the main office. Screening and use of metal detectors vary school-by-school.</p>	<p>the leadership at the school site and the CMO Leadership Team levels, respectively, though the Corporate Office.</p> <p>Lighthouse-operated schools have many of the same security related characteristics as Aspire schools. Some Lighthouse schools have security guards – provided by the landlord school district, by the commercial landlord, or contracted out directly by Lighthouse and individual schools. Security related needs, including personnel, are determined largely at the local school level, though off budget needs must be approved at the Regional level.</p>	<p>leadership at the school site and the CMO.</p> <p>Mastery has an unequivocal philosophy about security: guards inside a school would be an acknowledgement of failure. Mastery schools also do not screen entering students or use metal detectors. Mastery’s design provides for hiring a dean for every 100 students. Deans are responsible for building individuals relationships with each student assigned to them. They deal directly with discipline issues and work with social workers to provide appropriate supports and counseling to students. The deans meet and greet students at the school’s entrance each morning. Mastery believes that the best way to keep schools secure is to model responsible behavior and work with the surrounding community to make schools safe harbors.</p>
<p>Service agreements</p>	<p>Responsibility for managing and scheduling ongoing service agreements (i.e., maintenance and servicing HVAC systems and equipment, maintaining septic pumps, regularly replacing air filters etc.) rests with the Home Office, though is coordinated through Regional Directors by Aspire. Service agreements for Aspire schools can be accessed by school principals and facilities managers via SchoolDude.</p>	<p>Responsibility for managing and scheduling ongoing service agreements rests with the Management Leadership Team, and is coordinated with school principals. Copies of all service agreements are on file at the Corporate Office and at each school site.</p>	<p>Responsibility for managing and scheduling ongoing service agreements is carried out at the CMO level. Copies of all service agreements are on file at the CMO Office and at each school site.</p>

³ These plans address fire drills, lockdowns, and emergency situations warranting evacuation or school shutdown. The plans include contact information for the parents or guardians of each student and the name(s) of the adult(s) responsible for picking up a student in the event of an emergency. As a derivative of the plan, each school maintains emergency survival kits that would allow schools to keep all students in the building and take care of them for a limited number of days, if need be.

Appendix II: Mastery Charter Schools: School Operations Walkthrough Checklist

This document, from Mastery Charter Schools, offers a comprehensive checklist for school operations. Areas addressed include: customer service, custodial, facilities, finances, information technology, human resources, purchasing and security.



School Operations Walkthrough Checklist

Name of School _____

Review Date _____

Reviewer _____

Category/Item	5 = Exceeds Standard 4 = Above Standard 3 = Standard 2 = Below Standard 1 = Inadequate	Comment
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Customer Service

Staff are attentive to student, parent, guest and other staff requests/needs

Custodial/Cleaning

Outside of building is clean and free of litter

Hallways are clean, free of litter, graffiti and dirt

Category/Item	5 = Exceeds Standard 4 = Above Standard 3 = Standard 2 = Below Standard 1 = Inadequate	Comment
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Bathrooms are clean, fully stocked and in working order
Classrooms are clean and orderly

Facilities

All building furniture and equipment is in working order and well maintained
Bathrooms are in working order

All lighting is in working order

All building systems are functional and working at appropriate efficiency
Ceilings, walls, floors and doors are functional and display no signs of damage

Finance

Budget is tracked and staff is aware of financial position of school
Budget is within spending parameters and over spending is documented
Payroll files are accurate, neatly maintained and all

Category/Item	5 = Exceeds Standard 4 = Above Standard 3 = Standard 2 = Below Standard 1 = Inadequate	Comment
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backup is documented
 Petty cash is tracked and back up for expenditures is accurately filed
 Tokens are safely locked and all cash and inventory is accounted for
 Student activities accounts are tracked and backup exists for deposits/spending

Information Technology

(shared responsibility w/ IT Department)

Computers, servers, peripherals and phones are all functional and in use
 Uptime of network and phone system is at 95% or better
 Technology is being used for appropriate purposes

Software systems are up to date, appropriately licensed and fully functional
 Technology is well cared for and neatly used in offices and classrooms

Category/Item	5 = Exceeds Standard 4 = Above Standard 3 = Standard 2 = Below Standard 1 = Inadequate	Comment
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Human Resources

(shared responsibility w/ CMO)

Documentation for staff is current and shared with CMO
 HR policies and procedures are accurately followed at all times
 Teacher certifications are up to date and on file with school
 All classrooms are staffed by appropriate personnel at all times

Purchasing

Purchasing procedures are accurately followed and documented
 POs are in order, up to date and filed with invoice and receiving receipt
 Purchasing is done cost effectively and with a focus on student achievement

Security

Security system is functional and in use

Category/Item	5 = Exceeds Standard 4 = Above Standard 3 = Standard 2 = Below Standard 1 = Inadequate	Comment
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Building appears
secure in all
aspects

All students and
staff are wearing
Mastery
identification

Overall Impression

Overall impression
of walkthrough

Total Score

Appendix III: Aspire Public Schools: Job Description: Manager of Facilities Plant Operations (now called the Director of Property Management)

This job description, from Aspire Public Schools, summarizes the duties of the Manager of Facilities Plant Operations. This position is responsible for the facilities needs at all of Aspire's school sites. Duties include supervising ongoing maintenance, vendor contracts, and capital improvements.

Title: MANAGER, FACILITIES PLANT OPERATIONS

Department: Operations

Reporting to: Director of Real Estate

GENERAL SUMMARY:

Develop and implement a long term strategy for the efficient operation of a safe learning environment for all of Aspire's school to support the organizations growth and financial goals. The DFO, is to be responsive to the facilities needs of each Principal. The DFO is also responsible for the oversight of facilities operation and physical condition within the approved budget of each facility. The DFO must assure the highest possible standards of building maintenance, cleanliness and safety. Uphold the mission and values established by Aspire Public Schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Develop and implement plans and procedures covering building cleaning operations.
2. Evaluate service contracts for cleaning supplies and maintenance service.
3. Assist principals in evaluating the selection of the onsite facilities managers.
4. Develop and implement plans and procedures for preventive maintenance of facilities' systems.
5. Develop programs for corrective action and reduction of any waste or unnecessary costs.
6. Develop building safety and fire procedures and training programs.
7. Establish and maintain building security procedures with input from individual school principals
8. Oversee major capital improvements: Coordinate planning with architect, obtain competitive bids, obtain required permits, coordinate and supervise for satisfactory job completion, obtain certificates of liability insurance lien waivers and obtain certificates of occupancy.

9. Develop and implement plans and procedures for the operation and maintenance of playgrounds, playground equipment and surface parking areas.

10. Oversee the School Dude Facilities Maintenance Program.

11. Train Facilities Managers, Principals, Teachers and Office Managers on SchoolDude.

12. Maintain files relating to:

- a. SchoolDude
- b. Vendors for each facility
- c. Trade Contractors for each facility.
- d. Monthly Status Reports
- e. Preventive Maintenance Schedules
- f. Facility Site Plans
- g. Facility Floor Plans
- h. Facility Building Plans
- i. Service Requests
- j. Purchase Orders

13. Implement other directives as may be given by the Director of Real Estate.

QUALIFICATIONS

- Degree from four-year college or university (or related experience).
- Minimum of 3-5 years of Facilities or Property Management experience.
- Computer literacy.
- Proficient in Microsoft Office.

Appendix IV: Aspire Public Schools: Building Manager Evaluation

This one-page evaluation form, from Aspire Public Schools, is designed to help supervisors evaluate the job performance of their building managers. The performance review is separated into six categories: cleaning, maintenance, building management, professionalism, team performance, and Aspire values.

Bldg Manager: _____ Evaluator: _____ Date: _____

Aspire Public Schools Building Manager Evaluation

Criteria	Score (1-4)				Comments & Suggestions
1. Cleaning					
• Cleans interior rooms efficiently and completely					
• Sets up and cleans up multi-purpose room efficiently and completely before and after meals					
• Maintains litter-free and orderly grounds and exterior					
• Respond quickly and appropriately to emergency cleanups during the day					
2. Maintenance					
• Completes routine maintenance proactively and as requested in a timely manner					
• Proactively identifies and addresses safety and security hazards and major repair needs					
3. Building Management					
• Works in a well-coordinated way with night cleaning service and other vendors					
• Office and storage areas are well maintained and orderly					
• Works with staff to ensure building is secure					
• Orders appropriate building supplies in a timely manner					
4. Professionalism					
• Interacts in professional way with students, teachers, parents and visitors					
• Makes good decisions					
• Demonstrates initiative and follow-through					
• Manages time effectively					
• Has good attendance record					
5. Team performance					
• Works effectively with other Aspire team members					
• Is willing to take on new and challenging responsibilities					
6. Aspire Values					
• Collective responsibility: Holds self accountable for own actions, decisions and results					
• Quality: committed to excellence and continually improves in a disciplined way					
• Customer service: serves internal and external customers					
• Purposefulness: focused on Aspire's goals & priorities					

