

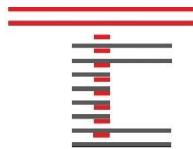
A MANAGEMENT REVIEW OF FACILITIES SERVICES

For the

WOODLAND
Public Schools

Where Community & Learning Connect

by
Teater Consulting
8128 N. Stone Haven Dr.
Hayden, ID 83835



June 2014

ACKNOWLEDGMENTS

The Woodland Public Schools administration and staff spent many hours providing valuable information for this document. Without their considerable time and effort, this project would not have been possible.

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Jim Bays, Vice President
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Matt Donald, Director
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WOODLAND PUBLIC SCHOOLS DISTRICT ADMINISTRATION

Michael Green, Superintendent
Stacy Brown, Business Manager
Bill Hanson, Maintenance Director

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Executive Summary

The Woodland Public Schools engaged the services of Teater Consulting to conduct a review of its facilities services to identify areas to improve in both effectiveness and efficiency. This was motivated, in part, because of the construction of a new high school and the loss of institutional knowledge from inevitable personnel attrition. The consulting firm gathered data for the study from existing District documents, industry standards, and best practices in school facility management. The consulting team interviewed numerous on-site District personnel, conducted focus groups, and gathered additional documents. After the on-site work, the information was analyzed and a final report prepared. It included 37 commendations and recommendations. Recommendations tended to “cluster” around three areas: (1) staffing, (2) standards and procedures, and (3) policy, finance, and organization. Some of the major recommendations topics follow while it is left to the reader of the entire report to glean additional related recommendations.

The District is understaffed in all three areas of facilities services: maintenance, grounds, and custodial. Each maintenance worker should be able to maintain approximately 80,000 square feet. The current maintenance staffing level requires each maintenance worker to maintain approximately 180,000 sq. ft. In order to provide adequate maintenance services, including the cost-saving preventative maintenance, the District should add 2.0 full-time equivalent (FTE) maintenance workers. In a review of grounds work staffing, the current staffing level is one grounds worker for 68 acres. Industry standards are approximately one grounds worker for 20 acres. Two additional grounds workers should enable the District to improve the standard of care for its grounds, parking areas, and beds. Woodland Public Schools’ custodians currently clean 28,403 sq. ft. per FTE while most schools target a ratio of one custodian per 20,000 sq. ft. In order to meet this standard, the District should add four FTE custodians. Of course, there will be additional costs for these additional positions, but the community investment in its schools will receive better care and a longer life.

Woodland Public Schools will better support the facilities services team by establishing clear standards in the areas of maintenance, grounds, and custodial services. Once the standards are adopted, procedures for care must be created that align with the standards. These standards and procedures will help direct all personnel efforts in the direction of clean well maintained buildings and grounds. Evaluation of all facilities services personnel should take the standards and procedures into account. Principals should be included in the evaluation of their building custodians.

Several board policies need to be developed to better support facilities services. These policies should deal with cleanliness, standards of care, and facility inspections. In addition, the finance office should carefully review the cost allocations between Food Services and custodial services. The District will benefit from establishing a “sinking fund” and finance plan for the future replacement of major building equipment and systems. The entire District should commit to a “culture of cleanliness” to support facilities services workers. When everyone in the District values clean, well-maintained facilities and grounds, the entire community benefits and Woodland Public Schools will enjoy even greater community support.

1.0 INTRODUCTION

In May 2014, Woodland Public Schools contracted with Teater Consulting to undertake a review of the operations of the school district's Maintenance, Custodial, and Grounds Departments (hereinafter referred to as Facilities Services Department). This engagement was a part of the Superintendent's desire to address two major upcoming issues: (1) the opening of a new high school in the district, and (2) the "institutional knowledge" of the present maintenance director who, by his own admission, will be retiring in the next few years. The review concentrated on the organization and management of these operations and the costs associated with those operations.

1.1 Overview of Woodland Public Schools

Woodland, Washington is located approximately 20 miles north of Vancouver, Washington. It is located in both Cowlitz and Clark Counties. The city has a population of approximately 5,625 but serves a larger surrounding area. Much of Woodland's economy centers on the education, health care, manufacturing, and construction. Many residents commute to the proximate cities of Vancouver and nearby Portland, Oregon.

At the last U.S. Census, Woodland was approximately 79% white and 17% Latino. According to recent interviews with District leaders, there is more racial balance in the different geographic areas of the District than in the past.

The Woodland community is in a growth phase. This growth has required the District to install approximately 20 portable classrooms in order to house student growth as well as important special services. A recent bond issue authorized the construction of a new high school which will reduce the need for portable classrooms at the downtown campus.

The Woodland School District has approximately 2,200 students in grades K-12. It is governed by an elected school board. The board hires a superintendent to serve as their chief executive officer. The educational programs are offered in five "categories" of school organizational types: (1) one PK-5 elementary school, (2) PK-3 primary school, (3) one 4-6 intermediate school, (4) one 7-8 junior high school, and (5) two 9-12 senior high schools (one is an alternative high school).

The district map (Exhibit 1-1) shows the district going from the Columbia River on the west to the Mount St. Helens area to the east.

**EXHIBIT 1-1
DISTRICT MAP**



Source: Woodland Public Schools, 2014

1.2 Methodology and Plan of Work

Prior to the commencement of the review, a detailed plan of work was developed. The many sub-tasks were grouped under the following major work tasks:

- | | |
|---------------------|---------------------------|
| a. Project Start-Up | d. Interviews and Surveys |
| b. Data Gathering | e. Analysis of Data |
| c. Standards Review | f. Final Report |

The methodology used for this project fell into four categories: (1) a review of standards and best practices in maintenance services, (2) a review of district-provided data as requested by the consultants, (3) multiple interviews conducted on-site, and (4) an analysis of the data and information gathered.

Some of the recommendations that are included in this report are “interlocking” and the implementation of one without the other may not be effective.

The on-site review team consisted of two individuals with collective experience in school administration, school facilities management, and school support services. Dave Teater lead the team, assisted by Doug Nichols, Director of the Construction Service Group for Educational Service District 112 located in Vancouver WA. Short biographies of the team are in the Appendix.

1.3 Schedule

Each of the tasks had a corresponding timeline and were placed on the master schedule. Exhibit 1-2 shows the schedule and a corresponding Gantt Chart.

**EXHIBIT 1-2
PROJECT SCHEDULE**

ID	Task Name	Start	Finish	Duration	May 2014				Jun 2014			
					5/4	5/11	5/18	5/25	6/1	6/8	6/15	6/22
1	Project Start-Up	5/1/2014	5/9/2014	7d								
2	Data Gathering	5/12/2014	5/30/2014	15d								
3	Standards Review	5/19/2014	5/30/2014	10d								
4	Management Interviews	6/2/2014	6/3/2014	2d								
5	Analysis of Data	6/4/2014	6/26/2014	17d								
6	Final Report	6/27/2014	6/30/2014	2d								

Source: Teater Consulting, 2014

1.4 Data Sources

Data and information was collected from a variety of sources including, but not limited to:

- a. District policies,
- b. District and Departmental procedures,
- c. Budgets and other financial documents,
- d. Program documents,
- e. Personnel interviews, and
- f. District website

Numerous documents were requested and most were supplied through hard copy or electronic means.

2.0 POLICY AND ORGANIZATION

The heart of an organization is its overall structure and management. The health of the organization can be ascertained in a number of ways including reviewing its configuration and its management. Richard Beckhard in *The Organization of the Future* profiles the healthy organization. His profile includes the following characteristics:

- defines itself as a system and the organization’s stakeholders includes its owners and staff, its suppliers, intermediate customers, the ultimate customers of the product or service, the media, and the communities in which the organization operates;
- has a strong sensing system for receiving current information on all parts of the system and their interactions (system dynamics thinking);
- possesses a strong sense of purpose;
- operates in a “form follows function” mode --- work determines the structures and mechanisms to do it and consequently it uses multiple structures (formal pyramidal structures, horizontal structures and teams, project structures, and temporary structures as when managing a major change);
- respects customer service both to outside customers and to others within the organization, as a principle;
- is information driven and information is shared across functions and organization levels;
- encourages and allows decisions to be made at the level closest to the customer, where all the necessary information is available;
- communication is relatively open throughout the system;
- rewards systems are designed to be congruent with the work and to support individual development --- managers and teams are appraised against both performance and improvement goals;
- operates in a learning mode and identifying learning points is part of the process of all decision making;
- makes explicit recognition for innovation and creativity, and has a high tolerance for different styles of thinking and for ambiguity;
- has policies which reflect respect for the tensions between work and family demands;
- keeps an explicit social agenda;
- gives sufficient attention to efficient work, quality and safety awareness in operations, and identifying and managing change; and
- is generally managed with and guided by a strong executive officer employing a variety of work groups composed of individuals possessing appropriate skills and complementary traits.

2.1 POLICY

The development of policy and procedures constitutes the means by which an organization can communicate expectations to its constituents. In addition, adopting policy and establishing related procedures provide the mechanism for:

- establishing the Board of Director’s expectations and what may be expected by the Board;
- keeping the Board of Directors and the administration compliant with all rules and regulations;
- establishing an essential division between policy making and administration roles;
- creating guidelines within which people operate;
- providing reasonable assurances of consistency and continuity in decisions;
- providing legal basis for the allocation of funds, facilities, and other resources;
- facilitating and guiding the orientation of the Board of Director’s members and employees; and
- acquainting the public with, and encouraging citizen involvement within structured guidelines.

Policy and procedures, therefore, reveal the philosophy and position of the Board of Directors and should be stated clearly enough to provide for executive or staff direction.

CURRENT CONDITIONS

Woodland Public Schools places its policy manual on the district’s web site with each of the policies organized and listed by common board policy categories. Having these public policies placed on an easily accessible web page provides the public with important governance information. In addition, the openness and accessibility increases public trust and confidence in public employees.

However, the policy manual for the Board of Directors lacks an important policy related to custodial operations in these important areas:

- Cleanliness of Schools
- Maintenance, Custodial, and Grounds Standards of Care
- Facility Inspections

Without these guiding statements from the elected governing board, there may be uncertainty regarding the expectations for cleanliness.

COMMENDATION 2-1:

Woodland Public Schools and the Facility Services Department are commended for placing their facility policies on a public web page.

RECOMMENDATION 2-1:

Develop new policies that support facility services.

Having a guiding policy for facilities services will raise the importance of the maintenance, custodial, and grounds functions in the school system and emphasize the entire department as a vital member of the entire organization.

Cleanliness of Schools: The policy statement on cleanliness of schools should charge all school personnel with the responsibility of creating a “culture of cleanliness and pride” regarding school property. It should emphasize orderliness, cleanliness of facilities, and the beautification of school lawns.

Facilities Services: Standards of Care: The policy statement on maintenance, custodial, and grounds care standards should require that both standards and procedures be developed and updated periodically.

Facility Inspections: The policy statement on facility inspections should require all facilities services staff members to carry on a frequent and periodic inspection of all buildings, equipment, and grounds to discover conditions which might be substandard or dangerous to health, safety, and comfort of the pupils or personnel.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

2.2 ORGANIZATON

Lines of authority and responsibility are necessary so that all departmental staff clearly know to whom they are responsible and under whose direction or authority they work. These lines are not meant to restrict cooperative working relationships and/or communications between staff. Rather, they are intended to help each staff person know how to work more effectively with others if everyone's authority and responsibilities are clearly known. In management literature, the terms “line” and “staff” have different meaning when referring to the responsibilities of officers or units in an organization. “Line” refers only to those that have direct responsibility for accomplishing the objectives of the organization, and “staff” refers to those that help the line units achieve the objectives. For example, a building principal has line authority over a Title I teacher teaching in his school. The District’s Title I Director has staff authority over the Title I teacher as support is given to the teachers and the program. Understanding that line relationships involve decision-making and that staff relationships do not, and knowing which

relationships in the organizational framework belong to which set at which times are critical to the smooth operation of an organization.

Each subordinate in the organization should have one, and only one, line supervisor. Supervisors, of course, may have several subordinates or “direct reports.”

Line and staff relationships are shown differently on organizational charts. Those with line authority relationships are connected with a solid line. Those with staff relationships are displayed with a dotted, or dashed, line. For purposes of this report, the spatial relationship of subordinate “boxes” has no meaning regarding the relative management level or authority of a position. That is determined solely through the job descriptions and/or administration of the Woodland Public Schools.

CURRENT CONDITIONS

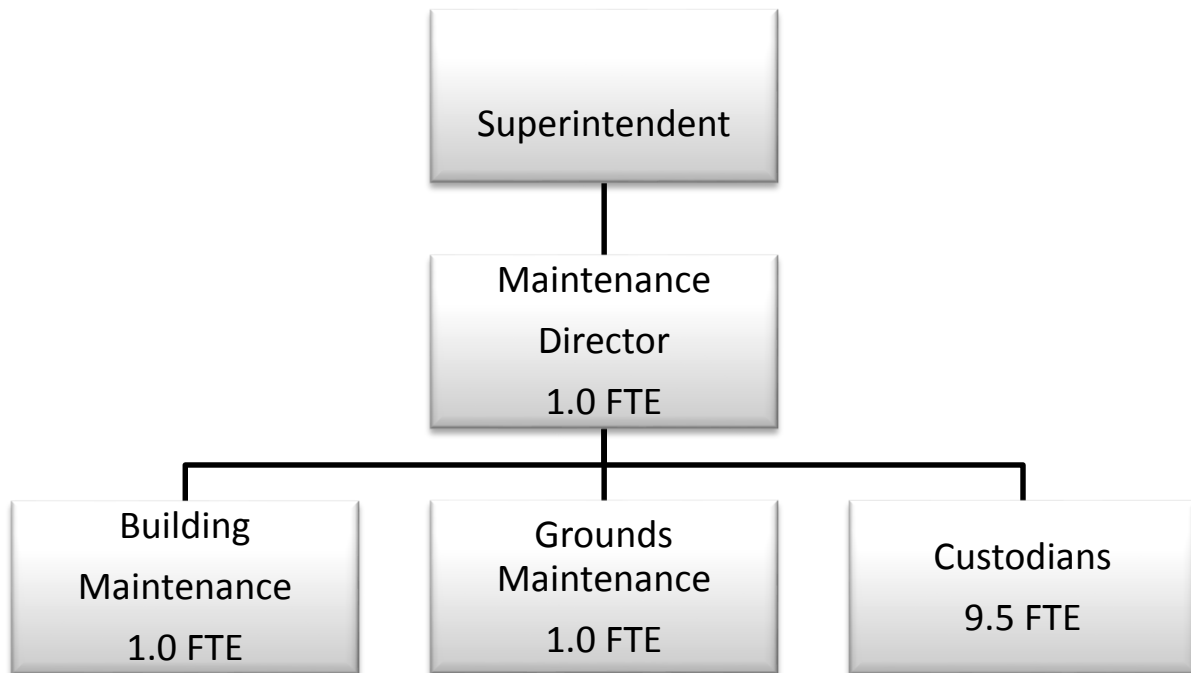
The organization of the Facilities Services Department and the lines of authority are clearly stated and all personnel are aware of their direct line supervisor. The Facilities Services functions in Woodland Public Schools are administered by the Maintenance Supervisor who reports directly to the Superintendent of Schools.

Over the past few years, several departmental jobs have been eliminated in the facilities area due to budget constraints. The Maintenance Director spends most of his time on maintenance functions and is seen as a “working supervisor.” He administers all maintenance, grounds, and custodial operations including budgeting, supply requisitions, energy system functions, building generated maintenance work requests, and building use functions.

Woodland Public Schools’ Facilities Services organizational chart is simple and straightforward. It is “flat” – not having unnecessary layers of administration and supervision.

Exhibit 2-1 illustrates the organizational structure of the Facilities Services Department of the District. Please note the organizational chart includes only those departments interviewed during this study and does not include all of those departments outside the scope of this study.

**EXHIBIT 2-1
CURRENT ORGANIZATIONAL CHART**



Source: Woodland Public Schools, 2014

COMMENDATION 2-2:

The Woodland Public Schools Facilities Services Department is commended for having a clear organizational structure with direct lines of responsibility.

COMMENDATION 2-3:

Woodland Public Schools and the Facility Services Department are commended for having a straightforward, “flat” organizational chart for Facilities Services.

CURRENT CONDITIONS

The principals of the schools in Woodland Public Schools are not adequately involved in the supervision and evaluation of the custodians in their buildings. Supervision and evaluation of custodians is solely the responsibility of the Maintenance Director. Because principals are

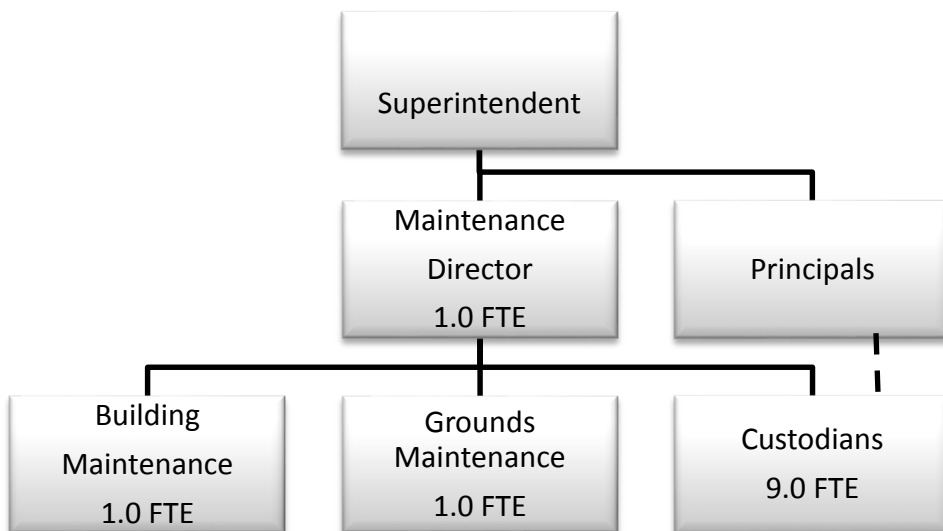
closely involved in the daily operations of their schools, the current supervisory structure does not allow them to fully participate in the school improvement processes in their own schools. In addition, this omission leaves custodians without valuable feedback that may allow them to improve in their performance.

Most school systems with similar organizational charts require that a “staff relationship” occur between custodians and principals. This allows full and direct communications between principals, custodians, and custodial supervisors.

RECOMMENDATION 2-2:
Require building principals to provide supervisory and evaluative feedback to custodians as part of the professional improvement process.

Having principals provide supervisory and evaluative feedback will enable custodial supervisors to better communicate with custodians regarding their performance. This direct feedback should occur in evaluative conferences at a minimum. This improvement in communications will increase the probability that school cleanliness meets or exceeds cleanliness standards. In addition, the custodians typically feel more a part of the school staff and less isolation in their roles. Exhibit 2-2 illustrates the addition of principals to the organizational chart in a “staff relationship.”

EXHIBIT 2-2
PROPOSED ORGANIZATIONAL CHART



Source: Teater Consulting, 2014

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

3.0 STANDARDS AND PROCEDURES

Developing standards and standardized procedures is the hallmark of any good school system. Doing so creates consistency when dealing with others in the organization as well as improving the perception of a well-run, professional organization, thus increasing the public image of those involved.

3.1 STANDARDS

Any school organization striving for excellence must have clear benchmarks or criteria that define success. These criteria must be written, approved by the governing board or superintendent, and monitored for compliance by a recognized, competent individual or agency.

CURRENT CONDITIONS

Facilities Services lacks written standards describing the minimum level of care for maintenance, grounds, and custodial services. Department personnel can verbalize what they think the minimum level should be. However, this description may vary between individuals and schools and often describes a procedure rather than a standard. This uncertainty about what constitutes a standard or a procedure may lead to confusion about the acceptable level of maintenance or cleanliness. For example, one person may say the standard is to “sweep under the student furniture and vacuum the corridors.” A standard might say, “Floors and base moldings shine and/or are bright and clean and are free of trash.” The standard describes the outcome, while the procedure describes a typical route to the outcome.

Specifically, Woodland Public Schools does not have written maintenance standards as part of their procedures manual. This has a negative impact on the overall maintenance of the District facilities because economies of scale are lost in the process and administrators have no gauge to determine quality. The District should have maintenance standards which apply to all facilities and help guide the maintenance program. Without the standards to guide the maintenance department and its budget, the levels of repair at the different schools will vary according to the wishes and desires of the building principal. Districts that have clear standards tend to have better maintained facilities with less inequity between the various schools.

Woodland Public Schools lacks written standards describing the minimum level of care for the grounds services. As described above, Department personnel can verbalize what they think the minimum level should be. However, the description is not written or uniform. Standards for the grounds functions should describe the outcomes of those efforts. Without the grounds care standards, the level of care can result in loss of living assets. Many community members never visit the interiors of schools, but judge them by their exterior appearance and grounds care.

Woodland Public Schools does not have written custodial standards describing the minimum level of acceptable cleaning. As a result, the custodians, custodial supervisors, and the public do not share a common expectation of the level of service. Buildings may not be consistently cleaned at

the level indicated by the staffing allocation. This can lead to misunderstandings and unnecessary internal conflict.

RECOMMENDATION 3-1:

Adopt maintenance standards that define the expectations for the maintenance of school buildings.

Maintenance standards will create quality expectations, and thus internal care consistencies, across the District. This will improve the quality of repairs and guide preventative maintenance activities. Exhibit 3-1 shows a simple set of maintenance standards. This exhibit is provided as a starting place for a more expansive set of standards for maintenance.

**EXHIBIT 3-1
SAMPLE MAINTENANCE STANDARDS**

Maintenance Standards

- Recommended level based on professional engineering, architectural, and journeyman trade practices. RS MEANS standards used as a baseline reference for schedules and costs.
- Minimum life cycle cost resulting in maximum return on investment of maintenance expenditures.
- All major systems are inspected on a weekly basis.
- Preventative Maintenance constitutes more than 80% of all maintenance activities.
- Comfort control breakdowns responded to within one working day.
- Level of maintenance for institutional and educational buildings satisfies all code and regulatory requirements.

Source: Teater Consulting, 2014

RECOMMENDATION 3-2:

Adopt custodial standards that define the expectations for the cleaning of school buildings.

Upon adoption of custodial cleanliness standards, the entire school system will have a clear set of expectations about cleanliness levels. This information will be useful to instruction staff, support staff, students, parents, and patrons as they do their part to help keep schools clean.

According to the Association of Physical Plant Administrators (APPA), one custodian can clean approximately 18,000 to 20,000 square feet in an eight-hour period and meet the industry standard of Level 2: “Ordinary Tidiness.” The APPA Standards describe an appearance level and is detailed in Exhibit 3-2.

EXHIBIT 3-2
APPA STANDARDS OF CLEANLINESS

Custodial Service Level 2 – ORDERLY TIDINESS

- Acceptable industry standard.
- Lower levels for washrooms, changing/locker rooms, and similar type facilities are not acceptable.
- Floors and base moldings shine and/or are bright and clean and are free of trash.
- Terrazzo floors in all new facilities are crystallized (Crystallizing Terrazzo floors in older facilities is desirable).
- No buildup in corners or along walls, but there can be up to two days’ worth of dust, dirt, stains or streaks.
- All vertical and horizontal surfaces including windows are clean, but marks, dust, smudges and fingerprints are noticeable with close observation.
- All lamps and bulbs operational and all fixtures are clean.
- Washroom and shower tile and fixtures gleam and are odor-free.
- Supplies are adequate.
- Trash containers and pencil sharpeners are empty, clean and odor-free.
- Food Service:
 - Cafeteria tables are cleaned once by custodial staff, other cleanings accomplished by Food Service staff.
 - Custodial staff sweep and mop cafeteria floors.
 - Food Service staff are responsible for collecting and bagging trash in the kitchen and lunchroom areas. Cafeteria and kitchen trash is removed to the dumpster by Custodial staff.

Source: Higher Education Facilities Officers, 1998.

RECOMMENDATION 3-3:

Adopt grounds care standards that define the expectations for the care of school grounds and fields.

Grounds care standards will create the same level of expectations, and thus internal consistencies, across the District. This will improve the quality of fields, parking lots, and building exteriors. It will also guide preventative maintenance activities. Exhibit 3-3 shows a simple set of grounds care standards. This exhibit is provided as a starting place for a more expansive set of standards for maintenance.

EXHIBIT 3-3
SAMPLE GROUNDS CARE STANDARDS

Grounds Care Standards

- Grassy areas will be mowed, trimmed, and edged regularly to present a neat, cared-for appearance.
- Flower beds shall be weeded and irrigated to maintain a healthy state.
- Trees/shrubs/hedges shall be pruned annually.
- All clippings shall be removed promptly at completion of work.
- Irrigation systems will be maintained in good working order to provide a green color during growing season.
- All grassy areas, flower beds and trees/shrubs/hedges shall be fertilized periodically and be free of pests (when observed or identified).
- All sidewalks and paved surfaces shall be free of debris. Paved surfaces will be repaired periodically to be free of cracks and holes.

Source: Teater Consulting, 2014

FISCAL IMPACT AND IMPLEMENTATION

The three recommendations presented above can be implemented with existing resources. They can be implemented in fiscal year 2014-2015.

3.2 PROCEDURES

Facilities maintenance and care procedures themselves should explain the action, from start to finish, in detail. A well written procedure will enable the employee to follow step-by-step and, making no assumptions, complete the task accurately and meet the standard required. Therefore, one of the most important benefits of standardizing procedures is the greater consistency it brings to the internal and external functions of the school system.

CURRENT CONDITIONS

The Facilities Services procedures have not been aligned with any standards. The result has been an inconsistent level of maintenance for buildings and grounds and substandard cleanliness in schools across the District. High performing facilities services departments have written procedures and/or checklists to guide employees in their work. Once standards have been developed (See Recommendations 3-1, 3-2, 3-3.) the procedures can be aligned with the standards to help provide consistent outcomes across the organization.

Many times, procedures take the form of checklists. When using checklists, the employee must assess their work against the standards rather than going through a series of motions.

RECOMMENDATION 3-4:

Align Facilities Services procedures to proposed standards.

Exhibit 3-4 and 3-5 are examples of checklists for custodial and maintenance services that could be used or adapted for Woodland Public Schools. A similar checklist could be developed for grounds services.

**EXHIBIT 3-4
SAMPLE CLEANING GUIDELINE AS PER CUSTODIAL STANDARDS**

Custodial Evaluation										
School: _____										
Date: _____										
	Level 1	Level 2	Level 3	Level 4	Level 5	Daily	Weekly	Monthly	Annually	Notes
Classrooms, labs, gyms, offices										
Routine Activities										
1 Vacuum, sweep, dust mop floors										
2 Clean chalkboard or whiteboards and trays										
3 Clean erasers										
4 Empty waste containers										
5 Empty pencil sharpener(s)										
6 Spot-clean walls and doors										
7 Dust flat surfaces										
8 Re-lamp										
Project Activities										
1 Damp-mop floors										
2 Spray buff/burnish floors										
3 Clean trash containers										
4 Dust vents										
5 Interim floor care										
6 Dust blinds										
7 Clean windows - both sides										
8 Strip/refinish floors										
9 Clean light fixtures (project)										
10 Clean furniture and multiple seating (project)										
Hallways, foyers										
Routine Activities										
1 Vacuum, sweep, dust mop floors										
2 Empty waste containers										
3 Spot-clean walls and doors										
4 Dust flat surfaces										
5 Re-lamp										
Project Activities										
1 Damp-mop floors										
2 Spray buff/burnish floors										
3 Clean trash containers										
4 Dust vents										
5 Interim floor care										
6 Dust blinds										
7 Clean windows - both sides										
8 Strip/refinish floors										
9 Clean light fixtures (project)										
10 Clean furniture and multiple seating (project)										
Restrooms, lockers										
Routine Activities										
1 Damp-mop, sanitize floors										
2 Disinfect, sanitize sinks, toilets, and urinals										
3 Clean, sanitize paper dispensers										
4 Clean, sanitize stalls and privacy partitions										
5 Fill paper dispensers										
6 Empty waste containers										
7 Spot-clean walls and doors										
8 Dust flat surfaces										
9 Re-lamp										
Project Activities										
1 Spray buff/burnish floors										
2 Clean trash containers										
3 Dust vents										
4 Clean windows - both sides										
5 Strip/refinish floors										
6 Clean light fixtures (project)										

Source: Teater Consulting, 2014

**EXHIBIT 3-5
SAMPLE MAINTENANCE CHECKLIST**

MAINTENANCE MONTHLY ROUNDS:	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Measure fuel and send Fuel Reports and fax in												
Send in Water Sample and fax in												
Complete Generator Report and fax in												
AIR HANDLING UNITS:												
Inspect and clean air filters or replace												
Check all controls—at proper setting?												
Check fan motor & belt tension—should have 1/2 to 1" play												
GENERATORS:												
Test glycol ADD GLYCOL												
Start generator and run with full load for 4 hours or more												
FIRE ALARM SYSTEM:												
Notify Principal, test Fire Alarm												
Turn over fire extinguishers and shake to loosen powder												
Inspect all fire extinguishers for proper operation												
FURNACE:												
Test flame for proper combustion; adjust as needed												
Inspect combustion chamber for cracks; repair as needed												
Inspect photo cell;-clean as needed												
WATER HEATER: (GUN FIRED)												
Test flame for proper combustion; adjust as needed												
Inspect combustion chamber for cracks; repair as needed												
Inspect burner assembly; clean as needed												
Inspect photo cell; clean as needed												
Test pressure relief valve												
Drain accumulated rust from bottom of water tank												
BOILERS:												
Test flame for proper combustion; adjust as needed												
Inspect combustion chamber for cracks; repair as needed												
Inspect burner assembly; clean as needed												
Test boiler relief valve												
Blow down low water cut-off control												

Source: Teater Consulting, 2014

FISCAL IMPACT AND IMPLEMENTATION

This recommendation can be implemented with existing resources and has minimal fiscal impact. The recommendation can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

The Woodland Facilities Services Department has not implemented a computerized maintenance management system (CMMS). The consulting team heard reports that a “home grown” work order system was developed some years ago but no system is currently used. Presently, those wanting maintenance services email the Maintenance Director who assigns the work to either himself or the other maintenance worker. A tracking system for the request does not exist. The current process of emailing requests for maintenance is viewed as fairly ineffective because:

- requests become lost in numerous email lists,
- there is no feedback regarding the disposition of work requests,
- there is no district-wide, work order backlog history,
- there is no mechanism to regularly schedule preventative work, and
- there is no mechanism to identify and track capital maintenance items.

By utilizing a computerized system, maintenance work orders and preventative maintenance work orders can easily be generated and tracked. This computerized software will enhance communication allowing individuals to know the status of all work orders.

The Office of Energy Efficiency and Renewable Energy (EERE), an office within the United States Department of Energy, identifies the advantages of typical CMMS functions:

- Work order generation, prioritization, and tracking by equipment or component.
- Historical tracking of all work orders generated which become sortable by equipment, date, person responding, etc.
- Tracking of scheduled and unscheduled maintenance activities.
- Storing of maintenance procedures as well as all warranty information by component.
- Real-time reports of ongoing work activity.
- Calendar or run-time-based preventive maintenance work order generation.
- Capital and labor cost tracking by component as well as shortest, median, and longest times to close a work order by component.
- Complete parts and materials inventory control with automated reorder capability.
- PDA interface to streamline input and work order generation.
- Outside service call/dispatch capabilities.
- Interface with existing energy management and control systems
- Storing of all technical documentation or procedures by component.

RECOMMENDATION 3-5:

Implement a computerized maintenance management system.

By purchasing the computerized maintenance management system the District will have the capability, among other things, to automatically generate work orders, track work orders, establish work orders for preventative maintenance, and evaluate the ongoing costs associated with work order backlogs. The system will enhance communication between the maintenance staff and the individuals who originate the work orders. This system will allow all parties to see the status of their work order along with estimated times for completion.

FISCAL IMPACT AND IMPLEMENTATION

The cost for a computerized maintenance management work order system is estimated at \$3,000 for the initial cost. The system should also have the module to automatically generate preventative maintenance work orders.

	2014-2015	2015-2016	2016-2017
Implement CMMS	(\$3,000)	\$0	\$0

CURRENT CONDITIONS

Administrators and custodians will not be properly trained on the use of the work order system module of the computerized maintenance management system (CMMS). This condition prevents them from fully understanding the scope of outstanding work orders. It further prevents effective communications between the Facilities Services staff and the building administration. If both parties are effectively trained in the use of the work order system, communications will improve and the building will operate more effectively.

RECOMMENDATION 3-6:

Provide training on the CMMS work order look-up capability to each building custodian and the building principal.

FISCAL IMPACT AND IMPLEMENTATION

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

Woodland Public Schools does not have a comprehensive, systematic preventive maintenance program within the Facilities Services Department for all building equipment; thus few planned procedures are implemented as measures to prolong the useful lifespan of expensive equipment and machinery. The lack of preventive maintenance is also being noticed by others in the school. Comments made during interview sessions noted basic maintenance is falling apart, parking lots

have cracks, painting is overdue, moss is on many surfaces, sheetrock walls have wood patches placed over them, etc.

Typical types of equipment that need to be preventatively maintained are:

Air compressors	DX units
Air handlers	Centrifugal pumps
Boilers	Switchgear
Centrifugal chillers	Parking lots
Cooling Towers	Roofs
Condensers (air cooled)	Weatherproofing

The maintenance personnel provide some very limited preventive maintenance for some HVAC equipment but it was described as unscheduled and “mostly belts and lubrication.” Some preventative maintenance is also contracted out for HVAC, including control systems. However, current practices do not significantly extend the life cycle or the replacement cost of the equipment.

Best practices would indicate that Woodland Schools’ preventive maintenance personnel should exclude equipment that is inexpensive and easy to replace from the preventive maintenance program. The Facilities Services Department must determine in advance which equipment is critical to the continued safe operation of each building, which carries high repair or replacement costs, or is difficult to purchase “off the shelf.” Equipment of this type should be part of the preventive maintenance program. Providing preventive maintenance to all equipment in every building system is unnecessary and prohibitively expensive. The effort would not be cost effective and the outcomes would be unlikely to justify the expense.

After deciding which equipment to include in the schedule, preventive maintenance personnel should use the preventative maintenance module of the CMMS software to develop a preventive maintenance work order schedule. The CMMS will require information regarding the specific type of equipment, the manufacturer’s recommended service schedule, and information regarding inspections, calibrations, lubrications, and replacement parts. Even service manuals can be downloaded or scanned to the software. Using the CMMS preventative maintenance work order generator, work orders will be automatically generated to help ensure that servicing is not inadvertently neglected. This preventative maintenance program will lengthen the typical life of the equipment and, therefore, lower the annual replacement costs.

Building industry analysts have concluded that preventative maintenance programs that target industry benchmarks (manufacturer’s recommended service timelines) will save approximately \$.33 per square foot of building space.

RECOMMENDATION 3-7:

Implement a comprehensive, systematic preventative maintenance program using the CMMS software.

FISCAL IMPACT AND IMPLEMENTATION

The fiscal impact of this recommendation is substantial. Currently, Woodland Public Schools has 269,826 square feet of building space, including portables. Exhibit 3-6 details the square foot information.

**EXHIBIT 3-6
WOODLAND PUBLIC SCHOOLS
BUILDING SQUARE FOOTAGE TOTALS**

Building	Sq. Ft.	Portables Sq. Ft.*	Total Sq. Ft.
Woodland Primary	59,296	7,200	66,496
Woodland Intermediate	54,718	-	54,718
Yale ES	8,703	-	8,703
Woodland MS-HS	130,009	9,900	139,909
Total	252,726	17,100	269,826

* Portables are estimated at 900 sf per classroom.

Source: Woodland Public Schools, 2014

Since Woodland Public School currently has some preventative maintenance activity, the consulting team estimates that fully implementing a preventative maintenance program will save \$.25 per square foot rather than the \$.33 per square foot cited above. Therefore, the calculated annual savings for Woodland Public Schools is \$67,456 (269,826 sq. ft. X \$.25 per sq. ft.)

	2014-2015	2015-2016	2016-2017
Implement preventative maintenance program	\$67,456	\$67,456	\$67,456

CURRENT CONDITIONS

The employees of Woodland Public Schools are not involved in a systematic resource conservation program. None of the school facilities have a program that emphasizes the behavioral aspects of energy and other resource conservation. If the awareness of conservation practices were increased and a comprehensive resource conservation program implemented, additional savings could be realized. A number of model resource conservation programs in schools started with the behavior change component and followed with other measures. Studies in behavioral changes alone in resource conservation typically yield 5%-15% savings.

RECOMMENDATION 3-8:

Implement a District-wide, behavior-based resource conservation program.

By developing a continuous awareness plan and educating individuals of sound energy and resource conservation practices, significant cost savings to the District can be realized through behavioral changes. Motivation for individuals to become actively involved in conservation techniques should result in the schools receiving a percentage of the savings for additional needed equipment, supplies, or other needs.

FISCAL IMPACT AND IMPLEMENTATION

The development of a district-wide resource conservation program can be developed with existing resources. The potential savings of 5% of the total utility costs are estimated to equal \$17,839 per year. Exhibit 3-7 details the expected savings.

**EXHIBIT 3-7
POTENTIAL RESOURCE CONSERVATION SAVINGS**

Utility	Actual Cost Last 12 Months Ending June 2014	5% Estimated Savings
Electricity	\$219,000	\$10,950
Gas	\$ 74,600	\$ 3,730
Water and Sewer	\$ 39,000	\$ 1,950
Trash	\$ 24,177	\$ 1,209
Total Utility Costs	\$356,777	\$17,839

Source: Woodland Public Schools expenditure report June 2014

	2014-2015	2015-2016	2016-2017
Implement a resource conservation program	\$17,839	\$17,839	\$17,839

CURRENT CONDITIONS

Woodland Public Schools' building blueprints are stored on disk and are backed up in the Educational Service District. The drawings are used by the maintenance department and by subcontractors. This protects the District against catastrophic loss from paper blueprints.

COMMENDATION 3-1:

The Facilities Services Department of the Woodland Public Schools is commended for digitizing blueprints and storing backup copies off-site, thus preventing a catastrophic loss.

CURRENT CONDITIONS

Woodland Public Schools has multiple copies of Materials Safety Data Sheets (MSDS) Manuals in each school. Custodians know the locations of the MSDS manuals and report using them periodically. This helps protect the District and employees against injury and loss from commonly used cleaning chemicals.

COMMENDATION 3-2:

The Facilities Services Department of the Woodland Public Schools is commended for maintaining and using the MSDS manuals in schools.

CURRENT CONDITIONS

Utilizing the proper amount of cleaning solutions and chemicals increases efficiency and decreases cost. Custodians who are required to mix chemicals by hand often do not utilize measuring devices but simply pour in the amount of chemical they deem is appropriate. Often this technique leads to significant waste and increased costs.

Woodland Public Schools Facilities Services has addressed this issue by installing metering devices in each school to accurately calibrate the use of custodial cleaners.

COMMENDATION 3-3:

The Facilities Services Department of the Woodland Public Schools is commended for the installation of metering devices in each school to accurately calibrate the use of custodial cleaners and waxes.

CURRENT CONDITIONS

The Facilities Services Director, the highest paid individual in the Department, currently spends some of his time entering each Facilities Services employee's time into the District's computerized time keeping system. This practice takes the Director's time away from other higher level functions. The entering of time-keeping data can be performed by each employee upon proper training in the use of the system. This will require some minimal training of each Facilities Services employee, but changing this practice will result in a more efficient use of employee time.

RECOMMENDATION 3-9:

Require each Facilities Services employee to enter their own time into the District’s computerized time-keeping system.

This practice will result in a more efficient use of employee time.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

The Facilities Services employees seldom meet together as a group with the Director to consider issues common to the group. Most employees indicated that they met together perhaps once per year. This practice impedes good intra-departmental communication and fosters misunderstandings. More frequent staff meetings tend to promote a team attitude beyond the buildings, enables short staff development times, and allows some questions and answers to clarify departmental processes and directives.

RECOMMENDATION 3-10:

Conduct monthly Facilities Services staff meetings.

This practice will result in a more efficient use of employee time.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

The Facilities Services Department has overlapped custodian schedules to allow time daily for the day custodian and the swing shift custodian to meet and discuss the various work priorities. This is a best practice and ensures appropriate communications between daytime and swing shift custodial staff. By providing the additional time for the day custodian and the swing shift custodian to meet on a daily basis, the transition between staff is be more efficient. Additional time is also available to allow the day custodian and the swing shift custodian to visually observe tasks that should be accomplished.

COMMENDATION 3-4:

The Facilities Services Department of the Woodland Public Schools is commended for scheduling overlap time between day custodians and the swing shift custodians.

CURRENT CONDITIONS

Facilities Service personnel do not fully participate in Woodland School District's recycling program. Interviews with principals indicated frustration with lack of custodial and maintenance involvement. Not only was there a reported lack of participation, principals reported that some Facilities Services personnel took recycled materials and dumped them into the general trash containers. All principals expressed concern that these practices detracted from the educational programs that taught about recycling and encouraged the practice as part of the curriculum.

School systems that have an "all in" approach to recycling typically report facilities personnel leading many aspects of the program. In fact, in some school systems, the maintenance and custodial personnel become part of the instructional team in the recycling effort. Seen from a higher level, the District will ultimately benefit from an aggressive recycling program due to reduced weights and volumes in the trash containers. Some Districts actually receive financial incentives to recycle materials.

RECOMMENDATION 3-11:

Require full participation of all Facilities Services personnel in the District's recycling programs.

Full participation from all employees will result in improved modeling of lesson taught in the classroom and may result in reduced solid waste disposal costs.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

In some older schools, custodians are required to lift heavy mop buckets full of water in order to empty them into the wall-mounted mop sinks. This condition increases the chances of lifting injuries to custodians and workers' compensation claims. Floor-level mop sinks allow the custodians to simply "tip and pour" water from the mop buckets, thereby lowering the possibility of lifting injuries and workers' compensation claims.

RECOMMENDATION 3-12:

Replace wall mop sinks with floor mop sinks.

The replacement of wall-mounted mop sinks will improve the working conditions of custodians, lower the risk of injury, and potentially reduce the cost of workers' compensation.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented over time with existing annual capital resources. It can be implemented across fiscal years 2014-2015, 2015-2016, and 2016-2017.

4.0 PERSONNEL

An effective and efficient system of staffing, personnel evaluation, and professional development is a critical part of any personnel or human resource system. To attain and sustain a dynamic and quality workforce, several components must be in place. These include:

- a system of professional goal setting and assessment,
- a staffing plan that allows the attainment of performance standards,
- an equitable and accountable evaluation system to improve employee performance, and
- A well-planned system of professional development tied to the employee's professional needs and the goals of the department.

4.1 Goal Setting and Assessment

Goals help define an organization, give direction and avoid organizational chaos. Goals can help employee motivation by communicating what the organization is striving for, as well as providing a basis of recognizing accomplishments and successes. Departments within organizations that set goals may be more effective in recruiting and retaining highly qualified personnel.

However, establishing goals takes on even more meaning when there is periodic feedback from “clients” regarding goal attainment.

CURRENT CONDITIONS

Woodland Public School's Facilities Services Department does not have an annual departmental goal setting process. To the extent that “informal goals” have been developed, they are not measured or communicated to others in the department.

Best management practices would indicate that annual goals should be set for the department and that each goal be measurable. Progress toward these goals should be assessed monthly and graphics showing progress should be prominently displayed for others to see at staff meetings. This display of progress communicates the ongoing importance of the goal and the emphasis placed on professional advancement by the entire team. For example, one metric might be the number of days “average inspection score.” Another might be a quarterly “customer satisfaction” chart based on a Likert Scale survey.

RECOMMENDATION 4-1:

Develop annual departmental goals (measurable) and post them clearly in the building.

RECOMMENDATION 4-2:

Develop metrics to show progress toward annual departmental goals. Each month, display updated graphics showing progress toward annual goals.

Setting annual departmental goals keeps the Facilities Services Department collectively focused on shared goals. This focus increases the probability that the Department will reach its goals and the employees will act as a team.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

These two recommendations can be implemented with existing resources. They can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

Woodland Public Schools does not regularly and systematically inspect the buildings and grounds with inspection checklists or other instruments. The lack of such inspections typically creates differing levels of care across the District. Employee may not have clear expectations and become confused about what constitutes success. High performing school systems regularly assess the conditions of their buildings and grounds, document their condition, and share the results with both subordinates and superordinate.

RECOMMENDATION 4-3:

Inspect buildings and grounds regularly using standard checklists or other instruments.

Woodland Public Schools can expect cleaner, better maintained buildings and grounds by implementing this recommendation. The Superintendent must stress the importance of sharing the inspection report results with him and those whose work is being inspected.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

The Woodland Public Schools does not gather “customer” satisfaction information as part of its continuous improvement process. As a result, information from internal users cannot be used for evaluation and planning purposes. Best practices in school support services include a customer satisfaction survey as part of the annual continuous improvement process.

RECOMMENDATION 4-4:

Conduct an annual customer satisfaction survey.

Information gathered in customer satisfaction surveys can be used for future departmental goal setting and may be used, if applicable, in individual employee growth plans.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

Staff and students at Woodland Public Schools do not appear to value an orderly, cared-for, and clean school. Members of the consulting team heard from nearly every person interviewed that cleanliness and orderliness were not part of the school culture and were not valued by employees or students.

Significant reductions in the custodian's workload can be realized by having a district wide "cleanliness and care campaign". By having students, and staff as part of the team responsible for the cleanliness of their school building and grounds the workload is shared and no longer becomes the sole responsibility of the Facilities Services staff. Cleanliness and care can become a part of Woodland Public Schools' culture which can develop a source of pride in all participants in their school facilities.

RECOMMENDATION 4-5:

Implement a "culture of cleanliness and care" campaign for all district students and employees.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

4.2 Staffing

In order for an organization to meet its goals, it must be staffed properly. Proper staffing must take into account both qualitative factors and quantitative factors. This section focuses on the quantitative factor -- Does the organization have sufficient numbers of employees in the different jobs to accomplish the tasks? Systematic evaluation of system performance will go far in answering the quantitative question.

CURRENT CONDITIONS

Woodland Public Schools is not meeting its goal of well-maintained school buildings. The consulting team found numerous examples of poorly patched drywall, broken base cove, rusted fascia, broken gutters and areas needing paint. Principals expressed reluctance about requesting

maintenance services because of tension between them and the maintenance department. Current maintenance worker staffing levels are at approximately 180,000 square feet per maintenance worker (assumes the Maintenance Director is .5 FTE supervisor and .5 FTE maintenance worker). Standard, or typical, maintenance staffing levels hover around 80,000 square feet per maintenance worker. District facilities services departments that use similar staffing levels are characterized by meeting standards, safe electrical systems, functional and modern plumbing systems, updated energy saving systems, and good inter-departmental communications. Exhibit 4-1 details the square footage and FTE data.

**EXHIBIT 4-1
WOODLAND PUBLIC SCHOOLS
SUMMARY OF SQUARE FEET PER MAINTENANCE WORKER**

Role	Sq. Ft.	Portables Sq. Ft.*	Total Sq. Ft.	Current FTE	Sq. Ft. per FTE
Maintenance	252,726	17,100	269,826	1.5	179,884

* Portables are estimated at 900 sf per classroom.

Source: Woodland Public Schools, 2014

In addition, Woodland Public Schools contracts to HVAC service vendors, electrical companies, plumbing companies, and others. In school year 2013-2014, the District spent approximately \$66,000 with a local company for HVAC control maintenance services. Additional fees were paid for boiler repair, refrigeration services, and low voltage system maintenance. Thousands more additional dollars have been spent on plumbing services throughout the year. Most of these purchased service costs could be eliminated if the District employed individuals with similar skills to those providing outside contracted services.

RECOMMENDATION 4-6:

Lower the average square feet per maintenance worker ratio to approximately 80,000 square feet per maintenance worker by hiring an additional 2.0 FTE maintenance workers.

The addition of 2.0 FTE maintenance workers will lower the maintenance load per eight hour shift to an average of approximately 80,000 square feet per custodian (269,826 total sq. ft. ÷ 3.3 maintenance workers = 81,765 sq. ft. per maintenance worker). It will allow maintenance workers to improve maintenance services in HVAC, plumbing, electrical, roofing, flooring, wall systems, doors and windows, and variety of other building systems. A common side effect of improved maintenance is an increase in the community support for the schools since there is a perception that the community's capital investment is being cared for and protected.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

The fiscal implications of this recommendation are significant due to the proposed substantial increase in the number of maintenance staff. Unfortunately, private sector salaries in the trades

often make it more difficult to recruit skilled maintenance workers. However, District employees enjoy steady work and a superior benefit package compared to the private sector. Given these factors, the consulting team anticipates the District, in order to compete, would hire additional skilled maintenance workers at the top of the schedule. Therefore, the additional 2.0 FTE’s would be at the top wage for a maintenance worker. The total cost to the District would be \$84,580 ($\$19.37 \times 2080 \text{ hours} = \$40,290$ plus 30% per year benefits equals a total compensation package of $\$52,377 \times 2.0 \text{ FTE} = \$104,754$). Because the implementation of this recommendation has a substantial fiscal impact, it should be phased in over two years.

Assuming each new maintenance work is skilled, one in HVAC and one in plumbing, they could eliminate most purchased service expenditures in those two trade areas. The savings is estimated to be \$75,000 per year. The net effect of the recommendation is a savings to the District of \$22,623 ($\$75,000 - \$52,377$) in 2014-2015. The net effect in subsequent years will be a net cost of \$29,754 ($\$104,754 - \$75,000$).

	2014-2015	2015-2016	2016-2017
Add Maintenance Personnel	(\$52,377)	(\$104,754)	(\$104,754)
Reduce Purchased Services	\$75,000	\$75,000	\$75,000
Net Change	\$22,623	(\$29,754)	(\$29,754)

Source: Teater Consulting, 2014

CURRENT CONDITIONS

Woodland Public Schools is not meeting its goal of clean and well-maintained grounds. The consulting team found many examples of unkempt grounds including, but not limited to, untrimmed grass, grass growing between curbs and paved areas, debris against curbs on the parking areas, weedy beds, grimy exterior surfaces, and dirty concrete. Numerous staff members commented that the appearance of the grounds and exterior of the building made it difficult to build a sense of pride in the school by students. Current grounds worker staffing levels are at approximately 68 acres per grounds worker. Standard, or typical, grounds staffing levels hover around 18-20 acres per grounds worker. District facilities services departments that use similar staffing levels are characterized by neatly mown fields, clean outside surfaces, and weeded beds.

Districts with well-kept grounds also tend to have students with more pride in their schools. Like maintenance services discussed earlier, another common side effect is an increase in the community support for the schools since there is a perception that the community’s capital investment is being cared for and protected. Exhibit 4-2 details the acreage and grounds FTE data.

**EXHIBIT 4-2
WOODLAND PUBLIC SCHOOLS
SUMMARY OF ACRES PER GROUNDS WORKER**

Role	Acres	Current FTE	Acres per FTE
Grounds	68.0	1.0	68.0

Source: Woodland Public Schools, 2014

RECOMMENDATION 4-7:

Lower the average acreage per grounds worker ratio to approximately 20 acres per grounds worker by hiring an additional 2.0 FTE grounds workers.

The addition of 2.0 FTE grounds workers will lower the grounds care load per eight hour shift to an average of approximately 22.7 acres per custodian (68 total acres ÷ 3.0 maintenance workers = 22.7 acres per grounds worker). By implementing this recommendation, the District can expect neatly mown fields, trimmed grass, clean building and concrete surfaces, tidy parking lots, and weeded beds.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

The fiscal implications of this recommendation are significant due to a substantial increase in the number of grounds staff. The additional 2.0 FTE’s would be at the beginning wage for a grounds worker. Even at this, the total cost to the District would be \$81,390 (\$15.05 X 2080 hours = \$31,304 plus 30% per year benefits equals a total compensation package of \$40,695 X 2.0 FTE = \$81,390). Because the implementation of this recommendation has a substantial fiscal impact, it should be phased in over two years.

	2014-2015	2015-2016	2016-2017
Add grounds workers	(\$40,695)	(\$81,390)	(\$81,390)

CURRENT CONDITIONS

Woodland Public Schools is not meeting its goal of clean schools. The consulting team found numerous examples of dust on ledges, unsanitary restrooms, dirty windows, wax buildup, and dingy corridors. Most areas are currently cleaned at APPA Cleanliness Level 3 – “Casual Inattention.” At this Level 3, the average custodian cleans between 28,000 and 33,000 square feet in an eight hour shift. Assuming Woodland Public Schools aspires to meet the APPA Cleanliness Standard of Level 2 (Orderly Tidiness) in all areas, the average square feet per custodian will have to decrease substantially.

The average square feet cleaned by each custodian in the Woodland School District is currently 28,403 square feet. The middle-high school is 27,982 square feet per custodian and the elementary schools average 28,870 square feet per custodian (129,917 sq. ft. ÷ 4.5 FTE custodians = 28,870 sq. ft. per custodian). Typically, daytime custodians have more “non-cleaning” activities (e.g. food service work, ordering of supplies, emergency response, etc.). This typically leaves a greater cleaning responsibility on the night custodian.

Exhibit 4-3 shows the average number of square feet cleaned by each custodian in elementary, middle, high school, and other school buildings.

**EXHIBIT 4-3
WOODLAND PUBLIC SCHOOLS
SUMMARY OF SQUARE FEET PER CUSTODIAN BY BUILDING**

Building	Sq. Ft.	Portables Sq. Ft.*	Total Sq. Ft.	Current FTE	Sq. Ft. per FTE
Woodland Primary	59,296	7,200	66,496	2.0	33,248
Woodland Intermediate	54,718	-	54,718	2.0	27,359
Yale ES	8,703	-	8,703	0.5	17,406
Woodland MS-HS	130,009	9,900	139,909	5.0	27,982
Total	252,726	17,100	269,826	9.5	28,403

* Portables are estimated at 900 sf per classroom.

Source: Woodland Public Schools, 2014

Visual observations of building cleanliness correlates directly with the number of square feet each custodian is cleaning. All schools that were visited were sub-standard in the cleanliness levels one would expect compare to APPA Cleanliness Level 2. This lower cleaning level also means that carpets wear out more quickly and must be replaced on an accelerated schedule or the maintenance department must order a higher quality and more expensive carpet to maintain good carpet appearance and prolong carpet life.

RECOMMENDATION 4-8:

Lower the average square feet per custodian ratio to approximately 20,000 square feet per custodian by hiring an additional 4.0 FTE custodial staff.

The addition of 4.0 FTE custodians will lower the cleaning load per eight hour shift at those levels to an average of approximately 20,000 square feet per custodian (269,826 total sq. ft. ÷ 13.5 custodians = 19,987 sq. ft. per custodian). It will allow custodians to improve the level of cleanliness of floors, walls, and hallway wall surfaces, vacuum more often and thoroughly, dust the ledges and window blinds, and empty trash. This should make cleaner, more inviting spaces for students to learn. Like maintenance and grounds above, a common side effect is an increase in the community support for the schools since there is a perception that the community’s capital investment is being cared for and protected.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

The fiscal implications of this recommendation are significant due to a substantial increase in the number of custodial staff. The additional 4.0 FTE’s would be at the beginning wage for a custodian. Even at this, the total cost to the District would be \$ (\$15.05 X 2080 hours = \$31,304 plus 30% per year benefits equals a total compensation package of \$40,695 X 4.0 FTE = \$162,780). Because the implementation of this recommendation has a substantial fiscal impact, it should be phased in over three years. The first year, 2.0 FTE custodians should be added for a total cost of \$81,390 (\$40,695 X 2). The second year, an additional 1.0 FTE custodian should be added for a total cost of \$122,085 ((\$40,695 X 3). The third year, an additional 1.0 FTE custodian should be added for a total cost of \$122,085 ((\$40,695 X 4).

	2014-2015	2015-2016	2016-2017
Add 4.0 FTE custodians over three years	(\$81,390)	(\$122,085)	(\$162,780)

4.3 Evaluations

As stated in the previous section, proper staffing must take into account both qualitative factors and quantitative factors. This section focuses on the qualitative factor -- Does the organization have employees with adequate skills to perform the requisite tasks? Systematic evaluation of employee performance will go far in answering the qualitative question. Staff who consistently focus on improving their performance set the stage for advancement and professional accomplishment. The feedback loop for this process is frequent programmatic and personnel evaluation. The evaluation results then become a tool for rewarding, encouraging, and planning for the continued effective and efficient performance of individual staff members and the entire Facilities Services program.

CURRENT CONDITIONS

Employee evaluations are inconsistent and are not related to employee performance standards. The consulting team determined that numerous employee evaluations were simply photocopies of an evaluation done many years ago. In order for employee evaluations to be successful and meaningful, staff must be evaluated on a regular basis. They must relate to the performance standards and they must be meaningful. Most evaluation processes require the staff to be evaluated on an annual basis once they have completed a probationary time period.

By evaluating the custodial staff on an annual basis, employees will have a formal feedback process that will assist them in identifying areas of improvement.

RECOMMENDATION 4-9:

Evaluate all Facilities Services personnel at least annually.

In addition to complying with District requirements, the implementation of this recommendation will allow employees to grow professionally through feedback regarding their performance.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

4.4 Staff Development

Systematic training helps employees increased productivity and improves the safety record of the District. Formal training programs for facility maintenance personnel may be sufficient to reduce liability insurance premiums.

CURRENT CONDITIONS

The Facilities Services Department utilizes staff training opportunities from vendors as one way to keep current while keeping costs down. An ongoing issue associated with facilities services throughout the United States is to keep staff abreast of new products and equipment. This ongoing challenge can only be accomplished by providing sound vendor training. The Woodland Facilities Services Department provides ongoing vendor training opportunities for custodial staff related to new products and equipment.

COMMENDATION 4-1:

The Facilities Services Department is commended for providing vendor training to improve the professional knowledge and skills of departmental personnel.

CURRENT CONDITIONS

Woodland Public Schools lacks a systematic training program for its maintenance, grounds, and custodial employees that would ensure that they are aware of current best practices and provide access to information that will improve their services.

Currently, there are some training activities provided by vendors and occasional other district personnel. However, there is no systematic, scheduled, or planned training program. Without a systematic, scheduled training program, the District cannot ensure that the Facilities Services employees are adequately trained and current with best practices in the different trades and lines of work.

With systematic, scheduled, periodic training, the Facilities Services employees will become more aware of new methods and products to provide efficiencies. In addition, the risk of injury

decreases when employees are trained in the latest methods and the hazards of certain products currently in wide use.

RECOMMENDATION 4-10:

Provide planned and systematic annual staff development activities for the training of Facilities Services Department personnel.

The inclusion of the Facilities Services Department personnel in regular, planned staff development activities will ensure a workforce that keeps pace with changes in technical skills, human relations skills, and includes them in the drive toward larger system-wide goals. In order to be effective, the staff development and training program must be adequately funded and well-planned. Staff development activities typically are provided in two “modes:”

- Activities that are part of a larger staff development program that most, or all, employees receive (such as Sexual Harassment, Communication Skills, Disaster Procedures, etc.).
- Activities that are specific to the employee’s technical skills or licensing requirements (such as New Uniform Building Code Requirements, Mold Remediation Techniques, Managing the Asbestos Management Plan, etc.).

Training in relationship to the larger staff development program including board policy and state and federal statutes significantly reduces the risk associated with possible litigation. Topics that should be considered for these “district-wide” staff development activities might include:

- Sexual harassment
- Discrimination
- Family Medical Leave Act
- HIPAA
- Fringe benefits
- Laws associated with the Fair Labor Standards Act

Training topics specific to an employee’s skills might include:

- Leadership training for supervisors that focuses on individual growth and contributions of personal leadership.
- Training to keep pace with technology innovations in each of the skill areas.
- Professional skill development
- Classes for electrical, plumbing, refrigeration, and HVAC licensing exams as required by codes.
- Certification for First Aid and CPR training.
- Cross-training.
- Time management
- Work scheduling

- Quality control
- Interdepartmental communication skills
- Customer communication skills
- Work habits

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

The fiscal impact for the implementation of a staff development plan for facility services is estimated to cost \$4,000 per year. It can be implemented in fiscal year 2014-2015.

	2014-2015	2015-2016	2016-2017
Provide staff development activities	(\$4,000)	(\$4,000)	(\$4,000)

CURRENT CONDITIONS

During the interview process the perception of people not having an appreciation for the Facilities Services staff and the important role they play within the school district surfaced. This perceived lack of appreciation can have a negative impact on individuals and negatively affect their productivity and attitude.

One way to counter this negativity is to develop a good recognition and awards program for Facilities Services staff. Recognition can come in numerous ways, but should include the supervisors, school administration, selected teachers, and fellow employees. Often a certificate with a small gift certificate is very adequate.

RECOMMENDATION 4-11:

Implement a Facilities Services recognition and awards program.

A minimal annual expenditure can provide an excellent recognition program for Facilities Services staff. Examples of this recognition may be awards, longevity pins, or a printed certificate mounted on a wooden plaque. This expenditure should be budgeted in the 2014-2015 fiscal year. Cooperation with the union leadership should be explored on this endeavor.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

5.0 FINANCE AND ACCOUNTING

A school system's financial organization should reflect the alignment of functions and responsibilities to enable sufficient focus to be directed towards the traditional activities (e.g. payroll, accounts payable, general ledger controls, etc.)

Financial management is a key component, which must provide the following organizational capabilities:

- an integrated mechanism to communicate the goals of the organization in financial terms;
- effective financial control and efficient processing of day-to-day financial activities;
- a financial structure to support efficient management of the organizational assets;
- accurate and timely financial information to those within the organization with budgetary responsibilities; and
- useful financial information to the Board of Directors and the public in a manner that will effectively communicate where resources are allocated and what results are gained from this allocation.

CURRENT CONDITIONS

The actual costs for Custodian Services to support the Food Services program has not been recently analyzed and updated. The cost rate being applied to Food Services does not appear to be adequately compensating the Woodland Public Schools' General Fund for custodial services. State and Federal reimbursement rates for Food Services are determined by direct and indirect costs. The indirect costs periodically need adjustments to reflect increases in costs to provide these services.

For Food Services, both breakfast and lunch are provided to students at all schools. Before and after each meal, custodians are required to set up and clean the dining area. The time required is substantial. School custodians typically spend considerable amounts of time in their daily schedule for breakfast and lunch clean-up. In Woodland Public Schools, the total amount of time spent by custodians on cleaning related to breakfast and lunch is 12 hours per school day. Exhibit 5-1 details the hours per custodian per day.

**EXHIBIT 5-1
ANNUAL BREAKFAST AND LUNCH
CUSTODIAL TIME**

	Custodian Daily Hours for Food Services		Daily Total
	Breakfast	Lunch	
Yale ES	0.50	0.50	1.00
Woodland PS	0.75	2.00	2.75
Woodland IS	0.75	1.50	2.25
Woodland MS/HS	3.00	3.00	6.00
Total	5.00	7.00	12.00

Source: Teater Consulting, 2014

This totals just over 1.0 FTE ((12 hours per day X 180 days) ÷ 2080 hours per year per FTE = 1.04 FTE) District-wide. A custodian in the middle of the salary schedule makes at least \$17.47 per hour. This means that it costs the District at least \$49,056 per year (12 hours per day X 180 days X \$17.47 plus 30% benefits). The net result of not having full compensation for custodial costs is an added fiscal burden on custodial services. This also means that the custodians are unable to clean other parts of the school during their “school lunch assignment.” Most school systems provide a periodic analysis of actual costs, including benefits, and charge the food services fund accordingly. This periodic analysis keeps a proper balance between food services and the custodial costs in the general fund.

Over a number of years, Woodland Public Schools appears to have used an indirect cost rate that covers some, but not all, of the custodial services costs. Since custodial services aren't being reduced, the custodial services portion of the general fund has paid for the balance. This is an effective reduction in manpower that has resulted in a lower level of cleanliness for Woodland Schools.

In order to provide these needed services and to improve the level of cleanliness, many school systems periodically review and recalculate both direct and indirect cost rates. When rates do not balance with actual expenses, rates are adjusted accordingly. Some districts simply charge food services directly and do not apply an indirect cost rate. Other simply require food service staff to perform custodial duties rather than custodial staff.

RECOMMENDATION 5-1:

Ensure that the direct and indirect costs for Food Services for custodial services are properly allocated to the general fund (and, ultimately, the custodial services budget) from the food service fund.

A revised indirect cost formula, or perhaps a direct cost allocation, is estimated to generate additional revenue to the general fund. This additional revenue to the general fund can be used

to improve staffing for the custodial services department. These actions will more accurately account for actual costs and revenues for Woodland Public Schools. An increase in the indirect cost rate may result in minimal increases for meals.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

The actual fiscal impact on patrons is uncertain, but the consulting team speculates that an additional general fund revenue (equivalent .5 FTE for custodial service) may be available to help supplement custodial services. Half of the \$49,056 per year detailed above (6 hours per day X 180 days X \$17.47 plus 30% benefits) equals \$24,528 per year. This recommendation can be implemented in fiscal year 2014-2015.

	2014-2015	2015-2016	2016-2017
Allocation of direct and indirect costs from food services	\$24,528	\$24,528	\$24,528

CURRENT CONDITIONS

Woodland Public Schools has no ongoing mechanism to fund capital equipment items for school facilities. If a large capital item fails and needs to be replaced, the District must use existing annual budget reserves to pay for the equipment item. This may have a negative effect on the educational programs that also rely on those reserves to pay for unexpected expenses. Many public entities establish a dedicated “set aside” fund to pay for both planned and unplanned capital renewal expenses. This “set aside” fund is similar to a savings account but is commonly called a “sinking fund.” Revenue for this “sinking fund” can come from several sources:

- a. a dedicated tax revenue,
- b. a planned inter-fund transfer from another fund (typically the general fund), or
- c. other sources (sale of surplus equipment, one-time windfalls, etc.)

Well managed school systems have comprehensive lists of equipment and building systems that have predictable life cycles. These districts know how much will be needed in the future to pay for the replacement of that equipment or the building systems when they fail or reach the end of their service life. Further, these districts set money aside in a sinking fund each year in anticipation of the need, and pledge the fund to capital replacement. This fiscal management process for capital maintenance is often referred to as “planned program of capital maintenance.”

RECOMMENDATION 5-2:

Create a capital replacement “sinking fund” to receive revenue over a period of time to fund future capital renovation or replacement expenses.

RECOMMENDATION 5-3:

Develop a planned program of capital maintenance that includes equipment and major building systems, the expected life cycles of that equipment or system, and inflation-adjusted replacement costs.

When implemented Woodland Public Schools will know how much will be needed in the future to pay for the replacement of its equipment and building systems when they fail or reach the end of their service life. Further, it will position the District to set money aside in a sinking fund each year in anticipation of the need. Exhibit 5-2 is a sample equipment and building system list. (Please note that this exhibit is a very limited sample. A comprehensive list would be extensive and cover many more pieces of equipment and many other building systems.)

**EXHIBIT 5-2
SAMPLE EQUIPMENT LIST FOR
A PLANNED PROGRAM OF CAPITAL MAINTENANCE**

EQUIPMENT TYPE	APPROXIMATE REPLACEMENT VALUE (B)	TYPICAL LIFE (C)	ANNUAL REPLACEMENT COST ((AxB)/C)
Compressor #401- 263	10,000	20.25	494
Boiler # 201 - 001	50,000	40.50	1,235
Roof Top Unit #107 - C14	80,000	20.25	3,951
Roof #202	212,500	25.00	8,500
Chiller #202 - VA932	85,000	20.25	4,198
Unit Ventilator #103-316	1,500	27.00	56
Air Unit #101-B002	5,000	20.25	247
Pump #001-318	3,000	20.25	148
Total			\$ 18,827

Source: Teater Consulting, 2014

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

These two recommendations can be implemented with existing resources and have minimal fiscal impact. They can be implemented in fiscal year 2014-2015.

CURRENT CONDITIONS

The Facilities Services Department for Woodland Public Schools has not bid out services, materials, and supplies for many years. HVAC control services, paper towels, and plumbing services are examples. Based on generally accepted best practices in school business management, this practice may have resulted in higher costs to the District for services,

equipment, and supplies. Although the District participates in a purchasing cooperative, there may be other items and services that would merit using a bid process. Even if a bid process is not warranted, the district can periodically request proposals for vendors in a wide variety of areas. High performing school systems require all departments, including facilities services, to bid services and items even if the amount is below the stringent procurement thresholds.

RECOMMENDATION 5-4:

Require Facilities Services to fully participate in procurement processes defined by both policy and best practices in school business management.

FISCAL IMPACT AND IMPLEMENTATION SCHEDULE

This recommendation can be implemented with existing resources and has minimal fiscal impact. It can be implemented in fiscal year 2014-2015.

6.0 SUMMARY

6.1 COMMENDATIONS AND RECOMMENDATIONS SUMMARY

The following is a summary of the commendations and recommendations made in the previous chapters of this report.

COMMENDATION 2-1:

Woodland Public Schools and the Facility Services Department are commended for placing their facility policies on a public web page.

RECOMMENDATION 2-1:

Develop new policies that support facility services.

COMMENDATION 2-2:

The Woodland Public Schools Facilities Services Department is commended for having a clear organizational structure with direct lines of responsibility.

COMMENDATION 2-3:

Woodland Public Schools and the Facility Services Department are commended for having a straightforward, “flat” organizational chart for Facilities Services.

RECOMMENDATION 2-2:

Require building principals to provide supervisory and evaluative feedback to custodians as part of the professional improvement process.

RECOMMENDATION 3-1:

Adopt maintenance standards that define the expectations for the maintenance of school buildings.

RECOMMENDATION 3-2:

Adopt custodial standards that define the expectations for the cleaning of school buildings.

RECOMMENDATION 3-3:

Adopt grounds care standards that define the expectations for the care of school grounds and fields.

RECOMMENDATION 3-4:

Align Facilities Services procedures to proposed standards.

RECOMMENDATION 3-5:

Implement a computerized maintenance management system.

RECOMMENDATION 3-6:

Provide training on the CMMS work order look-up capability to each building custodian and the building principal.

RECOMMENDATION 3-7:

Implement a comprehensive, systematic preventative maintenance program using the CMMS software.

RECOMMENDATION 3-8:

Implement a District-wide, behavior-based resource conservation program.

COMMENDATION 3-1:

The Facilities Services Department of the Woodland Public Schools is commended for digitizing blueprints and storing backup copies off-site, thus preventing a catastrophic loss.

COMMENDATION 3-2:

The Facilities Services Department of the Woodland Public Schools is commended for maintaining and using the MSDS manuals in schools.

COMMENDATION 3-3:

The Facilities Services Department of the Woodland Public Schools is commended for the installation of metering devices in each school to accurately calibrate the use of custodial cleaners and waxes.

RECOMMENDATION 3-9:

Require each Facilities Services employee to enter their own time into the District's computerized time-keeping system.

RECOMMENDATION 3-10:

Conduct monthly Facilities Services staff meetings.

COMMENDATION 3-4:

The Facilities Services Department of the Woodland Public Schools is commended for scheduling overlap time between day custodians and the swing shift custodians.

RECOMMENDATION 3-11:

Require full participation of all Facilities Services personnel in the District's recycling programs.

RECOMMENDATION 3-12:

Replace wall mop sinks with floor mop sinks.

RECOMMENDATION 4-1:

Develop annual departmental goals (measurable) and post them clearly in the building.

RECOMMENDATION 4-2:

Develop metrics to show progress toward annual departmental goals. Each month, display updated graphics showing progress toward annual goals.

RECOMMENDATION 4-3:

Inspect buildings and grounds regularly using standard checklists or other instruments.

RECOMMENDATION 4-4:

Conduct an annual customer satisfaction survey.

RECOMMENDATION 4-5:

Implement a “culture of cleanliness and care” campaign for all district students and employees.

RECOMMENDATION 4-6:

Lower the average square feet per maintenance worker ratio to approximately 80,000 square feet per maintenance worker by hiring an additional 2.0 FTE maintenance workers.

RECOMMENDATION 4-7:

Lower the average acreage per grounds worker ratio to approximately 20 acres per grounds worker by hiring an additional 2.0 FTE grounds workers.

RECOMMENDATION 4-8:

Lower the average square feet per custodian ratio to approximately 20,000 square feet per custodian by hiring an additional 4.0 FTE custodial staff.

RECOMMENDATION 4-9:

Evaluate all Facilities Services personnel at least annually.

COMMENDATION 4-1:

The Facilities Services Department is commended for providing vendor training to improve the professional knowledge and skills of departmental personnel.

RECOMMENDATION 4-10:

Provide planned and systematic annual staff development activities for the training of Facilities Services Department personnel.

RECOMMENDATION 4-11:

Implement a Facilities Services recognition and awards program.

RECOMMENDATION 5-1:

Ensure that the direct and indirect costs for Food Services for custodial services are properly allocated to the general fund (and, ultimately, the custodial services budget) from the food service fund.

RECOMMENDATION 5-2:

Create a capital replacement “sinking fund” to receive revenue over a period of time to fund future capital renovation or replacement expenses.

RECOMMENDATION 5-3:

Develop a planned program of capital maintenance that includes equipment and major building systems, the expected life cycles of that equipment or system, and inflation-adjusted replacement costs.

RECOMMENDATION 5-4:

Require Facilities Services to fully participate in procurement processes defined by both policy and best practices in school business management.

6.2 FISCAL IMPACT SUMMARY

Only those recommendations with a fiscal impact are listed in the following table.

Recommendation	2014-15	2015-16	2016-17
RECOMMENDATION 3-5: Implement a computerized maintenance management system.	\$ (3,000)	\$ -	\$ -
RECOMMENDATION 3-7: Implement a comprehensive, systematic preventative maintenance program using the CMMS software.	\$ 67,456	\$ 67,456	\$ 67,456
RECOMMENDATION 3-8: Implement a District-wide, behavior-based resource conservation program.	\$ 17,839	\$ 17,839	\$ 17,839
RECOMMENDATION 4-6: Lower the average square feet per maintenance worker ratio to approximately 80,000 square feet per maintenance worker by hiring an additional 2.0 FTE maintenance workers.	\$ 22,623	\$ (29,754)	\$ (29,754)
RECOMMENDATION 4-7: Lower the average acreage per grounds worker ratio to approximately 20 acres per grounds worker by hiring an additional 2.0 FTE grounds workers.	\$ (40,695)	\$ (80,390)	\$ (80,390)
RECOMMENDATION 4-8: Lower the average square feet per custodian ratio to approximately 20,000 square feet per custodian by hiring an additional 4.0 FTE custodial staff.	\$ (81,390)	\$ (122,085)	\$ (162,780)
RECOMMENDATION 4-10: Provide planned and systematic annual staff development activities for the training of Facilities Services Department personnel.	\$ (4,000)	\$ (4,000)	\$ (4,000)
RECOMMENDATION 5-1: Ensure that the direct and indirect costs for Food Services for custodial services are properly allocated to the general fund (and, ultimately, the custodial services budget) from the food service fund.	\$ 24,528	\$ 24,528	\$ 24,528
Total	\$ 3,361	\$ (126,406)	\$ (167,101)
Grand Total Fiscal Impact Over Three Years =			\$ (290,146)

APPENDIX



Project Director: Mr. J. David Teater. Mr. Teater has 43 years' experience as a classroom teacher, counselor, principal, assistant superintendent, superintendent, consultant, and educational planner for schools. Mr. Teater served as a principal and superintendent in small rural schools as well as an administrator in larger school systems. He has taught graduate classes on school facilities, school finance, curriculum development,

learning theory, and supervision at Albertson College and the University of Idaho. He has extensive experience in working with parents, staff, students, teachers, administrators, school boards and citizen advisory committees. He was Chairman of both the State Legislative Committee and the Executive Development Committee for the Idaho Association of School Administrators. Mr. Teater served as the State Executive Director for Project Leadership, a school executive renewal program, and was awarded the Distinguished Service Award by the Idaho Association of School Administrators.

"The process began with much apprehension and suspicion on the part of the faculty. Dave handled this apprehension very well. He was calm and open. The faculty were very pleased to have someone listen to their needs and incorporate their expert opinions into the plans. The process ended with excitement and trust."

*- Dr. Vera McCrink
Dean, College of Western Idaho*



Consultant: Doug Nichols. Mr. Nichols is in his 44rd year as a professional in the area of K-12 school planning, design and construction. As an architect, Mr. Nichols has provided design services to many school districts and other public agencies in Washington and Oregon. Mr. Nichols served as regional vice president of a wholly-owned real estate development subsidiary of Portland General Corporation. In that position, Mr. Nichols was responsible for the planning, design, construction and disposition of major mixed use projects in Portland, Seattle, and Boise. Mr. Nichols is in his 12th year as Director of Construction Services Group (CSG), a 25-person program of Educational Service District 112. CSG provides a wide range of K-12 facility planning,

construction, energy conservation, security assessment and related services to public and private school districts. Mr. Nichols served as Interim Director and subsequently Interim Deputy Director of Capital Projects and Planning for Seattle Public Schools from 2011-2013.