# Welcome!

## OSDM 2018 Update / OFCC Planning Guide Webinar

### *This webinar has been approved for 1.0 LU/HSW AIA CEUs*

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**Provider Name:**
Ohio Facilities Construction Commission

**Provider Number:**
G442

**Course Title:**
OSDM 2018 Update
Volume 1: Educational Facility Planning Guide Webinar

**Course Number:**
Web28

**Speakers:**
Melanie Drerup, Kevin Harrison

**Date:**
June 27, 2018

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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 OSDM 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.

Since the Ohio School Design Manual (OSDM) communicates a vast amount of information on so many planning, design, and construction issues, the length and quantity of the OSDM can be intimidating. The separate volume entitled, "VOLUME 1 - EDUCATIONAL FACILITY PLANNING GUIDE" is a stand-alone guide for school districts to use as a guide for facility planning. This stand-alone guide outlines the process from inception up to the design phase of a facility project. The separate volume provides school districts the planning tools required for a facility project without the length and quantity of the entire OSDM.

- The update process of the Ohio School Design Manual.
- How a school district can use the planning process to create unique solutions to their specific educational delivery model.
- Leveraging the students, the community, and the school district as participants in the planning process to jointly create a scope for the future educational delivery.
- Developing a future "vision and mission" of a school district to use as a guide in future planning.

# 2018 Ohio School Design Manual (OSDM)

# Volume 1: Educational Facility Planning Guide

# Presenters

**Melanie Drerup**
Chief of Planning

**Kevin Harrison**
Architect | Educational Planning Consultant

- OSDM update team
- Process formally began in January 2018
- Meetings with stakeholders
- Variance request analysis
- Commission review and approval

- Only five suggestions were received

- Regional cost factor update
- Minor change to the assessment cost guidelines
- Career Tech program courses and pathways updated

- The rate of inflation for 2018 is 3.19%

- Stand alone guide for facility planning

- Blended Overview of Planning sections with High Performance Learning Environments to create OSDM - Volume 1

- Remaining Overview of Design and Construction located in OSDM - Volume 2

- Moves focus from the building to the Districts Educational Program & Delivery

- Template for district modifications

## Table of Contents - 4 sections

**OFCC**
OHIO FACILITIES CONSTRUCTION COMMISSION

**0050**       **Summary**

| 0051 | Introduction |
| --- | --- |
| 0052 | Overview of the Process |
| 0053 | Participants and Role Development |

- Begins the process of developing learning facilities that respond to the needs of learners

- Goal is to provide **"Guidance"** in the planning process

- No preconceived ideas, _every district and facility is unique_

- Volume 1 concludes at the start of the design process

**0050     Summary**

- *Defined by two categories*

  - **Pre-planning** *(sample duration timelines included in manual)*
    - District establishes partnerships and refines their educational program
    - Connects educational program with its shared vision

  - **Planning, approval and funding**
    - Data gathering
    - Development of Master Facilities Plan
    - Site selection
    - Securing funding

## Leadership Committee

- Guide, manage, endorse, and supervise the planning process

## Educational Planning Committee

- Develop by group consensus
  - Educational planning concepts
  - Educational specifications

**0050**      **Summary**
         0051      Introduction
         0052      Overview of the Process
         **0053**      **Participants** and Role

- **School District Representative(s) and Stakeholders**
- **OFCC Planner**
- **Regional Program Consultant**
- **Assessment Consultant**
- **Enrollment Projection Consultant**
- **Pre-Bond Design Consultant**
- **Educational Planner**
- **OFCC Project Manager**
- **Design Professional / Criteria Architect**
- **Construction Professional**
- **Commissioning Maintenance Agent**

*Specific participants*
***roles***
*and*
***responsibilities***
*defined within*
*section 0053*

**0100**      **Data Collection**

| **0101** | **Facility Assessments** |
| --- | --- |

    0102      Enrollment Study / Enrollment Projections

- Performed by an <u>OFCC-funded</u> Assessment Consultant

- Purpose: to develop a scope and budget for bringing each existing facility to a like new condition

- Contains a variety of data about each of the district's buildings

- Foundation of Master Facilities Plan

- Prepared and presented in draft format for district review prior to acceptance

**0100**     **Data Collection**

     0101     Facility Assessments

     **0102**     **Enrollment Study / Enrollment**

- Performed by an OFCC-funded Enrollment Study Consultant

- Objective: To determine the number of future students (by grade level) for which the buildings/facilities should be designed

- Foundation of Master Facilities Plan

- Prepared and presented in draft format for district review prior to acceptance

**0110** **Educational Planning**

**Educational Learning Environments**

0112 Educational Environment Concepts

0113 Career Tech

0114 Special Education (Pre-K, Special Ed)

- Traditional Learning Environment (TLE)

- Student Centered Learning Environment (SCLE)

- Blended Learning Environment (BLE)

- *Your District's unique Learning Environment*

**0110** **Educational Planning**

**Educational Learning Environments**

0112 Educational Environment Concepts

0113 Career Tech

0114 Special Education (Pre-K, Special Ed)

- Districts are encouraged to develop specific Learning Environments that respond to district's specific and unique needs

- Learning environments should:
  - Bring students and facilitators together ensuring that the environment promotes, rather than constrains learning
  - Be instantly flexible
  - Ability for learning to occur in ALL spaces (including outdoors)

**0110**        **Educational Planning**

0111        Educational Learning Environments

**0112        Educational Environment Concepts**

0113        Career Tech

0114        Special Education (Pre-K, Special Ed)

# Successful learning environments are:

- Learner-centered and collaborative

# Variety of spaces

**0110** **Educational Planning**

    0111    Educational Learning Environments

    **0112**    **Educational Environment Concepts**

    0113    Career Tech

    0114    Special Education (Pre-K, Special Ed)

- Minimum prerequisite attributes *with descriptions*
  - Agile
  - Comfort
  - Ambiance
  - Technology / Connectivity
  - Places
  - Integrated Sustainability
- Example diagrams
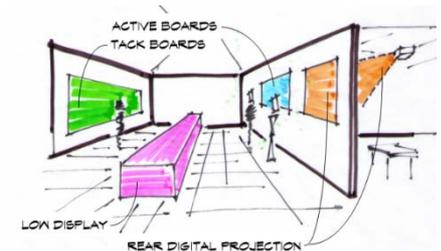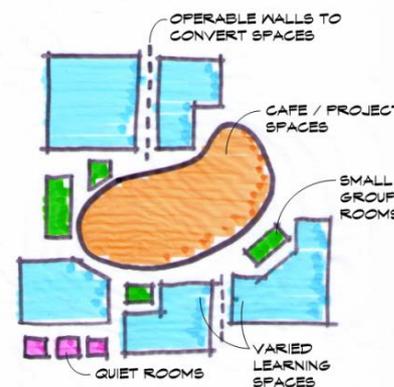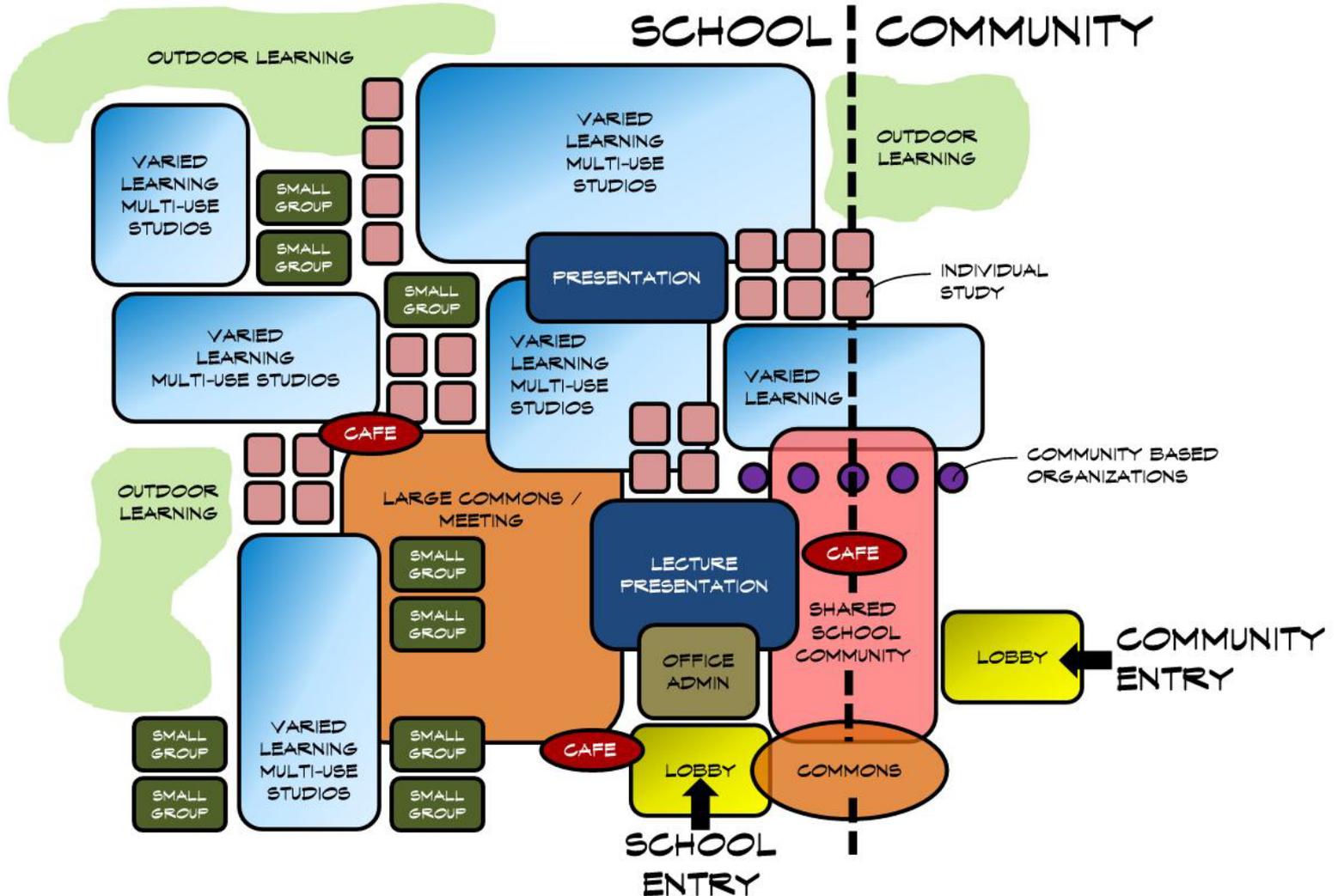
**0110**      **Educational Planning**

    0111      Educational Learning Environments

    0112      Educational Environment Concepts

    **0113**      **Career Tech**

    **0114**      **Special Education (Pre-K, Special Ed)**

- No significant changes

- Included in Volume 1 as an integral part of the Planning Process

**0120      Process**

**0121      Overview**

0122      Community Engagement

0123      Master Facilities Plan

0124      Learning Environment Worksheet (POR)

0125      Planning and Funding Parameters

0126      Project Agreement

- Districts pursuing a High Performance Learning Environment (HPLE) or any "non-traditional" Learning Environment are required to follow the **Process** section

- All districts are encouraged to follow **Process** section

**0120**      **Process**

| | |
|---|---|
| **0121** | **Overview** |
| 0122 | Community Engagement |
| 0123 | Master Facilities Plan |
| 0124 | Learning Environment Worksheet (POR) |
| 0125 | Planning and Funding Parameters |
| 0126 | Project Agreement |

- Prior notification to OFCC before engaging in Pre-Planning activities

- OFCC concurrence and approval of co-funding HPLE based upon planning concepts and diagrams and their ability to support the mission / vision

- Specific deliverables required for OFCC review and approval process

**0120**    **Process**

    0121    Overview

    **0122**    **Community Engagement**

    0123    Master Facilities Plan

    0124    Learning Environment Worksheet (POR)

    0125    Planning and Funding Parameters

    0126    Project Agreement

- Establish partnerships with community stakeholders
- Example community engagement opportunities with:
  - Educational Visioning discussions
  - Site Meetings
  - Business Community Meetings
  - Others
- Solicit input in any and all creative forms to communicate, establish and refine the districts educational vision and the connection to facilities

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**0120**      **Process**
         0121      Overview
         0122      Community Engagement
         **0123**      **Master Facilities Plan**
         0124      Learning Environment Worksheet (POR)
         0125      Planning and Funding Parameters
         0126      Project Agreement

- Master Facilities Plan is developed to define the scope of work and budget for each of the school district's facilities.

- The number of students projected for each school determines the total gross square footage for that school in the Master Facilities Plan.

- It is important to understand that the Master Facilities Plan is developed and presented in a draft format for school district review.

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| 0120 | **Process** | |
|------|------|------|
| | 0121 | Overview |
| | 0122 | Community Engagement |
| | 0123 | Master Facilities Plan |
| | **0124** | **Learning Environment Worksheet (POR)** |
| | 0125 | Planning and Funding Parameters |
| | 0126 | Project Agreement |

## Project budgets for each and every learning environment are developed the same way

- The number of students served, times square foot/student, times cost per square foot

- SCLE, BLE, TLE, and any concepts developed through the planning process must have project costs no greater than traditional facilities, serving the same number of students

**0120**     **Process**

     0121     Overview

     0122     Community Engagement

     0123     Master Facilities Plan

     **0124**     **Learning Environment Worksheet (POR)**

     0125     Planning and Funding Parameters

     0126     Project Agreement

- It is possible to develop planning concepts that reflects less square footage than what is required by a traditional facility

- Request for a reduction in square feet will be reviewed on a case by case basis.

- Learning Environment Worksheet (sample)

# Learning Environment Worksheet (POR)

# Learning Environment Worksheet (POR)

CHAPTER 2: BRACKETING          HIGH PERFORMANCE LEARNING ENVIRONMENT - SUMMARY OF SPACES WORKSHEET

The following worksheet provides a summary of the four major POR categories defined in a "HIGH PERFORMANCE Learning Environment" project.

Entering the grade configuration, student enrollment, and both "Net" and "Gross" square footage totals from the educational specifications and schematic diagrams (based upon the traditional POR categories) this worksheet summarizes the ALLOWABLE and ACTUAL areas in a HIGH PERFORMANCE LEARNING ENVIRONMENT (HPLE). This worksheet is part of the required submittal for any HPLE project.

### ELEMENTARY SCHOOL

| HPLE Worksheet ALLOWABLE | | | | ACTUAL |
|---|---|---|---|---|
| Enter Grade Configuration | K-5 | | See Note 1. | K-5 |
| Enter Student Enrollment | 340 | | See Note 2. | 340 |
| Square Feet Per Student | 125.00 | | | |
| Total Gross Square Feet Funded from MASTER PLAN | 42,500 | | | |
| Vert. Cir. Area Allowable ● Single Story ○ Multistory Building | 0 | | | |
| Total Adjusted POR Gross Square Footage | 42,500 | | | |

| HPLE POR SUMMARY | SF | | | |
|---|---|---|---|---|
| Academic / Special Education Spaces / Media / Visual Arts / Music / Student Dining | 22,457 | MINIMUM | See Note 3. | 0 |
| Administrative Spaces | 2,173 | | See Note 4. | 0 |
| Physical Education Spaces | 3,700 | MAXIMUM | See Note 5. | 0 |
| Food Service Spaces / Custodial Spaces / Building Services | 10,306 | | See Note 6. | 0 |

| | | |
|---|---|---|
| Facility Total (NET SF) | 38,636 | 0 |
| Construction Factor (10% multiplied by the facility total) | 0.10 | |
| Gross Square Feet (GSF) Developed | 42,500 | 0 |

Difference of GSF developed from GSF allowable  (42,500)

Note 1. Enter grade configuration.

Note 2. Enter Student Enrollment.

Note 3. MINIMUM SQUARE FOOTAGE REQUIRED - Includes E-AC Academic Core Spaces, E-SE Special Education Spaces, E-MC Media Center Spaces, E-VA Visual Arts Spaces, E-MU Music Spaces, and E-SD Student Dining Spaces derived from total areas developed with traditional bracketing program areas including the ADDITIONAL E-AC-8 Small Group Room, E-AC-9 Multi-use Studio, E-AC-10 Kinesthetic Learning Studio included in the 2011 Design Manual Update.

Note 4. Includes all spaces included in traditional bracketing program areas identified under E-AD Administrative Spaces.

Note 5. MAXIMUM SQUARE FOOTAGE ALLOWED - Includes all spaces included in traditional bracketing program areas identified under E-PE Physical Education Spaces.

Note 6. Includes all spaces included in traditional bracketing program areas identified under E-FS Food Service Spaces, E-CU Custodial Spaces, E-BS Building Service Spaces.

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## HPLE Educational Specification Schematic S.F. Summary

| PROGRAM AREA | | New SF | Exist. SF* | TOTAL SF | |
|---|---|---|---|---|---|
| E-AC | Academic Core Spaces | 0 | 0 | 0 | See Note 7. |
| E-SE | Special Education Spaces | 0 | 0 | 0 | See Note 8. |
| E-AD | Administrative Spaces | 0 | 0 | 0 | See Note 9. |
| E-MC | Media Center Spaces | 0 | 0 | 0 | See Note 10. |
| E-VA | Visual Arts Spaces | 0 | 0 | 0 | See Note 11. |
| E-MU | Music Spaces | 0 | 0 | 0 | See Note 12. |
| E-PE | Physical Education Spaces | 0 | 0 | 0 | See Note 13. |
| E-SD | Student Dining Spaces | 0 | 0 | 0 | See Note 14. |
| E-FS | Food Service Spaces | 0 | 0 | 0 | See Note 15. |
| E-CU | Custodial Spaces | 0 | 0 | 0 | See Note 16. |
| E-BS | Building Services | 0 | 0 | 0 | See Note 17. |
| **Facility Total (NET AREA)** | | **0** | **0** | **0** | |
| | | | | | |
| **Facility Total (GROSS AREA)** | | **0** | **0** | **0** | See Note 18. |
| | | | | | |
| Calculated Construction factor | | 0.00 | 0.00 | 0.00 | |
| Minus exist. co-funded Oversize Area from Master Plan | | | 0 | - | See Note 19. |
| Adjusted Existing Area | | | 0 | - | |
| **Total Adjusted GSF Developed (without Oversize Area)** | | | | **0** | |
| Difference of GSF developed from GSF allowable | | | | **(42,500)** | |

Note 7. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-AC Academic Core Spaces.**
Note 8. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-SE Special Education Spaces.**
Note 9. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-AD Administration Spaces.**
Note 10. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-MC Media Center Spaces.**
Note 11. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-VA Visual Arts Spaces.**
Note 12. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-MU Music Spaces.**
Note 13. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-PE Physical Education Spaces**.
Note 14. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-SD Student Dining Spaces.**
Note 15. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-FS Food Service Spaces.**
Note 16. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-CU Custodial Spaces.**
Note 17. Enter "New" and "Existing" net square footage totals from schematic diagrams for areas identified in traditional bracketing as **E-BS Building Services.**
Note 18. Enter "New" and "Existing" calculated GROSS AREA totals from schematic diagrams developed.
Note 19. Enter existing co-funded Oversize Area from Master Plan

**0120** **Process**

    0121    Overview

    0122    Community Engagement

    0123    Master Facilities Plan

    0124    Learning Environment Worksheet (POR)

    **0125**    **Planning and Funding Parameters**

    **0126**    **Project Agreement**

- No significant changes

- Included in Volume 1 as the milestone completion of the Planning Process

# What's up Next?

**Everything you Need to Know About Tech in 30 Minutes**
July 11, 2018, 10:00-11:00 AM (Eastern Time)
**https://register.gotowebinar.com/register/5780500255503876354**

**The Power of Making Workshop 2018**
Thursday, July 19, 2018 10:00 AM - 2:00 PM (Eastern Time)
**https://www.regonline.com/builder/site/Default.aspx?EventID=2390578**

**OFCC Conference 2018**
Tuesday, August 7, 2018 (Columbus 1)

Thursday, August 16, 2018 (Cleveland)

Wednesday, August 22, 2018 (Cincinnati)

Tuesday, August 28, 2018 (Columbus 2)

**http://ofcc.ohio.gov/News-Events/OFCC-Conference**

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- AIA CEU credit – don't forget to include your AIA #.
- Certificate of participation for self-reporting to your professional organization or employer.
- Remember, we are unable to offer individual credit when watching in a group environment.

Contact the presenters directly:

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# This concludes The American Institute of Architects Continuing Education Systems Course

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**Provider #:** G442
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