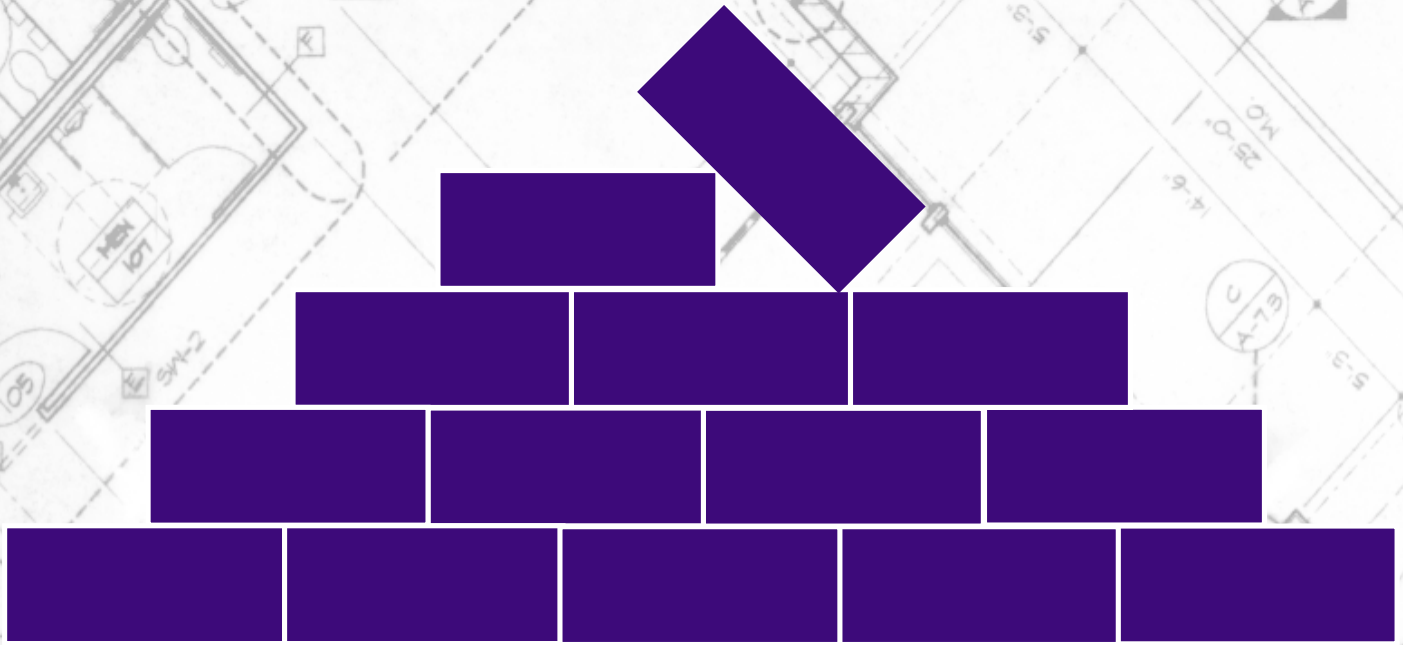
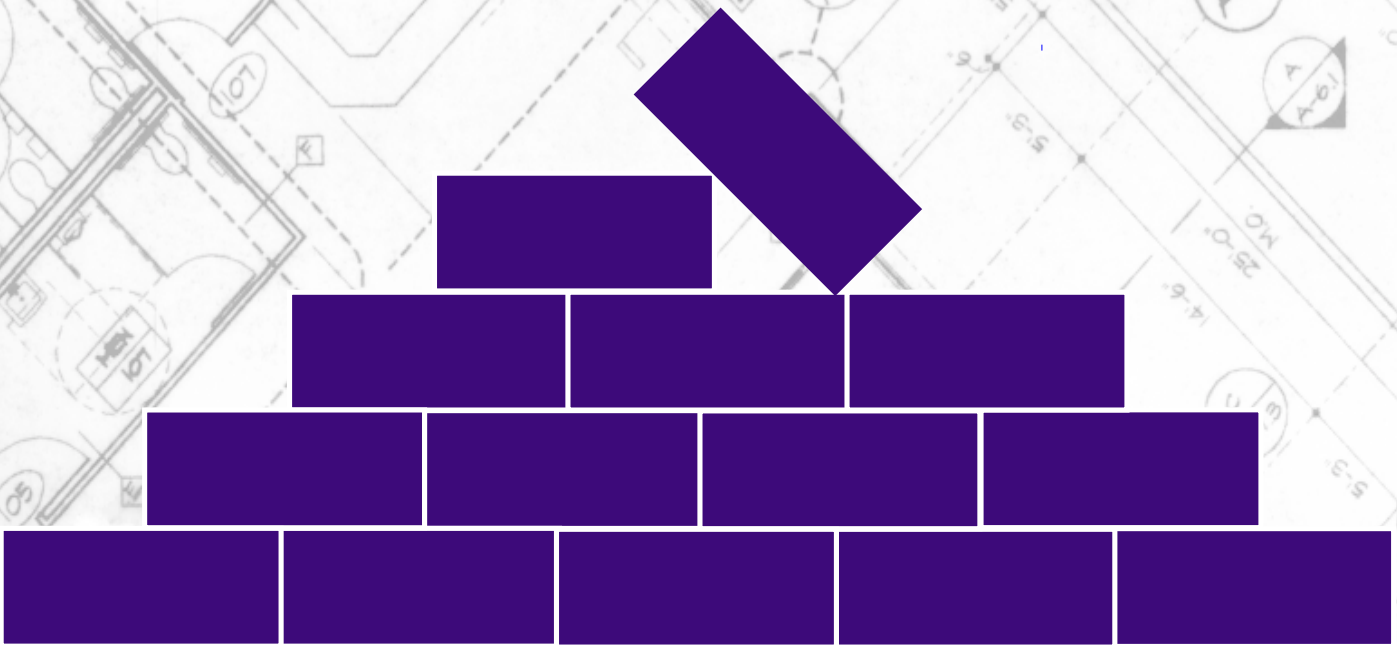


Inadequacies in School Facilities: A Review of the State's Program



June 2001

Inadequacies in School Facilities: A Review of the State's Program



“...without a reliable inventory of the state’s facilities and a solid cost estimate for bringing all Ohio school[s] up to standard, it is impossible to know just how much progress has been made. While the state has at least made a down payment on a long deferred problem, *this is a major piece of unfinished business for Ohio’s policymakers.*” (DeRolph II at 22)

June 2001

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School facilities matter. They send a message to all, especially the students and staff. The message is either that education and children are important or that education and children are not important. Educationally adequate facilities that are also durable, safe, secure and comfortable are conducive to high student and staff performance. Dilapidated facilities reduce the productivity of students and staff. Adequate facilities are silent partners in the quest for appropriate student and staff performance and educational improvement.

The constitutional responsibility of providing a thorough and efficient system of common schools falls upon the state. The development of a constitutional system involves identification, definition and implementation of its various components - expectations, assessment and accountability measures, essential learning resources (conditions and tools) and a finance system. These components, along with health, safety and security considerations must dictate the nature, design and construction of school facilities. Hence, educationally adequate facilities must be a consideration in every aspect of the development of a thorough and efficient system by the State of Ohio.

Historically, in many communities, existing school facilities have dictated the breadth and depth of curriculum, programs and services offered by the school district. As Ohio attempts to reform education and improve educational opportunities for all students, the construction of educationally adequate facilities is a priority. Educational programming must dictate the design of school facilities. In response to the *DeRolph* school finance litigation, the state enacted statutes, appropriated funds and established a state bureaucracy to assist school districts in providing school facilities. At this time, there is unprecedented school construction in progress in Ohio. However, there are serious problems that must be forthrightly addressed immediately.

Among the serious problems are, on one hand, scores of school districts with dilapidated buildings which will not be eligible for state assistance for several years. On the other hand, many buildings being constructed with state assistance will not adequately accommodate the current educational program much less the one that ought to be in place. The state school facilities program is substantially underfunded and in serious need of major revisions.

The state's school facilities program appears to operate without regard to many state education statutes, policies and initiatives. There seems to be little or no coordination between the Ohio School Facilities Commission and other pertinent agencies such as the State Board of Education and the Ohio SchoolNet Commission. For example, the state provides Disadvantaged Pupil Impact Aid (DPIA) funding to certain districts for a 15-to-1 pupil teacher ratio and all-day, every day kindergarten, but the Ohio School Facilities Commission authorizes classroom space strictly on a 25-to-1 pupil teacher ratio. (A recent change in the Ohio School Design Manual would allow some limited flexibility but does not deal with the problem.)

It is incumbent upon the state to provide for durable, safe, comfortable, secure and educationally adequate school facilities in the context of educational improvement initiatives. The concerns expressed by local school officials involved in the state's school facilities program and the fact that the state's program will not reach some districts for more than ten years, indicate that major changes are imperative.

Ohio's School Facilities Program: Progress but not Good Enough

June 2001

The 1990 Ohio Public School Facility Survey was published by the state about the same time the Ohio Coalition for Equity & Adequacy of School Funding made the decision to test the constitutionality of the public school system in Court. The Coalition membership was painfully aware of the gross inadequacies and inequalities in both school operations and facilities.

The 1990 survey, which involved a professional assessment of the 3,684 school buildings in use at that time, reported a \$10.2 billion school facility problem. The survey substantiated the Coalition's contention that a serious school facilities problem existed at the time the suit was filed.

A 1996 U.S. General Accounting Office report revealed that, among the 50 states, Ohio had the highest percentage of school buildings with major defects. That same year PBS aired a documentary filmed in Ohio that illustrated the egregious school facility problem. However, there was no significant state effort to begin to tackle the facility problem until after the March 24, 1997 Supreme Court ruling in *DeRolph*.

On April 15, 1997 the Coalition issued a proposed school funding remedy - *Preparing Ohio Children for the 21st Century* that included several recommendations to resolve the school facility problem. On October 26, 1999 the Coalition published the *Basket of Essential Learning Resources*, which also included recommendations regarding school facilities. From December 1999 to April 2000, the Coalition Steering Committee conducted a survey of 97 districts that had been involved in the state school facilities program prior to January 2000 and video taped facilities of several school districts that had not received state facilities assistance. In April 2000, the Coalition's recommendations predicated on the survey were published in - *A Call to Build Appropriate 21st Century School Facilities*. Also in April 2000, the Coalition released the videotape *Breakdown: The Condition of Ohio's School Buildings*, which displays the horrific conditions existing in several school buildings and which are typical of hundreds of buildings.

Although there has been some progress in school facilities improvement, very significant problems loom. Therefore, the Coalition conducted two surveys during March and April 2001 to gather information and data about the problems. One survey was mailed to 116 districts that are at the top of the state's priority list for school facilities assistance and another survey was mailed to the other 496 K-12 districts and the 49 JVS districts. The report and recommendations that follow are primarily based on the results of the surveys that were returned.

The date on which a school district becomes eligible for state assistance for facilities is primarily a function of local property wealth and income. Need is not a consideration except that a minor component of the state's school facilities program is structured to accommodate exceptional needs. However, the exceptional needs component provides assistance toward only part of a districts' facilities deficiencies.

The exceptional needs component was added to the state program because of pressure from local school officials whose districts had severe facilities problems but were not eligible for assistance for several years. A significant problem with this component is that it does not accommodate the total facility problems of the district that are approved for the Exceptional Needs Program.

Ohio's entire school facilities program should be revisited. As the Court indicated, an immediate statewide facilities assessment should be conducted and reported. Then a priority plan should be developed on the basis of both need and school district fiscal capacity. Currently the Ohio School Design Manual and the Ohio School Facilities Commission's (OSFC) policies and procedures should be revised to accommodate local needs and education reform.

For purposes of the survey, Ohio school districts were divided into two groups; first, those which have been approved for funding by OSFC under the Classroom Facilities Assistance Program (CFAP) and the Exceptional Needs Program, and second, those which have not yet been approved for state assistance. There are 116 districts in the first group and 489 in the second group. Survey forms were also sent to the 49 Joint Vocational Schools but the results are not reported herein because only 11 surveys were returned and JVS's were not eligible for state CFAP or Exceptional Needs at the time of the survey. Surveys were mailed to the superintendents of both groups of districts on March 20, 2001. A copy of each survey form is included in the appendix.

Each survey form provided the opportunity for respondents to make comments following several of the questions. Those comments are summarized in the body of the report and a sample of the comments are also listed.

A summary and analysis of the survey results of each group of districts follow. The results of the surveys from the districts which have been approved for state assistance are provided first.

Surveys were returned from 89 of the 116 districts already approved for state assistance by the OSFC. This high rate of return (77 percent) gives assurance that the survey responses reflect the results that might have been secured had every district responded.

Local Millage Requirement

In *DeRolph II* the Court indicated a need to revisit the local millage requirement. An important legal issue is whether children can be denied the right to educationally adequate facilities due to the inability of a board of education to pass the state-required millage. Of the districts surveyed, four districts reported that they had failed levy attempts. On the other hand, 13 districts indicated that they had passed millage above the amount required by the state in order to secure components of facilities not authorized by the OSFC.

Summary of Comments and Analysis

Additional millage, beyond the state requirement, was passed for a variety of essential components such as land, auditoriums, bus garages, administration offices, vocational facilities and athletic facilities. The need to pass additional millage or additional issues to make the building project complete illustrates the inadequacy of the state's current school facilities program.

Sample of Comments

- We should have but did not know the needed amount-I would recommend that schools should ask for an additional mill if possible.
- Additional .9 mills for athletics and included the land purchase monies in the local match issue.
- A separate auditorium issue of 1.7 mills.
- We raised our own funds for a 500 seat auditorium (some board funds and grants); local=\$300,000; grants=\$150,000; donations=\$170,000.
- 1.78 mills to build bus garage, vo-ag facilities, district offices and ball fields.

Land Purchase Issues

Provision for purchase of land is not included in OSFC projects. This is a serious deficiency in the state's facilities program. 47 of the respondents or more than half had to purchase land for their building projects.

Summary of Comments and Analysis

The districts that had to secure additional land did so in a variety of ways, according to the comments. In a few cases the land was donated. In most cases, however, the land was acquired via additional millage or at the expense of the general revenue fund of the district. Whether at the expense of the general revenue fund or additional millage, the ultimate burden for purchase of land for school construction purposes falls upon the local property taxpayer. In view of the Court's concern about the overemphasis on property tax, this matter should be revisited by state officials.

Sample of Comments

- Acquire property - \$7 million.
- In fact, our board used \$1,800,000-of carry over funds to lower the millage asked for-from approximately 5.5 mills down to 3.7 mills that was passed. Our share was 20 percent of 27 million-with the 1,800,000 it was reduced to an actual 13 percent that was voted on in November 2000.
- We were not successful in November in our attempt to pass additional funds for an auditorium and to renovate our outdoor athletic facilities. This issue is back on the ballot in May. The

auditorium issue is a major concern.

- 57.3 acres, \$365,000 from the general fund.
- 122 acres, \$370,000 general fund.
- 59.96 acres, rural, \$2,100/acre=\$125,916/general fund
- 40 acres at \$3,800/acre. PI levy.
- .06 mills, 26 acres.
- 40 acres, \$240,000 passed levy for the cost.
- \$7,000,000-added millage to cover costs, 200 parcels.
- 60 acres for \$600,000 from General Fund
- A 110-acre farm valued at \$399,000 was donated to our district. This is where our new school is being built

Space Issues

Many of the school district officials involved in OSFC projects complain that the state-assisted projects are inadequate in a variety of program areas. Of the 89 districts reporting, a significant number reported an inadequate number of rooms in both new construction and remodeling projects as follows:

New Construction

- a. 26 Preschool programs
- b. 13 Kindergarten
- c. 21 Regular elementary grades
- d. 15 Regular middle/jr. high grades
- e. 15 High school grades/subjects
- f. 24 Special education classes
- g. 11 Technology
- h. 5 Art
- i. 15 Physical Education
- j. 11 Vocal or instrumental music
- k. 21 Small group rooms such as tutoring
- l. 15 Vocational agriculture
- m. 17 Industrial Technology
- n. 18 Administration

Remodeling

- 5 Preschool programs
- 4 Kindergarten
- 4 Regular elementary grades
- 3 Regular middle/jr. high grades
- 6 High school grades/subjects
- 7 Special education classes
- 7 Technology
- 2 Art
- 6 Physical Education
- 4 Vocal or instrumental music
- 9 Small group rooms such as tutoring
- 1 Vocational agriculture
- 4 Industrial Technology
- 9 Administration

Summary of Comments and Analysis

The comments from the respondents reveal a high level of frustration among local school officials regarding inadequate spaces for various programs. In nearly every case, space is sacrificed in one area to make another area whole. Seldom do OSFC projects accommodate even the existing program of the district. State-assisted facilities are particularly problematic in special education, vocational education and special areas such as Title I. Districts that have lower than average class size will likely not have a sufficient number of rooms when the facilities open. It is clear that classroom facilities laws and the policies and the practices of OSFC must be revised.

In many communities school facilities are built only once in a generation to serve ensuing generations. Public policy and funding practices that shortchange any generation of children should be corrected immediately.

Sample of Comments

- We added movable, dividing partitions to enable us to divide selected rooms for special ed.
- There is no provision for “hands on” industrial arts or vocational agriculture. The rooms they offer are technology based. They are trying to push these areas to the JVS schools, however, most of our students in these areas are 9th and 10th graders.
- We have to fund vo-ag and industrial tech with our own money plus increase size of cafetorium and auxiliary gym with local funds. We will not have space for all day everyday kindergarten.
- The OSFC does not understand what special ed needs and requirements are. We do not have the space. They do not allow for this space in our project. We have to build vo-ag building with contingency funds.
- Design manual did not provide for special ed classrooms to adequately house our current special ed programs.
- The largest single problem is special education areas/space. There’s not enough for our number of units. Also, there is no provision for Title I.
- Number of classrooms is inadequate - classroom sizes are good.
- A multipurpose room-auditeria (cafeteria with a stage), how do you use the stage area during the day? It will be a study hall too!
- We are not building for the future-just the present; growth is not figured in.
- We allocate the space so certain areas are adequate but only because we “robbed” other areas. No provision for central offices.
- A major part of our OSFC project is renovation. The renovation dollars in the OSFC design manual do not allow for adequately built spaces. It costs more to renovate than to build new because the renovation projects usually end up with a higher dollar per square foot than new construction spaces.
- We are remodeling our high school (7-12). It is a great building but a lot of it is not included in the plans due to limitations regarding auditoriums and gyms.
- The OSFC plans are based on enrollment. No considerations for special programs, reduced class size in grades k-3, or local curricular decisions. Buildings are being built with little to no input from ODE. Susan Zelman serves on the OSFC commission and never has attended a meeting.
- OSFC does not fund all day every day kindergarten. We have all day every day. Even if there is money in the budget, OSFC will not permit more space than what is given for the number of students. OSFC guidelines call for 25 students per classroom! State should like to see smaller numbers per classroom. Not enough locker room space.
- We have to locally fund a new elementary media center and cafeteria; middle school three classrooms; high school one room.
- The 900 sq ft requirement has caused problems. It eats into the total sq footage leaving little space for other areas.

Auditoriums

OSFC will not fund auditoriums. Instead the state allows cafetoriums or auditerias, neither of which are satisfactory substitutes. The state will allow an auditorium if funded totally at local expense. Only four of the respondents reported that their state-assisted projects include high school auditoriums.

Summary of Comments and Analysis.

The state’s decision not to fund auditoriums is very troubling to school administrators. Because the new facilities are usually a very substantial improvement over the old facilities some administrators are reluctant to speak out on the issue. The state’s decision not to fund high school auditoriums is a major flaw in the OSFC program. An auditorium is a teaching space. It is an essential space to help create

a sense of community not only for the student body but also for school district patrons. Ohioans were constructing state-of-the-art auditoriums in schools in the 1800's. Now in the 21st century, by a misguided public policy, state-assisted school facilities projects exclude state support for such.

Sample of Comments

- We had to renovate an existing auditorium by taking major square footage away from other needed areas just to get the auditorium air-conditioned. The auditorium, though not originally funded by OSFC, was a major reason for our renovating a 1920's building rather than building new. The deluxe auditorium had recently been renovated and was highly valued by the community.
- We have a combination auditorium/cafe-OSFC needs to fund separate auditoriums!!
- We just built a new auditorium this past year with community donations.
- Our district is building an auditorium at our expense. We felt that this best met our needs.

Construction Manager Issues

Many complaints about the state-employed construction managers have surfaced in gatherings of school administrators. However, only four of the respondents indicated that the construction management firm did not respond to the district's needs in a satisfactory manner.

Summary of Comments and Analysis

The comments were divided between positive and negative expressions. No doubt some who had concerns did not express such concerns in writing out of fear of retaliation.

Sample of Comments

- This has been a God send to our project.
- So far-we're at the early stages. The OSFC names the construction manager way too late in the process and it is frustrating to not have a voice in the decision.
- At this time, there are a lot of unresolved issues. (This is somewhat typical of construction projects in the final stage.) To complicate matters, our on site construction manager resigned and we are working with a new person.
- Have been very good. I have been there since August and have been impressed with their knowledge, teamwork and responsiveness to our concerns.
- Have concerns about those expenses. Lots of money spent needlessly.
- I hope things get better otherwise waste of money.
- Construction manager is spread too thin, too many projects.
- Positive experience with construction management firm.
- I have some concerns that I have addressed with them.
- We've been pleased with the response of our construction manager. We have a great person to work with.
- In addition OSFC has created another layer for approval of stages. Architects submit to construction manager. Construction manager submits to OSFC project liaison, submits to OSFC. OSFC outsourcing review. In essence OSFC is paying construction manager and the outsourcing. Why?
- Only to a certain degree.

Modular Classrooms

About half of the respondent districts use modular classrooms. The 43 districts that reported use of modulars have 213 for regular classes and 27 for special programs or administration. A total of 8,711

pupils use modulares in these districts. Seven respondents indicated their districts will have to use modulares after the state-assisted construction is completed.

Safety and time lost by students moving to and from the modulares are two significant concerns. Modular classrooms are not held to the same building standards as conventional buildings and thus safety is an issue. Some students lose as much as 30 minutes of instructional time per day moving between the modular and the main building.

Fear of Expressing Concerns

It is common for local school officials involved in OSFC projects to complain among themselves about the inadequacies and rigidity of the OSFC. However, many have expressed reluctance to address concerns to OSFC or register concerns with public officials about OSFC. 23 of 80 respondents indicated reluctance to complain.

Summary of Comments and Analysis

Several respondents expressed appreciation for the cooperation and support of the OSFC. Others expressed a high level of frustration. Since OSFC is providing a portion of the funds there is a recognition among local school officials that the views of OSFC personnel generally prevail in spite of local concerns and protests.

Sample of Comments

- The OSFC has been extremely helpful and cooperative. The projections (theirs and ours) show declining enrollment. Being a rural district, I doubt that would actually be the case.
- We express concerns and are still hopeful we can get additional monetary help.
- I have had a good working relationship with OSFC.
- I have fought for more space and got it. It is not easy getting answers from OSFC. Someone from OSFC tried to put me off but finally I got an answer.
- I've expressed my concerns freely to the OSFC and to the public.
- I have expressed several concerns to the OSFC and will continue to express concerns. Concerns have been expressed both verbally and in writing.
- A new facility of any kind would be safe-my current buildings are not.
- I have been very vocal in expressing concerns to OSFC-design manual is too inflexible and 25:1 pupil/teacher ratio is too high.
- We hate to be an "ungracious" winner-but I have been telling everyone that the new building is not going to have enough space.
- I expressed myself to the executive director, and several legislators carried on and I received very negative feedback.
- I have gone as far as writing the governor. Most of my districts' problems stem from faulty master plans, other superintendents I know have similar master plan problems. The answer from OSFC is the master plans are better now.
- NO COMMENT!
- We have expressed concerns but not gotten anywhere so we tend to let it go.

Additional Comments by the Respondents

Respondents were given the opportunity to identify any other concerns. 65 comments were written. Many of the comments reflect the inflexibility of OSFC and the state laws and regulations under which OSFC operates.

Sample of Comments

- Give schools what they need to better their present situations.
- More square footage needed. Need local control of what to do with funds.
- There is too much “room for interpretation” in the way the project is being administered. It seems that each new group of districts to receive OSFC funding gets a new set of rules.
- Haven’t had any problems as of this date.
- Too much red tape.

- All day everyday kindergarten-full funding of kindergarten programs/students for calculation purposes (rather than ½ for kindergarten students), office/storage space-virtually nonexistent because of the OSFC falling short in certain areas, causing square footage to be “borrowed” from other critical areas to cover everything in the building. OSFC should fund any elementary of 300 or more if size of school district is over 100 square miles; no consideration given by OSFC of the impact of busing and time spent on buses in large, sparsely-populated (usually rural) school districts; loss of quality time with students spending hours on buses each day needs to be a consideration if OSFC continues to push for building at one site in huge school districts. OSFC allows certain spaces to be declared “non-programmable/unfounded” for calculation purposes, but when entire building, for example, gets air conditioning/or receives energy efficient lighting, the square footage has to be figured back in, causing what could be very decent facilities to be “crunched” or cut back in critical areas-academic core spaces, in particular. This, of course, should not happen. I am also concerned about addition and renovation projects which are penalized because in some cases, over 40 percent of new/existing construction is allocated to building services and construction factor. This does not represent square footage being spent on “facilities.” OSFC should have a cap of say 33 percent on building services and construction factor (walls) combined and fund anything beyond that percentage in these two areas in any one building. If not, we’re once again taking square footage away from academic core spaces. I do hate to complain because the OSFC project will be tremendous for our school district, but certain aspects of the program take what could be an outstanding program and turn it into “just enough” and/or “if enough” for some buildings.

- Rules do not permit terrazzo floors.
- Communication with OSFC is nearly impossible. The OSFC does not grant variances to accommodate current district educational programs or in relation to state educational guidelines.
- Better evaluation of the building prior to establishing funds they will contribute. Manual is not well written for smaller districts. Lots of concerns but glad we can remodel and build a little.
- The process is too political. If you can get a legislator involved you can get more from them.
- OSFC needs school administrators on the commission. In May of 2000 they had no clue as to what it takes to develop and maintain a successful academic and athletic program.

- Better enrollment projections. Additional space for small districts. Factors less than 25 per classroom, especially at the elementary. All day kindergarten. Automatically include preschool.
- Our project has gone very smoothly so far.
- Being one of the first districts hand led by the OSFC, our major problem was that the assessment was not thorough. The OSFC is working to get this corrected.
- The system is bogged down with too many checks and balances. Takes too long to get a project started.
- Need to expedite cost-estimation/design phase. This needlessly delayed our project by at least three months.

- More local input. Less bureaucracy. Too many lawyers and outside interests. OSFC has taken on more than it was ready to handle.
- Lower the class size numbers of 25 to 21 or 19 when doing the sq ft calculations.
- More flexibility considering we are 79 percent local and 21 percent state share.
- The assessment process missed too many things.

Summary

It is evident from the survey that there are serious problems associated with the state's school facilities program. According to the responses of the survey many of the facilities being built do not adequately accommodate the districts existing program let alone any future programming. Some of the respondents reported a need for modular buildings when the facilities will be opened. It is incumbent upon the state to deal forthrightly with the problems that have been identified.

Surveys were received from 309 of the 489 districts that had not as yet been served by the Ohio School Facilities Commission. 11 surveys were received from Joint Vocational school districts that were not included in this report. The high rate of return (63 percent) gives assurance that the survey responses reflect the results that would have been secured had every district responded.

Eligibility for Classroom Facilities Assistance Program (CFAP) Within the Next Two Years or the Expedited Local Partnership Program (ELPP)

Of the districts responding, 36 (12 percent) indicated participation in CFAP within two years, 156 (50 percent) in the Expedited Local Partnership Program (ELPP) and 115 (37 percent) in neither program. 75 districts indicated they would not participate in the ELPP.

The ELPP provides the opportunity for some districts to begin their facilities project prior to the date scheduled by the state. Under this arrangement bond issue proceeds are used to accomplish a portion of the project and then state moneys are secured on the date scheduled originally by the state.

The survey provided space to allow respondents to write comments about why or why not their districts will participate in the Expedited Local Partnership Program.

Summary of Comments and Analysis

Those who plan to participate in the ELPP tend to be desperate for new facilities and/or desperate for state assistance. Although the ELPP has promise for some school districts, its limitations preclude its use in many districts. Many indicated that the promise of state funding would give voters incentive to pass the local issues.

Those who don't plan to become involved with the ELPP indicated that the program is more bother than worth. Some of them expressed low state share and state restrictions as reasons for not wishing to participate.

Sample of Comments

- We are in need of space. Have not been able to pass levy. Needed to show community what state would do or not do for us.
- We are 10 years away from eligibility – we have no plans for a bond issue at this time.
- District is too conservative and will require more guarantees than the expedited program will provide. However, sometime in the near future the Board may wish to consider participating by requesting an assessment.
- Our community feels if we are going to provide 60 percent of the funding, we should decide what type of building we have. The consensus is the OSFC building specs are too restrictive.
- Our facilities are adequate to meet our needs.

- We must do something now with our high school. We cannot wait. The OSFC really took us to task for attempting to receive money under the extreme environmental program (EECP). I really had my eyes opened about politics. The OSFC has way too much power!
- Our decision to apply for participation will depend on our growth. Our county is the fastest growing county in Ohio, but the growth seems to be mostly in our district. We are growing more slowly-approximately 100 students a year.
- We completed the assessment and the program is not a good program! The need for a second assessment prior to receiving any state money makes the program “worthless!”

- We are eligible for state facilities monies in 2008, 2009 2010. Board does not want to wait that long to begin our renovation and construction process. We applied for expedited program on September 14, 2000. Expect to have controlling board approval in March 2001. Possible bond issue late 2001 or early 2002. Let me know if you have additional questions.
- We choose to lock in the state's 30 percent at this time. We need the additional classrooms now.
- We will apply, but it is unlikely the state will ok some of the projects (building renovations) we plan, i.e. is what we hear about all the stringent state regulations as to what they will ok and not ok – it is unlikely we will get much money. And anyway, our district is only eligible for \$0.12 on the \$1.00!
- We are projected to be eligible in 2006-2007. We just completed a self-funded \$12,000,000 project. I don't think our voters could support additional taxes right now.
- The new K-12 building was completed in 1995 with the help of the Building Assistance Program. I have given many building tours to educators from other districts, all of whom talk about the inflexibility of OSFC.
- We have no immediate plans to do any major construction or remodeling. At a 7.9 percent state contribution there seems to be no rush to do anything. In fact the whole plan is rather meaningless to us at that contribution level.
- Undecided at this time.
- Debt limitation will not provide the opportunity as regulations now state.
- Too much local share.
- In our view voters will most likely not approve a partial fix of our facility problem. Our best chance of having success with a bond issue is to wait until our district qualifies – probably in two or three more years.
- Need to have new high school building now.
- We are out about 10-12 years but do not want to wait that long.
- We feel it is an excellent opportunity to supplement local funds to improve our facilities.
- Terrible experience with present project with OSFC.
- Participating will give us an up-to-date facility study and opportunity to count local dollars spent toward the local share.
- Can't afford to pass up the opportunity.
- We want and need to do some facility work before we are eligible for assistance. This program will allow us to recoup money for these projects.
- We are out of classroom space. Our elementary building is full of asbestos (ceilings and floor tile).
- We have participated in the assessment. We have been unable to pass a bond issue in seven attempts. The ELPP may give us credibility and a chance to pass a bond issue.
- We are currently in exceptional needs...if we are not chosen, we may try expedited local partnership.
- We are required to spend \$51,000,000 to receive \$4,000,000, maybe.
- The bond issue millage would be too great (around 10 mills) for us to address our facilities needs on our own without state assistance.
- Still under evaluation.
- We may consider it in 2004 or 2005.
- Risky not knowing if future budgets will continue the funding for this.
- We are struggling for operating money.
- We are out of space. Our kindergarten rooms are former coal bins. Several classrooms are less

than 500 sq.ft. We continue to grow.

- Don't want to get the cart before the horse.
- It is worthless because we only get \$1 million and I am sure there won't be any left.
- Concern that money to be applied to share percentage, may not be available from the state in 2006. No guarantee this money will be there. It is a "leap of faith" program.
- Desperate.
- We're currently in fiscal emergency status and likely will be for several years.
- We have severe facility needs. We can't wait seven to nine years nor can we fund a project on total local resources.

- We are the poster child for poor law! We are a poor community with high valuation due to square miles we cover. We have buildings that are over 110 years old. But still at the end of list because of evaluation. Our median household income is \$25,007.
- Disagreement over the size of new schools. We want room to grow. They want to fill every seat.
- Buildings are in very good condition.
- This will depend on the program manual at the time of our construction. The school district will compare the program space needs to the OSFC and see if they are compatible.
- We are currently approved for the ELPP and have submitted our program requirements. We are currently in the second design phase.

Local District Share

Of the school districts responding, the reported local share ranged from zero percent to 100 percent. The average of the local share for those districts that responded is 47.3 percent. The local share of those already served is quite less than 47.3 percent. Some districts received over 90 percent in state funding. As higher fiscal capacity districts become eligible for state assistance, the local share will be greater and it will be more difficult for OSFC to impose some of its will on the districts. Either OSFC will change some of its practices or some of the districts will not participate.

OSFC Facilities Assessment and District Master Plan

School districts may request an assessment but the state has no plans to conduct a statewide assessment of all school buildings as was done in 1988-1990 and reported in the 1990 Ohio Public School Facility Assessment. Of the districts responding to the survey, 150 had been assessed by an OSFC facilities assessment team, while 136 had not. The Court expressed concerns that the state has not documented the extent of the school facilities problem. "However, without a reliable inventory of the state's facilities and a solid cost estimate for bringing all Ohio school[s] up to standard, it is impossible to know just how much progress has been made. While the state has at least made a down payment on a long deferred problem, *this is a major piece of unfinished business for Ohio's policymakers.*" (Emphasis added) *DeRolph II at 22.*

The state should conduct a statewide school facilities assessment and issue a report to the legislature, governor, school community and the general public as soon as possible.

More than one half of those districts that reported that facilities assessments had been completed indicated that they didn't have a master plan of their own. Without a local master plan, local district officials are ill-prepared to negotiate with OSFC regarding their project, thus putting the district at a great disadvantage.

Millage Required to Participate

The Court in *DeRolph II* said, “Continuing attention must be given to the mechanism implemented to fund the construction of new school facilities and to repair older, decaying school buildings, until the last is complete. Additionally, requiring local districts to pass levies as a prerequisite for obtaining state funding should be reviewed.” *DeRolph II* at 37. Those responding to the survey indicated that an average of nearly eight

mills of local effort would be required to participate in the Class Facilities Assistance Program.

More than 200 school districts would be required to exceed the current legal limit of nine percent of the districts’ property tax valuation to participate. A provision in the FY 2002 - FY 2003 State Budget Bill (H.B. 94) waives the nine percent legal limit for districts involved in CFAP. This, of course, would increase the burden on property taxpayers.

Modular Classrooms

Temporary classrooms often become permanent classrooms in many school districts. Of the districts responding, 136 (44 percent) use modular classrooms. These 136 districts use 829 units for regular pupils and 110 units for special students, guidance or administration. A total of 29,851 pupils in these 136 districts are housed in these temporary rooms. Nine respondents said that modular buildings will be needed even after new construction is completed.

Enrollment Projections

Accurate enrollment projections are critical to school facilities planning. Several respondents indicated that the buildings to be built pursuant to CFAP will be completely full upon construction completion. 48 (16 percent) of the respondents indicated that their own enrollment projections are higher than the projections conducted by the OSFC. Only 15 (5 percent) indicated they had a lower projection than OSFC. 106 respondents indicated that their districts enrollments are increasing.

Barrier Free Problems

The lack of handicapped accessibility to school buildings is a significant problem throughout Ohio. Of those responding, 216 (70 percent) districts indicated that 892 of their buildings are not barrier free. Only 83 (27 percent) districts reported having all barrier free buildings.

Asbestos Problems

Although current concerns about the harmful effects of asbestos seem less intense than a few years ago, asbestos-laden school buildings should alarm policymakers. Of those responding to the survey 232 (75 percent) districts reported 956 buildings with asbestos. 74 (24 percent) districts indicated no problem with asbestos.

Buildings That Are Unsafe and/or Hazardous to the Health Of Students

68 (22 percent) of the respondents reported 136 buildings they believe are unsafe and/or hazardous to the health of students. This matter deserves a high priority on the agenda of state policymakers.

Educationally Inadequate Buildings

226 (73 percent) of the respondents reported that 902 of their buildings are educationally inadequate for the current program. Senate Bill 1, recently enacted, provides penalties for schools that do not measure up to academic content standards. At the same time the state is abrogating its responsibility to ensure adequate buildings. The state should be held accountable for providing students with the opportunities that will allow them to meet state expectations.

Capacity of Facilities to Accommodate Additional Programs, Curriculum and Services

249 (81 percent) of the respondents reported that their buildings do not have the capacity to accommodate additional programs, curriculum and services. 64 (21 percent) respondents reported that 144 buildings could accommodate additional programming. In 1997 the Ohio Supreme Court ruled that Ohio's elementary and secondary schools are neither thorough nor efficient and thus the system is unconstitutional. A constitutional system will require additional educational programming and thus create the need for more educationally adequate facilities.

Lack of Electrical/Cabling/Space Capacity to Accommodate Appropriate Technology

Many of the school buildings in the typical school district were constructed before modern technology was available. 213 (69 percent) of the respondents indicated that 731 of their buildings do not have the capacity to accommodate adequate technology. Only 96 (31 percent) respondents indicated their buildings have the required capacity to accommodate adequate technology.

Capacity of Buildings to Accommodate Reduced Class Size for Disadvantaged Pupils

State policy requires that certain districts use DPIA money for reduction of class size toward a 15:1 pupil teacher ratio. Only 60 (19 percent) respondents said they have sufficient elementary rooms to accommodate disadvantaged pupils in a 15:1 pupil teacher setting. Current OSFC policies and practices do not accommodate these state supported reductions in pupil teacher ratio.

Capacity of Buildings to Accommodate All Day Everyday Kindergarten

Most school districts would offer all day, everyday kindergarten if operating funds and facilities were available. State policy requires that certain districts use DPIA money for all day everyday kindergarten. Only 58 (19 percent) of the respondents indicated sufficient space for all day everyday kindergarten. OSFC projects in many cases are inconsistent with this state supported practice.

Summary of School Facilities Problem

It is abundantly clear that there are serious problems with the state's school facilities assistance program. It is equally clear that many school districts that are not eligible for school facilities assistance for several years are in dire need of immediate state assistance. The state must revisit the OSFC operation from top to bottom and promulgate a new workable schedule for addressing the school facilities problems in Ohio and construct buildings that are educationally adequate in the context of local educational programming.

"Worst" School Building or "Worst" Problem in a Building

The survey form provided respondents with the opportunity to identify the "worst" school building or "worst" specific problem in a building currently in use in their districts.

Summary of Comments and Analysis

278 comments were written on this section of the survey form. These comments indicate that the school facility problem is huge and must receive a higher state priority. The plan announced by Governor Taft in September 1999 is inadequate in terms of the amount of state funding specified (\$10 billion) and the time frame of 12 years for completion. Additionally, the concerns expressed about the inadequacies of current state-assisted construction are compelling and must be addressed immediately.

Sample of Comments

- All elementary buildings range from 1896-1921 (core bldg).
- We have the oldest active school building in Ohio, 1862! Totally non-compliant with codes!

- Several buildings are in need of structural repair.
- HVAC system is outdated - \$600,000 and cost to improve air quality issues.
- Our new facility does not meet the per pupil teacher ratio in regard to special programs.
- CO₂ levels above OSHA standards, sewage, well water, asbestos, lead and space...I could go on and on.
- We are 532 on equity list and have the following additions in a two building structure: 1915, 1927, 1957, 1966, 1972, 1984.
- West Elementary school (k-6) needs about \$2,000,000 of work. Under one state standard, this school would be closed since it does not hold a 25:1 ratio. No state money for this building. Yet, being a district with a high DPIA population, need facility to meet 15:1 ratio. Go Figure!
- Elementary built in 1915. Plumbing does not work on all floors.
- Structural damage – three wings at high school, OSFC refuses to help unless entire building is a problem. Good building that is losing three wings to structural damage and no avenue of help through OSFC.
- Our worst building opened in 1885 and has 1954 and 1964 additions. Although it has been upgraded through emergency assistance and ADA grants issues such as: HVAC control, fresh air exchange, warm day room temperatures, fire/safety, accessibility on 2nd and 3rd floor, asbestos, room size and others still remain.
- Elementary has IAQ problems with mold and mildew in the five basement classrooms. None of the five basement classrooms were originally designed to be classrooms. They were originally designed to be storage areas, kitchen, cafeteria and coal bins. We also have two modulars at this site.
- We need to complete the technology program beyond the 5th grade. We need updated equipment for science labs. We need additional rooms to accommodate new programs. We need funding for new mandated gifted programs. We need additional funding for testing and special ed students. I can go on! We also have a closed building that we would like to have demolished. OSFC should allow fine arts auditoriums to be included in projects.
- Our high school lacks appropriate space in the cafeteria, gymnasium, science labs and most classrooms.
- Our buildings average 77 years of age – impossible to meet any reasonable standards-maintenance costs eat up monies.
- An intermediate building-1894 wood frame, construction-a fire trap! I have applied in 1999 for exceptional needs-was turned down-I have tried again and they only look at the assessment and say-you don't meet the 2/3 rule-this is the 1894 building!
- Intermediate-88 year old building. Not ADA compliant. Two modulars. Three stories with boys restroom on ground floor and girls on second floor. No cafeteria, go to the elementary next door. Converted coal-fired heating system with poor controllers.
- Teaching, reading and math in a hallway because (no) classroom space is available, teaching physics class in a hallway because no "lab" is available, 150 students sit in high school gym bleachers because of no study hall more importantly no electives or expanded curriculum.
- Our entire k-12 facility is not handicapped accessible. The bottom floor of ½ our high school floods during a heavy rain.
- 1843 church converted to school, it will house only 60 kids, three modulars, bathrooms in the basement of gym 1925 structure, kids must walk outside. Property condemned by EPA six years ago.
- Our high school was constructed in 1923! While our maintenance staff has kept it clean and operable, we have plumbing, electrical, roof, window, etc. Problems that cause the building to have a day-by-day operational expectancy. It greatly limits the learning environment.

- Elemenatry-110 years old over crowded, not handicapped accessible.
- Elementary has 1001 students k-8. They need 13 classrooms now, and an additional two classrooms to do all day kindergarten.
- 1916 building, located 100 yards from chemical plant.
- Currently use an 1894 facility as an elementary building with three floors. One restroom on bottom floor. Students must all travel to ground level. Also a two seater.
- Ancient building-not handicapped accessible, asbestos ridden, lack of revenue to remodel or build new.

- We are using every room in every building right now. We have no room to grow or expand programs.
- Overcrowded conditions in most buildings. Not enough restrooms. Offices and learning areas in closets. We build elementary schools at 650/building – MS at 700/building - Jr high at 900 and high school at 1800.
- We have one building that was constructed in 1917. Our maintenance costs are very high. It does not meet ADA standards.
- The high school age - past useful life because of deterioration. On a five-acre site for a 247,000 square foot building serving over 2,200 students.

Other Concerns Listed by Respondents

Respondents were provided the opportunity to react to the following question, “Please indicate any other concerns you have experienced that you believe would help improve the OSFC Classroom Facilities Assistance Program.”

Summary of Comments and Analysis

130 comments were written in this section of the report. These comments indicate a great deal of frustration with the policies and practices of the OSFC and the state’s schedule for providing facilities assistance. It is past time that state officials conduct an in-depth study of OSFC. A full scale review of this agency is warranted with the intent of improving school facilities for the school children of Ohio for this and ensuing generations of school children.

Sample of Comments

- They must allow us to put money into existing buildings.
- Expedited program for rapidly growing districts need assistance SOONER.
- For districts like ours, this program is of little assistance.
- Allow space for all-day/everyday kindergarten, auditorium, vo-ag shop/room.
- There is a tremendous lack of support for the arts and music in the current designs. Auditoriums need to be provided. The egg crate construction is inadequate for the future needs of education and technology.

- Standards need to be changed to reflect the current and future educational delivery system.
- Lack of consideration of current status of districts’ facilities when creating “needs” list.
- We were on original 1990 building assistance list. We did not get funds districts now get. We got one new school but we need at least two more.
- When nearing the “2/3 rule” be certain that all options are exhausted before recommending demolition.
- It would help if there was some flexibility with construction requirements (sizes of rooms, etc.)
- It was a very good study – we need the funds now! Our share is too large for a non-industry community. Our taxpayers have supported their schools. We just don’t have the tax base to

afford their kind of money.

- Assessment needs to be based on local educational needs not square footage.
- No consideration for educational plans that we are required to have for small group learning environment i.e. gifted, special ed, science courses, drama, dance, etc.
- Don't consider program-i.e. we have an unusually high number in fine arts-need more space and auditorium.

- Need immediate dollars to begin construction, rather than seeking reimbursement in 2008 need to build within two years, I believe.
- Include construction of an auditorium-we will have 3 gyms in a k-12 complex-but no auditorium not thinking of music education and community interests.
- Reduce millage rate to less than 4 mills for everyone, add auditorium for all boys and girls, and use terrazzo flooring for longer wear-these bldgs need to last another 50 years.
- Too little too late.
- Formula for square footage does not work. Districts with high numbers of at-risk students need more classrooms to accommodate small class sizes/small group instruction.

- OSFC does not have enough money to address Ohio's facility problems. There is no guarantee that money will be there in the future.
- The whole construction manager/general contractor is a large waste of money.
- Too high mandated project manger costs. OSFC too quick to push downsizing to less buildings and space. Much too political (whole process).
- The program is driven by dollars, not district needs. I realize the need to be cost efficient, but it's foolish to build a building that soon will be inadequate.

- Getting through to them and then getting return calls.
- OSFC ignores program needs including state or federally mandated programs. Building square footage is based on ADM only. This is wrong.
- If the new budget does not address bonded indebtedness it will be a major issue for any bond issue we run. Secondly, it still isn't enough. This building remains on equity issue for us. Neighboring districts are receiving 75-81 percent on projects. We get 41 percent. We are the new poor in facility issues.

The recommendations that follow relate both to the results of the two surveys reported in this publication and a study of the issues by the School Facilities Subcommittee of the Steering Committee of the Ohio Coalition for Equity & Adequacy of School Funding. These recommendations are consistent with and supplemental to those in the Coalition's April 2000 publication - *A Call to Build Appropriate 21st Century School Facilities*. Part A of the recommendations relate to statutory changes that would be required. Part B relates to administrative code and/or policy changes.

Part A. Revised Code Changes

- 1. Require OSFC to immediately complete a statewide school facilities inventory/assessment and issue a district by district report to state officials, the education community and public.**
- 2. Limit local share to three mills or nine percent of school district valuation, whichever is less.**
- 3. Enact a provision to allow a board of education to impose a property tax (within the one percent of true market value provision in the Ohio Constitution) to raise the local share of an OSFC project in the event that voters fail the required issue two or more times.**
- 4. Require OSFC to take immediate action to assist districts in eliminating unsafe/unhealthy school facilities and to bring them into compliance with state building and fire codes.**
- 5. Require OSFC to develop a schedule to accommodate the school facilities needs of all school districts within eight years. Require that facility needs as well as district fiscal capacity be considered in determining the priority list of districts. Require that the schedule be submitted to the State Board of Education and the education committees of the House and Senate for comment before being finalized.**
- 6. Require OSFC to make provision for acquisition of land within approved school facilities projects with the stipulation that the cost not exceed a specified percentage of the total cost of the project.**
- 7. Require OSFC to take into consideration all the statutes and administrative codes that relate to public education in revising the Ohio School Design Manual.**
- 8. Require OSFC to reflect local school and community needs as well as projected educational program improvements when designing and approving facilities projects.**
- 9. Enact a provision to allow school districts on the "1990 list" to participate in the CFAP program without passing additional millage.**
- 10. Amend the Expedited Local Partnership Program to guarantee that participating school districts do not lose facility benefits or bear a greater share of the cost compared to participation in CFAP.**
- 11. Establish a joint select legislative committee to conduct hearings and make recommendations regarding the entire scope of the state school facilities assistance program. The deliberations should include but not be limited to:**
 - a. The impact that Title 33 statutes and State Board of Education administrative codes and policies have on school design and construction.**
 - b. An analysis of the Ohio School Design Manual.**

- c. The staffing, funding, policies, procedures and governance of OSFC.**
- d. An indepth review of Chapter 3318 statutes.**

12. Establish a new governance structure for the Ohio School Facilities Commission

The survey tabulation and written comments demonstrate that the OSFC is not fully aware of nor fully responsive to concerns about the school construction program. This circumstance calls for a new governance structure for the Commission.

The governing board of OSFC should be responsive to the concerns of local school communities as well as to the interests of the state. Therefore it is recommended that the governance structure be changed as follows:

- a. Commission voting membership be altered to include:
 - State Superintendent of Public Instruction
 - Director of the Office of Budget and Management
 - Director of the Department of Administrative Services
 - Legislator appointed by Senate President
 - Legislator appointed by Senate Minority Leader
 - Legislator appointed by Speaker of the House
 - Legislator appointed by House Minority Leader
 - Four Superintendents appointed by the Governor
 - Two elected State Board of Education members
- b. A permanent fifteen-member advisory committee be created to advise the Commission. The advisory committee should include members from public school administration, public school faculty and support staff, school boards, architects, school facilities planners contractors, attorneys and representatives of financial institutions all to be appointed by the Governor.

13. Require that the Commission Governing Board meet at least once per month and that the permanent advisory committee meet at least six times per year for the purpose of making recommendations to the Commission on a regular basis.**Part B. Administrative Code And/Or Policy Changes**

- 1. Conform enrollment projections to professional standards. Conduct at least one site visit to study land use patterns and growth potential and include a provision to update projections periodically.**
- 2. Provide an adequate number of classrooms to accommodate existing and/or projected local pupil-teacher ratios for all districts, including those already served by OSFC.**
- 3. Provide an adequate number of special education classrooms for each district's actual identified students and for cooperative multi-district services the district provides.**
- 4. Add auditoriums to the high school specifications.**
- 5. Provide for on-going building assistance to Ohio's districts experiencing rapid growth.**
- 7. Provide for the elimination of modular classrooms except for a very temporary situation.**

Survey of School Construction Issues February 2001

Purpose of the Survey

To identify problems inherent in the state school facilities assistance program and to formulate recommendations and strategies for litigation and legislative purposes.

Confidentiality

No district will be identified with the survey results. The purpose of identifying the district, contact person and phone number is to permit clarification of information if necessary. However, you may leave items 1, 2 and 3 blank if you wish.

1. District: _____
2. Contact Person: _____
3. Phone: _____
4. Please check the appropriate response:
 - a. ___ construction completed
 - b. ___ construction in progress
 - c. ___ construction in planning stage
 - d. ___ projected for state assistance in FY_____
5. Has your district passed the required "local share" millage? If not, how many times have you submitted the issue to the voters?
 - a. ___yes
 - c. ___number of mills
6. Did your district pass more than the millage required to participate in the OSFC project?
 - a. ___ yes b. ___no

If yes, please identify briefly the use of the additional funds. _____

7. Did your district need to purchase land for new construction?
 - a. ___ yes b. ___no

If yes, please describe briefly the acreage, total cost and source of the funds. _____

8. Has your district experienced, with either new construction or remodeling, problems with providing an adequate number of rooms for any of the following areas? Check those that apply and add any explanatory comments.

- | New Construction | Remodeling |
|---------------------------------------|------------------------------------|
| a. ___ Preschool programs | ___ Preschool programs |
| b. ___ Kindergarten | ___ Kindergarten |
| c. ___ Regular elementary grades | ___ Regular elementary grades |
| d. ___ Regular middle/jr. high grades | ___ Regular middle/jr. high grades |
| e. ___ High school grades/subjects | ___ High school grades/subjects |
| f. ___ Special education classes | ___ Special education classes |
| g. ___ Technology | ___ Technology |
| h. ___ Art | ___ Art |
| i. ___ Physical Education | ___ Physical Education |

- | | |
|--|---|
| j. <input type="checkbox"/> Vocal or instrumental music | <input type="checkbox"/> Vocal or instrumental music |
| k. <input type="checkbox"/> Small group rooms such as tutoring | <input type="checkbox"/> Small group rooms such as tutoring |
| l. <input type="checkbox"/> Vocational agriculture | <input type="checkbox"/> Vocational agriculture |
| m. <input type="checkbox"/> Industrial Technology | <input type="checkbox"/> Industrial Technology |
| n. <input type="checkbox"/> Administration | <input type="checkbox"/> Administration |
| o. <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

Comments:

9. Does your OSFC project provide for an auditorium in the high school?
 yes no not applicable

If so, what is the source of funds?

10. Does your construction management firm respond to your district's needs in a satisfactory manner?
 yes no not applicable

Comments:

11. This item is designed to gather information about reported problems with the maintenance millage being unequalized and dependant on property valuation.
- \$ _____ Annual dollars from .5 mill maintenance levy
 - _____ ADM from your January No. 2 SF-3.
 - \$ _____ Divide line a. by line b. to determine the maintenance dollars per pupil for your district

12. Does your district use modular classrooms?

yes no

If yes, please respond below.

- How many are used for regular classes?
- How many are used for programs such as speech and hearing therapy, guidance or administration?

13. Identify the approximate number of pupils who receive instruction of any type in a modular building.
 _____ pupils

14. Will your district need to continue the use of modulars after construction is completed?

yes
 no
 do not know

15. Some superintendents have said that they are reluctant to express concerns to OSFC and the public about problems, such as insufficient number of instructional spaces, because the new buildings are or will be much better than existing buildings. Is this true in your situation?

yes no

Comments

16. Please identify any other concerns you have experienced that you believe would improve the OSFC Classroom Facilities Assistance Program.
-

Survey of School Construction Issues February 2001

Purpose of the Survey

To identify problems inherent in the state school facilities assistance program and to formulate recommendations and strategies for litigation and legislative purposes.

Confidentiality

No district will be identified with the survey results. The purpose of identifying the district, contact person and phone number is to permit clarification of information if necessary. However, you may leave items 1, 2 and 3 blank if you wish.

1. District: _____
2. Contact Person: _____
3. Phone: _____
4. Is your district eligible for the OSFC Classroom Facilities Assistance Program (within the next two years) or the Expedited Partnership Program (districts more than two years from construction)?
 _____ Classroom Facilities Assistance Program
 _____ Expedited Partnership Program
 _____ Neither program as yet
5. If your district is eligible for the Expedited Partnership Program, what is the school year of projected eligibility for construction?
6. Will your district participate in the expedited program?
 _____ yes _____ no

 Please provide comments about why or why not.

7. What is the projected share for your district?
 _____ % state _____ % local
8. Has your district been assessed by an OSFC facilities assessment team?
 _____ yes _____ no
9. If you answered yes to question 8, does your district have a master plan?
 _____ yes _____ no
10. If your district has a master plan, have you had the opportunity to share it with your community leaders who are likely to promote the bond issue? If yes, how would you characterize their response?

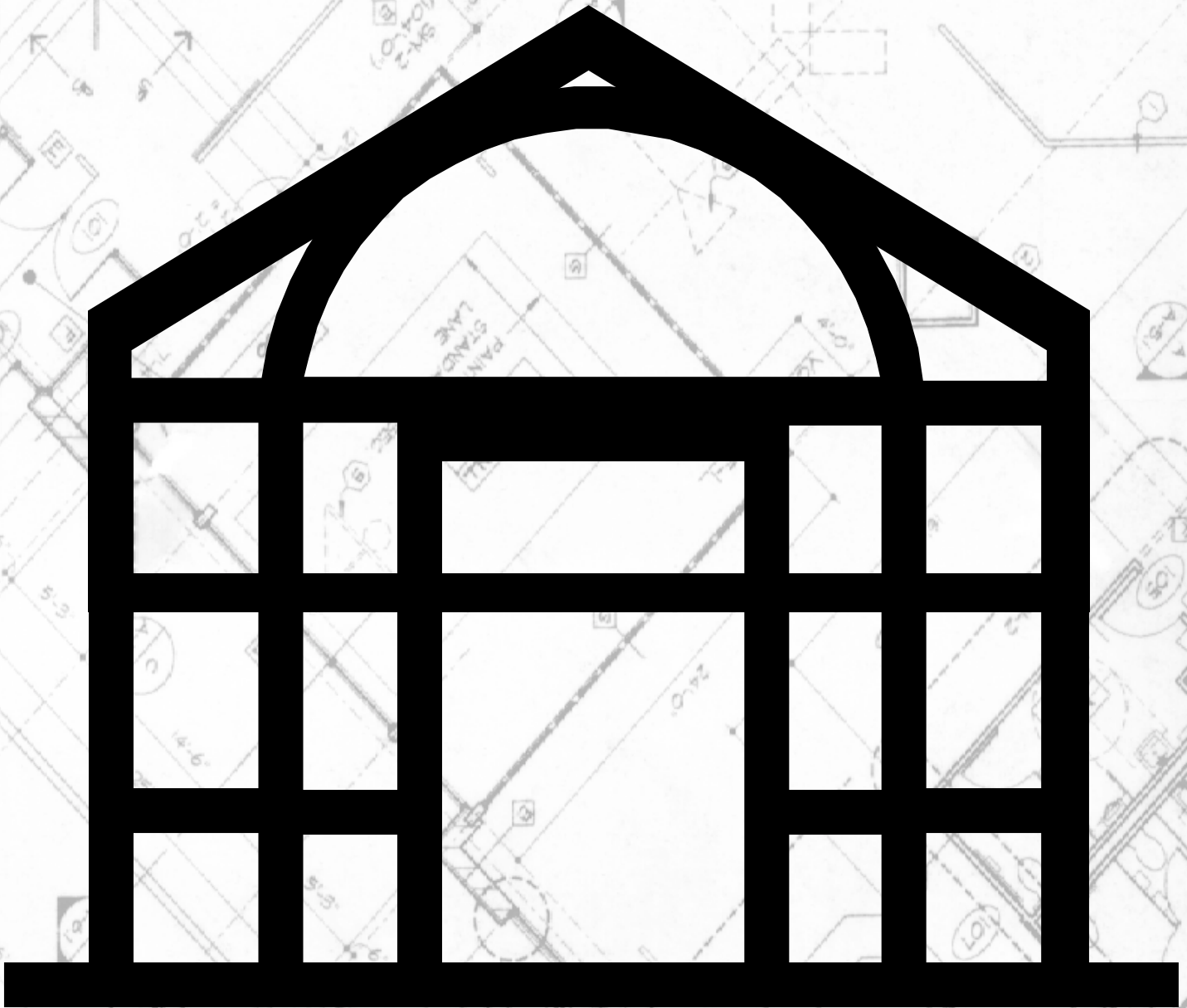
11. How many mills will be required for the local participation using current valuation?
 _____ mills
12. This item is designed to gather information about reported concerns with regard to maintenance millage being unequalized and dependent on property valuation.
 - a. \$ _____ Annual dollars from .5 mill maintenance levy at today's valuation.
 - b. _____ ADM from your January No. 2 SF-3.
 - c. \$ _____ Divide line a. by line b. to determine the maintenance dollars per pupil for your district.

13. Have you been informed that a new OSFC assessment will be required when your district is eligible to participate?
 _____ yes _____ no
14. Does your district use modular classrooms?
 _____ yes
 _____ no
15. If yes to question 14, please respond below.
 a. _____ How many are used for regular classes?
 b. _____ How many are used for programs such as speech and hearing therapy, guidance or administration?
16. Indicate the approximate number of pupils who receive instruction of any type in modular buildings.
 _____ pupils
17. Will modular buildings be needed after construction is completed?
 _____ yes _____ no _____ do not know
18. How does your own enrollment projection compare to the OSFC projection?
 _____ Your projection is higher than OSFC's projection
 _____ Your projection is lower than OSFC's projection
 _____ Your projection is approximately the same as OSFC's projection
19. Is your district ADM increasing? If yes, please share how this impacts on your possible use of the OSFC construction program. _____

20. Please indicate any other concerns you have experienced that you believe would help improve the OSFC Classroom Facilities Assistance Program.

21. Do you have buildings that do not meet barrier free requirements?
 ___yes ___no If yes, how many___
22. Do you have buildings with asbestos?
 ___yes ___no If yes, how many___
23. Do you have buildings that are unsafe and/or hazardous to the health of students?
 ___yes ___no If yes, how many___
24. Do you have buildings that are educationally inadequate for the current program?
 ___yes ___no If yes, how many___
25. Do you have buildings that have the capacity to accommodate additional programs, curriculum and services?
 ___yes ___no If yes, how many___
26. Do you have buildings that lack the electrical/cabling/space capacity to accommodate appropriate technology?
 ___yes ___no If yes, how many___
27. Do you have sufficient elementary classrooms to accommodate your disadvantaged children in 15:1 pupil teacher ratio settings?
 ___yes ___no
28. Do you have sufficient elementary classrooms to accommodate all-day, every-day kindergarten?
 ___yes ___no
29. Please identify the "worst" school building or "worst" specific problem in a building currently in use in your district.

“...requiring local districts to pass levies as a prerequisite for obtaining state funding should be reviewed.” (*DeRolph II* at 37)



“...there remains an extensive amount of work to be done in order to educate Ohio’s students in ‘safe and healthy learning’ environments.” (*DeRolph II* at 24)

Ohio Coalition for Equity & Adequacy of School Funding

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