

**EXECUTIVE SUMMARY
INTRODUCTION****CHAPTER 1: INTRODUCTION**

The Ohio School Facilities Commission (OSFC) *is an independent agency of the State within the Ohio Facilities Construction Commission and* is charged with overseeing the design and construction of school facilities in the state of Ohio. A school facilities project is a very exciting event for a school district, but it can also be complex and overwhelming. The OSFC Design Manual has been developed to provide consistent, clear information for school districts and design professionals as a new generation of schools is being created for Ohio. The guidelines are the culmination of standards, accepted procedures, statutory requirements, and the experience of experts and authorities throughout the United States. The guidelines provided in the Design Manual establish a uniform level of quality and sustainability for all public school buildings. The Design Manual will apply to new school facilities and new additions to existing buildings. Renovation to existing facilities should adhere to the Design Manual guidelines wherever possible.

Since the Design Manual communicates a vast amount of information on so many planning, design, and construction issues, the length and quantity of the Manual can be intimidating. However, understanding how the Design Manual is organized and which information will be needed during the various phases of the process will enable each participant to be better prepared for the exciting opportunity of creating school facilities.

An important consideration in developing a state-wide program that must provide equity among districts is the balance between broadly applicable standards and program delivery. A fundamental tenet of educational facility planning is that school facilities must be responsive to a school district's educational program. The Design Manual allows districts to develop building programs that respond to their current, unique needs as well as preparing for their educational future. There are also many different ways in which districts are delivering educational programs and helping students accomplish learning objectives at each grade level and school. By designing classrooms and other instructional spaces to be flexible and adaptable, districts are better prepared to accommodate future educational program developments.

Additionally, sustainable, energy efficient features will be incorporated into school facilities designs. These features will have a positive impact on student academic achievement. By promoting the design and construction of green schools, we can make a significant impact on student health, test scores, teacher retention, school operating costs and the environment.

In response to the desire for sustainable designs and the Governor's Executive Order 2007-02S, Coordinating Ohio Energy Policy and State Energy Utilization, the OSFC adopted Resolution 07-124, Approving Incorporation of Energy Efficiency and Sustainable Design Features into the Commission's Programs. As a measure of success, the Commission adopted the U.S. Green Building Council's (USGBC) LEED for Schools (Leadership in Energy and Environmental Design) Silver Certification as its benchmark with preferred investment in attaining LEED points in the energy and atmosphere category.

The Design Manual is required by state law to provide the parameters for building assistance programs in which the school district and the State of Ohio share the building costs. Throughout the planning, design, and construction phases of every project there are four factors that must be considered and held in balance: quality, cost, optimizing energy performance, and time (schedule). The Design Manual was created to provide parameters for balancing these four essential elements fairly for all the projects in each district throughout the state.

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The Career-Technical School sections are intended to be used in conjunction with the Design Manual to address all aspects of programming, design, and construction of Career-Technical and Comprehensive High Schools that are not explicitly covered by other sections of the Design Manual. They provide guidelines for the size and quantity of instructional and support spaces as well as material/system components necessary for the construction of Career-Technical School facilities and the Career-Technical components of Comprehensive High Schools.

Equality among school districts related to size of career-technical spaces, finishes, systems and costs is the primary purpose of the Career-Technical sections. It is the intent of the OSFC Vocational Facilities Assistance Program (VFAP) to improve existing Career-Technical program spaces, especially in relation to curriculum and instructional delivery methods, building codes, OSHA requirements, and fire safety. The space guidelines set forth in these sections are intended to meet these requirements as well as to accommodate the best practices for the delivery of Career-Technical programming.

There is no intent within the context of the Design Manual to restrict, encourage, or otherwise influence the requirements of the public bidding laws of the State of Ohio relative to entities bidding on labor, material, products, or services. Names of proprietary organizations are not stated within the manual, and the intent is to encourage open, competitive bidding for the work.

The Ohio School Design Manual is the exclusive property of the Ohio School Facilities Commission of the State of Ohio, and the Ohio School Facilities Commission reserves the right to add, delete, modify, or otherwise change the content of this manual at any time. Specific information contained within the manual will be periodically modified to reflect current conditions.

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

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A. ROLES OF PARTICIPANTS IN PLANNING, DESIGN, AND CONSTRUCTION

The Project Team is responsible for creating and implementing a district facility plan. The planning, contracting, and project management strategies involved in this process have been developed, refined, and have proven to be successful in millions of dollars worth of school projects. Each team member will need to access various portions of the Design Manual to better understand his/her role and fulfill his/her responsibilities.

1. Participants in Creating the Master Facility Plan

Role: Assessment Consultant

Responsibilities: The Assessment Consultant assesses the condition of buildings, evaluates the overall building needs of the district, estimates costs and assists in developing the Master Facilities Plan.

Role: Educational Planner

Responsibilities: The Educational Planner develops and reports the most likely projected enrollment for the next ten years for assigned school districts. The following data is considered in developing the enrollment projections: historical enrollment of the school district, including special education enrollment; previously completed enrollment projections; grade level survival or transfer patterns; community school and open enrollment numbers; federal and school district census data to include population, household, and economic information; live birth data for the district by zip code and municipality; housing development patterns and building permits for single-family and multi-family units, including historical permits for the last ten years; and maps of the district. Career-Technical enrollment will be determined based on Commission guidelines (**10 year historic enrollment**).

Role: Regional Program Consultant (RPC)

Responsibilities: The Regional Program Consultant coordinates, manages, monitors, and plans the resources and schedule for the facilities assessment, student enrollment study, and Master Facilities Plan for assigned school districts. For the projects included in the Expedited Local Partnership Program (ELPP or VFAP ELPP), the RPC reviews plans and specifications for Design Manual compliance, reviews budget estimates prepared by the Design Professional (DP) and/or Construction Manager (CM), and provides various services during the construction phase.

2. Participants in Creating and Implementing the Master Facility Plan

Role: School District Representative

Responsibilities: Depending on the size of the district and the complexity of the projects, the school district representatives may include the Superintendent, a Principal, and/or the district's Facility Director. The school district representative is responsible for representing and making decisions on behalf of the school district in planning, design, and construction throughout the process. **Final decisions are made by the District Board of Education.**

Role: OSFC Planning Staff

Responsibilities: Various OSFC staff members provide comprehensive support for the Project Team. A Planner is responsible for using the facility assessment information and enrollment study information to develop the Master Facility Plan for a district. Additional staff members with varying expertise participate as needed and serve as information resources throughout the project.

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3. Participants in *Implementing* the Master Facility Plan

Role: The Design Professional (DP)

Responsibilities: The DP is involved in developing the Program of Requirements for the project. The DP, along with his or her consultants, is responsible for the documents that are developed during design and that are ultimately used for the construction of the project.

Role: The Construction Manager (CM)

Responsibilities: The CM is responsible for scheduling, estimating, and providing overall coordination for projects

Role: School District Representative (District)

Responsibilities: The School District Representative is responsible for making decisions during the planning, design, and construction of the school project.

Role: OSFC Project Administrator (PA)

Responsibilities: A Project Administrator is the primary interface for the school district, the CM, and the DP. The PA accommodates the unique needs of the school district within the framework of Commission policies and procedures.

Role: Commissioning Agent

Responsibilities: The Commissioning Agent is hired by the district to provide a single point responsibility to ensure efficiency of operation and performance of the building's major systems.

Every team member must understand and fulfill his or her responsibilities for the planning, design, and construction process to be successful. Fortunately, the team works together to be sure that everyone's voice is heard and decisions are made and implemented in a timely manner. Partnering sessions are held throughout the process to help all the stakeholders work together in an environment of mutual trust with open channels of communication.

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OHIO CONSTRUCTION REFORM

On June 30, 2011, Governor Kasich signed House Bill 153 which included the first changes in the state's method of performing public construction in over 134 years. These changes collectively known as Ohio Construction Reform, or OCR, will substantially alter how public improvement projects are completed and will allow for alternative construction delivery methods.

Ohio Construction Reform retains the current multiple-prime design-bid-build project delivery method, but gives public owners a number of other project delivery options that could be:

- *Faster*
- *Have less risk*
- *More flexible*
- *Lower cost*

Once Ohio Construction Reform goes into effect, these new delivery methods can be used by state agencies, colleges/universities, counties, townships, municipal corporations, school districts, or other political subdivisions. These changes do not impact the Ohio Turnpike or ODOT's road construction.

Alternative Project Delivery Methods:

- *Retains multi-prime design-bid-build project delivery*
- *Removes limitations on single-prime design-bid-build project delivery – General Contracting*
- *Allows design-build (D-B) project delivery – a single entity assumes risk for final design and construction of facility including cost overruns*
- *Retains construction manager (CM) as agent delivery – the CM acts as owner's agent*
- *Allows construction manager at risk delivery (CMR) – the CM holds subcontracts and assumes risk for cost overruns*
- *Allows for open-book Guaranteed Maximum Price, design-assist, and subcontractor prequalification within design-build and CM at risk delivery methods.*

See next page for a Project Delivery Method Comparison Guide.

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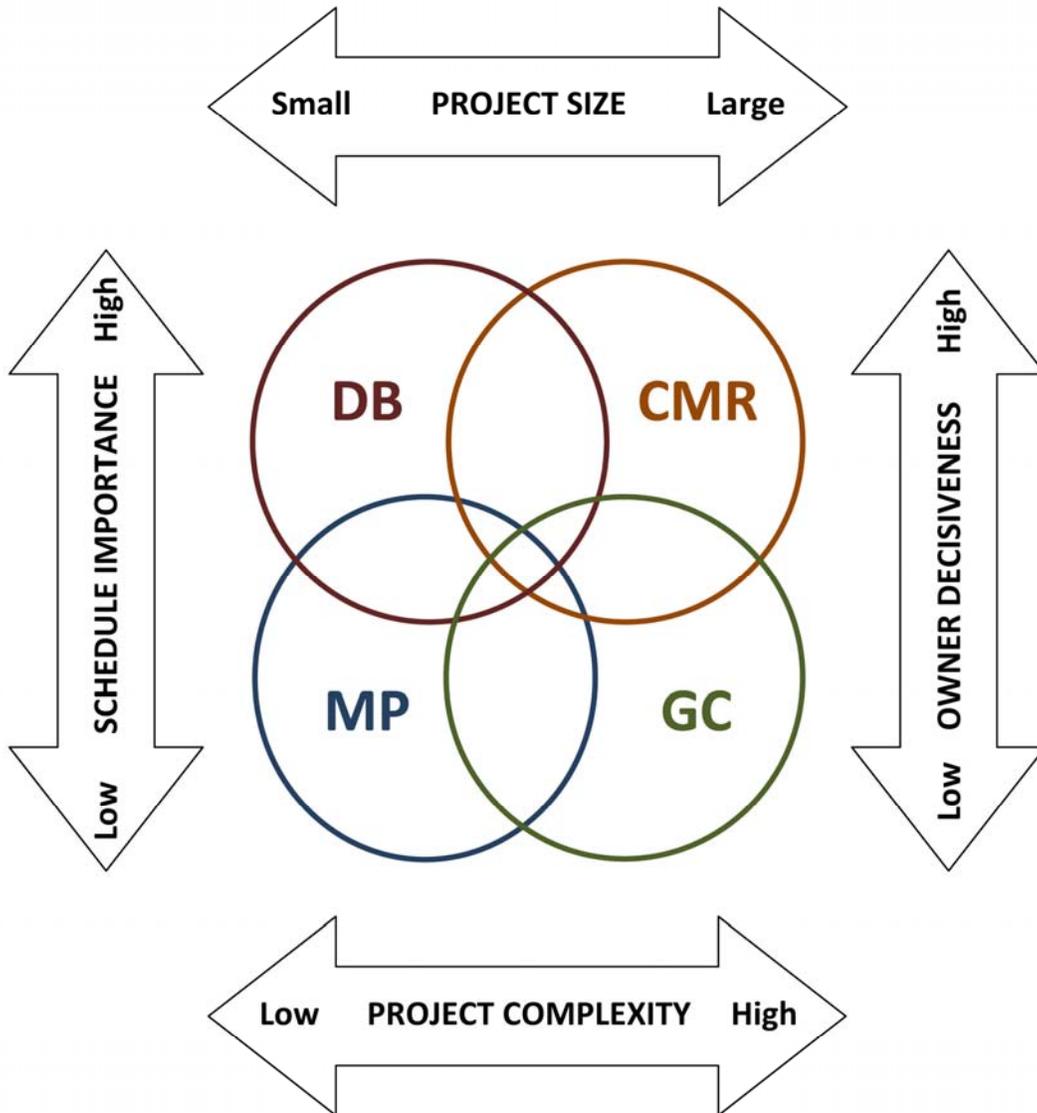
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Project Delivery Method Comparison Guide

	Description	Advantages	Disadvantages
MULTIPLE PRIME	Traditional approach in which the owner hires an A/E to fully document the project criteria and design prior to bidding. Multiple packages are separately bid and awarded to the lowest responsive and responsible prime contractors. The owner holds all prime contracts and is responsible for coordination during construction.	<ul style="list-style-type: none"> Familiar delivery method Fully defined project scope Both designer and contractor accountable to owner Creates most prime bidding opportunities (lowest bonding) Lowest initial price Good for simple projects that are not schedule-driven and not subject to change 	<ul style="list-style-type: none"> Linear process means longer schedule Limited control over contractor and subcontractor selection No design or cost input from contractor Lack of flexibility for change Can be adversarial in nature Not good for complex projects that are schedule-driven
	CM as AGENT An owner's agent is hired through a qualifications based selection process during the design phase. The owner's criteria and full design is documented by a separate A/E. The CMA provides estimates during design, assists with bidding and coordinates prime contractors during construction. The owner bids and holds all contracts for construction.	<ul style="list-style-type: none"> Fully defined project scope Supplements owner's staff Independent professional services & expertise for owner Creates most prime bidding opportunities (lowest bonding) 	<ul style="list-style-type: none"> Adds level of bureaucracy Limited control over contractor and subcontractor selection Owner still holds contracts for construction Not suited for small projects Drawbacks common to the design-bid-build process
GENERAL CONTRACTING	A linear design-bid-build process in which the owner selects an A/E to fully document the project criteria and design prior to bidding. The lowest responsive and responsible GC (single prime) is awarded the contract. The owner holds a single contract with the GC.	<ul style="list-style-type: none"> Familiar delivery method Fully defined project scope Both designer and contractor accountable to owner Simple procurement method Single contractor to manage Good for simple to moderately complex projects that are not schedule-driven 	<ul style="list-style-type: none"> Sequential process means longer schedule Limited control over contractor and subcontractor selection No design or cost input from contractor Can be adversarial in nature Not good for complex projects that are schedule-driven Bonding requirements
CM at RISK	A contractor is hired through a best value selection process during the design phase. The owner's criteria and full design is documented by a separate A/E. The CMR provides a guaranteed maximum price prior to bidding. The CMR bids to prequalified subcontractors and holds all subcontracts for construction.	<ul style="list-style-type: none"> Contractor input on design Selection of contractor based on qualifications and price Open-book GMP Faster project delivery than traditional design-bid-build Provides flexibility to handle changes during design phase Good for large or complex schedule-driven projects More control selecting subs 	<ul style="list-style-type: none"> Relationship changes during design to construction phase Increased contingency for assumption of risk Difficult to determine if best price has been achieved Bonding requirements Disputes if GMP scope not clear
DESIGN-BUILD	A single entity is hired through a best value selection process to deliver a complete project. The owner's criteria and design intent is documented by a separate criteria architect. The design is completed by the DB entity and a guaranteed maximum price is provided prior to bidding. The DB entity bids to prequalified subcontractors and holds all subcontracts for construction.	<ul style="list-style-type: none"> Single point of responsibility for design and construction Contractor selection based on qualifications and price Fastest project delivery Open-book GMP No changes orders for design errors and omissions Good for new construction that is time sensitive and not subject to change Good for less complex projects More control selecting sub's 	<ul style="list-style-type: none"> Owner has less control over selecting designer Owner has less input in details Over emphasis on price may compromise quality Difficult to determine if best price has been achieved Owner required to make quick decisions Changes difficult & expensive Bonding requirements Disputes if criteria not clear

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Project Delivery Method Selection Diagram



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B. SUMMARY OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

PRE-PLANNING

The school district establishes partnerships with the community, establishes and refines their educational program, and connects their educational program and with their shared vision of the facilities.

PLANNING, APPROVAL & FUNDING

An enrollment study is developed and facility assessments are conducted to help establish the planning parameters. A master facility plan is jointly developed, a site is selected with assistance from the Design Professional (DP), and funding is secured.

CONTRACTING

Agreements and contracts are established between the state and the district for the project.

The Project Team works together to develop a Program of Requirements (POR), the detailed square footage requirements for each space in the building. Once the POR is approved the design phases begin:

DESIGN

- Schematic Design Phase: Spaces are drawn to the correct scale indicating relative sizes as stated in the POR. Spaces are shown in the correct relationship to each other. Energy simulation modeling to occur.
- Design Development Phase: The drawings indicate greater levels of detail. In addition to classroom and building size, the building systems, materials, and furnishings are shown in the documents. Commissioning process begins.
- Construction Documents Phase: The documents show the detailed information that will ultimately be used by the contractors to bid and construct the building.

BIDDING

The project is bid, bidders are evaluated, and contracts are executed.

CONSTRUCTION

The Project Team and the Contractor work together to construct the building. Throughout the construction phase the Project Team holds regular meetings to review the progress of construction. The Project Team uses proven methods to assist in monitoring the budget, schedule, project quality, and change orders during construction. Furniture and equipment are procured. Commissioning is implemented.

OCCUPANCY

Furniture and equipment are delivered and put in place. Students, faculty, and staff move into the building.

POST- OCCUPANCY

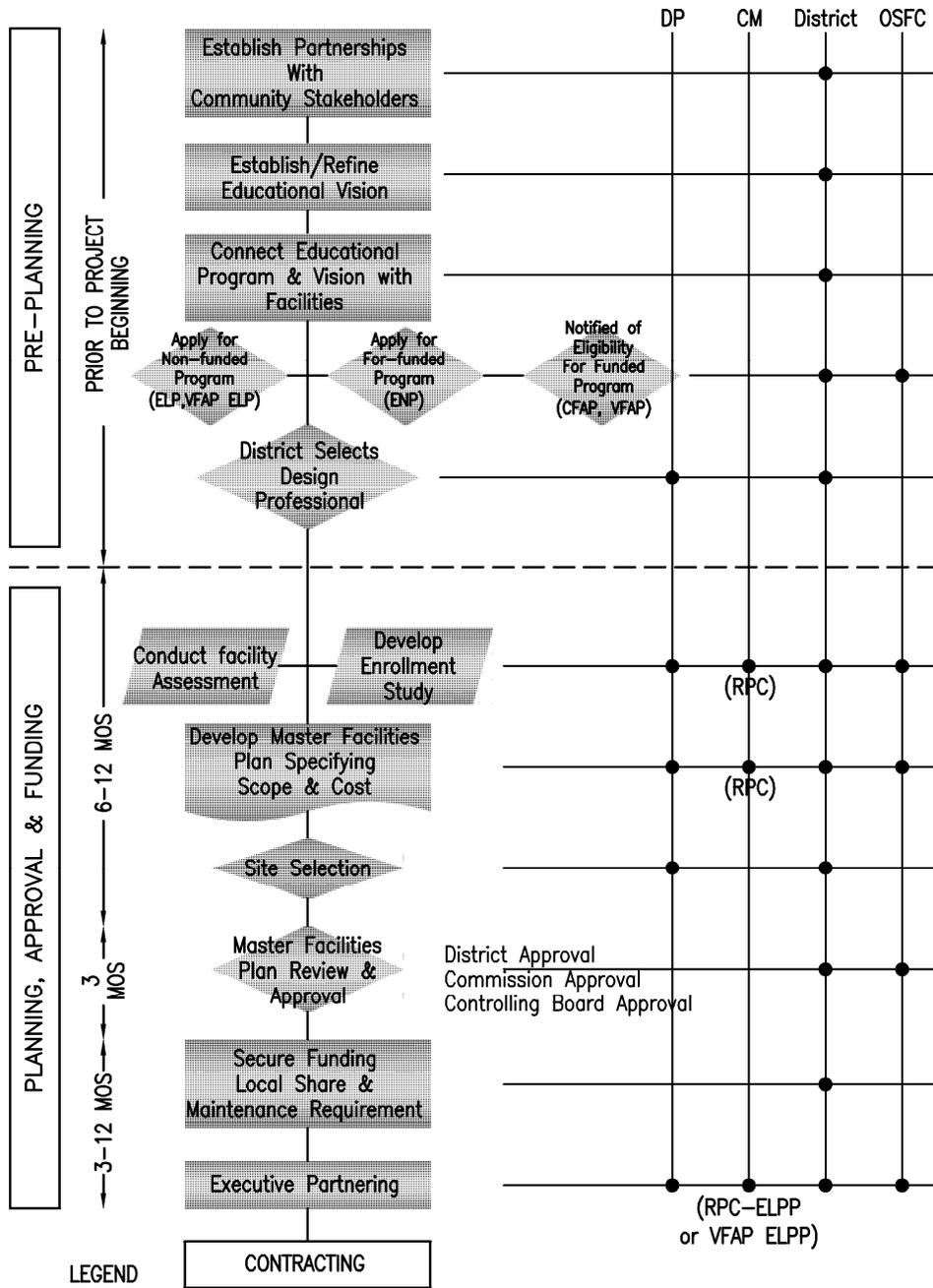
The warranty phase begins and a Maintenance Plan is implemented. The project and financial closeout steps occur.

The following diagrams illustrate the planning, design, and construction process; the participants in each step, and the estimated timeline for each phase.

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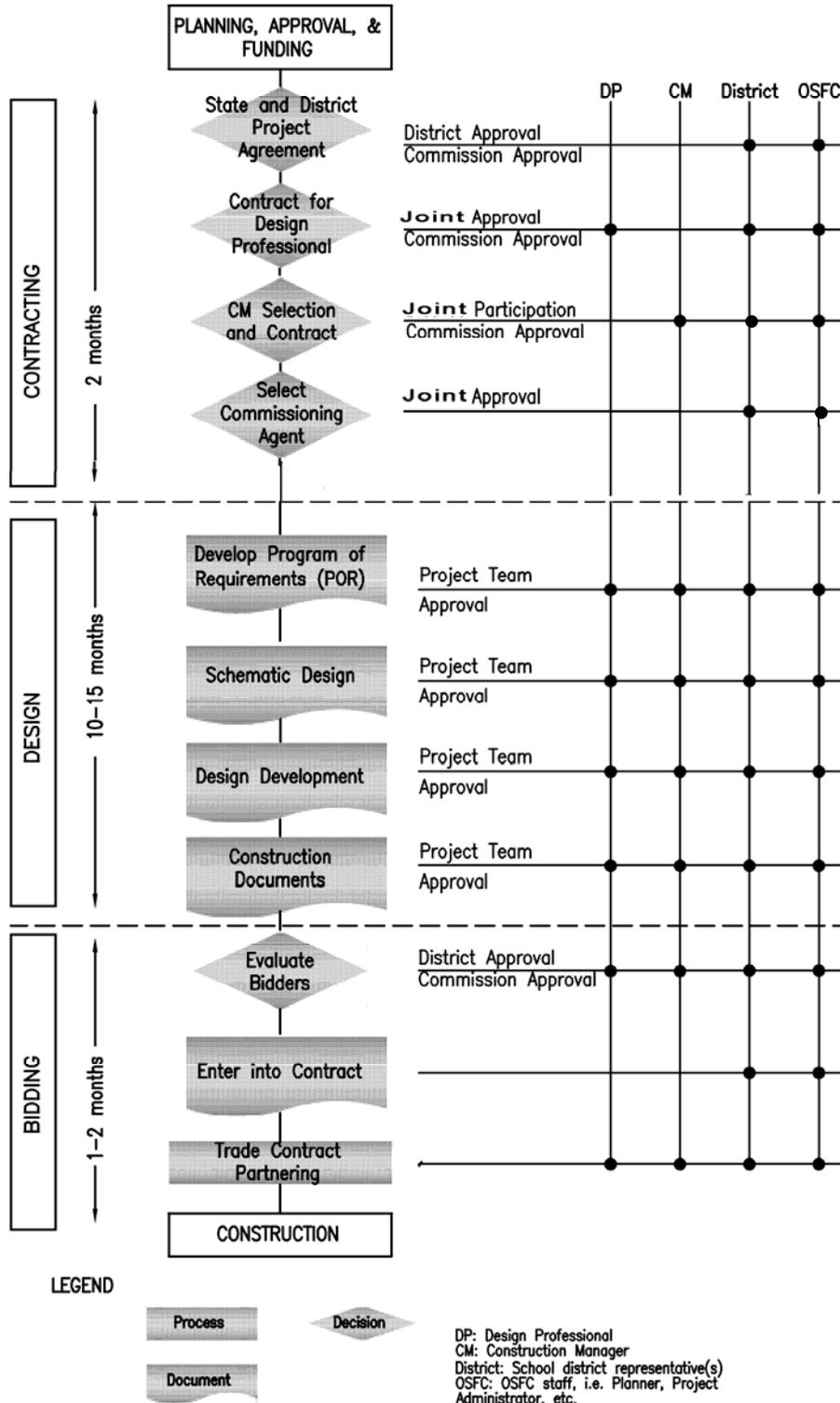
B. SUMMARY OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS (CM Agency)



DP: Design Professional
 CM: Construction Manager
 RPC: Regional Program Consultant
 District: School district representative(s)
 OSFC: OSFC staff, i.e. Planner, Project Administrator, etc.

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

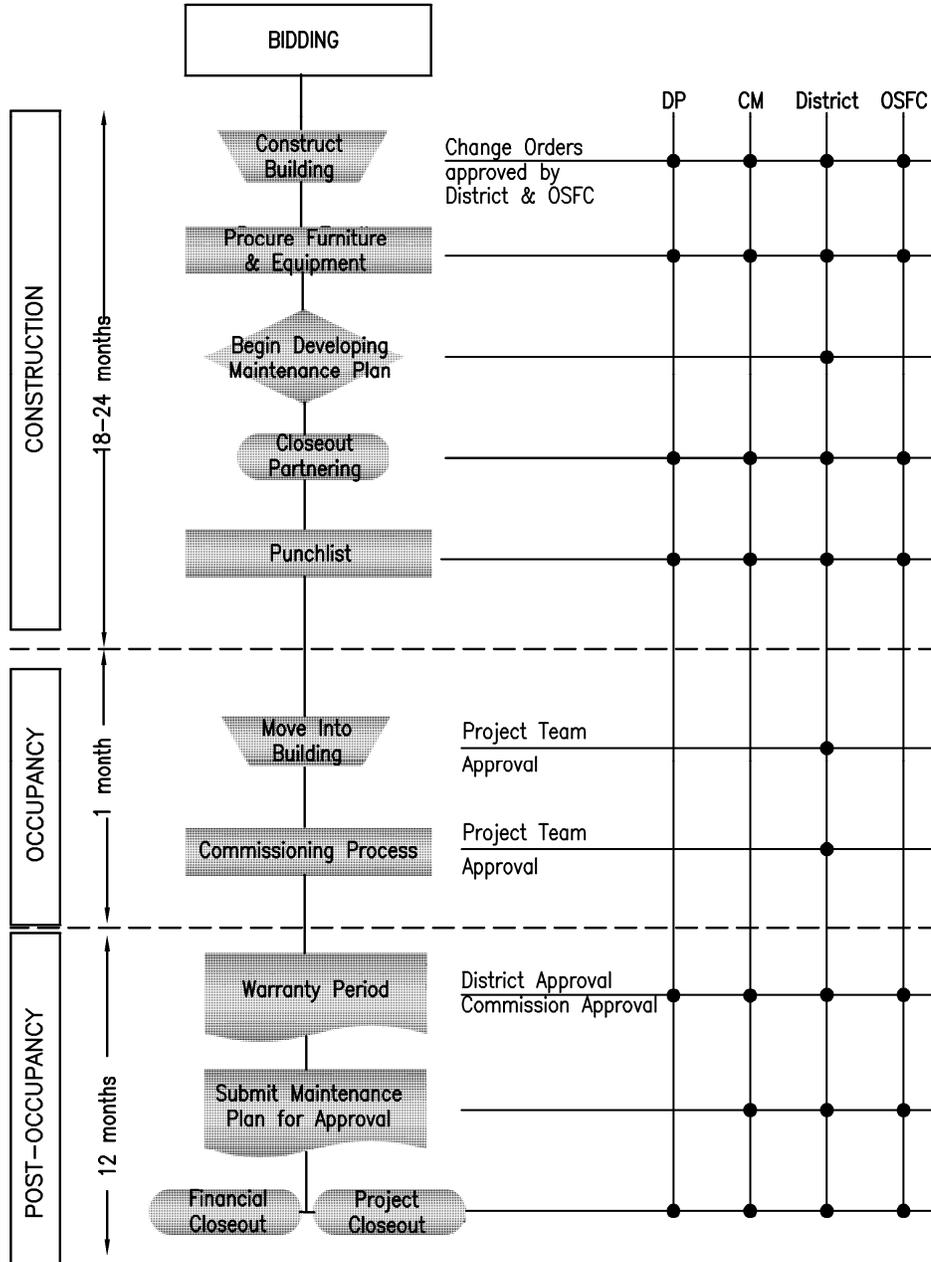
B. SUMMARY OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS (CM Agency)



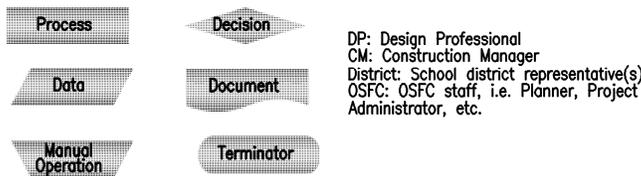
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B. SUMMARY OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS



LEGEND



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C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

PRE-PLANNING

Establish Partnerships with Community Stakeholders

It is important to include the community in the educational planning process. Critical links should be established among students, building administrators, faculty members, parents, school board members, and the community. These connections ensure a good outcome and continued support of construction endeavors. For more information on the planning process, see Section 1120 *High Performance* Learning Environment.

Establish/Refine Educational Vision

Stakeholders should work together to develop an educational vision. Questions that may be answered include:

- What are the most appropriate program areas and delivery systems for the district?
- What does educational research suggest?
- What is the most appropriate grade configuration or school size?
- What areas are working? What needs to be changed?

Connect Educational Program and Vision with Facilities

Connections must address the relationship of every site's school improvement planning process, the facility that is being considered, and community involvement in taking ownership of the process. Questions that address connecting the educational program with facilities include:

- What are the future educational programs and/or systems that will impact facilities?
- What priorities should be addressed regarding the educational program and facilities?

Once the district has developed an educational vision it is now time to assess the physical condition of the district's classroom facilities and the ability of those facilities to support the district's educational vision. The district may apply for the facilities assessment only program at any time to determine the condition of their classroom facilities.

Apply for Assessment Only Program permits school districts to receive a district-wide assessment and master facility plan for existing classroom facilities. This information empowers the district to make informed decisions regarding their facilities.

Apply for Non-funded Program (Expedited Local Partnership Program – ELPP or Vocational Facilities Assistance Program (VFAP) ELPP)

ELPP permits school districts that are estimated to be over two years away from eligibility for state assistance under the Classroom Facilities Assistance Program (CFAP) to receive a district-wide assessment and master facilities plan from the Commission. The Commission will assess the classroom facilities needs of participating districts, and, in collaboration with the district, develop a district-wide master facilities plan. Program participants may spend local resources on a discrete part of their overall master facilities plan (either new construction or major renovation) and later receive credit for qualifying expenditures from the school district's share of the overall project budget when the district becomes eligible for state assistance under CFAP or VFAP.

Apply for Funded Program (Exceptional Needs Program – ENP)

ENP is a building replacement program that provides low wealth school districts with the ability to protect the health and safety of their students with a new facility. The program has a single building orientation, so it will not necessarily fund a district's entire facilities needs. Eligibility is open only to those districts with a ranking on the yearly Ohio Department of Education "Equity List" of lower than the 75th percentile.

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C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

PRE-PLANNING

Notification of Eligibility for Funded Program (CFAP, VFAP or ENP)

CFAP is the largest of the OSFC programs and provides funding for the entire or a segment of the facility needs of a school district. Each district is ranked on the Equity Aid Distribution List supplied to the Commission by the Ohio Department of Education.

District Selects *Pre-bond* Design Professional

The district is responsible for interviewing and selecting the Design Professional (DP) for *pre-bond services*. *The Pre-Bond Design Professional is responsible for review of the assessment and master plan options. The Pre-bond Design Professional assists in site selection, segmenting and estimating locally funded initiatives. The Pre-bond Design Professional provides support at meetings. OSFC does not co-fund pre-bond services.*

PLANNING, APPROVAL & FUNDING

The Planning, Approval, and Funding portion of the OSFC process includes data-gathering activities (developing enrollment projections and assessing existing facilities), incorporating the data into a Master Facilities Plan, site selection, approvals of the Master Facilities Plan, and securing funding for the district's building program.

OSFC Conducts Facility Assessment

The development of a uniform and comprehensive assessment of a district's facilities is central to CFAP, VFAP, ENP, ELPP and VFAP ELPP. The process has evolved since 1997 and is accomplished through assessing consultants working with a sophisticated Internet-based Assessment Tool. The school district will be requested to provide floor plans and other information and to make Facilities Managers available to assist the consultants in the evaluation of the facilities.

The Facility Assessment report contains a variety of data about each of the district's buildings, such as: site acreage, current grade configuration, capacity, number of floors, number of teaching stations, total building square footage, and the dates of construction for the original building and additions. However, it is important for all parties to understand that the use of the Facility Assessment report is for the purpose of developing an estimated project cost and scope based on best available data. Conditions which are hidden or otherwise unknown may have an impact on the final project cost.

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C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

PLANNING, APPROVAL & FUNDING

Develop Enrollment Study for a Typical Pre-K-12 School

An important component of the OSFC planning protocol is the development of student enrollment projections. Upon entering a program, OSFC assigns an educational planner to develop the enrollment projections. The objective is to determine the number of students for which the buildings should be designed. The enrollment history of the district is obtained through an online district questionnaire. District demographics such as live birth statistics, population information, housing starts, and survival rates are all combined to project the district's enrollment 10 years into the future.

An Enrollment Projections Report will generally include the following information:

Historical Enrollment

For example:

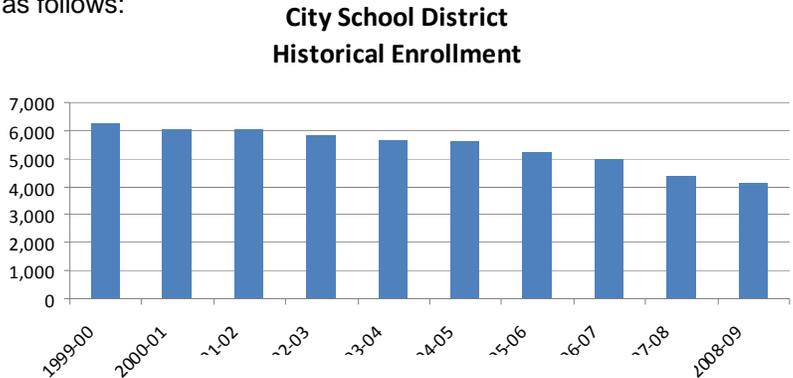
Over the past ten years, student enrollment in the _____ School District has decreased by 2,127 students in grades Pre-K – 12, including ungraded, special education, career-technical, and full-time JVS students. Total Pre-K - 12 enrollment for the 2008-09 school year was 4,126 students, including the full-time JVS students. The approximate percentages of mainstreamed special education students [Pre-K - 12] for the current school year are as follows:

- Pre-K-5 – 9%
- 6-8 – 11%
- 9-12 – 10%

The approximate percentages of self-contained special education students [Pre-K - 12] for the current school year are as follows:

- Pre-K-5 – 0%
- 6-8 – 0%
- 9-12 – 0%

This graph illustrates the District's K- 12 enrollment history from 1999-00 through 2008-09.



The report itemizes *historical* enrollment by grade, by grade group, and by year.

Live Birth Data

Utilization of live birth data is recommended when projecting future enrollments. This provides a helpful overall trend, as well as a useful estimation of kindergarten enrollment five or six years in the future. Large bubbles in birth rates, either up or down, can also be planned for and anticipated by the district.

Year	Municipality
1993	924
1994	860
1995	890
1996	927
1997	877
1998	867
1999	907
2000	905
2001	741
2002	674
2003	737
2004	662
2005	653
2006	720
2007	718

Source: Ohio Department of Health, Statistical Analysis Unit

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C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

PLANNING, APPROVAL & FUNDING

Develop Enrollment Study for a Typical Pre-K-12 School, continued

Demographics

Tables such as the following are developed to show important demographic information.

General Demographic Information

	County
Per Capita Income (1999)	\$18,582
Median Household Income (2004)	\$43,320
Persons Below Poverty (2004)	11.9%

Source: US Census

Total Population

	2000 Census	2007 Estimate
County	128,852	125,679
Township	14,680	11,441
City	49,346	49,675

Source: ODOD Office of Strategic Research

Several maps are generated to illustrate the data identified in the tables identifying population estimates and projections by age group, average household income, average family size, and average family income. Color coding on the maps indicated areas within the District that may be increasing or decreasing at different rates.

Housing Information

Various tables are also developed to enumerate the likely growth in housing units in the district.

Building Permits Issued for Single Family Dwellings					
Year	Township # of Permits Issued	Village of # of Permits Issued	Village of # of Permits Issued	Township # of Permits Issued	County # of Permits Issued
1991	N/A	N/A	N/A	N/A	949
1992					1,302
1993					1,466
1994					1,520
1995					1,508
1996					1,858
1997					2,165
1998	48	2	9	130	2,516
1999	55	2	12	165	2,725
2000	40	4	12	136	2,353
2001	50	1	9	148	2,649
2002	51	7	8	216	2,650
2003	44**	1**	8**	239***	1,220*
Total	288	17	58	1,034	24,881

Source: SOCDs Building Permits Database; _____ County Building Inspection Department

Township					
Subdivision	Number of Lots	Section Number	Final Plat Year	Number of Zoning Permits Issued	Number of Lots Remaining
_____	29	1	1994	26	3
_____	19	1	1993	17	2
_____	1	2	1998	1	0
_____	11	3	1998	7	4
_____	1	3	2002	1	0
_____	4	4	2003	0	4
Total	65			52	13

Source: _____ Township Planning and Zoning

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C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

Develop Enrollment Study for a Typical Pre-K-12 School, continued
Projected Enrollment

Tables (by grade and by grade group) and graphs detail the projected enrollment for a 10-year period.

PLANNING, APPROVAL & FUNDING

**City School District
Projected Enrollment by Grade Group**

Grade	2008-09 Actual	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Pre-K (special needs) - 3	1,371	1,331	1,302	1,334	1,384	1,398	1,417	1,407	1,399	1,399	1,399
4 - 6	835	827	814	797	740	719	712	752	773	789	781
7 - 8	630	562	481	458	461	461	433	398	397	408	427
9 - 12	882	792	770	671	595	556	541	532	506	476	472
Pre-K - 12 Total	3,719	3,512	3,367	3,260	3,180	3,134	3,103	3,089	3,075	3,072	3,079
Special Education	12	12	12	11	11	11	11	11	11	11	11
Career Tech Comprehensive - Low Bay	178	148	149	131	125	110	95	90	91	91	85
Career Tech Comprehensive - High Bay	52	33	33	29	28	25	22	20	21	20	20
Grand Total	3,960	3,705	3,561	3,431	3,344	3,280	3,231	3,210	3,198	3,194	3,195

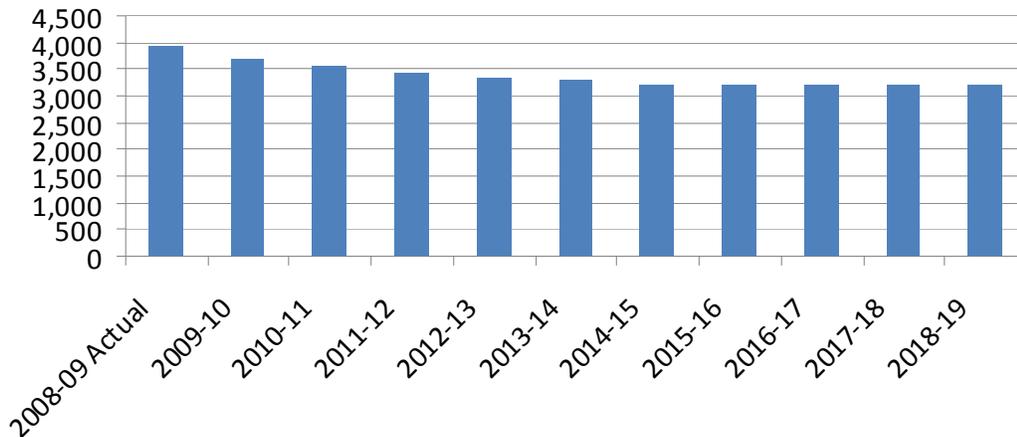
Source: DeJONG-HEALY

**City School District
Master Planning Year Projected Enrollment**

Grade	2013-14
Pre-K - 12 Total	3,079
Ungraded	0
Special Education	11
Career Tech Comprehensive - Low Bay	85
Career Tech Comprehensive - High Bay	20
Total	3,195

Source: DeJONG-HEALY

**City School District
Projected Enrollment**



OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

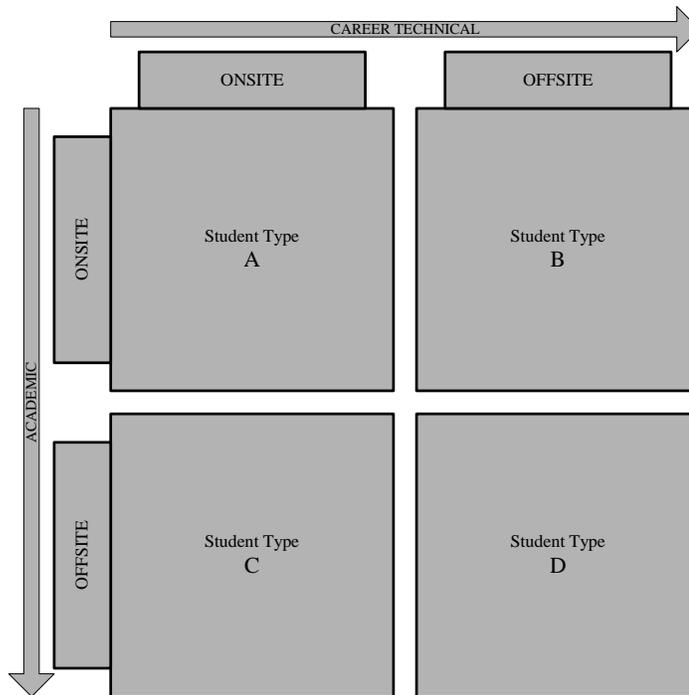
C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

PLANNING, APPROVAL & FUNDING

Develop Enrollment Study for a Career-Technical School

An important component of the OSFC planning protocol is the development of student enrollment. Upon entering the VFAP ELPP or VFAP, the OSFC assigns an educational planner to produce the enrollment report. The objective is to determine the number of students for which the buildings should be designed. The enrollment history of the district is obtained through an online district questionnaire. Additional enrollment information is obtained from the Ohio Department of Education.

The following “Student Type” matrix illustrates the way that career-technical students are assigned to categories and enrollment is apportioned among the various secondary school types:



Student Type A – Comprehensive Career-Technical Student

Spends entire day at home high school attending academics and career-technical courses on single campus

Student Type B – Career-Technical Off-Site Student

Attends academic courses at home high school and attends career-technical courses at another location, i.e. JVS, comprehensive high school in another district, etc.

Student Type C – Career-Technical On-Site Student

Attends career-technical courses at home high school and attends academics at another location, i.e., high school in another district or high school within same district.

Student Type D – Full-Time Career-Technical Student

Attends both academic and career-technical courses at a site other than the home high school.

Student Type E – does not attend Career-Technical courses at all

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

The following tables are to clarify the connection/labeling between the Enrollment Project report and the Career Tech PORs. Note that when the school is a Comp HS, the emphasis is on the location of the CT student. When the school is a JVS or Coop school, the emphasis is on the location of the Academic student.

For example:

- ▶ Type B – A CT Off-site Comp HS student is a student that has academic program on-site and CT programs off-site.
- ▶ Type B – An Acad On-site JVS student is a student that has academic programs on-site and CT programs off-site.

Comp HS School - Relates to location of CT Students	
Type A - Full time	Acad On-site + CT On-site of Comp HS
Type B - CT Off-site	Acad On-site + CT Off-site of Comp HS
Type C - CT On-site	Acad Off-site + CT On-site of Comp HS

JVS/Compact School - Relates to location of Academic Students	
Type A - Full time	Acad On-site + CT On-site of JVS
Type B - Acad On-site	Acad On-site + CT Off-site of JVS
Type C - Acad Off-site	Acad Off-site + CT On-site of JVS

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

New Process for Projecting JVSD Enrollment

In the past, JVSD have provided historical enrollment for three years by program for full-time and half-time students and students with special needs. The enrollment of the JVSD for the most recent three years was reviewed. A report was developed identifying the highest year of enrollment of those 3 years as the master planning year enrollment. No projection of enrollment was done. Breakdowns were provided for high bay and low bay programs, full-time and half-time students, and students with special needs.

A new process has been developed that more closely resembles the process used for the K-12 districts. In the new process, the 10-year historical enrollment of all the feeder districts of the JVSD are collected. Based on the historical enrollment and birth data, a 10-year projection for the combined feeder districts is provided.

The JVSD will be asked to provide one year of data by program as they do now, but they will also be asked to provide 9 years of historical enrollment for 11th and 12th grade full-time and half-time students.

JVSD Historical Enrollment

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Full Time 11th	256	309	283	263	323	376	343	338	369	355
Full Time 12th	238	235	283	236	271	265	298	262	283	303
Full Time Total	494	544	566	499	594	641	641	600	652	658
Half Time 11th	0	0	0	9	40	6	23	28	28	49
Half Time 12th	30	25	21	49	42	44	35	54	59	62
Half Time Total	30	25	21	58	82	50	58	82	87	111
Grand Total	524	569	587	557	676	691	699	682	739	769

Source: JVSD

High Bay Programs

		2011-12
High Bay Grand Total	Full-time 11th	117
	Full-time 12th	112
	Full-time Total	229
	Half-time 11th	23
	Half-time 12th	7
	Half-time Total	30

Source: JVSD

Low Bay Programs

		2011-12
Low Bay Grand Total	Full-time 11th	215
	Full-time 12th	199
	Full-time Total	414
	Half-time 11th	20
	Half-time 12th	35
	Half-time Total	55

Source: JVSD

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The percentage of 11th and 12th students who attend the JVSD from the feeder districts will be determined and a projection ratio developed. This ratio will then be applied to the projected enrollment for 11th and 12th grade of the feeder districts for each of the 10-years, resulting in a 10-year projection for the JVSD.

JVSD Projected Enrollment

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Full Time 11th	363	361	381	378	415	398	408	418	390
Full Time 12th	285	291	289	305	303	333	319	327	335
Full Time Total	648	652	670	683	718	731	727	745	725

Half Time 11th	36	36	38	38	42	40	41	42	39
Half Time 12th	59	61	60	63	63	69	66	68	70
Half Time Total	95	97	98	101	105	109	107	110	109

TOTAL	743	749	768	784	823	840	834	855	834
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Source: DeJONG-HEALY

The previous JVSD Enrollment Report will now be an Enrollment Projection Report. The report will contain the feeder district historical and projected enrollment, birth data, the JVSD historical and projected enrollment, and master planning year. Breakdowns will still be provided for high and low bay programs, full-time and half-time students, and students with special needs.

JVSD

Master Planning Year Enrollment - 2020-21

Full-time Low Bay Enrollment	468
Full-time High Bay Enrollment	257
Half-time Low Bay Enrollment	76
Half-time High Bay Enrollment	33
Total	834

Source: DeJONG-HEALY

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

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C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

Develop Master Facilities Plan Specifying Scope and Cost for K-12 Schools

After the Assessment and Enrollment Projection reports are completed, the Master Facilities Plan is developed to define the scope of work and budget for each of the district's classroom facilities. The number of students projected for each school is entered into the grade level-appropriate spreadsheet in the Design Manual to determine the total gross square footage for that school in the Master Facilities Plan. Square foot allowance charts can be found in Chapter 2, Section 2000 of the Design Manual. When Career-Technical programs are provided at the facility, the projected enrollment in the Career-Technical program is used along with the types of programs to develop a space allocation for those high schools housing Career-Technical programs.

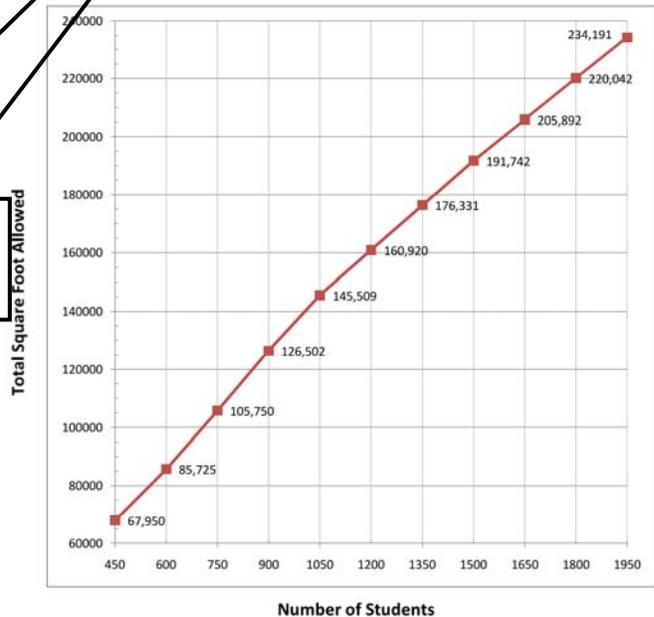
The square footage for each school is then multiplied by the allowable cost per square foot for that school level and school size (data found in Section 1200 of the Design Manual). All buildings in the district are aggregated to determine the overall budget for the Master Facilities Plan.

To determine the gross square footage for a school building, enter the number of students.

MIDDLE SCHOOLS
SQUARE FOOT ALLOWANCE CHAPTER 2: BRACKETING

Enter # of students	1200
SF/student	134.10
Total SF for building	160,920

MIDDLE SCHOOL: Grades 6 - 8	
450 students or less,	151 SF/student
451 - 600 students,	decreases from 151-142 SF/student
601 - 750 students,	142 - 141 SF/student
751 - 1,000 students,	141 - 140 SF/student
1,001 - 1,500 students,	140 - 127 SF/student
1,501 - 2,000 students,	127 - 119 SF/student
2,001+ students,	decreases from 119 SF/student



PLANNING, APPROVAL & FUNDING

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

PLANNING, APPROVAL & FUNDING

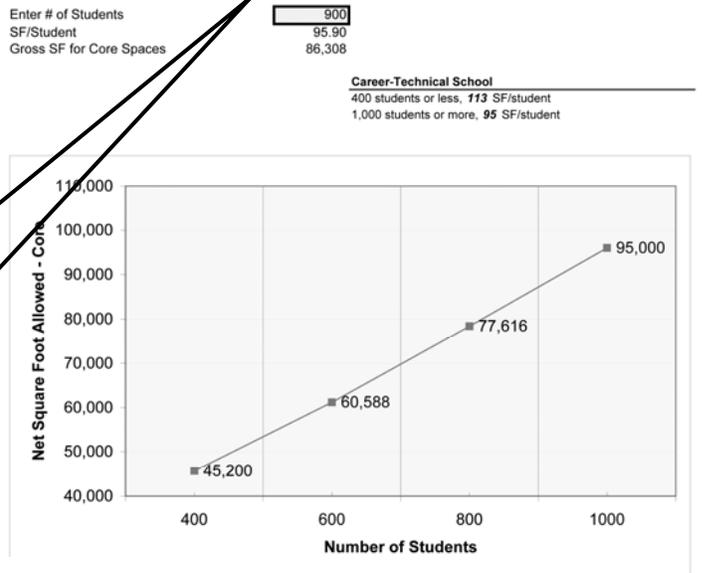
Develop Master Facilities Plan Specifying Scope and Cost for Career-Technical Schools

After the assessment and enrollment reports are completed, the Master Facilities Plan is developed to define the scope of work and budget for each of the district's classroom facilities. The number of career-technical students for each school is entered into the core space spreadsheet in Chapter 2 of the Design Manual (Career-Technical section) to determine the total gross core square footage for that school in the Master Facilities Plan. The program area is determined by developing a program of requirements. Square foot maximum charts can be found for both core and program areas in Chapter 2, Section 2700 of the Design Manual (Career-Technical section).

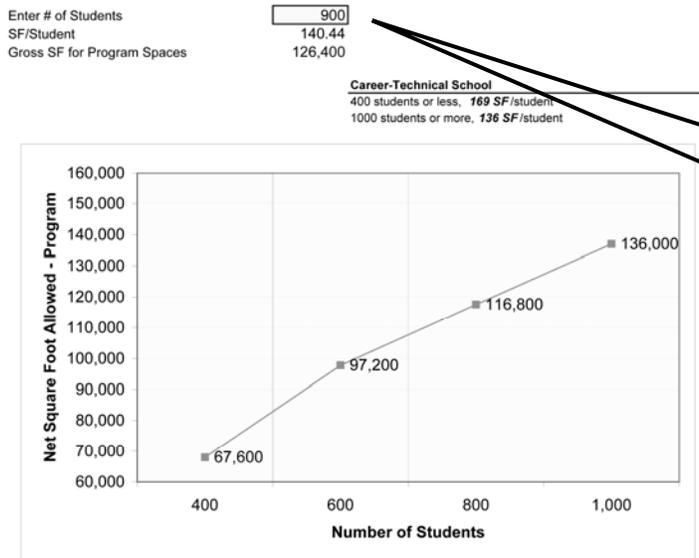
The core square footage for each school is then multiplied by the allowable cost per square foot for that school level and school size (data found in Section 1200 of the Design Manual). All buildings in the district are aggregated to determine the overall budget for the Master Facilities Plan.

To determine the maximum gross core square footage for the Core Spaces enter the number of students.

CAREER-TECHNICAL SCHOOLS
GROSS SQUARE FOOT MAXIMUM - CORE SPACES CHAPTER 2: BRACKETING



CHAPTER 2: BRACKETING CAREER-TECHNICAL SCHOOLS
GROSS SQUARE FOOT MAXIMUM - PROGRAM SPACES



To determine the maximum gross square footage for the Program Spaces enter the number of students.

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CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

PLANNING, APPROVAL & FUNDING

Develop Master Facilities Plan Specifying Scope and Cost for Career-Technical Schools, continued

Due to the unique nature of Career-Technical program spaces, the methodology for determining space (square footage) requirements for program areas is different than the methodology used for core academic areas.

The space requirements for program areas is program driven: Each of the Career-Technical Programs recognized by the Ohio Department of Education is assigned to one of seven Program Types which outlines the general lab space, general support spaces, and program specific support spaces identified for a given Career-Technical Program.

The space requirements for the core academic areas of a stand alone Career-Technical facility is student population driven: Much like the methodology in the K-12 Design Manual, the number of students in a facility drives the space requirements for core facilities including areas such as academic classrooms, science & computer labs, administration, media centers, dining & kitchen areas, custodial & general service spaces.

Because of the unique challenges presented by Career-Technical facilities in developing an appropriate and equitable Program of Requirements (POR), there are several guidelines adopted by the OSFC to manage the development of the POR and the subsequent facilitation of a funding level for a given project.

Program of Requirements (POR) Guidelines

1. ***The OSFC will develop an enrollment projection for determining the student enrollment.***
2. The assessment of existing facilities will take into account Career-Technical Programs that are approved by (not just applied for) the Ohio Department of Education for the specific Career-Technical facility.
3. Program spaces and core spaces are considered separately in determining the square footage deficiencies and credits in a POR. Additional space allowed for program areas cannot be applied to core area deficiencies or vice-versa. The final use of existing space is not restricted, however, as existing core space could be converted to program space and vice-versa if it balances with allowable programming guidelines and the efficient disposition of space within the facility.
4. Spaces in existing facilities which are not indicated in the Career-Technical sections as approved and funded core or program spaces will be disregarded in the assessment of a career-technical facility and the development of a fundable POR. For example, adult education only spaces, district administration, county service offices, auditoriums and convocation spaces, etc. will not be included in assessment or determination of net and gross square footage calculations.
5. Core space assessment which determine square footage deficiencies and allowed expansion must address academic classroom requirements first before addressing any other areas of allowed core spaces.
6. As a cap to the POR, the ratio of total students to program spaces must be a minimum of 30:1 for Lab Types 5-7 and a minimum of 50:1 for Lab Types 1-4.

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

PLANNING, APPROVAL & FUNDING

Develop Master Facilities Plan Specifying Scope and Cost for Career-Technical Schools, continued

7. As a cap to the development of program and core space requirements, the gross funded square footage indicated in a fundable POR cannot exceed the sq.ft. per student per the Gross Square Foot Allowance Chart on page 2000-2.
8. Program Type 7 covers extraordinary sized programs. The fundable limit for Program Type 7 areas shall be 10,000 sq.ft.
9. Any existing lab space which is assessed at less than 75% of its recommended square footage will be eligible to receive funding for an addition and/or a renovation of other available existing space within the facility. The total fundable square footage is still subject to all other guidelines as listed.
10. The square footage calculations for the master plan are based on the assumption of all day student participation. Deviation from this assumption will be addressed on a case by case basis.
11. The career-technical facility must complete the POR phase of pre-design prior to final acceptance/approval of the Master Facilities Plan. The district has the option of using the OSFC assessment consultant or their selected design professional to complete this phase.
12. Renovations and expansion of core and program spaces in excess of these guidelines must be funded by local initiative in addition to the local + state share of the master plan.

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

Example of a High School Master Facilities Plan including Career-Technical Areas

PLANNING, APPROVAL & FUNDING

When additions are highlighted for an existing school, this is an indication these additions are to be demolished.

Assessment summary

Number of students to be housed in facility by grade group and allowable square feet

Estimated project cost based on square footage by grade group

Building	New Comprehensive HS
Program	New High
Cost Set	
Assessing Consultant	
Type	High
Acres	
Grades Housed	
Current Enrollment	
Additions to Demolish	
Grades Housed - Proposed	9-12, CT Low Bay Comprehensive, CT High Bay Comprehensive
Projected Enrollment	541
CT Projected Enrollment	345
Scope of Work	Build New
CEFP Rating	
Existing ft ²	
Cost/ft ² (DM)	
Cost to Replace	\$0.00
Cost to Renovate	
Reprogramming	\$0.00
Renovate/Replace	
Right Replacement	
Right Ratio	
Addition Required	No
New ft²	
Elementary (PK-5)	
Projected Enrollment	
ft ² /Student	
ft ² Required	
Middle (6-8)	
Projected Enrollment	
ft ² /Student	
ft ² Required	
High (9-12)	
Projected Enrollment	541
ft ² /Student	188.00
ft ² Required	99,906
Career Technical Core Space	
Projected Enrollment	345
ft ² /Student	96.04
ft ² Required	33,133.8
Total ft ² Required	122,939.8
ft ² Existing	
Oversized ft ²	
Less Oversized ft ²	
CT ft ² Existing	
CT ft ² Not Programmed	
Less CT ft ²	
Addition ft ²	122,940
Cost per ft ²	see below
Total Addition Cost	Cost to Rebuild
Elementary (PK-5)	
Total ft ² Required	
Cost/ft ² (DM)	
Cost to Rebuild	\$0.00
Middle (6-8)	
Total ft ² Required	
Cost/ft ² (DM)	
Cost to Rebuild	\$0.00
High (9-12)	
Total ft ² Required	122,838.8
Cost/ft ² (DM)	\$203.80
Cost to Rebuild	\$25,030,543.28
Career Technical Program Space	
CT Existing ft ²	
CT New ft ²	37,928.32
CT Total ft ²	37,928
CT Program Total	\$7,240,190.00
Total Proposed ft ²	180,888
Total to Rebuild	\$25,030,543.28
Total to Rebuild All Buildings	
Cost to Renovate	\$0.00
Total Addition Cost	
Total to Renovate/Add	\$0.00
Total Career Technical	\$7,240,190.88
Project Cost	\$32,270,734.16
Asbestos Abatement	\$0.00
Demolition	\$0.00
Specific Allowance	\$0.00
Page Subtotal	\$32,270,734.16
General Allowance	\$0.00
Project Agreement	\$0.00
Co-Funded Project	\$32,270,734.16
Total Project Cost	\$32,270,734.16

Master Plan Name New Comprehensive HS
 Rank 3899
 School District XYZ Local School District
 School District IRN 49999
 County RXYZ County
 Cost Region 0 (New Construction Cost Factor: 100%)
 Cost Set 2008
 Bracketing Set 2008
 Educational Planner ABC & Associates

Projected Enrollment (10 Yr)

Grade	2012-13	Grade Configurations	Placed	Remaining
PK	59	PK-12	2641	2100
K	208	PK-5	1400	0
1	221	PK-8	700	0
2	218	PK-12	541	541
3	223	PK-8	2100	0
4	228	PK-12	1241	0
5	244	CT	345	345
6	209			
7	254			
8	241			
9	213			
10	220			
11	46			
12	58			
CT Low Bay Comprehensive	238			
CT High Bay Comprehensive	107			
Total	2886			

Project Scope:
 Build one new 9-12 comprehensive high school.

Master Planner Commentary:
 The project budget for new buildings shown on this Master Plan anticipates attaining the USGBC (U.S. Green Building Council, Leadership in Energy and Environment Design) Silver (with a preference in the Energy and Atmosphere category).

Enrollment projections summary

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C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

Example of a *Comprehensive HS (New Comprehensive HS)* Program of Requirements (POR)

Program of Requirements for New Comprehensive HS (New Comprehensive HS)

SF per Student		
POR SF/Student	109.94	(not to exceed Maximum Allowable)
Maximum Program SF/Student	109.94	(Maximum Allowable)
OSDM Bracketed SF/Student	141.15	

General Info	
Number Of Students Low Bay	238
Number Of Students High Bay	107
Number of High School Students	541
Funded Programs Low Bay (50:1)	4
Funded Programs High Bay (30:1)	3
Career Tech Excess SF	

Square Footage		
Total POR SF	37,928	(not to exceed Maximum Allowable)
Maximum Program SF	37,929	(Maximum Allowable)
OSDM Bracketed SF	48,697	

	Subject Code	Existing Indoor SF	Existing SF	Indoor SF Specified In DM	SF Specified In DM	Existing Lab Percent Of Required	SF Reprogrammed	Reprogramming Cost (\$23.62)	Proposed New Indoor SF	Proposed New SF	Cost New	Total Cost	Final SF
Program Type 1													
Administrative/Office Technology	14.0300	0	0	1,520	1,520	0.00%		\$0.00	1,200	1,200	\$250,668.00	\$250,668.00	1,200
Business Management	14.0800	0	0	1,520	1,520	0.00%		\$0.00	1,200	1,200	\$282,504.00	\$282,504.00	1,200
Information Support and Services	14.0210	0	0	1,520	1,520	0.00%		\$0.00	1,320	1,320	\$276,962.40	\$276,962.40	1,320
Interactive Media	14.0240	0	0	1,520	1,520	0.00%		\$0.00	1,460	1,460	\$306,337.20	\$306,337.20	1,460
Program Type 6													
Auto Collision Repair	17.0301	0	0	7,608	7,608	0.00%		\$0.00	7,608	7,608	\$1,459,062.24	\$1,459,062.24	7,608
Auto Technology	17.0302	0	0	9,068	9,068	0.00%		\$0.00	9,068	9,068	\$1,578,013.36	\$1,578,013.36	9,068
Precision Machining	17.2302	0	0	6,858	6,858	0.00%		\$0.00	6,858	6,858	\$1,137,262.14	\$1,137,262.14	6,858
Net Program Space Total		0	0				0	\$0.00	28,714	28,714	\$5,290,809.34	\$5,290,809.34	28,714
Building Services Spaces													
		Existing Indoor SF							Proposed New Indoor SF			Cost(\$211.56)	Final SF
Mechanical Electrical 5%		0							1,435.70			\$303,736.69	1,435.70
Corridors 14%		0							4,019.96			\$850,462.74	4,019.96
Building Services Spaces Subtotal		0							5,455.66			\$1,154,199.43	5,455.66
Building Gross Square Footage													
		Existing Indoor SF							Proposed New Indoor SF			Cost(\$211.56)	Final SF
Net Program Space + Building Services Spaces (From Above)		0							34,169.66				
Construction Factor (11% Of Additional And Indoor)		0.00							3,758.66			\$795,182.11	3,758.66
POR Totals													
		Existing Indoor SF							Proposed New Indoor SF			Cost(\$211.56)	Final SF
Net Program		0							28,714			\$5,290,809.34	28,714
Regional Cost Factor 100%												\$0.00	
Building Services Spaces		0							5,455.66			\$1,154,199.43	5,455.66
Construction Factor		0.00							3,758.66			\$795,182.11	3,758.66
Total		0							37,928.32			\$7,240,190.88	37,928

POR Worksheet

PLANNING, APPROVAL & FUNDING

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Program of Requirements for New Comprehensive HS (New Comprehensive HS)

SF per Student		Number of Low Bay Students:		238	
POR SF/Student	109.94	(not to exceed Maximum Allowable)	Number of High Bay Students:	107	
Maximum Program SF/Student	109.94	(Maximum Allowable)	Number of High School Students:	541	
OSDM Bracketed SF/Student	141.15		Funded Programs Low Bay: 50:1	4	
			Funded Programs High Bay 30:1	3	
			Low Bay Programs Requiring Funds :	4	
			High Bay Programs Requiring Funds :	3	
				Total POR SF	37,928
				Maximum Program SF	37,929
				OSDM Bracketed SF	48,697
POR Planner data					
Cost Set: 2008					
Program Type 1					
14.0300 Administrative/Office Technology < housed in new space					
Related Space	Funded Square Feet	Existing Square Feet	Proposed New Square Feet	Cost Per Square Foot	Total
Laboratory	1200		1200	\$208.89	\$250,668.00
CT-P1-2 Office	120			\$208.89	\$0.00
CT-P1-3 Storage	200			\$208.89	\$0.00
CT-P1-4 Other				\$0.00	\$0.00
Total:	1,520	0	1,200		\$250,668.00
Reprogrammed SF:					
Comments:					
14.0800 Business Management < housed in new space					
Related Space	Funded Square Feet	Existing Square Feet	Proposed New Square Feet	Cost Per Square Foot	Total
Laboratory	1200		1200	\$235.42	\$282,504.00
CT-P1-2 Office	120			\$212.60	\$0.00
CT-P1-3 Storage	200			\$212.60	\$0.00
CT-P1-4 Other				\$0.00	\$0.00
Total:	1,520	0	1,200		\$282,504.00
Reprogrammed SF:					
Comments:					
14.0210 Information Support and Services < housed in new space					
Related Space	Funded Square Feet	Existing Square Feet	Proposed New Square Feet	Cost Per Square Foot	Total
Laboratory	1200		1200	\$209.82	\$251,784.00
CT-P1-2 Office	120		120	\$209.82	\$25,178.40
CT-P1-3 Storage	200			\$209.82	\$0.00
CT-P1-4 Other				\$0.00	\$0.00
Total:	1,520	0	1,320		\$276,962.40
Reprogrammed SF:					
Comments:					
14.0240 Interactive Media < housed in new space					
Related Space	Funded Square Feet	Existing Square Feet	Proposed New Square Feet	Cost Per Square Foot	Total
Laboratory	1200		1200	\$209.82	\$251,784.00
CT-P1-2 Office	120		120	\$209.82	\$25,178.40
CT-P1-3 Storage	200		140	\$209.82	\$29,374.80
Other				\$0.00	\$0.00
Total:	1,520	0	1,460		\$306,337.20
Reprogrammed SF:					
Comments:					
Program Type 6					
17.0301 Auto Collision Repair < housed in new space					
Related Space	Funded Square Feet	Existing Square Feet	Proposed New Square Feet	Cost Per Square Foot	Total
Laboratory	5000		5000	\$191.78	\$958,900.00
CT-P6-2 Related Classroom	900		900	\$191.78	\$172,602.00
CT-P6-3 Office	120		120	\$191.78	\$23,013.60

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS
 CHAPTER 1: INTRODUCTION

(Program of Requirements, continued)

PLANNING, APPROVAL & FUNDING

CT-P6-4 Storage	200		200	\$191.78	\$38,356.00
Related Restroom	68		68	\$191.78	\$13,041.04
CT-P6-5 Changing Room (one per type 5, 6 & 7)	270		270	\$191.78	\$51,780.80
CT-P6-6 Tool Crib	550		550	\$191.78	\$105,479.00
CT-P6-7 Reference Room	200		200	\$191.78	\$38,356.00
Auto Parts Storage	300		300	\$191.78	\$57,534.00
CT-P6-8 Other				\$0.00	\$0.00
Total:	7,608	0	7,608		\$1,459,062.24
Reprogrammed SF:					
Comments:					
17.0302 Auto Technology < housed in new space					
Related Space	Funded Square Feet	Existing Square Feet	Proposed New Square Feet	Cost Per Square Foot	Total
Laboratory	5000		5000	\$174.02	\$870,100.00
CT-P6-2 Related Classroom	900		900	\$174.02	\$156,618.00
CT-P6-3 Office	120		120	\$174.02	\$20,882.40
CT-P6-4 Storage	200		200	\$174.02	\$34,804.00
CT-P6-5 Changing Room (one per type 5, 6 & 7)	270		270	\$174.02	\$46,985.40
Related Restroom	68		68	\$174.02	\$11,833.36
CT-P6-6 Tool Crib	550		550	\$174.02	\$95,711.00
CT-P6-7 Reference Room	200		200	\$174.02	\$34,804.00
Engine Storage	800		800	\$174.02	\$139,216.00
Machine Room	900		900	\$174.02	\$156,618.00
Flammable Material Storage	60		60	\$174.02	\$10,441.20
CT-P6-8 Other				\$0.00	\$0.00
Total:	9,068	0	9,068		\$1,578,013.36
Reprogrammed SF:					
Comments:					
17.2302 Precision Machining < housed in new space					
Related Space	Funded Square Feet	Existing Square Feet	Proposed New Square Feet	Cost Per Square Foot	Total
Laboratory	3500		3500	\$165.83	\$580,405.00
CT-P6-2 Related Classroom	900		900	\$165.83	\$149,247.00
CT-P6-3 Office	120		120	\$165.83	\$19,899.60
CT-P6-4 Storage	200		200	\$165.83	\$33,166.00
CT-P6-5 Changing Room (one per type 5, 6 & 7)	270		270	\$165.83	\$44,774.10
Related Restroom	68		68	\$165.83	\$11,276.44
CT-P6-6 Tool Crib	550		550	\$165.83	\$91,206.50
CT-P6-7 Reference Room	200		200	\$165.83	\$33,166.00
CNC Room	900		900	\$165.83	\$149,247.00
Inspection Room	150		150	\$165.83	\$24,874.50
CT-P6-8 Other				\$0.00	\$0.00
Total:	6,858	0	6,858		\$1,137,262.14
Reprogrammed SF:					
Comments:					

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

Once the master facilities plan is developed a program specific calculation worksheet will be used to determine the state and local share. For values that change over time, e.g. net bonded indebtedness and assessed valuation, consult with OSFC and bond counsel for the correct figures to use.

Example of a Classroom Facilities Assistance Program (CFAP) Calculation Worksheet

 _____ SCHOOL DISTRICT
 _____ COUNTY
 _____ DATE
Draft

PLANNING, APPROVAL & FUNDING

Step 1. Assessed Valuation	\$ <u>77,975,820</u>
Step 2. Net Bonded Indebtedness	\$ <u>-</u>
Step 3. Project Cost	\$ <u>29,856,780</u>
Step 4. Required level of indebtedness .05 + [.0002 x (21percentile** - 1)] of assessed valuation*	5.40% \$ <u>4,210,694</u>

Step 5. To increase the district's net bonded indebtedness to within \$5,000 of the required level of indebtedness, the district would need additional bond debt of:

	<u>Worth of Local Share</u>
Step 4:	\$ <u>4,210,694</u>
minus Step 2:	\$ <u>-</u>
Total	\$ <u>4,210,694</u>

Step 6. Required percentage of the project costs equals (.01 x basic project costs) x 21 percentile**	21.00% ** \$ <u>6,269,924</u>
--	----------------------------------

Step 7. Amount of Bond issue or Alternative Funding must be the greater of:

- a. **a required percentage of the project costs** \$ 6,269,924
- b. the amount necessary to raise the net bonded indebtedness of the district to within \$5,000 of the required level of indebtedness \$ 4,210,694
- c. Therefore, the district's share would be for \$ 6,270,000

STATE	\$ <u>23,586,780</u>	79%
LOCAL	\$ <u>6,270,000</u>	21%
TOTAL	\$ <u>29,856,780</u>	

*District's valuation for the year preceding the year in which the Controlling Board approved the project under 3318.04 of the O.R.C.

**Percentile in which the district ranks. (By law, the minimum State share is 5%; therefore, all districts in the 95-100 percentile are shown as 95%).

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

The following example illustrates the methodology for calculating the local share for a VFAP.

Example of a Vocational Facilities Assistance Program (VFAP) Calculation Worksheet

	SCHOOL DISTRICT
	COUNTY
	DATE
Draft	
Step 1. Project Cost	\$ <u>32,721,546</u>
Step 2. Required percentage of the project costs equals (basic project costs x 25 percentile)**	 <u>25.00%</u> \$ <u>8,180,387</u>
Step 3. Amount of Bond issue or Alternative Funding must be the greater of:	
a. A required percentage of the project costs	\$ <u>8,180,387</u>
b. Therefore, the district's share would be for	\$ <u>8,180,387</u>
STATE \$ <u>24,541,160</u>	75%
LOCAL \$ <u>8,180,387</u>	25%
TOTAL \$ <u>32,721,546</u>	

(**Percentile in which the district ranks. By law, the minimum State share is 5%; minimum local share is 25%)

Site Selection

Site acquisition is the responsibility of the school district. Chapter 3 of the Design Manual provides criteria upon which to base selection decisions. Each potential site must be analyzed in terms of size, topography, soils characteristics, utility infrastructure, environmental restrictions and other criteria indicated in the Design Manual. The district's Design Professional should be involved in this process.

Master Facilities Plan Review and Approval

The Master Facilities Plan is reviewed and approved by the district, the Commission, and the Ohio Controlling Board.

Secure Funding for Local Share and Maintenance Requirement

The district secures funding for the local share portion of the project and the maintenance fund requirement.

Executive Partnering (CM Agency)

Soon after the Project Scope and Budget are established, an Executive Partnering Meeting is scheduled. Board members, the Superintendent, building Principals, department heads, building operations staff, technology coordinators, architects, engineers, construction manager, and representatives of the OSFC come together for the first time. With the aid of a professional facilitator, the stakeholders have an opportunity to establish working relationships with other members of the design/planning team. Roles are defined along with schedules and other objectives that must be met for the project to be successful. Best practices as well as pitfalls are discussed and efficient communication channels are established. Additionally, the concept of integrated design and energy simulation modeling is introduced in order to foster a culture of sustainability.

PLANNING, APPROVAL & FUNDING

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

CONTRACTING

State and District Project Agreement

This standardized Agreement serves as the basis of the relationship between the school district and the OSFC until the Project Completion Certificate is signed. It has been coordinated with three other documents; the Architect’s Agreement with the district, the CM’s agreement, and the General Conditions or the Contracts for Construction.

Contract for Design Professional

The selection of the Design Professional to provide services for the Design/Bid/Build process is made *jointly* through a publicly-advertised qualifications-based selection process. The typical process involves publicly requesting Statements of Qualifications, review and short-listing of the submitting firms, and final interviews to rank as many as three candidate firms. Only after selecting the top firm **do the owners** enter into fee negotiations. OSFC must approve the DP’s contract.

CM Selection and Contract

The selection of the Construction Management Firm is made by the **owner team**. The selection process again is a qualifications based open process involving advertisement, short-listing, interviews and final ranking and final selection. The fees are negotiated by the **owner team**.

Select Commissioning Agent (Cx)

The Commissioning Agent, employed directly by the District, acts independently of the Designers to assure that the Building Systems will function within the parameters established as the basis for their design and the owners design intent. At the beginning of the design process, the agent establishes a Commissioning Plan to be followed throughout design and construction efforts and post occupancy. The Plan establishes operational objectives, monitors installation procedures, and incorporates functional testing protocols.

The Cx is an independent third party with no other ties to the project. The Cx cannot be tasked with conducting any subsequent corrective actions beyond that of their Cx role.

DESIGN

Sustainable Design

Additionally, sustainable, energy efficient features will be incorporated into school facility designs. These features will have a positive impact on student academic achievement. By promoting the design and construction of “green” schools, we can make a significant impact on student health, test scores, teacher retention, school operating costs, and the environment. Emphasis is given to energy efficiency in the design of new and renovated facilities. An integrated design approach is encouraged, and energy modeling early in the design process is required. This modeling should include the design choices and optimize the building’s energy efficiency. (See Chapter 7, pages 7010-1 and 7010-2.

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

Develop Program of Requirements (POR)

The Development of the Program of Requirements (identification of space needs) should begin with a thorough understanding of current and future student instructional needs. The District Administration is encouraged to consider contracting with an Educational Planner, whose primary function will be to assist the district and its stakeholders in developing/reviewing its educational mission, goals, and vision and then communicating that vision to the design team. This process should include administration, staff, OSFC representatives, students and interested community members.

Following the planning process with the Educational Planner, information such as the grades to be housed, the number of students per grade and the square footage per student are entered into the Design Manual's active Excel spreadsheets yielding the Total Gross Building Square Footage. Using the Bracketing Chapter of the Design Manual, prototypical space allocations for specific grade groupings are reviewed and a district specific written building space plan is developed. Various schemes are developed and tested against the allowable square footage until the District's Educational Delivery Plan is manifested in a space plan. The POR is a written listing of the spaces along with their respective square footages. Two-dimensional graphic building plans should not be developed until the written Program of Requirements has been completed and approved by the Project Team.

If the district elects to proceed with components not listed as acceptable in the Design Manual, the district may proceed with district funds in addition to the prescribed district millage requirement or apply for a variance. Deviations should be discussed with the OSFC staff during the early planning phases of the project. Upon recommendation of the Variance Committee, the Executive Director may approve the variance, where there is agreement that the variation will result in good value for the district while maintaining the budget.

DESIGN

K-12 BRACKETING EXAMPLE

SUMMARY OF SPACES

The Bracketing spreadsheet is an interactive tool that aids in the development of the Program of Requirements. The spreadsheet is organized by Program Area, i.e. Core Academic, Special Needs, etc. Spaces in each of the program areas will be included in every school. The top table shows examples of programs for various school size levels. The table labeled WORKSHEET is linked to the detailed pages for each program area.

PROGRAM AREA

EXAMPLE	1000 Students			1500 Students			2000 Students		
	Qty	SF	Area	Qty	SF	Area	Qty	SF	Area
M-AC-1 Middle School Classroom	30	900	32,400	54	900	48,500	72	900	64,800
M-AC-2 Project Laboratory	6	1,100	6,600	8	1,100	8,800	9	1,100	9,900
M-AC-3 Sci/Tech/Eng/Math/Computer Lab	1	1,000	1,000	1	1,000	1,000	1	1,000	1,000
M-AC-4 Teacher Prep Area/Workroom	3	300	900	4	300	1,200	6	300	1,800
M-AC-5 Individual Restroom	3	60	180	4	60	240	6	60	360
M-AC-6 Instructional Material Storage	3	200	600	4	200	800	6	200	1,200
M-AC-7 Small Group Room	2	150	300	2	150	300	3	150	450
M-AC-7a Small Group Room	0	150	0	0	150	0	0	150	0
M-AC-8 Multi-use Studio	0	1,500	0	0	1,500	0	0	1,500	0
M-AC-9 Kinesthetic Learning Studio	0	1,500	0	0	1,700	0	0	2,000	0
Academic Core Total			41,880			60,840			79,510

Space	New SF		Existing SF		TOTAL SF	
	Qty	Area	Qty	Area	Qty	Area
M-AC-1 Middle School Classroom	0	900	0	0	0	900
M-AC-2 Project Laboratory	0	1,100	0	0	0	1,100
M-AC-3 Sci/Tech/Eng/Math/Computer Lab	0	1,000	0	0	0	1,000
M-AC-4 Teacher Prep Area/Workroom	0	300	0	0	0	300
M-AC-5 Individual Restroom	0	60	0	0	0	60
M-AC-6 Instructional Material Storage	0	200	0	0	0	200
M-AC-7 Small Group Room	0	150	0	0	0	150
M-AC-7a Small Group Room	0	150	0	0	0	150
M-AC-8 Multi-use Studio	0	1,500	0	0	0	1,500
M-AC-9 Kinesthetic Learning Studio	0	1,200	0	0	0	1,200
Academic Core Total						

When the number of rooms is entered into the spreadsheet, the total square footage for that program area is automatically calculated. The total is also automatically linked to the program area summary of spaces.

CHAPTER 2: BRACKETING

Previously, changes or additions made during the annual update of the Design Manual have been "bolded" for easy identification. The 2010 Supplement does not have "bolding" because changes have been made throughout the entire document. The user is advised to carefully review all of the Program of Requirements.

EXAMPLES	450		600		750		1000		1500		2000	
	Students	SF	Students	SF	Students	SF	Students	SF	Students	SF	Students	SF
Grade Configuration: 6-8	450	600	750	1,000	1,500	2,000	450	600	750	1,000	1,500	2,000
Square Feet Per Student	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33	133.33
Total Gross Square Feet Developed	60,000	80,000	100,000	133,333	199,999	266,666	60,000	80,000	100,000	133,333	199,999	266,666
PROGRAM AREA												
M-AC	19,480	25,980	31,380	41,980	60,940	79,510	19,480	25,980	31,380	41,980	60,940	79,510
M-AD	1,750	2,350	3,700	4,000	4,900	6,650	1,750	2,350	3,700	4,000	4,900	6,650
M-AM	2,282	2,750	3,380	4,150	5,530	8,140	2,282	2,750	3,380	4,150	5,530	8,140
M-CA	2,755	3,433	4,105	4,980	6,870	8,820	2,755	3,433	4,105	4,980	6,870	8,820
M-VA	1,400	1,450	2,700	2,900	4,250	5,600	1,400	1,450	2,700	2,900	4,250	5,600
M-MU	1,800	2,900	3,000	4,400	5,600	8,600	1,800	2,900	3,000	4,400	5,600	8,600
M-TE	1,450	1,450	2,750	4,050	4,200	5,600	1,450	1,450	2,750	4,050	4,200	5,600
M-FCS	0	1,200	1,200	2,400	2,400	2,400	0	1,200	1,200	2,400	2,400	2,400
M-PE	9,300	9,825	10,600	16,575	20,000	22,250	9,300	9,825	10,600	16,575	20,000	22,250
M-SD	4,150	4,300	5,812	7,185	9,980	12,830	4,150	4,300	5,812	7,185	9,980	12,830
M-FS	1,750	2,315	2,840	3,855	5,005	7,355	1,750	2,315	2,840	3,855	5,005	7,355
M-CLU	300	400	500	700	900	900	300	400	500	700	900	900
M-BS	14,960	18,876	23,304	30,449	41,319	53,177	14,960	18,876	23,304	30,449	41,319	53,177
Facility Total	61,217	77,229	96,270	128,459	172,740	218,232	61,217	77,229	96,270	128,459	172,740	218,232
Construction Factor	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11	0.11
Gross Square Feet Developed	67,951	85,725	105,750	140,770	191,742	238,508	67,951	85,725	105,750	140,770	191,742	238,508

Worksheet Summary			
Enter Grade Configuration			
Enter Student Enrollment			
Square Feet Per Student from Page 2000-3			
Total Gross Square Feet Developed			
SELECT ONE <input type="radio"/> Single Story Building <input checked="" type="checkbox"/> Multistory Building			
Plus Vent. Cir. for Multistory Building Area Allowance			
Total Adjusted GSF Gross Square Footage			
PROGRAM AREA			
M-AC	Academic Core Spaces	New SF	EXIST SF
M-SE	Special Education Spaces	0	0
M-AD	Administrative Spaces	0	0
M-AM	Media Center Spaces	0	0
M-VA	Visual Arts Spaces	0	0
M-MU	Music Spaces	0	0
M-TE	Technology Education Spaces	0	0
M-FCS	Family and Consumer Science Space	0	0
M-PE	Physical Education Spaces	0	0
M-SD	Student Dining Spaces	0	0
M-FS	Food Service Spaces	0	0
M-CLU	Custodial Spaces	0	0
M-BS	Building Services	0	0
Facility Total		0	0
Construction Factor (11% multiplied by the facility total)		0.11	0
Gross Square Feet (GSF) Developed		0	0
Minus exist. expanded Overlize Area from Master			
Adjusted Existing Area			
Total Adjusted GSF Developed (without Overlize Area)			
Difference of GSF Developed from GSF Allowable			
Worksheet Summary Notes			
Number	Notes		
1	Existing Gross Square Feet taken from master facility plan.		
2	Overlize Area is taken from master facility plan.		
3	The Existing SF column is used in projects where there are to be building additions or renovations.		

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

Develop Program of Requirements (POR), continued

Sample School District, Sample School Building
CAREER-TECHNICAL SCHOOL
SUMMARY OF SPACES EXAMPLE

CAREER-TECHNICAL BRACKETING (example)

DESIGN

The Bracketing spreadsheet is an interactive tool that aids in the development of the Program of Requirements.

The spreadsheet is organized by Program Area, i.e. Core Academic, Special Needs, etc. Spaces in each of the program areas will be included in every school.

The top table shows examples of programs for various school size levels.

CHAPTER 2: BRACKETING

Number of Students	400	600	800	1,000
Core SF/student Funded	113	101	97	95
Total Core Space Funded	45,200	60,588	77,616	95,000
Program SF/student Funded	169	162	146	136
Total Program Space Funded	67,600	97,200	116,800	136,000
Total Gross SF Funded	112,800	157,788	194,416	231,000

Core Spaces				
CT-AC Academic Core	14,420	20,520	26,890	33,370
CT-SE Spec. Ed./Student Svs.	4,000	4,000	5,170	5,290
CT-AD Administration	3,030	3,910	4,910	6,180
CT-MC Media Center	2,790	4,090	4,840	5,980
CT-SD Student Dining	4,480	5,730	7,447	9,504
CT-FS Food Service	1,615	2,315	3,015	3,855
CT-CU Custodial	300	400	500	500
CT-GS General Services	0	0	0	0
Net Core Space	30,635	40,965	52,772	64,679
Mechanical/Electrical Space (6.9%)	2,114	2,827	3,641	4,463
Corridors (14%)	4,289	5,735	7,388	9,055
Total Core Space	37,038	49,527	63,801	78,197
Construction Factor (11%)	4,074	5,448	7,018	8,602
Gross Core Space Developed	41,112	54,975	70,819	86,799
Gross Core Space Co-Funded	45,200	60,588	77,616	95,000

Program Spaces				
CT-P1 Program Type 1	4,860	6,380	7,900	12,460
CT-P2 Program Type 2	4,620	2,310	4,620	4,620
CT-P3 Program Type 3	3,700	6,840	9,070	11,360
CT-P4 Program Type 4	8,355	11,015	14,465	19,335
CT-P5 Program Type 5	10,126	18,752	19,252	15,389
CT-P6 Program Type 6	18,889	23,249	32,475	28,912
CT-P7 Program Type 7	0	0	0	10,000
Net Program Space	50,550	68,546	87,782	102,076
Mechanical/Electrical Space (5%)	2,528	3,427	4,389	5,104
Corridors (14%)	7,077	9,596	12,289	14,291
Total Program Space	60,155	81,570	104,461	121,470
Construction Factor (11%)	6,617	8,973	11,491	13,362
Gross Program Space Developed	66,771	90,542	115,951	134,832
Gross Program Space Co-Funded	67,600	97,200	116,800	136,000

Total Gross SF Developed	107,883	145,517	186,770	221,631
Total Gross SF Co-Funded	112,800	157,788	194,416	231,000
Difference	4,917	12,271	7,646	9,369

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CAREER-TECHNICAL PROGRAM SPREADSHEET

Laboratory and Support Spaces Worksheet				
Laboratory Space	Quantity	SF	Area	
Biotechnology	07.4850	1500		0
Biotechnology for Food, Plant, Animal Science	01.2000	1500		0
Community Health Aide	07.0906	1500		0
Criminal Science Technology	17.2815	1500		0
Dental Laboratory Technology	07.0103	1500		0
Emergency Medical Technician	17.2811	1500		0
Energy Science	17.1600	1500		0
Exercise Sci/Sports&Rec Health Care	07.0410	1500		0
Health Information Management Services	07.4890	1500		0
Health Support Pathway	07.4840	1500		0
Health Unit Coordinator	07.0913	1500		0
Home Health	07.0307	1500		0
Medical Laboratory Technology	07.0203	1500		0
Pharmacy Technician	07.0912	1500		0
Practical Nursing	07.0302	1500		0
Therapeutic Pathway	07.4830	1500		0
Total Lab Spaces	0			
Related Space				
CT-P2-2 Office		120		0
CT-P2-3 Storage		200		0
CT-P2-4 Changing Room		490		0
Total Program Type 2				0

When the number of rooms is entered into the spreadsheet, the total square footage for that program area is automatically calculated. The total is also automatically linked to the program area summary of spaces.

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

DESIGN

Pre-Design (PD)

The Pre-Design Phase of the project includes the development of the Program of Requirements defined above, LEED Registration, LEED point checklist and initial energy modeling. The Pre-Design information is reviewed and approved by the Project Team before starting the Schematic Design.

Schematic Design (SD)

During the Schematic Design Phase, the required spaces developed during the POR process are organized in functional groupings and orientated around building circulation and service systems. Along with the Schematic Design, the Architect will submit the POR, LEED point checklist, energy modeling, technology system schematic and description, and energy consumption information. The Schematic Design information is reviewed and approved by the Project Team before starting the Design Development Phase.

Design Development (DD)

During the Design Development Phase the design is further refined to incorporate the actual materials and systems that will be used in construction. Detailed calculations for material stresses, heat loss/gain, and electrical loads are made and the final configuration of materials is established. Preliminary Specifications for all components are prepared and are used along with the drawings in the preparation of the Construction Estimate of Cost by the CM. The Design Development documents including the POR, LEED point checklist, energy modeling, technology system documents, and drawings, are reviewed and approved by the Project Team before starting the Construction Documents Phase.

Construction Documents (CD)

At the conclusion of the Design Development Phase all decisions regarding the make-up of the new building should be resolved and documented. Adjustments should have been made in the design to bring the cost estimate into alignment with the project budget. The objective of the Construction Documents Phase is to prepare documentation that will accurately and precisely convey that design to the prime contractors who will construct it. In essence the Design Development drawings and specifications are refined and combined with Instructions to Bidders and General Conditions of the Contract for Construction and other documents necessary to define the activities of all parties during the actual construction. Additionally, the LEED point checklist, energy modeling, technology drawings, and USGBC Design Review Comments are included as part of the CD documents. These documents are used as the basis of the final CM Estimate of Construction Cost necessary for a recommendation to the Board of Education and OSFC prior to entering the Bidding Phase. These documents are submitted for agency approval necessary for the issuance of a building permit.

The structure of the bidding process is defined by statute. The process begins with the public advertisement for bidders. This advertisement describes work divided into trade packages. It indicates where the documents can be obtained and states the date, time, and place of the public bid opening. It establishes a time and place for a pre-bid conference during which the Contractors can ask questions related to the project. Sealed prime contract bids are received at the bid time and publicly opened, read aloud and tabulated.

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

BIDDING

Evaluate Bidders

After the bid opening meeting, the apparent low bidders are evaluated to determine whether they are responsible according to criteria set forth in law. The Bid Packages are carefully examined by district counsel and the CM for compliance with the Bidding Requirements.

Enter Into Contracts

Within 60 days of the receipt of bids the CM and low bid Contractors work together to prepare Construction Contracts for the work on form documents provided by OSFC. The Contracts are approved by Resolution of the Board of Education and the Commission.

Trade Contractor Partnering

Similar in format to the previous day-long Executive Partnering Session, the Trade Contract Partnering Session introduces the Prime Contractors to the team. Objectives and concerns are discussed, communication channels are established and dispute resolution procedures are agreed upon.

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

CONSTRUCTION

Construct Building

This phase takes more time than any of the others. Sometimes it takes as much as 18 or 24 months for a single K-12 or High School. Often it begins with a sitework package which commences prior to all the documents being complete for the building itself. This work can include the preparation of the entire site and the construction of the building pad. Normally the construction of a school is done as if the building were divided up into four or six different building projects allowing the contractors to move sequentially through the entire project.

Procure Furniture and Equipment

While the furniture plan for a school can and should be created at the same time that the SD, DD, and CD Phases are being completed, the actual bidding and ordering of the furniture is typically postponed until 6 to 9 months before the anticipated move in date. Specifications and materials change frequently in the furniture industry and items bid as much as a year ago, may no longer be available.

Develop Maintenance Plan

The District Maintenance Plan is normally prepared by a **Commissioning Agent (Cx)**. Aided by a comprehensive web tool, the **Cx** creates an exhaustive list of every asset requiring maintenance in the building. The asset manufacturer’s recommendations for ongoing maintenance and useful service life are analyzed and a report is generated outlining the cost impact of maintaining the building. The revenue for maintenance is also analyzed and a business plan is developed and presented to the district for their use.

Closeout Partnering

The Closeout Partnering Meeting brings all stakeholders together in a session to focus on the smooth completion of each participant’s obligations under their contracts. A professional facilitator guides all parties step by step through the requirements.

Punch List

Having been notified by the Prime Contractors that their work is complete and compliant with the project documents, the Architect and Construction Manager inspect the work and prepare a “punchlist” of missing or deficient items. The items on this list must be completed, repaired or replaced by the Prime Contractors. When the corrections are accomplished and all items are accounted for on the punch list, the A/E Team and the CM are notified to make a final inspection.

Move Into Building

Time must be allocated in the schedule to deliver and set up loose furnishings and move equipment, supplies, and materials into the building.

Final Commissioning

While the Commissioning Agent should be an active team member from the beginning, the work involved with system documentation and performance testing can only start as the systems come on line. Commissioning begins as systems are started and deemed functionally operational.

OCCUPANCY

OVERVIEW OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS

CHAPTER 1: INTRODUCTION

C. DETAILS OF THE PLANNING, DESIGN, AND CONSTRUCTION PROCESS, continued

POST-OCCUPANCY

Warranty Period

Normally the Project Specifications call for the Contractor to provide a labor guarantee for a period of one year commencing when the District begins to use the building. Equipment and product warranties are usually longer in duration and are set forth in the specifications. During the applicable period, the Contractor is obligated to repair or replace any systems or materials that are not functioning as intended. An eleven month inspection of the building is conducted by the Architect, **Commissioning Agent**, and CM and deficiencies are listed. The Contractor is obligated to correct those deficiencies much as he is obligated to do in the punch listing process.

Project Closeout

The Project Closeout focuses more on the relationships between the District and the Prime Contractors than on the District and the OSFC. The Closeout Process is necessary to monitor and verify the submission of Owner/Operator Manuals, Owner Training, attic material stock, Certificates Contract Completion and other documentation. The Design Professional shall provide record documents to the district prior to final completion. The requirements for record drawings and other provisions of the closeout process are set forth in the contracts and in OSFC Policy and Procedure Memoranda.

Financial Closeout

The Financial Closeout primarily focuses on reconciling and concluding the fiscal relationship between the district and the OSFC. This process includes a comprehensive recap of the original project budget, any budget increases that were approved, the State share, the local share, and the interest earned on both the State and the district shares. All expenditures are recapped, including those for contracts, change orders, miscellaneous district expenses, and soft costs. Once the financial reconciliation is agreed to, a Certificate of Project Completion is executed. Principal dollars remaining in the project construction fund are distributed to the State and district in proportion of the original State and district shares. Remaining interest earned on State and district funds is returned to the State and deposited in the district maintenance fund.

The Design Manual is organized into ten chapters that explain the planning, design, and construction process; identify the square footage provisions for each school level; detail the features and amenities of each space; and provide systems, materials, and specification information. This section of the Executive Summary contains an overview of key points included in each chapter.

The chapters included in the Design Manual are:

- Chapter 1: Introductory Information
- Chapter 2: Bracketing
- Chapter 2: Bracketing (Career-Technical)
- Chapter 3: School Site
- Chapter 4: Elementary School
- Chapter 5: Middle School
- Chapter 6: High School
- Chapter 6: High School (Career-Technical)
- Chapter 7: Sustainable Design
- Chapter 8: Systems and Materials
- Chapter 8: Systems and Materials (Career-Technical)
- Chapter 9: Specifications
- Chapter 9: Specifications (Career-Technical)
- Chapter 10: Miscellaneous
- Chapter 10: Miscellaneous (Career-Technical)

Chapter 1: Introduction

Chapter 1 contains introductory information that provides a general overview of the planning, design, and construction process and the Design's responsiveness to educational planning.

Key Points

- Developing a clearly articulated educational program is the essential first step to any successful school building project. Partnerships should be developed between school personnel and the community to establish and refine the educational vision and begin the connection between the educational vision and a building program.
- Enrollment Projections and Facility Assessments provide essential data for decision-making.

**EXECUTIVE SUMMARY
DESIGN MANUAL ORGANIZATION**

Chapter 2: Design Manual Bracketing

Chapter 2 assists the school district in establishing the square footage for a new facility. Bracketing first identifies the overall square feet for a facility and then identifies spaces that may be included. The size of a school facility is based on student capacity, grade configuration, and square foot per child.

K-12 Key Points

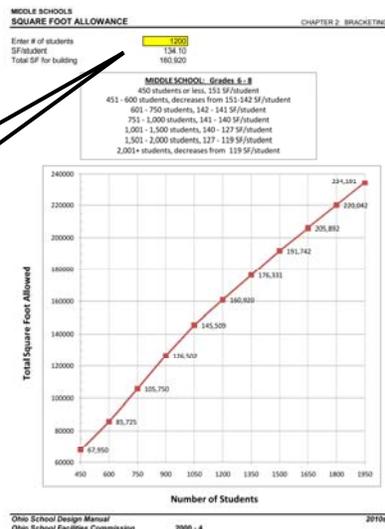
- The formula for determining the overall square footage of a school facility is:

$$\text{grade grouping \# of students} \times \text{student square feet} = \text{total overall square feet funded}$$

Additional Key Points in Chapter 2:

- The minimum school size at any grade configuration is 350 students (per 3318.03 ORC).
- The ranges of **gross** fundable square footage per student per school level are:
 Elementary (K-5) – from 115.6 – 125 square feet on a sliding scale
 Middle (6-8) – from 141 – 151 square feet on a sliding scale
 High (9-12) – from 156 – 180 square feet on a sliding scale
 The sliding scale allows for the fact that larger buildings that must be provided for larger student populations are more space efficient and require fewer square feet per student.
- Additional graphs indicate total funded gross square footage for K-12, K-8, and 6-12 school buildings.
- There are certain parameters for which spaces must be included and how large those spaces must be. Aside from those parameters, the planning team must work together to determine which spaces are needed. The parameters for developing the Program of Requirements (POR) include:
 - “Academic Space” refers to space in: Core Academic, Special Education, Art, Music, Family and Consumer Science, Technology Education, and Business Education. All other space is considered to be “Non-Academic.” Space can be moved from Non-Academic areas to Academic areas, but not *vice versa*.
 - The total square footage for all Academic areas must equal or exceed the total listed in the design manual for that school level and enrollment.
 - For grades PK-5: the size of a classroom may be reduced 10% from the size listed in the Design Manual.
 - The total square footage developed may vary no more than one-tenth (0.001) of one percent above or below the total square footage in the Master Plan.
 - For all grade levels: Academic spaces may be reduced up to 10% to accommodate extended learning areas.
- See charts in Chapter 2 for additional information
 - Section 2100 for elementary schools (grades K-5)
 - Section 2200 for middle schools (grades 6-8)
 - Section 2300 for high schools (grades 9-12)
 - Section 2400 for grade K-12 combination schools
 - Section 2500 for grade K-8 combination schools
 - Section 2600 for grade 6-12 combination schools

To determine the gross square footage for a school building, enter the number of students.



Design Manual Tolerance

During the development of the original Design Manual, published in 1997, extensive research was conducted into existing local, state, and national classroom size standards. It was determined that a 900 SF classroom was the appropriate size to accommodate current and future student needs, project based delivery, **exceptional children**, and multiple program delivery methods **for twenty-five (25) students**.

As part of the implementation of the Design Manual, it was found that a **certain amount of tolerance** was needed to allow flexibility when designing **the spaces contained within the school and the overall total size of the school building**. **Additionally, allowing a tolerance of 10% so districts may reduce the overall classroom size to no less than 810 SF provided extra space to apply to Extended Learning Areas, Student Commons and other instruction areas such as art and music**. This reduction allows classrooms to remain adequately sized to meet student educational needs. **Following is a brief summary of the primary points of the tolerance policy. The full tolerance policy follows this summary.**

- » Reduction in Classroom Size at the Elementary Schools
A reduction in the size of the classroom at 10% for the development of additional learning areas and classrooms and to increase the size of other educational spaces is an acceptable re-assignment of square footage for elementary schools.
- » Reduction in Classroom Size at the Middle, High, and Career-Technical Schools
A 10% reduction of the middle, high, and career-technical classroom is **NOT permitted**, unless the space is reallocated to develop an extended learning area adjacent to a group of academic classrooms.

Measurement and Area Calculations for Building Spaces

Classrooms and other instructional spaces are sized to be flexible and adaptable to curricula of the future. Core areas, circulation, and building services are appropriately sized to support a range of design solutions. The following spaces shall be measured as indicated below when evaluating design solutions for compliance with the Design Manual:

Corridors: Stairs, ramps, and elevators shall be included in the Program of Requirements (POR) as Corridor area.

Stairs: Stair area shall be calculated as one hundred percent (100%) on the ground floor and fifty-percent (50%) on elevated floors. Area shall be calculated based on the total area inside the stair enclosure walls.

Elevators: Elevators shall be calculated as one hundred percent (100%) on the ground floor and zero percent (0%) on elevated floors.

Overhangs: Overhangs located at building entrances and exits do not count as area. Interior balconies are generally counted as circulation space.

Total Square Footage of a Room: Calculated as the measurement of the interior area excluding the wall thickness.

Mechanical Equipment Space: Includes "traditional" mechanical equipment rooms and an elevated "walkable" space for mechanical equipment and its servicing. "Vaults" associated with geothermal systems are counted as mechanical room square footage.

Design Manual Tolerance for Square Footage Requirements**Square Footage Flexibility for the Total Building**

For multi-story construction, the developed area may be increased for vertical circulation up to the square footage provided in the bracketing tool. The project budget is not increased due to offsetting reductions in site development costs with multi-story construction.

On a building-by-building basis, the total square footage developed for a building may vary from the square footage specified in the Master Facilities Plan or the square footage adjusted for vertical circulation by:

- Plus 1/10th of one percent (0.001)
- or
- Minus ½ of one percent (0.005)

Square Footage Flexibility for Non-Academic Spaces

Non-Academic Spaces are defined as those areas that do not comprise the academic core of the building and include specific areas such as: administration spaces, media center, physical education areas, food service, custodial spaces and building services. The Commission may apply discretion to approve reasonable flexibility for the square footage of non-academic spaces specified in the Design Manual. Increasing the square footage of non-academic spaces is not an acceptable justification for a reduction to the square footage of academic space, however the Commission does support expanding academic spaces through the reallocation of non-academic space to the academic core. Corridor area should be appropriately sized to accommodate the design solution for the project.

See **Section 1120 High Performance Learning Environments for** exemption to minimum square footage.

Square Footage Flexibility for Academic Spaces

Academic Spaces are defined as all bracketed program areas except the non-academic spaces within a building. The Design Manual provides a range of flexibility for the square footage of such spaces. The total square footage of the academic core shall equal or exceed the total square footage of the academic core space specified in the Design Manual.

For all grade levels, academic spaces may be increased above the square footage of spaces specified in the Design Manual. Required non-academic spaces must still satisfy their intended uses. The total square footage of the building shall not be increased.

- 1. For all grade levels, academic spaces may be reduced up to ten percent (10%) below the square footage of spaces specified in the Design Manual. Designers are encouraged use this flexibility to accommodate, where applicable to a district, reduced class size or for Extended Learning Areas, however the flexibility is not limited to these applications. Extended Learning Areas (ELAs) are defined as academic areas that provide supplemental space to support adjacent classroom needs. ELAs may be used for a variety of activities such as: gross motor skills, computer-based learning, tutoring, individual reading and study activities, informal social interaction, hands-on projects, wet/dry learning areas, or small group special projects. ELAs are spaces adjoining multiple classrooms and should be shared by all. To permit observation by the classroom instructor, it is recommended that the ELA have a visual connection to each classroom that the ELA supports. ELAs should not be construed as regular classrooms or teaching stations and will not be furnished as such. Soft seating or large worktables are preferred. For additional information on ELAs, refer to the Ohio School Design Manual.*

Variance Requests for Design Manual Systems, Materials and Square Footages

The design professional is required to pursue a Design Manual Variance Request from the Commission for deviations from the standards, material and system specifications, and area square footages provided in the Design Manual. The design professional may provide data to support the use of alternative products through the Design Variance Request process. Variances may be requested via the Construction Manager website at <http://www.cmw.osfc.state.oh.us> using the online Design Manual Variance Request tool. The Commission has established a Design Manual Variance Request Committee that is tasked to review these requests, to conduct proper research on each request, and to make appropriate recommendations.

EXECUTIVE SUMMARY
DESIGN MANUAL ORGANIZATION

CHAPTER 1: INTRODUCTION

Extended Learning Areas or Commons

Allowing the 10% reduction in the size of the classrooms can provide exciting opportunities for flexibility in educational programming. Over the past few years, educational program delivery has changed to accommodate differences in students' learning habits, an increasing information base, project based assignments, and technology. When this reduction is used, it can result in a "commons" or "extended learning area" where students can receive instruction, conduct small group activities, practice drama, and engage in other learning activities.

Extended Learning Areas [ELA's] or commons are intended to provide students, staff, and teachers with an area adjacent to the classroom where a multitude of activities can take place. This space does not have walls and is intended to "extend" the classroom area for instructional and support purposes. A few of the activities that can occur are:

- ◆ Small group work/study areas using soft or hard seating (3-7 students per group)
- ◆ Rehearsal area for student skits or plays
- ◆ One-on-one tutoring by peers or community volunteers
- ◆ Individual projects requiring more space than what is allotted in a traditional classroom (ex: creating a poster display board, doing a large painting or drawing, etc.)
- ◆ Reading by a teacher or volunteer to a large group of children (8-15 students, soft seating or soft floor space)
- ◆ Individual study or quiet time to read, reflect, or do homework
- ◆ Space to showcase student art and projects
- ◆ Service learning activities (volunteerism)
- ◆ Physical activities not incorporated in gym or outside areas (ex: gross motor skills, tumbling on mats, cheerleading practice)
- ◆ Accessibility for after-school student clubs (key club, school newspaper, student officers, etc.)
- ◆ English as a Second Language (ESL) tutoring
- ◆ Lecture/presentation space that combines students from two or more classes
- ◆ Lounging space for students with soft furniture to allow for wireless Internet access, reading, conversation, and other other forms of informal social interaction
- ◆ Make-up tests (proficiency and school subject exams)
- ◆ Showing of films, class parties, fun activities

When designing commons or extended learning areas, it is important to note some of the characteristics that define what an ELA is and is not. The characteristics below are not meant to limit the design team in its creative endeavors, but are meant to provide a guideline for discussions between the District and the design team.

An Extended Learning Area IS:

- ◆ A flexible learning and support space
- ◆ Adjacent to classrooms
- ◆ Classrooms on most sides
- ◆ May be part of the means of egress/corridor
- ◆ Has a visual connection to each of the adjacent classrooms

An Extended Learning Area IS NOT:

- ◆ Enclosed with walls and/or doors
- ◆ A room
- ◆ A "teaching station"
- ◆ A room with desks, chairs, a teacher's desk, or fixed furniture

Chapter 2: Career-Technical Bracketing

Chapter 2 assists the school district in establishing gross square footage for a new facility. The size of a Career-Technical school facility is based on student capacity, approved program square feet and core square foot area per student.

Number of Students	Maximum Square Feet Per Student		
	Core Area	Program Area	Total
400 or less	113	169	282
600	101	162	263
800	97	146	243
1,000 or more	95	136	231

Number of students / 50 students per program = # of Type 1 – 4 programs funded
 Number of students / 30 students per program = # of Type 5 – 7 programs funded
 Core Area(# of students x square feet) + Program Area(# of programs x program square feet) = Total Overall Square Feet Funded

- There are certain parameters for which spaces must be included and how large those spaces must be. Aside from those parameters, the planning team must work together to determine which of the spaces are needed. The parameters for developing the Program of Requirements (POR) include:
 - A ratio of 25 students per classroom is used to determine building capacity.
 - A ratio of 50 students per program is used to determine the number of funded Type 1 - 4 programs and 30 students per program in Type 5 - 7 programs.
 - "Academic Space" refers to space in: Core Academic, Special Education and Program Types 1 - 7. All other space is considered to be "Non-Academic." Space can be moved from Non-Academic areas to Academic areas, but not *vice versa*.
 - The total square footage for all Academic areas must equal or exceed the total listed.
 - The total square footage developed may vary no more than one-tenth (0.001) of one percent above or below the total square footage in the Master Plan. See charts in Chapter 2, Section 2700, for additional information.

The Bracketing spreadsheet is an interactive tool that aids in the development of the Program of Requirements.

The spreadsheet is organized by Program Area, i.e. Core Academic, Special Needs, etc., as well as Program Types 1-7.

The table at the top of the page shows examples of Core Spaces.

The second table shows examples of Program Spaces.

The table labeled WORKSHEET is linked to the detailed pages for each program area.

Sample School District, Sample School Building
CAREER-TECHNICAL SCHOOL
SUMMARY OF SPACES EXAMPLE

CHAPTER 2: BRACKETING

Number of Students	400	600	800	1,000
Core SF/Student Funded	113	101	97	95
Total Core Space Funded	45,200	60,588	77,616	95,000
Program SF/Student Funded	169	162	146	136
Total Program Space Funded	87,800	97,200	116,800	136,000
Total Gross SF Funded	112,800	157,788	194,416	231,000

Core Spaces				
CT-AC Academic Core	14,420	20,520	26,890	33,370
CT-SE Spec. Ed./Student Svs.	4,000	4,000	5,170	5,296
CT-AD Administration	3,030	3,910	4,910	6,180
CT-MC Media Center	2,790	4,090	4,840	5,980
CT-SD Student Dining	4,480	5,730	7,447	9,504
CT-FS Food Service	1,815	2,315	3,015	3,855
CT-CU Custodial	388	400	500	500
CT-GS General Services	0	0	0	0
Net Core Space	30,635	40,965	52,772	64,679
Mechanical/Electrical Space (8.9%)	2,114	2,827	3,641	4,463
Corridors (14%)	4,289	5,735	7,388	9,055
Total Core Space	37,038	49,527	63,801	78,197
Construction Factor (11%)	4,074	5,448	7,018	8,602
Gross Core Space Developed	41,112	54,975	70,819	86,799
Gross Core Space Co-Funded	45,200	60,588	77,616	95,000

Program Spaces				
CT-P1 Program Type 1	4,860	6,380	7,900	12,460
CT-P2 Program Type 2	4,620	2,310	4,620	4,620
CT-P3 Program Type 3	3,700	6,940	9,070	11,360
CT-P4 Program Type 4	8,355	11,015	14,465	19,335
CT-P5 Program Type 5	10,126	18,752	19,252	15,389
CT-P6 Program Type 6	18,889	23,249	32,475	28,912
CT-P7 Program Type 7	0	0	0	10,000
Net Program Space	60,660	68,546	87,382	102,076
Mechanical/Electrical Space (5%)	2,528	3,427	4,389	5,104
Corridors (14%)	7,077	9,596	12,289	14,291
Total Program Space	60,155	81,570	104,461	121,470
Construction Factor (11%)	6,617	8,973	11,491	13,363
Gross Program Space Developed	66,772	90,543	115,951	134,833
Gross Program Space Co-Funded	67,800	97,200	116,800	136,000

Total Gross SF Developed	107,884	145,517	186,770	221,631
Total Gross SF Co-Funded	112,800	157,788	194,416	231,000
Difference	4,916	12,271	7,646	9,369

EXECUTIVE SUMMARY DESIGN MANUAL ORGANIZATION

CHAPTER 1: INTRODUCTION

Chapter 3: School Site

Chapter 3 contains information about site size, site circulation, and site amenities. Design requirements are also outlined for a multitude of factors that must be considered, including: various types of circulation and site access, drainage, play fields and playgrounds, fencing, lighting, mechanical/electrical yard, landscaping, site furnishings, and exterior security provisions.

Key Points

- Site size guidelines accommodate a variety of sizes for schools located in rural and suburban districts. Recommended site sizes are:
 - Elementary School: 10 acres plus 1 acre per 100 students
 - Middle School: 20 acres plus 1 acre per 100 students
 - High School or Career-Technical School: 35 acres plus 1 acre per 100 students
 - Combination Schools:
 - K-12 School: 40 acres plus 1 acre per 100 students
 - K-8 School: 20 acres plus 1 acre per 100 students
 - 6-12 School: 35 acres plus 1 acre per 100 students
- It is recognized that not all urban sites will be able to accommodate a new or replacement facility, even with the smallest site sizes recommended in the Design Manual. The Design Manual provides a list of possible site size reductions that may be considered. Strategies include decreasing the building footprint, decreasing the amount of parking, decreasing the size of the mechanical yard, providing curbside bus and parent drop-off, reducing the amount of greenspace, and reducing the size or decreasing the number of outdoor play spaces. These strategies are not intended to be all-inclusive and implementing these reductions should involve all interested parties. Chapter 3 identifies a process to determine the area required for an urban school's site needs.
- Deviations from the site size may be required due to extenuating circumstances. In such case, the OSFC will require the Design Professional to evaluate and recommend that the school district's educational program needs can be accomplished within a facility on the applicable site.
- Site selection applies to new construction. A review of the site selection criteria is required for additions to existing facilities to determine if the existing site can accommodate the site design requirements. The site selection is to be done by the school district with the assistance of a design professional.
- Factors to be used for judging the merits of a site are:

- Adjacent Property	- Safe Routes To Schools	- Soil Characteristics
- Aesthetic Considerations	- Safety	- Testing
- Codes and Zoning	- Site preparation	- Topography
- Easements/Right-of-way	- Site Size	- Vehicle Access
- Environmental Restrictions	- Site Utilities	- Walkability
- Site design requirements detail design considerations and provide diagrams for important site elements, including:

- a. Vehicular circulation	- f. Sanitary sewerage	- l. Mechanical/electrical yard
- b. Pedestrian circulation	- g. Directional signage	- m. Landscaping
- c. Emergency vehicle access	- h. Physical education	- n. Site furnishings
- d. Bicycle circulation	- i. Playgrounds	- o. Exterior security provisions
- e. Storm drainage	- j. Fencing	
	- k. Lighting/ Light Pollution	
- Parent drop-off and bus drop-off areas are to be separate.
- Particular emphasis is placed on safety issues, such as separation of vehicular and pedestrian traffic.
- In addition to stating design requirements, this chapter indicates items that the school district and the design professional should "plan for" in future improvements. Items indicated to be "planned for" are not funded by the OSFC.

Chapter 4: Elementary School

Chapter 4 begins with an overall building diagram detailing the way in which various areas of an elementary school could be arranged. There are also program area diagrams throughout this chapter that demonstrate how specific spaces might relate to each other within a program area. Space plates are included for each type of space in the program area.

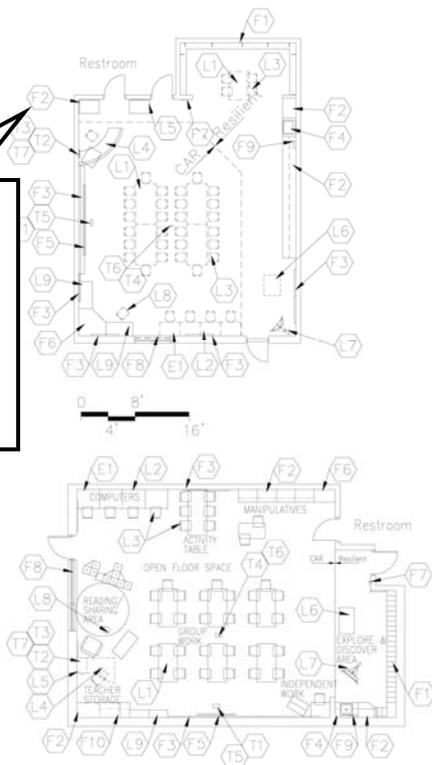
Key Points

The information in this diagram is referred to as a *space plate*. There is a space plate for each room in each program area in each school level.

Each room has a unique code that appears in the bracketing and on the space plate. In this case:
E=Elementary
AC=Academic Core
1=Space Plate #1

**PRE-K/KINDERGARTEN CLASSROOM
E-AC-1**

CHAPTER 4: ELEMENTARY SCHOOL



A diagram of the space shows how some of the features and loose furnishings may be organized. The space is not required to be designed in the configuration shown.

- PROGRAM ACTIVITIES:**
- Kindergarten instruction through active exploration
 - Children practice with tangible articles and are encouraged to develop learning skills, creativity, and imagination.
 - Activities include, but are not limited to: group discussions, demonstrations, music activities, listening skills, gross motor skills, art and science projects, and small group activities.

Program activities indicate the type of activities that may occur in the space. These activities will vary from district to district depending on the educational program.

- SPATIAL RELATIONSHIPS:**
- Near other pre-k/kindergarten classrooms
 - Near teacher prep area/workroom
 - Direct access to outdoor playground or access through adjacent corridor
 - Near vehicle drop-off/pick-up drive
 - Adjacent to pre-k/kindergarten restroom

Relationships of a particular room to other spaces and activities have been identified to assist the A/E in the design of the facility.

- ENVIRONMENTAL CONSIDERATIONS:**
- Required: View glass – minimum 5% without daylighting design; minimum 3% with daylighting design. Recommended: Daylighting design with glazing area determined by design solution.
 - Environmental sound control – wall only minimum STC 45 ceiling minimum CAC 35, NRC 0.70
 - Resilient and stain-resistant floor covering
 - Ergonomically appropriate furniture and equipment heights

Environmental considerations are items that may affect the educational program. They are the basis of some requirements of Finishes, Features, Plumbing, HVAC, Electrical, and Communications.

Size must be maintained except for tolerance previously noted.

CAPACITY: 25 students
SIZE: 1,200 SF
ANCILLARY SPACES: Pre-K/Kindergarten Restroom E-AC-2

- NOTES:**
1. Loose furnishings shown represent one of many possible configurations based on educational program.
 2. Depending upon the educational program of the district, a tall wardrobe may be located in this classroom or could be placed in a teacher prep area/workroom.
 3. Second exit from space to meet code need not open to exterior.

**EXECUTIVE SUMMARY
DESIGN MANUAL ORGANIZATION**

Chapter 4: Elementary School, continued

Key Points, continued

This is the subsequent page of information for each space.

Features identified on the space plates are required for the space. Features include: Fixed Items, Fire Suppression, Plumbing, HVAC, Electrical, Communications, and Electronic Safety & Security Systems.

Each room has a unique code that appears in the bracketing and on the space plate. In this case:
E=Elementary
AC=Academic Core
1=Space Plate #1

**PRE-K/KINDERGARTEN CLASSROOM
E-AC-1**

<u>FINISHES¹:</u>	Spec. Ref.#
Flooring:	
Combination carpet, carpet tile, with resilient options	096816 096500
Optional: All linoleum, ET, sheet vinyl, or rubber	096516 096813
Base:	
Resilient base	096500
Ceiling:	
Suspended, acoustical	095113
Walls:	
Painted concrete masonry units	042000/099100

<u>LOOSE FURNISHINGS:</u>	
L1 Student desks/tables	
L2 Computer workstation furniture (fixed or mobile)	
L3 Student chairs	
L4 Teacher workstation/computer support and chair (fixed or mobile)	
L5 File cabinet	
L6 Sand/water table	
L7 Children's painting easel	
L8 Teacher reading chair or stool	
L9 8'-10' of low bookcases (fixed or mobile)	
Loose carpet/rug (optional)	
Wastebasket	

<u>Electronic Safety and Security:</u>	
Life safety devices per code	283111

<u>Miscellaneous:</u>	
Pencil sharpener (optional)	

E1 Duplex receptacle with dedicated circuit for wireless devices

<u>FEATURES:</u>	Ref.#
<u>Fixed Items:</u>	
F1 Open casework - student coats and personal items, (cubbies) (optional wall cabinets above)	123550
F2 18'-24' combination tall wardrobe, base and wall cabinets	123550
F3 28'-36' combination marker board, tack board, & tackable surface	123550
F4 3' sink base cabinet	123550
F5 Projection screen (optional)	115213
F6 Technology support casework (could be mobile)	123550
F7 Pencil sharpener support (optional)	062000
F8 Window with integral blinds	085113
F9 Towel dispenser (optional)	102813
F10 36"- 42" high storage cabinet	123550
<u>Fire Suppression:</u>	
Fire suppression system	211000
<u>Plumbing:</u>	
Sink with drinking fountain	224000
Plumbing connections	224000/221116/221119
<u>HVAC:</u>	
Supply/return air system	Div. 23
Independent temperature control	230923
<u>Electrical:</u>	
Fluorescent lighting	265100
Illumination level: See Table 8600-5	
Multilevel switching	262726
4 duplex receptacles	262726
Double duplex receptacle adjacent to each data and video port	262726
Emergency lighting	265100
Means of egress lighting per code	265100
<u>Communications:</u>	
T1 1 projector video port	271543
T2 1 voice port and phone	271513/273123
T3 1 data port near teacher workstation	271513
T4 Wireless access point cable above ceiling	271513
Central sound system	275123
Clock	275313
Sound reinforcement system	275127
T5 Ultra-short throw interactive projector	274119
T6 Wireless access point (WAP) as determined by design - refer to Note 4	272133
T7 Classroom technology center videoport	271543, 274116, 274119, 275127

The loose furnishings shown on the space plates are often found in spaces of the room type. The list is not inclusive of all furniture that might be included. Loose furnishings are funded as part of the project cost.

NOTES:

1. Finishes/Features: Refer to Chapter 9 for specification references.
2. Technology components may be placed in a separate small cabinet, or integrated in the other casework in the room.
3. Where appropriate, some casework may be mobile to add flexibility and become part of loose furnishings.
4. **Baseline includes WAP cable per classroom. WAP device quantity/placement per 272133 requirements.**

Chapter 5: Middle School

Chapter 5 begins with an overall building diagram showing how the various areas of a middle school could be arranged. There are also program area diagrams throughout this chapter that demonstrate how specific spaces might relate to each other within a program area. Space plates are included for each type of space in the program area.

Key Points

The following space plate is for a middle school art room.

CHAPTER 5: MIDDLE SCHOOL

**ART ROOM
M-VA-1**

Each room has a unique code that appears in the bracketing and on the space plate. In this case:
M=Middle
VA=Visual Arts
1=Space Plate #1

PROGRAM ACTIVITIES:

- Art students will work on a variety of two-dimensional and three-dimensional art projects. Projects will include drawing and painting, computer graphics, sculpture and model making, collage, fiber arts, and ceramics.

Program activities indicate the type of activities that may occur in the space. These activities will vary from district to district depending on the educational program.

SPATIAL RELATIONSHIPS:

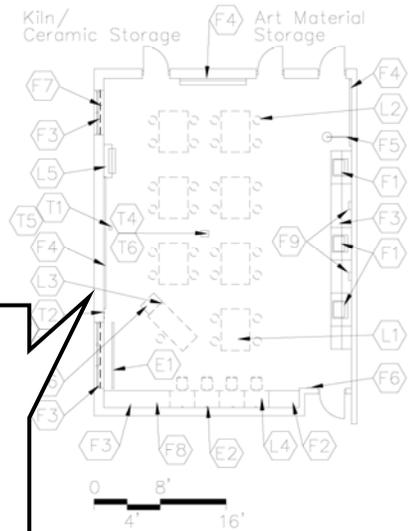
- Near academic core classrooms
- Direct access to outdoors or adjacent spaces through corridor

Relationships of a particular room to other spaces and activities have been identified to assist the A/E in the design of the facility.

ENVIRONMENTAL CONSIDERATIONS:

- Required: View glass – minimum 5% without daylighting design; minimum 3% with daylighting design. Recommended: Daylighting design with glazing area determined by design solution.
- Environmental sound control - wall only minimum STC 45 ceiling minimum CAC 35, NRC 0.70
- Stain-resistant floor covering

Environmental considerations are items that may affect the educational program. They are the basis of some requirements of Finishes, Features, Plumbing, HVAC, Electrical, and Communications.



A diagram of the space shows how some of the features and loose furnishings may be organized. The space is not required to be designed in the configuration shown.

CAPACITY: 28 students
SIZE: 1,200 SF
ANCILLARY SPACES: Kiln/Ceramic Storage M-VA-2
Art Material Storage M-VA-3

NOTES:

1. Loose furnishings shown represent one of many possible arrangements.

**EXECUTIVE SUMMARY
DESIGN MANUAL ORGANIZATION**

CHAPTER 1: INTRODUCTION

Chapter 5: Middle School, continued

Key Points, continued

This is the subsequent page of information for each space.

Features identified on the space plates are required for the space. Features include: Fixed Items, Fire Suppression, Plumbing, HVAC, Electrical, Communications, and Electronic Safety & Security Systems.

Each room has a unique code that appears in the bracketing and on the space plate. In this case:
M=Middle
VA=Visual Arts
1=Space Plate #1

The loose furnishings shown on the space plates are often found in spaces of the room type. The list is not inclusive of all furniture that might be included. Loose furnishings are funded as part of the project cost.

**ART ROOM
M-VA-1**

CHAPTER 5: MIDDLE SCHOOL

<u>FINISHES¹:</u>	<u>Spec. Ref.#</u>	<u>FEATURES¹:</u>	<u>Spec. Ref.#</u>
<u>Flooring:</u>		<u>Fixed Items:</u>	
ET, sheet vinyl, rubber, sealed concrete,	096500	F1 3'-5" sink base cabinets, or several wash fountains	123550
polished concrete finishing, or colored concrete finishing	033000 033510 033519	F2 Tall wardrobe with file drawers	123550
		F3 26'-34' combination tall cabinets, base and wall cabinets	123550
<u>Base:</u>		F4 26'-34' combination marker board, tack board & tackable wall surface	101100
Resilient base	096500	F5 Emergency eyewash (recommended)	224000
		F6 Pencil sharpener support (optional)	062000
<u>Ceiling:</u>		F7 Windows with integral blinds	085113
Suspended, acoustical	095113	F8 Technology support casework	123550
		F9 Towel dispenser (optional)	102813
<u>Walls:</u>		F10 Projection screen (optional)	115213
Painted concrete masonry units	042000/099100	<u>Fire Suppression:</u>	
		Fire suppression system	211000
		<u>Plumbing:</u>	
		Sinks with solids interceptor	224000
		Emergency eyewash connections	224500
		Plumbing connections	224000/221116/221119
		<u>HVAC:</u>	
		Supply/return air system	Div. 23
		Independent temperature control	230923
		Manually controlled general exhaust	Div. 23
		<u>Electrical:</u>	
		Fluorescent lighting	265100
		Illumination level: See Table 8600-5	
		Multilevel switching	262726
		4 duplex receptacles	262726
		Double duplex receptacle adjacent to each data and video port	262726
		Track lighting	265100
		Means of egress lighting per code	265100
		Emergency lighting per code	265100
		<u>Communications:</u>	
		T1 1 projector video port	271543
		T2 1 voice port and phone	271513/273123
		T3 1 data port	
		near teacher workstation	271513
		T4 Wireless access point cable above ceiling	
			271513
		Clock	275313
		Central sound system	275123
		Sound reinforcement system	275127
		T5 Ultra-short throw interactive projector	
			274119
		T6 Wireless access point (WAP) as determined by design – refer to Note 4	
			272133
		T7 Classroom technology center videoport	
			271543, 274116, 274119, 275127

- NOTES:**
1. Finishes/Features: Refer to Chapter 9 for specification references.
 2. **Baseline includes WAP cable per classroom. WAP device quantity/placement per 272133 requirements.**

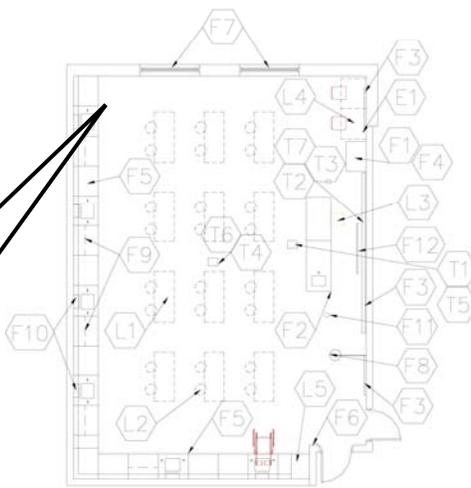
Chapter 6: High School

Chapter 6 begins with an overall building diagram showing how the various areas of a high school could be arranged. There are also program area diagrams throughout this chapter that demonstrate how specific spaces might relate to each other within a program area. Space plates are included for each type of space in the program area.

Key Points

The following space plate is for a high school general science/physics classroom.

CHAPTER 6: HIGH SCHOOL
SCIENCE CLASSROOM- GENERAL/PHYSICS
H-AC-2



- PROGRAM ACTIVITIES:**
- Large group, small group, and individual instruction
 - Group and individual work
 - Laboratory experimentation
 - Data collection and analysis
 - Demonstrations
 - Project work

- SPATIAL RELATIONSHIPS:**
- Near other science classrooms
 - Adjacent to science prep room
 - Classrooms located in academic "zone" that is away from noisy or public activities
 - Classrooms with access to media center and administrative services
 - Proximity to large group restrooms
 - Flexibility of space

- ENVIRONMENTAL CONSIDERATIONS:**
- Required: View glass – minimum 5% without daylighting design; minimum 3% with daylighting design.
Recommended: Daylighting design with glazing area determined by design solution.
 - Environmental sound control - wall only minimum STC 45 ceiling minimum CAC 35, NRC 0.70
 - Higher than normal ventilation requirements
 - Moisture- and stain-resistant finishes
 - Chemical-resistant counter tops

CAPACITY: 24 - 28 students
SIZE: 1,200 SF
ANCILLARY SPACES: Science Prep
H-AC-5

NOTES:

1. Loose furnishings shown represent one of many possible arrangements.
2. Science casework layout to be determined by the school district.
3. Depending upon the educational program of the district, a tall wardrobe may be placed in this classroom or could be placed in a teacher prep area/workroom.
4. The layouts shown do not restrict or reflect the variety of arrangements available to the Design Professional.

Each room has a unique code that appears in the bracketing and on the space plate. In this case:
H=High
AC=Academic Core
2=Space Plate #2

Program activities indicate the type of activities that may occur in the space. These activities will vary from district to district depending on the educational program.

Relationships of a particular room to other spaces and activities have been identified to assist the A/E in the design of the facility.

Environmental considerations are items that may affect the educational program. They are the basis of some requirements of Finishes, Features, Plumbing, HVAC, Electrical, and Communications.

Diagrams of the space show how some of the features and loose furnishings may be organized. The space is not required to be designed in the configuration shown.

**EXECUTIVE SUMMARY
DESIGN MANUAL ORGANIZATION**

CHAPTER 1: INTRODUCTION

Chapter 6: High School, continued

Key Points, continued

This is the subsequent page of information for each space.

Features identified on the space plates are required for the space. Features include: Fixed Items, Fire Suppression, Plumbing, HVAC, Electrical, Communications, and Electronic Safety & Security Systems.

Each room has a unique code that appears in the bracketing and on the space plate. In this case:
H=High
AC=Academic Core
2=Space Plate #2

**SCIENCE CLASSROOM - GENERAL/PHYSICS
H-AC-2**

CHAPTER 6: HIGH SCHOOL

<u>FINISHES¹:</u>	Spec. Ref.#	<u>FEATURES¹:</u>	Spec. Ref.#
<u>Flooring:</u>		<u>Fixed Items:</u>	
Linoleum,	096500	F1 Tall wardrobe with file drawers	123553
rubber, ET, sheet vinyl,	096516	F2 Demonstration table/teacher desk	123553
polished concrete finishing, or	033510	F3 20'-32' combination marker board,	101100
colored concrete finishing	033519	tack board and tackable wall surface	
<u>Base:</u>		F4 Technology support casework	123553
Resilient base	096500	F5 40'-60' of lab casework with sinks	123553
<u>Ceiling:</u>		F6 Pencil sharpener support (optional)	062000
Suspended, acoustical	095113	F7 Windows with integral blinds	085113
<u>Walls:</u>		F8 Emergency shower/eyewash	224000
Painted concrete masonry units	042000/099100	F9 18'-24' of wall cabinets	123553
<u>LOOSE FURNISHINGS:</u>		F10 Towel dispensers (optional)	102813
L1 Student work tables		F11 2 eye hooks for demonstrations(optional)	055000
L2 Student stools/chairs		F12 Projection screen (optional)	115213
L3 Teacher chair or stool		<u>Fire Suppression:</u>	
L4 Computer workstation furniture		Fire suppression system	211000
L5 File cabinet		<u>Plumbing:</u>	
Wastebasket		Plumbing connections	224000/221116/221119
L4 could be fixed casework.		Emergency shower/eyewash	224000
		connections	226313
		Gas connections (optional)	226313
		Master shutoff for gas	221500
		Compressed air connections(optional)	221500
		<u>HVAC:</u>	
		Supply/return air system	Div. 23
		Independent temperature control	230923
		Manual exhaust	Div. 23
		<u>Electrical:</u>	
		Fluorescent lighting:	265100
		Illumination level: See Table 8600-5	
		Multilevel switching	262726
		Duplex receptacles at perimeter	
		workstations and teaching wall	262726
		Double duplex receptacle adjacent to	
		each data and video port	262726
		Emergency lighting	265100
		Means of egress lighting per code	265100
		<u>Communications:</u>	
		T1 1 projector video port	271543
		T2 1 voice port and phone	271513/273123
		T3 1 data port at demonstration table	271513
		T4 Wireless access point cable above ceiling	
			271513
		Clock	275313
		Central sound system	275123
		Sound reinforcement system	275127
		T5 Ultra-short throw interactive projector	274119
		T6 Wireless access point (WAP) as determined	
		by design – refer to Note 4	272133
		T7 Classroom technology center videoport	
			271543, 274116, 274119, 275127

NOTES:

1. Finishes/Features: Refer to Chapter 9 for specification references.
2. Technology components may be placed in a separate small cabinet, or integrated in the other casework in the room.
3. Master gas shutoff valve shall be clearly labeled, easily accessible, and immediately operable by staff.
4. **Baseline includes WAP cable per classroom. WAP device quantity/placement per 272133 requirements.**

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Chapter 6: Career-Technical School

This Chapter begins with general information about the design and construction of Career-Technical schools. Two subject code/program tables are include with references to the space plates that follow. There are also program area diagrams throughout this chapter that demonstrate how specific spaces might relate to each other within a program area. Space plates are included for each type of space in the various program areas.

Key Points

The information in this diagram is referred to as a *space plate*.

There is a space plate for each room in each program area and each program type.

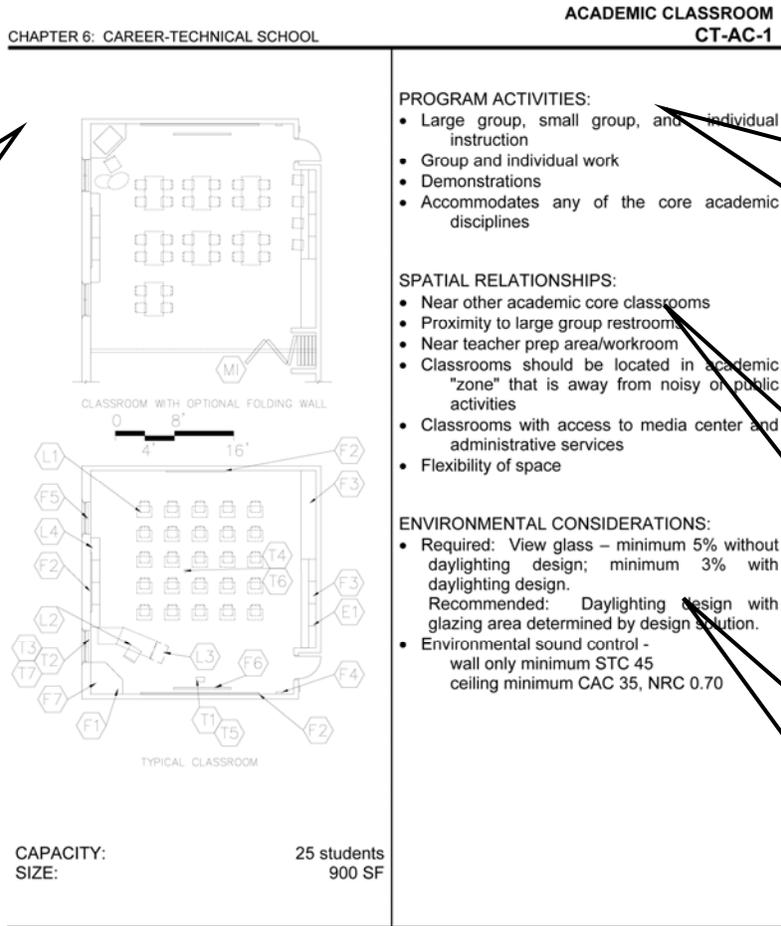
Each room has a unique code that appears in the bracketing and on the space plate. In this case:
 CT=Career Tech
 AC=Academic Core
 1=Space Plate #1

Program activities indicate the type of activities that may occur in the space. These activities will vary from district to district depending on the educational program.

Relationships of a particular room to other spaces and activities have been identified to assist the A/E in the design of the facility.

Environmental considerations are items that may affect the educational program. They are the basis of some requirements of Finishes, Features, Plumbing, HVAC, Electrical, and Communications.

A diagram of the space shows how some of the features and loose furnishings may be organized. The space is not required to be designed in the configuration shown.



NOTES:

1. Loose furnishings shown represent one of many possible arrangements.
2. Depending upon the educational program of the district, a tall wardrobe may be placed in this classroom or could be placed in a teacher prep area/workroom.

**EXECUTIVE SUMMARY
DESIGN MANUAL ORGANIZATION**

CHAPTER 1: INTRODUCTION

Chapter 6: Career-Technical School

Key Points, continued

This plate contains detailed information about the Career-Technical Academic Classroom

Features identified on the space plates are required for the space. Features include: Fixed Items, Fire Suppression, Plumbing, HVAC, Electrical, Communications, and Electronic Safety & Security Systems.

Each room has a unique code that appears in the bracketing and on the space plate. In this case:
CT=Career Tech
AC=Academic Core
1=Space Plate #1

The loose furnishings shown on the space plates are often found in spaces of the room type. The list is not inclusive of all furniture that might be included. Loose furnishings are funded as part of the project cost.

**ACADEMIC CLASSROOM
CT-AC-1**

CHAPTER 6: CAREER-TECHNICAL SCHOOL

FINISHES ¹ :	Spec. Ref.#	FEATURES ¹ :	Spec. Ref.#
Flooring:		Fixed Items:	
Carpet, carpet tile	096816	F1 Tall wardrobe with file drawers	123550
Optional: ET, sheet vinyl, linoleum, or rubber	096516 096500 096813	F2 20'-32' combination marker board, tack board and tackable wall surface	101100
		F3 18'-24' combination base and wall cabinets	123550
Base:		F4 Pencil sharpener support (optional)	062000
Resilient base	096500	F5 Windows with integral blinds	085113
Ceiling:		F6 Projection screen (optional)	115213
Suspended, acoustical	095113	F7 Technology support casework	123550
Walls:		Fire Suppression:	
Painted concrete masonry units	042000/099100	Fire suppression system	211000
		Plumbing: N/A	
LOOSE FURNISHINGS:		HVAC:	
L1 Student desks and chairs		Supply/return air system	Div. 23
L2 Teacher desk or workstation/computer support and chair		Independent temperature control	230923
L3 File cabinet		Electrical:	
L4 9' of low bookcases (fixed or mobile) Wastebasket		Fluorescent lighting:	265100
		Illumination level: See Table 8600-5	
		Multilevel switching	262726
		4 duplex receptacles	262726
		Double duplex receptacle adjacent to each data and video port	262726
Electronic Safety and Security:		Communications:	
Life safety devices per code	283111	T1 1 projector video port	271543
Miscellaneous:		T2 1 voice port and phone	271513/273123
Pencil sharpener (optional)		T3 1 data port near teacher workstation	271513
M1 Operable partitions between classrooms are optional	102226	T4 Wireless access point cable above ceiling	271513
Duplex receptacle with dedicated circuit for wireless devices		Clock	275313
		Central sound system	275123
		Sound reinforcement system	275127
		T5 Ultra-short throw interactive projector	274119
		T6 Wireless access point (WAP) as determined by design – refer to Note 4	272133
		T7 Classroom technology center videoport	271543, 274116, 274119, 275127

NOTES:

1. Finishes/Features: Refer to Chapter 9 for specification references.
2. Technology components may be placed in a separate small cabinet, or integrated in the other casework in the room.
3. Where appropriate, some casework may be mobile to add flexibility and become part of the loose furnishings.
4. **Baseline includes WAP cable per classroom. WAP device quantity/placement per 272133 requirements.**

EXECUTIVE SUMMARY DESIGN MANUAL ORGANIZATION

CHAPTER 1: INTRODUCTION

Chapter 7: Sustainable Design

High performance buildings are in the forefront of today's construction. This product is the result of sustainable design and is judged by the United States Green Building Council's LEED rating system. Initially, this chapter indicates suggestions and good practices in daylighting considerations with emphasis on energy conservation.

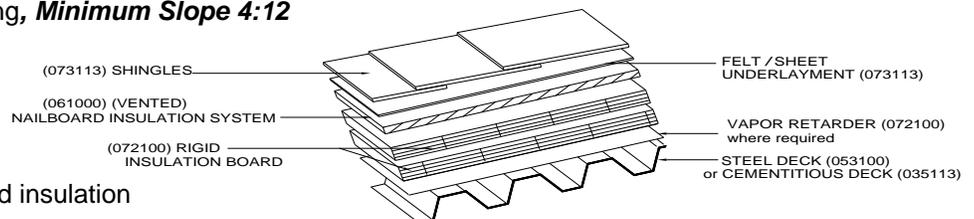
Chapter 8: Systems and Materials

Chapter 8 provides an overview and options of the various materials and systems that have been used to establish a design standard and level of quality for the systems and materials to be incorporated into new buildings. Systems and materials are described in the following categories

- Exterior walls
 - masonry cavity wall
 - veneer and metal framing
 - **metal panel on concrete masonry wall**
 - **Plant pre-cast concrete insulated sandwich wall**
 - **Metal panel on metal framing**
 - **Exterior wall/roof closure**
- Roofs
 - shingle roof & **shingle roof system**
 - metal roof with rigid insulation & **metal roof with rigid insulation system**
 - built-up roof
 - membrane roof
 - **recommended roof ridge exterior wall system**
 - **recommended wall-low roof**
- Interior walls
- Structural
- Plumbing
- HVAC
 - central plant VAV system with hot water reheat terminals
 - central plant VAV system with fan powered reheat terminals
 - water-source heat pump system
- Technology
- Electrical

EXAMPLE: Shingle Roof

- Application - Steep Roofing, **Minimum Slope 4:12**
- Components
 1. Roof Membrane
 - Shingles
 - Underlayment
 2. Roof insulation
 - (Vented) nailboard insulation
 - Rigid insulation
 3. Vapor Retarder
 - Where required. Refer to Chapter 9.
 4. Structural Support
 - Steel deck or cementitious deck
 5. **Air Barrier System Required**
 - **Self-adhering sheet or Closed-cell polyurethane insulation**
- Performance
 1. Features
 - Impact Resistant, Moisture Resistant, Thermal Resistant



Chapter 9: Specifications

Chapter 9 identifies specifications, which are an element of construction documents, and defines the qualitative requirements for products, materials, and workmanship. This chapter is a guide for the Design Professional who will prepare detailed specifications for the project. The OSFC requires that the specifications for a project promote competition among manufacturers of materials, equipment, and furnishings incorporated into the project. **At least three manufacturers should be listed for all materials and systems.**

This chapter includes both performance (a statement of required results with criteria for verifying compliance, but without unnecessary limitations on the methods for achieving the required results) and reference (requirements set by authority, custom, or general consensus and are established as accepted criteria) standards.

The sections are organized into CSI's (Construction Specifications Institute) format:

- 9101 General Requirements
- 9102 Existing Conditions
- 9103 Concrete
- 9104 Masonry
- 9105 Metals
- 9106 Wood, Plastics, and Composites
- 9107 Thermal and Moisture Protection
- 9108 Openings
- 9109 Finishes
- 9110 Specialties
- 9111 Equipment
- 9112 Furnishings
- 9113 Special Construction
- 9114 Conveying Equipment
- 9121 Fire Suppression
- 9122 Plumbing
- 9123 Heating, Ventilating, and Air Conditioning
- 9126 Electrical
- 9127 Communications
- 9128 Electronic Safety and Security
- 9131 Earthwork
- 9132 Exterior Improvements
- 9133 Utilities

Excerpt from Section 096816 Carpet Specification

CHAPTER 9: SPECIFICATIONS

SECTION 096816
SHEET CARPETING

FINISHES

GENERAL GUIDELINES

1.1 SECTION INCLUDES

A. Qualitative requirements for carpet materials and accessories for a direct-glue down or pre-applied adhesive installation of one of the following:

1. Tufted Broadloom
2. Variable Cushion Tufted Textile (VCTT)

1.2 QUALITY ASSURANCE

A. Chemical Emission/Indoor Air Quality: All carpet specified must be in compliance with the Carpet and Rug Institute (CRI) "Green Label Plus" Indoor Air Quality Carpet Testing Program. The program label and registration number serve as evidence of compliance.

1.3 PROJECT CONDITIONS

A. Concrete subfloors must meet the following requirements before carpet may be installed:

1. pH range of 5 to 9.
2. Moisture-emission rate of 3 lb/1000 sq.ft. per 24 hours or less.

1.4 WARRANTY

A. Tufted Broadloom: 10 years (minimum).

B. Variable Cushion Tufted Textile: 15 years (minimum)

1.5 CARPET

A. Carpet, Tufted Broadloom: Shall meet or exceed the following CRI guidelines:

SCHOOL CARPET MINIMUM AVERAGE SPECIFICATIONS		
Carpet Property/Characteristic	Minimum Specifications	Test Method
Type Yarn	Solution or Yarn Dyed	--
Color	Multi-Colored Products (select colors complimentary to soil type/color in region)	--
Surface/Style	Level Loop, Multi-Level Loop, Textured Loop, or Cut & Loop	--
Static	3.5 kv (max – not to exceed)	AATCC-134 Step Method
Indoor Air Quality (IAQ)	CRI IAQ Certification "Green Label Plus"	CRI Test Program ASTM D-5116
In glue-down installation, include CRI IAQ Testing Program label for installation adhesives. Carpet over cushion, include CRI IAQ Testing Program label for carpet cushion.		
Flammability – Radiant Panel Test	Class I	ASTM E-648
NBS Smoke	<450 Flaming Mode	ASTM E-662
Tuft Bind (dry)	8 lbs, all products (16-20 lbs suggested for unitary backing)	ASTM D-1335
Delamination	Secondary backed products, 3.5 lbs	ASTM D-3936
Dimensional Stability	Removable modular products, 0.2% or less	ISO 2551
Colorfastness: ozone	4 or better (60 AFU 3 cycles)	AATCC 16-E
Colorfastness: ozone	4 or better after 2 cycles	AATCC 129
Colorfastness: crocking	4 or better (wet & dry)	AATCC 165
Colorfastness: water	4 or better, AATCC Transference Scale (only yarn dyed carpet) (grade change in color and staining)	AATCC 107
Soil Resistant Treatment	Minimum average of 350 ppm fluorine on pile fiber of 3 separate tests	CRI TM-102

B. Carpet, Variable Cushion Tufted Textile (VCTT): Shall meet or exceed the following guidelines:

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Chapter 10: Miscellaneous

Chapter 10 provides an overview explaining the importance of color in schools, including general recommendations regarding the use of color for various items and finishes; suggests loose furnishings and equipment for various spaces at each school level; and provides quality guidelines and furniture selection considerations. ***Additionally, this section contains information on the selection of Food Service Equipment.***

For Elementary Schools Chapter 10 suggests warm base, background colors such as light salmon, beiges, soft yellows or peaches on the walls to produce a calming environment. Deeply saturated bright hues on architectural elements should be avoided, since the colors will create too much stimulation. Similar approaches are suggested for the upper grades. School colors can be integrated into the building color scheme in the athletic areas and possibly in the locker specifications. Color is also a very helpful tool in wayfinding, and this may be accomplished by identifying grade level or team areas with different colors.

Loose furnishings and equipment in the project are those items that are not attached to the building such as furniture, special subject equipment, appliances, trash receptacles, cleaning equipment, etc. The type of loose furnishings and equipment for a school should be selected to support the educational curriculum and the function of the spaces, but also provide flexibility for change and development in the future. The exact items and styles may vary from school to school.