
**Planning and Managing
School Facilities**
SECOND EDITION

Theodore J. Kowalski

Planning And Managing School Facilities Second Edition

Theodore Kowalski



Planning And Managing School Facilities Second Edition:

Planning and Managing School Facilities Theodore J. Kowalski, 1989 Theodore Kowalski addresses the administrative procedures associated with planning and managing school facilities. As noted at the outset, practitioner interest in school facilities has been growing rapidly in recent years because decades of neglect, poor planning, and cost cutting have created a situation in which large numbers of America's school buildings are in need of major repair or replacement. At the same time, the realization that costs related to repair and replacement have escalated significantly has fueled a new concern among school facility planning and management. Writing for school administrators, superintendents, and board members as well as graduate students in education, Kowalski discusses planning from the perspective of both individual facility projects and more comprehensive district-wide efforts. The responsibilities associated with administering school buildings are also approached from the individual school and district program perspectives. Following an introductory chapter that sketches the history of school facilities and the evolution of planning, Kowalski examines contemporary issues in school facilities planning and management. The remaining chapters are divided into two groups devoted to planning and the management of existing facilities respectively. Turning his attention first to planning activities, Kowalski advocates a system analysis approach that is based upon high levels data integration and used in conjunction with a vision-driven model of goal development. Particular attention is given to the potential participants of planning, alternative planning paradigms, and the potential pitfalls of various approaches. In the section on administering school buildings, an overview chapter is followed by separate treatments of school district maintenance, managing the individual school, and major contemporary problems associated with school facility management. Taken as a whole, Kowalski's work fills a major gap in the field by focusing attention on a key aspect of school administrative responsibility that until now has received little attention in the professional literature.

Planning and Managing School Facilities Theodore Kowalski, 2002 Nearly half of the nation's school buildings need to be renovated or replaced. This book provides a knowledge base for administrators to plan and manage construction projects and addresses specific planning tasks including public opinion polling, enrollment projections, financial planning, selecting architects, and other professionals, and managing facilities once they are operational. Theodore Kowalski addresses the administrative procedures associated with planning and managing school facilities. As noted at the outset, practitioner interest in school facilities has been growing rapidly in recent years because decades of neglect, poor planning, and cost cutting have created a situation in which large numbers of America's school buildings are in need of major repair or replacement. At the same time, the realization that costs related to repair and replacement have escalated significantly has fueled a new concern among school facility planning and management. Writing for school administrators, superintendents, and board members as well as graduate students in education, Kowalski discusses planning from the perspective of both individual facility projects and more comprehensive district-wide efforts. The responsibilities associated with administering school buildings are also approached

from the individual school and district program perspectives Part One of the book examines historical and contemporary perspectives of school facility planning A systems perspective is provided for defining the adequacy of school buildings and the effects of changing demographics school reform technology and obsolescence are detailed Various planning paradigms and needs assessment are the foci for Part Two Part Three examines specific tasks related to completing a facility project They include public opinion polling securing professional services and management responsibilities before during and after construction Part Four includes these focused issues planning elementary schools planning secondary schools doing enrollment projections working with other agencies choosing between renovation and new construction financing capital outlay and maintaining facilities once they become operational

The School Superintendent Theodore J. Kowalski, 2006

The School Superintendent Theory Practice and Cases is both a textbook and reference for practitioners

A Guide to Leading and Managing Indiana School Facilities Tom Dykiel, Charles Hobbs, William E. Roberson, 2009-08 When school buildings are aging a decision must be made as to whether to continue to maintain the existing building renovate building or build new Very seldom is extending the existing buildings life over building a new building If renovation costs exceed 50% of the cost of new construction it is better to build instead of renovating The taxpayers in your community will have much to say on whether to renovate or build new Much emphasis should be given to taxpayer input before the school board makes a final decision School administrators are responsible to the community for maintaining school buildings and they owe an explanation to the community of what has been done to protect existing school buildings This book is developed to help aspiring teachers who want to become principals business managers or superintendents that existing buildings need to be properly maintained and functional and can continue to serve the public for many years to come

Planning Educational Facilities Glen I. Earthman, 2013-08-22 Planning Educational Facilities What Educators Need to Know is a book about planning and the responsibilities educators have in the process of planning for educational facilities The book covers every aspect of planning that needs to be done to complete any capital improvement project from the assessment of need to the evaluation of the product and process The text is the most comprehensive book on planning educational facilities on the market Each planning process is described in detail explaining the role of the superintendent and school personnel Descriptions of the various means of contracting with a firm for the construction of a building of the completion of a capital improvement project is provided with a discussion of the benefits and problems involved The book also contains a chapter devoted to problem based learning activities which were derived from practical situations These activities provide a very practical experience of solving typical problems in the planning process This text can be used by the practitioner as a guide to follow in planning educational facilities It can also be used as a text in a school planning course

Resources in Education, 2001-10

Avoiding School Facility Issues G. Kent Stewart, 2006-12-01 This book can be used as a graduate school text for courses in school buildings and facilities It is probably more suitable as a guide for practitioners especially

school district superintendents in small to medium sized school districts Such districts make up the majority of school districts in this country Lunenburg and Ornstein 1996 reported that 38% of the 15 000 school districts in America enroll fewer than 1 000 students and another 37% enroll from 1 000 to 5 000 students America is a country of relatively small school districts The book opens with a brief overview of the history of twentieth century school buildings and moves from there into a brief discussion of the requirements of today s school buildings as integral parts of the communities they serve Citizens need to understand problems and issues involving their school buildings Understandings are reached through practice of positive relations between school and community Good public relations facilitates mobilization of the public to assure that school buildings ultimately serve the publics interests *Managing the Business of Schools* Iris Keating,Ray Moorcroft,2006-10-12 Written by experienced consultants this book explores the key themes surrounding the role of the School Business Manager and offers guidance for dealing with the practical issues of the job Experts in the field provide practical advice on the essential technical aspects of the role such as managing risk managing facilities and human resources and the book also considers strategic issues and addresses big questions such as the workforce remodelling agenda and extended schools Each chapter contains a useful summary of key points case studies and suggested further reading for continued study Senior Management Team members school governors school business managers students of school business management and anyone involved in and interested in the effective management of schools will find this book an invaluable source of reference

The School Principal Theodore J. Kowalski,2010-08-14 Over the past two decades efforts to improve schools have significantly modified role expectations for principals Today school level administrators are expected to be both visionary leaders and competent managers Based on the conviction that administration is an amalgam of leadership and management The School Principal emphasizes the need for practitioners to apply conceptual skills to make what to do decisions to apply technical skills to make how to do decisions and to apply relational skills to engage in democratic decision making Kowalski frames the book with a discussion of the nature of schools the roles of principals and their need to improve schools The book then provides a balanced treatment of leadership and management covering issues of personal behavior instructional leadership relationship building issues finances facilities personnel management pupil services and maintaining safe schools The text closes with discussion of the vital aspects of practice for contemporary principals addressing problem solving collaborative change strategies and personal commitment to being a principal Special Features Vignettes introduce the subject matter in the context of common challenges faced by practitioners Knowledge Based Questions and Skill Based Activities prompt readers to engage with and reflect on the chapter content The School Principal aligns with the Educational Leadership Consortium Council ELCC Standards Treating principals as concurrently visionary leaders and competent managers this excellent text addresses the needs of aspiring and practicing principals providing the tools to build effective and efficient schools

Research in Education ,1970

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