



MASTER PLAN

Facilities Servicepersons Program

2022-2023

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Course Group Number: 10454790

Purpose

Broward County will also adhere to the provisions provided by the Board, as well as the contractual responsibilities outlined by the Collective Bargaining Agreement(s). Policies and procedures shall be put in place through programs which provide sanitation, cleaning, and health and safety protection for all stakeholders of the District.

The Facilities Servicepersons Programs are designed to provide the knowledge and skills needed to perform in the schools and departments of Broward County. The programs require participants to know how to use equipment, properly clean and maintain a sanitary facility and manage and lead a staff. These programs, along with some professional development opportunities, afford the participants the chance to learn how to do things the correct way and implement this new knowledge at their site. These resources are aligned with one of the District's 5 Core Values (Retain, Develop, & Recruit) and focuses on the "professional learning for all" initiative.

The intended outcomes for this Master Plan are to decrease the area(s) that have been identified as having gaps and to provide staff with opportunities that enhance their skills and assist in keeping schools in a sanitary and safe working condition.

Needs Assessment

The Facilities Serviceperson Development Master Plan is to provide professional learning activities that align with the requirements defined by the Florida Department of Education (FLDOE) for cleaning and servicing occupied facilities. The FLDOE has provided a framework for the safety, comfort and health of occupants visiting, working and learning in an educational facility. All educational facilities shall be held to the standards of Chapter 5 of the State Requirements for Educational Facilities (SREF) and teachings / trainings of the Florida School Plant Management Association (FSPMA).

The tables on the following pages describe the Desired Outcomes for Facilities Serviceperson professional learning in support of each role associated with this Master Plan.

Desired Outcomes

1. Facilities Serviceperson			
1.1 DESIRED OUTCOME: Resource Usage. Demonstrates proper use of District approved chemicals and equipment in their daily work routines.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Demonstrates understanding of how to properly work with chemicals and machines correctly.</p> <p>Demonstrates and understands how to mix chemicals and maintain equipment before and after usage.</p> <p>Uses District guidelines and manufacturer's directions so that schools / sites are safe, sanitary and secure.</p> <p>Assists colleagues with mixing chemicals and using machines.</p>	<p>Shows knowledge of and can demonstrate how to properly use chemicals and machines.</p> <p>Understands which chemicals to mix and equipment mechanisms.</p> <p>Uses District guidelines and manufacturer's directions so that schools / sites are safe and sanitary.</p>	<p>Can demonstrate use of chemicals and equipment.</p> <p>Has limited knowledge of which chemicals to mix and equipment mechanisms.</p>	<p>Fails to demonstrate hands-on knowledge of chemicals or equipment.</p>

1. Facilities Servicepersons			
1.2 DESIRED OUTCOME: Sanitation. Implements safety, housekeeping and sanitation procedures into facility operations as outlined by Facilities Servicepersons (FSP) Guidelines and Procedures Handbook.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Demonstrates above-average skills in everyday facility operations.</p> <p>Has the ability to oversee individuals in implementation of facility operations.</p> <p>Demonstrates model expectations of how school / site should be cleaned and sanitized.</p> <p>Seeks updated information from FSP handbook, supervisors and informs others.</p>	<p>Demonstrates average ability in implementing procedures.</p> <p>Knows procedures for facility and implements them.</p> <p>Knows expectations of how school / site should be cleaned and sanitized.</p>	<p>Demonstrates limited ability in fulfilling procedures.</p> <p>Does not look to improve the physical environment in which procedures should apply.</p> <p>Has limited expectations of how school / site should be cleaned and sanitized.</p>	<p>Has no knowledge of operation procedures being implemented by District.</p> <p>Application of procedures is lacking due to new position.</p>

1. Facilities Servicepersons			
1.3 DESIRED OUTCOME: Interaction. Communicates and interacts effectively with students, parents, staff and other stakeholders.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Initiate interactions with stakeholders on varying topics.</p> <p>Collaborates with stakeholders, peers, students, and others.</p> <p>Builds positive relationships with stakeholders, peers, students and others.</p>	<p>Contributes as expected when interacting with others.</p> <p>Communicates and interacts with stakeholders, peers, students, and others.</p>	<p>Participates in collegial activities when required.</p> <p>Has limited communication with stakeholders, peers, students and others.</p>	<p>Works in isolation.</p> <p>Has no communication or interaction with stakeholders, peers, students and others.</p>

2. SUPERVISOR/ADMINISTRATOR			
2.1 DESIRED OUTCOME: Personal Development: Effective facilities leaders actively seek, pursue, and learn other skills within and outside of the organization.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
The leader attends professional learning activity (ies), learns strategies and implements back at work site.	The leader identifies and makes an effort to attend professional learning opportunities that enhances their job performance.	The leader seeks out answers to deficiencies	The leader has knowledge of skill(s) deficiency. The leader does not attempt to correct known deficiencies.

2. SUPERVISOR/ADMINISTRATOR			
2.2 DESIRED OUTCOME: Communication. Effective facilities leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and District goals by building and maintaining relationships with students, faculty, parents, and community.			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
The leader actively listens to and learns from staff and community stakeholders while proactively seeking opportunities to listen to stakeholder feedback. The leader consistently communicates expectations and performance information, while recognizing individuals for effective performance. The leader initiates	The leader actively listens to and learns from staff and community stakeholders. The leader communicates expectations and performance information, while recognizing individuals for effective performance. The leader maintains constructive conversations about important school / site issues and provides follow-up to concerns. The leader utilizes appropriate	The leader actively listens to and learns from staff and community stakeholders. The leader communicates expectations and performance information, while recognizing individuals for effective performance. The leader is limited and provides minimal constructive conversations about important school / site issues and follow-up to	The leader attempts to listen to staff and community stakeholders. The leader attempts to communicate expectations and performance information to stakeholder groups and recognize individuals for effective performance. The leader attempts to provide constructive conversations about important school / site issues and follow-up concerns.

<p>constructive conversations about important school / site issues and provides follow-up to concerns.</p> <p>The leader utilizes appropriate technologies for communication and collaboration to ensure more timely, efficient, and productive communication between all stakeholders.</p> <p>The leader ensures staff receives timely information about all requirements and decisions while providing opportunities to receive input on related initiatives.</p>	<p>technologies for communication and collaboration.</p> <p>The leader ensures staff receives timely information about all requirements and decisions while providing opportunities to receive input on related initiatives.</p>	<p>concerns.</p> <p>The leader utilizes limited technologies for communication and collaboration.</p> <p>The leader ensures staff receives timely information about all requirements and decisions while providing opportunities to receive input on related initiatives.</p>	<p>The leader attempts to utilize technologies for communication and collaboration.</p> <p>The leader attempts to ensure staff receives timely information about all requirements and decisions while providing opportunities to receive input on related initiatives.</p>
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2. SUPERVISOR/ADMINISTRATOR			
2.3 DESIRED OUTCOME: Leadership Development: Effective facilities leaders actively cultivate, support, and develop other leaders within the organization			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Effective leaders adhere to a code of ethics and principle of professional conduct as it relates to their position and organization.</p> <p>Effective leaders</p>	<p>Effective leaders adhere to a code of ethics and principle of professional conduct as it relates to their position and organization.</p> <p>Effective leaders demonstrate commitment to the</p>	<p>Effective leaders adhere to a code of ethics and principle of professional conduct as it relates to their position and organization.</p> <p>Effective leaders</p>	<p>The leader attempts to demonstrate a commitment to the success of staff and to identify barriers to the success of the school / site.</p> <p>Effective leaders engage in professional learning.</p>

<p>demonstrate commitment to the success of all staff and resiliency by staying focused on the District's vision, identifying barriers, and reacting constructively to the barriers to success and wellbeing of the school / site, families, and local community.</p> <p>Effective leaders engage in professional learning and improve professional practice in alignment with current, research-based best practices and the needs of the District.</p> <p>Effective leaders demonstrate willingness to admit error, learn from it, proactively seek out additional learning opportunities and demonstrate explicit improvement in specific performance areas based on previous evaluations and</p>	<p>success of all staff and resiliency by staying focused on the District's vision, identifying barriers, and reacting constructively to the barriers to success and wellbeing of the school / site.</p> <p>Effective leaders engage in professional learning and improve professional practice in alignment with the needs of the District.</p> <p>Effective leaders demonstrate willingness to admit error and learn from it and demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback.</p> <p>The leader identifies and cultivates potential and emerging leaders.</p> <p>The leader provides evidence of delegation and trust in subordinate leaders while planning for succession management in key positions.</p> <p>The leader develops sustainable and supportive relationships</p>	<p>demonstrate commitment to the success of staff and identify barriers to the success of the school / site.</p> <p>Effective leaders engage in professional learning and improve professional practice.</p> <p>Effective leaders demonstrate willingness to admit error and demonstrate limited improvement in specific performance areas based on previous evaluations and formative feedback.</p> <p>The leader cultivates emerging leaders.</p> <p>The leader provides evidence of delegation and trust to subordinate leaders.</p> <p>The leader develops relationships with administrators</p>	<p>The leader attempts to improve performance in specific areas based on previous evaluations.</p> <p>The leader attempts to cultivate emerging leaders.</p> <p>The leader attempts to practice delegation and trust subordinate leaders.</p> <p>The leader attempts to develop relationships between administrators and stake holders. .</p>
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<p>formative feedback.</p> <p>The leader strategically identifies and cultivates potential emerging leaders.</p> <p>The leader provides evidence of delegation and trust in subordinate leaders providing support as needed while planning for succession.</p> <p>The leader develops sustainable and supportive relationships between administrators and stake holders</p>	<p>between administrators and stake holders</p>		
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Data Collection Plan					
<p>End Goal of plan: Participant will be able to effectively maintain a safe, attractive and sanitary learning environment that supports the overall efficient operation of District facilities and student achievement.</p>					
What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Attendance	Sign-in sheets	Data is available	SAP	Trainers / Facilitators Program Managers	At end of each program / course

Pass/fail evidence	Exam grades	Data is available	Quia Filemaker Database	Program Manager / PPO	At end of each program
Demonstration of facility operation knowledge	Quia Survey	Data is available	Quia	Program Manager	Per program endings
	Customer Service Survey from LAB	Data is available	District Records	Program Manager	Quarterly
				Supervisors Risk Management Department	Annually

Data Collection Plan: Facilities Servicepersons			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	[Attendance and feedback from PD Management System]	1x/workshop	Program Trainers-Manager / Coordinator
2. Participants' Learning	Program Assignment / End of program assessment	1x or 2x workshop	Program Manager / Coordinator
3. Organizational Supports	Support from TAO (NI) and providing non-instructional professional learning courses	Continuous	Program Manager / Coordinator
4. Participants' Practice	Survey to supervisor / administrator	1x or 2x per year	Program Manager / Coordinator
5. Student Outcomes	No Outcomes related to students	N/A	N/A

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilities Serviceperson	Sign-in sheets / Attendance / LAB Survey	Summary of workshop feedback and attendance
Supervisor / Administrator	Sign-in sheets / Attendance / LAB Survey	Summary of workshop feedback and attendance
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilities Serviceperson	Program Assignment / End of program assessment	Report and data analysis of program assessments
Supervisor / Administrator	Follow-up Assignment	Summary of follow-up assessment
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilities Serviceperson	Support from TAO (NI) and providing non-instructional professional learning courses	Summary of professional development offerings
Supervisor / Administrator	Support from TAO (NI) and providing non-instructional professional learning courses	Summary of professional development offerings
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilities Serviceperson	Survey to supervisor / administrator	Data analysis of mid-year survey
Supervisor / Administrator	Survey to supervisor / administrator	Data analysis of mid-year survey
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Facilities Serviceperson	No Outcomes related to students	No Outcomes related to students
Supervisor / Administrator	No Outcomes related to students	No Outcomes related to students