



FACILITIES DIVISION PROCEDURE

FACILITIES HANDBOOK

“Your Guide to Facilities”

FDP 10.3

J. Paul Gerner, Associate Superintendent
Facilities Division
4828 S. Pearl Street
Las Vegas, NV 89121

702.799.8710 (Office)
0022-5229 (WAN)
720.799.8745 (Fax)



TABLE OF CONTENTS

I)	INTRODUCTION	4
	A.) PURPOSE OF HANDBOOK.....	4
	B.) OTHER SUBJECTS RELATED TO CONSTRUCTION	4
II)	FACILITY DEPARTMENT OVERVIEW	4
	A.) ORGANIZATIONAL CHART	4
	B.) ADMINISTRATION MANAGEMENT	4
	C.) ENERGY MANAGEMENT	5
	D.) PLANNING, DESIGN, AND CONSTRUCTION	5
	E.) CONSTRUCTION MANAGEMENT DEPARTMENT.....	5
	F.) SPECIAL PROJECTS AND RENOVATION SERVICES (SPRS)	5
	1. SPRS-REQUIREMENT SERVICES	5
	2. SPRS-SPECIAL PROJECTS	6
	G.) MAINTENANCE DEPARTMENT	6
	H.) OPERATIONS	6
III)	SCHOOL FACILITY PROFILE	7
	A.) LOCATION	7
	B.) LAYOUT	7
	C.) ACOUSTICS.....	7
	D.) WALLS	8
	E.) FLOORING.....	8
	F.) CEILINGS.....	8
	G.) CLIMATE CONTROL.....	9
	H.) ELECTRICAL DESIGN.....	9
	I.) AMERICANS WITH DISABILITIES ACT.....	10
	J.) LIFE CYCLE	10
IV)	PORTABLES.....	10
	A.) GENERAL OVERVIEW	10
	B.) REHAB / MODERNIZATION USE	10
	C.) OVERCROWDING USE.....	11

D.) PORTABLE INVENTORY.....	11
E.) FIRE WATCH	12
F.) "RED TAG"	12
V) EQUIPAGE.....	12
A.) SUPPLEMENTAL PROGRAM ALLOCATION (SPA)	12
B.) BEYOND ECONOMICAL REPAIR (BER).....	14
C.) TRIGGERING EQUIPMENT REPLACEMENTS.....	14
VI) CONNEX	14
VII) EDUCATIONAL REQUIREMENTS	15
VIII) CODE AND TECHNICAL SPECIFICATIONS.....	15
IX) BUDGETING	15
X) ADMINISTRATIVE SPACE ALLOCATION.....	16
XI) FREQUENTLY ASKED QUESTIONS.....	16
A.) GENERAL	16
B.) NEW SCHOOLS.....	17
C.) ESTABLISHED SCHOOLS	18
XII) GLOSSARY OF TERMS	21
A.) CONSTRUCTION INDUSTRY ABBREVIATIONS.....	21
XIII) DEFINITIONS.....	23
XIV) PROCESS OUTPUT	27
XV) ENDING STATEMENT.....	27

I) INTRODUCTION

A.) PURPOSE OF THIS HANDBOOK

This handbook can be used by administrators and staff to understand some of the basic workings of the Facilities Division. It was put together with the reader in mind. There is an explanation of the various departments that may service your facility or with whom you may come in direct contact. Hopefully you will understand their purpose and how they assist in either creating or maintaining the structure where you teach, learn, facilitate, and inspire. There is a section of this handbook that describes the planning, design, and construction of a facility. It will go through the sequence of events that are required to build a new school. Many of the terms used in the engineering and construction trade have also been included. This will allow you to know the difference between a NOA (notice of award) and a NTP (notice to proceed). There are many other terms that are useful to know and have been included. There is a section about the facility, which explains that the entire structure is a combination of various subsets or subsystems. The subsets will be detailed and discussed as well.

This handbook will be offered electronically in PDF format with interactive links to the different web site locations that contain the referenced information. If the text is **BLUE** and underlined it has been set up as a hyperlink to reference the web site location. You must be on a CCSD computer to access many of the hyperlink(s) listed here. **Please place your pointer on the link and then "Right-Click" and look for "Open Weblink in Browser" then click on this and it will take you to the web location.** If you have trouble with any hyperlink listed herein, please call 702-855-6647 and speak to Jody Reeves (our web site administrator).

B.) OTHER SUBJECTS RELATED TO CONSTRUCTION

The balance of the handbook will be focused on the various requirements, codes, and specifications for your information. Also included at the end is a section on "Budgeting" (section IX). Source of funds for doing various jobs and the accounting of these funds are discussed.

II) FACILITIES DEPARTMENT OVERVIEW

A.) ORGANIZATIONAL CHART

Please click <http://www.ccsd.net/facilities/organization/orgcharts.htm> for the organizational chart for each department listed and to get to the department web site, which is full of information.

B.) ADMINISTRATIVE MANAGEMENT (http://www.ccsd.net/facilities/admin_mgt/admin.htm)

Administrative Management oversees the district's Emergency Management Operations, Bond Oversight Committee, Information and Records Management Services, Inspection Services, and Safety and Environmental Services.

C.) ENERGY MANAGEMENT (http://www.ccsd.net/facilities/energy_management/energy.htm)

Energy Management Section tracks all utility usage and costs through the use of a (FASER) utility tracking program, and oversees and administers energy and water conservation for facilities within the District. This department, along with Energy Management System (EMS), ensures that prudent air conditioning, heating, and lighting practices are established and maintained at all district facilities.

D.) PLANNING, DESIGN, AND CONSTRUCTION

(<http://www.ccsd.net/facilities/planning/planning.htm>)

The professional architects and engineers that hold contracts with the CCSD are procured by this department. We have a list of “pre-approved” architects and engineers that are held by Planning and Design (see the website for each listing). There are “Space Requirements and Special Conditions” (aka Ed Specs) that guide the design process for each of the education levels (ES, MS, HS). **(You can go to the Planning and Design web site for a copy)** See “Educational Requirements” section VII, for more Ed Spec information.

E.) CONSTRUCTION MANAGEMENT DEPARTMENT

(http://www.ccsd.net/facilities/construction_management/cm.htm)

Both New Construction and Modernization Services are departments found within the Construction Management Department of the Facilities Division. New Construction manages all construction of whole or partial new school facilities. Modernization Services is involved with adding to or renovating an existing school to meet current standards. The project manager plans, organizes, commits resources, and manages the project to a successful completion. This entails a variety of tasks to include requesting various studies and surveys, identifying needed consultants, organizing planning committees, directing design input, reviewing plans and specifications, appraise bid information, and oversee construction. As a new principal in a new school under design and/or under construction, you will be interacting via your FSR with the project manager from New Construction. As the principal of an established school undergoing remodeling, you will be interacting, again, via your FSR with the project manager from Modernization Services.

F.) SPECIAL PROJECTS AND RENOVATION SERVICES (SPRS) (<http://sprs.ccsd.net>)

This department was originally created pursuant to an external audit on the organization needed to administer the '98 bond issue. There were two sections reorganized into this department originally (Special Projects and Engineering) and the other two were created (Requirement Services and Programming). With the hiring of the new Planning and Design director, the department was reorganized again in January 2008 to establish an all-in-one Planning and Design Department, so Engineering and Programming were moved.

1. SPRS – REQUIREMENT SERVICES

In many instances SPRS - Requirement Services is the first group within the Facilities Division with whom you will have direct contact. These individuals will be the Facility Service Representative (FSR) and the Facility Service Regional Representative (FSRR). SPRS - Requirement Services reports to the director of Special Projects and Renovation Services (SPRS), a branch in the Facilities Division. The group was created in 2002 to serve as the

key contact for all facility needs. The purpose for establishing the group is to efficiently seek, manage, and solve the many facility issues that arise from long term use. Also, considering the hundreds of schools, with more to be built, the school administrators and service personnel needed a single point of contact to address issues and questions concerning parts of a given facility. The intention is to allow the valuable time of the educator be spent passing knowledge on to our students. A current listing of the FSRs and their assignments can be found at http://sprs.ccsd.net/fsr_assign.pdf. SPRS - Requirement Services provides the necessary facility services to all of the schools and a number of administrative locations. These include the valley schools, outside the valley schools, bus yards, and office complexes. We service all facilities within the 7,910 sq miles that encompasses the CCSD.

2. SPRS – SPECIAL PROJECTS

SPRS - Special Projects (http://sprs.ccsd.net/special_projects.htm) comprised of highly skilled trades people that specialize in-house construction work. Maintenance maintains outstanding parts to the facility, whereas SPRS - Special Projects builds new parts to a facility. The use of Special Projects is oriented mainly for new construction. **Nevada Revised Statute 338 (Public Works)** governs the value of work that Special Projects can and cannot perform. Any work valued \$100K or less can be performed by Special Projects. You may, on occasion, hear the term "Attestation". Work whose value is greater than \$25K to \$100K requires the filing of an Attestation report that describes why the work was done by Special Projects rather than bidding to an outside contractor. A "super" Attestation (Public Statement) is required for work greater than \$100K where the project had a high bid rejected or the public bid was cancelled for CCSD reasons and rationales; Special Projects will have need to prepare a bid for the project, pursuant to the aforementioned rationale. This document requires a detailed accounting of work, workflow, equipment, and drafted information filed to submit a bid for the job. (All of these records are kept on file at SPRS – Main Office).

G.) MAINTENANCE DEPARTMENT (<http://maintenance.ccsd.net/>) Maintenance includes a wide range of areas that most people don't realize. It includes audio-visual, electronic, alarm systems, locksmith, musical instrument, and duplication equipment; carpet, carpentry, glazing, painting, and roofing; plumbing, boiler, electric, energy control, air-conditioning, and building engineer services; asphalt, concrete, fabrication, athletic and playground equipment, furniture repair, and fencing; and two-way voice intercoms, master/secondary synchronized clocks. Presently there are four zonal maintenance crews and four mobile maintenance vans that provide increased efficiency and responsiveness to the department.

H.) OPERATIONS (<http://www.ccsd.net/facilities/operations/operations.htm>)

The Operations Department provides custodial services for all district facilities. It is one of the largest departments in the District in terms of staff size. The department prioritizes and provides coverage for over 1,500 custodians at approximately 341 schools/facilities on a daily basis. Services provided by the Operations Department include, but are not limited to: floor care (VCT, gym floors, carpet, etc.), pesticide services, training (cleaning procedures, equipment, OSHA regulations, etc.), coordinates and monitors Republic Disposal Services, and 24-hour emergency

response (fires, floods, evacuations, etc) and grounds management. We continually reassess building needs, staffing levels, training, and cleaning equipment, cleaning products, and techniques to maintain industry and Clark County School District standards.

III) SCHOOL FACILITY PROFILE

A school facility is a physical structure composed of a variety of subsystems performing specific functions. Each subsystem is a fully defined unit and will be described. This section has been included to familiarize you with these subsystems and things that have occurred in the past to make you aware of potential problems. (You can refer to the "Ed Spec" for an additional definition of the systems.) (http://sprs.ccsd.net/intranet/elementary_edspec.pdf).

A.) LOCATION

Location of the site is predetermined and normally is within the inventory for school sites as determined by the *Demographics and Zoning Department*. Potential issues that may occur with a location within the valley include drainage and underground voids in the soil structure. A detailed geologic description can be found in the *Nevada Bureau of Mines and Geology*. In essence, the Las Vegas Valley is the result of millions of years of east/west deformations that has left a high plains plateau with up lifts on either side of the valley. The deformations have left, in some cases, unusual drainage patterns and voids. Also, natural faults have stimulated many earthquakes in the area. Of concern to the administrator would be pooling of water on campus and unusual deflections that could occur at doorways and windows. Cracking of concrete, upheavals, and splitting of block walls are immediate signs of shifting and should be reported to your FSR.

B.) LAYOUT

There are a variety of issues to consider with the layout of the school on the selected site. The design should simplify supervision, provide ease of flow for vehicular and human traffic, and consider ingress and egress for safety. So the considerations are 1) traffic flow, 2) supervision and visibility, and 3) exit control.

C.) ACOUSTICS

Acoustical treatments are vital to dampening the noise level in a school. Disturbances can come in many forms, from people, fans, and equipment. There are normally several ways to deter the accumulation of ambient noise. These include reflection, cancellation, or absorption. Reflection is the use of devices that deflects the sound similar to the reflection of light with the use of a mirror. Cancellation is the use of an electronic device that automatically creates the same amplitude of the annoying sound in its reversed polarity, effectively canceling out the noise. Normally absorption materials are used in schools. Use of materially dense treatments such as carpeting, draperies, and sound panels can be effective at sound absorption. These absorb the offending sound while being esthetically attractive. Of concern to the designer is placement of high volume activity areas away from the classrooms. That is why the multipurpose room is

normally found exteriorly to the classrooms. Of concern to the administrator are the wall treatments to limit extraneous sound from common areas and equipment noise.

D.) WALLS

The walls are used to partition different areas of the school and should be made of a sound absorbent material. Depending on the location of the wall, various subsystems may be imbedded. For instance, a wall can be used as a support for the upper structure of the building, it can also encase plumbing, electrical, and fire protection systems. Therefore it is imperative that the walls be considered a whole system and should not be breached unless done by design and by professionals. As described previously, always contact your FSR if there is a need to reposition walls.

E.) FLOORING

There are a tremendous number of flooring styles and materials. Tile and carpet is mainly used in the schools. The use of linoleum had been prevalent at one time and finished concrete is used in mechanical/electrical rooms. There has also been an experimental use of rubber flooring. Flooring is a critical subsystem of the building because of the function it serves. Because of its location, below our feet, it is a high use component and is most impacted, along with doors, by our occupation of the facility. It is important that custodial personnel do a reasonable job in keeping the floors clean to extend its life as much as possible. The actual life cycle of any component will vary with its use, and the same is true with flooring. The life cycle of a floor is effectively decreased with lack of cleaning, volume of use, and misuse. These are considerations in the analysis of floor replacement. Also of critical importance is the timing of its last replacement. If the floor had been replaced within the current bond fund, the likelihood that it will be replaced again within the same funding period is zero. The type of flooring can enhance or diminish sound attenuation. Heavy carpeting can be used to help deaden sound. There has been a lot of debate as to whether it is better to carpet hallways and passageways or use tile to lessen the cleaning effort. Hallways take a lot of punishment from foot traffic and some would say that tile is more durable and is aesthetically pleasing. On the other hand, tile is a good resonator of unwanted noise and can create disruption in the adjoining classrooms. Carpeting attenuates noise but can be difficult to clean and maintain a pleasing look particularly with spillage and staining that can occur from various liquids. Oftentimes, tile is the selected choice for flooring in hallways.

F.) CEILINGS

Ceilings mainly come in three versions within the district. Suspended or lay-in ceilings consist of panels that are placed within a grid pattern and hung from the old ceiling or attached to the ceiling joists. The suspended ceiling is lower than the original ceiling and can be used to hide mechanical equipment or ceiling defects. The ceiling panels can be made of mineral fibers or fiberglass and can be a good acoustical damper. Most classrooms have this type of ceiling. Hard ceilings are composed of drywall and is constructed similar to drywall. It is secured, taped, and sometimes textured similar to a wall. A hard lid, as it is sometimes called, can be found normally over reception areas, restrooms, hallways/passageways, and the kitchen. Hard lids are

used in these different areas for various reasons. Which include security, privacy, fire protection, and sanitation, respectively. As an administrator, your concern will be the replacement of damaged ceiling panels or water stained areas of the ceiling. Ceiling panels that do not fit properly can be a falling hazard and a stained ceiling may be an indicator of another serious problem. The staining could be the result of roof leaks or plumbing problems. In any case, your FSR should be informed.

G.) CLIMATE CONTROL

Of particular concern is the ability to maintain climate control in the classroom through the HVAC (heating, ventilating and air conditioning) system. This becomes an issue during the extremely high temperatures encountered in our desert environment. There are various types of cooling systems being used. One is the use of the central plant. The central plant contains the source equipment necessary to heat and cool the facility. It will generally contain the boiler, chiller, cooling tower, and all associated equipment to provide proper space conditioning. In simple terms, the boiler uses natural gas to heat water that is pumped to air handling units that supply warm air to the classrooms to increase the ambient temperature and the chiller cools the circulating water to decrease the ambient room temperature during the hot days of summer. Of course, your primary concern will be the functional operation of the equipment and its ability to maintain a temperature from 75 to 77 degrees according to the **Energy Use Guidelines** dated July 1, 1999. Many of the central plants have what is termed a four-pipe system (2 pipes for heating and 2 pipes for cooling) or a two-pipe system for cooling and gas heating in the air-handling units. In either system you do not have to be concerned when changing over from heating to cooling, or vice versa as this is done automatically.

However, many of our older schools have what is known as a two-pipe HVAC system. In this case automatic changeover from heating to cooling, or vice versa, is not possible and you need to be concerned with the timing of the changeover. The two pipes are the supply and return of the heating or chilled water that supply the air handling units to provide proper space conditions. Because it can take 24 hours to changeover to allow the entire system to normalize without damaging the equipment, it is standard policy to changeover only once in the spring for cooling and once in the fall for heating. The timing of these changeovers is a logical guess at best depending on the outside air temperatures and indoor comfort. It is up to the principal, or his/her designated representative, to make that call. The FSR will remind you of the need for the changeover with a note that **SPRS - Requirement Services** receives from **Maintenance Services**.

The other types of HVAC systems encountered in our schools are rooftop or split system DX type units, similar to residential units. They are usually set up for one unit per classroom or space, although there are a few that condition several rooms. These operate independently with simple wall thermostats. Your concern as principal is simply that they work and **Maintenance Services** does a tremendous job maintaining these and all other systems given their limited resources.

H.) ELECTRICAL DESIGN

The number of outlets is very important. In designing the electrical need, the designer must consider the present and future needs of the school. Ample outlets are required in offices, hallways, classrooms, common activity areas, storage and other areas that have the potential for becoming a work space. The number of outlets should be sufficient to allow equipment to be directly plugged into the wall rather than having to use extension cords. Your concern as the principal or staff is to be sure that circuits are not overloaded. This is generally more of a concern for the established schools. If a breaker "pops", it is not an immediate safety issue. Normally it only requires resetting the breaker for that circuit. If, however, the same breaker is "popping" with regularity a serious problem may exist. The breaker is a safety device that senses a current surge either as the result of a short circuit or overloading the circuit. High current flow creates heat and can start a fire. The first thing that should be done is to disconnect appliances on the suspect circuit or call your FSR.

I.) THE AMERICANS WITH DISABILITIES ACT (ADA) OF 1990

(<http://www.access-board.gov/ada-aba/summary.htm>) The ADA, a major civil rights law prohibiting discrimination on the basis of disability, establishes design requirements for the construction or alteration of facilities. It covers facilities in the private sector (places of public accommodation and commercial facilities) and the public sector (state and local government facilities). Under the ADA, the **Architectural and Transportation Barriers Compliance Board** is responsible for accessibility guidelines covering newly built and altered facilities. In 1991, the Board published the **ADA Accessibility Guidelines (ADAAG)** which serves as the basis for standards used to enforce the law. The new guidelines overhaul the original ADAAG. Generally, the ADA guidelines refer to ingress and egress of those with disabilities into new buildings, facilities, and other structures. The *Department of Justice* is responsible for overseeing the removal of barriers for the disabled in existing structures as required by title III of the ADA. It is the FSR's responsibility to make sure that your ADA issues get addressed in a priority manner.

J.) LIFECYCLE

The district has recently adopted the Building Owners and Managers Association (BOMA) standards pursuant to the 2008 Master Plan. ([See the BOMA guidelines](#))

IV) PORTABLES

Assignment of portable units as well as maintaining and updating the inventory is a function of the *Demographic, Zoning and GIS (DZG) Department* (<http://ccsd.net/facilities/demographics/demographics.htm>).

A.) GENERAL OVERVIEW

Portable units are used to relieve overcrowded classrooms, support rehab/modernization projects, and provide additional space for specialized educational programs as well as temporary office space and restroom facilities.

B.) REHAB / MODERNIZATION USE

Requests for portables in support of a rehab/modernization project that will displace students and staff are submitted by the project manager to DZG prior to the start of the project. The request identifies the number of classrooms needed, the time lines for occupancy and the estimated time for completion of the project. The FSRR/R for portable placements will meet with the project manager to identify a site for the units, determine the scope of work for connecting to utilities, and coordinate the move/set up with the contractor or in-house mover. The school administrator will be contacted by the Portable FSRR to finalize the campus placement. These units remain on the campus until the completion of the rehab/modernization project and then are relocated to another campus that is scheduled for rehab/modernization work. **These portables should not be considered by the principal when scheduling staff for the upcoming school year.**

C.) OVERCROWDING USE

Principals submit requests to DZG for portable classrooms that are needed to relieve overcrowding or to provide additional space for specialized programs. After a review of all requests, decisions regarding the placement or relocation of portable units are made by staff from DZG in conjunction with staff from the Instruction Unit. Notification memos are sent from DZG to all principals who will gain or lose portables. Attached to this notification will be an "informational" attachment on what to expect with your temporary portable. The DZG staff, in conjunction with SPRS personnel, prioritize and schedule the relocation of portable classrooms during the summer and ensure that as many as possible are operational by the first day of school. An order form sent by the *Purchasing Department* to each principal, who will receive portable classrooms, outlines the standard equipment and furniture that can be ordered. The FSRR/R assigned to portable relocations oversees the relocation, placement and connectivity of portables and communicates with school administration regarding the time lines associated with this process.

D.) PORTABLE INVENTORY

As a school receiving a portable you will be issued the following letter http://sprs.ccsd.net/intranet/fac_handbook_portables_letter.pdf. Each temporary portable that you receive on your site should have the following standard inventory included;

- (1) Milan Data Switch, 8 port per classroom
- (2) Clock, Plug-in type, per classroom
- (3) Projection screen, per classroom
- (4) Coat rack 1 per classroom Elementary and Middle school
- (5) 3 Marker boards per classroom
- (6) 2 Tack boards per classroom
- (7) Doublewides have 12, 3 or 4 lamp 2x4 lighting fixtures per classroom
- (8) Singles have 12, 2 lamp 1x4 lighting fixtures per classroom
- (9) 1 A/C unit with stand and some down draft ducting, per classroom
- (10) 1 male Meltric connector and box for electrical connection, per classroom
- (11) Doublewides also have 3 axles, 6 tires per half
- (12) Doublewides have 18 piers and pads per half
- (13) All portables receive 2 minuteman anchor systems

- (14) Doublewides get approximately 170 feet of skirting
- (15) Singles get approximately 110 feet of skirting

E.) FIRE WATCH

After a final inspection by the jurisdictional **Fire Department**, the portables are approved for occupancy and the Portable-FSR/R provides keys to the school administration. Only in an "Emergency" situation a fire watch can be posted to insure the safety of students and staff occupying the portable units during the instruction day.

F.) RED TAG

Due to age and/or condition some portable units can not continue to be relocated from site to site. These units are designated as "redtagged," moved one last time and are then used primarily for temporary office space. Any School Administrator request for a "Red Tag" portable needs to go through your Portable-FSR.

V) EQUIPAGE (the following information was taken from Purchasing Website)
<http://ccsd.net/directory/purchasing/index.php>

A.) SUPPLEMENTAL PROGRAM ALLOCATION (SPA)

There are certain equipment expenses that are based on approved allocations by the Budget Department. These include the following:

Athletic Supplies—Boys	Library Computer Supplies
Athletic Supplies—Girls	Library Supplies—Other
Audio-Visual Supplies	Library Technical Services
Computer Supplies	Maintenance and Repair
Custodial Supplies	Medical Supplies
Equipment (New/Replacement)	Other Activity Expenses
Field Trips	Postage
Instructional Supplies	Printing Services
Instructional Supplies—Special Education	Technical Services
Library Books & Magazines	Textbooks

An initial allocation of 75% of the total appropriation of the estimated costs will be apportioned to each school and will be developed by the end of February preceding the school year. The estimated total appropriation will be determined by a budget formula based on the projected school enrollment. The **Budget Department** will notify the principals of their school's total appropriation and will place the 75% allocation into the school's budget. The following allotments must be spent at the minimum percentage levels shown for each expense object:

Budget Object Codes*	Description	Percentage
-------------------------	-------------	------------

0641	Textbooks	75%
0641	Library Books	75%
0511	Field Trips	75%
0619	Library Supplies	50%
0619	Instructional Supplies	50%
0619	Special Education Instructional Supplies	100%
0738/0758	Instructional Equipment-Major/Minor	50%

Object codes are differentiated by the combination of program, function, and object. Program 0100, Function 1000, Object 0641 represents regular instructional textbooks. Program 0100, Function 1000, Object 0619 represents regular instructional supplies. Program 0100, Function 2222, Object 0619 represents library instructional supplies.

No funds may be transferred from any of the direct instructional expense objects shown above to any of the expense objects below:

Budget Object Codes	Description	Percentage
9012	Athletic Expense—Boys Supplies	75%
9013	Athletic Expense—Girls Supplies	75%
0619	Other Activity Supplies Expense	75%
0619	Medical Supplies	50%

The second allocation will be made to each school by the end of October. This allocation, approximately 25% of the total, will be determined by the current budget formula now applied against the actual enrollment at the end of the fourth week of school. In addition to the regular allotments, elementary schools that experience growth of 10 students or more between the first attendance period and the fourth attendance period will receive the following allotments for instructional supplies:

New Schools	-	\$136 per student
Established Schools	-	\$ 59 per student

At the end of the fiscal year, the net ending balance of three projects, General Fund 0100, Projects 000001 (Non-Categorical) and 000145 (Staff Development), and Special Education Fund 0250, Project 000001 as shown on the school's budget inquiry, will determine the amount of carryover to be allowed to the school. The carryover will be included in the second allocation in addition to the next year's formula appropriations and will be allocated to the school's instructional supply line item. This carryover is not allowed to exceed the following amounts:

Elementary Schools	-	\$5,000 per school
Middle Schools	-	\$6,500 per school
High Schools	-	\$10,000 per school

In addition, high schools may retain gate receipts to the extent of 50% of the money received for admission to athletic events. Of this, 70% is allocated to student activities and 30% is allocated to athletic expenses. Unused gate receipts are carried over at 100% and are added to the next year's gate receipt funds.

B.) BEYOND ECONOMICAL REPAIR (BER)

To find out more about the equipment that is being BER, connect to this Purchasing website: http://ccsd.net/directory/purchasing/BERequip_replace/index.phtml . Funds may be available to assist schools in replacing equipment that has been determined to be beyond economical repair. In most cases, the district will pay 50% of the cost of replacing standard equipment providing:

- a. The equipment being replaced is within current standards.
- b. The BER equipment will be traded in/picked up by the warehouse before or at the time of arrival of the new equipment.
- c. The equipment has been deemed BER by Maintenance or the appropriate repair personnel.
- d. Documentation of BER is provided.
- e. The school agrees to pay 50% towards the new equipment
- f. To request a BER replacement, please complete the Equipment Replacement Request Form and fax it to Purchasing with the BER documentation attached.

C.) TRIGGERING EQUIPMENT REPLACEMENTS

One question that one would ask when dealing with a piece of equipment that seems to be constantly failing is **"How do I get this BER'd so I can replace it with new?"** All equipment has a normal life cycle associated with it, however, your equipment normally will either last longer or shorter than the publicized value. If in your opinion, it seems to fail often and require service, then as long as it can be repaired you can count on it being retained on your inventory list. When a point is reached where parts are no longer available or it can no longer be "jerry-rigged" by the technician to work, it is then beyond economical repair.

VI) CONNEX

These are temporary steel storage containers. The sizes can vary, however, the sizes that can be found on the CCSD campuses are either 20 foot or 40 foot lengths. Their height and width is 8.5 ft and 8 ft, respectively. The purpose for their use is for temporary storage of a variety of items. These could include construction equipment, theatrical props, athletic equipment, and furniture. Perishable items should not be stored in Connex boxes and given the summer heat here in the desert, paper and plastic products should not be stored in these metal boxes. Requests for new connex units should be addressed through *Purchasing (799.5225)*.

- a. To re-position a connex on your campus just make the request through your FSR.

VII) EDUCATIONAL REQUIREMENTS

A document that should be prepared prior to the design of a school is the Educational Specifications (http://sprs.ccsd.net/intranet/elementary_edspec.pdf). "The Ed. Spec.", as it is called, categorizes the different areas of a school and specifies, from a high level, the general needs, juxtaposition, function, and equipment required for the learning stations. This document is published for the elementary, middle, and high schools. There are a variety of considerations in putting the Ed. Spec. together. Some considerations include:

- a. School population (student and teacher)
- b. Square footage
- c. Energy management
- d. Need for master clock/intercom
- e. Need for security system
- f. Where drinking fountains should be located
- g. ...and many other considerations

The Ed Specs are also used to analyze all renovation requests that come through the system. If your request is "disapproved" many times it is because the request was outside of the parameters of our Education Specifications.

VIII) CODE AND TECHNICAL SPECIFICATIONS

Building codes are intended to be legally enforceable laws to safeguard health, safety, property, and public welfare. The **Building Official** is responsible for exercising judgment in determining code compliance. That person is responsible for the safe design and construction of a facility allowing adequate egress, lighting, ventilation, and, at least a minimum level of protection for life and property. Codes exist for the major subsystems of a building. These will include mechanical, electrical, plumbing, fire, structural and energy. Building codes are normally applicable to the design and construction of a facility whereas safety codes will apply to the owner of a facility. There are many codes and regulations that may be applicable to a facility. It is the duty of the **Building Official**, or designee, to make required inspections during construction where a permit is required or of existing structures where there may be the possibility of imminent or suspected dangers. In many cases, a code or a design related to meeting a code will be stipulated as a technical specification in the construction contract documents. This is the designer's way to communicate to the constructors the necessity to meet a certain code. For external or internal construction it is either the project manager or the FSR (respectively) that communicate the code deficiency for ultimate review and correction.

IX) BUDGETING

There are a variety of funding sources for the CCSD. These include government service taxes, local sales taxes, property taxes, and state support monies. The preliminary general operating fund budget for the 2007 – 2008 school year is \$2.15 billion (CCSD fast facts). Current revenues for building new schools and for rehab/modernization of older schools are a direct result of the 1998 Capital Improvement Program. To finance the bond, the 1997 State Legislature approved three funding sources. These were through the collection of hotel room tax, real estate transfer tax, and a ten year property tax freeze. The goals for the 1998 Capital Improvement Plan as passed by the Legislature in 1998 were to set a ten year life cycle for the bond program that will produce a number of new schools, purchase property, rehab/modernize older schools, and eventually added later was the task to replace some schools. There were also certain goals that had to be met. The original bond was for \$3.576 billion, however, with compounded rates of return during this period the final tally is greater than \$4.5 billion. Given the continued growth of the Las Vegas valley, a proposal for a subsequent bond is being floated.

There are other funding sources that are not fully discussed here. Funding from school activities and donations may be a part of a funding source for the school. Students may have bake sales or car washes to support various activities at the school. The school may have a source of funds for building to or adding on to the structure. This is allowable as long as a process is followed. Your FSR can give you more details about this process, however, the jest of the matter is that you can fund, from your school funding source, non-standard items. An example of this might be an additional shade structure that may be above standards for all similar schools. Because, in many cases, it is a free standing structure the Facilities Division asks that you follow the process to obtain competent and licensed contractors that have met bonding requirements and that we have our in-house Inspection Services review and inspect all documents and the finished construction. Again, your FSR can give you the details.

X) ADMINISTRATIVE SPACE ALLOCATION

There will be times when your space needs to administer a program may be larger than the available space within your current allocation. It may be that your funding is growing, activities are expanding, and personnel growth will require more offices, storage, and conferencing areas. To make upper management aware of these needs it is necessary that an “**Administration Space Allocation Request Form**” be completed. The form can be found on the Planning and Design website at http://nsfp.ccsd.net/admin_space_form.htm and must be submitted to the director of Planning and Design. This request will be presented to the *Superintendent's Planning Committee* for consideration. (There is a representative from each Division that attends this committee meeting.)

XI) FREQUENTLY ASKED QUESTIONS

GENERAL

1. What is SPRS - Requirement Services?

Ans: SPRS - Requirement Services is an organization that reports to the director of Special Projects and Renovation Services in the Facilities Division. The group was created in 2002 to serve as the key contact for all facility needs. The purpose for establishing the group is to efficiently seek, manage, and

solve the many facility issues that arise from long term use. Also, considering the hundreds of schools, with more to be built, the school administrators and service personnel needed a single point of contact to address issues and questions.

2. What do they do?

Ans: We assist site administrators to recognize and identify facility needs and maintain the facility for its intended purpose.

3. What is an FSR?

Ans: The Facility Service Representatives (FSR) are employees of the CCSD that are assigned to be the single point of contact for facility needs.

4. What is a FSRR?

Ans: Facility Service Regional Representatives are personnel that lead the FSRs for a particular region.

5. Who would I call if I had an issue or complaint with your department?

Ans: You can contact the Coordinator of SPRS - Requirement Services at 855.6650 (0585-5205) or the Director of SPRS at 855-6647 (0585-5301).

6. Does the FSR physically repair the schools?

Ans: No, FSR's are the liaison between the facility and the worker(s) who do the intended work. They also act as project managers for capital project work that is being performed by CCSD's in-house construction personnel.

NEW SCHOOLS

7. Who assigns my temporary location?

Ans: The location where you will temporarily reside during your transition to a new school while it is under construction is through the Instruction Unit.

8. Who do I contact to be sure that my temporary location will have what I need, i.e. LAN drops, telephone, etc?

Ans: The FSR will prepare the necessary submittal to have these installed in your temporary location. Generally, a standard layout is used to support your temporary location.

9. How will I know who my FSR is?

Ans: As soon as SPRS - Requirement Services receives the list of principals for the new schools, the FSRs will contact them for a meeting. Also, during new principal's orientation, you will receive answers to many of your basic questions and formally meet the SPRS - Requirement Services group.

10. Where do I get boxes for my move to the temporary location?

Ans: These are supplied through Purchasing and assigned Equipment Specialist will make the arrangements. They can be contacted at 799.5225.

11. While the school is being constructed, can I attend the construction meetings?

Ans: Yes you can. You will be receiving meeting notices from the project manager. The FSR will also be attending the meetings. These meetings are normally held with the contractor so there is a specific protocol to follow. The FSR can inform you of what you can or cannot say and how to address your questions. Your FSR can also be used as your representative at these meetings.

12. We've moved into the new school and the air condition in my office is not working properly, who do I call?

Ans: Call your FSR! Call your FSR for any facility concerns that you may have. You or your administrative assistant will know how to submit a service request through the Computerized Maintenance Management System (CMMS) called MAXIMO. Using the information that is submitted, the FSR will determine who will do the repair work. The new school is under warranty for at least the first year or longer for certain pieces of equipment. Your FSR, with the help of Warranty Services, will determine if the repair work will be done by the contractor or if it is a maintenance issue to be fixed by our Maintenance Department.

ESTABLISHED SCHOOLS

13. Why do I have to initiate work orders through the MAXIMO system?

Ans: You will initiate a service request through the MAXIMO system. You are, in essence, requesting work be done at your school. It doesn't become a work order until it is validated by your FSRR via the FSR. It is important that the school enters the request because you are currently intimate with the problem and it may be some time before a FSR may have the chance to actually view the problem. Remember that the FSR has many facilities to maintain.

14. The water fountain in the office is constantly on and now there is a flood of water on our carpet. What do I do?

Ans: Whenever there is an "emergency" incident related to the facility, contact your FSR. He will immediately respond by contacting the necessary people to take care of the cleanup and repair.

15. Do I contact the FSR whenever there is a need to do some landscaping or repair our boundary wall?

Ans: Yes, contact the FSR for any interior or exterior campus repair.

16. We have three shade structures but I need another one for my staff to have a quiet area outside the lounge. Can I request that this be installed?

Ans: Everything starts with a service request. If the request is beyond the Educational Standards, purchases cannot be made using capital funds. However, the purchase and construction can be site funded.

17. The PTA is very active at my school and we've raised money for another shade structure. Can we purchase another one for our school?

Ans: Yes, by first starting with a service request, there is a process for getting approval for spending school dollars on facility items. There is a **Project Authorization Form (PAF)** that is used to gain approval for self funded facility projects. You must follow the instructions given in the **"User Advisory."** A copy will be given to you by the FSR when he/she is advised of your request. Any construction activity on your site must meet certain licensing and bonding requirements and the work has to be inspected. Your FSR will assist you in obtaining the needed documents. We advise you not to get into any binding agreements with any outside entity prior to approval. The PAF is an electronic form and can normally flow through the approval process within a week.

18. What should I do if I want to change the classroom numbers on my school campus?

Ans: Because the classroom numbering system is tied to the CCSD database on "Emergency and Evacuation" plans, a specific request must be made before this task is undertaken. The request should be made through your FSR and a Project Authorization Form (PAF) will be submitted and tracked through the process.

19. If Maintenance is the department that does the actual repairs then why do I need a middle man (FSR)?

Ans: You need the FSR because they are the ones who know what needs to be done and who to contact. Also, in order for the Maintenance Department to work efficiently, given the many facilities within the CCSD, it lessens the contact to the workers.

20. What is a CAF?

Ans: CAF or Capital Authorization Form is used in a process to obtain funding for projects.

21. Why does my FSR continue to tell me I can't get my school painted if I don't like the color of the walls?

Ans: There are certain standard colors used in the school district to limit the inventory of paint. The school administrator is appeased as much as possible using these standard colors. Also, painting is a life cycle event where schools are painted during a normal cycle of deterioration.

22. Why can't I get the carpet replaced? It is always dirty and my custodial crew can't get the stains out.

Ans: Carpet, like painting, is a life cycle event. There is a normal cycle of deterioration that is considered. Of course, other variables have to be considered too. These include the number of students in the school and whether the school is year round or not. Some judgment is required, however, of great consideration is how recently the carpet was installed.

23. My FSR keeps telling me that I can't bring in my own contractor to do work on my facility without going through an approval process. If I have the money to pay for the work what business is it of my FSR?

Ans: You do not have the option to self-contract for construction work on your school campus. Your own contractor can do certain work on the facility, however, the licensing and bonding requirements are the same for the safety of you and your students, and the work must be inspected. Your FSR can assist in this. The process starts with a service request. Your FSR will obtain from you the needed information to complete a PAF. Remember, nothing should be done to or on the facility without the knowledge of your FSR. This includes the grounds, as well.

24. If I have a complaint regarding my FSR's performance. Do I call his supervisor or do I call the Region?

Ans: We would ask that you first contact the FSRR. If the solution is not satisfactory, contact the *coordinator of SPRS - Requirement Services* at 855.6650.

25. I'm in the process of trying to obtain a grant for computers. Should I inform my FSR of my intent?

Ans: Always inform your FSR whenever you are looking to get a grant for any type of equipment or changes to the educational program that may require changes to your facility. Capital dollars are not allocated to make changes to the facility with the receipt of a grant. Even innocuous computers may require changes to the facility. Given the number of computers and persons in a room, a large amount of heat will be generated that will require power, cooling and sufficient fresh air turnover. So these things have to be considered and their cost included in your grant submittal. Keep your FSR informed and he/she can be of great assistance to you.

26. Can I deem my equipment "Beyond Economical Repair?"

Ans: No, the "Beyond Economical Repair" process can only be initiated by a service technician from the appropriate repair department. (The form is on the Purchasing web site)

27. What if I would like to see a "Detailed Report" on the condition of my facility?

Ans: This is another request you can put in right through your FSR. There have been professional assessments conducted at the facility; your FSR can tell you if there is a report on your facility. You can

ask for the “Guide to Facility Detailed Reports” to help you differentiate the data that will be outlined in the report for you school.

28. What if my school lacks some basic space needs like a science lab. How do I pursue getting the needed space?

Ans: As with any need that you may have for your school, everything starts with a service request. Your request will follow our normal path for approval. In some cases your needs reflect the needs of others and will require a programmatic budget allocation to assess all similar needs. Contact your FSR.

29. How do “Priorities” get established on the outstanding Renovation work in the system?

Ans: Once the FSR enters your schools job into the system, a number is assigned and the “priority code” is given to that task (see http://sprs.ccsd.net/priority_descriptions.pdf for the Master Plan listing on the priority guidelines).

XII) GLOSSARY OF TERMS

A.) CONSTRUCTION INDUSTRY ABBREVIATIONS

ACM.....	Asbestos Containing Material
ACBM.....	Asbestos Containing Building Material
ADA.....	Americans with Disabilities Act
ADAAG	Americans with Disabilities Act Accessibility Guidelines
A/E	Architect/Engineer
AHERA.....	Asbestos Hazard Emergency Response Act
AHJ	Authorities Having Jurisdiction
B&T.....	Boundary and Topographical
BLM.....	Bureau of Land Management
BOC	Beginning of Construction
CA.....	Construction Administration
CAD	Computer Aided Design
CCHD.....	Clark County Health District
CLV.....	City of Las Vegas
CO.....	Change Order
COH.....	City of Henderson
CPM.....	Critical Path Method

CSI.....	Construction Specifications Institute
CSR	Change in Service Request
CCSD.....	Clark County School District
DCP	Desert Conservation Program
DTCC.....	Desert Tortoise Conservation Center
DWG	Drawing
EA	Environmental Assessment
EPA.....	Environmental Protection Agency
FSR.....	Facility Service Representative
FSRR	Facility Service Regional Representative
FSRR/R.....	Reference to both the FSRR and FSR
HVAC	Heating, Ventilation, Air-Conditioning
LVVWD	Las Vegas Valley Water District
MPID	Master Plan Identification Number
NDEP	Nevada Department of Environmental Protection
<i>NDF</i>	Nevada Division of Forestry
NDOT	Nevada Department of Transportation
NESHAP	National Emissions Standards for Hazardous Air Pollutants
<i>NLV</i>	North Las Vegas
NOA	Notice of Award
NOC	Notice of Compliance
NOI.....	Notice of Intent
NPDES.....	National Pollutant Discharge Elimination System
NRTA	National Recognized Testing Agency
<i>NTP</i>	Notice to Proceed
O&M.....	Operation and Maintenance
OFCI	Owner Furnished Contractor Installed
OFOI	Owner Furnished Owner Installed
OSHA.....	Occupational Safety & Health Administration
<i>PCB</i>	Polychlorinated Biphenyl

PM.....	Project Manager
R&PP	Recreational or Public Purposes
RFI	Request for Information
RFP	Request for Proposal
RPM	Real Property Management
SES.....	Safety and Environmental Services
SF	Capital Funds Expenditure Authorization (Special Funds)
SMACNA.....	Sheet Metal Association
SOQ	Statement of Qualifications
SPOT	Single Path of Travel
SPWB	State Public Works Board
SWPPP	Storm Water Pollution Protection Program
TABA.....	Testing and Air Balance Agency
TIF.....	Tagged Image File
UST	Underground Storage Tanks
VVWD	Virgin Valley Water District
WBS.....	Work Break Down System

XIII) DEFINITIONS

ADA/AMERICANS with DISABILITIES ACT: Federal legislation, effective January 1992 that addresses issues of accessibility and accommodation.

ADDITION: A renovation project to expand educational and size capacity at existing sites/facilities.

ALTERNATE: Work requiring detailed cost analysis at time of construction bid but which may or may not be part of the project depending on availability of funds.

ANNUAL CAPITAL BUDGET: A one year look at a multi-year Capital Budget.

ANNUAL PLAN: A document prepared by Programming Services, with SPRS - Requirement Services input, which outlines by site, project specific expenditures for the District Fiscal Year.

ARCHITECT/ENGINEER: Someone lawfully licensed to practice architecture/engineering or an entity representing such in an agreement.

ASSESSMENT: A formalized approach in identifying whole site deficiencies.

ATM/ASYNCHRONOUS TRANSFER MODE: Two way technology transmitting audio, video, and data simultaneously.

BEARING WALL: A wall supporting a load other than its own weight.

BID FORMS: Forms used to provide a uniform arrangement of information for ease in fair and equitable comparison of bids.

BUBBLE DIAGRAM: A diagram that uses geometric forms to depict spaces and their functional, proportional, and physical relationship.

CAPITAL AUTHORIZATION REQUEST: A means used to request additional capital for funding projects to be included in the current Annual Plan.

CAPITAL FUNDS: Bond proceeds and funds from other sources allocated for the purpose of new construction, renovation, new additions, and other capital asset projects.

CAPITAL IMPROVEMENT PROGRAM (C.I.P): The CCSD program for major bond funded and master-planned projects for construction and renovation.

CASH FLOW: The amount of money the CCSD has available to apply towards any given project at any given time.

CHANGE ORDER: An alteration to the construction contract after the contract has been approved and amended, and the project is under construction.

CIRCUIT BREAKER: fuse-like device, designed to protect a circuit against overloading, which can be reset.

CLERESTORY: Windows extending above the main roof line.

COMMISSIONING: A process to determine if various systems within a facility operate as designed and functions as expected.

CONNEX: large, weatherproof lockable storage container used by CCSD schools and other facilities for overflow storage. SPRS - Requirement Services works in conjunction with Purchasing to maintain an inventory of all CCSD- owned connexes and is responsible for ordering, moving and assigning numbers to all connexes.

CRAWL SPACE: The shallow space between the first tier of beams and the ground.

EDUCATIONAL ADEQUACY: An analysis of existing conditions at each school versus the minimum requirement.

EDUCATIONAL SPECIFICATIONS: A manual which defines the minimum space requirements and special conditions for schools within the Clark County School District.

FACILITY CONDITION INDEX: A ratio of system deficiency costs to replacement value.

FACILITY PROJECT REQUEST APPROVAL FORM (PAF): A form used by the SPRS Department to seek approval of non-standard projects such as site funded, donated work, etc. The form is also used to allow work requests that are denied as non-conforming to be sent forward by the requestor for consideration by the region superintendent.

FACILITY/SCHOOL ASSESSMENT: A detailed condition assessment of facilities, equipment, infrastructure, and grounds. It describes site deficiencies/needs, which are then further defined and prioritized and submitted for authorization and inclusion into the Master Plan and Capital Budget.

FSRR/R: This is in reference to both the Facility Service Regional Representative and Facility Service Representative.

GROUND: A conducting connection, whether intentional or accidental, between an electrical circuit or piece of equipment and earth or some other conducting body serving in place of the earth.

HEAD IN: In a school building, the room that contains electronic equipment, servers, and television transmission for distribution to classrooms within the building.

ITV/INSTRUCTIONAL TELEVISION: The technology and methodology for the delivery of educational content, live and/or taped, via a one way video and two way audio system among post-secondary institutions and public school receiving sites.

LAND CONSERVATION PLAN LAND DISTURBANCE/MITIGATION FEE FORM:

To facilitate the implementation of the multiple species habitat construction plan for desert tortoise and other sensitive species, a mitigation fee for each acre of land located within Clark County to be paid prior to issuance of any permit required prior to the disturbance of land, including but not limited to Building Permits and Grading Permits.

LIFE CYCLE COST: Cost(s) associated with a renovation project involving comprehensive replacement of key facility site components. Replacement will be based on age, condition, and continuing educational usefulness in order to anticipate and avoid potential failure, excessive cost and/or functionality issues, and to prolong the useful life of the facility including roof replacement and mechanical systems.

LINTEL: A horizontal steel member spanning an opening to support the load above.

MASTER PLAN: A plan for the current year and long range (5 years plus) that identifies, prioritizes, schedules, budgets, and describes new construction, additions, and renovations of facilities within the District.

MOVABLES/MOVABLE EQUIPMENT: Items purchased separate from the construction contract, which

support the educational program of the school.

NEW PROJECT: This is an activity requiring capital funds that have not yet been authorized by a Capital Authorization Request.

PHASED REPLACEMENT: There are instances where some schools have had classroom space, libraries, or multipurpose rooms added. Older parts of the school is replaced while retaining the newer sections.

PORTABLE: A temporary space placed on the school campus to accommodate space requirement, usually caused by overcrowding or construction.

PRELIMINARY DESIGN SCHEDULE: This is furnished to the Architect/Engineer and establishes approximate dates for start of design as well as the start and completion of construction.

PROJECT: Capital projects led by the Facilities Division. This includes the creation, expansion, upgrade or modification of a facility with an approved scope, schedule, and budget.

PROTOTYPE DESIGN: This is a preliminary design footprint developed by Planning & Design and furnished to the Architect/Engineer and used in conjunction with the Educational Specifications.

RACEWAY: Any channel designed expressly for holding wires or cables.

REHAB/RENEWAL: The design, construction, and equipping process through which a school facility and its systems will be renewed to meet county, state, federal codes, and educational standards.

RENOVATION: Includes modernization, rehabilitation, or other capital projects established to extend or improve a facility's ability to meet the health, safety and educational needs of the CCSD. This specifically includes modernization and rehab/renewal. Large renovation projects will be programmed in the Master Plan. They will be funded in the Annual Capital Budget.

REPLACEMENT: Using a methodology (see CCSD regulation 7112) to determine the need to replace a facility.

RS MEANS: Proprietary costing software and/or manual used to facilitate construction estimating.

SCALE: Dimensions used to express relative proportion of linear feet.

SITE PLAN: Shows entire site at a suitable scale with boundary line and orientation; includes topographic information, building layout, drives, parking areas, walks, and play areas.

SPECIFICATIONS: The definition of the qualitative requirements of products, materials, and workmanship upon which the contract for construction is based.

UTILIZATION: The practical use of a room, which may be different from the originally intended use.

WRENCH: Database used by the CCSD for tracking existing facilities projects, jobs, and packages through the use of identified deficiencies.

XIV) PROCESS OUTPUT

To provide the school administrator with the necessary information needed to understand the basic operations of their school facility and the interaction necessary by the Facilities Division. Direct the school administrators to the right person for the job needed.

XV) ENDING STATEMENT

We, in the Facilities Division, are pleased to provide you with information to help make the educational experience for our students decent, safe and sanitary. We will continue to update this handbook based on the changes and enhancements that take place, pursuant to how the work is achieved. If you have any questions please call at 702-799-8710 (or WAN# 0022-5229)

Sincerely,

J. Paul Gerner, P.E., G.B.E., C.E.M.