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ABSTRACT

The procedure described herein entails the use of an educational planning consultant, statements of educational and service problems to be solved by proposed construction, a site plan, and architect selection. Also included in the outline of procedures is a tentative statement of specifications, tentative cost estimates and matrices for conducting space utilization surveys. (GM)

STATE OF NEVADA  
DEPARTMENT OF EDUCATION

BASIC PLANNING PROCEDURES

Nevada State Department of Education Form S. P. 1 (in 5 parts)\* is for use by school district officials and their architects in connection with the selection of sites and preparation of plans and specifications for school plant projects. Information supplied and decisions reached and recorded on these forms, when agreed to by school district and architect and approved by state educational plan reviewing officials, should expedite and make more definite the planning process, and thus improve the working relations of all parties involved. Perhaps its most important use will be the greater assurance given to school district officials that the completed building will reflect accurately the decisions reached during the planning process.

PART I - SCHOOL PLANT SERVICES AVAILABLE FROM NEVADA STATE DEPARTMENT OF EDUCATION lists a series of planning steps to be taken by a school district involving the School Plant Consultant of the Department.

PART II - STATEMENT OF EDUCATIONAL AND SERVICE PROBLEMS is to record the results of a careful educational analysis of school plant requirements in the district, and to indicate how it is proposed to make new facilities serve best the approved educational objectives. This record will serve as the formal basis of understanding of school district objectives among all who participate in the planning process. Copies should be made available to the architect, the State Department of Education, and any other school plant consultants who may be employed by the school district.

PART III - INFORMATION REQUIRED TO BE SUBMITTED FOR APPROVAL OF BASIC PLANS serves as a definition of basic plans. The items listed should appear on plans submitted to the State Department of Education for its approval which is required before final drawings and specifications are undertaken. Plans called for in Part II should be completed before the full payment due the architect under his contract for preliminary plans is made. Completed copies of Part II should be supplied to the architect.

PART IV - TENTATIVE OUTLINE OF BASIC SPECIFICATIONS. The information and decisions called for in Part III should be recorded after consultation involving school district officials, the architect and State Department of Education staff. A completed copy of Part III should be considered a part of the set of basic plans defined in Part II and should be supplied to all plan reviewing persons and agencies.

PART V - TENTATIVE ESTIMATE OF PROJECT COSTS should be completed as a result of understandings reached among local school officials and the architect. This document should be completely revised each time a significant change appears in estimated costs or in amounts of money available. This document plays an important part in the relationship of school district and architect and also gives essential information to plan reviewing agencies.

\*Copies may be obtained from the State Department of Education, Carson City, Nevada.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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STATE OF NEVADA  
DEPARTMENT OF EDUCATION

BASIC PLANNING PROCEDURE

PART I - SCHOOL PLANT SERVICES AVAILABLE FROM NEVADA STATE DEPARTMENT OF EDUCATION

To be effective, an educational consultant on school plant problems must be involved at certain definite stages in the planning process. He must have the opportunity always to make his recommendations in writing, and sometimes orally to the school board as well, during the very early stages of the plant planning process.

To be of real service to the district, therefore, it is necessary that the school plant consultant:

- (1) Be permitted to give in writing an evaluation of any property proposed to be acquired by the school district either for new sites or for the enlargement of present sites, prior to its acquisition.
- (2) Be permitted to examine a fully developed set of preliminary plans, along with a total site utilization plan, and outline specifications that have been prepared by the architect, and to give the district a written evaluation of the plans before the district authorizes the architect to proceed with the final plans and specifications. (This examination is best done in conference with the district superintendent and the district's architect.)
- (3) Have opportunities for additional conferences with the superintendent, the architect, or both during the time the architect is preparing the basic plans.
- (4) Be permitted to examine the final plans and specifications to determine and report in writing concerning whether or not the final plans reflect adequately the agreements reached in the preliminary plans.

The Department of Education makes the services listed above available upon call to all of the counties of the state. The recommended procedure in obtaining the School Plant Consultant's service is for the county superintendent to confer with the Department of Education and establish a suitable time for the consultant's visit to the county.

STATE OF NEVADA  
DEPARTMENT OF EDUCATION

District \_\_\_\_\_ Date \_\_\_\_\_

BASIC PLANNING PROCEDURE

PART II - STATEMENT OF EDUCATIONAL AND SERVICE PROBLEMS  
TO BE SOLVED BY PROPOSED CONSTRUCTION

(Prepared by school district)

1. Description of proposed building project. (If temporary buildings, so indicate.)
2. Maximum anticipated enrollment on this site.
3. What school and/or community services will be provided new or be improved by proposed construction?
4. Has it been determined by board policy that this project has the highest priority in relation to the total plant needs of the district?
5. State the present grade grouping plan in this district: 1-6, K-6, 1-8, K-8, 1-6 and 7-8, K6-6, K6-3-3, K8-4, K6-4-4, 4-yr. H.S. - other.
6. Is the provision of this project to facilitate the present organization or is it to facilitate a change?
7. Does this project supply all the currently needed plant facilities in this school district? If not, list other needed plant facilities.
8. The governing board has delegated the following individual to work with plan reviewing agencies and the architect on this project:

\_\_\_\_\_  
Name of Official District Representative Title

Signed: \_\_\_\_\_  
Clerk or President, Board of Trustees

Distribution - one copy each to: School District, Architect, Department of Education

Project Name \_\_\_\_\_ Architect Candidate \_\_\_\_\_ Date Submitted \_\_\_\_\_

STANDARD FORM OF QUESTIONNAIRE FOR SELECTING OF ARCHITECTS FOR SCHOOL BUILDING PROJECTS

(Approved by the National Council on Schoolhouse Construction and the American Institute of Architects and available from AIA, 1735 N.Y. Avenue, N.W. Washington 6, D.C. and from the State Department of Education, Carson City, Nevada)

A. Information by the school system to the architect:

- 1. Name of school system - - - - -
- 2. Name of superintendent or other person to whom questionnaire should be returned - - - - -
- 3. Size of system (pupil enrollment) - - - - -
- 4. General description of proposed projects:  
- - - - -  
- - - - -  
- - - - -
- 5. Approximate timetable for planning and construction period:  
- - - - -  
- - - - -  
- - - - -

B. Architect's questionnaire:

- 1. Name- - - - -
- 2. Business address- - - - -
- 3. Telephone number- - - - -
- 4. Type of organization (check one)

Individual - - - - -  
Partnership- - - - -  
Corporation- - - - -

(Over)

5. Names of principals, professional history, professional affiliation, key personnel, staff organization: (Attach information if you prefer.)

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6. Attach list of completed buildings your firm has designed during recent years. If you have recently established your own practice, indicate prior responsible affiliation with other projects. Underline those which you feel are examples of your work appropriate to our problem and which you would like to have visited.

Include cost of building, type of building, location and dates of construction. (Use separate sheet.)

7. Give names of persons to whom the Board of Education may write. These persons should have knowledge of your firm and your work:

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8. Attach any other material which might help the Board of Education in giving you proper consideration. In questions 7 and 8, the board is interested in finding out about your:

- + Integrity
- + Thoroughness
- + Creativeness
- + Adequacy of supervision
- + Business procedures and record keeping on the job
- + Financial responsibility

9. If you are called in for an interview, you will be asked to furnish information indicating:

- + That your organization is adequate to do the job
- + That previous commitments will not prevent expeditious planning of this project
- + That you are willing to devote time to carry out cooperative educational planning with designated school staff members or committees
- + Completeness of contract documents (plans and specifications)

Nevada Note: Furnish Nevada Architectural Registration Number -----  
and AIA affiliation -----

STATE OF NEVADA  
DEPARTMENT OF EDUCATION

District \_\_\_\_\_

Date \_\_\_\_\_

BASIC PLANNING PROCEDURE

PART III - INFORMATION REQUIRED TO BE SUBMITTED FOR  
APPROVAL OF BASIC PLANS

1. SITE PLAN (at suitable scale to show entire property)

Indicate on site plan:

- (a) Size and shape of entire site with over-all dimensions.
- (b) Approximate number of acres.
- (c) Existing and proposed land use zoning.
- (d) Adjacent streets, highways, sidewalks, railroads, etc. (Designate major highways, county roads, or residential streets.)
- (e) Utilities, such as water, sewer, electrical.
- (f) Topographical and soil conditions. When soil borings have been made, locations should be shown. (Engineer's survey is required to be furnished by district.)
- (g) Point of compass and data on prevailing and storm winds where significant.
- (h) Scale: minimum 1" = 50'0"
- (i) Title of project. (If tentative title, so indicate.)
- (j) Date of drawings and date of all revisions.
- (k) Existing buildings to be demolished (if any).
- (l) Existing buildings to remain (if any).
- (m) Buildings on adjacent properties within 40 feet of property lines (indicate only).
- (n) Existing growth (trees) and natural barriers (rocks, cliffs, streams, etc., if any).
- (o) Show complete block layout of proposed new buildings to be constructed and suggested future buildings for a complete site development, generally known as a "Total Site Utilization Plan". Indicate possible future land acquisition.

Distribution: one copy each to - School District, Architect, Department of Education.

- (p) Student traffic connection between all buildings.
- (q) Show dimensions between buildings and distances from property lines.
- (r) Show suggested new walks, existing walks to remain, driveways and paved areas.
- (s) Playground areas.
- (t) Indicate building area and approximate school capacity for existing buildings and proposed new buildings.

2. FLOOR PLANS OF PROPOSED NEW BUILDINGS IN THIS PROJECT ONLY

- (a) Location, sizes and purposes of all rooms, including student capacity of classrooms.
- (b) Suggested built-in equipment and casework, chalkboard, tack board, bulletin boards, etc.
- (c) Suggested laboratory furniture arrangement (electrical outlets).
- (d) Location of all doors, windows and required exit facilities.
- (e) Seating capacity of auditorium and library. Evidence of acoustical adequacy.
- (f) Seating capacity of cafeteria and number of lunch periods. Evidence of acoustical adequacy. Provision for outdoor service.
- (g) Over-all dimensions - Scale: minimum  $1/16'' = 1'0''$ .
- (h) Suggested court layouts in gymnasium, bleachers, etc.
- (i) Number and location of toilet bowls (indicate junior bowls in kindergarten, if requested).
- (j) Number and location of urinals.
- (k) Number and location of drinking fountains and fire hoses.
- (l) Number and location of lavatories or wash basins (wash fountains in cafeteria).
- (m) Date of drawings and date of all revisions.

3. TYPICAL CROSS SECTIONS (not less than  $1/8'' = 1'0''$  scale)

Show typical cross sections through classroom and corridor or covered passages, auditoriums, library, cafeteria, and gymnasium portions of buildings. Indicate on these cross sections:

- (a) Approximate clear ceiling heights.
- (b) Approximate height of window sills from floor.
- (c) Approximate heights of windows including clerestory windows.

- (d) Approximate ceiling heights of corridors and covered passages.
- (e) Clear widths of corridors.
- (f) Approximate heights of finish floors from finish grades.
- (g) Date of drawings and date of all revisions.

STATE OF NEVADA  
DEPARTMENT OF EDUCATION

District \_\_\_\_\_ Date \_\_\_\_\_

BASIC PLANNING PROCEDURE

PART IV - TENTATIVE OUTLINE OF BASIC SPECIFICATIONS  
(Prepared by school district and architect)

Submitted by:

Architect \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

School \_\_\_\_\_ Name of Building \_\_\_\_\_ Address \_\_\_\_\_

Kind of work: New \_\_\_\_\_ Rehab. \_\_\_\_\_ Temporary \_\_\_\_\_

It is understood that the specification hereinafter outlined may need to be modified before working drawings are presented for final approval.

TENTATIVE OUTLINE OF SPECIFICATIONS  
(Type X before each item to be provided)

When educationally significant changes in these tentative specifications are found necessary as planning proceeds, they should be reported when made to the Department of Education in order to expedite action when final plans are presented for approval.

1. Type of Construction:

\_\_\_\_\_

2. Roof covering:

\_\_\_\_\_ Gravel

\_\_\_\_\_ Tile

\_\_\_\_\_ Composition

\_\_\_\_\_ Composition shingles

\_\_\_\_\_ Tile shingles

3. Type of windows:

\_\_\_\_\_ Double hung

\_\_\_\_\_ Awning type

\_\_\_\_\_ Casement

\_\_\_\_\_ Steel

\_\_\_\_\_ Wood

Distribution - one copy each to: School District, Architect, Department of Education,  
State Planning Board

4. Kind of glass:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Daylight control in instruction areas:

\_\_\_\_\_ Venetian blinds  
\_\_\_\_\_ Window shades  
\_\_\_\_\_ Fixed louvers  
\_\_\_\_\_ Adjust. louvers  
\_\_\_\_\_ Darkening shades  
\_\_\_\_\_

6. Room finishes:

Floors

\_\_\_\_\_ Hardwood  
\_\_\_\_\_ Asphalt tile  
Indicate type \_\_\_\_\_  
\_\_\_\_\_ Cement  
\_\_\_\_\_ Linoleum  
\_\_\_\_\_ Terrazzo  
\_\_\_\_\_

Walls

\_\_\_\_\_ Sand finish plaster  
\_\_\_\_\_ Smooth finish plaster  
\_\_\_\_\_ Plywood  
\_\_\_\_\_

Ceilings

\_\_\_\_\_ Smooth finish plaster  
\_\_\_\_\_ Sand finish plaster

6. Room finishes (continued)

Ceilings (continued)

\_\_\_\_\_ Fibreboard  
\_\_\_\_\_ Acoustical  
\_\_\_\_\_

Wainscots

\_\_\_\_\_ Sand finish plaster  
\_\_\_\_\_ Smooth finish plaster  
\_\_\_\_\_ Plywood

7. Chalkboard:

\_\_\_\_\_ Composition  
\_\_\_\_\_ Slate  
Color \_\_\_\_\_

8. Tackboard

\_\_\_\_\_ Fibreboard  
\_\_\_\_\_ Cork carpet  
\_\_\_\_\_

9. Acoustical treatment: (kind and where used)

\_\_\_\_\_  
\_\_\_\_\_

10. Paint or surface finish schedule Give approximate reflection factors

Exterior walls \_\_\_\_\_

Corridor walls \_\_\_\_\_

Corridor ceilings \_\_\_\_\_

Classrooms:

Ceilings \_\_\_\_\_

Wainscots \_\_\_\_\_

10. Paint or surface finish schedule:  
(continued)

Classrooms: (continued)  
Casework \_\_\_\_\_  
Walls \_\_\_\_\_  
Trim \_\_\_\_\_  
Floors \_\_\_\_\_

11. Main toilet room finish materials:

Floors \_\_\_\_\_  
Walls \_\_\_\_\_  
Wainscots \_\_\_\_\_  
Ceilings \_\_\_\_\_

12. Heating systems:

\_\_\_\_\_ Panel heating system  
\_\_\_\_\_ Gas radiators  
\_\_\_\_\_ Hot air blower units  
\_\_\_\_\_ Central steam plant  
\_\_\_\_\_ Electric heating system  
\_\_\_\_\_

13. Ventilating system:

\_\_\_\_\_ Mechanical  
\_\_\_\_\_ Natural

14. Cooling system:

\_\_\_\_\_

15. Electrical work:

Wiring:

Rigid conduit \_\_\_\_\_ EMT \_\_\_\_\_

15. Electrical work (continued)

Wiring (continued)

\_\_\_\_\_ Underground service  
\_\_\_\_\_ Overhead service  
\_\_\_\_\_ Conduit for public  
\_\_\_\_\_ Outlets at life science  
student stations  
\_\_\_\_\_

Provisions for future additions:

\_\_\_\_\_ Space in service conduit  
\_\_\_\_\_ Space for expansion of  
main panel  
\_\_\_\_\_ Conduit stubs for future  
expansion  
\_\_\_\_\_

Conduit switching classrooms:

\_\_\_\_\_ All lights on one switch  
\_\_\_\_\_ Inside wall lights and  
outside wall lights switch-  
ed in groups separately  
\_\_\_\_\_

Lighting fixtures for classrooms:

\_\_\_\_\_ Incandescent  
\_\_\_\_\_ Direct  
\_\_\_\_\_ Semi-direct  
\_\_\_\_\_ Indirect  
\_\_\_\_\_ (type)

Fluorescent:

\_\_\_\_\_ Bare lamps  
\_\_\_\_\_ Shield lamps

15. Electrical work (continued)

Fluorescent (continued)

\_\_\_\_\_ Troffers

\_\_\_\_\_ Indirect

\_\_\_\_\_ Height from floor

Estimated foot candle intensity:

\_\_\_\_\_ Classrooms

\_\_\_\_\_ Enclosed corridors

\_\_\_\_\_ Administrative offices

\_\_\_\_\_ Auditorium

\_\_\_\_\_ Gymnasium

\_\_\_\_\_ Cafeteria

\_\_\_\_\_ Library

\_\_\_\_\_ Shops

\_\_\_\_\_ Sewing rooms

\_\_\_\_\_ Drawing and art rooms

16. Specials items contemplated

	<u>Conduit only</u>	<u>Conduit and wiring</u>	<u>Complete with equipment</u>
Audio visual aids	_____	_____	_____
Photo-cell control	_____	_____	_____
Program clock system	_____	_____	_____
Program bell system	_____	_____	_____
Fire alarm system	_____	_____	_____
Public address system	_____	_____	_____
Inter-phone system	_____	_____	_____
Border lights	_____	_____	_____
Footlights	_____	_____	_____

16. Special items contemplated (continued)

<u>Conduit only</u>	<u>Conduit and wiring</u>	<u>Complete with equipment</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Dimmers

P. A. system for auditorium

M. P. sound wiring in auditorium

Water supply

\_\_\_\_\_ Water main

\_\_\_\_\_ Well

\_\_\_\_\_ Pneumatic pressure tank

\_\_\_\_\_ Elevated tower

Cafeteria contemplated equipment

\_\_\_\_\_ Refrigerator

\_\_\_\_\_ Range

\_\_\_\_\_ Power mixer

\_\_\_\_\_ Power vegetable peeler

\_\_\_\_\_ Bake ovens

\_\_\_\_\_ Steamer

\_\_\_\_\_ Dishwasher

\_\_\_\_\_ Steam table

Sewage disposal

\_\_\_\_\_ Sanitary sewer

\_\_\_\_\_ Septic tank

\_\_\_\_\_ Overflow to cesspools

\_\_\_\_\_ Direct into cesspools

\_\_\_\_\_ Field drain lines

Has cafeteria layout been approved by the Supervisor of the School Lunch Program, State Department of Education?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

Has the system been approved by the Division of Public Health Engineering of the State Department of Health?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

List below or attach a separate statement covering specifications for other special features included in the project, such as auditorium, gymnasium, cafeteria, shops, etc., or any further detailed information relative to the items listed.

Signed: \_\_\_\_\_  
Architect

Nevada state license number \_\_\_\_\_

Date \_\_\_\_\_

APPROVED:

\_\_\_\_\_  
Nevada State Department of Education

By: \_\_\_\_\_

Date \_\_\_\_\_

Board of Trustees

\_\_\_\_\_ School District

By: \_\_\_\_\_

Date \_\_\_\_\_

STATE OF NEVADA  
DEPARTMENT OF EDUCATION

District \_\_\_\_\_ Date \_\_\_\_\_

BASIC PLANNING PROCEDURE

PART V - TENTATIVE ESTIMATE OF PROJECT COSTS  
(Prepared by school district and architect)

Submitted by: \_\_\_\_\_  
Architect \_\_\_\_\_ School \_\_\_\_\_

Kind of work: New \_\_\_\_\_ Rehab. \_\_\_\_\_ Temporary \_\_\_\_\_

1. Estimated construction cost:

- A. Construction project as a whole \_\_\_\_\_ sq. ft. @ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_
- B. Estimated construction cost by building area types (classrooms, auditoriums, cafeterias, etc.)

a.	_____	_____	sq. ft.	@	\$	_____	\$	_____
b.	_____	_____	sq. ft.	@	\$	_____	\$	_____
c.	_____	_____	sq. ft.	@	\$	_____	\$	_____
d.	_____	_____	sq. ft.	@	\$	_____	\$	_____
e.	_____	_____	sq. ft.	@	\$	_____	\$	_____
f.	_____	_____	sq. ft.	@	\$	_____	\$	_____
g.	_____	_____	sq. ft.	@	\$	_____	\$	_____
h.	_____	_____	sq. ft.	@	\$	_____	\$	_____
i.	_____	_____	sq. ft.	@	\$	_____	\$	_____
j.	_____	_____	sq. ft.	@	\$	_____	\$	_____

(1) subtotals for construction cost \_\_\_\_\_ sq. ft. \$ \_\_\_\_\_

2. Estimated construction costs of site development:

	<u>Quantity</u>	<u>Unit Cost</u>	<u>Total</u>
a. Grading	_____ yds.	_____	_____
b. "A. C." paving	_____ yds.	_____	_____
c. "P. C." paving	_____ yds.	_____	_____
d. Curbing	_____ lf	_____	_____
e. Benches	_____ lf	_____	_____
f. Fencing	_____ lf	_____	_____
g. Drainage			
(a) Pipe	_____ lf	_____	_____
(b) Sewer	_____ lf	_____	_____
h. Electrical	_____ lf	_____	_____

Distribution - one copy each to: School District, Architect, Department of Education,  
State Planning Board





School \_\_\_\_\_

Date \_\_\_\_\_

**S P A C E A D E Q U A C Y S U R V E Y**

**PUPIL-PERIOD ENROLLMENT CHART**  
(School Summary Sheet by Departments)

**GRAND TOTAL PERIOD ENROLLMENTS:**

Part I, Column #4

(1)	(2)								(3)	(4)	(5)	(6)
	Total Department Enrollments - from Part I											
School Subjects	1	2	3	4	5	6	7	8	Total Pupil Enrollment Col. 4, Part I	% Col. 3 is of Grand Total Enrollment Actual Adj.	No. Classes Reported Col. 5, Part I	Average Class Size Col. 3 + Col. 5
English												
Lang. (Academic)												
Mathematics												
Social Studies												
Speech - Drama												
Language (Lab.)												
Chemistry												
Physics												
Gen'l. Science												
Electronics												
Biology												
Botany, Zoology												
Health												

S P A C E A D E Q U A C Y S U R V E Y

PUPIL-PERIOD ENROLLMENT CHART  
(School Summary Sheet by Departments)

(1) School Subjects	(2) Total Department Enrollments - from Part I								(3) Total Pupil Enrollment Col.4, Part I	(4) % Col.3 is of Grand Total Enrollment Actual Adj.	(5) No. Classes Reported Col.5, Part I	(6) Average Class Size Col.3 ÷ Col.5
	1	2	3	4	5	6	7	8				
Typing												
Shorthand												
Bookkeeping												
Gen. Business												
Bus. Machines												
Agriculture												
Agriculture (Lab.)												
Wood Shop												
Metal Shop												
Auto Mechanics												
Mechanical Drawing												
Art												
Crafts												
Driver Training												
Library												

S P A C E A D E C U A C Y S U R V E Y

PUPIL-PERIOD ENROLLMENT CHART  
(School Summary Sheet by Departments)

(1)	(2)								(3)	(4)	(5)	(6)
	Total Department Enrollments - from Part I											
	1	2	3	4	5	6	7	8				
Home Economics												
Family Life												
Machine Shop												
Music	Band											
	Choral											
Journalism												
Orientation												
Distributive Ed.												
Study Hall												
GRAND TOTAL												

DEPARTMENT OF EDUCATION

S P A C E A D E Q U A C Y S U R V E Y

County School Dist. \_\_\_\_\_  
 School \_\_\_\_\_  
 \* \_\_\_\_\_

- 1. Predicted Enrollment \_\_\_\_\_ (date) \_\_\_\_\_
- 2. Present Enrollment \_\_\_\_\_
- 3. Predicted Increase \_\_\_\_\_
- 4. Working Factor (line 1 + line 2) \_\_\_\_\_

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
SCHOOL SUBJECTS	Current Pupil-Period Enrollment Col. 3-Pt. II	Average Class Size District Policy	Class Grps. Required (Col. 2 + by Col. 3)	Class Groups Required for Predicted Enrl. (Col. 4 times Working Factor)	Teaching Space Needs Computed for Predicted Enrollment (Col. 5 + *)	Teaching Space Needs Adjusted by Conference	No. of Adeo. Teaching Spaces Now Available	No. of Addnl Teaching Spaces Recommended to District
English								
Languages (Academic)								
Mathematics								
Social Studies								
TRANSFERS FROM OTHER DEPTS. TO ACADEMIC:								
A C A D E M I C S U B - T O T A L								
Speech - Drama								
Lang. Laboratory								
Chemistry								
Physics								
Gen'l. Science								
Electronics								
Biology								
Botany, Zoology								
Health								

\* - No. of teaching periods in daily schedule

S P A C E A D E Q U A C Y S U R V E Y

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
	Current Pupil-Period Enrollment Col. 3-Pt. II	Average Class Size District Policy	Class Grp. Required (Col. 2 + by Col. 3)	Class Groups Required for Predicted Enrl. (Col. 4 times Working Factor)	Teaching Space Needs Computed for Predicted Enrollment (Col. 5 + *)	Teaching Space Needs Adjusted by Conference	No. of Adeq. Teaching Spaces Now Available	No. of Addn. Teaching Spaces Recommended to District
SCHOOL SUBJECTS								
Typing								
Shorthand								
Bookkeeping								
Gen. Business								
Bus. Machines								
Agriculture								
Agriculture Laboratory								
Wood Shop								
Metal Shop								
Auto Mechanics								
Mechanical Drawing								
Art								
Crafts								
Driver Training								
Library								

S P A C E A D E C U A C Y S U R V E Y

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
SCHOOL SUBJECTS	Current Pupil-Period Enrollment Col. 3-Pt. II	Average Class Size District Policy	Class Grp Required (Col. 2 + by Col. 3)	Class Groups Required for Predicted Enrl (Col. 4 times Working Factor)	Teaching Space Needs Computed for Predicted Enrollment (Col. 5 + *)	Teaching Space Needs Adjusted by Conference	No. of Adeq Teaching Spaces Now Available	No. of Addnl. Teaching Spaces Recommended to District
Home Economics								
Family Life								
Machine Shop								
Music	Band							
	Choral							
Journalism								
Orientation								
Distributive Education								
Study Hall								
<b>GRAND TOTAL</b>								