

NORTH LAWRENCE COMMUNITY SCHOOLS

Bedford, Indiana

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March, 1999

Preface

School facility planning is a difficult responsibility because the process is affected by many variables. Population changes, the economy, and changes in state rules and regulations exemplify conditions which can change the need for instructional and support space.

Decisions regarding school buildings also are shaped by political decisions. Taxpayers, school board members, employees of the school corporation, and others bring varying values and beliefs to the planning process; and as a result, the residents of a school corporation often do not agree on planning initiatives.

Even though long-range planning is intricate and difficult it nevertheless is necessary. The development of initiatives to assure proper learning environments ten and fifteen years into the future requires a systematic approach to planning. That is, the planning must be based on real needs and examine all major facets of the school corporation as an organization. Priorities must be made for funding and equity in school programming is a paramount issue in a school corporation striving to provide equal opportunity for all students.

The intent of this report is to provide the Board of School Trustees and the administration of the North Lawrence Community Schools with data and a plan to address school facility needs for the twenty-first century.

The consultants wish to extend appreciation to Mr. James L. Terrell, Superintendent; central office staff; building

principals; and the teachers for providing the data needed for such a study. Members of the Citizen's Advisory Committee are to be commended for their time and energy which they committed to the study. Without the unselfish contributions of many people in the North Lawrence Community Schools this study would not be possible.

Theodore J. Kowalski, Ph.D.

Alex C. Moody, Ph.D.

Robert G. George, Ph.D.

COMMUNITY ADVISORY COMMITTEE

A committee was established by the school corporation to assist the consultants with the development of recommendations. The committee reviewed all data presented in this study and visited each school to discuss the strengths and concerns of the building with the principal. The committee members assisted in the recommendations presented in the study. Appreciation is extended to the members of the committee for the time and energy which they put into the study. Members of the committee include:

Kent Armstrong
Tim Deckard
Rennie Fish
Neil Hayes
Ray Housel
Judith Jacobs
Debbie Mason
Darren Root
Patricia Spoonmore
Kathy Thorne
Laura Waggoner

Kevin Beasley
Al Estes
Mike Hamilton
Mike Hicks
Patricia Hutchinson
Patty Mabrey
Connie Parker
Linda Sanders
Bill Spreen
Dale Underwood
Sari Wood

Three members of the committee did not agree with the recommendations. They are: Kent Armstong, Mike Hicks, and Darren Root.

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CHAPTER 1

THE COMMUNITY AND SCHOOL

The public schools of any community are a reflection of the understanding of the people whom they serve. The geography, population trends, socio-economic status, and work opportunities in the community will influence the type of educational programs to be offered by the schools. For this reason, a description of the more significant of these factors is essential in developing a perspective for the study of a school system.

In some instances, these community factors may act as an inhibiting influence on the development of the highest possible quality of education. Such factors as a lack of understanding of the vital role education plays in the lives of today's citizens and a lack of resources to pay the price for quality education, can inhibit the development of a sound educational program. In other instances, community factors can serve to enhance the development of a sound educational program.

The schools have their own unique problems which are the result of changes in population, in the nature of the school children, the social, cultural, and economic life of the area, and the changes which occur in school programs.

A Changing Society

There are, however, other factors of a national scope which must be considered in planning and executing an educational program that meets the needs of the future citizens of our

society. To the best of its ability, a modern school system must translate the demands of our times into experiences that equip students to live in a society which emphasizes change, mobility, and adaptability. Technological advances are creating a rapidly changing employment picture. The U. S. Department of Labor has estimated that these advances in technology will force some people to change the nature of their employment ten or more times during their lifetime.

The prime concern of the citizens of the North Lawrence Community Schools must be the ways in which they can develop an educational system which will provide general knowledge, cultural understandings, social values and attitudes, and basic skills that will make students successful citizens in a dynamic democratic society.

Focus of the Study

This study will focus upon the need for and utilization of school facilities based upon the congruency between educational programs to be offered and the ability of the various school buildings to accommodate the program. The program and facilities of the elementary schools, middle/junior high schools, and senior high school will be studied by the survey team and the citizens advisory committee in order to provide a composite of all programs and facilities. The financial ability of the school corporation will determine the extent to which it can afford to improve educational facilities (financial leeway). Conclusions and recommendations will then be developed to provide

a plan of action which the board and community must study in detail.

The Community

The North Lawrence Community Schools are located in Lawrence County. Bedford is the largest community in the school corporation and serves as the county seat for Lawrence County. Other towns in the school corporation include Oolitic, Springville, Avoca, Heltonville, Needmore, Guthrie, Fayetteville, Peerless, Zelma, and Pinhook. The area is a mix of farm/agri-related business and residents employed in business/industry in the immediate area. Some residents also work in Bloomington and surrounding communities. The county has one other school corporation which is the Mitchell Community Schools.

Indiana Highway 37 crosses the area in a north-south direction. U. S. Highway 50, Indiana Highway 58, Indiana Highway 54, Indiana Highway 450, Indiana Highway 458, and Indiana Highway 446 also cross the geographic area.

There is no zoning ordinance in Lawrence County; however, the city of Bedford does have zoning ordinances. Data relative to the number of building permits issued by the City Planning Department include the following:

	1994		1995		1996		1997		1998	
	SF	MF	SF	MF	SF	MF	SF	MF	SF	MF
City of Bedford	52	46	32	40	16	22	30	20	19	07

Population Trends in Lawrence County: The United States census is the most accurate data available relative to county population. During the time period 1970 to 1980, many of the 92

Indiana counties were growing in population, however, between 1980 and 1990 the population increase in many counties was limited. Lawrence County as well as the area served by the North Lawrence Community Schools experienced an increase in population from 1980 to 1990.

In Table 1.1 is presented the population data for the political subdivisions of Lawrence County which comprise the North Lawrence Community Schools for the period 1960 through 1990 as prepared by the United States Census Bureau.

Bedford and Lawrence County have experienced a very favorable economic growth pattern in recent years. Major divisions of General Motors and Ford are located in Bedford. These two facilities are major employers with strong hourly work rates or salaries for employees. Also the Crane Military Depot is located very near Bedford. This facility provides good employment opportunity. Six local mid-sized industries also have recently expanded facilities and hired additional people. Local officials feel that one major asset is the number of small to mid size local companies which have located in the area.

One limitation is the availability of land for housing and industrial development in the city of Bedford. The infrastructure of services by the city were identified as very good. Sewage availability was listed as the only limitation. This is particularly true in the county.

Unemployment has remained at about five percent and local officials are unable to determine why the percentage is so high when many employment opportunities exist in the area.

TABLE 1.1

**TOTAL POPULATION FOR THE POLITICAL ENTITIES COMPRISING
THE NORTH LAWRENCE COMMUNITY SCHOOLS, 1960 THROUGH 1990**

Political Entity	Year			
	1990	1980	1970	1960
Guthrie Township	1,358	1,275	1,160	1,184
Indian Creek Township	2,528	2,296	1,836	1,467
Oolitic	(6)	(0)	(0)	(0)
Marshall Township	3,800	3,509	2,380	2,061
Perry Township	1,726	1,533	1,148	1,046
Pleasant Run Township	1,649	1,579	1,601	1,570
Shawswick Township	20,136	20,569	20,160	19,606
Bedford City	(13,817)	(14,410)	(13,087)	(13,024)
Englewood	(0)	(0)	(1,219)	(1,232)
Oolitic	(1,418)	(1,495)	(1,155)	(1,140)
Spice Valley Township	<u>1,988</u>	<u>2,077</u>	<u>1,749</u>	<u>1,910</u>
Total	<u>33,185</u>	<u>32,838</u>	<u>30,034</u>	<u>28,844</u>
Lawrence County	<u>42,836</u>	<u>42,472</u>	<u>38,038</u>	<u>36,564</u>

The Census Bureau reported the estimates of population by county according to a recent report. According to that report, the population of Lawrence County in 1997 was estimated at 45,361 which was a 5.9 percent increase from 1990. The average growth for Indiana counties was 5.35 percent. That report also indicated that the 1996 estimated population of Bedford was 14,667 which indicated a 6.15 percent increase from 1990.

The School Corporation

The North Lawrence Community Schools consist of the city of Bedford, the town of Oolitic, and several small towns. The school corporation also includes Guthrie Township, Indian Creek Township, Marshall Township, Perry Township, Pleasant Run Township, Shawswick Township, and a part of Spice Valley Township.

The school corporation is organized with a seven member board of school trustees. The school corporation operates ten elementary schools, one special education school, three middle or junior high schools, and one high school. The school corporation also operates a vocational school.

Six non-public schools are located in the attendance area of the North Lawrence Community Schools. The non-public schools include:

Saint Vincent DePaul School	PK - 8
Calvary Lutheran Pre-school	PK - PK
Stone City Christian Academy	KG - 12
Community Christian School	1 - 8
The Antioch Hope Christian School	2 - 12
Springville Christian School	KG - 12

Projecting Pupil Enrollment

An important aspect of a school survey is an estimation of future enrollments. Irrespective of what modifications in physical plant or programs are contemplated, inevitably the corporation must respond to the number of pupils to be served. In an area with a relatively stable population, future enrollments can be predicted with a fair degree of accuracy. The matter of projecting enrollments at this point in history is fraught with many variables; however, after giving due attention to factors which influence public school enrollment such as economic conditions, community growth, birth rates, changing land use patterns, age and grade composition of the pupil population, the progress of pupils through school, and housing patterns, prediction of future enrollment can be made with a fair degree of confidence.

Four distinct techniques may be used for forecasting total school system enrollment levels. The basic rationale of each technique is described briefly.

The cohort survival technique is the method that is generally used as a short-range tool. It is based on the calculation of a series of survival rates, each of which indicated the fraction of students in one grade in a given year who 'survive' to the next grade in the next year. The survival rates will thus encompass all of the individual factors influencing enrollments, such as migration and retention rates. Enrollments in the initial grade are estimated independently on the basis of past birth data. This technique may be particularly appropriate for school districts where the principal source of uncertainty as to future enrollment levels can be attributed to changes in birth rate or the age distribution of the population, and where other factors such as migration rates are expected to remain stable or continue to change at the same rate as they have in the past.

A second technique is entitled time trend projections. This method also lumps the effect of individual phenomena together and simply extrapolates the specified enrollment trend. An advantage of this technique is that the user is allowed considerable freedom in the selection of an appropriate trend curve. Therefore, the projections are not entirely constrained to an exact replication of past trends, but reflect the user's perception of the most likely pattern of future enrollments.

A third technique is the ratio method. Forecasts derived using this technique are based upon currently available projections of trends for some larger region of which the local school

district is a part. In general, larger regional forecasts are more reliable than forecasts for a small geographic area. Thus, if the relationship between the larger area and the local school system is reasonably stable, this technique may be useful in deriving longer range forecasts.

The dwelling unit multiplier technique is a fourth method presented for projecting total school system enrollments. This technique involved the generation of separate forecasts of future dwelling unit growth (by type of dwelling) and of the yield of public school enrollments applicable to these dwellings. This method may be especially appropriate in growing school districts where a major portion of the enrollment growth is expected to stem from future residential development.

Of the four enrollment forecasting techniques only the cohort survival technique specifically derives estimates of enrollments by grade.

The cohort survival (or grade progression) technique is the most commonly used enrollment forecasting method. The data requirements are not extensive and the necessary computations are relatively simple and straightforward.

The dwelling unit multiplier technique may represent a useful alternative to the three previous forecasting techniques. It should be particularly applicable to rapidly growing school systems where a large portion of the increase in enrollment has been and is expected to be attributable to residential development. This technique requires more extensive data than do the other techniques and thus may not be feasible for some districts. The items for which historical data are required are the number

of dwelling units, i.e., the average number of public school children in each dwelling unit, by dwelling unit type if possible.

The technique may be applied for all dwellings grouped together, regardless of type, or for each specific category of dwelling units within the district. As fine a breakdown as possible should be used, with the deciding factor being the availability of data. In general, separate analysis of single and multiple family dwellings will be desirable because the yield of public school children typically varies substantially between these two types.

Even when population growth occurs, it does not necessarily imply increased enrollment in schools. New businesses might add to the economic base, but have little impact on school enrollments. A spurt of residential building does not mean that homes will be occupied by families with school age children. Mobile homes, light industry, apartment complexes, retirement facilities, or commercial ventures all may affect the nature of these variables within their corporation.

There is a trend of reduced family size, coupled with delayed families, or families with no children. As a result more housing units are needed to yield the same number of school age children.

The cohort survival technique will be used to project future pupil population for the North Lawrence Community Schools.

Enrollment History: Table 1.2 shows the enrollment history for the North Lawrence Community Schools by grade level for the school years of 1993-94 Through 1998-99.

TABLE 1.2

**ENROLLMENT HISTORY BY GRADE LEVEL FOR THE
NORTH LAWRENCE COMMUNITY SCHOOLS, 1993-94 THROUGH 1998-99**

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
1993-94	356	421	366	402	415	391	426	460	457	490	404	386	405	103
1994-95	408	396	430	376	389	422	392	441	436	528	414	362	351	105
1995-96	465	412	379	428	371	398	428	403	442	524	418	366	367	93
1996-97	442	474	403	367	422	378	421	434	411	500	443	337	386	86
1997-98	430	434	440	407	362	421	373	399	436	470	408	372	343	98
1998-99	423	426	423	439	380	383	419	382	400	460	402	361	369	113

In Table 1.3 is presented the same data by grade groupings.

TABLE 1.3

**ENROLLMENT HISTORY BY GRADE GROUPINGS FOR THE
NORTH LAWRENCE COMMUNITY SCHOOLS, 1993-94 THROUGH 1998-99**

Year	K-6	7-8	9-12	Other	Total
1993-94	2,777	917	1,685	103	5,482
1994-95	2,813	877	1,655	105	5,450
1995-96	2,881	845	1,675	93	5,494
1996-97	2,907	845	1,666	86	5,504
1997-98	2,867	835	1,593	98	5,393
1998-99	2,893	782	1,592	113	5,380

Data presented in Table 1.3 indicate that elementary (K-6) enrollment increased while middle/junior high school (7-8) enrollment and high school (9-12) enrollment decreased slightly.

Advancement Ratios: Using the data from Table 1.2, it is possible to determine the advancement ratio which is the proportion of pupils who advance from one grade level to another. An advance ratio of 1.0 would indicate no gain or loss in pupil population while a ratio which is greater than 1.0 indicates an increase in pupil number as a consequence of in-migration. In

Table 1.4 is presented the advancement ratio by grade for the North Lawrence Community Schools.

TABLE 1.4
ADVANCEMENT RATIO BASED ON HISTORY DATA FOR THE
NORTH LAWRENCE COMMUNITY SCHOOLS, 1993-94 THROUGH 1998-99

Ratios		K	1	2	3	4	5	6	7	8	9	10	11	12
From	To													
93-94	94-95	1.15	1.11	1.02	1.03	.97	1.02	1.00	1.04	.95	1.16	.84	.90	.91
94-95	95-96	1.14	1.01	.96	1.00	.99	1.02	1.01	1.03	1.00	1.20	.79	.88	1.01
95-96	96-97	.95	1.02	.98	.97	.99	1.02	1.06	1.01	1.02	1.13	.85	.81	1.05
96-97	97-98	.97	.98	.93	1.01	.99	1.00	.99	.95	1.00	1.14	.82	.84	1.02
97-98	98-99	.98	.99	.97	1.00	.93	1.06	1.00	1.02	1.00	1.06	.86	.88	.99
Means		1.039	1.023	.972	1.000	.972	1.023	1.011	1.010	.995	1.137	.831	.862	.998

Data presented in Table 1.4 indicate a factor greater than 1.0 in five grade levels at the elementary (K-6) level, one grade level at the middle/junior school (7-8), and one grade level at the high school (9-12). These advancement ratios are indicative of a school corporation which will experience some growth in pupil population at the elementary level.

Enrollment Projections Based on History: In Table 1.5 is presented the present and estimated future pupil population based on history for the North Lawrence Community Schools, 1998-99 through 2006-07.

TABLE 1.5

**PRESENT AND ESTIMATED FUTURE PUPIL POPULATION
BY GRADE BASED ON HISTORY FOR THE
NORTH LAWRENCE COMMUNITY SCHOOLS, 1998-99 THROUGH 2006-07**

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Other
1998-99	423	426	423	439	380	383	419	382	400	460	402	361	369	113
1999-2000	439	432	414	422	426	388	387	423	380	454	382	346	360	98
2000-2001	455	449	419	413	410	435	392	390	421	432	377	329	345	103
2001-2002	472	465	436	418	401	419	439	395	388	478	358	325	328	104
2002-2003	490	482	451	435	406	410	423	443	393	441	397	308	324	102
2003-2004	508	501	468	450	422	415	414	427	440	446	366	342	307	102
2004-2005	527	519	486	467	437	431	419	418	425	500	370	315	341	102
2005-2006	547	539	504	485	453	447	435	423	416	483	415	319	314	102
2006-2007	568	559	523	503	471	463	452	439	421	473	401	357	318	102

The data based on history data indicate that elementary enrollment (K-6) is projected to increase through 2006-07. The middle/junior high school (7-8) enrollment is projected to increase slightly, and the high school (9-12) enrollment is projected to decrease slightly.

In Table 1.6 is shown the same data by grade grouping.

TABLE 1.6

**PRESENT AND ESTIMATED FUTURE PUPIL POPULATION
BY GRADE GROUPINGS BASED ON HISTORY FOR THE
NORTH LAWRENCE COMMUNITY SCHOOLS, 1998-99 THROUGH 2006-07**

Year	K-6	7-8	9-12	Other	Total
1998-99	2,893	782	1,592	113	5,380
1999-2000	2,908	803	1,542	98	5,351
2000-2001	2,973	811	1,483	103	5,370
2001-2002	3,050	783	1,489	104	5,426
2002-2003	3,097	836	1,470	102	5,505
2003-2004	3,178	867	1,461	102	5,608
2004-2005	3,286	843	1,526	102	5,757
2005-2006	3,410	839	1,531	102	5,882
2006-2007	3,539	860	1,549	102	6,050

Enrollment Projections Based on Birth Data: Table 1.7 shows the number of live births in Lawrence County for each year from 1988 through 1993 and the number of kindergarten students entering the North Lawrence Community Schools five years later.

TABLE 1.7
NUMBER OF LIVE BIRTHS IN LAWRENCE COUNTY
FROM 1988 THROUGH 1993 AND NUMBER OF
STUDENTS ENTERING KINDERGARTEN FIVE YEARS LATER

<u>Year</u>	<u>Lawrence County Resident Births</u>	<u>Year</u>	<u>North Lawrence Community Schools Kindergarten Enrollment</u>
1988	549	1993	356
1989	564	1994	408
1990	568	1995	465
1991	557	1996	442
1992	607	1997	430
1993	<u>604</u>	1998	<u>423</u>
Total	<u>3,449</u>	Total	<u>2,524</u>

An average percentage was derived by dividing the number of North Lawrence Community Schools kindergarten enrollment from 1993 to 1998 (2,524) by the total number of Lawrence County resident births from 1988 to 1993 (3,449). This indicated that an average of .7318 percent of the number of Lawrence County resident births entered the North Lawrence Community Schools during the time span described. By applying this percentage to the number of live births in Lawrence County from 1994 through 1999 (estimated), projections for kindergarten enrollments for the North Lawrence Community Schools during the period from 1999 to 2004 were computed as shown in Table 1.8. Total live births for

Lawrence County were not available for the years 1997 and 1998 at the time the enrollment projections were conducted; consequently, it was necessary to estimate total live births.

TABLE 1.8

**PROJECTED KINDERGARTEN ENROLLMENT FOR THE
NORTH LAWRENCE COMMUNITY SCHOOLS,
FOR THE YEARS 1999 THROUGH 2004**

<u>Year</u>	<u>Lawrence County Resident Births</u>	<u>Year</u>	<u>North Lawrence Community Schools Enrollment Projections</u>
1994	616	1999	451
1995	562	2000	411
1996	605	2001	443
1997 (prov.)	594	2002	435
1998 (est.)	587	2003	430
1999 (est.)	595	2004	436

In Table 1.9 is shown present and estimated future population based on birth data for the North Lawrence Community Schools 1998-1999 through 2006-07.

TABLE 1.9

**PRESENT AND ESTIMATED FUTURE PUPIL POPULATION
BY GRADE LEVEL BASED ON BIRTH DATA FOR THE
NORTH LAWRENCE COMMUNITY SCHOOLS, 1998-99 THROUGH 2006-07**

<u>Year</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Other</u>
1998-99	423	426	423	439	380	383	419	382	400	460	402	361	369	113
1999-2000	451	432	414	422	426	388	387	423	380	454	382	346	360	98
2000-2001	411	461	419	413	410	435	392	390	421	432	377	329	345	103
2001-2002	443	420	448	418	401	419	439	395	388	478	358	325	328	104
2002-2003	435	453	408	447	406	410	423	443	393	441	397	308	324	102
2003-2004	430	444	440	407	434	415	414	427	440	446	366	342	307	102
2004-2005	436	439	431	439	395	443	419	418	425	500	370	315	341	102
2005-2006	436	445	426	430	426	404	448	423	416	483	415	319	314	102
2006-2007	436	445	432	425	417	435	408	452	421	473	401	357	318	102

It may be observed that projected elementary (K-6) enrollment based on birth data is less than projections based on history data. In Table 1.10 is shown present and estimated pupil population by grade groupings based on birth data for the North Lawrence Community Schools.

TABLE 1.10

**PRESENT AND ESTIMATED FUTURE PUPIL POPULATION
BY GRADE GROUPINGS BASED ON BIRTH DATA FOR THE
NORTH LAWRENCE COMMUNITY SCHOOLS, 1998-99 THROUGH 2006-07**

Year	K-6	7-8	9-12	Other	Total
1998-99	2,893	782	1,592	113	5,380
1999-2000	2,920	803	1,542	98	5,363
2000-2001	2,941	811	1,483	103	5,338
2001-2002	2,988	783	1,489	104	5,364
2002-2003	2,982	836	1,470	102	5,390
2003-2004	2,984	867	1,461	102	5,414
2004-2005	3,002	843	1,526	102	5,473
2005-2006	3,015	839	1,531	102	5,487
2006-2007	2,998	873	1,549	102	5,522

Data presented in Table 1.10 based on birth data indicate that elementary (K-6) pupil enrollment will increase very little. Middle/junior high school (7-8) enrollment is projected to increase and high school (9-12) enrollment is projected to decrease slightly.

Summary

The North Lawrence Community Schools are comprised of the city of Bedford, the town of Oolitic, and several small towns. The townships which comprise the school corporation include

Guthrie Township, Indian Creek Township, Marshall Township, Perry Township, Pleasant Run Township, Shawswick Township and a part of Spice Valley Township.

The area has experienced economic growth as several major industries are located in Bedford. Many local small and mid-sized industries are located in the area and several have recently expanded facilities and employment.

Enrollment projections based on history data indicate an increase in elementary school (K-6) enrollment and middle/junior high school (7-8) enrollment. High school (9-12) enrollment is projected to decrease slightly. Enrollment projections based on birth data indicate a slight increase in elementary school (K-6) enrollment and an increase in middle/junior high school (7-8) enrollment. High school (9-12) enrollment is projected to decline slightly.

In Table 1.11 is shown a 10 year history of enrollment by grade level for the North Lawrence Community Schools. The total enrollment has declined slightly for the time period 1989-90 to 1998-99.

TABLE 1.11

**A TEN YEAR HISTORY OF ENROLLMENT BY SCHOOL
FOR THE NORTH LAWRENCE COMMUNITY SCHOOLS**

School	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
BNL	1,674	1,684	1,690	1,672	1,697	1,700	1,675	1,677	1,610	1,636
BJH	479	470	492	509	496	474	449	446	464	443
Dollens/DJH	580.5	584.5	573.5	524.5	547.5	554	570.5	562.5	527	494
Englewood	37	40	31	29	24	19	11	21	23	22
Fayetteville	248	247	248.5	224.5	247	227.5	211	218	226.5	230
Heltonville	147	141	120.5	110	106	123	136	148.5	158	179
Lincoln	346.5	348.5	333.5	331.5	339.5	347	338.5	335.5	343	342
Needmore	305.5	268	276.5	267	259.5	245.5	264	300	319.5	341
PVP	356	330	318.5	320.5	345	335.5	334	325.5	338	308.5
PVI	334	351	325	317	302	265	281	302	262	259
Shawswick	531.5	557	548	565.5	584	591.5	567	551.5	525.5	528.5
Springville	146	149.5	150	148.5	130.5	138.5	130	128	130	144
Stalker	<u>252</u>	<u>230.5</u>	<u>232</u>	<u>226.5</u>	<u>256</u>	<u>230.5</u>	<u>259</u>	<u>261</u>	<u>243</u>	<u>241.5</u>
Total	<u>5,437</u>	<u>5,401</u>	<u>5,339</u>	<u>5,245.5</u>	<u>5,334</u>	<u>5,251.0</u>	<u>5,226</u>	<u>5,385</u>	<u>5,169.5</u>	<u>5,168.5</u>

* Kindergarten pupils are treated as .5 pupil since kindergarten is one-half day.

CHAPTER 2

PROGRAM AND WORK ENVIRONMENT

The most crucial element of long-range planning is academic programming. Fiscal and facility decisions made by school officials should reflect a sensitivity to the fact that serving the educational and developmental needs of students is the primary mission of a school district. Thus, information about programming constitutes a core element of long-range planning.

This chapter addresses professional staff perceptions of programming and facilities. The primary objective is to determine how teachers and building level administrators view their work conditions. The consultants' evaluation of facilities is presented in a separate chapter of this study.

Perceptions of Professional Staff

Input from professional staff provides a vital piece of planning information, because teachers and support professionals have first-hand knowledge of their work environments. Therefore, these individuals are able to identify specific strengths and weaknesses that others may not readily observe. Before reading this chapter, four points should be noted:

- Staff ratings reported here are based on perceptions of both quality and quantity.

- The ratings are averages (means) calculated from all of the usable responses for a given school.
- In general, staff ratings in feasibility studies have proven to objective and accurate.
- Staff ratings are not the only evidence that should be weighed in drawing conclusions and recommendations. Rather, they are weighed in conjunction with consultant evaluations and committee perceptions based on visitations to the schools.

All professional staff members in the district were given an opportunity to complete a rating form. Anonymity was assured because respondents did not identify themselves and the rating forms were not coded. Outcomes are reported only in aggregate form. A total of 282 usable forms was returned; thus, almost all eligible employees completed a rating form. The distribution of returned surveys by schools is presented in Table 2.1. As these data reveal, 13 responses were received from Joint Services personnel (special education). It is presumed that they were rating their office and support areas, and not a specific school. Thus, the responses from them are discussed separately.

Table 2.1
Number of Completed Rating Forms

School	Number of Responses
Area Vocational-Technical Center	15
Bedford North Lawrence High	69
Bedford Junior High	26
Dollens Elementary	11
Englewood	3
Fayetteville	16
Heltonville	7
Joint Services - Elementary	5
Joint Services - Secondary	8
Lincoln Elementary	16
Needmore Elementary	15
Oolitic Junior High	16
Parkview Intermediate	14
Parkview Primary	11
Shawswick Elementary	14
Shawswick Middle	8
Springville Elementary	11
Stalker Elementary	17
District Total	282

Except for the final portion of the rating, respondents were given five response choices:

4 = Excellent; 3 = Above Average; 2 = Below Average;
1 = Inadequate M = Missing

The final section is designed to elicit opinions of overall quality and the scale of response choices included:

SD = Strongly Disagree; D = Disagree; A = Agree; SA = Strongly Agree

Joint Services

Ratings provided by the Joint Services personnel focused on office and support areas housed within Bedford Junior High School. Only four areas were rated by all or most of the 13 respondents. The areas and mean scores are:

administrative offices	mean = 2.8
secretarial work areas	mean = 2.6
conference rooms	mean = 3.4
record storage	mean = 2.8.

Thus, the overall office area for the special services was rated in the high average range.

Elementary School Staff Ratings

The professional staff rated the extent to which the school's program was meeting the needs of five categories of students: (a) gifted and talented, (b) above average, (c) average, (d) below average, and (e) special education. Averages (means) all of the elementary schools are reported in Table 2.2.

Table 2.2
Elementary School Ratings of Program Effectiveness

School	Gifted & Talented	Above Average	Average	Below Average	Special Needs
Dollens	1.5	2.5	2.8	3.1	3.1
Englewood	na	na	na	na	3.0
Fayetteville	1.4	2.6	3.0	2.3	2.1
Heltonville	1.1	2.1	2.7	2.6	2.1
Lincoln	M	2.0	2.7	2.8	2.4
Needmore	1.7	3.0	3.3	2.9	2.9
Parkview Intermediate	1.5	2.7	3.1	2.9	2.9
Parkview Primary	M	2.4	2.7	2.9	3.0
Shawswick	M	2.4	2.8	2.4	1.7
Springville	1.8	2.5	3.1	3.1	3.1
Stalker	1.9	2.8	3.1	3.2	3.3

Ratings of the physical environments and opinions about the overall quality of the elementary schools are found in the

following 22 tables. The order of presentation for the elementary schools is as follows:

Dollens	Tables 2.3 and 2.4
Englewood	Tables 2.5 and 2.6
Fayetteville	Tables 2.7 and 2.8
Heltonville	Tables 2.9 and 2.10
Lincoln	Table 2.11 and 2.12
Needmore	Tables 2.13 and 2.14
Parkview Intermediate	Tables 2.15 and 2.16
Parkview Primary	Tables 2.17 and 2.18
Shawswick	Tables 2.19 and 2.20
Springville	Tables 2.21 and 2.22
Stalker	Tables 2.23 and 2.24.

Table 2.3

Dollens Elementary School (K-5): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)			✓		
• Record storage, security provisions			✓		
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms			✓		
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction			✓		
Art					
• Classroom			✓		
• Storage area			✓		
Music			✓		
Physical Education					
• Gymnasium			✓		
• Outdoor areas [playground, playing fields]		✓			
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas			✓		
• Faculty/staff dining area			✓		
• Food and material storage areas			✓		
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge			✓		
• Areas for aides to work outside the classroom			✓		
Technology accommodations					
• Computer labs				✓	
• Internet access				✓	
• Computers in the classroom				✓	
• Integration of voice, video, data			✓		
• Networking			✓		
Media Center					
• Main reading room			✓		
• Office/storage facilities			✓		
• Automation/access to information			✓		
• Private/small group study areas	✓				
• Story telling area	✓				
Conference rooms (outside of administrative area)		✓			
Lighting					
• In hallways			✓		
• In classrooms			✓		
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways			✓		
General storage room(s)			✓		
Display Areas [e.g., trophy/display cases]			✓		
Science laboratory	✓				
Kindergarten rooms			✓		

Table 2.3 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices		✓			
• Testing areas (i.e., for individual testing)		✓			
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas			✓		
• Loading dock	✓				
• Storage for maintenance equipment/supplies		✓			
Auditorium (or cafetorium)	✓				
Vehicle accommodations					
• Faculty parking			✓		
• Visitor parking			✓		
Building access					
• Walkways			✓		
• Entries			✓		
• Driveways			✓		
• Bus loading and unloading areas			✓		
Landscaping, exterior appearance of the building			✓		
Services clinic (work area for nurse)		✓			
Overall size of the school			✓		

Table 2.4

Dollens Elementary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This facility is comparable to the average elementary school in this state.	1	3	7	0
This facility is comparable to the average public school in this region of the state.	0	2	9	0
This facility accommodates the implementation of educational programs.	0	1	9	1
This facility accommodates the implementation of extracurricular programs.	0	5	6	0
The environment in this school is appropriate given the age ranges of the students.	0	1	10	0
This school facility provides teachers with ample work spaces.	2	8	1	0
This school facility provides a safe and healthy environment.	0	3	6	1
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	3	5	3
Technology has been integrated sufficiently into the school environment.	0	4	5	2

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.5

Englewood School (SPED): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices				✓	
• Work areas for secretaries/staff				✓	
• Conference room(s)					✓
• Record storage, security provisions			✓		
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms				✓	
• Area[s] for large group instruction				✓	
• Area[s] for small group instruction				✓	
Art					
• Classroom			✓		
• Storage area			✓		
Music			✓		
Physical Education					
• Gymnasium			✓		
• Outdoor areas [playground, playing fields]			✓		
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas				✓	
• Faculty/staff dining area				✓	
• Food and material storage areas				✓	
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge				✓	
• Areas for aides to work outside the classroom			✓		
Technology accommodations					
• Computer labs					✓
• Internet access			✓		
• Computers in the classroom				✓	
• Integration of voice, video, data				✓	
• Networking			✓		
Media Center					
• Main reading room				✓	
• Office/storage facilities					✓
• Automation/access to information					✓
• Private/small group study areas					✓
• Story telling area				✓	
Conference rooms (outside of administrative area)				✓	
Lighting					
• In hallways					✓
• In classrooms					✓
Climate control					
• Heating					✓
• Air-conditioning					✓
• Ventilation			✓		
Hallways					✓
General storage room(s)					✓
Display Areas [e.g., trophy/display cases]					✓
Science laboratory		✓			
Kindergarten rooms		✓			

Table 2.5 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices	✓				
• Testing areas (i.e., for individual testing)				✓	
• Records storage, security provisions				✓	
Speech, hearing, language therapy room/clinic				✓	
Restrooms					
• Student				✓	
• Adult (faculty)				✓	
Service areas					
• Custodial work areas				✓	
• Loading dock				✓	
• Storage for maintenance equipment/supplies				✓	
Auditorium (or cafetorium)				✓	
Vehicle accommodations					
• Faculty parking					✓
• Visitor parking					✓
Building access					
• Walkways					✓
• Entries					✓
• Driveways					✓
• Bus loading and unloading areas					✓
Landscaping, exterior appearance of the building				✓	
Services clinic (work area for nurse)				✓	
Overall size of the school				✓	

Table 2.6

Englewood School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This facility is comparable to the average elementary school in this state.	1	1	1	0
This facility is comparable to the average public school in this region of the state.	1	1	1	0
This facility accommodates the implementation of educational programs.	0	0	0	3
This facility accommodates the implementation of extracurricular programs.	0	0	0	3
The environment in this school is appropriate given the age ranges of the students.	0	0	1	2
This school facility provides teachers with ample work spaces.	0	0	1	2
This school facility provides a safe and healthy environment.	0	0	1	2
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	0	3	0
Technology has been integrated sufficiently into the school environment.	0	0	2	1

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.7

Fayetteville Elementary School (K-6): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)	✓				
• Record storage, security provisions			✓		
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms			✓		
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction			✓		
Art					
• Classroom			✓		
• Storage area			✓		
Music			✓		
Physical Education					
• Gymnasium				✓	
• Outdoor areas [playground, playing fields]				✓	
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas			✓		
• Faculty/staff dining area			✓		
• Food and material storage areas			✓		
Teacher Support Areas					
• Preparation areas outside the classroom		✓			
• Faculty lounge			✓		
• Areas for aides to work outside the classroom			✓		
Technology accommodations					
• Computer labs			✓		
• Internet access			✓		
• Computers in the classroom				✓	
• Integration of voice, video, data			✓		
• Networking			✓		
Media Center					
• Main reading room			✓		
• Office/storage facilities			✓		
• Automation/access to information			✓		
• Private/small group study areas	✓				
• Story telling area	✓				
Conference rooms (outside of administrative area)	✓				
Lighting					
• In hallways			✓		
• In classrooms			✓		
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways					
• General storage room(s)			✓		
• Display Areas [e.g., trophy/display cases]			✓		
• Science laboratory	✓				
• Kindergarten rooms				✓	

Table 2.9
Heltonville Elementary School (K-6): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area					
• Offices					✓
• Work areas for secretaries/staff			✓		
• Conference room(s)	✓				
• Record storage, security provisions			✓		
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms			✓		
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction			✓		
Art					
• Classroom			✓		
• Storage area			✓		
Music			✓		
Physical Education					
• Gymnasium			✓		
• Outdoor areas [playground, playing fields]			✓		
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas			✓		
• Faculty/staff dining area			✓		
• Food and material storage areas			✓		
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge				✓	
• Areas for aides to work outside the classroom			✓		
Technology accommodations					
• Computer labs			✓		
• Internet access			✓		
• Computers in the classroom			✓		
• Integration of voice, video, data			✓		
• Networking			✓		
Media Center					
• Main reading room			✓		
• Office/storage facilities			✓		
• Automation/access to information			✓		
• Private/small group study areas			✓		
• Story telling area			✓		
Conference rooms (outside of administrative area)	✓				
Lighting					
• In hallways			✓		
• In classrooms				✓	
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways					
General storage room(s)			✓		
Display Areas [.g., trophy/display cases]			✓		
Science laboratory	✓				
Kindergarten rooms				✓	

Table 2.8

Fayetteville Elementary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	7	8	0	0
This school facility is comparable to the average public school in this region of the state.	7	6	2	0
This facility accommodates the implementation of educational programs.	3	1	8	3
This facility accommodates the implementation of extracurricular programs.	2	1	9	3
The environment in this school is appropriate given the age ranges of the students.	1	4	7	3
This school facility provides teachers with ample work spaces.	7	5	3	0
This school facility provides a safe and healthy environment.	2	3	6	3
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	4	2	8	1
Technology has been integrated sufficiently into the school environment.	3	4	7	1

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.7 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas			✓		
• Loading dock	✓				
• Storage for maintenance equipment/supplies		✓			
Auditorium (or cafetorium)	✓				
Vehicle accommodations					
• Faculty parking			✓		
• Visitor parking			✓		
Building access					
• Walkways			✓		
• Entries			✓		
• Driveways			✓		
• Bus loading and unloading areas				✓	
Landscaping, exterior appearance of the building			✓		
Services clinic (work area for nurse)			✓		
Overall size of the school			✓		

Table 2.9 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)	✓				
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Restrooms					
• Student			✓		
• Adult (faculty)	✓				
Service areas					
• Custodial work areas			✓		
• Loading dock			✓		
• Storage for maintenance equipment/supplies			✓		
Auditorium (or cafetorium)			✓		
Vehicle accommodations					
• Faculty parking			✓		
• Visitor parking			✓		
Building access					
• Walkways			✓		
• Entries			✓		
• Driveways			✓		
• Bus loading and unloading areas			✓		
Landscaping, exterior appearance of the building		✓			
Services clinic (work area for nurse)			✓		
Overall size of the school			✓		

Table 2.10

Heltonville Elementary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	0	3	3	1
This school facility is comparable to the average public school in this region of the state.	0	2	4	1
This facility accommodates the implementation of educational programs.	0	3	3	1
This facility accommodates the implementation of extracurricular programs.	0	0	6	1
The environment in this school is appropriate given the age ranges of the students.	0	0	4	3
This school facility provides teachers with ample work spaces.	0	4	2	1
This school facility provides a safe and healthy environment.	0	2	3	2
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	1	4	1
Technology has been integrated sufficiently into the school environment.	0	2	3	1

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.11

Lincoln Elementary School (K-6): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)			✓		
• Record storage, security provisions			✓		
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms				✓	
• Area[s] for large group instruction				✓	
• Area[s] for small group instruction				✓	
Art					
• Classroom				✓	
• Storage area			✓		
Music				✓	
Physical Education					
• Gymnasium				✓	
• Outdoor areas [playground, playing fields]			✓		
Cafeteria					
• Student dining area				✓	
• Food preparation/serving areas			✓		
• Faculty/staff dining area			✓		
• Food and material storage areas			✓		
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge			✓		
• Areas for aides to work outside the classroom			✓		
Technology accommodations					
• Computer labs			✓		
• Internet access		✓			
• Computers in the classroom		✓			
• Integration of voice, video, data		✓			
• Networking			✓		
Media Center					
• Main reading room				✓	
• Office/storage facilities				✓	
• Automation/access to information			✓		
• Private/small group study areas	✓				
• Story telling area	✓				
Conference rooms (outside of administrative area)			✓		
Lighting					
• In hallways				✓	
• In classrooms				✓	
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways				✓	
General storage room(s)		✓			
Display Areas [e.g., trophy/display cases]		✓			
Science laboratory				✓	
Kindergarten rooms				✓	

Table 2.11 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic				✓	
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas			✓		
• Loading dock			✓		
• Storage for maintenance equipment/supplies			✓		
Auditorium (or cafetorium)				✓	
Vehicle accommodations					
• Faculty parking				✓	
• Visitor parking				✓	
Building access					
• Walkways				✓	
• Entries				✓	
• Driveways				✓	
• Bus loading and unloading areas				✓	
Landscaping, exterior appearance of the building					✓
Services clinic (work area for nurse)		✓			
Overall size of the school				✓	

Table 2.12

Lincoln Elementary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	0	0	11	4
This school facility is comparable to the average public school in this region of the state.	0	0	11	4
This facility accommodates the implementation of educational programs.	0	1	7	7
This facility accommodates the implementation of extracurricular programs.	0	0	12	2
The environment in this school is appropriate given the age ranges of the students.	0	0	7	8
This school facility provides teachers with ample work spaces.	0	0	14	1
This school facility provides a safe and healthy environment.	0	0	9	6
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	0	9	6
Technology has been integrated sufficiently into the school environment.	0	10	5	0

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.13

Needmore Elementary School (K-6): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area				Average	
• Offices				✓	
• Work areas for secretaries/staff				✓	
• Conference room(s)			✓		
• Record storage, security provisions			✓		
• Bookstore			✓		
General Instruction Spaces					
• General use classrooms				✓	
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction			✓		
Art					
• Classroom				✓	
• Storage area				✓	
Music					✓
Physical Education					
• Gymnasium				✓	
• Outdoor areas [playground, playing fields]			✓		
Cafeteria					
• Student dining area					✓
• Food preparation/serving areas					✓
• Faculty/staff dining area			✓		
• Food and material storage areas				✓	
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge			✓		
• Areas for aides to work outside the classroom			✓		
Technology accommodations					
• Computer labs					✓
• Internet access			✓		
• Computers in the classroom				✓	
• Integration of voice, video, data			✓		
• Networking			✓		
Media Center					
• Main reading room				✓	
• Office/storage facilities				✓	
• Automation/access to information			✓		
• Private/small group study areas			✓		
• Story telling area				✓	
Conference rooms (outside of administrative area)				✓	
Lighting					
• In hallways					✓
• In classrooms					✓
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways					
General storage room(s)				✓	
Display Areas [e.g., trophy/display cases]					✓
Science laboratory					✓
Kindergarten rooms					

Table 2.13 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices				✓	
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Restrooms				✓	
• Student				✓	
• Adult (faculty)				✓	
Service areas					
• Custodial work areas				✓	
• Loading dock	✓				
• Storage for maintenance equipment/supplies			✓		
Auditorium (or cafetorium)				✓	
Vehicle accommodations					
• Faculty parking				✓	
• Visitor parking				✓	
Building access					
• Walkways				✓	
• Entries				✓	
• Driveways				✓	
• Bus loading and unloading areas				✓	
Landscaping, exterior appearance of the building				✓	
Services clinic (work area for nurse)				✓	
Overall size of the school				✓	

Table 2.14

Needmore Elementary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	0	1	8	6
This school facility is comparable to the average public school in this region of the state.	0	1	9	5
This facility accommodates the implementation of educational programs.	0	0	9	6
This facility accommodates the implementation of extracurricular programs.	0	0	10	5
The environment in this school is appropriate given the age ranges of the students.	0	0	8	7
This school facility provides teachers with ample work spaces.	0	1	10	4
This school facility provides a safe and healthy environment.	0	0	7	8
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	0	10	5
Technology has been integrated sufficiently into the school environment.	0	1	10	4

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.15

Parkview Intermediate School (4-6): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)			✓		
• Record storage, security provisions			✓		
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms			✓		
• Area(s) for large group instruction			✓		
• Area(s) for small group instruction			✓		
Art					
• Classroom			✓		
• Storage area			✓		
Music			✓		
Physical Education					
• Gymnasium			✓		
• Outdoor areas [playground, playing fields]			✓		
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas			✓		
• Faculty/staff dining area			✓		
• Food and material storage areas			✓		
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge			✓		
• Areas for aides to work outside the classroom				✓	
Technology accommodations					
• Computer labs			✓		
• Internet access			✓		
• Computers in the classroom		✓			
• Integration of voice, video, data			✓		
• Networking			✓		
Media Center					
• Main reading room			✓		
• Office/storage facilities			✓		
• Automation/access to information			✓		
• Private/small group study areas			✓		
• Story telling area	✓				
Conference rooms (outside of administrative area)			✓		
Lighting					
• In hallways			✓		
• In classrooms			✓		
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways			✓		
General storage room(s)			✓		
Display Areas [e.g., trophy/display cases]			✓		
Science laboratory			✓		
Kindergarten rooms	✓				

Table 2.15 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic				✓	
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas			✓		
• Loading dock			✓		
• Storage for maintenance equipment/supplies			✓		
Auditorium (or cafetorium)			✓		
Vehicle accommodations					
• Faculty parking			✓		
• Visitor parking			✓		
Building access					
• Walkways			✓		
• Entries			✓		
• Driveways			✓		
• Bus loading and unloading areas			✓		
Landscaping, exterior appearance of the building			✓		
Services clinic (work area for nurse)			✓		
Overall size of the school				✓	

Table 2.16

Parkview Intermediate School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	1	2	10	0
This school facility is comparable to the average public school in this region of the state.	0	2	10	0
This facility accommodates the implementation of educational programs.	0	1	11	1
This facility accommodates the implementation of extracurricular programs.	0	2	10	2
The environment in this school is appropriate given the age ranges of the students.	0	0	11	3
This school facility provides teachers with ample work spaces.	0	5	9	0
This school facility provides a safe and healthy environment.	0	1	9	4
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	2	10	2
Technology has been integrated sufficiently into the school environment.	1	6	6	1

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.17

Parkview Primary School (PK-3): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area					
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)		✓			
• Record storage, security provisions		✓			
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms			✓		
• Area(s) for large group instruction			✓		
• Area(s) for small group instruction			✓		
Art					
• Classroom			✓		
• Storage area				✓	
Music				✓	
Physical Education					
• Gymnasium			✓		
• Outdoor areas (playground, playing fields)			✓		
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas			✓		
• Faculty/staff dining area			✓		
• Food and material storage areas			✓		
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge			✓		
• Areas for aides to work outside the classroom			✓		
Technology accommodations					
• Computer labs				✓	
• Internet access	✓				
• Computers in the classroom		✓			
• Integration of voice, video, data	✓				
• Networking	✓				
Media Center					
• Main reading room			✓		
• Office/storage facilities			✓		
• Automation/access to information			✓		
• Private/small group study areas			✓		
• Story telling area				✓	
Conference rooms (outside of administrative area)			✓		
Lighting					
• In hallways			✓		
• In classrooms			✓		
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways				✓	
General storage room(s)			✓		
Display Areas [e.g., trophy/display cases]			✓		
Science laboratory	✓				
Kindergarten rooms				✓	

Table 2.17 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas		✓			
• Loading dock	✓				
• Storage for maintenance equipment/supplies		✓			
Auditorium (or cafetorium)			✓		
Vehicle accommodations					
• Faculty parking			✓		
• Visitor parking			✓		
Building access					
• Walkways			✓		
• Entries			✓		
• Driveways			✓		
• Bus loading and unloading areas			✓		
Landscaping, exterior appearance of the building		✓			
Services clinic (work area for nurse)		✓			
Overall size of the school			✓		

Table 2.18

Parkview Primary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	0	2	9	0
This school facility is comparable to the average public school in this region of the state.	0	2	9	0
This facility accommodates the implementation of educational programs.	0	1	9	1
This facility accommodates the implementation of extracurricular programs.	0	5	6	0
The environment in this school is appropriate given the age ranges of the students.	0	0	9	2
This school facility provides teachers with ample work spaces.	1	5	5	0
This school facility provides a safe and healthy environment.	0	8	2	1
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	6	4	1
Technology has been integrated sufficiently into the school environment.	1	7	3	0

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.19

Shawswick Elementary School (K-5): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area				Average	
• Offices					✓
• Work areas for secretaries/staff					✓
• Conference room(s)					✓
• Record storage, security provisions					✓
• Bookstore					✓
General Instruction Spaces					
• General use classrooms					✓
• Area[s] for large group instruction					✓
• Area[s] for small group instruction					✓
Art					
• Classroom					✓
• Storage area					✓
Music					✓
Physical Education					
• Gymnasium					✓
• Outdoor areas [playground, playing fields]					✓
Cafeteria					
• Student dining area					✓
• Food preparation/serving areas					✓
• Faculty/staff dining area					✓
• Food and material storage areas					✓
Teacher Support Areas					
• Preparation areas outside the classroom					✓
• Faculty lounge					✓
• Areas for aides to work outside the classroom					✓
Technology accommodations					
• Computer labs					✓
• Internet access					✓
• Computers in the classroom					✓
• Integration of voice, video, data					✓
• Networking					✓
Media Center					
• Main reading room					✓
• Office/storage facilities					✓
• Automation/access to information					✓
• Private/small group study areas					✓
• Story telling area					✓
Conference rooms (outside of administrative area)					✓
Lighting					
• In hallways					✓
• In classrooms					✓
Climate control					
• Heating					✓
• Air-conditioning					✓
• Ventilation					✓
Hallways					✓
General storage room(s)					✓
Display Areas [e.g., trophy/display cases]					✓
Science laboratory					✓
Kindergarten rooms					✓

Table 2.19 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Restrooms					
• Student			✓		
• Adult (faculty)				✓	
Service areas					
• Custodial work areas				✓	
• Loading dock				✓	
• Storage for maintenance equipment/supplies				✓	
Auditorium (or cafetorium)				✓	
Vehicle accommodations					
• Faculty parking			✓		
• Visitor parking				✓	
Building access					
• Walkways				✓	
• Entries				✓	
• Driveways				✓	
• Bus loading and unloading areas			✓	✓	
Landscaping, exterior appearance of the building			✓		
Services clinic (work area for nurse)				✓	
Overall size of the school					✓

Table 2.20

Shawswick Elementary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	0	0	8	5
This school facility is comparable to the average public school in this region of the state.	0	0	8	5
This facility accommodates the implementation of educational programs.	0	0	8	4
This facility accommodates the implementation of extracurricular programs.	0	0	8	4
The environment in this school is appropriate given the age ranges of the students.	0	0	7	6
This school facility provides teachers with ample work spaces.	0	0	10	3
This school facility provides a safe and healthy environment.	0	5	4	3
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	0	8	5
Technology has been integrated sufficiently into the school environment.	0	0	6	6

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.21
Springville Elementary School (K-6): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)			✓		
• Record storage, security provisions			✓		
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms			✓		
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction			✓		
Art					
• Classroom			✓		
• Storage area			✓		
Music			✓		
Physical Education					
• Gymnasium					✓
• Outdoor areas [playground, playing fields]					✓
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas			✓		
• Faculty/staff dining area			✓		
• Food and material storage areas			✓		
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge			✓		
• Areas for aides to work outside the classroom			✓		
Technology accommodations					
• Computer labs			✓		
• Internet access			✓		
• Computers in the classroom			✓		
• Integration of voice, video, data			✓		
• Networking			✓		
Media Center					
• Main reading room			✓		
• Office/storage facilities			✓		
• Automation/access to information			✓		
• Private/small group study areas			✓		
• Story telling area			✓		
Conference rooms (outside of administrative area)	✓				
Lighting					
• In hallways					✓
• In classrooms					✓
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways					
• General storage room(s)			✓		
• Display Areas [.g., trophy/display cases]			✓		
Science laboratory	✓				
Kindergarten rooms			✓		

Table 2.21 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas			✓		
• Loading dock	✓				
• Storage for maintenance equipment/supplies			✓		
Auditorium (or cafetorium)	✓				
Vehicle accommodations					
• Faculty parking				✓	
• Visitor parking				✓	
Building access					
• Walkways				✓	
• Entries				✓	
• Driveways				✓	
• Bus loading and unloading areas				✓	
Landscaping, exterior appearance of the building				✓	
Services clinic (work area for nurse)	✓				
Overall size of the school				✓	

Table 2.22

Springville Elementary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	1	1	6	2
This school facility is comparable to the average public school in this region of the state.	1	0	6	3
This facility accommodates the implementation of educational programs.	0	1	5	4
This facility accommodates the implementation of extracurricular programs.	0	0	7	3
The environment in this school is appropriate given the age ranges of the students.	0	1	2	7
This school facility provides teachers with ample work spaces.	1	1	7	1
This school facility provides a safe and healthy environment.	0	0	3	7
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	1	3	6
Technology has been integrated sufficiently into the school environment.	1	0	6	3

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.23

Stalker Elementary School (PK-6): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)			✓		
• Record storage, security provisions				✓	
• Bookstore				✓	
General Instruction Spaces					
• General use classrooms				✓	
• Area(s) for large group instruction			✓		
• Area(s) for small group instruction			✓		
Art					
• Classroom				✓	
• Storage area				✓	
Music				✓	
Physical Education					
• Gymnasium				✓	
• Outdoor areas (playground, playing fields)			✓		
Cafeteria					
• Student dining area				✓	
• Food preparation/serving areas				✓	
• Faculty/staff dining area		✓			
• Food and material storage areas				✓	
Teacher Support Areas					
• Preparation areas outside the classroom			✓		
• Faculty lounge		✓			
• Areas for aides to work outside the classroom				✓	
Technology accommodations					
• Computer labs				✓	
• Internet access		✓			
• Computers in the classroom		✓			
• Integration of voice, video, data		✓			
• Networking			✓		
Media Center					
• Main reading room				✓	
• Office/storage facilities				✓	
• Automation/access to information			✓		
• Private/small group study areas				✓	
• Story telling area				✓	
Conference rooms (outside of administrative area)				✓	
Lighting					
• In hallways				✓	
• In classrooms				✓	
Climate control					
• Heating			✓		
• Air-conditioning		✓			
• Ventilation		✓			
Hallways					
General storage room(s)				✓	
Display Areas [e.g., trophy/display cases]				✓	

Science laboratory ✓
 Kindergarten rooms ✓
 Table 2.23 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Counseling services area			Average		
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Restrooms					
• Student				✓	
• Adult (faculty)				✓	
Service areas					
• Custodial work areas				✓	
• Loading dock				✓	
• Storage for maintenance equipment/supplies				✓	
Auditorium (or cafetorium)				✓	
Vehicle accommodations					
• Faculty parking				✓	
• Visitor parking				✓	
Building access					
• Walkways				✓	
• Entries				✓	
• Driveways				✓	
• Bus loading and unloading areas				✓	
Landscaping, exterior appearance of the building			✓		
Services clinic (work area for nurse)			✓		
Overall size of the school				✓	

Table 2.24

Stalker Elementary School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This school facility is comparable to the average elementary school in this state.	0	1	10	6
This school facility is comparable to the average public school in this region of the state.	0	0	11	6
This facility accommodates the implementation of educational programs.	0	0	11	6
This facility accommodates the implementation of extracurricular programs.	0	2	9	6
The environment in this school is appropriate given the age ranges of the students.	0	2	8	7
This school facility provides teachers with ample work spaces.	0	4	9	4
This school facility provides a safe and healthy environment.	2	5	7	3
This school facility is flexible and adaptable, allowing teachers, administrators, and students to adjust to new curricula and teaching methods as needed.	0	2	5	10
Technology has been integrated sufficiently into the school environment.	3	1	10	3

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Secondary School Staff Ratings

Survey data were also collected from staff in the secondary schools in the district. The rating forms for elementary and secondary schools were essentially the same, except that more environmental features were included on the secondary form. The same rating scale of 1 to 4 was used. Outcomes for programming are shown in Table 2.25.

Table 2.25

Secondary School Ratings of Program Effectiveness

School	Gifted & Talented	Above Average	Category Average	Below Average	Special Needs
Area Vo-Tech School	3.0	3.1	3.1	3.1	2.7
Bedford North Lawrence	2.3	2.7	2.9	2.5	2.7
Bedford Junior High	2.1	2.5	3.0	2.6	2.8
Oolitic Junior High	1.7	2.3	2.8	2.7	2.3
Shawswick Middle	1.8	2.0	2.6	2.4	2.4

Ratings of the environment and overall opinions for the secondary schools are found in the next 10 tables:

Bedford Junior High	Tables 2.26 and 2.27
Oolitic Junior High	Tables 2.28 and 2.29
Shawswick Middle School	Tables 2.30 and 2.31
Area Vo-Tech Center	Tables 2.32 and 2.33
Bedford North Lawrence High School	Tables 2.34 and 2.35

Table 2.26

Bedford Junior High School(7-8): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)			✓		
• Record storage, security provisions			✓		
• Bookstore			✓		
General Instruction Spaces					
• General use classrooms			✓		
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction			✓		
Art					
• Classroom			✓		
• Storage area			✓		
Music					
• Instrumental room			✓		
• Vocal room			✓		
• Office/storage area			✓		
Physical Education					
• Main gymnasium				✓	
• Auxiliary gymnasium			✓		
• Ticket sales, entry control, concession area for gym			✓		
• Swimming pool	✓				
• Physical education locker rooms			✓		
• Athletic locker rooms			✓		
• Athletic storage rooms			✓		
• Outdoor fields/facilities			✓		
• Training room	✓				
• Laundry room			✓		
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas				✓	
• Faculty/staff dining area				✓	
• Food and material storage areas				✓	
Teacher Support Areas					
• Departmental offices	✓				
• General workroom [for copying, materials preparation]			✓		
• Faculty lounge			✓		
Technology accommodations					
• Computer labs			✓		
• Internet access			✓		
• Computers in the classroom			✓		
• Integration of voice, video, data			✓		
• Networking			✓		
Media Center					
• Main reading room			✓		
• Office/storage facilities			✓		
• Automation/access to information	✓				
• Private/small group study area			✓		
Conference rooms (outside of administrative area)			✓		

Table 2.26 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Lighting			Average		
• In hallways			✓		
• In classrooms			✓		
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways				✓	
General storage room(s)			✓		
Instructional areas for teacher aides [outside classrooms]	✓				
Science					
• General science rooms				✓	
• Biology lab	✓				
• Chemistry/physics lab	✓				
• Safety provisions [e.g., storage, eye wash]				✓	
Counseling services area					
• Counseling offices				✓	
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic				✓	
Vocational agriculture - classroom and labs	✓				
Industrial technology					
• Classrooms				✓	
• Labs/shops				✓	
• Safety provisions in area				✓	
• General storage for equipment/materials				✓	
• Storage for student projects				✓	
Home economics					
• Food lab					✓
• Clothing lab					✓
• Other facilities (classroom, home living area)				✓	
• Storage for student projects				✓	
Business education (classrooms and/or labs)	✓				
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas				✓	
• Loading dock			✓		
• Storage for maintenance equipment/supplies			✓		
Vehicle accommodations					
• Faculty parking			✓		
• Student parking	✓				
• Visitor parking			✓		
Auditorium					
• Stage area					✓
• Audience area					✓
• Access/storage provisions				✓	
• Lighting					✓
• Sound system				✓	
• Ticket sales, entry control				✓	

Table 2.26 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Driver Education			Average		
• Indoor lab or classroom	✓				
• Outdoor facility (driving range)	✓				
Building access					
• Walkways			✓		
• Entries			✓		
• Driveways			✓		
• Bus loading and unloading areas			✓		
Display areas [trophy/display cases]			✓		
Landscaping, exterior appearance of the building			✓		
Health services clinic (work area for nurse)			✓		
Student lockers			✓		
Overall size of the school				✓	

Table 2.27

Bedford Junior High School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This facility is comparable to the average secondary school in this state.	1	1	21	3
This facility is comparable to the average secondary school in this region of the state.	1	1	21	3
This facility accommodates the implementation of educational programs.	1	0	19	6
This facility accommodates the implementation of extracurricular programs.	0	1	15	10
The environment in this school is appropriate given the age ranges of the students.	0	1	15	10
This school facility provides teachers with ample work spaces.	2	4	18	2
This school facility provides a safe and healthy environment.	0	2	17	6
This school facility is flexible and adaptable, allowing teachers and administrators to adjust to new curricula and teaching methods as needed.	0	4	17	4
Technology has been integrated sufficiently into the school environment.	0	15	10	0

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.28

Oolitic Junior High School (6-8): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)				✓	
• Record storage, security provisions			✓		
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms				✓	
• Area(s) for large group instruction			✓		
• Area(s) for small group instruction			✓		
Art					
• Classroom			✓		
• Storage area			✓		
Music					
• Instrumental room				✓	
• Vocal room				✓	
• Office/storage area				✓	
Physical Education					
• Main gymnasium				✓	
• Auxiliary gymnasium			✓		
• Ticket sales, entry control, concession area for gym			✓		
• Swimming pool	✓				
• Physical education locker rooms			✓		
• Athletic locker rooms			✓		
• Athletic storage rooms		✓			
• Outdoor fields/facilities		✓			
• Training room	✓				
• Laundry room	✓				
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas				✓	
• Faculty/staff dining area		✓			
• Food and material storage areas			✓		
Teacher Support Areas					
• Departmental offices	✓				
• General workroom (for copying, materials preparation)		✓			
• Faculty lounge		✓			
Technology accommodations					
• Computer labs				✓	
• Internet access				✓	
• Computers in the classroom			✓		
• Integration of voice, video, data			✓		
• Networking				✓	
Media Center					
• Main reading room			✓		
• Office/storage facilities		✓			
• Automation/access to information		✓			
• Private/small group study area	✓				
Conference rooms (outside of administrative area)				✓	

Table 2.28 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Lighting			Average		
• In hallways			✓		
• In classrooms				✓	
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways				✓	
General storage room(s)		✓			
Instructional areas for teacher aides [outside classrooms]		✓			
Science					
• General science rooms			✓		
• Biology lab	✓				
• Chemistry/physics lab	✓				
• Safety provisions [e.g., storage, eye wash]			✓		
Counseling services area					
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic			✓		
Vocational agriculture - classroom and labs	✓				
Industrial technology					
• Classrooms			✓		
• Labs/shops			✓		
• Safety provisions in area			✓		
• General storage for equipment/materials			✓		
• Storage for student projects			✓		
Home economics					
• Food lab			✓		
• Clothing lab			✓		
• Other facilities (classroom, home living area)			✓		
• Storage for student projects			✓		
Business education (classrooms and/or labs)	✓				
Restrooms					
• Student				✓	
• Adult (faculty)	✓				
Service areas					
• Custodial work areas			✓		
• Loading dock	✓				
• Storage for maintenance equipment/supplies			✓		
Vehicle accommodations					
• Faculty parking			✓		
• Student parking	✓				
• Visitor parking			✓		
Auditorium					
• Stage area	✓				
• Audience area	✓				
• Access/storage provisions	✓				
• Lighting	✓				
• Sound system	✓				
• Ticket sales, entry control	✓				

Table 2.28 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Driver Education			Average		
• Indoor lab or classroom	✓				
• Outdoor facility (driving range)	✓				
Building access					
• Walkways			✓		
• Entries			✓		
• Driveways			✓		
• Bus loading and unloading areas			✓		
Display areas [trophy/display cases]			✓		
Landscaping, exterior appearance of the building			✓		
Health services clinic (work area for nurse)			✓		
Student lockers				✓	
Overall size of the school			✓		

Table 2.29

Oolitic Junior High School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This facility is comparable to the average secondary school in this state.	0	4	8	1
This facility is comparable to the average secondary school in this region of the state.	0	4	8	1
This facility accommodates the implementation of educational programs.	0	1	13	1
This facility accommodates the implementation of extracurricular programs.	1	2	11	1
The environment in this school is appropriate given the age ranges of the students.	0	0	14	1
This school facility provides teachers with ample work spaces.	2	6	7	0
This school facility provides a safe and healthy environment.	1	0	11	3
This school facility is flexible and adaptable, allowing teachers and administrators to adjust to new curricula and teaching methods as needed.	2	2	10	1
Technology has been integrated sufficiently into the school environment.	0	2	11	2

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.30

Shawswick Middle School (6-8): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)			✓		
• Record storage, security provisions			✓		
• Bookstore			✓		
General Instruction Spaces					
• General use classrooms			✓		
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction			✓		
Art					
• Classroom				✓	
• Storage area				✓	
Music					
• Instrumental room				✓	
• Vocal room				✓	
• Office/storage area				✓	
Physical Education					
• Main gymnasium				✓	
• Auxiliary gymnasium				✓	
• Ticket sales, entry control, concession area for gym			✓		
• Swimming pool	✓				
• Physical education locker rooms			✓		
• Athletic locker rooms			✓		
• Athletic storage rooms			✓		
• Outdoor fields/facilities		✓			
• Training room	✓				
• Laundry room	✓				
Cafeteria					
• Student dining area				✓	
• Food preparation/serving areas				✓	
• Faculty/staff dining area				✓	
• Food and material storage areas				✓	
Teacher Support Areas					
• Departmental offices	✓				
• General workroom [for copying, materials preparation]				✓	
• Faculty lounge			✓		
Technology accommodations					
• Computer labs				✓	
• Internet access				✓	
• Computers in the classroom			✓		
• Integration of voice, video, data		✓			
• Networking			✓		
Media Center					
• Main reading room		✓			
• Office/storage facilities		✓			
• Automation/access to information			✓		
• Private/small group study area		✓			
Conference rooms (outside of administrative area)			✓		

Table 2.30 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Lighting			Average		
• In hallways			✓		
• In classrooms			✓		
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation		✓			
Hallways		✓			
General storage room(s)		✓			
Instructional areas for teacher aides [outside classrooms]			✓		
Science					
• General science rooms			✓		
• Biology lab			✓		
• Chemistry/physics lab			✓		
• Safety provisions [e.g., storage, eye wash]			✓		
Counseling services area					
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)		✓			
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic				✓	
Vocational agriculture - classroom and labs	✓				
Industrial technology					
• Classrooms			✓		
• Labs/shops			✓		
• Safety provisions in area			✓		
• General storage for equipment/materials			✓		
• Storage for student projects		✓			
Home economics					
• Food lab				✓	
• Clothing lab				✓	
• Other facilities (classroom, home living area)				✓	
• Storage for student projects				✓	
Business education (classrooms and/or labs)	✓				
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas			✓		
• Loading dock			✓		
• Storage for maintenance equipment/supplies			✓		
Vehicle accommodations					
• Faculty parking			✓		
• Student parking	✓				
• Visitor parking			✓		
Auditorium					
• Stage area	✓				
• Audience area	✓				
• Access/storage provisions	✓				
• Lighting	✓				
• Sound system	✓				
• Ticket sales, entry control	✓				

Table 2.30 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
			Average		
Driver Education					
• Indoor lab or classroom	✓				
• Outdoor facility (driving range)	✓				
Building access					
• Walkways				✓	
• Entries				✓	
• Driveways				✓	
• Bus loading and unloading areas				✓	
Display areas [trophy/display cases]				✓	
Landscaping, exterior appearance of the building				✓	
Health services clinic (work area for nurse)				✓	
Student lockers				✓	
Overall size of the school				✓	

Table 2.31

Shawswick Middle School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This facility is comparable to the average secondary school in this state.	0	1	5	0
This facility is comparable to the average secondary school in this region of the state.	0	0	7	0
This facility accommodates the implementation of educational programs.	0	2	5	1
This facility accommodates the implementation of extracurricular programs.	0	3	5	0
The environment in this school is appropriate given the age ranges of the students.	0	0	8	0
This school facility provides teachers with ample work spaces.	0	0	8	0
This school facility provides a safe and healthy environment.	0	1	6	1
This school facility is flexible and adaptable, allowing teachers and administrators to adjust to new curricula and teaching methods as needed.	0	2	5	1
Technology has been integrated sufficiently into the school environment.	0	1	6	1

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.32

Area Vocational-Technical School: Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area				Average	
• Offices			✓		
• Work areas for secretaries/staff				✓	
• Conference room(s)					✓
• Record storage, security provisions				✓	
• Bookstore	✓				
General Instruction Spaces					
• General use classrooms				✓	
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction				✓	
Art					
• Classroom	✓				
• Storage area	✓				
Music					
• Instrumental room	✓				
• Vocal room	✓				
• Office/storage area	✓				
Physical Education					
• Main gymnasium	✓				
• Auxiliary gymnasium	✓				
• Ticket sales, entry control, concession area for gym	✓				
• Swimming pool	✓				
• Physical education locker rooms	✓				
• Athletic locker rooms	✓				
• Athletic storage rooms	✓				
• Outdoor fields/facilities	✓				
• Training room	✓				
• Laundry room	✓				
Cafeteria					
• Student dining area	✓				
• Food preparation/serving areas	✓				
• Faculty/staff dining area	✓				
• Food and material storage areas	✓				
Teacher Support Areas					
• Departmental offices				✓	
• General workroom (for copying, materials preparation)			✓	✓	
• Faculty lounge			✓		
Technology accommodations					
• Computer labs				✓	
• Internet access				✓	
• Computers in the classroom				✓	
• Integration of voice, video, data				✓	
• Networking				✓	
Media Center					
• Main reading room	✓				
• Office/storage facilities	✓				
• Automation/access to information	✓				
• Private/small group study area	✓				
Conference rooms (outside of administrative area)	✓				

Table 2.32 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Lighting			Average		
• In hallways			✓		
• In classrooms			✓		
Climate control					
• Heating			✓		
• Air-conditioning			✓		
• Ventilation			✓		
Hallways					
General storage room(s)			✓		
Instructional areas for teacher aides [outside classrooms]			✓		
Science					
• General science rooms	✓				
• Biology lab	✓				
• Chemistry/physics lab	✓				
• Safety provisions [e.g., storage, eye wash]	✓				
Counseling services area					
• Counseling offices			✓		
• Testing areas (i.e., for individual testing)			✓		
• Records storage, security provisions			✓		
Speech, hearing, language therapy room/clinic	✓				
Vocational agriculture - classroom and labs				✓	
Industrial technology					
• Classrooms				✓	
• Labs/shops				✓	
• Safety provisions in area				✓	
• General storage for equipment/materials				✓	
• Storage for student projects				✓	
Home economics					
• Food lab				✓	
• Clothing lab				✓	
• Other facilities (classroom, home living area)				✓	
• Storage for student projects				✓	
Business education (classrooms and/or labs)				✓	
Restrooms					
• Student				✓	
• Adult (faculty)			✓		
Service areas					
• Custodial work areas				✓	
• Loading dock	✓				
• Storage for maintenance equipment/supplies				✓	
Vehicle accommodations					
• Faculty parking				✓	
• Student parking				✓	
• Visitor parking				✓	
Auditorium					
• Stage area	✓				
• Audience area	✓				
• Access/storage provisions	✓				
• Lighting	✓				
• Sound system	✓				
• Ticket sales, entry control	✓				

Table 2.32 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Driver Education			Average		
• Indoor lab or classroom	✓				
• Outdoor facility (driving range)	✓				
Building access					
• Walkways				✓	
• Entries				✓	
• Driveways				✓	
• Bus loading and unloading areas				✓	
Display areas [trophy/display cases]			✓		
Landscaping, exterior appearance of the building				✓	
Health services clinic (work area for nurse)				✓	
Student lockers			✓		
Overall size of the school			✓		

Table 2.33

Area Vocational-Technical School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This facility is comparable to the average secondary school in this state.	0	2	8	2
This facility is comparable to the average secondary school in this region of the state.	0	1	8	3
This facility accommodates the implementation of educational programs.	0	1	9	4
This facility accommodates the implementation of extracurricular programs.	0	0	10	4
The environment in this school is appropriate given the age ranges of the students.	0	0	10	4
This school facility provides teachers with ample work spaces.	1	0	11	2
This school facility provides a safe and healthy environment.	0	1	9	4
This school facility is flexible and adaptable, allowing teachers and administrators to adjust to new curricula and teaching methods as needed.	0	2	8	4
Technology has been integrated sufficiently into the school environment.	0	1	10	3

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Table 2.34

Bedford North Lawrence High School (9-12): Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Administrative Area			Average		
• Offices			✓		
• Work areas for secretaries/staff			✓		
• Conference room(s)			✓		
• Record storage, security provisions			✓		
• Bookstore			✓		
General Instruction Spaces					
• General use classrooms			✓		
• Area[s] for large group instruction			✓		
• Area[s] for small group instruction			✓		
Art					
• Classroom				✓	
• Storage area			✓		
Music					
• Instrumental room				✓	
• Vocal room				✓	
• Office/storage area			✓		
Physical Education					
• Main gymnasium					✓
• Auxiliary gymnasium					✓
• Ticket sales, entry control, concession area for gym				✓	
• Swimming pool				✓	
• Physical education locker rooms			✓		
• Athletic locker rooms			✓		
• Athletic storage rooms			✓		
• Outdoor fields/facilities				✓	
• Training room					✓
• Laundry room			✓		
Cafeteria					
• Student dining area			✓		
• Food preparation/serving areas				✓	
• Faculty/staff dining area				✓	
• Food and material storage areas			✓		
Teacher Support Areas					
• Departmental offices				✓	
• General workroom [for copying, materials preparation]			✓		
• Faculty lounge			✓		
Technology accommodations					
• Computer labs				✓	
• Internet access			✓		
• Computers in the classroom			✓		
• Integration of voice, video, data			✓		
• Networking			✓		
Media Center					
• Main reading room				✓	
• Office/storage facilities			✓		
• Automation/access to information			✓		
• Private/small group study area			✓		
Conference rooms (outside of administrative area)			✓		

Table 2.34 (Continued)

Area	Composite Ratings				
	M	1	2	3	4
Lighting			Average		
• In hallways			✓		
• In classrooms			✓		
Climate control					
• Heating		✓			
• Air-conditioning		✓			
• Ventilation		✓			
Hallways		✓			
General storage room(s)		✓			
Instructional areas for teacher aides [outside classrooms]		✓			
Science					
• General science rooms				✓	
• Biology lab				✓	
• Chemistry/physics lab				✓	
• Safety provisions [e.g., storage, eye wash]				✓	
Counseling services area					
• Counseling offices				✓	
• Testing areas (i.e., for individual testing)		✓			
• Records storage, security provisions		✓			
Speech, hearing, language therapy room/clinic		✓			
Vocational agriculture - classroom and labs				✓	
Industrial technology					
• Classrooms				✓	
• Labs/shops				✓	
• Safety provisions in area				✓	
• General storage for equipment/materials				✓	
• Storage for student projects			✓		
Home economics					
• Food lab	✓				
• Clothing lab	✓				
• Other facilities (classroom, home living area)	✓				
• Storage for student projects	✓				
Business education (classrooms and/or labs)	✓				
Restrooms					
• Student			✓		
• Adult (faculty)			✓		
Service areas					
• Custodial work areas			✓		
• Loading dock			✓		
• Storage for maintenance equipment/supplies			✓		
Vehicle accommodations					
• Faculty parking				✓	
• Student parking				✓	
• Visitor parking				✓	
Auditorium					
• Stage area					✓
• Audience area					✓
• Access/storage provisions				✓	
• Lighting					✓
• Sound system					✓
• Ticket sales, entry control					✓

Table 2.34 (Continued) Ratings of the Facility

Area	Composite Ratings				
	M	1	2	3	4
Driver Education				Average	
• Indoor lab or classroom				✓	
• Outdoor facility (driving range)				✓	
Building access					
• Walkways				✓	
• Entries				✓	
• Driveways				✓	
• Bus loading and unloading areas				✓	
Display areas [trophy/display cases]				✓	
Landscaping, exterior appearance of the building				✓	
Health services clinic (work area for nurse)				✓	
Student lockers				✓	
Overall size of the school				✓	

Table 2.35

Bedford North Lawrence High School: General Perceptions of School

Statement	Frequency of Responses			
	SD	D	A	SA
This facility is comparable to the average secondary school in this state.	0	9	52	3
This facility is comparable to the average secondary school in this region of the state.	0	4	53	7
This facility accommodates the implementation of educational programs.	1	10	45	8
This facility accommodates the implementation of extracurricular programs.	0	5	43	17
The environment in this school is appropriate given the age ranges of the students.	1	7	52	5
This school facility provides teachers with ample work spaces.	8	20	35	1
This school facility provides a safe and healthy environment.	3	12	39	13
This school facility is flexible and adaptable, allowing teachers and administrators to adjust to new curricula and teaching methods as needed.	5	11	44	6
Technology has been integrated sufficiently into the school environment.	6	26	30	3

Note: If the total responses for a statement do not coincide with the number of returned surveys reported in Table 2.1, this is because some respondents did not answer all items on the survey.

Overview of Programming

All schools in the corporation are fully accredited by Indiana Department of Education. All schools are scheduled for their next accreditation review in the fall of 1999, except Springville which was reviewed in the fall of 1996.

The elementary schools in the corporation participate in Prime Time (a state program designed to limit enrollments in primary grades) either by having appropriate class size averages or by providing teacher aides. Pupils-to-teacher ratios are shown in Table 2.36

Table 2.36
Pupils-To-Teacher Ratios: 1998-99 School Year

Level	Ratio
(Corporation Wide)	
High School	25:1
Junior High/Middle School	26:1
Elementary School	24:1
(Individual Elementary Schools)	
Dollens	24:1
Fayetteville	22:1
Heltonville	24:1
Lincoln	26:1
Needmore	21:1
Parkview Primary	24:1
Parkview Intermediate	29:1
Shawswick	29:1
Springville	21:1
Stalker	26:1

All students in Indiana public schools are required to take ISTEP tests in grades 3, 6, 8, and 10. State officials establish a cut-off score that determines an acceptable performance

standard. Table 2.37 includes the percentages of students scoring above the cut-off scores for the 1997 tests.

Table 2.37
Percentages Scoring Above Standard on ISTEP: Fall, 1997

Area Tested	Grade Level	Percent Above Standard
Language	3	72%
	6	68%
	8	75%
	10	79%
.		
Mathematics	3	80%
	6	70%
	8	70%
	10	65%
.		
Both Language and Mathematics	3	64%
	6	59%
	8	63%
	10	55%

Students in the elementary schools receive the curriculum prescribed by the Indiana Department of Education. Elective courses in the elementary grades include: band (6th grade), choir (4th, 5th, and 6th grades), and art enrichment (4th, 5th, and 6th grades). Curricula for the secondary schools are found in the handbooks for the respective schools. Additional programs administered through the special education joint services unit and the area vocational school augment curricular offerings.

In addition to academic studies, the school corporation offers a range of extracurricular programs. They are noted here, because most require facilities accommodations. In the elementary grades the following programs are offered:

- Drill team for girls in grades 4-6
- Cheerleading for girls in grades 4-6
- Basketball for boys and girls in grades 4-6
- Student council in grades K-6
- Spell Team in grades 3-6
- Math Team in grades 3-6

A listing of extracurricular programs at the secondary school level is found in Appendix A.

Data for high school graduates in the school corporation indicate an upward trend regarding enrollments in higher education. Table 2.38 provides a profile of the graduating classes between 1995 and 1997 (data for 1998 were not yet available at the time of this study).

Table 2.38
Profile of High School Graduates: 1995-1997

	Graduation Year		
	1995 (N=322)	1996 (N=324)	1997 (N=333)
Enroll in 4-year college	36.02%	37.04%	39.04%
Enroll in 2-year college	18.63%	16.05%	18.02%
Enroll in trade/technical school	5.28%	5.86%	8.41%
Enter full-time employment	31.68%	33.64%	29.13%
Enter part-time employment	0.31%	0.62%	0.60%
Homemaking	1.55%	3.08%	0.60%
Enter military service	4.35%	3.08%	2.70%
Doing nothing	2.17%	0.62%	1.50%

CHAPTER 3

EDUCATIONAL FACILITIES

Introduction

Long range planning generated from a complete data base is essential to the sound management of the fiscal resources of any school corporation. This is especially true of the physical resources of a school corporation as they relate to large investments in capital improvement projects. The data base for planning and decision making must be developed in a systematic and comprehensive manner. Such a data base, to be useful to administrators and board in planning, must include valid, reliable, objective information. The level of adequacy of existing buildings and sites must consider current and future educational program requirements, effective and efficient utilization of space, the structural and mechanical fitness of physical plants, as well as the health and safety environments for those occupying the facility.

The existing school buildings of the North Lawrence Community Schools were evaluated by means of a performance based evaluation instrument. This performance based evaluation instrument is criterion referenced. The criteria used to develop performance standards were derived from the current literature of the field of educational facility planning. Objectivity in the evaluation was maintained by developing a uniform numerical scale to measure the performance of each factor for each feature evaluated. A numerical value of four (4) was assigned for superior

performance, three (3) for adequate performance, two (2) for marginal performance, one (1) for inadequate performance, and zero (0) if the feature was missing.

Evaluation assumes a comparison of "what is" to "what should be"; therefore, the evaluation process should be performance based. School facilities exist to serve an educational function. The fundamental consideration in the evaluation of school facilities is how adequately they meet the needs of the pupils and the teachers they serve. In other words, there must be congruence of purpose between the educational program (what should be) and the existing educational facility (what is).

When parameters of the educational program are defined and documented, it is possible to evaluate the adequacy of the school facilities to serve the identified program. The existing educational programs and their general methods of delivery for the North Lawrence Community Schools have been identified and documented in Chapter 2 of this study. These educational programs and their methods of delivery serve as the basis for evaluating congruence of purpose between the existing educational programs and the existing educational facilities.

The North Lawrence Community Schools operate ten elementary schools, three middle or junior high schools and one high school. One additional building is operated as a special education school. There is also a tech center operated on the high school site. Two sites contain a combined facility where an elementary school and a middle/junior high school share facilities. In

those cases there are separate principals for each building and programs are basically separate. Schools in the corporation include:

Fayetteville Elementary	K-6
Needmore Elementary	K-6
Springville Elementary	K-6
Heltonville Elementary	K-6
Dollens Elementary (joint)	K-5
Oolitic Junior High (joint)	6-8
Englewood Elementary	Sp.Ed.
Shawswick Elementary (joint)	K-5
Shawswick Middle School (joint)	6-8
Bedford Junior High	7-8
Lincoln Elementary	K-6
Bedford-North Lawrence High	9-12
Parkview Primary	K-3
Parkview Intermediate	4-6
Stalker Elementary	PK-6
North Lawrence Area Voc. Tech. Center	Vo-Ed

Dollens Elementary School: The Dollens Elementary School is located at 903 Hoosier Avenue in the town of Oolitic on a site of 24 acres. The site is shared with Oolitic Junior High School and the buildings are connected as a combined facility. The site has considerable slope and not all land is suitable for playground and outdoor physical education/athletic space. The combined facility has about 81,422 square feet of space for both elementary and junior high school programs. In the fall of 1998 the Dollens Elementary School served 265 pupils in grades K-5.

The original building is a single story building with double loaded corridors. This portion of the building contains office space, restrooms, classrooms and a kitchen/cafeteria. In 1981 a three level addition was completed to provide additional classrooms, a small gymnasium, and limited office space.

The elementary playground is bordered by a heavily traveled road. Playground equipment is minimal. The road also divides the parking area and the area across the road is accessible by an elevated walk bridge across the road.

The building contains 11 regular instructional classrooms. Space and facilities are provided for an art room, a library/-media center and speech/hearing room. The facility also contains an administrative suite, health area, kitchen/cafeteria, gymnasium, a boiler room, restrooms and storage space.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, two Title I assistants, four prime assistants, a library assistant, a computer assistant, a part-time art teacher, part-time music teacher, a part-time physical education teacher.

The original building is on one floor level and has a flat roof. The addition is a multi-level building with a flat roof. Exterior walls are Bedford stone. Hallways in the building have tile floors with painted block and glazed tile walls. Ceilings are acoustical tile with fluorescent lighting. Classrooms have painted block walls with acoustical tile ceilings. Classroom floors are tile or carpet. Classroom doors are wood in wood or metal frames. Classroom illumination is approximately 50 foot candles at task height. Most classrooms in the original building contain about 700 square feet of space.

The gymnasium has a tile floor with limited spectator seating. There is no stage. There are two shower rooms.

The heating system has gas fired boilers serving hot water ventilators in classrooms. The elementary school is heated by the junior high boiler room. One boiler will be removed from the elementary boiler room thus leaving one boiler as a back-up. Temperature control in the building is difficult to maintain. The original building is not air-conditioned. Electrical service and plumbing are marginal in this part of the building. Plumbing and fixtures are old. Student and adult restrooms are in poor condition in the original building. The building has a flat roof which has posed problems with leaks. Most classrooms have double pane windows.

There is a two-way intercom for the building which is not in good condition. The building is not totally networked. There is one computer lab in the building. The number of telephones in the building are limited and building security by daytime intruders could be a problem. The facility is served by municipal water and sewage. The facility does not meet all requirements for handicapped accessible and ADA requirements. There is an elevator in the building. Conference room space in the building is lacking and storage for teacher and custodial material is lacking.

Parking on site is limited. Bus loading/unloading takes place in front of the building. Parent pickup of students takes place on both sides of the highway near the school.

The media center is a small area which is attractive in appearance. Available space is not conducive to a media center

which must serve increasing instructional needs in the next decade.

Figure 3.1 presents a profile evaluation of the Dollens Elementary School. In many instances the original building has lower ratings than the addition. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are marginal to adequate. Those classrooms serving the Special Instructional Program including space and facilities for art and music are marginal to adequate. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are marginal. The cafeteria/kitchen serves both the elementary and junior high school. Space is limited in the kitchen and there is no dock for loading.

The ten features of the School Site are marginal to adequate. The features evaluated for the Exterior Condition of the building are marginal to adequate. The features evaluated for the Interior Condition of the building are marginal to adequate.

The features of the building affecting the Learning Environment are generally adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building meets most requirements for handicapped accessibility and ADA requirements. The communications system is marginal

FIGURE 3.1

EDUCATIONAL FACILITY EVALUATION PROFILE,
DOLLENS ELEMENTARY SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Kindergarten					
	Primary Grades					
	Intermediate Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech					
	Title I					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Windows					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

Table 3.1 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Dollens Elementary School. As previously noted, a total of 265 pupils was enrolled in this school in the fall of 1998. As currently used, there are 282 pupil stations in this building, thus, the pupil station utilization of the building is 94 percent.

The facility is basically a two-section elementary school and class size is difficult to maintain when some grade levels are too large for two teachers but not large enough for three teachers. PrimeTime standards in Indiana may be met by reduced class size in grades K-3 where a pupil/teacher ratio of 18-1 for grades K and 1 and 20-1 for grades 2 and 3 are the criteria. PrimeTime standards also can be met by the use of teacher aides in instances where reduced class size is not possible.

Concerns relative to Dollens Elementary School include:

1. The kitchen is small in size and the cafeteria area also is small.
2. The original elementary school building is not air-conditioned.
3. The library is small in size and the library does not have the technology to assist with the delivery of the educational program in the next decade.
4. Space for a principals office, health area, conference room and small group meeting space is inadequate.
5. There is no large group meeting rooms.
6. There is no science area in the building.
7. Adult and student restrooms need to be added or improved.

TABLE 3.1

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED
PUPIL STATIONS, AND PERCENT OF PUPIL STATION
UTILIZATION FOR THE DOLLENS ELEMENTARY SCHOOL

Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
317	Mifflin	K	18/20	18/18	106
316	Hert	1	18	18	100
315	O'Rourke	1	18	18	100
326	Hall	2	24	20	120
327	Mowery	2	24	20	120
306	Deckerd	3	26	25	104
307	Spires	3	26	25	104
303	Kirkman	4	23	25	92
304	Lewis	4	23	25	92
302	Fassino	5	23	25	92
301	Glassco	5	22	25	88
One room/could be classroom			<u>0</u>	<u>20</u>	<u>0</u>
Totals			<u>265</u>	<u>282</u>	<u>94</u>

8. Storage for teacher material and building supplies is not adequate.
9. Classrooms need additional electrical duplex outlets and the electrical system needs updating.
10. Parking is not adequate for special activities and more parking is needed on the school site.
11. The playground is limited in size and located near the highway.
12. The public address or communications system needs improvement.
13. The building does not meet all ADA and handicapped accessibility requirements.
14. The gym needs updating or improvement.
15. The building is not totally networked.

16. Student display areas in the hallway are limited.
17. Bus loading and parent pick up of students pose problems because of space limitations.
18. Classrooms in the original building are about 700 square feet in size.

Englewood Elementary School: The Englewood Elementary School is located at 3203 Washington Avenue in Bedford on a site of 5 acres. The building was constructed in 1959 and it contains approximately 10,500 square feet of space. The building serves as an area special education center for North Lawrence Community Schools and other school corporations in the area. In the fall of 1998 the facility served 31 pupils with special needs.

The building has three classrooms, a conference room, a specialist headquarters, and a lounge/art supplies room. Space is provided for a gym, library area, and principal's office. The facility also has a furnace room, restrooms, and small kitchen. Three teachers, which include the principal, deliver the education program. In addition there is one secretary, six aides, a special personnel who are part-time in the building. Two of the aides also are LPN's who assist with the many special needs of pupils attending the school.

The building is constructed of Bedford stone and has a flat roof which is in good condition. The heating system is a gas fired hot water system serving unit ventilators in the classrooms. Air-conditioning is comprised of window units in the classrooms. The facility is served by city water and sewage systems. The windows are single pane glass.

Hallways have tile floors, concrete block walls, and acoustical tile ceilings. Classrooms have carpet/tile floors, painted concrete block walls, and acoustical tile ceilings. Classroom illumination measures at least 40 foot candles of light at task height. The gym is not air-conditioned but the kitchen area is air-conditioned. Food is prepared at Parkview Intermediate School and satellited to Englewood.

There is a bus loading dock and ramp area in the rear of the building to accommodate wheelchair and related special needs students. The drive is narrow for the bus to reach the loading area and the entire area is in need of improvement. The building is a single level facility; however, there are steps and a ramp from the six academic classrooms leading to the gym, library, and principal's office. Parking is located in front of the building on a hard surfaced area and is marginally adequate for the number of pupils served by the facility. The building is located below street level and water from the street and parking area runs in the direction of the building.

Because of the special needs of pupils attending Englewood Elementary School no attempt was made to analyze space utilization of the building. For the same reason, no profile was developed for the building. The facility provides congruence for the educational and related special needs of the 31 pupils served by the building. The term "least restrictive environment" is frequently used with special education or special needs pupils. Citizens and patrons must address the issue of a special school

to meet the needs of special pupils as compared to the special needs program becoming a part of a traditional elementary school in relation to the term "least restrictive environment".

Concerns relative to Englewood Elementary School include:

1. The gym and lunchroom area is not air-conditioned.
2. The bus loading area is in need of improvement.
3. There is a need for more equipment to meet the many needs of pupils attending the school.
4. There is a need for more technology, including computers, to assist with the instructional program.
5. The on-going debate relative to "least restrictive environment" must be revisited whether it be through a special school as compared to a similar program offered in a regular elementary school.
6. Temperature control in the building is a problem.
7. The building has single pane windows and much of the mechanical system is original to the building.

Fayetteville Elementary School: The Fayetteville Elementary School is located at R. R, 12, Bedford. The facility at one time served as a high school for the Fayetteville community. The site contains 16 acres and the original building was constructed in 1930. An addition in 1952 provided four classrooms and extended the gym for additional bleachers and classroom space under the bleachers. A structure was added in 1980 to enclose the classroom and gym addition. That structure also provided a new front entry way to the building.

The building is a three level building constructed of red brick with a flat roof. All windows are double pane glass. The building contains approximately 32,000 square feet of space. In the fall of 1998 the school provided 240 pupils in grades K-6.

The building contains 12 regular instructional classrooms. Space and facilities are provided for an art room, music room, a small computer lab, a Title I room, a resource room/speech-hearing room, a reading recovery room, and a library/media center. The facility also contains an administrative suite, health area, kitchen/cafeteria, gymnasium, a boiler room, rest-rooms, and storage space.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, a library aide, a computer lab aide, two Title I aides, and a resource room aide. There is also a resource room teacher. Teachers for art, music, and physical education are part-time in the building.

Hallways in the building have concrete floors with painted plaster walls. Ceilings are plaster or acoustical tile with fluorescent lighting. Classrooms have painted plaster or block walls with acoustical tile ceilings. Classroom floors are wood in most areas. Classroom doors are wood in wood or metal frames. Classroom illumination is approximately 50 foot candles at task height. Most classrooms contain less than 700 square feet of space. Chalkboards in several rooms are in need of replacement. The band meets in the cafeteria and the home school advisor is in the cafeteria. The kitchen is not located convenient to the

cafeteria. There is no room for speech, testing, and small group activity.

The gymnasium has a wood floor with spectator seating. The resource room and speech/language area is behind the gym and noisy when physical education classes are using the gym.

The heating system has gas fired boilers serving low pressure steam radiators in classrooms. Temperature control in the building is difficult to maintain. The building is air-conditioned with window units. Electrical service and plumbing are marginal. Plumbing and fixtures are old. Student and adult restrooms are in poor condition. There are no restrooms on the third floor. The building has a flat roof which has posed problems with leaks.

There is a telephone in every room which also serves as the intercom. The building is not networked. There is a small computer lab in the building. Every classroom has at least one computer. The facility is served by a municipal water system. The sewage system is located on site. The facility does not meet most requirements for handicapped accessibility or ADA criteria.

Conference room space in the building is lacking and storage for teacher and custodial material is lacking. The playground area is adequate and there is an outdoor lab on the school site.

Parking on site is limited. Bus loading/unloading takes place on a hard surface area and bus pupils are released first in the afternoon.

The media center is small in size and needs additional technology to serve increasing instructional needs in the next decade.

Figure 3.2 presents a profile evaluation of the Fayetteville Elementary building. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are marginal to adequate. Classroom size is a limiting factor. Those classrooms serving the Special Instructional Program including space and facilities for art and music are marginal. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are marginal.

The ten features of the School Site are marginal to adequate. The features evaluated for the Exterior Condition of the building are marginal to adequate. The features for the Interior Condition of the building are marginal to adequate. The Mechanical System is marginal. The electrical system is maxed in terms of main service. There are no restrooms on the top floor and both adult and pupil restrooms need refurbishment.

The features of the building affecting the Learning environment are marginal to adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building does not meet most requirements for handicapped accessibility and ADA requirements. The communication system is a telephone in every room.

FIGURE 3.2

EDUCATIONAL FACILITY EVALUATION PROFILE,
FAYETTEVILLE ELEMENTARY SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Kindergarten					
	Primary Grades					
	Intermediate Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech					
	Title I					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

Table 3.2 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Fayetteville Elementary School. As previously noted, a total of 240 pupils was enrolled in this school in the fall of 1998. As currently used, there are 277 pupil stations in this building, thus, the pupil station utilization of the building is 86.6 percent.

Concerns relative to the Fayetteville Elementary School include:

1. Classroom size is generally 700 square feet or less.
2. The computer lab is small and will accommodate only part of a class.
3. The health area is small and not isolated from other pupil traffic.
4. There is no conference room and storage space for teacher material and custodial supplies are lacking.
5. Small group meeting rooms are lacking.
6. Temperature control is difficult to maintain with steam heat. Air movement in the building is limited.
7. The resource room/speech area behind the gym is noisy when physical education classes are in the gym.
8. There is no science area.
9. The band meets in the cafeteria.
10. Parking on-site is limited.
11. Chalkboards in many classrooms need replacement.
12. The building does not meet handicapped and ADA requirements. Classroom doors have been replaced with handles rather than door knobs.

13. The art and music rooms need refurbishment.
14. The roof is flat and has several leaks.
15. The cafeteria/kitchen area is small and not air-conditioned.
16. Acoustics in the gym are poor.

TABLE 3.2

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED
PUPIL STATIONS, AND PERCENT OF PUPIL STATION
UTILIZATION FOR THE FAYETTEVILLE ELEMENTARY SCHOOL

Room Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
10	Beauchamp	K	15/16	18/18	86.1
15	Harrison	1	23	18	127.7
19	Wilson	1	22	18	122.2
16	Gore	2	17	20	85.0
24	Pierce	2	17	20	85.0
18	Butterfield	3	17	20	85.0
12	Houston	3	16	20	80.0
28	Hickerson	4	14	25	56.0
25	Bex	4/5 (11/9)	20	25	80.0
26	Franklin	5	22	25	88.0
27	Embree	6	21	25	84.0
28	Ramsey	6	<u>20</u>	<u>25</u>	<u>80.0</u>
Totals			<u>240</u>	<u>277</u>	<u>86.6</u>

* Based on Indiana State Prime Time Standards and a Minimum of 30 Sq. Ft. Per Pupil. PrimeTime standards may be met either through reduced class size for grades K-3 or the use of teacher aides with larger class sizes.

Heltonville Elementary School: The Heltonville Elementary School is located on Highway 58 in the town of Heltonville. The site contains 5 acres and the building has approximately 26,680 square feet of space. The present classroom building was constructed in 1946. The original Heltonville School was constructed in 1910. The classroom building is a two level building with

a gymnasium attached to the school. In the fall of 1998 the building served 187 pupils in grades K-6. The facility has one section per grade level.

The building contains 7 regular instructional classrooms. Space and facilities are provided for an art room, music room, computer lab, and a library/media center. The facility also contains an administrative suite, health area, kitchen/cafeteria, gymnasium, a boiler room, restrooms and storage space.

The faculty is supported by a full-time principal, one secretary, a part-time nurse, a part-time art teacher, a part-time music teacher, and a part-time physical education teacher. There is a library aide, four PrimeTime aides, and a Title I aide. There is also an aide for LRE.

The building is on two floor levels and has a flat roof. The roof on the gymnasium is an arched roof. The roof on the classroom building has had major improvement; however, there are still minor leaks.

Exterior walls are constructed of Bedford stone. Hallways in the building have tile or concrete floors with painted block or plaster walls. Ceilings are acoustical tile with fluorescent lighting. Classrooms have painted plaster or concrete block walls with acoustical tile ceilings. Classroom floors are tile or carpet. Classroom doors are wood in wood or metal frames. Classroom illumination is approximately 50 foot candles at task height. Most classrooms contain about 700 square feet of space.

some rooms are less than 700 square feet. Every classroom has at least one computer.

The gymnasium has a wood floor with spectator seating. There is a stage and two shower rooms. The shower rooms are used for storage of physical education equipment and storage of school supplies. A problem exists with the gym floor in that moisture accumulates under the floor as a result of seepage from one wall.

The heating system has oil fired boilers serving hot water ventilators in classrooms. Temperature control in the building is difficult to maintain. The building is air-conditioned through the use of window units. Electrical service and plumbing are marginal. Plumbing and fixtures are old. Student and adult restrooms are in poor condition. All classroom windows and doors have been replaced.

There is a one-way intercom for the building; however, there is also a phone in every room which can serve as an intercom. The building is not networked. There is one computer lab in the building which is a small room. The lab can accommodate only one-half of a class. The facility is served by municipal water and sewage. The facility does not meet most requirements for handicapped accessibility and ADA requirements. One restroom stall in each restroom is handicapped accessible.

Conference room space in the building and storage for teacher and custodial material is lacking. The media center is small in size as is the cafeteria/kitchen. The art room has problems with water seepage and storage space is limited.

Parking on site is limited. The playground has swings, slides, and related equipment. There is a hard surface area, a grassy area, and wood chips around playground equipment.

The media center/library environment is not conducive to a media center which must serve increasing instructional needs in the next decade.

Figure 3.3 Presents a profile evaluation of the Heltonville Elementary School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are marginal. Those classrooms serving the Special Instructional Program including space and facilities for art and music are marginal. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are marginal.

The ten features of the School Site are marginal to adequate. The features evaluated for the Exterior Condition of the building are marginal to adequate. The features evaluated for the Interior Condition of the building are marginal to adequate. The Mechanical System is marginal.

The features of the building affecting the Learning Environment are generally adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building does not meet most requirements for handicapped accessibility and ADA requirements.

FIGURE 3.3

EDUCATIONAL FACILITY EVALUATION PROFILE,
HELTONVILLE ELEMENTARY SCHOOL

	Missing	Inadequate	Marginal	Adequate	Superior
	0	1	2	3	4
1. <u>CONGRUENCE OF PURPOSE</u>					
General Instructional Program					
Kindergarten					
Primary Grades					
Intermediate Grades					
Special Instructional Program					
Art					
Music					
Physical Education					
Speech					
Title I					
Instructional Support Services					
Media Center					
Administration					
Health Services					
Food Services					
2. <u>SITE</u>					
Physical Characteristics					
Size					
Shape					
Accessibility					
Location					
Topography/Soil					
Development of Sites					
Playgrounds/Athletic Field					
Service Areas					
Grounds/Beautification					
Building Placement					
Site Layout					
3. <u>BUILDING STRUCTURE</u>					
Physical Structure-Exterior					
Walls					
Foundations					
Structural Frame					
Roof					
Windows					
Exterior Doors					
Overhang/Soffit/Eaves					
Physical Structure-Interior					
Walls					
Floors					
Ceilings					
Interior Doors					
Stairs/Ramps					
Hallways					
Physical Structure-Mechanical					
Heating System					
Ventilation System					
Air-conditioning System					
Electrical System					
Plumbing System					
4. <u>ENVIRONMENT</u>					
Learning Environment					
Visual Environment					
Audible Environment					
Thermal Environment					
Aesthetics					
Safe and Healthful Environment					
Fire Safety					
Storm Safety					
Building Circulation					
Safety Equipment					
Barrier-Free Equipment					
Communications					

Table 3.3 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Heltonville Elementary School. As previously noted, a total of 187 pupils was enrolled in this school in the fall of 1998. As currently used, there are 169 pupil stations in this building, thus, the pupil station utilization of the building is 111.6 percent.

Concerns relative to Heltonville Elementary School include:

1. The pupil station utilization is 111.6 percent of capacity.
2. Most classrooms are about 700 square feet in size.
3. The mechanical systems (electrical, plumbing, and air movement) are in need of major improvement.
4. The building is air-conditioned.
5. The media center is small and needs major improvement to meet instructional needs and improved technology delivery in the future.
6. Parking on-site is limited and is inadequate for special events.
7. The flat roof on the classroom building has had major improvement but several areas still have minor leaks.
8. There is no science area in the building.

TABLE 3.3

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED
PUPIL STATIONS, AND PERCENT OF PUPIL STATION
UTILIZATION FOR THE HELTONVILLE ELEMENTARY SCHOOL

Room Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
101	Kuehn	K	22/0	18/18	61
203	Tincher	1	31	18	172
204	Hodges	2	31	20	155
208	Moore	3	29	20	145
201	Crane	4	27	25	108
202	Hendrickson	5	27	25	108
205	Price	6	<u>22.</u>	<u>25</u>	<u>88</u>
Totals			<u>189</u>	<u>169</u>	<u>111.6</u>

* Based on Indiana State Prime Time Standards and a Minimum of 30 Sq. Ft. Per Pupil.

9. The facility is not handicapped accessible nor does it meet all ADA guidelines. There are handicapped stalls in both the boys and girls restrooms.
10. There is a small computer lab in the building. Each teacher does have at least one computer in the classroom.
11. There is no space for a conference room, teacher work area, and storage space is limited. The health area, guidance area, and administrative area are also small.
12. The building is not networked.
13. Because the building is a one-section school, class size is difficult to maintain.
14. The cafeteria/kitchen is small in size.
15. There is no science area in the building.

16. The site is limited in acreage. Space for playground and outdoor activity is limited.
17. Temperature control is difficult to maintain.

Lincoln Elementary School: The Lincoln Elementary School is located at 2014 F Street in Bedford on a site of 11 acres. The building was constructed in 1959 with an addition in 1986. The facility contains approximately 55,050 square feet of space. In the fall of 1998 the facility served 365 pupils in grades K-6. The facility has two sections per grade level.

The building contains 13 regular instructional classrooms. Space and facilities are provided for an art room, music room, a PTO room, a student council room, Chapter I room, a reading recovery room, a library/media center and speech/hearing room. The facility also contains an administrative suite, health area, kitchen/cafeteria, multi-purpose room, a boiler room, restrooms, and storage space.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, four PrimeTime aides, one library aide, a part-time at-risk counselor, and three Title I aides. Art, music, and physical education teachers are part-time in the building. There is a inclusion teacher in the building and one inclusion aide.

The building is on one floor level and it is constructed of Bedford stone. The roof was replaced on the original building in 1986 when the new addition was constructed.

Hallways in the building have terrazzo floors with painted block over glazed tile walls. The walls in the addition are concrete block. Ceilings are acoustical tile with fluorescent lighting. Classrooms have painted block walls with acoustical tile ceilings. Classroom floors are carpeted. Classroom doors are wood in metal frames. Doors in the original building are in poor condition. Classroom illumination measures at least 50 foot candles at task height. Most classrooms contain about 900 square feet of space. There is at least one computer in every classroom. There is also one computer lab in the building.

The multi-purpose room serves as a gymnasium and play area for children when the weather is bad.

The heating system has gas fired boilers serving hot water ventilators in classrooms. The building is air-conditioned. Electrical service and plumbing are marginal in the original building. Plumbing and fixtures are old and need updating in the original building. The building has a flat roof which has posed problems with leaks in the original building area. Classrooms have single pane windows in the original building and double pane windows in the addition.

There is a two-way intercom for the building. The building is networked. The facility is served by municipal water and sewage. The facility meets most requirements for handicapped accessibility and ADA requirements.

Conference room space in the building is lacking and storage for teacher and custodial material is lacking.

The playground area has a low area which causes mud problems in wet weather and a shed on site posed hazards for pupils. Additional wood chips are needed in the areas where playground equipment is located. Playground equipment is in good condition. Parking on-site is inadequate for special activities. Pupils are loaded on school busses before students are released for parent pickup. There is a canopy area where students are loaded on busses. Additional lighting is needed in select areas of the parking lot as well as security lighting around the building.

Parking on-site is limited. Bus loading\unloading takes place on a hard surface area near the playground. Parent pickup of students takes place on city streets around the school.

The media center is small in size and has several bookshelves. The environment is not conducive to a media center which must serve increasing instructional needs in the next decade.

Figure 3.4 presents a profile evaluation of the Lincoln Elementary School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are adequate. Those classrooms serving the Special Instructional Program including space and facilities for art and music are adequate. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are marginal to adequate. The library is marginal in square footage of space.

FIGURE 3.4

EDUCATIONAL FACILITY EVALUATION PROFILE,
LINCOLN ELEMENTARY SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Kindergarten					
	Primary Grades					
	Intermediate Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech, Guidance					
	Learning Disabled					
	Chapter I					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

The ten features of the School Site are generally adequate. The playground area has a low area and an old shed on-site which pose hazards.

The features evaluated for the Exterior Condition of building are adequate. The features evaluated for the Interior Condition of the building are adequate. The Mechanical Systems are marginal to adequate. Plumbing and electrical in the original building are marginal. Additional electrical service in the original building are marginal. Additional electrical service in the original building will be needed to meet the needs of instructional technology in the future.

The features of the building affecting the Learning Environment are generally adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building meets most requirements for handicapped accessibility and ADA requirements. There are handicapped accessible restrooms in the building. The communications system is marginal to adequate.

Table 3.4 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Lincoln Elementary school. As previously noted, a total of 365 pupils was enrolled in this school in the fall of 1998. As currently used, there are 390 pupil stations in this building, thus, the pupil station utilization of the building is 93.6 percent.

TABLE 3.4

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED
PUPIL STATIONS, AND PERCENT OF PUPIL STATION
UTILIZATION FOR THE LINCOLN ELEMENTARY SCHOOL

Room Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
308	Maxwell	K	24/22	18/18	128
309	Neff	1	22	18	122
312	Webb	1	25	18	139
315	Hazen	2	26	20	130
206	Groce	2	26	20	130
327	McFadden	3	28	20	140
326	Miller	3	27	20	135
322	Kern	4	24	25	96
325	Robbins	4	26	25	104
223	Deckard	5	34	25	136
225	Weber	5	34	25	136
102	Butterfield	6	24	25	96
104	Fields	6	23	25	92
324	Spare		00	18	00
224	Spare		00	20	00
321	Spare		00	25	00
222	Spare		00	25	00
Totals			365	390	93.6

* Based on Indiana State Prime Time Standards and a Minimum of 30 Sq. Ft. Per Pupil.

Concerns relative to Lincoln Elementary School include:

1. The mechanical systems (electrical, plumbing, and air movement) are in need of major improvement or replacement in the original building.
2. The media center is small and needs major improvement to meet instructional needs and improved technology delivery in the future.
3. Parking on-site is limited and is inadequate for special events.
4. The flat roof is not in good condition and has several leaks over the original building.

5. The facility is not totally handicapped accessible nor does it meet all ADA guidelines. There are handicapped stalls in both the boys and girls restrooms.
6. The original portion of the building has single pane windows.
7. There is no science area in the building.
8. Chalkboards in the original building are in poor condition.
9. The intercom system is old and in poor condition.
10. Classroom doors in the original building need replacement.
11. Carpet in certain locations needs replacement.
12. The computer lab is in need of improvement or another lab is needed.
13. The playground area needs improvement to fill in low areas and remove a shed which is not often used.
14. Additional lighting is needed for security purposes and for the parking lot.
15. A new key system is needed for the building.

Needmore Elementary School: The Needmore Elementary School is located at R. R. 19 north of Bedford just off of Highway 37 on a site of 12.5 acres. The building was occupied in 1986. The building contains 50,280 square feet of space. In the fall of 1998 the school served 368 pupils in grades K-6.

The building contains 15 regular instructional classrooms. Space and facilities are provided for an art room, music room, band room, Title I, a reading recovery room, a library/media center and a science room. The facility also contains an administrative suite, health area, kitchen/cafeteria, gymnasium, a boiler room, restrooms and storage space.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, a library aide, a part-time teacher, part-time music teacher, part-time art teacher, part-time physical education teacher, and a half-time counselor. Seven aides assist with the instructional program.

The building is on one floor level and has a gable roof. The roof has minor leaks. Hallways in the building have carpeted floors with painted block walls. Ceilings are acoustical tile with fluorescent lighting. Classrooms have painted block walls with acoustical tile ceilings. Classroom floors are carpeted. Classroom doors are wood in wood or metal frames. Classroom illumination is 50 to 70 foot candles at task height. The building is networked; however, additional technology is needed to complete the network for the school corporation.

The gymnasium has a poured floor with spectator seating. There is a stage and two shower rooms. Bleachers are of the pull-out type and they are too large for the gym.

The heating system has gas fired boilers serving hot water ventilators in classrooms. Temperature control in the building is difficult to maintain. The building is air-conditioned. Electrical service and plumbing are generally in good condition. The building tends to collect moisture during the summer months as the air-conditioning system does not run long enough to remove moisture or air movement is not sufficient to remove moisture.

There is a two-way intercom for the building. There is a computer lab in the building; however, every classroom also has

at least three student computers and one computer for teacher use. The facility is served by a municipal water system. There is a sewage treatment plant on the site. The facility meets most requirements for handicapped accessibility and ADA guidelines.

Conference room space in the building is adequate but storage for teacher and custodial material is lacking. Playground equipment is minimal but the parent-teacher organization plans to improve the playground. The media center has made a serious attempt to provide services which enhance the educational environment.

Parking on-site is adequate; however, the parking lot is not striped. Bus loading/unloading takes place on a hard surface area near the playground. Twelve busses exchange students in the parking lot and space is limited during that time.

Figure 3.5 presents a profile evaluation of the Needmore Elementary School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are adequate. Those classrooms serving the Special Instructional Program are adequate to superior. There is a science room for teacher and class use. Space and facilities for the Instructional Support Services of administration, guidance, health, and food services are adequate.

The ten features of the School Site are adequate. The features evaluated for the Exterior Condition of the building are adequate. The features for the Interior Condition of the building are adequate. The Mechanical Systems is adequate. The

FIGURE 3.5

EDUCATIONAL FACILITY EVALUATION PROFILE
NEEDMORE ELEMENTARY SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Kindergarten					
	Primary Grades					
	Intermediate Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

building is air-conditioned. The accumulation of moisture in the building during the summer months is a concern.

The features of the building affecting the Learning Environment are marginal to adequate and features that provide for a Safe and Healthful Environment are marginal to adequate. The building meets most requirements for handicapped accessibility and ADA requirements.

Table 3.5 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Needmore Elementary School. As previously noted, a total of 368 pupils was enrolled in this school in the fall of 1998. As currently used, there are 360 pupil stations in this building, thus, the pupil station utilization of the building is 102.2 percent. PrimeTime standards in grades K-3 may be met by reduced class size or by the use of teacher aides. In certain instances teacher aides are used in the Needmore Elementary School.

TABLE 3.5

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED
PUPIL STATIONS, AND PERCENT OF PUPIL STATION
UTILIZATION FOR THE NEEDMORE ELEMENTARY SCHOOL

Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
107	Oliver	K	31/29	18/18	166.6
104	Furnish	1	19	18	105.5
105	Kirkman	1	18	18	100.0
110	Zell	1	21	18	116.6
102	Kirk	2	21	20	105.0
103	Nickless	2	21	20	105.0
101	Sauerheben	2	20	20	100.0
109	Curren	3	26	20	130.0
108	Minett	3	29	20	145.0
118	Hawkins	4	19	25	76.0
119	Turner	4	19	25	76.0
124	Ritter	5	24	25	96.0
125	Snapp	5	23	25	92.0
121	Collins	6	24	25	96.0
122	Franklin	6	24	25	96.0
112	Extra room		<u>0</u>	<u>20</u>	<u>0.0</u>
Totals			<u>368</u>	<u>360</u>	<u>102.2</u>

Concerns related to the Needmore Elementary School include:

1. During the summer months the building accumulates moisture on the interior ceilings and walls.
2. Carpeting has several areas which are wrinkled. Carpet will need replacement.
3. There is limited storage in the building.
4. Display space in the hallways for student work is limited.
5. There needs to be additional playground equipment.

Overall the facility is in excellent condition and provides considerable congruence between the educational program and the facility.

Parkview Primary School: The Parkview Primary School is located at 1701 Brian Lane Way in Bedford on a site of 10 acres. The building was constructed in 1950 with an addition in 1975 which included two classrooms and a media center. Another addition was completed in 1985. The building contains approximately 60,700 square feet of space. The original construction included a two story double loaded corridor structure with classrooms, multi-purpose room, cafeteria, and boiler room. The first addition included two classrooms and a media center. The 1985 addition contained seven classrooms, music rooms, small group rooms, expansion of the kitchen, and a gymnasium. In the fall of 1998 the building served 357 pupils in grades K-3. An additional eleven students were enrolled in pre-school and transition.

The building contains 14 regular instructional classrooms. Space and facilities are provided for an art room, music room, two special education rooms, one Title I room, an LD resource room, three PrimeTime rooms, a reading recovery room, a library/media center, a computer lab, and a speech/hearing room. The facility also contains an administrative suite, health area, kitchen/cafeteria, gymnasium, a boiler room, restrooms, and storage space.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, six PrimeTime aides, two special education aides, a library aide, and two special education teachers. The art teachers, music teachers, and physical educa-

tion teachers are shared with other schools. Speech/hearing personnel and home school advisor are also in the building.

A part of the building has two floor levels and another part has one floor level. The building has a flat roof. Exterior walls are Bedford stone. Hallways in the building have terrazzo floors with painted block or glazed tile walls. Ceilings are acoustical tile with fluorescent lighting. Classrooms have painted block walls with acoustical tile ceilings. Classroom floors are carpeted. Classroom doors are wood in metal frames. Classroom illumination is approximately 50 foot candles at task height. Some rooms illuminate 30-40 foot candles between light fixtures. Classrooms in the original building are smaller in size than classrooms in the addition.

The gymnasium has a poured floor with spectator seating, a stage, and two shower rooms.

The heating system has gas fired boilers serving hot water ventilators in classrooms. One boiler is two years old and the other is older. The building is air-conditioned. The original building has window units while the addition has a central system. Electrical service and plumbing are marginal in the original building. Plumbing and fixtures are old. Student and adult restrooms are in poor condition. The building has a flat roof which has minor leaks. Classrooms have single pane windows in the original building and double pane windows in the addition.

There is a two-way intercom for the building which is a part of the telephone system. Every classroom has a phone. The

building is not networked. There is one computer lab in the building and every classroom has at least one computer. The facility is served by municipal water and sewage. The facility does not meet requirements for handicapped accessibility and ADA requirements. There is a handicapped stall in the boys and girls restrooms.

Conference room space in the building is lacking and storage for teacher and custodial material is lacking. There are two playground areas and playground equipment is adequate for the number of pupils served by the school.

Parking on-site is generally adequate. The location of the parking lot and drive are such that it is not possible to get into the building without getting wet from automobile or school bus during bad weather.

Carpeting in certain locations is in need of replacement and the playground is in need of hard surfacing.

Figure 3.6 presents a profile evaluation of the Parkview Primary School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are generally adequate. Classrooms in the original building are small in size. Those classrooms serving the Special Instructional Program including space and facilities for art and music are adequate. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are adequate.

FIGURE 3.6

EDUCATIONAL FACILITY EVALUATION PROFILE,
PARKVIEW PRIMARY SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Kindergarten					
	Primary Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech					
	Title I					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

The ten features of the School Site are marginal to adequate. The playground area needs resurfacing and the parking lot also needs attention. The features evaluated for the Exterior Condition of the building are adequate. The features evaluated for the Interior Condition of the building are adequate. The Mechanical System is marginal to adequate. The building needs an electrical upgrade and plumbing in the original building including restrooms need improvement.

The features of the building affecting the Learning Environment are generally adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building does not meet requirements for handicapped accessibility and ADA requirements.

Table 3.6 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Parkview Primary School. As previously noted, a total of 357 pupils was enrolled in this school in the fall of 1998. As currently used, there are 407 pupil stations in this building, thus, the pupil station utilization of the building is 87.7 percent.

Concerns relative to the Parkview Primary School include:

1. The mechanical systems including electrical service and plumbing need to be upgraded.
2. Classrooms in the original building need improvements such as double pane windows, door improvements in classrooms, electrical upgrade and other renovation.
3. There is no science area in the building.

TABLE 3.6

**ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED
PUPIL STATIONS, AND PERCENT OF PUPIL STATION
UTILIZATION FOR THE PARKVIEW PRIMARY SCHOOL**

Room Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
325	Shipman	K	22/23	18/18	125
324	Wintezak	K	23/24	18/18	130
318	Hayes	1	22	18	122
319	Nikirk	1	22	18	122
321	True	1	22	18	122
322	Whitaker	1	22	18	122
137	Holt	2	21	20	105
147	Porter	2	21	20	105
138	Sargent	2	21	20	105
139	Towle	2	20	20	100
211	Broshears	3	22	20	110
209	Collins	3	21	20	105
210	Combs	3	22	20	110
212	Curtis	3	22	20	110
104	Mathews	Pre/Trans	11	11	100
110	Delaplane	SEH	07	07	100
148			00	18	00
203			00	18	00
320			00	20	00
140			00	20	00
204			<u>00</u>	<u>20</u>	<u>00</u>
Totals			<u>357</u>	<u>407</u>	<u>87.7</u>

* Based on Indiana State Prime Time Standards and a Minimum of 30 Sq. Ft. Per Pupil.

** PrimeTime standards may be met through reduced class size or the use of teachers aides in instances where class sizes are larger. Pupils in the pre-school transition class were not included in the pupil population of the school since it is a pre-school program.

4. Parking lot and playground need resurfacing and related improvement.
5. Improvements to meet handicapped accessibility and ADA requirements.
6. Conference room and space for small group activity is limited.
7. The roof has several minor leaks.

8. One kindergarten room does not have rest-rooms or an outside exit.
9. There is no cover or canopy from the parking area to the building.
10. A new key system is needed when classroom doors are improved.
11. The media center will need additional technology to meet the instructional needs of the next decade.
12. Storage for teacher material and custodial supplies is limited.
13. The heating, ventilation, and air-condition system needs upgrading.
14. The 1985 addition has problems with moisture accumulation during the summer months.
15. Temperature control is a problem throughout the building. The window air conditioning units in the original building are getting old.

Parkview Intermediate School: The Parkview Intermediate School is located at 2024 W. 16th Street in Bedford on a site of 10 acres. The building was constructed in 1961 as a junior high school. The original construction is a two story double loaded corridor structure. The original building also had a single story industrial education wing which in part has been converted to a cafeteria. In 1985 the building was renovated and an addition was constructed which included six classrooms and two restrooms. The building contains approximately 67,700 square feet of space. In the fall of 1998 the Parkview Intermediate School served 262 pupils in grades 4-6.

The building contains 9 regular instructional classrooms. Space and facilities are provided for an EH room, art room, music room, science room, 3 Title I rooms, band room, band office,

orchestra room, PTO/resource room, and a speech room. The facility also contains a computer lab, library/media center, and a speech/hearing room. The facility also contains an administrative area, health area, kitchen/cafeteria, gymnasium, boiler room, restrooms, and storage area.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, a library aide, a computer lab aide, a SEH aide, 2 Title I aides, a resource aide, and an At-Risk counselor. Teachers for art, music, and physical education are part-time in the building.

Exterior walls are Bedford stone and the building has a flat roof. Trim on the building is aluminum. Hallways in the building have terrazzo floors with glazed tile, plastered and vinyl covered walls. Ceilings are acoustical tile with fluorescent lighting. Classrooms have block, plaster, or vinyl covered walls. Ceilings are acoustical tile with fluorescent lighting. Most classrooms are carpeted and classroom doors are wood in metal frames. Many classrooms are small in size measuring about 700 square feet. Every classroom has a telephone which also serves as the intercom system.

The gymnasium has a poured floor with spectator seating. There is a stage and two shower rooms. The shower rooms are used for storage of physical education equipment and storage of school supplies.

The heating system has gas fired boilers serving hot water ventilators in classrooms. Temperature control, particularly in

the original building, is difficult to maintain. The building is not air-conditioned. The original building has window units and the addition has a central unit. Electrical service and plumbing are marginal. Plumbing and fixtures are old. Student and adult restrooms are in poor condition. The building has a flat roof which has minor leaks. Classrooms have single pane windows in the original building and double pane windows in the addition.

The building is not networked. There is a computer lab in the building and every classroom has at least one computer. The facility is served by municipal water and sewage. The facility does not meet most requirements for handicapped accessibility nor ADA requirements.

Conference room space is adequate, but storage for teacher and custodial material is lacking. The playground area and outdoor facilities for physical education and athletics is marginal. The drive and parking area is in need of resurfacing. The parking lot is wet and icy during the winter months. Restrooms are small in size. There is a handicapped stall in the boys and girls restrooms. Plumbing and drinking fountains are in poor condition.

Because of available classroom space the building does provide a band room, orchestra room, PTO room, and space for other programs which often are placed in very limited space. There is a science room which teachers may use which is a very positive feature in an intermediate school.

The building does not have an elevator and the heating,

ventilation, and air-conditioning is in need of major repair or replacement. Drinking fountains in certain areas do not work well. Illumination at task height typically measures 50 foot candles; however, in certain areas such as the EH room, the area between fluorescent lights measures only 30 foot candles. The original building has problems with moisture accumulation during the summer months.

Figure 3.7 presents a profile evaluation of the Parkview Intermediate School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are marginal to adequate. Those classrooms serving the Special Instructional Program including space and facilities for art and music are adequate. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are generally adequate.

The ten features of the School Site are marginal to adequate. The features evaluated for the Exterior Condition of the building are adequate. The features for the Interior Condition of the building are marginal to adequate. The Mechanical System is marginal.

FIGURE 3.7

EDUCATIONAL FACILITY EVALUATION PROFILE,
PARKVIEW INTERMEDIATE SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Intermediate Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

The features of the building affecting the Learning environment are generally adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building does not meet requirements for handicapped accessibility and ADA requirements.

Table 3.7 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Parkview Intermediate School. As previously noted, a total of 262 pupils was enrolled in this school in the fall of 1998. There could be 433 pupil stations in this building, thus, the pupil station utilization of the building is 60.5 percent.

Concerns relative to the Parkview Intermediate School include:

1. The electrical and plumbing systems including additional duplex outlets in classrooms need to be improved.
2. The heating, ventilation and air-conditioning needs to be improved or replaced. Moisture accumulation during the summer is a problem in the original building.
3. Windows in the original building are single pane.
4. Storage for teacher and custodial material is lacking.
5. Classrooms in the original building are small in size.
6. Ventilation in the kitchen is poor.
7. The building is not networked and additional technology will be needed in the media center and the building to meet instructional needs in the future.

TABLE 3.7

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED
PUPIL STATIONS, AND PERCENT OF PUPIL STATION
UTILIZATION FOR THE PARKVIEW INTERMEDIATE SCHOOL

Room Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
311	Turner	4	29	25	116.0
310	Benham	4	29	25	116.0
306	Ryan	4	27	25	108.0
312	Ralston	5	27	25	136.0
305	Cunningham	5	32	25	128.0
202	Huber	6	26	25	104.0
201	Cox	6	26	25	104.0
221	Bodenhamer	6	26	25	104.0
220	Bartlett	6	26	25	104.0
119	Deckard	EH	07	08	88.0
307	Possible clrm.		00	25	00.0
219	Possible clrm.		00	25	00.0
218	Possible clrm.		00	25	00.0
217	Possible clrm.		00	25	00.0
216	Possible clrm.		00	25	00.0
213	Possible clrm.		00	25	00.0
210	Possible clrm.		00	25	00.0
122	Possible clrm.		00	25	00.0
Totals			262	433	60.5

* Based on Indiana State Prime Time Standards and a Minimum of 30 Sq. Ft. Per Pupil.

8. The facility does not meet most requirements of handicapped accessibility or ADA requirements. There are handicapped accessible stalls in the restrooms but there is no elevator, drinking fountains do not meet requirements, and door hardware is lacking.
9. Restrooms, adult and pupil, need improvements.
10. The playground area and parking lot need re-surfacing. The parking lot tends to have icy spots during the winter.
11. Carpeting is in need of replacement in certain areas.

12. Lighting in a few areas needs to be improved.
13. The building has a number of classrooms which are used for other functions. The capacity of the building could be increased appreciably.

Shawswick Elementary School: The Shawswick Elementary School is located at R. R.#18 outside of Bedford. The site of 20 acres is shared with the Shawswick Middle School. The combined facility has approximately 95,320 square feet of space. The middle school gymnasium, constructed in 1949, is the only remaining part of the old Shawswick School. In 1963 an addition was constructed to provide locker rooms and band/music rooms. In 1989 a two level structure was constructed to provide space for elementary and intermediate schools. Each school has a principal and the educational programs operate independent of one another. In the fall of 1998 the elementary school served 333 pupils in grades K-5.

The building contains 12 regular instructional classrooms. Space and facilities are provided for an art room, music room, Chapter I room, an LD room, a reading recovery room, a library/media center, and speech/hearing room. The facility also contains an administrative suite, health area, kitchen/cafeteria, a gymnasium, a boiler room, restrooms, and storage space. There are four rooms in the building which could be used as classrooms.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, a part-time library staff member, and a library aide. The art teacher, music teacher, and physical

education teacher are part-time in the building. Four aides are used for PrimeTime in grades K-2.

The building has two floor levels with the elementary school located on the first level. The facility does have an elevator. The building has a gable roof. Exterior walls are a combination of brick and stone. Hallways in the building have carpeted floors with painted block walls. Ceilings are acoustical tile with fluorescent lighting. Classrooms have painted block walls with acoustical tile ceilings. Classroom floors are carpeted. Classroom doors are wood in wood or metal frames. Classroom illumination is approximately 70 foot candles at task height. Most classrooms contain about 900 Square feet of space.

The heating system has gas fired boilers serving hot water ventilators in classrooms. One heating system serves both facilities. Temperature control in the building is difficult to maintain. The building is air-conditioned except for the kitchen area. Electrical service and plumbing are adequate. Classrooms have double pane windows.

There is a two-way intercom for the building and the building is networked. Every classroom has at least two computers. The facility is served by the municipal water system but has a sewage treatment facility on-site. The facility meets most requirements for handicapped accessibility and ADA.

Conference room and storage space in the building is adequate. Playground equipment is adequate for the number of pupils

served by the school. There is a hard surface area, grassy area, and a wood chip area around playground equipment.

The gym has a poured floor, spectator seating, and locker rooms.

Figure 3.8 presents a profile evaluation of the Shawswick Elementary School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are adequate. Those classrooms serving the Special Instructional Program including space and facilities for art and music are adequate. Space and facilities for the Instructional Support Services of library, administration, health, and food services are generally adequate.

The ten features of the School Site are adequate. The features evaluated for the Exterior Condition of the building are adequate. The features evaluated for the Interior Condition of the building are adequate. The Mechanical System is generally adequate. The kitchen area is not air-conditioned.

The features of the building affecting the Learning Environment are adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building meets more requirements for handicapped accessibility and ADA requirements.

FIGURE 3.8

EDUCATIONAL FACILITY EVALUATION PROFILE,
SHAWSWICK ELEMENTARY SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Kindergarten					
	Primary Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech					
	Chapter I					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

Table 3.8 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Shawswick Elementary School. As previously noted, a total of 333 pupils was enrolled in this school in the fall of 1998. As currently used, there are 375 pupil stations in this building, thus, the pupil station utilization of the building is 88.8 percent.

TABLE 3.8

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED PUPIL STATIONS, AND PERCENT OF PUPIL STATION UTILIZATION FOR THE SHAWSWICK ELEMENTARY SCHOOL

<u>Room Number</u>	<u>Teacher</u>	<u>Grade</u>	<u>Number of Pupils</u>	<u>Number of Approved Pupil Stations*</u>	<u>Percent of Pupil Station Utilization</u>
A129	Acton	K	30/25	18/18	153.0
A141	Faubion	1	27	18	150.0
A138	Inman	1	28	18	155.0
A145	Harrell	2	25	20	125.0
A149	Koch	2	24	20	120.0
B120	Baldwin	3	22	25	88.0
B123	Kimberly	3	20	25	80.0
B128	Underwood	3	22	25	88.0
B132	Bruce	4	28	25	112.0
B131	O'Brien	4	27	25	108.0
B135	Lewis	5	25	25	100.0
B134	Zollman	5	30	25	120.0
Spare			00	18	0.0
Spare			00	20	0.0
Spare			00	25	0.0
Spare			<u>00</u>	<u>25</u>	<u>0.0</u>
Totals			<u>333</u>	<u>375</u>	<u>88.8</u>

* Based on Indiana State Prime Time Standards and a Minimum of 30 Sq. Ft. Per Pupil.

Concerns relative to Shawswick Elementary School include:

1. The roof has minor leaks.

2. The building accumulates moisture during the summer months resulting in mold and sagging in the ceiling tile.
3. The carpeting needs replacement in select areas.
4. Class size is large at certain grade levels.
5. There is no science area in the building.
6. Temperature control was listed as a problem by several faculty.
7. The building meets most handicapped and ADA requirements.
8. The media center is small in size and will need additional technology to meet educational needs in the next decade.

Springville Elementary School: The Springville Elementary School is located on Main Street in the town of Springville on a site of 7 acres. The building was constructed in 1964 with an addition in 1973. The gym and multi-purpose area were added in 1985. The building contains approximately 29,230 square feet of space. In the fall of 1998 the building served 160 pupils in grades K-6.

The building contains 7 regular instructional classrooms. Space and facilities are provided for a music room, art room, speech room, reading recovery room, and resource room. The facility also contains an administrative area, a library/media center, a kitchen/cafeteria, a multi-purpose room, boiler room, restrooms, and storage area. There is no computer lab; however, the library has enough computers to serve one-half or one-third of the pupils in a classroom. There is also a health area in the

library which is not divided by walls or other portable dividers.

The addition to the building was constructed as open space and recently divided into individual classroom space.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, and a library aide. The art teacher, music teacher, and physical education teacher are part-time in the building. A resource room teacher is also part-time. There are three aides in the building.

The building is on one floor level. The classroom building has a flat roof while the multi-purpose room has a gable roof. Exterior walls are constructed of Bedford stone. Hallways in the building have tile floors with painted block walls. Ceilings are acoustical tile with fluorescent lighting. Classrooms have painted block walls with acoustical tile ceilings. Classroom floors are tile or carpet. Classroom doors are wood or metal in metal frames. Classroom illumination is approximately 50 foot candles at task height. Most classrooms contain about 800 square feet of space. The addition to the building was constructed as open concept space. It recently has been divided into individual classrooms.

The multi-purpose room serves as the gymnasium and has a poured floor with spectator seating. There is a stage and restroom area.

The heating system is electric heat with units in each classroom. The building is air-conditioned with window units in the original building and central air in the addition.

Temperature control in the original building is difficult to maintain. Electrical service and plumbing are marginal. Student and adult restrooms are limited in number. There is a telephone in every classroom which also served as the intercom. The building has a weather alert radio.

The building is not networked. There is a small computer lab in the library; however, every teacher has at least one computer. The facility is served by a municipal water system; however, the sewage system is located on-site.

Conference room space in the building is lacking and storage for teacher and custodial materials is lacking. There are two playground areas and playground equipment is generally adequate for the number of pupils served by the school.

Parking on site is limited. Bus loading/unloading takes place on a hard surface area near the playground. Parent pickup of students takes place after bus students are loaded.

The media center serves as the computer lab for the school and also serves as the health area. The environment is not conducive to a media center which must serve increasing instructional needs in the next decade.

Figure 3.9 presents a profile evaluation of the Springville Elementary building. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are generally adequate. The kindergarten room is small in size and has no outside door. Those classrooms serving the Special Instructional Program

FIGURE 3.9

EDUCATIONAL FACILITY EVALUATION PROFILE,
SPRINGVILLE ELEMENTARY SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Kindergarten					
	Primary Grades					
	Intermediate Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

including space and facilities for art and music are marginal to adequate. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are marginal to adequate. The health area is inadequate.

The ten features of the School Site are generally adequate. The features evaluated for the Exterior Condition of the building are adequate. The features for the Interior Condition of the building are adequate. The Mechanical System is marginal to adequate. The electrical system is at capacity.

The features of the building affecting the Learning environment are generally adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building meets most requirements for handicapped accessibility and ADA requirements. The communications system consists of a telephone in every room which also serves as the intercom system.

Table 3.9 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Springville Elementary School. As previously noted, a total of 160 pupils was enrolled in this school in the fall of 1998. As currently used, there are 169 pupil stations in this building, thus, the pupil station utilization of the building is 94.6 percent.

Concerns relative to the Springville Elementary School include:

1. There is no computer lab in the building. A partial computer lab is located in the library.

2. There is no conference room and space for small group meetings is limited.
3. Parking is adequate for daily activity but inadequate for special events.

TABLE 3.9

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED PUPIL STATIONS, AND PERCENT OF PUPIL STATION UTILIZATION FOR THE SPRINGVILLE ELEMENTARY SCHOOL

Room Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
	Dillman	K	16/17	18/18	91.6
	Deckard	1	26	18	144.4
	Bush	2	26	20	144.4
	Phillips	3	21	20	105.0
	Blackwell	4	17	25	68.0
	Day	5	16	25	64.0
	Brandt	6	<u>21</u>	<u>25</u>	<u>84.0</u>
	Totals		<u>160</u>	<u>169</u>	<u>94.6</u>

* Based on Indiana State Prime Time Standards and a Minimum of 30 Sq. Ft. Per Pupil. PrimeTime requirements may be met for grades K-3 through reduced class size or by the use of teacher aides with larger class sizes.

4. Temperature control in the original building is difficult to maintain.
5. The level of technology including computers is limited.
6. The electrical system needs improvement including duplex outlets in classrooms as well as main service to the building.
7. Storage space for teacher material and custodial supplies is limited.
8. There is no science area in the building.
9. The administrative area and health area are inadequate.
10. The building is not networked; however, the wiring has been installed for networking.

11. The facility is not totally handicapped accessible nor does it meet all ADA requirements.

Stalker Elementary School: The Stalker Elementary School is located at 420 W Street in Bedford on a site of 20 acres which is shared with the central office facility. The building was occupied in 1989 and it contains 57,300 square feet of space. In the fall of 1998 the school served 274 pupils in grades K-6. There are also two pre-school programs which serve 21 pupils.

The building contains 11 regular instructional classrooms, two pre-school classrooms, and two special education classrooms. Space and facilities are provided for an art room, music room, computer lab, a science room used as a reading recovery room, a library/media center, and speech/hearing room. The facility also contains an administrative suite, health area, kitchen/cafeteria, gymnasium, a boiler room, restrooms, and storage space.

The faculty is supported by a full-time principal, one secretary, one part-time nurse, a library aide, an art teacher, music teacher, physical education teacher, and a three-quarter-time counselor. The speech, physical, and occupational therapist are in the building part of the time. Five regular aides and seven special education aides are in the building.

The building is on one floor level and has a gable roof. Hallways in the building have carpeted floors with painted walls. Ceilings are acoustical tile with fluorescent lighting. Classrooms have painted block walls with acoustical tile ceilings. Classroom floors are carpet or tile. Classroom doors are wood in

metal frames. Classroom illumination is approximately 50 foot candles at task height. Classrooms have at least one computer. There is a computer lab in the building with a full-time computer aide. The building is networked.

The gymnasium has a poured floor with spectator seating. There is a stage and two locker rooms. The gym is the only part of the building which is not air-conditioned. Air movement in the gym is very poor.

The heating system has gas fired boilers serving hot water ventilators in classrooms. Temperature control in the building is difficult to maintain. The building is air-conditioned and electrical service and plumbing are adequate. The computer lab may need additional electrical circuits. Recently it was learned that a part of the ventilation system in the building had not been hooked up. The building has a gable roof which has posed problems with leaks. Classrooms have double pane windows.

There is a two-way intercom located in the building. The facility is served by municipal water and sewage systems. The facility meets most requirements for ADA and handicapped accessibility.

There is a crack along the wall in the southeast portion of the building with rooms A122 and A109 which should be monitored to determine whether it is expanding. There is also a crack at room A155 which is moderate.

Conference room space in the building is adequate; however, storage for teacher and custodial material is lacking. There are

two playground areas with a kindergarten playground and another regular playground.

Parking on site is adequate. Bus loading/unloading takes place on a hard surface area in the circular drive. Parent pickup of students takes place after the bus loading is complete.

The media center is carpeted, has a pit area, and has computer stations. The environment is conducive to a media center which must serve increasing instructional needs in the next decade.

Figure 3.10 Presents a profile evaluation of the Stalker Elementary School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are adequate. Those classrooms serving the Special Instructional Program including space and facilities for art and music are adequate. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are adequate.

The ten features of the School Site are adequate. The features evaluated for the Exterior Condition of the building are adequate. The southeast exterior wall has a crack. The features evaluated for the Interior Condition of the building are adequate. The Mechanical System is adequate. Moisture in the building during the summer months presents a problem with mold and damage to ceiling tile.

FIGURE 3.10

EDUCATIONAL FACILITY EVALUATION PROFILE,
STALKER ELEMENTARY SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	Kindergarten					
	Primary Grades					
	Intermediate Grades					
	Special Instructional Program					
	Art					
	Music					
	Physical Education					
	Speech					
	Title I					
	Instructional Support Services					
	Media Center					
	Administration					
	Health Services					
	Food Services					
	Counseling					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

The features of the building affecting the Learning Environment are adequate and most features that provide for a Safe and Healthful Environment are generally adequate. The building meets most requirements for handicapped accessibility and ADA requirements.

Table 3.10 presents current room utilization, pupils enrolled, approved pupil stations, and pupil station utilization for the Stalker Elementary School. As previously noted, a total of 274 pupils was enrolled in this school in the fall of 1998. As currently used, there are 276 pupil stations in this building, thus, the pupil station utilization of the building is 99.3 percent.

In addition to the regular instructional program and special education, two rooms are used for pre-school programs which include 21 pre-school pupils. The science room is used one-half day for reading recovery and one-half day for physical therapy. Teachers can schedule the room in the afternoon for science. A resource room (A151) is used for LD pull-out programs for tutoring. This room could be used as a classroom if needed.

TABLE 3.10

ROOM USE, NUMBER OF PUPILS, NUMBER OF APPROVED
PUPIL STATIONS, AND PERCENT OF PUPIL STATION
UTILIZATION FOR THE STALKER ELEMENTARY SCHOOL

Room Number	Teacher	Grade	Number of Pupils	Number of Approved Pupil Stations*	Percent of Pupil Station Utilization
C111		K	24/19	18/18	119.0
A114	Kopsho	1	20	18	111.0
A118	Jacobs	1	20	18	111.0
A134	Gregory	2	16	20	80.0
A133	McAlister	2	19	20	95.0
A122	Chasteen	3	19	20	95.0
A119	McKnight	3	20	20	100.0
A157	Allman	4	17	25	68.0
A153	Lambrecht	4	18	25	72.0
A156	Sullivan	5	27	25	108.0
A155	Oliver	6	32	25	128.0
A139	Seidl	MOMH	09	12	75.0
A158	Patrick	MIMH	<u>14</u>	<u>12</u>	<u>117.0</u>
Totals			<u>274</u>	<u>276</u>	<u>99.3</u>

* Based on Indiana State Prime Time Standards and a Minimum of 30 Sq. Ft. Per Pupil.

Concerns relative to Stalker Elementary School include:

1. Moisture problems during the summer months resulting in mold and related damage to ceiling tile and other interior components of the building.
2. Cracks along the exterior wall of the southeast portion of the building need to be monitored.
3. The roof has problems with leaks.
4. The gym has limited air flow and is not air-conditioned.
5. The kindergarten playground is a very small area.

6. Carpet needs replacement in certain areas and ceiling tile show sagging because of moisture.

Bedford Junior High School: The Bedford Junior High School is located at 1501 N Street in the city of Bedford on a site of 4.5 acres. The facility served as the Bedford High School for many years. The original building was occupied in 1911 and consists of a three level structure. Two additions of similar construction were added in 1921 and 1926. A gymnasium was constructed in 1924 as a stand alone facility. An auditorium and multi-purpose room were added in 1964 after a fire in 1962 destroyed the original auditorium. A food service area was added in 1987 which is connected to the multi-purpose room. A 1952 stand alone building at one time housed the vocational education program. This facility now houses an industrial technology lab, two band rooms, and is shared by the Joint Services Cooperative administration and services office area . The facility has approximately 121,050 square feet of space. In the fall of 1998 the Bedford Junior High School served 452 pupils in grades 7-8 and special education. There were 199 pupils in grade 7 and 220 pupils in grade 8. Special needs pupils account for another 33 enrollees. The three level building, as presently used, contains 23 classrooms, 4 part-time or multi-use classrooms, and a kitchen/cafeteria. Space also is provided for a media center, guidance area, administrative suite, and related offices for other personnel.

The facility has two gymnasiums, an auditorium, restrooms, and a boiler room. Special purpose facilities include two computer labs, two science labs, home economics rooms, an auto skills lab, art room, music (general, choral and instrumental), special education, and physical education.

Twenty-eight full and part-time faculty deliver the instructional program. The building is served by a full-time principal, one assistant principal, a guidance counselor, one part-time nurse, two secretaries, one librarian, five special teachers, and five aides.

The facility has an elevator, a wheel chair lift, and a limited number of handicapped restrooms. Not all requirements have been met to make the facility handicapped accessible and meet all ADA requirements.

Hallways have concrete, tile, and carpeted floors; painted plaster or concrete block walls; plaster or acoustical tile ceilings; and fluorescent lighting. Classroom doors are wood with wood or metal frames. Classroom walls are painted plaster and floors are carpet or tile. Classroom floors are of wood construction. Ceilings are plaster or acoustical tile with fluorescent lighting. Classroom illumination measure 40 to 50 foot candles at task height.

A two-way intercom system serves all classrooms with the console and weather alert located in the administrative offices.

The building is heated by gas fired boilers with oil backup which serve low pressure steam radiators. The building is air-conditioned by window units which are in poor condition. The

facility is served by city water and sewage systems. The building has a flat roof and the windows are double pane in metal frames. The roof is in fair condition. The building exterior is stone with masonry trim. Outdoor athletic facilities on-site are limited. Indoor athletic facilities include two gymnasiums which serve all physical education activities as well as boys and girls athletics. Locker room space is limited and the quality of locker rooms is generally poor. Storage for equipment is very limited. The exception in terms of locker room quality is the stand alone gym that was refurbished in 1990.

Figure 3.11 presents a profile evaluation of the Bedford Junior High School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are marginal to adequate. The evaluation of those classrooms serving the Special Instructional Program including space and facilities for art, family and consumer science, industrial technology, music, and physical education is adequate.

There are two science labs. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are marginal to adequate.

The evaluation of the ten features of the School site is marginal. Parking is inadequate for special events. The Exterior Condition of the building is generally adequate. Windows and entry doors are in poor condition. Also, the features of the

FIGURE 3.11

EDUCATIONAL FACILITY EVALUATION PROFILE,
BEDFORD JUNIOR HIGH SCHOOL

	Missing	Inadequate	Marginal	Adequate	Superior
	0	1	2	3	4
1. <u>CONGRUENCE OF PURPOSE</u>					
General Instructional Program					
English/Language Arts					
Social Studies					
Mathematics					
Science/Labs					
Special Instructional Program					
Art					
General Music/Choral					
Music/Instrumental					
Home Economics					
Industrial Technology					
Physical Educational					
Speech/Language/Hearing					
Instructional Support Services					
Media Center					
Administration					
Guidance & Psychological Serv					
Health Services					
Food Services					
2. <u>SITE</u>					
Physical Characteristics					
Size					
Shape					
Accessibility					
Location					
Topography/Soil					
Development of Sites					
Playgrounds/Athletic Field					
Service Areas					
Grounds/Beautification					
Building Placement					
Site Layout					
3. <u>BUILDING STRUCTURE</u>					
Physical Structure-Exterior					
Walls					
Foundations					
Structural Frame					
Roof					
Windows					
Exterior Doors					
Overhang/Soffit/Eaves					
Physical Structure-Interior					
Walls					
Floors					
Ceilings					
Interior Doors					
Stairs/Ramps					
Hallways					
Physical Structure-Mechanical					
Heating System					
Ventilation System					
Air-conditioning System					
Electrical System					
Plumbing System					
4. <u>ENVIRONMENT</u>					
Learning Environment					
Visual Environment					
Audible Environment					
Thermal Environment					
Aesthetics					
Safe and Healthful Environment					
Fire Safety					
Storm Safety					
Building Circulation					
Safety Equipment					
Barrier-Free Equipment					
Communications					

Interior Condition of the building are marginal to adequate. The Mechanical System is generally inadequate. The building is air-conditioned by window units. Electrical duplex outlets are inadequate in classrooms to meet future instructional and technology needs.

The features of the building affecting the Learning Environment are marginal to adequate and features that provide for a Safe and Healthful Environment are marginal to adequate. Wood floors present a fire hazard.

Table 3.11 shows current room and pupil station utilization for grades 7-8 for Bedford Junior High School.

Research has shown that the optimum room utilization of classrooms for junior high schools is 85 percent and the optimum pupil station utilization is 75 percent. Current (basic program) room utilization of the 23 general purpose classrooms in the Bedford Junior High School, as noted in Table 3.2 is 78 percent which is below room utilization standards. Current pupil station utilization is 70 percent which is also below standards. The total functional capacity of these classrooms is 474 pupils.

TABLE 3.11

**ROOM AND PUPIL STATION UTILIZATION OF THE CLASSROOMS
FOR THE BEDFORD JUNIOR HIGH SCHOOL**

Room Number	Room Use	Number of Approved Pupil Stations	Number of Pupil Stations Occupied Per Period								Percent of Room Utilization	Total Daily Occupancy		Total Daily ACTUAL Occupancy As a Percent of Total Daily Approved Occupancy	
			1	2	3	4	5	6	7	8		Approved	Actual	Approved	Occupancy
219	Lang Arts	25	18	19	26	25	0	22	24	18	87	200	152	76	
025	Sp. Ed.	5	2	2	2	0	0	0	0	0	37	40	6	15	
224	Math	25	18	23	24	19	21	21	0	20	87	200	146	73	
030	Sci. EH	12	6	6	0	7	6	4	2	6	87	96	37	38	
108	LD Math	12	18	11	10	7	4	0	11	11	87	96	72	75	
GYM	Phy. Ed.	25	19	25	27	0	0	21	27	27	75	200	146	73	
102	W. History	25	19	20	0	15	31	27	27	29	87	200	168	84	
202	Science	25	20	22	21	22	24	0	21	21	87	200	151	75	
220	Lang. Arts	25	19	0	15	12	27	23	23	23	87	200	142	71	
103	LD Lang. Art	20	0	9	21	15	19	14	11	0	75	160	89	55	
201	Science	25	21	27	28	0	30	25	25	31	87	200	187	93	
101	World Hist.	25	22	21	0	28	32	24	24	26	87	200	177	88	
148	U.S. Hist.	25	20	31	0	11	31	25	26	26	87	200	170	85	
001	EH	12	7	6	6	0	7	5	5	7	87	96	43	44	
17	Pract. Arts	25	19	18	23	14	0	16	16	18	87	200	124	62	
214	Pract. Arts	25	22	20	22	21	0	19	16	21	87	200	141	70	
231	Science	25	23	16	25	26	31	23	22	0	87	200	166	83	
218	Lang. Arts	25	21	20	19	18	24	21	27	0	87	200	150	75	
217	Lang. Arts	25	0	15	27	20	26	0	0	0	50	200	88	44	
BDRM	Band	16	0	0	0	66	76	18	0	0	37	128	160	125	
229	Health	25	20	26	30	17	23	0	30	31	87	200	177	88	
113	Art	25	17	16	21	21	0	17	17	19	87	200	128	64	
GYM	Phy. Ed.	30	17	0	26	18	0	27	29	28	75	240	145	60	
227	Math	25	20	31	24	21	30	22	0	20	87	200	168	84	
216	Health	25	19	22	27	27	0	29	27	28	87	200	179	89	
221	Math	25	18	24	24	17	19	23	0	20	87	200	145	72	
016	Music	25	18	14	18	20	0	17	17	19	87	200	123	61	
214	HE Prac. Art	25	0	0	0	0	0	0	0	0	0	200	0	0	
TOTALS			632	423	444	466	467	461	443	427	449	78	5,056	3,580	70
Percent of Pupil Station Utilization Per Period			66	70	73	73	72	70	67	71					
FUNCTIONAL CAPACITY			474**												

NUMBER OF APPROVED PUPIL STATIONS IS BASED ON THE INDIANA MINIMUM STANDARD OF 30 SQ.FT./PUPIL

** BASED ON A STANDARD OF 75 PERCENT OF THE TOTAL NUMBER OF APPROVED PUPIL STATIONS

Concerns relative to Bedford Junior High School include:

1. Mechanical systems need updating including heating, cooling, air movement, electrical and plumbing.
2. Restrooms are in need of improvement.
3. The kitchen are is not air-conditioned.
4. Most classrooms are about 700 square feet.

5. Classrooms need refurbishment including chalkboards, storage space, and classroom furniture.
6. The building is not net-worked.
7. The auditorium is generally in good condition. Some seats are in need of repair or replacement.
8. Hallway floors are concrete, however, classroom floors are wood and need improvement in some locations.
9. Dressing room facilities in gym 2 are inadequate.
10. Parking on-site is inadequate for special events.
11. The facility has an elevator, a wheel chair lift, and handicapped restroom stalls; however, the building does not meet all ADA and handicapped requirements.
12. Students must cross a street to the annex or "vocational" building for band and industrial technology.
13. The clock and bell system are not synchronized.
14. Temperature control is a problem with steam radiators.
15. The roof is flat and has several leaks which are difficult to find.
16. Additional restrooms are needed in the annex or industrial technology area.
17. Many windows are single pane. Classroom doors also need replacement.

Shawswick Middle School: The Shawswick Middle School is located at R. R. #18 outside of Bedford. The site of 20 acres is shared with the Shawswick Elementary School. The combined facility has approximately 95,320 square feet of space. The

middle school gymnasium, constructed in 1949, is the only remaining part of the old Shawswick School. In 1963 an addition was constructed to provide locker rooms and band/music rooms. In 1989 a two level structure was constructed to provide space for elementary and intermediate schools. Each school has a principal and the education programs operate independent of one another. In the fall of 1998 the middle school served 221 pupils in grades 6-8. There were 63 pupils in grade 6, 78 pupils in grade 7, and 80 pupils in grade 8.

The building, as presently used, contains 13 regular classrooms, one special education room, one gymnasium, and a kitchen/cafeteria. Space also is provided for a media center, guidance area, and administrative suite. Special purpose facilities include space for a computer lab, science, art, music, and physical education.

Twenty-one full and part-time faculty deliver the instructional program. The building is served by a full-time principal, a part-time guidance counselor, one part-time nurse, one secretary, a part-time librarian, and a library aide.

Hallways have carpeted floors, painted concrete block walls, acoustical tile ceilings, and fluorescent lighting. Classroom doors are wood with metal frames. Classroom walls are painted concrete block. Floors are carpeted. Ceilings are acoustical tile with fluorescent lighting. Illumination measures at least 50 foot candles at task height in most classrooms.

The building has two levels with the elementary school on

the ground level and the middle school on the second level. The facility has an elevator; however, limited areas are not accessible to a handicapped pupil in a wheelchair. The building has a gable roof which has been recently repaired. The roof does have minor leaks. The building has one heating system for both facilities. The heating system is gas fired boilers serving room ventilators. The building is air-conditioned except for the kitchen area. There is a two-way intercom system and the building is networked. The facility is served by a municipal water system but has a sewage treatment plant on-site. Student and adult restrooms are limited and small in size. The electrical and plumbing systems are adequate. Classrooms have double pane windows.

The gymnasium has a wood floor, spectator seating and dressing rooms. Outdoor athletic facilities for physical education and athletics are limited. Parking is located near the building and generally adequate for daily activity. The media center is very small in size and will not be able to meet future technology needs of the instructional program. The principal's office is located on the first level while the instructional program is delivered on the second level.

There is a lack of space for large group instruction in instances where the instructional team might want to meet with all pupils at a grade level. Storage space is limited for teacher and custodial supplies and equipment. Restrooms have at least one handicapped stall; however, the building does not meet

all requirements for handicapped accessibility or ADA requirements.

Figure 3.12 is a profile evaluation of the Shawswick Middle School building. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are adequate. The evaluation of those classrooms serving the Special Instructional Program including space and facilities for art, home economics, industrial technology, and music are adequate. Space for science labs, art, and music rooms are adequate. Space and facilities for the Instructional Support Services of administration, guidance, health, and food services are generally adequate. Space for the media center is marginal to inadequate.

The evaluation of the ten features of the School Site is generally adequate. The features evaluated for the Exterior Condition of the building are adequate. Also, the features for the Interior Condition of the building are adequate. The Mechanical Systems are generally adequate with the exception of restrooms. The building is air-conditioned. The building is served by a municipal water system and septic system on-site.

FIGURE 3.12

EDUCATIONAL FACILITY EVALUATION PROFILE,
SHAWSWICK MIDDLE SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	English/Language Arts					
	Social Studies					
	Mathematics					
	Science/Labs					
	Special Instructional Program					
	Art					
	General Music/Choral					
	Music/Instrumental					
	Home Economics					
	Industrial Technology					
	Physical Education					
	Learning Disabled					
	Instructional Support Services					
	Media Center					
	Administration					
	Guidance & Psychological Serv					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

The features of the building affecting the Learning environment are adequate and features that provide for a Safe and Healthful Environment are adequate.

Table 3.12 shows current room and pupil utilization of the general and special purpose classrooms of the Shawswick Middle School.

Research has shown that the optimum classroom utilization of middle or junior high schools is 85 percent and the optimum pupil station utilization is 75 percent. Current room utilization of the 15 general and special purpose classrooms in the Shawswick Middle School building, as noted in Table 3.9 is 72 percent which is below the optimum utilization standards. Current pupil station utilization is 57 percent, which is also below optimum standards. The total functional capacity of these general and special purpose classrooms is 332 pupils.

Concerns relative to the Shawswick Middle School include:

1. The media center is small in size and inadequate to deliver the instructional technology needed in the next decade.
2. The principal's office is located on the ground floor while the middle school instructional program is delivered on the second floor.
3. Outdoor sports facilities are inadequate for physical education and athletics.
4. Restrooms, adult and pupil, are small and not adequate.

TABLE 3.12

**ROOM AND PUPIL STATION UTILIZATION OF THE
CLASSROOMS FOR THE SHAWSWICK MIDDLE SCHOOL**

Room Number	Room Use	Number of Approved Pupil Stations	Number of Pupil Stations Occupied Per Period								Percent of Room Utilization	Total Daily Occupancy		Total Daily Actual Occupancy As a Percent of Total Daily Approved Occupancy	
			1	2	3	4	5	6	7	8		9	Approved	Actual	Approved
SHOP	Shop	25	0	0	10	12	0	13	12	14	14	67	225	75	33
ART	Art	25	25	25	21	0	0	12	13	13	14	78	225	123	55
BAND	Band	30	0	45	0	0	0	37	0	39	0	33	270	121	45
A223	Music/Choir	30	64	0	0	2	14	0	50	0	45	44	270	175	65
A218	Math	25	20	23	23	14	24	32	32	0	0	78	225	168	75
A216	Soc.St.	25	21	19	19	21	24	22	12	0	0	78	225	138	61
A222	Lang.Arts	25	21	18	19	22	32	21	17	0	0	78	225	150	67
A211	Science	25	18	20	19	23	21	32	32	0	0	78	225	165	73
B215	Math	25	23	13	23	18	22	0	0	19	32	78	225	150	67
B210	Soc. St.	25	18	21	21	17	11	0	0	32	32	78	225	152	68
B222	Lang.Arts	25	19	20	15	23	32	0	0	32	32	78	225	173	77
B214	Science	25	17	23	18	19	22	0	0	18	45	78	225	135	60
A224	Health	25	0	0	11	10	0	13	14	12	13	67	225	73	32
GYM	Phy. Ed.	30	0	21	10	11	0	14	13	13	12	78	225	94	42
HE	HE	25	0	0	12	10	20	12	13	14	14	78	225	95	42
Totals		390	247	282	247	206	303	237	318	271	253	72	3,465	1,987	57
Percent of Pupil Station Utilization Per Period			58	66	58	48	71	56	75	64					
FUNCTIONAL CAPACITY			332**												

NUMBER OF APPROVED PUPIL STATIONS IS BASED ON THE INDIANA MINIMUM STANDARD OF 30 SQ.FT./PUPIL

5. Carpeting needs replacement in certain areas of the building.
6. Locks in the building do not work well.
7. Storage of teacher material and custodial supplies is limited.
8. There is no large group meeting room for the teacher teams to meet all pupils at a grade level.

Oolitic Junior High School: The Oolitic Junior High School is located at 903 Hoosier Avenue in the town of Oolitic on a site of 24 acres. The site is shared with Dollens Elementary School and the buildings are connected as a combined facility. The side has 81,422 square feet of space for both the elementary school

considerably sloping topography with limited space for outdoor and athletic activity. In the fall of 1998 the Oolitic Junior High School served 247 pupils in grades 6-8. There were 41 pupils in grade 6, 105 pupils in grade 7 and 101 pupils in grade 8.

The Oolitic Junior High School was constructed in 1986. The structure is connected to the 1981 addition to Dollens Elementary School and blends in well with the elementary addition. The facility is a multi-level building.

The three level building, as presently used, contains 9 classrooms, one gymnasium, and a kitchen/cafeteria shared with Dollens Elementary School. Space also is provided for a media center, guidance area, and administrative suite. Special purpose facilities include space for one computer lab, two science rooms, art, music (general, choral, and instrumental), home economics, special education, industrial technology, and physical education.

Nineteen full and part-time faculty deliver the instructional program. The building is served by a full-time principal, one part-time athletic director, a half-time guidance counselor, one part-time nurse, one secretary, one media aide, one special education aide, and one computer aide

The facility has an elevator and a limited number of handicapped restrooms. Not all requirements have been met to make the facility handicapped accessible and meet all ADA requirements. Hallways have carpeted and tile floors, painted concrete block walls, acoustical tile ceilings and fluorescent lighting.

Classroom doors are wood with metal frames. Classroom walls are painted concrete block and floors are carpet with the exception of certain special purpose areas. Ceilings are acoustical tile with fluorescent lighting. Classroom illumination measures 50 to 60 foot candles at task height.

A two-way intercom system serves all classrooms with the console and weather alert located in the administrative offices.

The building is heated by gas fired boilers which serve units. The building is air-conditioned. The facility is served by city water and sewage systems. The building has a flat roof and the windows are double pane in metal frames. The roof is in fair condition. The building exterior is Bedford stone with masonry trim. Outdoor athletic facilities include a practice football field which doubles as a softball field and baseball field. There is no track or related facilities. Football games are played at Bedford Junior High School. Indoor athletic facilities include one gymnasium which serves all physical education activities as well as boys and girls athletics. Locker room space is limited to one locker for physical education and athletics one-half for boys and girls. Storage for equipment is very limited.

Figure 3.13 presents a profile evaluation of the Oolitic Junior High School. The evaluation of those features that affect Congruence of Purpose shows that those classrooms serving the General Instructional Program are adequate. The evaluation of those classrooms serving the Special Instructional Program

including space and facilities for art, home economics, industrial technology, music, and physical education is marginal to adequate. There are two science lab. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are marginal. The library/media center is inadequate to marginal.

The evaluation of the ten features of the School Site is marginal. The site is shared between the elementary school and junior high school. Parking is inadequate for special events. The Exterior Condition of the building is generally adequate. Also, the features of the Interior Condition of the building are generally adequate. The Mechanical System is generally adequate. The building is air-conditioned. Electrical duplex outlets are inadequate in classrooms to meet future instructional and technology needs.

The features of the building affecting the Learning Environment are adequate and features that provide for a Safe and Healthful Environment are generally adequate.

FIGURE 3.13

EDUCATIONAL FACILITY EVALUATION PROFILE,
OOLITIC JUNIOR HIGH SCHOOL

		Missing	Inadequate	Marginal	Adequate	Superior
		0	1	2	3	4
1.	<u>CONGRUENCE OF PURPOSE</u>					
	General Instructional Program					
	English/Language Arts					
	Social Studies					
	Mathematics					
	Science/Labs					
	Special Instructional Program					
	Art					
	General Music/Choral					
	Music/Instrumental					
	Home Economics					
	Industrial Technology					
	Physical Education					
	Speech/Language/Hearing					
	Learning Disabled					
	Instructional Support Services					
	Media Center					
	Administration					
	Guidance					
	Health Services					
	Food Services					
2.	<u>SITE</u>					
	Physical Characteristics					
	Size					
	Shape					
	Accessibility					
	Location					
	Topography/Soil					
	Development of Sites					
	Playgrounds/Athletic Field					
	Service Areas					
	Grounds/Beautification					
	Building Placement					
	Site Layout					
3.	<u>BUILDING STRUCTURE</u>					
	Physical Structure-Exterior					
	Walls					
	Foundations					
	Structural Frame					
	Roof					
	Fenestration					
	Exterior Doors					
	Overhang/Soffit/Eaves					
	Physical Structure-Interior					
	Walls					
	Floors					
	Ceilings					
	Interior Doors					
	Stairs/Ramps					
	Hallways					
	Physical Structure-Mechanical					
	Heating System					
	Ventilation System					
	Air-conditioning System					
	Electrical System					
	Plumbing System					
4.	<u>ENVIRONMENT</u>					
	Learning Environment					
	Visual Environment					
	Audible Environment					
	Thermal Environment					
	Aesthetics					
	Safe and Healthful Environment					
	Fire Safety					
	Storm Safety					
	Building Circulation					
	Safety Equipment					
	Barrier-Free Equipment					
	Communications					

Table 3.13 shows current room and pupil station utilization of grades 6-8.

TABLE 3.13

ROOM AND PUPIL STATION UTILIZATION OF THE CLASSROOMS
FOR THE OOLITIC JUNIOR HIGH SCHOOL

ROOM NUMBER	ROOM USE	NUMBER OF APPROVED PUPIL STATIONS	NUMBER OF PUPIL STATIONS OCCUPIED PER PERIOD								PERCENT OF ROOM UTILI- ZATION	TOTAL DAILY OCCUPANCY		TOTAL DAILY ACTUAL OCCUPANCY AS A PER- CENT OF TOTAL DAILY APPROVED OCCUPANCY
			1	2	3	4	5	6	7	8		APPROVED	ACTUAL	
334	6th Grade	25	20	21	9	12	0	21	21	0	75	200	104	52
329	6th Grade	25	21	20	10	9	0	20	0	0	62	200	80	40
GYM	Phy. Ed.	30	0	29	23	21	21	0	30	10	75	240	134	55
105	Music	25	0	6	0	6	0	0	0	21	37	200	33	16
215	Art	20	14	14	22	0	7	14	14	30	87	160	115	71
335	Geography	25	24	26	26	0	28	0	0	29	62	200	133	66
331	Science 7	25	24	29	0	27	27	0	0	26	62	200	133	66
332	Language 7	25	28	26	26	25	26	0	10	9	87	200	150	75
333	Math 7	25	29	24	24	6	24	0	25	28	87	200	160	80
101	Band/Orch.	25	7	16	17	8	0	20	20	12	87	200	100	50
212	Science 8	25	0	0	16	26	24	0	25	26	62	200	117	58
210	Lang. 8	25	20	0	0	29	26	0	26	28	62	200	129	64
214	History 8	25	21	0	0	19	17	0	20	24	62	200	101	50
213	Health 8	25	0	29	23	25	25	0	29	22	75	200	153	76
211	Math 8	25	0	0	30	27	25	0	19	0	50	200	101	50
TOTALS		375	208	240	226	240	250	75	239	265	69	3,000	1,743	58
Percent of Pupil Station Utilization Per Period			55	64	60	64	66	20	63	70				
FUNCTIONAL CAPACITY			319**											

NUMBER OF APPROVED PUPIL STATIONS IS BASED ON THE INDIANA MINIMUM STANDARD OF 30 SQ.FT./PUPIL
** BASED ON A STANDARD OF 75 PERCENT OF THE TOTAL NUMBER OF APPROVED PUPIL STATIONS

Research has shown that the optimum room utilization of classrooms for junior high schools is 85 percent and the optimum pupil station utilization is 75 percent. Current (basic program) room utilization of the 15 general purpose classrooms in the Oolitic Junior High School, as noted in Table 3.2 is 69 percent which is below room utilization standards. Current pupil station utilization is 58 percent which is also below standards. The total functional capacity of these classrooms is 319 pupils.

Concerns relative to Oolitic Junior High School include:

1. The kitchen/cafeteria is shared with Dollens Elementary School. The kitchen is small and needs refurbishment. The cafeteria also is small and difficult to supervise.
2. There is a need for additional classroom space such as the 6th grade.
3. There are two science labs. Remaining science rooms are not labs.
4. The building is not fully networked.
5. The library is inadequate in size for a junior high school. The facility will not meet the needs of educational technology in the next decade.
6. There is inadequate locker space and storage space for athletic equipment.
7. Outdoor facilities are not adequate for physical education and athletics. Space for additional facilities is limited because of the terrain of the area.
8. Special education facilities are not adequate.
9. Parking is not adequate for special events. Parking is divided by Highway 37. Parking on the school site is limited.
10. Space for the principal's office, counselor area, conference rooms, and other small group meetings is very limited.
11. The facility has an elevator and handicapped restroom stalls; however, the building does not meet all ADA and handicapped requirements.
12. There is no large group meeting area where the entire student body can be seated.
13. Special instructional areas such as art lack storage space and the room is small.
14. The roof will need attention in the near future.

Bedford-North Lawrence High School: The Bedford-North

Lawrence High School is located at R. R. 13 just east of Bedford on Vocational School Road. As implied by the name of the road, the vocational school is located on the high school site which includes 160 acres. The building was occupied in 1975. An auxiliary gym and performing arts center was added in 1991. In 1993 extensive renovation of the natatorium was completed. The science and math departments experienced major renovation in 1996 and 1997. The facility contains approximately 374,000 square feet of space. In the fall of 1998 the high school served 1,592 pupils in grades 9-12. Pupils by grade level include:

- 9 - 460 pupils
- 10 - 402 pupils
- 11 - 361 pupils
- 12 - 369 pupils

The vocational school is located on the high school site but was not included in the study as pupils from other school corporations attend the vocational school. The vocational school contains approximately 49,000 square feet of space. The facility was constructed in 1970.

The building contains 65 classrooms. In addition, space is provided for an auditorium, two gymnasiums, library, and computer labs. Space also is provided for administration, health area, guidance, and kitchen/cafeteria. Special purpose space includes science labs, home economic rooms, music rooms, art rooms, TV studio, and natatorium.

Eighty-three and one-half full and part-time faculty deliver the instructional program at Bedford North Lawrence High School.

The faculty is supported by a full-time principal, three assistant principals, an athletic supervisor, five guidance counselors, a media specialist, seven secretaries, and a part-time nurse. There are 14 instructional assistants in the building.

The three level building is constructed of Bedford stone exterior with single pane windows. Windows have been replaced in certain parts of the building. The building has a flat roof which is in good condition. The main entrance to the building is not readily apparent. Many outside doors have been replaced.

Hallways have tile floors and walls are painted concrete block or pre-cast concrete. Ceilings are acoustical tile or pre-cast concrete with fluorescent lighting. Classrooms have tile floors, concrete block or dry-wall walls and ceilings are tile or pre-cast concrete with fluorescent lighting. Light levels measure 40 to 50 foot candles at task height. Classroom space is limited to the extent that traveling teachers are used. This indicates that a teacher does not have a room but rather travels during the day to any classroom which is available that hour.

The second level of the building was constructed as open space. Recently the area has been divided into classroom and related space. Classroom walls were constructed of metal studs and drywall construction. Much of the building does not have ceilings as such but has a pre-cast ceiling structure which also contains the heating pipe and electrical service. Thus, heating, air-conditioning, and lighting were not difficult problems when the open area was divided into classroom space.

The building is heated by gas fired hot water boilers with oil back-up. The building is air-conditioned except for the gym. Heat and air-conditioning are forced air in most classrooms. The facility is served by municipal water and sewage systems. There is a two-way intercom system serving some classrooms and telephones have been installed in every department. The electrical system has adequate main service and most rooms have four duplex outlets. Air movement or ventilation is a problem in many areas. The balance of heat in some parts of the building is a problem. Plumbing is original to the building and will need improvement. Several restrooms need updating of fixtures and plumbing.

Indoor athletic facilities include two gymnasiums and other facilities such as locker rooms. There is a weight room, training facilities, and a pool which was recently renovated. Outdoor athletic facilities include a lighted football stadium, track, soccer field, tennis courts, baseball diamonds, and practice fields. There is also a driver education range located on-site.

The facility is on three levels and has an elevator. Restrooms have handicapped stalls however, the building does not meet all handicapped or ADA requirements. Drinking fountains generally need replacement.

Figure 3.14 is a profile evaluation of the Bedford-North Lawrence High School. The evaluation of those features that affect Congruence of Purpose show that those classrooms serving the General Instructional Program are adequate. Those classrooms serving the Special Instructional Program including space and

FIGURE 3.14

EDUCATIONAL FACILITY EVALUATION PROFILE,
BEDFORD-NORTH LAWRENCE HIGH SCHOOL

	Missing	Inadequate	Marginal	Adequate	Superior
	0	1	2	3	4
1. <u>CONGRUENCE OF PURPOSE</u>					
General Instructional Program					
English/Language Arts					
Social Studies					
Mathematics					
Science/Labs					
Special Education (MIMH)					
Special Instructional Program					
Art					
Foreign Language					
Business Education					
General Music/Choral					
Music/Instrumental					
Home Economics					
Industrial Technology					
Physical Education					
Speech/Language/Hearing					
Learning Disabled					
Instructional Support Services					
Media Center					
Administration					
Guidance & Psychological Serv					
Health Services					
Food Services					
2. <u>SITE</u>					
Physical Characteristics					
Size					
Shape					
Accessibility					
Location					
Topography/Soil					
Development of Sites					
Playgrounds/Athletic Field					
Service Areas					
Grounds/Beautification					
Building Placement					
Site Layout					
3. <u>BUILDING STRUCTURE</u>					
Physical Structure-Exterior					
Walls					
Foundations					
Structural Frame					
Roof					
Windows					
Exterior Doors					
Overhang/Soffit/Eaves					
Physical Structure-Interior					
Walls					
Floors					
Ceilings					
Interior Doors					
Stairs/Ramps					
Hallways					
Physical Structure-Mechanical					
Heating System					
Ventilation System					
Air-conditioning System					
Electrical System					
Plumbing System					
4. <u>ENVIRONMENT</u>					
Learning Environment					
Visual Environment					
Audible Environment					
Thermal Environment					
Aesthetics					
Safe and Healthful Environment					
Fire Safety					
Storm Safety					
Building Circulation					
Safety Equipment					
Barrier-Free Equipment					
Communications					

Facilities for art, science, industrial technology, instrumental and choral music, and physical education are generally adequate. Space and facilities for the Instructional Support Services of library, administration, guidance, health, and food services are adequate.

The evaluation of the ten features of the School Site is adequate to superior. The features evaluated for the Exterior Condition of the building are adequate. The Interior Condition of the building is generally adequate. The Mechanical System is adequate except for plumbing and air movement which is marginal to adequate.

The features of the building affecting the Learning Environment are adequate and most features that provide for a Safe and Healthful Environment are adequate. The building does not meet all requirements for handicapped accessibility and ADA requirements.

Tables 3.14 and 3.15 show current room and pupil station utilization of the general and special purpose classrooms of the Bedford-North Lawrence High School. Research has shown that the optimum general purpose room utilization is 85 percent and the optimum pupil station utilization is 75 percent. Current general purpose (basic program) room utilization of the 36 general purpose classrooms in the Bedford North Lawrence High School building, as noted in Table 3.13 is 70 percent which below the optimum room utilization standard. Current pupil station utilization is 71 percent, which is slightly below optimum standards.

The total functional capacity of these 36 general purpose classrooms is 675 pupils.

TABLE 3.14

ROOM AND PUPIL STATION UTILIZATION OF THE GENERAL PURPOSE CLASSROOMS FOR THE BEDFORD-NORTH LAWRENCE HIGH SCHOOL

Room Number	Room Use	Number of Approved Pupil Stations	Number of Pupil Stations Occupied Per Period								Percent Of Room Utilization	Total Daily Occupancy		Total Daily Actual Occupancy As a Percent of Total Daily Approved Occupancy	
			1	2	3	4	5	6	7	8		Approved	Actual	Approved	Occupancy
323	English	25	28	19	29	21	27	0	23	22	87	200	169	84	
316	English	25	28	32	27	30	0	32	20	30	87	200	199	99	
312	English	25	0	24	30	19	30	17	24	18	87	200	162	81	
307	English	25	0	25	30	0	26	0	29	23	62	200	133	66	
114	English	25	21	20	0	27	0	25	0	22	62	200	115	57	
325	English	25	28	0	28	29	26	0	30	29	75	200	170	85	
311	English	25	27	26	21	0	0	0	27	27	62	200	128	64	
320A	English	25	0	0	28	24	0	22	16	24	62	200	114	57	
104	English	25	29	31	25	33	0	32	0	25	75	200	175	87	
328	English	25	22	27	30	0	29	25	24	21	87	200	178	89	
102	English	25	10	0	0	23	0	23	15	22	62	200	93	46	
320B	English	25	0	23	30	0	0	26	27	22	62	200	128	64	
372	Soc. St.	25	33	31	31	0	32	0	0	30	62	200	157	78	
370	Soc. St.	25	32	30	0	0	25	30	22	32	75	200	171	85	
380	Soc. St.	25	25	0	27	0	30	0	32	24	62	200	138	69	
368	Soc. St.	25	22	31	0	32	32	0	23	19	75	200	159	79	
374	Soc. St.	25	32	0	29	0	30	31	32	0	62	200	154	77	
376	Soc. St.	25	30	32	32	0	0	32	0	31	62	200	157	78	
364	Soc. St.	25	0	32	32	32	27	0	31	30	75	200	184	92	
378	Soc. St.	25	0	0	28	30	0	32	26	24	62	200	140	70	
315	French/Math	25	21	16	21	8	20	20	28	24	100	200	158	79	
314	Spanish	25	22	28	18	26	0	14	0	0	62	200	108	54	
313	Spanish	25	27	27	26	28	0	0	27	28	75	200	163	81	
309	Latin	25	3	23	18	23	0	19	29	0	75	200	115	57	
327	German	25	23	0	23	0	24	18	25	27	75	200	140	70	
167	Math	25	29	0	27	27	0	0	22	22	62	200	127	63	
280	Math	25	26	30	0	26	30	0	21	11	75	200	144	72	
166	Math	25	28	29	32	0	0	30	25	0	62	200	144	72	
274	Math	25	17	27	0	0	27	26	0	25	62	200	122	61	
260	Math	25	28	0	29	22	0	0	4	27	62	200	110	55	
281	Math	25	0	28	23	0	29	22	25	0	62	200	127	63	
276	Math	25	21	27	27	27	0	30	29	0	75	200	161	80	
264	Math	25	24	25	23	0	26	0	27	0	62	200	125	62	
273	Math	25	18	24	16	25	0	25	0	13	75	200	121	60	
165	Math	25	30	0	22	0	28	0	24	27	62	200	131	65	
275	Math	25	16	18	18	0	21	0	19	0	62	200	92	46	
TOTALS		900	700	685	780	512	519	531	706	679	70	7,200	5,112	71	
Percent of Pupil Station Utilization Per Period			77	76	86	56	57	58	78	75					
FUNCTIONAL CAPACITY			675**												

NUMBER OF APPROVED PUPIL STATIONS IS BASED ON THE INDIANA MINIMUM STANDARD OF 30 SQ.FT./PUPIL
 ** BASED ON A STANDARD OF 75 PERCENT OF THE TOTAL NUMBER OF APPROVED PUPIL STATIONS

Standards for special purpose room utilization and pupil station utilization for high schools are 70 and 60 percent

respectively. Table 3.15 shows the current room utilization of the 37 special purpose rooms in the Bedford-North Lawrence High School building as 61 percent, which is below the optimum standards. Current pupil station utilization is 59 percent, which is near the ideal standard. The functional capacity of these 36

TABLE 3.15

ROOM AND PUPIL STATION UTILIZATION OF THE SPECIAL PURPOSE CLASSROOMS FOR THE BEDFORD-NORTH LAWRENCE HIGH SCHOOL

ROOM NUMBER	ROOM USE	NUMBER OF APPROVED PUPIL STATIONS	NUMBER OF PUPIL STATIONS OCCUPIED PER PERIOD								PERCENT OF ROOM UTILI- ZATION	TOTAL DAILY OCCUPANCY		TOTAL DAILY ACTUAL OCCUPANCY AS A PER- CENT OF TOTAL DAILY APPROVED OCCUPANCY
			1	2	3	4	5	6	7	8		APPROVED	ACTUAL	
343	Science	25	32	20	28	0	0	31	22	26	75	200	159	79
354	Science	25	30	29	29	0	0	31	0	29	62	200	148	74
342	Science	25	28	29	28	0	0	29	0	27	62	200	141	70
348	Science	25	28	0	26	0	31	0	27	29	62	200	141	70
347	Science	25	0	29	26	0	18	0	30	18	62	200	121	60
345	Science	25	24	0	15	30	23	0	0	19	62	200	111	55
336	Science	25	0	17	21	0	21	0	21	22	62	200	102	51
340	Science	25	29	19	20	31	0	25	28	0	75	200	152	76
358	Science	25	26	21	31	0	17	0	23	23	75	200	141	70
350	Science	25	22	21	14	0	28	0	0	25	62	200	110	55
138G	Dr. Ed.	25	23	20	0	23	16	20	21	20	87	200	143	71
115	Choir	50	53	0	0	83	167	84	0	7	62	400	394	98
117	Band	60	46	72	20	0	0	20	14	11	75	480	183	38
132	Band	60	46	72	20	0	0	20	14	51	75	480	223	46
258	Business	25	15	0	0	0	0	0	15	0	25	200	30	15
290	Business	25	0	0	27	0	0	25	0	29	37	200	81	40
291	Business	25	0	28	0	0	0	0	0	18	25	200	46	23
292	Business	25	28	28	27	26	27	0	27	28	87	200	191	95
261	Business	25	9	0	19	0	0	24	0	0	37	200	52	26
148	Computer	25	23	24	17	0	13	25	0	31	75	200	133	66
162	Computer	25	0	0	0	0	0	0	0	28	12	200	28	14
190	Sp. Ed.	12	7	7	4	9	0	8	0	10	75	96	45	46
103	Sp. Ed.	12	0	0	11	6	0	0	0	11	37	96	28	29
191	Sp. Ed.	12	0	27	27	3	0	0	0	7	50	96	64	66
166	Sp. Ed.	12	7	29	32	0	0	0	3	0	50	96	71	73
241	Sp. Ed.	12	14	14	0	0	14	14	14	14	75	96	84	87
240	Sp. Ed.	12	6	7	0	4	6	0	0	0	50	96	23	23
162	Sp. Ed.	12	7	5	7	7	0	0	5	0	62	96	31	32
182	Art	25	8	18	23	20	0	0	0	19	62	200	88	44
172	Art	25	12	13	25	23	0	20	0	24	75	200	117	58
178	Art	25	22	0	14	0	24	0	25	27	62	200	112	56
187	Art	25	15	23	24	0	0	22	23	6	75	200	113	56
101	Health	25	29	31	31	25	17	25	27	20	100	200	205	102
GYM	Phy. Ed.	30	0	53	0	61	55	0	61	43	62	240	273	113
GYM	Phy. Ed.	30	12	52	7	59	24	14	59	0	87	240	227	94
SHOP	Voc. Ed.	25	19	17	0	0	0	0	0	0	25	200	36	18
TOTALS		914	620	725	573	410	501	437	459	622	61	7,312	4,347	59
Percent of Pupil Station Utilization Per Period			67	79	62	44	54	47	50	68				
FUNCTIONAL CAPACITY			548**											

** BASED ON A STANDARD OF 60 PERCENT OF THE TOTAL NUMBER OF APPROVED PUPIL STATIONS

special purpose rooms is 548 pupils. The total functional capacity of the building is 1,223 pupils. Current enrollment is 1,592; thus, the building is utilized at 130.1 percent of functional capacity. The total capacity (100 percent space utilization) is 1814 pupils; thus, the building is utilized at 87.7 percent of total capacity. Both measures of building pupil capacity are high for a high school.

Concerns relative to Bedford-North Lawrence High School include:

1. The shortage of classrooms require some teachers to hold classes in any classroom that is free during that period.
2. The plumbing is original to the building and consists of galvanized and cast iron pipe.
3. Restrooms need renovation and improvement. Fixtures need replacement in certain areas and valves also need replacement.
4. Drinking fountains are in poor condition.
5. Classroom heat/air-conditioning is a problem in certain areas. Balance of heat and air is difficult to adjust.
6. Original Windows are single pane. Some windows have been replaced.
7. Air movement is a problem in certain areas.
8. The building has an elevator and handicapped restroom stalls but does not meet all ADA and handicapped requirements.
9. Certain athletic facilities need improvement:
 - a. A junior varsity/freshman baseball field is needed.

- b. Soccer practice area needs improvement. Development of another practice area needs to be considered.
- c. Bleachers in the visitor section need repair.
- d. Turf management needs to be carried out on all athletic fields.
- e. Softball field needs water lines, fountains, and spigots. Press box needs electrical outlets and lighting improvement.

The Bedford-North Lawrence High School provides considerable congruence between the educational program and facility. The facility has been occupied for 23 years and is at a point where certain areas need attention.

Maintenance and Utility Cost: In Table 3.16 is presented the maintenance and utility cost for each school facility for the 1997 calendar year. It should be noted that the maintenance cost for each building is the factor which could have great variation from one year to another. The cost per pupil and the cost per square foot of space also include maintenance cost for each facility.

The cost factor for Englewood Elementary on a per pupil basis is high because of the nature of the program.

TABLE 3.16
MAINTENANCE AND UTILITY COST
BY SCHOOL, 1997

School	Electric	Water	Gas	Oil	Maint.	Total	Cost/ Pupil	Cost/ Pupil
Bed. JrHi	\$ 28,525	\$ 1,759	\$42,628	\$ 0	\$55,724	\$128,635	\$275	\$1.06
BNL HS	257,305	14,444	79,792	0	75,688	432,414	251	1.16
Englewood	3,562	298	4,084	0	10,999	18,943	631	1.80
Fayetteville	8,257	1,187	0	9,088	31,629	47,526	211	1.53
Heltonville	9,913	1,258	0	0	17,189	32,724	230	1.80
Lincoln	27,106	1,445	17,352	0	22,345	68,248	187	1.24
Needmore	22,915	1,968	10,730	0	25,140	60,753	208	1.21
Doll/Oolit	58,678	2,549	12,483	0	31,325	105,035	175	1.29
Pkvw. Inter.	19,175	1,145	19,253	0	19,529	59,102	210	0.87
Pkvw. Prim.	21,322	2,142	20,050	0	33,727	77,242	196	1.27
Shwk. El/MS	71,116	2,672	39,942	0	27,939	141,669	237	1.49
Springville	21,695	907	0	0	12,682	35,284	256	1.21
Stalker	27,480	1,452	10,519	0	19,236	58,688	189	1.02
Total						\$1,266,263		

Summary

Facilities in the North Lawrence Community Schools vary considerably in terms of the congruence between the building and the educational program. The Heltonville Elementary School and the Fayetteville Elementary School were identified as buildings in poor condition with limited congruence between building and educational program. The Springville Elementary School was identified as a building in the lower end of a middle category as being in fair condition with considerable congruence between the building and educational program. A problem with this building was the size of the building which limits it to a one section elementary school. The other building in the lower end of the fair category was Bedford Junior High School which was in need of renovation and refurbishment. All other building were evaluated

as buildings in good to fair condition which provided considerable congruence between building and educational program.

Chapter 4

Financial Conditions

This chapter examines the school district's relative capacity to finance additional capital projects. The information is especially important for Indiana school districts, because this is one of approximately 23 states in which property tax revenues constitute approximately 90% of the revenues needed for debt service. From an economic perspective, a judgment about the capacity to incur additional debt takes into consideration five factors: (a) fiscal ability, (b) fiscal effort, (c) existing debt, (d) debt capacity, and (e) estimate of tax impact for future debt obligations.

Fiscal Ability

Wealth in Indiana school corporations is essentially measured by assessed valuation (AV), i.e., the aggregate value of real and personal property taxed at the local level. Property assessments are conducted by township and county governmental structures in accordance with state statute, stipulating that property should be assessed at one-third of its true value. Research on assessment practices, however, has revealed variations from this standard. As an example, differences in the level of assessment (i.e., the actual

percentages at which property is assessed) have often been noted among and within counties. Difficulties related to applying a percentage-based valuation program have prompted proposed amendments to the property assessment laws; over the past few years, several attempts have been made to move Indiana away from its present one-third assessment standard to a 100% of market value standard. To date, these amendments have failed.

Prior to 1995, reassessments of property in Indiana were conducted every 10 years, with new valuations affecting tax payments in the first year of each decade. Now property is reassessed more frequently. Indiana Code 6-1.1-4-4 stipulates:

A general reassessment of the real property of all the counties of this state shall begin July 1, 1993, and each fourth year thereafter. Each reassessment shall be completed on or before March 1 of the immediately following odd-numbered year and shall be the basis for taxes payable in the year following the year in which the general assessment is to be completed.

Consequently, property reassessment was completed for 1995, payable in 1996. It should be noted that at the time of this study, the Indiana legislature is contemplating delaying the next reassessment that would have been effective in 2001 and payable in 2002.

Assessed valuations for the North Lawrence School Corporation since 1989 are displayed in Table 4.1. Also shown is the percentage change in AV from the previous year.

Table 4.1
History of Assessed Valuations Since 1989

Payable Year	Assessed Valuation	% Change
1989	\$122,116,435	---
1990a	136,839,515	12.06%
1991	145,509,714	6.34%
1992	144,969,371	-0.37%
1993	149,559,090	3.17%
1994	146,788,480	-1.85%
1995	142,121,210	-3.18%
1996b	171,821,860	20.90%
1997	172,564,870	0.43%
1998	181,525,460	5.19%

a=reassessment spanning 10 years
b=reassessment spanning 5 years

The increases in 1990 and 1996 are due to reassessments of property. The 1990 figure reflects a 10-year reassessment. Although the percentage increase in 1990 may appear to be substantial, it actually was well below the average increase for school corporations in that year (the average increase for all corporations was approximately 30%). The increase in 1995 is for a reassessment that spanned only five years; it was above the average for school corporations (the average was about 13%).

Total AV does not provide an accurate picture of fiscal ability, because enrollments among school corporations vary. As an example, two school corporations could have equal assessed valuations; however, one enrolls 2,000 students while the other

enrolls just 800. To judge that they have equal wealth would be an error. Thus, a more precise indicator of fiscal ability is assessed valuation per pupil (AVPP). This figure indicates the amount of taxable property supporting each student enrolled in the school corporation (using Average Daily Membership—ADM—to determine enrollment).

A comparison of 1997 AVPPs is presented in Table 4.2 (official 1998 data were not yet available). These data exhibit the relative fiscal ability of the North Lawrence School Corporation in relation to several selected school corporations in the same region of the state and to all other school corporations in Indiana.

Table 4.2
1997 Assessed Valuations Per Pupil for
Selected School Corporations

Corporation	AVPP
Brownstown	\$35,347
Mitchell Community	30,168
Monroe County	67,295
North Lawrence	32,704
Indiana Average	52,573

Source: Indiana Department of Education

As these data show, North Lawrence has less than half the fiscal ability of its neighboring county district, Monroe. In relation to all school corporations in the state, North Lawrence is well below the average (mean) in wealth.

Future assessed valuations can be influenced by many variables. They include: (a) the development of new businesses or industry in the district, (b) significant increases in new housing starts, (c) changes in laws or practices relative to assessment and taxation, (d) significant adjustments in assessments due to appeals, and (e) business and industry closings. If the future is much like the past, the school corporation can expect significant increases in AV only in reassessment years; the next reassessment will take effect for taxes payable in 2001. Table 4.3 provides projected assessed valuations using three different scenarios:

1. no increase in assessed valuation in payable years 1999 to 2001 and a 12% increase due to reassessment in 2002;
2. a 0.5% increase per year in payable years 1999 to 2001 and a 15% increase in 2002;
3. a 1% increase per year in payable years 1999 to 2001 and a 20% increase in 2002.

Table 4.3
Projections of Assessed Valuations Based on
Three Different Scenarios

Scenario	Payable Year			
	1999	2000	2001	2002
1	\$181,525,460	\$181,525,460	\$181,525,460	\$203,308,515
2	182,433,087	183,345,253	184,261,979	211,901,276
3	183,340,715	185,174,122	187,025,863	224,431,036

As data in Table 4.6 reveal, the school corporation could incur approximately \$20 million in additional debt and remain near the 25% debt level.

Potential Tax Impact

As note previously, approximately 90% of the revenue needed for meeting annual debt obligations for Indiana school corporations must be raised by the local property tax levy in the Debt Service Fund. The other sources of revenue include (a) a \$40 per pupil flat grant from the state (already being applied to debt service in this corporation), (b) the License Excise Tax (LET) revenues (distributed on a proportional basis among taxing agencies and respective funds in the county), and (c) the Financial Institutions Tax (FIT) (distributed on a proportional basis among taxing agencies and respective funds in the county).

Table 4.7 shows a projection of tax impact for \$1 million of debt with initial payments due in 2002. Several factors should be kept in mind as these data are reviewed:

1. The estimates are based on a projected assessed valuation of \$211,901,276 in payable year 2002.
2. The estimates of tax impact are based on the following two conditions: (a) simple interest with a service fee included, (b) equal annual payments over the life of

the issue. When a financial plan for a project is actually designed, a number of options may be available to shape annual payments to accommodate the financial conditions of the school corporation (e.g., lower annual payments in the first few years with higher payments in the later years).

Table 4.7
Estimates of Added Debt Service Per \$1 Million of
New Debt Repaid Over 24 Years Starting in 2002

Year	Estimated Assessed Valuation (Payable Year)	Added Debt Service at Interest Rate of	
		6.0%	6.5%
		(Without adjustments for FIT and LET)	
2002	\$211,901,276	\$.0396	\$.0411
		(With adjustments for FIT and LET)	
2002	\$211,901,276	\$.0357	\$.0370

Note: Assessed valuation is projected to increase 0.5% per year in 1999, 2000, and 2001, and 15% in 2002 (due to reassessment).

Keep in mind that data in Table 4.7 are based on \$1 million of additional debt; a project costing \$8 million would be 8 times the amount shown in this table (e.g., 8 * \$.0369 or \$.2952).

Summary

This chapter examined several critical finance issues. With regard to 1997 fiscal ability data (i.e., assessed valuation per pupil), the North Lawrence School Corporation was substantially below the state average. Collectively, increases

in assessed valuation over the past 12 years have been modest. Hence, the projected assessed valuation for 2002 is based on a .5% increase in payable years 1999 to 2001, and a 15% increase in payable year 2002 (due to reassessment).

With regard to fiscal effort (measured by the total tax rate), the school corporation is above the state average. However, the total tax rate has declined nearly 11% over the past five years. A high percentage of the total tax rate is due debt service and capital projects. Together, the tax rates for these two funds constitute almost 42% of the total tax rate.

The school corporation current debt level is just under 14%. The district has a limited capacity (about \$20 million) if it is to remain below a 25% debt level. It is projected that each \$1 million in debt obligations would add \$.0357 to the Debt Service Fund tax rate in 2002. Hence, the district's capacity for incurring additional debt is described as modest.

CHAPTER 5
TECHNOLOGY REPORT
Introduction

This chapter will discuss the technology domain of the North Lawrence Community Schools. It will present the current status of technology in the classroom at the time of data gathering, discuss some ancillary considerations and concerns, and summarize the findings.

The current administration has made a clear commitment to technology as evidenced in several ways. The administration has appointed a director of technology at the corporation level. There is a cadre of computer mentors, laboratory assistants, and technologists that work at every level of the school system. The computer technology portion of instructional technology in the school corporation is one of the best planned and administered in the state of Indiana. There are documents such as the Technology Plan of 1997-1998, Technology Handbook 1998-99, and the NLCS Corporation Evaluations 1998-99. The Technology Plan of 1997-1998 includes the Policy on Corporation-Provided Access to Electronic Information, Services, and Networks. Finally, the school corporation is networking every building electronically. The backbone of the network is T1 fiber optics while the building level distributions use category five lines. The technology network is excellent and meets the Indiana Department of Education guidelines for assisted installation from the State for

computers, but the 56K lines in category five wire are currently limited to 12 computers per line and will not accommodate classrooms with greater than 12 units without special attention to the wiring. The rest of instructional technology is not organized at the corporation level and therefore reflects individual efforts at the building levels. There are three licensed media specialists in the school corporation. They are located at the high school, Bedford Junior High, and a shared media specialist at Oolitic, Dollens, Shawswick elementary and middle school. Finally, the fact that the central administration requested a technology study reflects the interest and concern for instructional technology.

Current Status of Technology at North Lawrence Community Schools

This section will report data collected from the observations, personal interviews, faculty surveys, telephone interviews, and the site visits. The report will be divided into administrative units as created by the school corporation.

There are various configurations of personnel involved in technology at all building levels. To assist in organization of this report it will be noted that at the elementary level three key personnel play a major role in instructional technology. These people are library aides, computer laboratory assistants, and the building level computer mentors. None of the library aides nor computer laboratory assistants are licensed media specialists. It should be noted that while not licensed in

media, the range of training for library aides was from high school diploma to a chemical engineer degree, and the computer assistants also included some licensed classroom teachers. The building level computer mentors are classroom licensed teachers. There is one other part in this technology team that is not seen by the students and this is the technician that is assigned from the central office to each building to do installation, maintenance, and repair of computers at each building.

Dollens Elementary School

Dollens Elementary School is housed in the same building as Oolitic Junior High School, but the administrative units function separately and the services for each school is different reflecting different needs. The building was the former Oolitic High School and is well constructed and maintained.

The media center is adjacent to the junior high school media center. The center is one large room with a small storage space in the form of a closet. There are not seats enough for ten percent of the student body nor is there adequate space for that number of seats. The collection is not computerized and limited space limits the size of the collection. The library aide has a planned curriculum that she follows for various grade levels and the students receive basic instruction in the use of the library. The library aide also reads to the students and assists them during their assigned library times. Each student gets at least one hour per week in the library on a rotation with the computer laboratory. The instructional hardware is located in individual

classrooms and shared among the faculty. With limited space the library cannot store instructional hardware.

The computer laboratory is the old Title One room. It has ample space, but there is a heat problem associated with a ventilation problem. The assistant said that the main program used with the children is the Advanced Learning Skills (ALS) and the remediation program Auto Skills (AS). The principal has encouraged the use of ALS in lieu of AS if possible because it allows more time per student in the laboratory. At the time of the visit the assistant explained that her computer projector was to be mounted from the ceiling to provide more space and ease of use in instruction. She had not tried the new keyboarding program that had just been acquired in November.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.1.

TABLE 5.1

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
DOLLENS ELEMENTARY SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)				4	2
Television (vcr or cable for instruction)		1	9	1	1
Television (Channel One)					4
Television (laser disc)			1		3
16mm Film Projector					
Filmstrip Projector		1	1	4	1
Slide Projector				1	
Opaque Projector				3	1
Overhead Projector	2	3	3		2
CD Audio Package	4	1			4
Audio Cassette Player	3	5	1	2	1
Record Player	1			1	
Computer (projected image)	3		1	1	4
Computer/Monitor (for instruction)	4	3	1	1	3
Computer (for class-room records)	8	3			1
Chalkboard	9		2	1	
Whiteboard	10	1			1
Magnetic Board	1		1		2
Felt/Flannel Board	2				1
Bulletin Board	11		3		

Number of surveys returned: 14

The bulletin board was the number one category with all 14 respondents listing it as used, but the bulletin board is not used in active instruction everyday. It is a part of the classroom environment that is more subtle in instruction. The chalkboard or whiteboard was the most used technology in active instruction. This is in keeping with prior surveys of elementary schools in Indiana.

Three other categories with similar response patterns were the CD Audio package, Computer/Monitor (for instruction), and Computer (projected image). A part of this response pattern reflects the mandatory computer laboratory time for each student.

The survey form has an open comment section and one teacher chose to make a comment. A fifth grade teacher asked to have her overhead project repaired.

Fayetteville Elementary School

Fayetteville Elementary is one of the older school buildings in the corporation. It has been well maintained and is currently receiving an attractive interior hallway painting from a custodian that is painting reading characters on each floor hallway.

The library is located on the second floor of the school and has ample space for the main collection and reading areas. There is, however, limited storage. The collection is not computerized and there is no cable television drop at the school. To accommodate television in the two story building there are television carts assigned to each floor. The rest of the instructional equipment is assigned to the classrooms. The library aide is new

this year and is in the process of acclimating herself to her new environment and role in the school.

She reported that she had a small video collection, but that the Southern Indiana Education Center (SIEC) provides most of the video tapes for the school. The tapes are delivered to the main office and picked up there once each week. The school secretary was the former library aide and thus knows the procedure for dealing with the SIEC services.

The computer laboratory is a storage area that was formerly part of the athletic program. There are 12 computer units in a room that is approximately 12 x 15 feet. There is not enough room for the computers and chairs so the laboratory assistant has put benches in the room for the students to share. The computer laboratory space is inadequate for instruction.

The computer laboratory assistant is trying to get AS moved to the classrooms to free the laboratory up for more students to work on ALS and other computer skills. The computer assistant uses a computer projector from her computer for instruction, but there is little opportunity to move very easily in such small quarters to assist individual students. She also does all of the ALS testing for the school.

There are telephones in every classroom and serve as a public address system as well as a communication tool.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.2.

TABLE 5.2

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
FAYETTEVILLE ELEMENTARY SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)				1	
Television (vcr or cable for instruction)		4	4		
Television (Channel One)					3
Television (laser disc)			1	1	1
16mm Film Projector					
Filmstrip Projector			1	1	
Slide Projector					1
Opaque Projector				3	
Overhead Projector	1	3	3		
CD Audio Package	2	3	1		2
Audio Cassette Player	3	4	2		
Record Player		1			
Computer (projected image)					6
Computer/Monitor (for instruction)	3	3	1		2
Computer (for class-room records)	1				4
Chalkboard	9				
Whiteboard	5				1
Magnetic Board			1		3
Felt/Flannel Board			1		1
Bulletin Board	6	2			

Number of surveys returned: 9

Nine of the nine respondents reported using the chalkboard or whiteboard daily in instruction. This finding is in keeping with the prior results from surveys at other elementary schools in Indiana. The bulletin board was second with six responses for daily use, but the bulletin board is not used in active instructional activities everyday.

It should be noted that seven of the nine respondents use the computer in direct instruction and the remaining two respondents reported that they would use if available. The teachers report an interest in computer instruction and six of the teachers reported an interest in obtaining computer projectors.

There were no comments made by any of the respondents in the space provided on the survey forms.

Heltonville Elementary School

Heltonville Elementary is housed in a part of the old Heltonville High School. The wooden portion of Heltonville High School burned on two separate occasions leaving the current cement construction for the elementary school. The school is clean and well maintained.

The library is a former storage room in the basement. The room is too small for a library with less than 800 square feet. There is no seating beyond the computer terminal seat and the librarian's chair. The library does have storage space on the second floor of the building in which the television/vcr cart can be stored as well as any other equipment. Most of the instructional equipment is already housed in the classrooms. The

library aide, with a fresh B.S. degree in Elementary Education, reflects the teacher/student rapport that was common at Heltonville. All of her ten children attended Heltonville and she has dedicated herself to helping of other Heltonville children. The library aide was proud to report that 630 books had been checked out for the month of September. The library is not computerized but it does have a telephone.

The computer laboratory is another basement storage area with just enough room for 15 computer units. The room is approximately 15 x 30 feet. The computer assistant reported knowing that a computer keyboarding program was being sought and that she planned to use one as soon as one was obtained. All students are required to come to the computer laboratory at least once a week, but usually the students visit more than once a week.

There are telephones in every classroom and they are used primarily as the intercom system. The teachers reported liking the telephones in lieu of the intercom system.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.3.

TABLE 5.3

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
HELTONVILLE ELEMENTARY SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)					
Television (vcr or cable for instruction)		3	2		1
Television (Channel One)					2
Television (laser disc)					
16mm Film Projector				2	1
Filmstrip Projector			1	2	
Slide Projector				2	
Opaque Projector				4	1
Overhead Projector		3		1	1
CD Audio Package	2	2	1		1
Audio Cassette Player	2	1	2		
Record Player	1				
Computer (projected image)			1		1
Computer/Monitor (for instruction)	1	3			
Computer (for class- room records)	2	1	1		1
Chalkboard	5	1			
Whiteboard	1	1			1
Magnetic Board		2			1
Felt/Flannel Board		2			1
Bulletin Board	4		1		1

Number of surveys returned: 6

Five of the six respondents reported using the chalkboard daily and all of the respondents reported using the chalkboard or whiteboard in classroom instruction. This finding is in keeping with the other elementary schools reported in this report. Again, the bulletin board, while not used in direct instruction, was the second most report medium.

The other reported categories, CD package and audio cassette, are both auditory instructional devices. The last category of interest was the video tape category with four responses of the six reported using television at least once a week.

The only comment in the open-ended portion of the survey came from a fifth grade teacher who requested more science and social studies video tapes.

Lincoln Elementary School

Lincoln Elementary School is an attractive and well maintained elementary school. The library is located toward the center of the building and is very small. There is not enough seating to accommodate ten percent of the student body at one time. There is also limited shelving areas. There is some storage and the library aide has an area in which to administer the program.

The library aide has regular library classes in which she teaches library skills with a curriculum that starts with the kindergarten students through the sixth grade. All students report to the library at least once a week. One of the favorite

activities in the library for the children is when the library aide reads stories to them.

The library collects most video tapes used by the teachers, but on occasion teachers select video tapes from the SIEC. The teachers do not select 16mm films anymore, the equipment and remaining films were returned to the high school for storage. The elementary teachers may borrow from the high school video collection too, but this is seldom done because of scheduling problems. Since all of the elementary schools follow a similar curriculum the demand on certain video tapes occurs at similar times making the scheduling difficult if not impossible. Therefore, the library aide likes to keep her own video collection in order to have tapes available for the teachers when they want them.

The computer laboratory is a large room that holds 23 computers. The computer aide keeps a file on every student. Some classes are 30+ students and so not all students can work each day. The student files allow for students to work at their own pace at those times when the computers might be available. The computer assistant also requested that the corporation look in to the Mavis Beacon Tutorial program for teaching keyboarding.

A classroom teacher at Lincoln Elementary School has begun the construction of a website for North Lawrence Community Schools. This site was not completed at the time of this writing but it should be on the internet by the end of this school year.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.4

TABLE 5.4

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
LINCOLN ELEMENTARY SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)	1			3	2
Television (vcr or cable for instruction)		3	6	3	1
Television (Channel One)					2
Television (laser disc)					3
16mm Film Projector					1
Filmstrip Projector			1	3	
Slide Projector				1	
Opaque Projector			2	2	1
Overhead Projector	4	3	1		1
CD Audio Package	1	3	2		
Audio Cassette Player	6	5	1	2	
Record Player			1		1
Computer (projected image)	1	3		1	3
Computer/Monitor (for instruction)	1	5	2		2
Computer (for class-room records)	7	2	2		
Chalkboard	15				
Whiteboard	4				3
Magnetic Board					3
Felt/Flannel Board				1	
Bulletin Board	15				

Number of surveys returned: 15

Fifteen of the fifteen respondents reported daily use of the chalkboard and bulletin board. As discussed earlier in this report, the two media are traditionally reported as number one and two on surveys in Indiana.

The overhead projector and video tapes were reported as frequently used, with the overhead projector being used more frequently than video tapes. The overhead projectors are used more in Lincoln than the prior reported elementary schools. While not used in direct instruction, the computer for classroom records received eleven of the fifteen responses for regular use.

There were two respondents who wrote comments on the survey form. One requested the repair of her chalkboard or she would prefer to have a whiteboard placed in her room. The other respondent chose to comment on the need for the purchase of more computers in the computer laboratory.

Needmore Elementary School

Needmore Elementary School is a newer building with all modern facilities. The library is likewise modern in design with a story pit, plenty of light, an open reading and shelving area, and spaces for storage and administrative activities. The library aide refused to be interviewed and so services from the library are unavailable for this report beyond observations made in the classrooms.

It appeared that individual classrooms housed any instructional technology, with some classrooms, such as the computer mentor's room, having a computer cluster. Each room's technology reflected the teacher's choice for instruction.

The computer laboratory is the size of a classroom and there is ample space to add more computers in the room. Currently there are not enough computers to accommodate all of the classes, so classes are divided into halves with one half in the computer laboratory while the other one half of the class goes to the library. This laboratory is scheduled to its fullest because this school also sends all kindergarten children to computer laboratory. The new keyboarding program, Flix Animated Production Keyboarding, from the internet is being tried to see what results occur. The program is too new to know how well it works, but the computer laboratory assistant said she felt that it was going to be a good program.

The principal related that Needmore has been trying some distance learning ventures with Oolitic Junior High School. Further reports on this venture will be reported in the Oolitic Junior High School section.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.5.

TABLE 5.5

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
NEEDMORE ELEMENTARY SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)					
Television (vcr or cable for instruction)		3	4	3	
Television (Channel One)				1	
Television (laser disc)		1			
16mm Film Projector				1	
Filmstrip Projector			4	1	1
Slide Projector					
Opaque Projector			1	1	
Overhead Projector	6	1			2
CD Audio Package					3
Audio Cassette Player	3	5	1		2
Record Player	1		2		2
Computer (projected image)			1		1
Computer/Monitor (for instruction)	6				1
Computer (for class-room records)	4	3			3
Chalkboard	12				
Whiteboard	1				2
Magnetic Board			1		2
Felt/Flannel Board	1		2		
Bulletin Board	10		2		

Number of surveys returned: 12

As has been the case with the other elementary schools, the chalkboard is the number one technology used in daily instruction, followed closely by the bulletin board. What is different

here from prior elementary schools is the larger number of responses in daily use of the overhead projector and fewer responses in the television categories.

Four teachers made comments in the open-ended portion of the survey. One teacher requested a projection screen for his classroom, one requested an audio tape player for her classroom while another commented that she had to use her own tape recorder in her classroom, and the last request was for all classrooms to be equipped with computers that had CD drives and headsets.

Parkview Intermediate School

Parkview Intermediate School is well maintained and is neat in appearance. The library is located on the first floor near the main entrance and at one time was the home economics classroom. There is ample space, but limited seating capacity. There is storage space and administrative space. The library is used on a weekly basis by all students when the classes are divided into two sections to accommodate the limited space in the computer laboratory. One half of a class comes to the library while the other half goes to the computer laboratory, and then the next time the halves reverse. This ensures that all students receive library and computer time. The library has a computer but no printer, the CD in the computer can run the music for the library since there are no programs available for the library. The library aide requested that the collection and circulation be computerized and suggested that Winnebago is used at the high school. Since the high school could be used to select

In this study, the figures in Scenario 2 are used for projections.

Fiscal Effort

The fiscal effort of a school corporation is measured by the total school tax rate. School corporations typically levy taxes in five separate funds: General, Debt Service, Transportation, Capital Projects, and Pre-school Special Education. Actual tax rates for the school corporation since 1994 are displayed in Table 4.4.

Table 4.4
Actual Tax Rates: 1994 to 1998

Year	General Fund	Debt Service	Capital Projects	Transportation Fund	Pre-School Special Ed	Total Tax Rate
1994	\$3.3100	\$1.6350	\$.7366	\$1.0430	\$.0100	\$6.7346
1995	2.8045	2.0803	.9336	1.1243	.0100	6.9527
1996	2.3238	1.5412	.7809	.6461	.0092	5.3012
1997	2.5905	1.6648	.9673	.9439	.0095	6.1760
1998	2.6961	1.5512	.9449	.8090	.0095	6.0107
Percentage Change Over Five Years						
	-18.5%	-5.1%	+28.3%	-14.7%	-5.0%	-10.7%

As data in Table 4.4 show, the total tax rate for the school corporation has declined over the past five years by approximately 11%. The only fund having a percentage increase was the Capital Projects Fund.

Debt Analysis

From an economic perspective, outstanding principal is used to determine existing debt. At the time of this study, the school corporation had several debt obligations. They are outlined in Table 4.5.

Table 4.5
Outstanding Debt Obligations as of September, 1998

Source	Purpose	Outstanding Principal	Last Payment Due
Bond Issue	Needmore & remodeling to Parkview Primary, Parkview Intermediate, Lincoln, Oolitic, Springville	\$8,710,000	7/2006
Bond Issue	Stalker, Shawswick, & High School (gym and Performing arts)	15,569,366	1/2010
Common School Fund Loan	Remodeling at Parkview, Bedford Jr. High, & Area Vocational School	637,500	7/2006
Common School	Technology	417,840	7/2002
TOTAL DEBT		25,334,706	

Note: A debt for technology, with a balance of \$690,663, is not included in this table because it is being repaid with revenues from the Capital Projects Fund.

The total outstanding principal on debt obligations constitutes a debt level of approximately 14%. While this is not unusually high, it is sufficiently large to affect deliberations of future debt obligations. Table 4.6 shows debt leeway at three selected levels for 1999.

Table 4.6
Estimated Debt Leeway in 1999

Estimated Existing Debt	Leeway at a Debt Level of		
	20%	25%	30%
\$25,000,000	\$11,486,617	\$20,608,272	\$29,729,926

instructional technology materials, it would be nice if the libraries were both on Winnebago.

The computer laboratory is a former classroom and has ample space but like the rest of the elementary schools there is limited electrical power. Also like other schools, there was limited exchanges between the computer mentor and the computer laboratory assistant. The computer laboratory assistant dealt with the computer instruction and the children following a computer curriculum established for all of the schools. She does not have the keyboarding program in place yet because at the time of the visit the program had not been purchased. She did alert the author to the problem of headsets providing a perfect medium for the spread of head lice among children. She further cautioned that children should not be encouraged to use headsets at department stores where demonstration audio material is listened to via headsets.

Every classroom in the corporation reflects the individual teacher within that classroom. One novel instructional technology that was being incorporated into a classroom at Parkview was the use of odors via a potpourri pot to provide an added sense to assist children in their creative writing classes. The sense of smell is overlooked because teachers do not know how to teach nor test via this sense.

A survey on the use of current instructional technology was completed by the teachers and the staff. The results of that survey can be seen in Table 5.6.

TABLE 5.6

UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
PARKVIEW ELEMENTARY SCHOOL

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)		2	1	2	3
Television (vcr or cable for instruction)		3	6	2	
Television (Channel One)			1		4
Television (laser disc)				1	2
16mm Film Projector					
Filmstrip Projector		1	2	2	2
Slide Projector		1		1	1
Opaque Projector				3	1
Overhead Projector	3	3	2	1	
CD Audio Package	3	1			3
Audio Cassette Player	1	4	1	1	1
Record Player					1
Computer (projected image)			2	1	3
Computer/Monitor (for instruction)	1		3		4
Computer (for class-room records)	7	1			1
Chalkboard	10				
Whiteboard	3		1		3
Magnetic Board	1	1	1		
Felt/Flannel Board	1				
Bulletin Board	10				

Number of surveys returned: 12

This school had a tie for most used medium with the categories of chalkboard and bulletin boards. Both are used daily but in different ways as discussed earlier in this report. The

categories of overhead, television (vcr), and computers for classroom records had similar distributions and are all used by the teachers.

One teacher made a comment on the open-ended portion of the survey and she requested cable television. She was particularly interested in obtaining the Learning Channel and the Discovery Channel.

Parkview Primary School

Parkview Primary School is located on land adjacent to the Parkview Intermediate School. Both schools are alike in appearance but different in design. Both schools also have telephones in the classrooms and voice mail that can allow parents to call in to the teacher and get daily assignments for the students. The library for Parkview Primary is located on the ground floor just south of the main entrance. The library is long and narrow and has limited shelving and storage space. There is, however, an area for the "haystack" which is a term used to describe three tiers placed upon each other to provide seating for students during story-telling time. The library aide also uses the haystack for seating when the vcr projector is used with the pull down screen from the ceiling. During the Olympics the ceiling screen and the video projector were used to project the internet site for the Olympics and for student interaction with the site. The library is connected to the central distribution system and has access to the internet. The library does not have a computerized collection or circulation. There is, however, a telephone in the library that can access the system.

The library aide also has a library curriculum that includes formal library instruction starting at grade three. Younger children are read to, told stories with the "Story Apron", shown video tapes, or select their own reading material during library time. The library aide stated that the teachers did not use SIEC very often because the library or the teachers have most of the tapes that they want for their classrooms. Equipment and materials are checked out to the teachers each fall and left in the rooms.

The computer laboratory is a former classroom. It has ample space but inadequate electrical power. The laboratory is equipped with 24 computer units, but not all of the units are powerful enough to run current programs. The computer curriculum begins at kindergarten with the first grade scheduled to start keyboarding when the keyboarding program is in place. The kindergarten also has its own computer cluster that is used within the classroom. The computer assistant stated that this is the first year that the full computer curriculum has been in place, and as such, there is still a need for developmental time to put everything into its proper place.

As in all of the elementary schools, the computer mentor's role is not well defined. The mentor suggested that she encourages, helps to install or debug, and assists in cases of learning new programs. She is mostly on call for help or to contact the central office for aid from the technical staff.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.7.

TABLE 5.7

UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
PARKVIEW PRIMARY SCHOOL

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)		2			
Television (vcr or cable for instruction)	1	5	4		1
Television (Channel One)					1
Television (laser disc)					1
16mm Film Projector				1	
Filmstrip Projector			1	1	
Slide Projector				1	
Opaque Projector			1	4	
Overhead Projector	3	3			1
CD Audio Package	1				2
Audio Cassette Player	3	5	2		1
Record Player	1		1	1	1
Computer (projected image)	2	2	1		
Computer/Monitor (for instruction)	2	2			2
Computer (for class-room records)	9				1
Chalkboard	9	2	2		
Whiteboard	9	2			1
Magnetic Board	1	2			1
Felt/Flannel Board	1		2		1
Bulletin Board	12	1			

Number of surveys returned: 13

The category with the most responses was the daily use of the bulletin board. The chalkboard, white board, and computer for classroom records were tied for daily usage. It should be

noted that only the whiteboard and chalkboard are used in direct classroom instruction, not to suggest that the other categories are any the less important. Video tapes are used regularly in this building suggesting that the library and classroom collections are easy to access.

Only one comment was made in the open-ended portion of the survey. One teacher requested a "good" CD player that would take multiple CD's with good speakers.

Shawswick Elementary School

Shawswick Elementary is a new school building with modern facilities. The library is on the ground floor. The library was constructed with great space and storage. There are two levels connected by a stairway in the library. The upper level, however, is used as the middle school library, leaving the ground floor for the elementary library. The area is brightly lite and has an feeling of openness with the tall ceilings and ample window space.

The library collection and circulation is not computerized. This would be a second choice for the library aide if she could have a modem and be connected to the Bedford Public Library. There is a regular exchange between the Shawswick library and the public library via the bookmobile. The library aide would like to be able to allow students to get on the computer at Shawswick and select their materials prior to the arrival of the bookmobile.

The library aide has a regular curriculum for library skills with increased study at the fifth grade level. This would

prepare the students for entry into the upper grades and the use of the other libraries they will have access to in the future.

The library aide also discussed the book fair money. The library aide at Shawswick gets the money to spend in the library. This is not the case at all elementary schools. Each school handles book fair monies in different fashions and the handling of that money is beyond the scope of this study.

This elementary library aide has one additional form of help that most of the other elementary libraries do not have. The Oolitic Junior High/Shawswick Middle School librarian visits Shawswick on a regular basis. If the library aide needed any special assistance she could easily contact the licensed librarian.

The last request from the library aide was to be on the network. She would like to have access to "Accelerated Reader" on the network.

The computer laboratory has ample space for the current computers, but the room is scheduled for every hour of every week. To accommodate the need for more computer instruction the school is getting a computer cart with a computer and a projector that can be moved from classroom to classroom as needed. This will not solve all of the scheduling problems, but it might offer more use of the computers in instruction.

This computer laboratory has had an innovation that has greatly enhanced its appearance and safety. The wiring for all of the computers has been placed in a "wiring trough" made of plastic. All wiring is bundled and placed in the trough to cover the wiring and protect it from damage.

This building has already been wired and is connected to the corporation network and the internet. All network accessing is done via the high school central system.

The computer mentor does not work in the computer laboratory, but she does try out new programs, teaches other teachers how to use different programs, and does basic trouble shooting if need be.

A survey on the use of the current instructional technology was completed by the teachers and the staff. The results of that survey can be seen in Table 5.8

TABLE 5.8

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
SHAWSWICK ELEMENTARY SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)				3	1
Television (vcr or cable for instruction)		6	5	1	1
Television (Channel One)					4
Television (laser disc)			1	3	2
16mm Film Projector			1	1	
Filmstrip Projector			1	3	
Slide Projector				1	
Opaque Projector			1	2	
Overhead Projector	1	2	2	4	2
CD Audio Package	2	5	1	1	
Audio Cassette Player	3	8	1		
Record Player		1	3	4	
Computer (projected image)		1	1		5
Computer/Monitor (for instruction)		2	3		4
Computer (for class-room records)	7	3	1		
Chalkboard	11				
Whiteboard	11				
Magnetic Board					5
Felt/Flannel Board			2	1	2
Bulletin Board	11		2		

Number of surveys returned: 13

There were three categories that received the same number of responses. The three categories with the highest responses were chalkboard, whiteboard, and bulletin board. This pattern of

responses is in keeping with the other elementary schools. In fact, the overall response pattern to all of the media was typical of the elementary schools.

There were no written comments made in the open-ended section of the survey.

Springville Elementary School

Springville Elementary School is a small school in a small community. Most of the teachers and students can trace their roots back through this very school, but not this school building. The library aide can remember the cold December day that she and her classmates carried their books through the town to the new building that houses the school today. The building is well maintained because the staff and students all take great pride in their school.

The library is too small. There is insufficient seating, shelving, and operating spaces. There is a small storage area in the library and the library uses some storage back of the cafeteria. Even though the square footage of the library does not meet State standards, there is a computer laboratory and the school nurse's sick child area located within the walls of the library. All instructional technology is housed in the classrooms and most of the materials. The SIEC provides most of the video tapes, which is the only service that Springville uses on a regular basis.

The library just received a free computer from the Wasatch Program for gifted and talented students. The computer is preloaded with gifted and talented software, but no students had

been assigned from the classrooms at the time of the visit. Therefore, the real value of the program has not been assessed at this point.

Every room has a telephone and the telephone serves as the intercommunication medium for the school. The teachers and staff prefer the telephone to the old intercom system.

The computer laboratory is located in a corner of the library. There are 13 computer units and so one half of a class comes for computer instruction while the other half remains in the other part of the library for library time. The computer curriculum here uses the keyboarding program taken off the internet, but it is still too new to give it a positive evaluation. The students have reported liking the keyboarding program. The keyboarding program, while animated, is a drill program that will try the motivation levels of the students. The program will start with the first grade students.

The primary problem for Springville is space. There is inadequate space for the computer laboratory, library, and nurse's station to be in the same room.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.9.

TABLE 5.9

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
SPRINGVILLE ELEMENTARY SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)					
Television (vcr or cable for instruction)		5	1		
Television (Channel One)					1
Television (laser disc)					
16mm Film Projector				1	
Filmstrip Projector	1	1	1	4	
Slide Projector					
Opaque Projector			1	4	
Overhead Projector	2	3			1
CD Audio Package		2			
Audio Cassette Player		5	2		1
Record Player	1		2		
Computer (projected image)			1		1
Computer/Monitor (for instruction)	4	2	2		
Computer (for class-room records)	6	1			
Chalkboard	8				
Whiteboard	7				1
Magnetic Board	2				1
Felt/Flannel Board		1			
Bulletin Board	6		2		

Number of surveys returned: 8

As in prior findings, the number one category for use of instructional technology is the chalkboard, followed by the whiteboard and then the bulletin board and the computer for

classroom records. The television/vcr category ranks high for the weekly use categories.

There was one comment in the open-ended section of the survey and that was a request for a better chalkboard. The teacher has a portable chalkboard which she must repaint each year to make it function.

Stalker Elementary School

Stalker Elementary School is a new building. It is very attractive and is well maintained. The library is very spacious and has a story pit, storage, and administrative areas. The room has ample square footage and light and there is sufficient seating for the students.

The library aide tells stories in the story pit up to grade four, and then the students appear to lose interest. This same concept was told by the Lincoln Elementary library aide. The students report to the library on a weekly basis. There is a computer cluster in one part of the room for students to use, but without CD's and software materials the computers are seldom used by the students.

There are no telephones in the classrooms. The reason for the lack of phones was suggested by the library aide when she stated that the intercom still worked at Stalker and that phones would probably be installed when the intercom fails.

The instructional technology hardware is housed in the classrooms. This saves movement and increases utilization. The library does keep a spare tv/vcr cart for use in the library or

to be loaned out if needed in a classroom that doesn't have access to a tv/vcr.

The computer laboratory is neat and has ample space. There is, however, a need for more computers. There are 20 computer units for classes of 27 to 33 students. Hence not all students can be on the computers within a single class. To help with scheduling the kindergarten does not use the computer laboratory, they use their own computers in the kindergarten. The keyboard is taught just for alphabet location and function keys, "the students' hands are too small in the first grade to type with both hands." The rest of the computer curriculum is followed as prescribed.

The computer mentor is the kindergarten teacher. She sees her role as one of liaison person between the staff and the central administrator of the computer technology. She loads programs if called upon, helps in problem cases, and attends computer mentor meetings at the central office.

A survey on the use of current instructional technology was completed by the teachers and the staff. The results of that survey can be seen in Table 5.10

TABLE 5.10

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
STALKER ELEMENTARY SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)		1			2
Television (vcr or cable for instruction)		2	10		2
Television (Channel One)					2
Television (laser disc)			1	1	2
16mm Film Projector				2	
Filmstrip Projector			4	4	
Slide Projector				1	1
Opaque Projector				2	1
Overhead Projector	1	2	4	1	1
CD Audio Package	1		1		3
Audio Cassette Player	4	6	4		
Record Player	1		2	1	
Computer (projected image)		1			3
Computer/Monitor (for instruction)	4	4	2		2
Computer (for class-room records)	9			1	2
Chalkboard	13	1			
Whiteboard	3				6
Magnetic Board	3				
Felt/Flannel Board	3			1	2
Bulletin Board	11	2	1		1

Number of surveys returned: 15

The number one category for current use is the chalkboard followed by the bulletin board and then the computer for class-room records. On a monthly basis the category of video tapes was

by far the most used medium. The most requested medium was the whiteboard.

In the open-ended portion of the survey two teachers responded with the same request. They both wanted computers for their self-contained classrooms and software designed for special education.

Bedford Junior High School

Bedford Junior High School was the former Bedford High School. It is made of Bedford stone, ornate iron work stairs, and beautiful wooden floors. The building is solidly built and well maintained. The library is large, well lite, and has ample seating. The storage area adjoining the library consists of rooms larger than some of the existing libraries in some of the other schools. The library is not computerized, but it does have a large, well ordered collection. There is not a regular library curriculum, but each time a seventh grade teacher makes a library assignment the librarian takes to opportunity to teach some basic library skills as they relate to the junior high school library. There is one computer in the library with a CD drive, but the screen is too small to use in classroom instruction in the library and moreover with only one CD computer in the library the librarian cannot assign computer searches to a class of 25 or 30 students. The computers in the library are too old to be used for anything but word processing and thus they are not used.

The librarian for Bedford Junior High School is a licensed media specialist. She has training in both libraries and instructional technology.

There is Channel One in the school and every department has its own vcr/tv cart to augment the use of television in instruction. Other instructional technology, such as overheads, are checked out in the fall for each classroom with some spare equipment stored in the library storage area for special needs. Photocopying and the making of transparencies is done in the main office area where there is a photocopy machine available to the faculty.

The computer laboratory for the computer curriculum is in a building across the street. The building was the former vocational education building. Now the computer laboratory has been set up there and all students must take the beginning computer course. The students study communication, problem solving, manufacturing, and construction. There are 21 stations in the laboratory and the course is designed around modules that are conducted at the various stations. One of the stations is connected to the internet and requires the computer instructor to type in the password to gain access to the internet. Every student will go through the internet assignment.

The computer instructor is a licensed teacher. He follows a prescribed curriculum from the central administration just as the other junior high and middle school instructors do. He did request a computer/video projector and voice mail would be nice. Every classroom has a telephone but no voice mail. All teachers do have e-mail. And finally, this computer laboratory has a flight simulator as extra bit of software.

The art teacher had served notice that there would be an elective activity for those students who had an interest in

creating web sites. The group had not met at the time of this writing, but it was reported that there was an interest expressed on the part of the students.

There is another computer laboratory on the second floor near the library. This computer laboratory is open to all teachers on a sign-up basis and has been used for the AS and ALS programs. The teachers do not have to use the AS or ALS programs, there are word processing programs on these computers too. The laboratory has limited utilization.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.11.

TABLE 5.11

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
BEDFORD JUNIOR HIGH SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)			1		4
Television (vcr or cable for instruction)	1	7	10	2	3
Television (Channel One)	22	1			
Television (laser disc)					6
16mm Film Projector					1
Filmstrip Projector			1	3	1
Slide Projector				1	1
Opaque Projector				2	1
Overhead Projector	4	2	3	3	3
CD Audio Package				1	5
Audio Cassette Player	1		3	3	6
Record Player					2
Computer (projected image)	1	1	1		11
Computer/Monitor (for instruction)	3	3		1	12
Computer (for class-room records)	10	3	1		5
Chalkboard	16	4	1		1
Whiteboard	3				8
Magnetic Board	1				2
Felt/Flannel Board		1		1	1
Bulletin Board	14	3	3	2	3

Number of surveys returned: 27

Unlike the elementary schools, the number one response category was Channel One television. This is to be expected in schools that have Channel One because there is an agreement to

broadcast daily on Channel One in return for the installation. For classroom content instruction the junior high school is like the elementary classrooms in that the most used medium is the chalkboard. As one goes up in the grades there is more and more reliance upon visuals such as television, overhead projectors, and the chalkboard. The demand for filmstrips, felt/flannel board, tape recorders, and CD audio systems wanes.

The open-ended section of the survey was responded to by five teachers. One responded to clarify checks she had made and two made remarks about the possibility of getting some of the technology listed in the survey. The fourth respondent wanted some of the technology listed and also some training for the newer technology. The last request was for white boards and bulletin boards which had been requested in prior years.

Oolitic Junior High

Oolitic Junior High School was the former Oolitic High School. Made of concrete and oolitic stone it is a very solid structure that is still a good building. The library is on the second floor and adjoins the elementary library. There is ample space for seating and shelving, but there is limited storage since some of the former high school library storage had to be given over to the elementary library. The librarian here is licensed, but she also serves Shawswick Middle School, Shawswick Elementary, Dollens Elementary, and Oolitic Junior High. Therefore there are library assistants at the Oolitic Junior High and the Shawswick Middle School. The library assistant at Oolitic was interviewed. There are 4 computers in a cluster in the library,

but only one of them has a CD drive and the other three have no printers so they are of no value.

Regular classes are conducted in the library for the sixth, seventh, and eighth grade. The sixth grade is included in several of the junior high activities, but the sixth grade is still formally under the elementary administration. The library aide teaches the sixth grade and the licensed librarian teaches the seventh and eighth grade classes. Classes meet once a week.

The library is used for in-school suspension. The Channel One and cable head-ins are located in the teacher's workroom, but the library aide is responsible for attending to these facilities. Every classroom has a television receiver and a video tape recorder. The securing of tapes for the classroom is part SIEC and part library collection. Most instructional technology equipment is located in the classrooms. The photocopy machine for copies and transparencies is located in the teacher's workroom.

There is a computer laboratory upstairs but computer instruction takes place in the basement with the industrial technology teacher. The upstairs laboratory is for AS or ALS, but the emphasis is on ALS. Teachers can also sign up for use of the computer laboratory and there is a computer assistant in the laboratory. There is ample space and a sufficient number of machines for the size of most of the classes.

The formal computer instruction is taught by a licensed industrial technology teacher. He has the same curriculum as the other junior high and middle school. The instructor has tried to create a distance learning situation with Needmore by using a

computer and a video camera. The event was strictly to see if such a connection could be made and function. Nothing more has happened since the initial contact. Such a connection and program would require a great deal of planning and time, neither of which the teachers have available right now. The instructor remarked that the new computer curriculum is still in the shake down phase to see what works and what doesn't. The instructor and class also made an internet connect with a school in Arkansas similar to the connect with Needmore. Again, without a particular curricular goal very little comes of the experience in a formal fashion. This young instructor, like the central administrator for technology, is well prepared and very knowledgeable about computer technology.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.12.

TABLE 5.12

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
OOLITIC JUNIOR HIGH SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)		1	2	3	1
Television (vcr or cable for instruction)		5	8	3	1
Television (Channel One)	14				
Television (laser disc)				2	3
16mm Film Projector			1	4	1
Filmstrip Projector		1	1	7	2
Slide Projector			1	4	2
Opaque Projector			1	3	2
Overhead Projector	6	3	2	2	3
CD Audio Package	1		1		4
Audio Cassette Player		2	1	5	2
Record Player			2	2	2
Computer (projected image)	1		2		7
Computer/Monitor (for instruction)	1	1	3	2	3
Computer (for class-room records)	11	3	1	1	
Chalkboard	12	2		1	1
Whiteboard	5				5
Magnetic Board		1			5
Felt/Flannel Board					4
Bulletin Board	8	1	3	2	1

Number of surveys returned: 19

The number one category for utilization is the Channel One television. The number two category is the chalkboard which still is the number one technology for direct instruction.

Computers used for record keeping was the third category. This cross section of the three media best represents the strength of each. Teachers use television for general communication and news, chalkboards for direct instruction, and computers to store and retrieve need information.

Two teachers responded in the open-ended portion of the survey. One teacher wanted an overhead projector that worked and the other teacher wanted a computer projector and some computers with programs in her classroom.

Shawswick Middle School

Shawswick Middle School is a relatively new building that is in excellent condition. The library, however, is too small to even be used as a classroom. The library has about 525 square feet of space, very limited shelving space, insufficient seating, and approximately 16 square feet for the circulation desk. The licensed librarian from Oolitic is part-time here and there is a library aide to keep things running. There is a Zenith computer on the WAN, but the collection is not computerized and there is no security of any type for the library.

There was a designated room for storage nearby the library, but most instructional technology is in place in the classrooms. It was observed, however, that several of the overhead projectors in the classrooms were old 3M 66's built in the 1960s. This dated equipment may account for the low number of responses on the survey regarding the use of overhead projectors in instruction.

The computer laboratory has ample space and modern computers. This computer laboratory also has a trough for the wiring which makes for a very neat and safe wiring arrangement. The laboratory houses the AS and ALS programs as well as other standard windows programs. There are 21 computers which is not sufficient for the sixth grade classes, and there is room for more computers if they were available. The video/computer projector that is a normal part of all of the elementary laboratories is missing in this laboratory. For whatever reason, it has been moved to the industrial technology department.

This computer laboratory assistant made some interesting observations regarding the overall computer program for NLCS. She praised the meetings for the computer laboratory assistants and the Monday luncheon she had just attended for the computer laboratory assistants. These meetings provide sharing and support that encourages and enhances the role of the computer laboratory assistants. The other observation she related which is important, and that is the meetings are not via an electronic medium but in person so that total communication can be explored and shared. These observations are not direct quotes but were implied from the conversation during the interview.

The computer mentor and the person who teaches the computer courses is a licensed teacher. He has the same curriculum as the other junior high schools, plus he has added a CAD program for Engineering Aerospace and a Biotech program. These programs are not part of the regular curriculum but do provide a diversion for the students who have completed other assignments and want to stretch their computer experiences. The computer mentor also

takes care of the Channel One head-in even though it is housed in the elementary library.

The school is wired for Channel One, but not all rooms received the original Channel One monitors, therefore, the school picked up the extra rooms to ensure that there was television in every classroom. The rooms that the school added received 23" monitors which are larger than the Channel One units.

This building does not have telephones in the classrooms, but relies upon an intercommunication system. The classrooms, however, are very large and attractive. The added space in the classroom makes it easy to store needed instructional technology within the class for immediate utilization.

A survey on the use of current instructional technology was completed by the teachers and staff. The results of that survey can be seen in Table 5.13.

TABLE 5.13

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
SHAWSWICK MIDDLE SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)	2	1	1	3	1
Television (vcr or cable for instruction)		3	4	2	1
Television (Channel One)	12				
Television (laser disc)				2	2
16mm Film Projector				2	
Filmstrip Projector				4	
Slide Projector				4	1
Opaque Projector				4	3
Overhead Projector	2		4	1	1
CD Audio Package	3		1	1	1
Audio Cassette Player	1	2	2	4	1
Record Player				3	1
Computer (projected image)	1	2	1		3
Computer/Monitor (for instruction)	2	2	1	2	3
Computer (for class-room records)	10		2		
Chalkboard	7	2			1
Whiteboard	3	1			2
Magnetic Board					2
Felt/Flannel Board				1	1
Bulletin Board	7	2	1		1

Number of surveys returned: 12

As with other Channel One schools, the number one category is television for Channel One. The second most checked category was computers for classroom records, followed by chalkboards and

bulletin boards. If the middle school were compared to the junior high results the reader would note more sound equipment at the middle school and less overhead use at the middle school.

There were two teachers who wrote comments in the open-ended portion of the survey. One teacher wanted to have her chalkboard removed because the chalk dust was a hazard to her computer. This is a valid argument that will be pursued in the ancillary section of this report. The other teacher wanted a classroom computer with scientific programs to use in the science portion of her classes.

Bedford North Lawrence High School

Bedford North Lawrence High School (BLN) is a new building that has everything that you could want in a school facility. This author will not bore the reader with superlatives to describe the technology available in this school building, but space will be devoted to some observations regarding instructional technology and the high school.

The media center has everything a modern school should have; licensed personnel, assistants, the newest technology. The media specialist does not see herself as the head of the libraries for NLCS. She is willing to help anyone in the corporation who requests help, but she is not the system wide administrator. She thinks each school will become computerized and probably with Winnebago, but each school will stand alone on its computerized collections. The library aides, however, do serve some corporation wide needs with copying and instructional equipment. These aides are housed in a portion of the media center.

There is a free computer laboratory next to the media center that houses units that teachers can sign up for if their students need AS or ALS. This laboratory is destined to be designated as the ISTEP remediation laboratory by spring. The other computer laboratory for teacher "sign ups" is housed down the hall from the media center and it has several mathematical programs available. The assistant principal stated that these two laboratories are to be available on a first-come basis, but that all classroom teachers must accompany their classes to the laboratories. Moreover, classroom teachers will be expected to understand and be able to operate any program that they assign to their students.

There is a professional level television studio in the basement of the building. The studio is being used for an English classroom at this time. There is also time available on C-span on the cable if BNL wanted to broadcast to other schools or to the community. There is a teacher licensed in television instruction and a first class engineer who maintains the equipment. All of the parts of the puzzle are in place for some dynamic broadcast possibilities. All Channel One and cable drops are into the television studio and can be distributed throughout the building.

The central nervous system for the corporation computer network is located in the high school. In a storage area near the basement all of the network controls come together. There is T1 cable coming in on the backbone and category five cable distribution in the buildings. The central network has a firewall and three internet screens: Net Nanny, Cyber Sitter, and

Border Manager. The gentleman in charge is a computer technician who knows the inside and outside of computers; he is the web master. He also monitors the internet activities from all who use the system and continually updates his network screens whenever a new site is found to be undesirable for the students. With the password system he can monitor individual computers or individuals within the corporation. The central network room is on the cutting edge.

There are wires enough within the building to add telephones if so desired. Each classroom has a drop for computers, video, and voice data. All technology is in place in the high school. There is a desire on the part of the administration to see the technology incorporated into the curriculum.

A survey on the use of current instructional technology was completed by the teachers and staff. the results of that survey can be seen in Table 5.14.

TABLE 5.14

**UTILIZATION PATTERNS OF CLASSROOM TECHNOLOGY,
BEDFORD NORTH LAWRENCE HIGH SCHOOL**

Types of Equipment	Use Daily	Use Weekly	Use Monthly	Use Yearly	Would Use
Television (your own production)		1	3	4	1
Television (vcr or cable for instruction)		15	17	6	4
Television (Channel One)	19	8	5		2
Television (laser disc)		.	2	1	8
16mm Film Projector			4	3	
Filmstrip Projector		1	6	4	
Slide Projector			3	6	
Opaque Projector	1	1	1		2
Overhead Projector	14	11	2	1	1
CD Audio Package	2	4	2	1	1
Audio Cassette Player	4	8	6	4	
Record Player			1	4	
Computer (projected image)	2		4		18
Computer/Monitor (for instruction)	6	2	1	3	14
Computer (for class-room records)	21	4			3
Chalkboard	36	5			1
Whiteboard	5	1			10
Magnetic Board	4				4
Felt/Flannel Board					1
Bulletin Board	20	4	7	3	3

Number of surveys returned: 44

In one of the most technologically advanced schools in the State the number one category for instructional technology is the chalkboard. The number two category was the computers for

classrooms records followed by Channel One television. Teachers want to do the best job they can do, and as such, they select instructional media on the basis of the strength of the medium and not the popularity of the trend surrounding it.

It should be noted that a category in the "would use" column had the fourth largest category response. Eighteen teachers said they would use a video/computer projector if they had access to one. Such a projector might make a change in how computer technology were used at BLN.

Seven teachers added written comments to the survey. Two wanted whiteboards in their classrooms, one wanted a bulletin board, one wanted her television hooked up to power, one wanted a copier on the ground floor, and the last one wanted her television set hooked to her computer so that she could use powerpoint in her classroom.

Ancillary Considerations and Concerns

There are media or technology topics, ideas, or facets that were not addressed elsewhere in this text but which should be recognized. The following topics were discussed at some time during the collecting of information for this report. The topics are neither alphabetized nor given in order of importance, but are topics worthy of consideration.

Computer Program: The computer organization of this school corporation is one of the best planned units this author has seen to date. From the director down to the last participant every person is aware of his or her role and responsibilities. While non-licensed computer laboratory assistants have been hired at

the building level, the laboratory assistants have an active support group in which everyone involved with computers meet on a regular basis, share ideas and problems, and come to rely upon one another for assistance. This type of support group is extremely important for the success of the overall computer program.

The computer curriculum has an element that most school corporations have not put in place as yet. There is a K-12 curriculum outline with the backbone of the AS and ALS programs. There were building level differences as new ideas and efforts surfaced at various building levels, but by and large the AS and ALS survived. The technology director shared an evaluation program that he has in place to evaluate and assess the overall computer effort. It is very thorough, but the corporation needs to collect base data regarding student scores prior to the computer program to compare three years after the beginning of the new curriculum to seek any changes that might have occurred in student ISTEP scores and maybe five years later compare SAT scores. The K-12 program that is in place should produce better test scores if in fact computers can do what the computer advocates say they can do.

There are still problems with some of the computer laboratories that are too small, limited computers, and lack of enough electrical power. But these problems have led to increased utilization of the libraries when classes have to be split and sent to the library to accommodate the computer laboratory problems.

Library Program: Everything that was stated about the support group in the prior computer section is just the opposite for the building libraries. Each building library is a program unto itself. Not only are facilities lacking in many instances, but at the elementary level the non-licensed personnel have been left to fend for themselves. Many of the library aides are to be commended for their ability to put together a program without prior formal instruction. The administration should move to remedy this situation by modeling the computer technology program or creating some corporation effort to assist the library aides.

Chalkboards: In-as-much as chalkboards are the most used medium at all levels of instruction, there should be some consideration to the replacement of certain chalkboards with the newer white boards. Chalkboards have proven to be very effective over the years, but the use of chalkboards produces chalk dust that is very harmful to electronic circuits. Any electronic circuit found in technology, such as the circuits used in television or computers, is very sensitive to dust and requires more frequent maintenance schedules when placed in areas of high dust.

Computer/Video Projectors: Computer/video projectors now have small paw prints and at the 500 watt projection level produce excellent images. The units that have been purchased to date for the computer laboratories are being used by the computer assistants in most cases. The computer assistants have found ways to incorporate the projectors into the classroom in ways that make them easy to use. Classroom teachers, especially at the high school level, have expressed an interest in these projectors. But for these projectors to be used they have to be

incorporated into the classroom in some fashion that would not hinder current instruction modes and at the same time not require special assembly each time that they would be used in a lesson. Further discussion of these projectors can be left to the very capable personnel that the corporation has assembled at present. The corporation is very fortunate to have both computer and video technicians.

Summary

There is little doubt that the North Lawrence Community Schools corporation is dedicated to the use of technology in education. This is witnessed by the willingness of the central administration to commission this study, creating the technology director position, and the cooperation of the teachers, staff, and administrators in interviews and sharing of documents for the preparation of this report.

The computer technology program is exemplary in terms of organization, personnel, and programs. There are only a couple computer laboratories that are in inadequate facilities, but several have limited electrical power.

The library program is staffed at every level, but only the high school and the junior high schools have licensed personnel. Moreover, the elementary personnel have no support or assistance from the central administration. This affects the library and the classroom technology in-as-much as the classroom technology is inventoried in the library. The elementary libraries have inadequate facilities in several buildings and the middle school

library is inadequate. Only the high school is has a computerized library.

Not unlike other schools that have been surveyed by this writer, the most-used medium for classroom instruction is the chalkboard or whiteboard. This reliance upon the chalkboard was borne out during the classroom visits. The use of the chalkboard has no instructional implications which this writer will comment upon, other than the chalkboard still is the most popular instructional technology from kindergarten through graduate education at the universities.

The next categories of utilization depended upon the grade level reporting. The lower elementary classrooms had more hands on paraphernalia and small group instruction, while progression in age through high school was marked by a similar progression from small group instruction to broader dissemination technologies.

The high school is state-of-the-art for technology capabilities, but the potential is thwarted somewhat by the time that is necessary to get all elements into place. The television studio has everything necessary to function but is used as an English classroom, the phone jacks are in the classrooms without telephones, and the computers are still being explored as to their role in instruction.

The North Lawrence Community Schools corporation is fortunate to have all the parts of the puzzle of instructional technology, the pieces just have to be put in place.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

In this chapter are presented the conclusions and recommendations. The conscious and deliberate choices which a school community makes relative to the educational program must be translated at some point in time to educational facility needs in order that some degree of congruence exists between the educational programs and the educational facility. It is the responsibility of school boards, administrators, and educational planners to work toward that end. Because the educational program is continually changing, it must be evaluated at frequent intervals. Consequently the congruence between program and facility also must be frequently evaluated. Fiscal and other constraints must also be reviewed from the standpoint of resource limitations.

The follow conclusions are presented:

CHAPTER 1: THE SCHOOL AND COMMUNITY

1. The North Lawrence Community Schools consist of the City of Bedford, the town of Oolitic and several small towns. The school corporation includes Guthrie Township, Indian Creek Township, Marshall Township, Perry Township, Pleasant Run Township, and Shawswick Township. Only a portion of Indian Creek Township is located in the school corporation.
2. According to census data, Lawrence County as well as the area served by the North Lawrence Community Schools increased slightly in population from 1980 to 1990. Census Bureau estimates of population in 1997 report the county population at 45,361 which was a 5.7 percent increase from 1990. The population estimate for the city of Bedford was reported to be 14,667 which was a 6.15 percent increase from 1990.

3. Bedford and Lawrence County have experienced a very favorable economic growth pattern in recent years. Major divisions of General Motors and Ford are located in Bedford. Also the Crane Military Depot is located very near Bedford and Lawrence County. Local officials feel that many mid-size and small industries have located or expanded in the area.
4. Enrollment history from 1993-94 through 1998-99 indicate a slight increase in elementary (K-6) pupil population. Pupil population at the junior high (7-8) level and high school (9-12) level have declined slightly.
5. Mean advancement ratios indicate a ratio greater than 1.0 for five of the seven grade levels in elementary schools (K-6). One grade level at the junior high school (7-8) and one grade level at the high school have mean advancement ratios which are greater than 1.0.
6. Enrollment projections based on history data indicate an increase in elementary (K-6) pupil population and junior high (7-8) pupil population. High school (9-12) pupil population is projected to decline slightly. The enrollment changes projected for the various grade groupings are as follows:

	<u>1998-99</u>	<u>2006-07</u>	<u>Change</u>
Elementary (K-6)	2,893	3,539	+ 646
Junior High (7-8)	782	860	+ 78
High School (9-12)	1,592	1,549	- 43
Other	113	102	- 11

7. Enrollment projections based on birth data indicate a slight increase in elementary (K-6) pupil population and an increase in junior high (7-8) pupil population. High school (9-12) pupil population is projected to decline slightly. The enrollment changes projected for the various grade groupings are as follows:

	<u>1998-99</u>	<u>2006-07</u>	<u>Change</u>
Elementary (K-6)	2,893	2,998	+ 105
Junior High (7-8)	782	873	+ 91
High School (9-12)	1,592	1,549	- 43
Other	113	102	- 11

CHAPTER 2: PROGRAM AND WORK ENVIRONMENT

1. Staff ratings for Dollens Elementary School range from "below average" to "low average". Adequate working space for teachers was viewed as a major problem. Opinions regarding accommodations for extracurricular activities and the implementation of technology were divided.
2. Staff ratings for Englewood School ranged from "average" to "high average". Given the limited scope of this building, it is perceived as meet-the needs of its users.
3. Staff ratings for Fayetteville Elementary School were primarily "below average". Most staff believe that this facility is not comparable to other elementary schools in the state or this region of the state. Eighty percent of the teachers believe the work spaces for teachers are inadequate.
4. Staff ratings for Heltonville Elementary School ranged from "below average" to "low average", with a majority of them falling "below average". Opinions regarding specific attributes of the building were divided
5. Staff ratings for Lincoln Elementary School were mixed with a majority falling in the "average" range. General opinions about the building were positive with the exception of the integration of technology. Two-thirds of the teachers believe that technology has not been infused sufficiently into this environment.
6. Staff ratings for Needmore Elementary School ranged from "average" to "above average". General opinions about the facility were positive.
7. Staff ratings for Parkview Intermediate School were primarily in the "average" category with several features being rated in the "low average" range. Generally, staff believe the building is accommodating programming, however, they were divided over the issue of whether technology had be integrated sufficiently.
8. Staff ratings for Dollens Primary School were primarily in the "average" range with about one-fourth of the areas being rated "below average". Opinions regarding ample work spaces for teachers and the flexibility and adaptability of the building were mixed. Most staff members believe that technology had not been integrated sufficiently.

9. Staff ratings for Shawswick Elementary School were primarily in the "above average" range with about one-fourth of the areas being rated "average". General opinions were basically positive; climate control and ventilation were the only areas indicating concerns.
10. Staff ratings for Springville Elementary School were primarily in the "average" range with about 20% of the areas being rated "below average".
11. Staff ratings for Stalker Elementary School were primarily in the "average" range with about 10% of the areas being rated "below average". General opinions tended to be positive; however, the staff was divided in their beliefs regarding whether the building provided a safe and healthy environment.
12. Staff ratings for Bedford Junior High School were primarily in the "average" range with about 20% of the areas being rated "below average". General opinions about the building were basically positive; however, about two-thirds of the teachers believe that technology has not been integrated sufficiently.
13. Staff ratings for Oolitic Junior High School varied; most were either in the "average" or "below average" ranges. General opinions were basically positive; however, the staff was divided over whether the school provided teachers with ample work spaces.
14. Staff ratings for Shawswick Middle School varied; most ratings were in the "average" range, but a considerable number of areas were labeled as "below average". Generally opinions were basically positive.
15. Staff ratings for Area Vocational-Technical School were either in the "average" or "above average" ranges. General opinions were basically positive.
16. Staff ratings for Bedford North Lawrence High School varied. Most ratings were in the "average" range; however, other ratings were either "below average" or "above average". General opinions were basically positive, but a division of opinions existed for two items: ample work spaces for teachers and the sufficient integration of technology.

CHAPTER 3: EDUCATIONAL FACILITIES

1. The North Lawrence Community School maintain and operate ten elementary schools, one special

education school, three junior high or middle schools, and one high school.

2. The committee and consultants visited each building and reviewed the evaluation of each facility. Buildings were then placed in the following categories:

TABLE 6.1

**EVALUATION OF EACH BUILDING IN
NORTH LAWRENCE COMMUNITY SCHOOLS**

School	Building-Good Condition Congruence between Building & Program	Building-Fair Condition Considerable Congruence between Building & Program	Building Poor Condition Limited Congruence Between Building & Program
Bedford Jr. Hi.		/	
Oolitic Jr. Hi.		/	
Shwk M.S.	/		
BNL H.S.	/		
Dollens		/	
Fayetteville			/
Heltonville			/
Lincoln	/		
Needmore	/		
Pkvw Prim	/		
Pkvw Int	/		
Shwk Elem	/		
Springville		/	
Stalker	/		

CHAPTER 4: FINANCIAL CONDITIONS

1. Growth in assessed valuation over the past 12 years has been modest. The increase due to re-assessment in 1996, however, was above the state average.
2. The fiscal ability of the school corporation is well below average. That is to say, the assessed valuation per pupil is far below the average for all Indiana school corporations.

3. The fiscal effort of the school corporation is above average. That is to say, the total tax rate is above the average tax rate for all Indiana school corporations.
4. The school corporation has a current debt level of 14%. This is not an unusually high debt level, but when considered in the context of the assessed valuation, the school corporation has only a limited capacity to assume new debt obligations.
5. The school corporation will be in a more favorable position to assume new debt by 2006. A combination of anticipated increases in assessed valuation and the retirement of approximately half of the existing debt obligations are the reasons.
6. It is estimated that the school corporation could incur an additional \$20 million in debt obligations in 1999 and remain below a 25% debt level.
7. It is estimated that in 2002, each \$1 million in debt obligation would increase the Debt Service tax rate by about \$.035. A \$10 million obligation would increase the rate by about \$.35 per \$100 of assessed valuation.

CHAPTER 5: TECHNOLOGY REPORT

1. The North Lawrence Community School Corporation has put together, under the guidance of a corporation-wide director, an exemplary computer technology program. The program has several administrative levels beneath the director and each unit is aware of what the other unit is doing. The creation of a support group and regular meetings for all of the computer laboratory assistants is the key to keeping everyone on the same page. Parts of the computer curriculum have been standardized from K-12, but not all of the schools participate at the same level. When the computers, wiring, and all of the curriculum parts are put together there will be an excellent program. The assessment and evaluative procedures that are being tested and refined promise to document the entire computer technology program.
2. The elementary and junior high schools lack the proper electrical wiring to accommodate the computer laboratories. One school, Shawswick, has created a novel trough system for wiring the laboratories, but Shawswick also lacks proper electrical facilities.

3. While the computer program has many positive aspects, just the opposite is true for the library program. Non-licensed and untrained people have been hired to supervise the elementary libraries. These individual range in formal education from high school diplomas to college degrees. All of the library aides have had to rely upon their own resources to put the libraries in working order. There is no commonality among the libraries. The junior highs and the high school have licensed librarians. The high school has a model library with all of the modern paraphernalia needed to provide students with resource material. Only the high school has a computerized collection. The libraries should become organized like the computer technology program.
4. Several libraries are substandard in space or facilities. Heltonville, Shawswick Middle School, Springville, and Dollens, all have substandard space. All of these libraries, however, have very active library programs in place.
5. All of the surveys reported that the number one technology used in daily classroom instruction was the chalkboard. This is in keeping with state-wide survey results. The elementary schools had as a close second usage the bulletin boards. The high school reported computers for classroom records as the number two choice, followed by overhead projectors.
6. The high school has an excellent television studio and equipment. The school corporation has been granted cable time when and if broadcasts become available from the schools. The facilities are being used for a classroom at present. There is a great deal of potential technology sitting idle when the school corporation could easily pull the television technology into the school distribution system. Television broadcasting takes a great deal of time and effort on the part of personnel to be effective, however, and no current personnel have release time.
7. The general demeanor of the students, faculty, administration, and the community suggests a positive attitude toward instructional technology.

The Citizens Advisory Committee and consultants make the following recommendations:

1. Utilize Bedford Junior High School and Dollens Elementary School/Oolitic Junior High School as middle schools for grades 6-8 to include all pupils in the school corporation by the year 2000-01:

- A. An architect should be employed immediately to determine the improvement needed in each building to accommodate program needs and pupil space needs for middle grade education. Improvement of existing space and improvement of mechanical systems are necessary to prolong the useful life of these facilities. These improvements should be phased as soon as possible in such a manner that all improvements are completed no later than the year 2007.

- B. Funding of improvements should be from the Capital Projects Fund, General Obligation Bonds, or the Common School Fund. Initial improvements needed to implement the program include but are not limited to:

- a. office space in the vocational building at Bedford Junior High School should be converted to classroom space and space in the junior high building should be converted to classrooms where possible;

- b. food service and cafeteria facilities at Dollens Elementary/Oolitic Junior High School should be improved and increased in size;

- c. the two buildings should accommodate at least 1,200 pupils in grades 6-8; and

- d. other space would be needed for the offices which are located in Bedford Junior High School.

- C. Expenditures for new school facilities or major renovation/addition would be deferred until 2007 or when bond obligations in the Debt Service Fund are reduced.

2. Fayetteville Elementary School, Heltonville School, and Springville Elementary Schools should be closed when the necessary improvements have been made to implement a middle school program. The remaining elementary school facilities would serve grades K-5. The Shawswick Middle School would become a K-5 building. Pupils in grades K-5 who currently attend Heltonville, Fayetteville, Dollens, and Springville would attend the remaining schools. There is a high possibility that optional full-day kindergarten will be approved in the current legislative session. Springville Elementary School would serve as a Kindergarten Center for a portion of the pupils located in the western part of the school corporation. The schools and grade organization would be as follows:

Lincoln	K-5	Bedford Middle School	6-8
Needmore	1-5	Dollens/Oolitic M.S.	6-8
Parkview Primary	K-2	Bedford North Lawrence	
		High School	9-12
Parkview Interim.	3-5		
Shawswick	K-5		
Stalker	K-5		
Springville	K		

3. The study of redistricting of elementary school attendance boundaries should be started immediately. The study should include changes in grade organization to provide equity in building capacity, class size, and distance traveled by pupils who are transported.
4. Express bussing of pupils located in the more remote areas of the school corporation should be studied and implemented to reduce the amount of time pupils spend on school busses.
5. The implementation of the above plan cannot occur until such time that space at Bedford Junior High School can be converted to classroom space. Because of the need to locate and remodel space for offices and programs which currently occupy that space, the above plan should be implemented in the 2000-01 school year.
6. Money from the Capital Projects Fund should continue to be used for the improvement of those school facilities which will be used in the long term.
7. School facilities which are no longer used should be offered to local governmental units.

If no alternative use can be found for those facilities, plans should include the razing of those buildings.

8. At the time major obligations are paid off in the Debt Service Fund (2007 or earlier) a major renovation and addition to the Bedford-North Lawrence High School should take place. Elementary school facilities also should be reviewed at 2005 or earlier to determine whether a new elementary school is needed or whether certain buildings need an addition or major renovation.
9. One advantage to the above plan is that major increase in bond obligations or indebtedness for new buildings is deferred until the current indebtedness for school facilities is reduced in 2007 or at an earlier date.
10. This committee has reviewed facilities with the awareness that there is no universally accepted plan that answers everyone's questions. The committee does feel that for the plan to succeed the implementation of studies concerning building renovation, redistricting, and bussing must take place immediately and simultaneously for the plan to work.
11. This committee feels that studies of air quality/air movement should be conducted in all schools and improvements be implemented where needed as funds are available.

The following technology recommendations are based upon results of the surveys, interviews, and observations. The survey results for individual schools should be reviewed by administration and interested technology personnel. The rest of the recommendations are:

1. The technology director and computer technology team are among the best in the state. The program is well planned and is producing data for both formative and summative evaluation. This program is new and not completed at all locations, but it should continue to be supported.

2. The lack of a system-wide library program is obvious. There is no corporation direction; nor is there corporation support. The following recommendations should be discussed:
 - a. Hire or appoint a corporation level library director to create a K-12 library program.
 - b. Computerize the elementary and middle school library collections as was done in the high school.
 - c. Provide a support group for the non-licensed elementary library aides.
 - d. Provide an in-service program for the elementary library aides.
3. If Shawswick becomes a K-5 school, the middle school area of the library should be returned to the elementary library.
4. If Oolitic becomes a middle school, the elementary section of the library should be returned to the middle school library.
5. Some teachers expressed a desire to have whiteboards to replace the blackboards. As cited in the technology chapter, whiteboards are not a hazard to computers. Where requested, whiteboards should replace chalkboards.
6. Some high school teachers expressed a desire to use computer/video projectors in their classrooms. Computer/video projectors should be introduced into the high school classes on a trial basis for evaluation by the high school teachers. Classroom teachers will be able to evaluate the worth of the technology and offer input into future purchases of the projectors.
7. A committee should be formed to study the potential of utilizing the current television technology available in the high school. The study should not be limited to high school usage but should be expanded to include possible use by both the corporation and community.

