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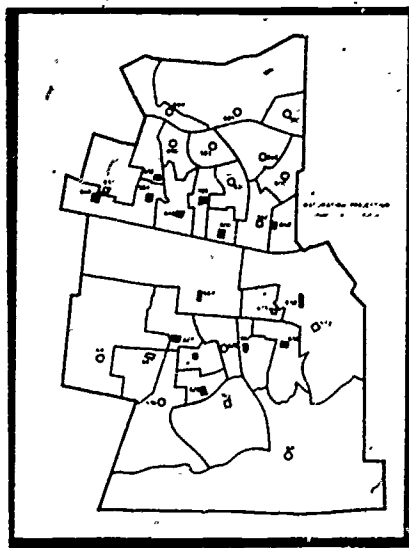
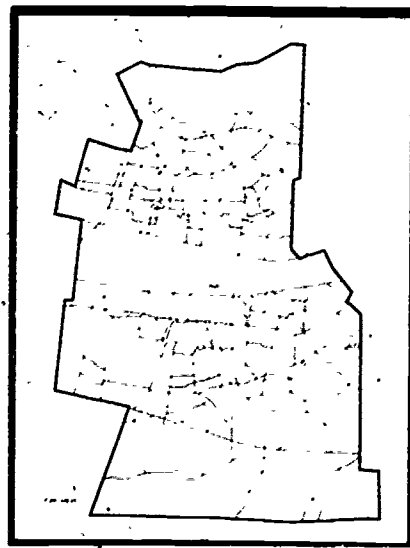
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IDENTIFIERS California

ABSTRACT

This document (1) provides information and guidelines to California school districts in organizing and developing a comprehensive planning effort; (2) helps districts view a total educational system and use a systems approach to planning and problem solving; and (3) specifically helps school districts applying for State school building aid funds in satisfying the legal requirements. Suggested in this guide are some basic requirements, planning processes, and personnel involvement necessary for the development of an ongoing developmental plan. The material is presented under (1) educational program, (2) educational facilities, (3) demographic study, (4) implementation plan, and (5) evaluation plan.
(Author/MLF)

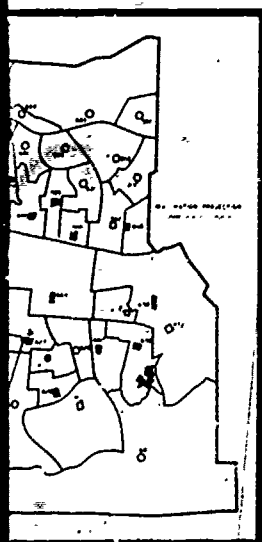
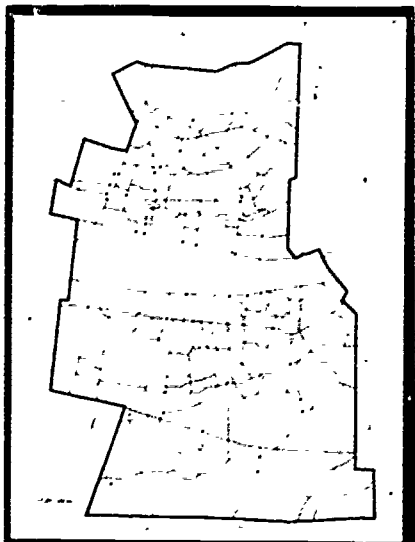
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EA 001 891

GUIDE FOR THE DEVELOPMENT OF A SCHOOL DISTRICT LONG-RANGE COMPREHENSIVE MAP

CALIFORNIA STATE DEPARTMENT OF EDUCATION Wilson Riles, Superintendent of Public Instruction, Sacramento, 1958



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DE FOR THE VELOPMENT OF A SCHOOL DISTRICT G-RANGE COMPREHENSIVE MASTER PLAN

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**GUIDE FOR THE DEVELOPMENT OF
A SCHOOL DISTRICT
LONG-RANGE COMPREHENSIVE MASTER PLAN**

To be utilized in varying school district situations
for further refinement.

Prepared by:



CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of School Planning
1972

PREFACE

The purposes of this document are:

1. To provide information and guidelines to California school districts in organizing and developing a comprehensive planning effort.
2. To help districts view a total educational system and use a systems approach to planning and problem solving.
3. To specifically help school districts applying for state school building aid funds in satisfying the requirements of Education Code, Section 19559.2.

In this guide there are suggested basic requirements, planning processes, personnel involvement necessary for the development of an on-going developmental plan.

The guidelines are intended to be flexible to meet varying conditions in varying school district patterns throughout the state. However, the basic format should govern for continuity purposes, particularly in school districts applying for state funding.

The five divisions, (I) Educational Program, (II) Educational Facilities, (III) Demographic Study, (IV) Implementation Plan, and (V) Evaluation Plan are not necessarily intended to be developed in sequence. Divisions may be developed singly or some concurrently, depending upon the availability of information.

School districts which have comprehensive plans based upon a documented educational philosophy around community needs can be reviewed and adjusted to this type of format. In districts where there is no documented plan, the development of needs statements for new or rehabilitated school facilities can provide an opportunity for a community to re-examine and project educational philosophy and programs into the future.

After field testing this guide in various types of school districts, accumulated experience will be incorporated in future revisions. We solicit your participation and assistance toward that end.

Edwin H. Harper
Associate Superintendent of Public
Instruction; and Chief, Division of School
Administration and Finance

Aubrey W. Calvert
Chief, Bureau of School Planning
State Department of Education

ACKNOWLEDGMENTS

Recognition is given to the Rowland Unified School District governing board and administration for serving as a pilot district in the exploratory stages of this approach to school planning.

During the school year 1970-71, in cooperation with the Bureau of School Planning, the Rowland Unified School District, Los Angeles County, prepared a Long-Range Comprehensive Developmental Plan which has become the basis for the format and material in this guide. William H. Davis, Consulting Architect in Los Angeles County, under contract with the Department of Education, contributed the technical data and mapping.

Acknowledgment is also given to members of the Southern Section School Building Research Committee, California Association of School Business Officials, for their critical review and suggestions.

Ralph Askin, Architect, Edward Gustafson, Assistant Architect, and Larry Stanley, Graphics Specialist, Bureau of School Planning, have made significant contributions to this document.

Special recognition is given to Charles H. Ambellan, Supervising Field Representative, Bureau of School Planning, for his extra diligence in preparing the first draft of this guide for use at the initial stage of this new approach to school facilities planning.

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INTRODUCTION

What is a School District Long-Range Comprehensive Master Plan?

It's a compilation of information, policies and statistical data about a school district, organized to provide:
(1) a continuous basis for planning educational facilities which will meet the changing needs of a community and (2) for choosing alternatives in allocating facility resources to achieve district goals and objectives.

Why Should a School District Develop and Maintain a Long-Range Comprehensive Master Plan?

- (1) To gather and organize factual information about a community from which present and future educational program needs can be determined.
- (2) To more accurately estimate pupil population in regard to numbers, ages, socio-economic backgrounds and ethnic composition for which facilities may be planned and provided.
- (3) To make an objective appraisal of the quality level and capacity of existing school facilities.
- (4) To make more effective decisions regarding the types, amounts and quality level of new and existing school facilities.
- (5) To coordinate a program of total school and community planning.
- (6) To develop a system of educational program and facilities priorities as an integral part of the educational process.
- (7) To maintain a program of continuous comprehensive planning and financing of school facilities.

How Can the Plan be Developed?

- (1) By organizing a process which guarantees continuing analysis and evaluation of what is accepted as the district educational and cultural goals and objectives.
- (2) By expending a major effort through adequate staffing and financing.

- (3) By involving the right people at the proper time and defining functions and responsibilities in terms of particular areas of competency.
- (4) By providing leadership in problem-solving techniques through a communication and evaluation system.
- (5) By recognizing that educational program and facilities planning are one integral part of the total educational process.
- (6) By anticipating community needs and maintaining contact with the ever-changing realities of local situations.

Who Conducts the Development of the Plan?

When the board of education commits the district to initiate the plan, specific individuals should be designated to provide leadership and be responsible for its accomplishment and implementation.

A planning committee should be named. Suggested representation on the committee is: board of education, chief administrators office, instructional services, business services, and building principals. District size would be a controlling factor in determining the pattern of organization. Individual responsibilities should be specified as well as time and financial commitments needed to develop the plan.

The planning committee functions as a management group insuring that there is total staff and community involvement in the plan development.

Professional resources should be called upon in particular areas of competency. Suggested resources are Bureau of School Planning, County Superintendents offices, colleges and universities and architectural and technical consultants.

The above decisions should be documented as a directive and distributed throughout the district.

PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION I EDUCATIONAL PROGRAM

A statement of the educational programs and goals of the district in relation to its programs, both current and future.

A. History and Educational Transition

1. Historical background

Relate in a narrative account, the history, regional setting, composition and physical description of the district.

2. Growth

Illustrate the growth pattern of enrollments and schools in the district to this point in time.

3. Educational transition

Trace the manner in which the educational program has progressed to the present.

4. Changes in progress or contemplated

Describe educational programs or needs presently changing or contemplated.

B. Community of the School District

1. Community factors

Identify factors in the community which affect the school system, i. e. social, economic, racial and ethnic make-up of the locale.

2. Sociological policy

State the district policy regarding actual or potential human problems.

3. Relationships with other public agencies

Define the district policy regarding cooperation and coordination with other public agencies, i. e. parks and recreation authorities, planning commissions, and health departments.

4. Community involvement

State the policy for community involvement to achieve total community development.

5. Citizens advisory committee

Give the structure for participation by community representatives in developmental planning.

C. Educational Goals and Policies

Identify the universal and continuing purposes which are accepted and adopted by the governing board as the goals of education in the district.

D. Educational System

Describe the total district system as presently structured as well as future concepts. This should be stated in terms of goals, objectives and policies.

1. Grade level grouping

State the organizational plan of the district for grade level grouping.

2. Pre-school program

Describe the district philosophy, policies and operation of the pre-school program.

3. Elementary school program

Describe the district philosophy, policies and operation of the elementary school program.

- a. Organization and program
- b. Site design criteria
- c. Enrollment size policy
- d. Facility loading and staffing
- e. Unique requirements

4. Middle (intermediate, junior high) school program

Describe the district philosophy, policies and operation of the middle school program.

- a. Organization and program
- b. Site design criteria
- c. Enrollment size policy
- d. Facility loading and staffing
- e. Unique requirements

5. High school program

Describe the district philosophy, policies and operation of the high school program.

- a. Organization and program
- b. Site design criteria
- c. Enrollment size policy
- d. Facility loading and staffing
- e. Unique requirements

6. Special programs

Describe the district philosophy, policies and operation of the special programs.

- a. Educable mentally retarded
- b. Trainable mentally retarded
- c. Educationally handicapped
- d. Physically handicapped
- e. Other exceptional children
- f. Summer school
- g. Continuation school
- h. Adult education
- i. Vocational education
- j. Regional occupation centers
- k. Children's centers
- l. Joint powers or cooperative programs
- m. Other special programs

7. Instructional support program

Describe the district philosophy, policies and operation of the instructional support program.

- a. District library
- b. School libraries
- c. Audio-visual materials
- d. Textbooks

8. Pupil Services

Describe the district philosophy, policies and operation of the pupil services programs.

- a. Health
- b. Guidance
- c. Speech

9. General support services

Describe the district philosophy, policies and operation of the general support services. Under administrative services illustrate the school district organization and relationships of function by position in chart form.

- a. Administrative services
- b. Facilities planning
- c. Transportation services
- d. Food services
- e. Building maintenance services
- f. Custodial services
- g. Site care services
- h. Community use services
- i. Joint use by Parks and Recreation

PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION II EDUCATIONAL FACILITIES

A comprehensive evaluation and report of the utilization and condition of the school facilities now existing in the district.

A. Evaluation Procedure

Describe the procedure for evaluating facilities. It is suggested that the evaluation be the result of a physical visitation to each school by an evaluation team composed of member(s) of the educational division and business division along with consultants such as the Bureau of School Planning Field Representative and the district architect. The team should be accompanied by the chief administrator of the school inspected. A uniform check list such as the Bureau of School Planning publication "Profile Rating Wheel" should be used as an evaluative tool. If the maintenance supervisor accompanies the team, there is also an opportunity to plan long range maintenance budget items. A plot plan of the facility should be checked and up-dated at the time of the inspection.

B. Summary of Facility Utilization and Evaluation

Summarize the capacities and evaluations of all district facilities on one form. (See Form 100.)

C. Individual Facility Utilization and Evaluation

For each school, central office facility and site, show the following: 1) Site utilization and plot plan with indoor and outdoor teaching stations. 2) Facility spaces capacity loading and utilization. 3) Profile rating evaluation of site, space, light, heat and air, sound, aesthetics, equipment and maintenance, including a narrative evaluation of the plant with notations as to required improvements and additions. (See Forms 100a, 100b, 100c, and 100d.)

**SUMMARY OF DISTRICT FACILITY UTILIZATION AND EVALUATION
BSP Form 100**

District _____ Date of Report _____

Address _____

SCHOOL OR FACILITY	EXISTING LOADING							CAPACITY LOADING						
	Elementary	Middle	Secondary	Continuation	Adult	Special	Sites	Elementary-State Aid	Elementary-District Policy	Middle	Secondary	Continuation	Adult	Special
DISTRICT TOTAL														

Recommendations for needed corrections and improvements (listed in priority order)

School

Item

E

LITY

EXISTING LOADING							CAPACITY LOADING							OVERALL EVALUATION					
Elementary	Middle	Secondary	Continuation	Adult	Special	Sites	Elementary-State Aid	Elementary-District Policy	Middle	Secondary	Continuation	Adult	Special	Sites	Excellent	Good	Average	Poor	Not Acceptable

for needed corrections and improvements (listed in priority order):

Item

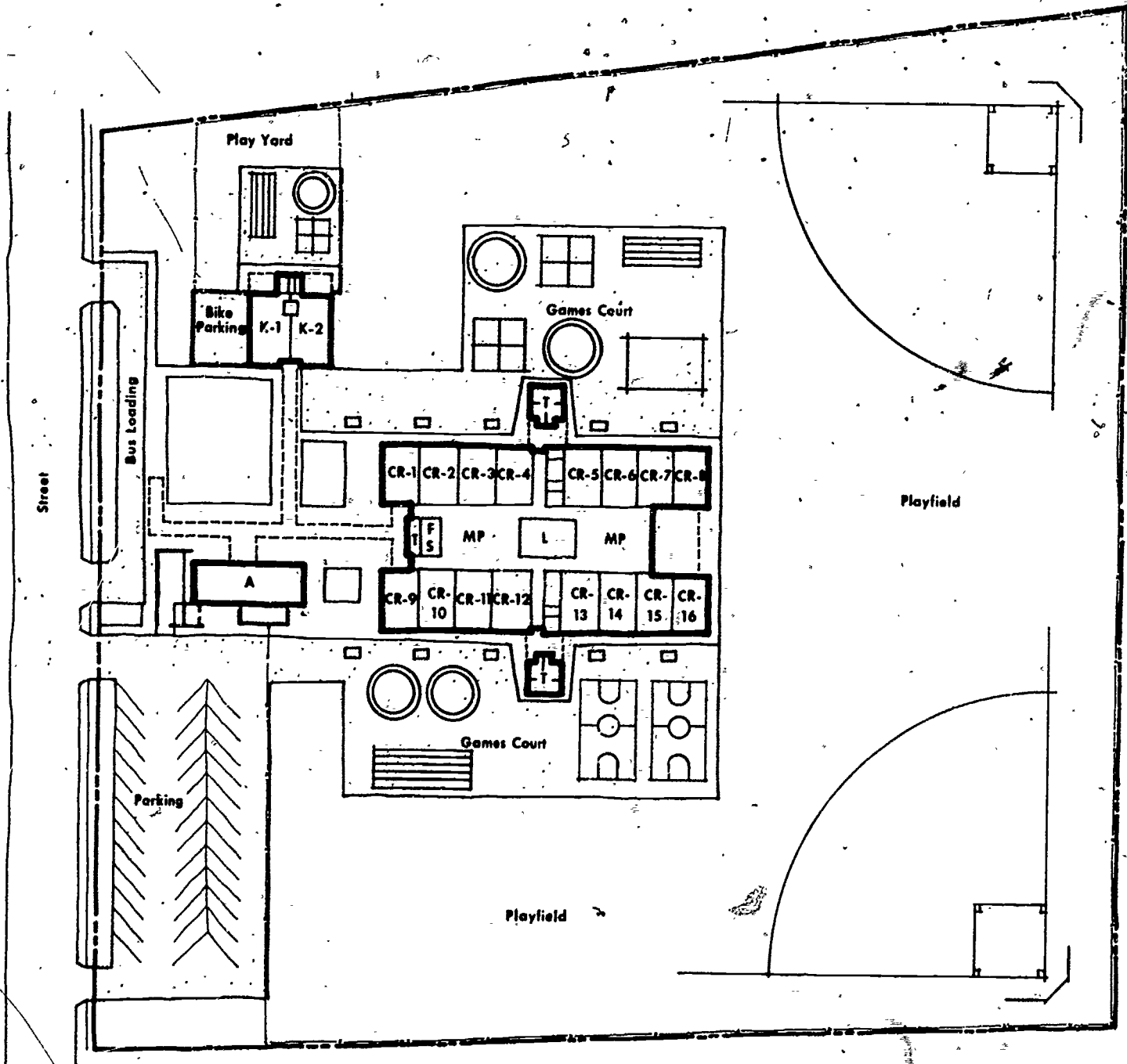
Estimated Cost

\$

PLOT PLAN OF SITE & BUILDINGS
BSP Form 100a

School or facility

Site acres (usable)



Elementary School



Scale:
0 20' 40'

**REPORT OF UTILIZATION AND CAPACITY OF SCHOOL FACILITIES (Elementary)
BSP Form 100b
SPACES & LOADING**

School _____ Grades _____ Site Acres(usable) _____
 Address _____ Date Occupied _____
 Reported by _____ Report Date _____
 Survey Team _____
 Usable site acreage needed _____
 (From BSP School Site Analysis and Development Guide) _____
 _____ Acres

Type Teaching Stations	Number		Capacity per Station		Gross Capacity		Current Enroll.
	Perm.	Port.	District Policy	State-aid Formula	District Policy	State-aid Formula	
Kindergarten							
Grades 1-3							
Grades 4-6							
Grades 7-8							
Art (Crafts)							
Business							
Homemaking							
Industrial Arts							
Music							
Science							
Special Ed. Type:							
Other							
TOTAL							

Type Teaching _____ Number _____ Capacity per Station _____ Gross Capacity _____ Current _____

Type Teaching Stations	Number		Capacity per Station		Gross Capacity		Current Enroll.
	Perm.	Port.	District Policy	State-aid Formula	District Policy	State-aid Formula	
Kindergarten							
Grades 1-3							
Grades 4-6							
Grades 7-8							
Art (Crafts)							
Business							
Homemaking							
Industrial Arts							
Music							
Science							
Special Ed. Type:							
Other							
TOTAL							

Auxiliary Facilities (Give number and/or comment)

General Office							
Staff Offices							
Conference Rms.							
Health Service							
Remedial Rm.							
Teachers Lounge							
Teachers Wkrm.							
Audio-visual							
Library							
Multi-purpose I							
Multi-purpose II							
Kitchen: Prep. Serving.							
Cafeteria							
Stage							
Gym & Exer. Rms.							
Shower & Locker							
Auditorium							
Toilets							
Storage							
Other							

REPORT OF UTILIZATION AND CAPACITY OF SCHOOL FACILITIES (Secondary)
BSP Form 100c
SPACES & LOADING

School _____ Grades _____ Site Acres _____
 Address _____ Date Occupied _____
 Reported by _____ Report Date _____

Type Teaching Station	Number		Capacity		Auxiliary Facility (Give number &/or comments)
	Permanent	Portable	Per Station	Gross	
ACADEMICS					
Academic					General Office
Language Lab.					Staff Offices
Journalism					Conference Rms.
Drama					Health Serv.
Art					Remedial Rm.
Art Crafts					Teachers Lge.
Ceramics					Teachers Wkrm.
Photography					Audio-visual
ART					
Agriculture					Library
Auto					M-P I
Drafting					M-P II
Electric					Kit. Prep. Serv.
Graphic					Cafeteria
Handicrafts					Stage
Machine					Gymnasium
Metal					Show/Locker
Wood					Auditorium
INDUSTRIAL ARTS					Toilets
Bookkeeping					Storage
Bus. Machines					Outdr. Assembly
Office Practice					Parking Spaces
Shorthand					Swim. Pool
Typing					Health Serv.
COMEMAKING BUSINESS					
Clothing					
Foods					
All Purpose					
Homemaking					

ART	Art							Health Serv.
	Art Crafts							Rehedral Rm.
	Ceramics							Teachers Lge.
	Photography							Teachers Wkrm.
INDUSTRIAL ARTS	Agriculture							Audio-visual
	Auto							Library
	Drafting							M-F
	Electric							M-P II
	Graphic							Kit. Prep. Serv.
	Handicrafts							Cafeteria
	Machine							Stage
	Metal							Gymnasium
	Wood							Show/Locker
BUSINESS	Bookkeeping							Auditorium
	Bus. Machines							Toilets
	Office Practice							Storage
	Shorthand							Outdr. Assembly
	Typing							Parking Spaces
MUSIC/HOMEMAKING	Clothing							Swim. Pool
	Foods							No. of Lockers
	All Purpose							No. Lib. Vols.
	Homemaking							Other
SCIENCE	Choral Music							Adjusted Capacity
	Instru. Music							
	Biology							
	Chemistry							
	Gen. Science							
	Physics							
OTHER								

Form No. 10-64 (Rev. 1-65) U.S. GOVERNMENT PRINTING OFFICE: 1964 O - 350-000

REPORT OF EVALUATION OF SCHOOL FACILITIES
BSP Form 100d (2 of 2)

Sound: _____

Aesthetics: _____

Equipment: _____

Maintenance: _____

Recommendations for needed corrections and improvements (List in priority order
and include a budget estimate, if possible):

PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION III DEMOGRAPHIC STUDY

A comprehensive demographic study of the district as it currently exists and is projected into the future. (See Bureau of School Planning publication "Demographic Analysis.")

A. Mapping

1. Base map

Obtain or prepare a complete map of the school district with the scale large enough to include considerable detail and for use in making presentations to boards and community groups. (A recent aerial photograph, if available at reasonable cost, is also advantageous.)

Insure that the map is current with respect to all vehicular circulation; freeways, major streets, feeder streets, railroads, waterways. If there is knowledge of proposed streets, include them as dotted lines.

Indicate on the base map, all impediments to pedestrian traffic such as industrial areas, drainage canals, rivers, ponds, power lines, fenced areas.

Show topographical features such as canyons or cliffs which are a factor in development and access.

Delineate and name each existing school and each existing school site owned by the district. Also locate parks, cemeteries, golf courses, and private and parochial schools.

In preparing this map as well as those that follow, it is vital that the district work closely with all appropriate agencies such as: State Division of Highways, County Road Department, County Flood Control Department, City/County Parks and Recreation Department, Federal or local aviation agency, Federal Census Bureau. It is also advisable to contact utility companies. Copies of master plans already completed by any of these agencies should be secured for their applicable information. Differences in planning goals should be resolved.

1. Base map (Continued)

When all information has been included on the base map, it should be professionally prepared and printed. It is highly desirable that it also be made in reproducible form, both full size and at a reduced size for working copies for various uses.

2. Zoning map

Using a copy of the base map or an overlay thereon, indicate all existing zoning. Differentiate graphically the different kinds of zoning and describe the types by legend: Residential (low, medium, and high density); Commercial, Industrial, and Agricultural. Indicate within each zone, minimum lot size or residences per acre.

3. Census map

Although at this time, Federal census information is not generally in a form suitable for use by a school district because the tracts overlap the boundaries, it is wise to include the census tracts for future correlation. Delineate Federal census tracts and numbers on a copy of the base map or a transparent overlay.

4. Study area map

On a copy of the base map or a transparent overlay, subdivide the district into logical statistical study areas. Once established, the boundaries of these areas are permanent and become the basis for collecting and composing all future demographic information about the district. Boundaries in partially or fully developed areas should never change though they may be further subdivided. Boundaries in undeveloped areas should change as the development of road patterns becomes evident.

The following criteria are suggested for defining study area boundaries:

1. All major streets (existing or future) are boundaries.
2. All railroads are boundaries.
3. All drainage channels or waterways are boundaries.
4. Lines between developed and undeveloped portions of the community are boundaries.
5. Lines between different types of zoning are boundaries.
6. Federal census tracts are boundaries.
7. Unusual terrain features and impediments to pedestrian traffic are boundaries.
8. Present school attendance lines may be boundaries.
9. Municipal limit lines are boundaries.

10. Different types of housing such as old versus new, apartment versus single family, trailer parks versus multiples create boundaries.
11. Boundaries in large undeveloped areas should be tentatively drawn to include an estimated 200 K-6 pupils when developed according to known zoning.
12. Boundaries should be small enough so that study areas will have a minimum of variations in characteristics.

After application of the above criteria, but before finalizing the boundaries, each study area should be physically surveyed and evaluated on "The Study Area Evaluation Report" (Form 110). The type, age and value of the residences, the continuity and terrain characteristics of the existing development should be noted. Estimates of future developments that could be expected according to the best judgment available at the time should also be noted on the report. These reports are to be used as a basic tool for projecting future homes on vacant land.

Once the demographic plan is in operation, it must be maintained up-to-date by noting all changes or developments as soon as information is available. Analysis of changes and new developments and their implications to the plan should be on a continuing basis.



EXISTING DEVELOPMENT

GIVE NAME & DATE OF ENTRY

Type
& No.

Age

Value

Continuity

Terrain
Character

Other

FUTURE DEVELOPMENT (ESTIMATED)

Type
& No.

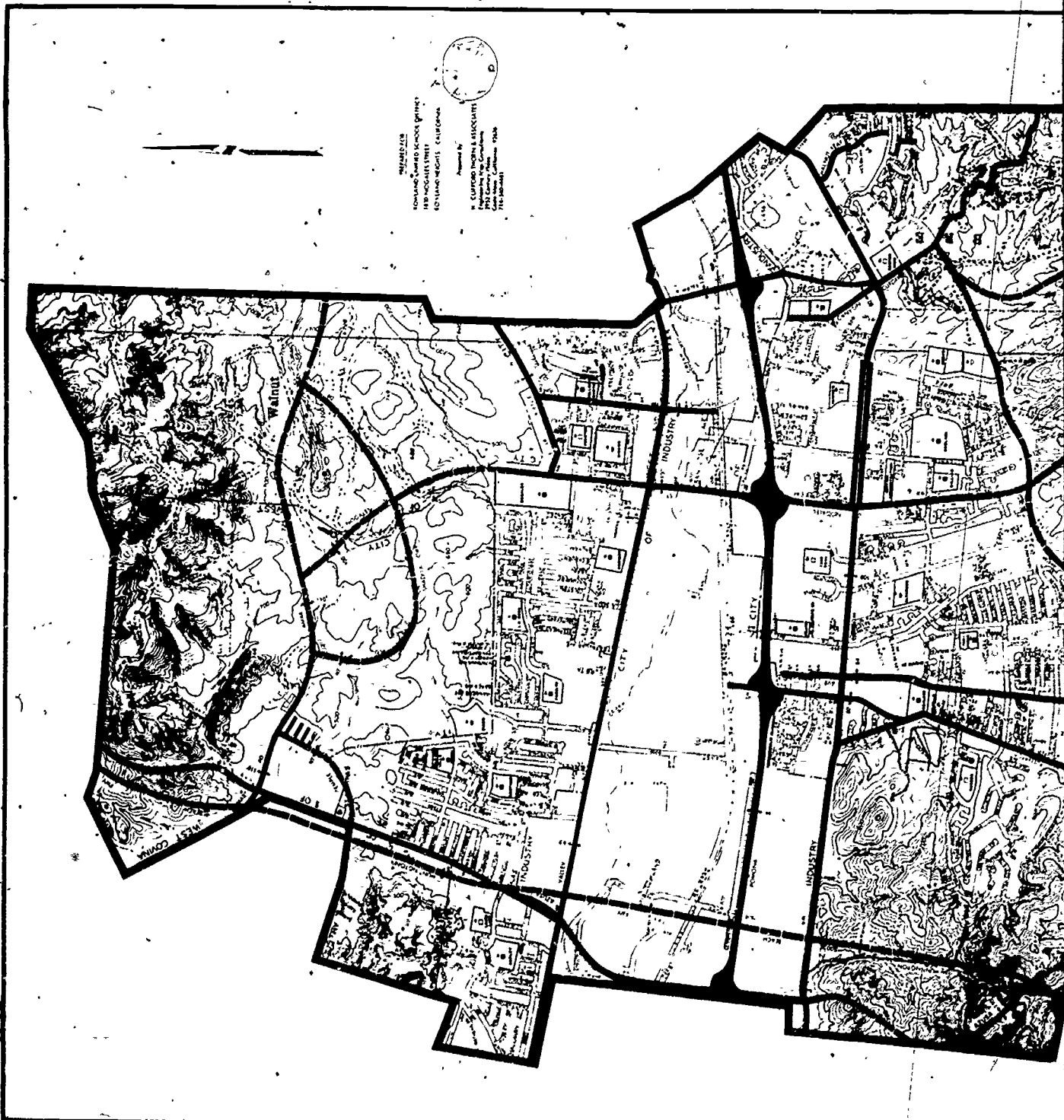
Value

Terrain
Character

Market-
ability

Redevelop.
Potential

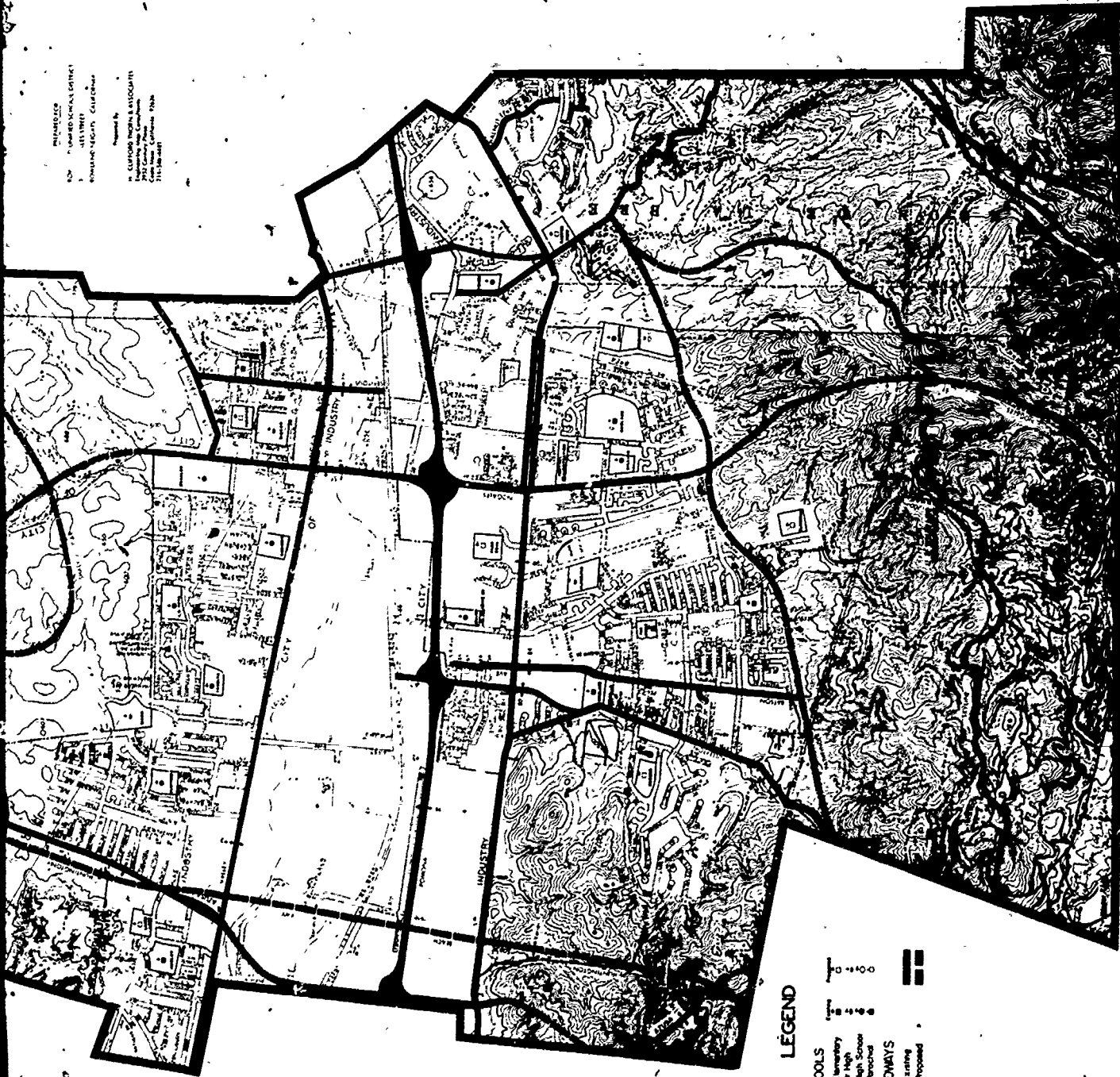
Estimated
Rate of Growth



PREPARED FOR
 EDWARD BREWER SCHOOL DISTRICT
 187 MADISON STREET
 EDWARDS HEIGHTS, CALIFORNIA

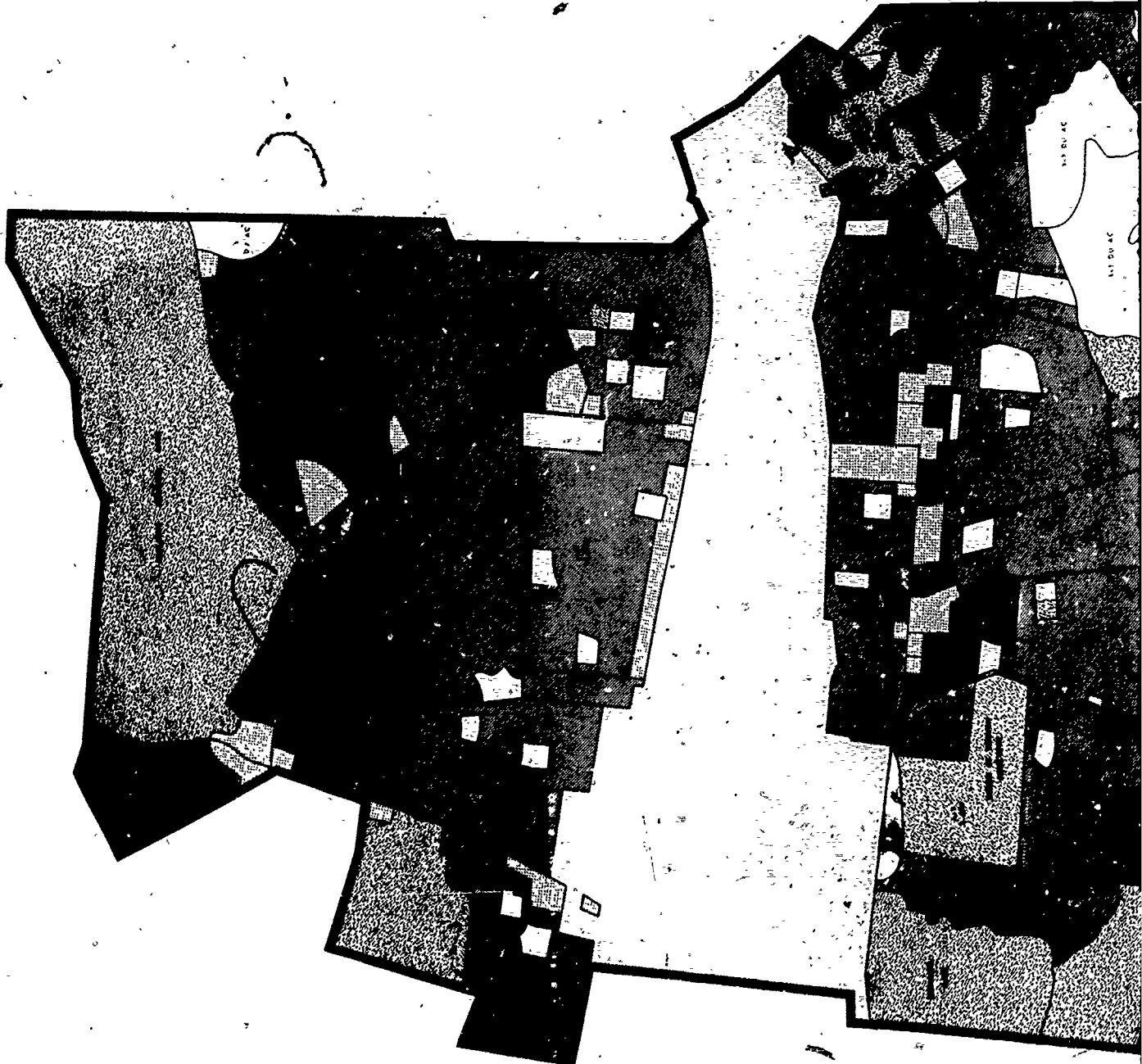
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PREPARED BY
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 ENGINEER
 MISSOURI DEPARTMENT OF
 HIGHWAYS
 JEFFERSON CITY, MISSOURI



LEGEND

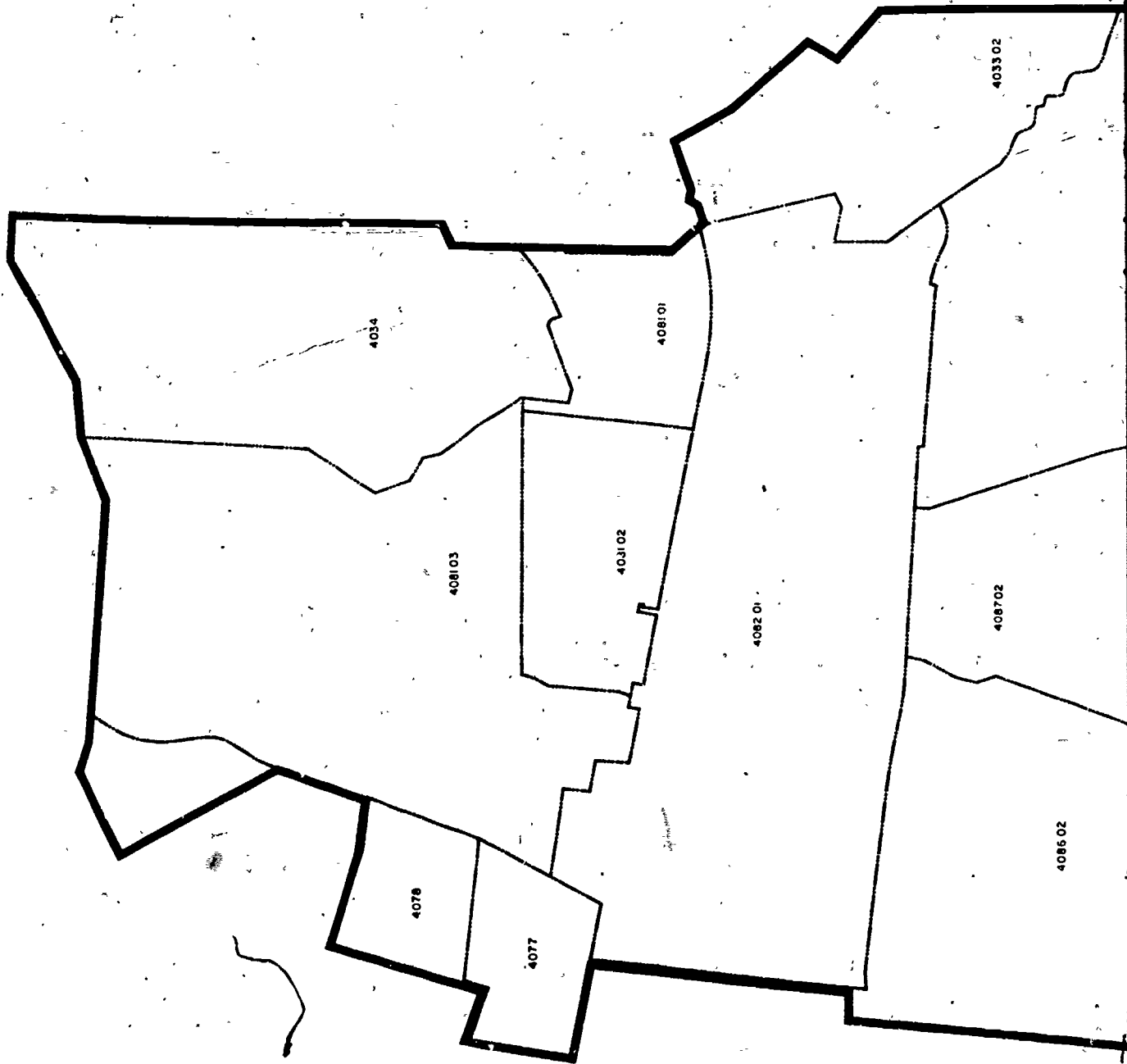
- SCHOOLS**
- Elementary
 - High School
 - Parochial
- ROADWAYS**
- Existing
 - Proposed

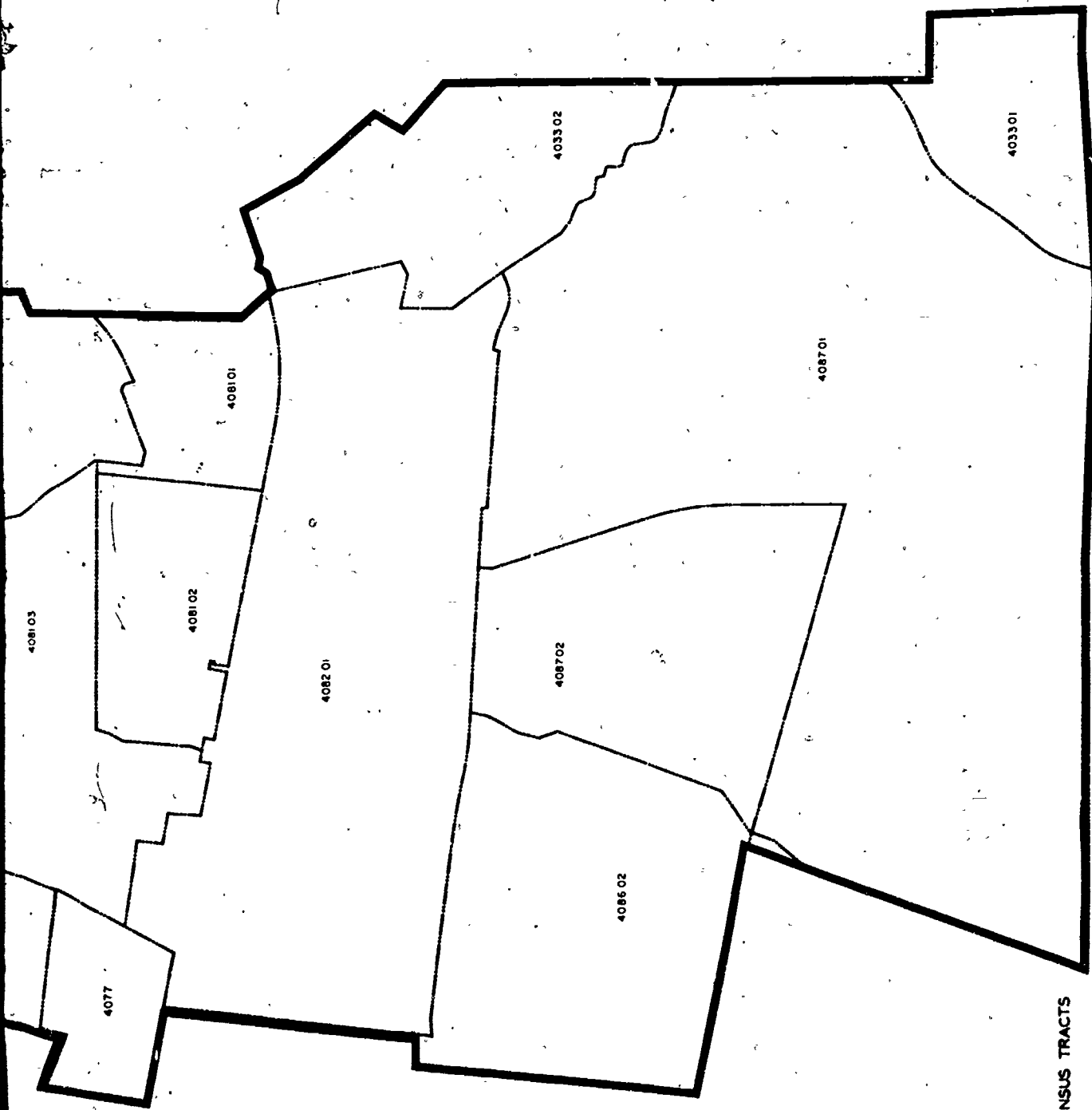




MASTER PLAN OF ZONING

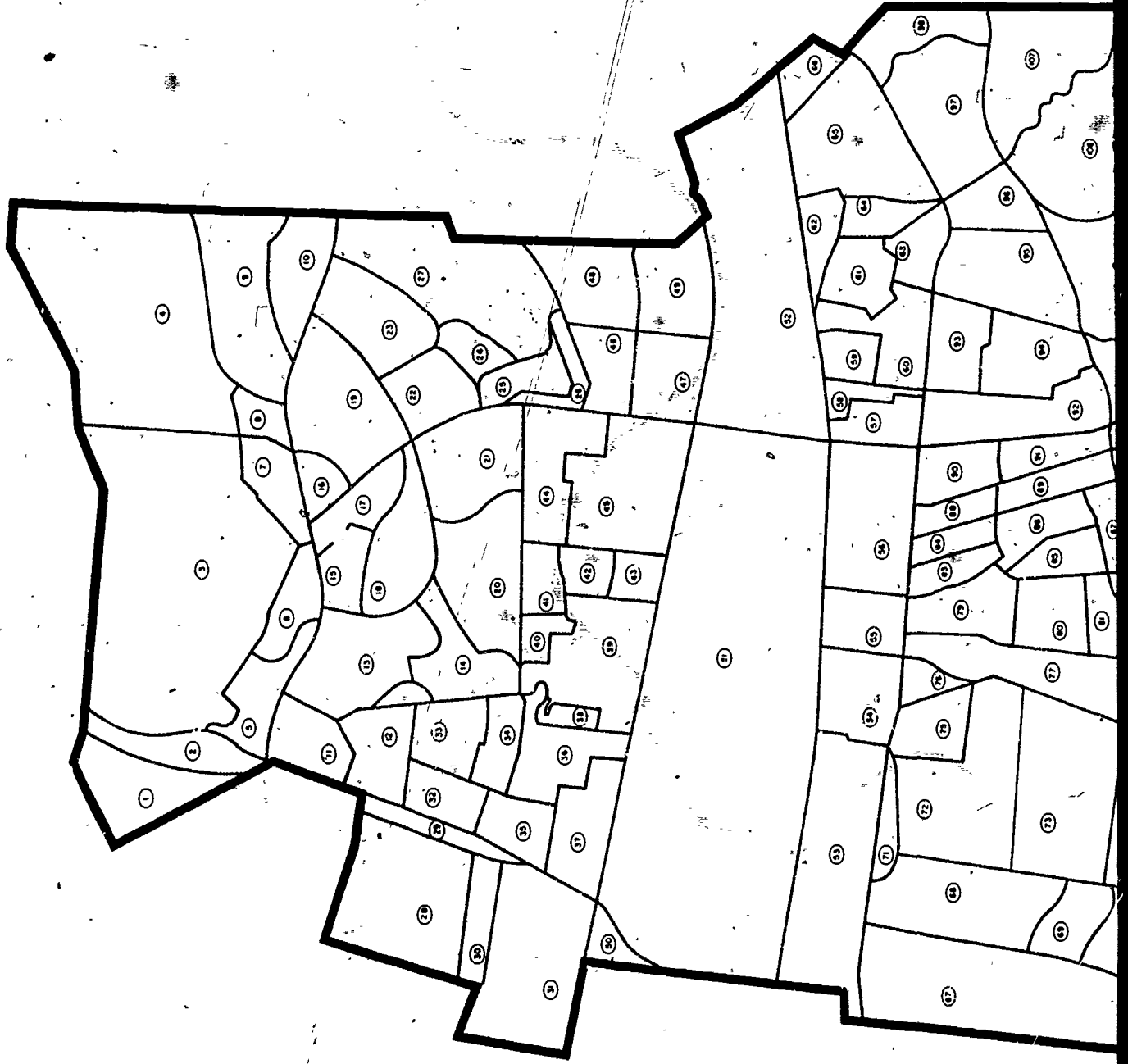
- RESIDENTIAL
 - Low
 - Medium
 - High
- COMMERCIAL
- INDUSTRIAL
- PARK & RECREATION





CENSUS TRACTS

20/21





STUDY AREAS
23

B. Statistics Collection

1. Census base

Having established statistical study areas, collection of base statistical data may proceed.

One of the most complete and comprehensive systems of collection is the special census as described in the Bureau of School Planning publication "Demographic Analysis." The system suggests employment of the services of the State Department of Finance, Population Research Units for coordinating and overseeing the process of the census. By gaining census responses to specific questions, the district will have the tools for making valid judgments with respect to each study area.

2. Annual information

In addition to the special census base, a system for collecting statistical information about each study area must be established which will be accurately repeated annually to provide historical data for projecting pupils in the future.

The minimum necessary annual information is as follows:

- a. Total existing housing units by study area.
- b. Total pre-school children by age and study area.
- c. Total regular pupils by grade and study area.
- d. Total special education pupils by type, grade and study area.
- e. Total ethnic pupils by type, grade, and study area.

3. Source

The basic source for this data may be a special card file or revision of an existing directory card file or data processing system for all pupils. In addition to name and address of each pupil, there should be included pre-school siblings at that address, the study area number of that address, regular or special education status of pupils and the ethnic group of pupils. Once the system has been established to record the data, it must be continuously maintained on a current basis, adding and deleting cards for transient pupils.

4. Recording

Cards and/or print-outs of individual pupils should be counted by study area to obtain pre-school, regular pupils, special education pupils, and ethnic count. At the same time, each address should be listed by study area to give a directory and a house count for presently enrolled pupils.

This information can then be recorded on the Demographic Enrollment Projection Form. (See following Section C, Enrollment Projection.)

5. Augmenting information

Each study area should be canvassed by street to record the addresses of all housing units not shown on the list. These homes should be contacted to obtain the ages of any pre-school children or the age and grade levels of any child attending private or parochial school. Vacant houses should be indicated.

This added information up-dates the previously recorded study area data to give an accurate house, pupil and ethnic count.

By dividing pupil count into house count, a present pupil per house per grade can be established and recorded for each study area.

6. Up-date

Each year at time of the official R-30 enrollment report, existing information for each study area is moved back a year on the Demographic Enrollment Projection forms, and a new existing pupil, house and factor is recorded for projecting purposes. Over a period of five years, an accurate historical data bank will be developed which serves as a basis for projecting by study area in the future.

C. Enrollment Projection

Beginning with this basic data, the district will maintain for each study area continuous data as outlined in the previous portions of this division regarding mapping, analysis, statistical collection and recording.

The combined information shall be tallied annually, using the same R-30 date, on the Demographic Enrollment Projection form (see following) in order to develop an information bank that is current and consistent.

Since the data so compiled will be used for making revisions and up-dating both the projections and the total developmental plan, any interruption of the continuity of data will prevent the development of reliable statistical information for future planning.

If historical data is not available for the initial projection, it will be necessary to make individual judgments as to pupils and homes for each area. With each succeeding year, more clearly definable trends of pupil survival, pupils per home, and total projection per study area will emerge.

A master set of the "Demographic Enrollment Projection" for each study area should be maintained up-to-date by the demographer, along with the master set of "Study Area Evaluation Reports." This master set becomes the basis for analysis, reporting and implementation of requirements and proposals involving facilities planning.

An example of the "Demographic Enrollment Projection" form completed for a sample study area is shown on the following page.

Summaries of projections by study area of pupils by grade level should be compiled and incorporated in this plan annually.

Summary data should be as follows:

1. Regular pupils by grade level and study area.
 - a. Present date
 - b. Maturation date
2. Special Education pupils by grade and study area.
 - a. Present date
 - b. Maturation date
3. Ethnic distribution by grade and study area.
 - a. Present date
 - b. Maturation date
4. Grade group (K-6, 7-8, 9-12) projections by study area.
 - a. Present date
 - b. One through seven year projections
 - c. Maturation date

DEMOGRAPHIC ENROLLMENT PROJECTION

ered

EXISTING PUPILS (7 YRS.)								MATURATION PROJECTION											
COHORT FACTOR	PROJECTED YEARS ESTIMATED HOMES & PUPILS							PRESENT PUPILS	SCHOOL DISTRICT										
	1ST. YEAR	2ND. YEAR	3RD. YEAR	4TH. YEAR	5TH. YEAR	6TH. YEAR	7TH. YEAR												
AGE IN YEARS	ADJUSTMENT	ADJ. NO. RATE OF SURVIVAL	PROJECTED TOTAL HOMES								CURRENT ETHNIC COUNT						TOTAL MATURATION PROJECTION YEAR		
			211	211	346	466	466	466	466	PROJECTED PUPILS FROM VACANT LAND		CURRENT ETHNIC COUNT							
										R-1 ZONE ACRES	R-1 ZONE ACRES	SPANISH SURNAMES	OTHER WHITES	NEGRO	ORIENTAL	AMBS. INDIAN	OTHER UNWRITEN		
										45	40	A	B	C	D	E	F		
										3 UNITS	3 UNITS								
										135 UNITS BY DATE	120 UNITS BY DATE								
										1973	1974								
										FACTOR	PUPILS	FACTOR	PUPILS						
2			34	36	58	77	77	77	77	.15	.15	20	.15	18	12	13	1		77
2			34	36	62	80	80	80	80	.18	.18	24	.18	22	23	12	1		80
2			41	36	61	82	82	82	82	.17	.17	23	.17	20	13	17	1		82
1			39	42	56	78	78	78	78	.14	.14	19	.14	17	10	15	3		78
1			31	40	63	74	74	74	74	.15	.15	20	.15	18	15	18	2		74
1			30	30	46	69	69	69	69	.05	.05	7	.05	6	8	7	0		69
1			12	31	47	61	61	61	61	.12	.12	16	.12	15	9	13	3		61
2			24	10	49	65	65	65	65	.15	.15	20	.15	18	13	15	2	2	65
1			32	25	30	66	66	66	66	.14	.14	19	.14	17	11	17			66
0			29	32	43	46	46	46	46	.13	.13	18	.13	16	6	19	2		46
0			27	29	44	54	54	54	54	.09	.09	12	.09	11	6	10	1		54
1			17	26	39	54	54	54	54	.08	.08	11	.08	10	5	10	1		54
0			16	17	37	49	49	49	49	.08	.08	11	.08	10	14	12	1		49
			221	251	393	521	521	521	521	.97	.97	130	.97	116	90	95	11		521
			56	35	79	131	131	131	131	.28	.28	39	.28	35	24	32	2	2	131
			89	104	163	203	203	203	203	.35	.35	52	.35	47	31	51	5		203
			366	390	635	855	855	855	855	1.62	1.62	221	1.62	198	135	178	18	2	855

PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION IV IMPLEMENTATION PLAN

A. Plan of Schools by Grade Level Grouping

1. At maturation
2. 7 year projection
3. 5 year projection
4. 4 year projection
5. 3 year projection

Based upon the data and policies developed in the preceding sections, a master maturation plan should be designed which shows existing and all future schools with their ultimate attendance boundaries. This should represent the most efficient method of schoolhousing which will meet the ultimate district needs in accordance with present standards and the best available information on what can reasonably be expected to occur.

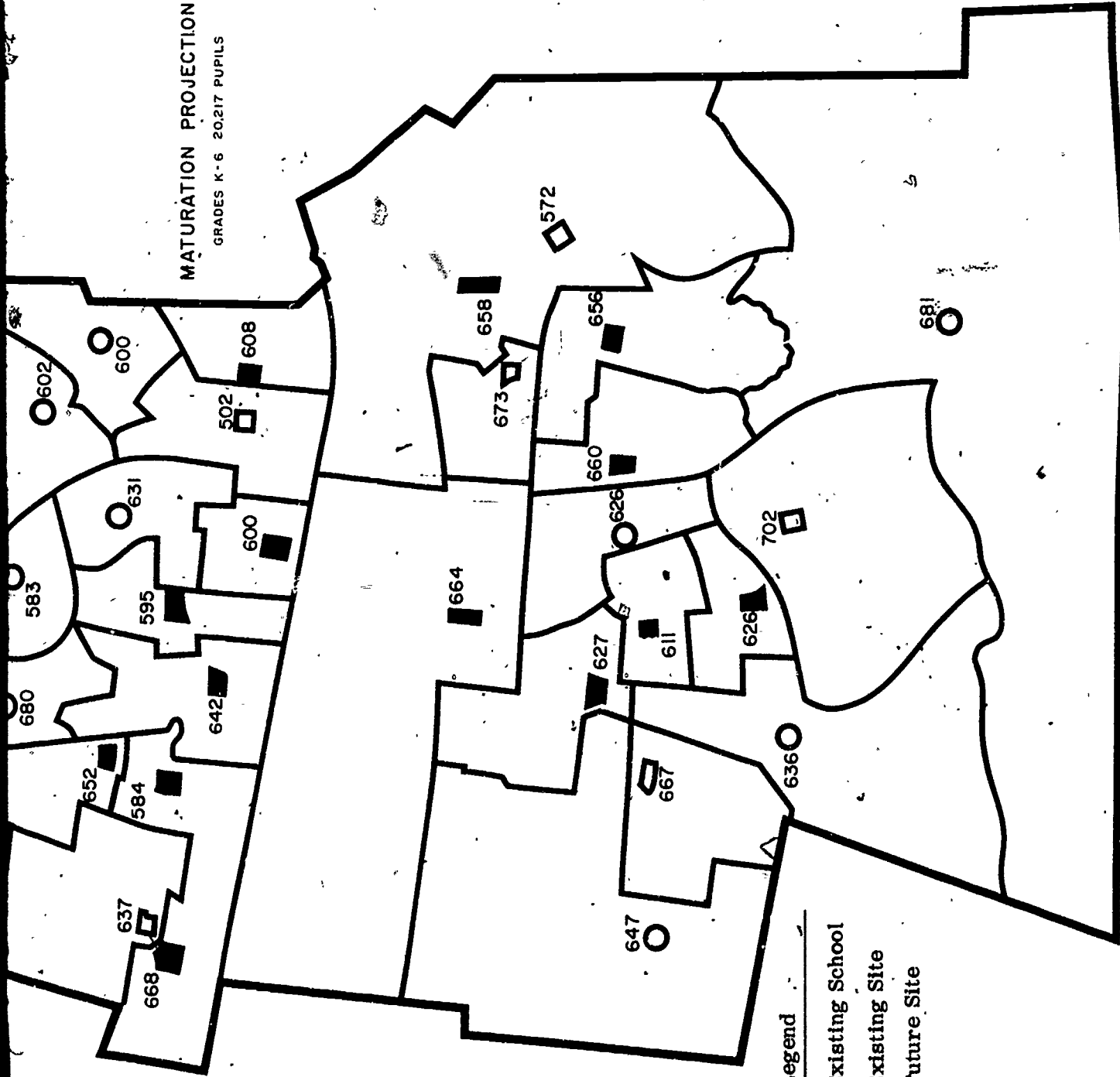
Each grade level grouping shall be shown on a transparent overlay of the base map with present schools, present sites and future sites, noting the ultimate number of pupils attending.

The concept of a developmental plan is that the ultimate plan may change in conformance with changes in the educational program or in the demographic data regularly compiled. However, such changes should be adopted only after in-depth analysis and consideration along the planning procedure outlined in Section IV C.

The incremental plans which mesh into the overall design should be developed for consideration of the planners and school board in the same manner.

The following are examples of maturation plans.

MATURATION PROJECTION
GRADES K-6 20217 PUPILS

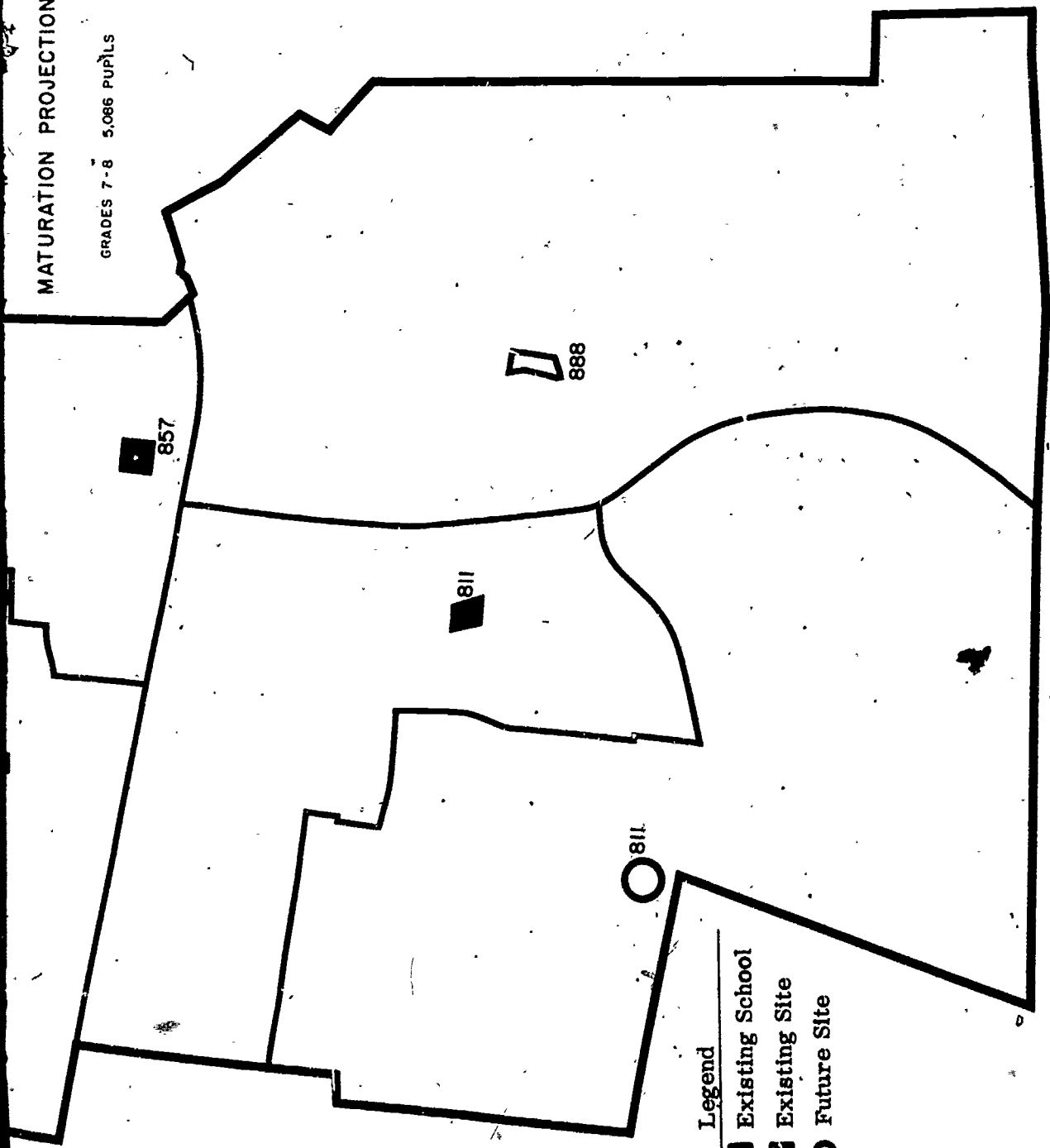


Legend

- Existing School
- Existing Site
- Future Site

MATURATION PROJECTION

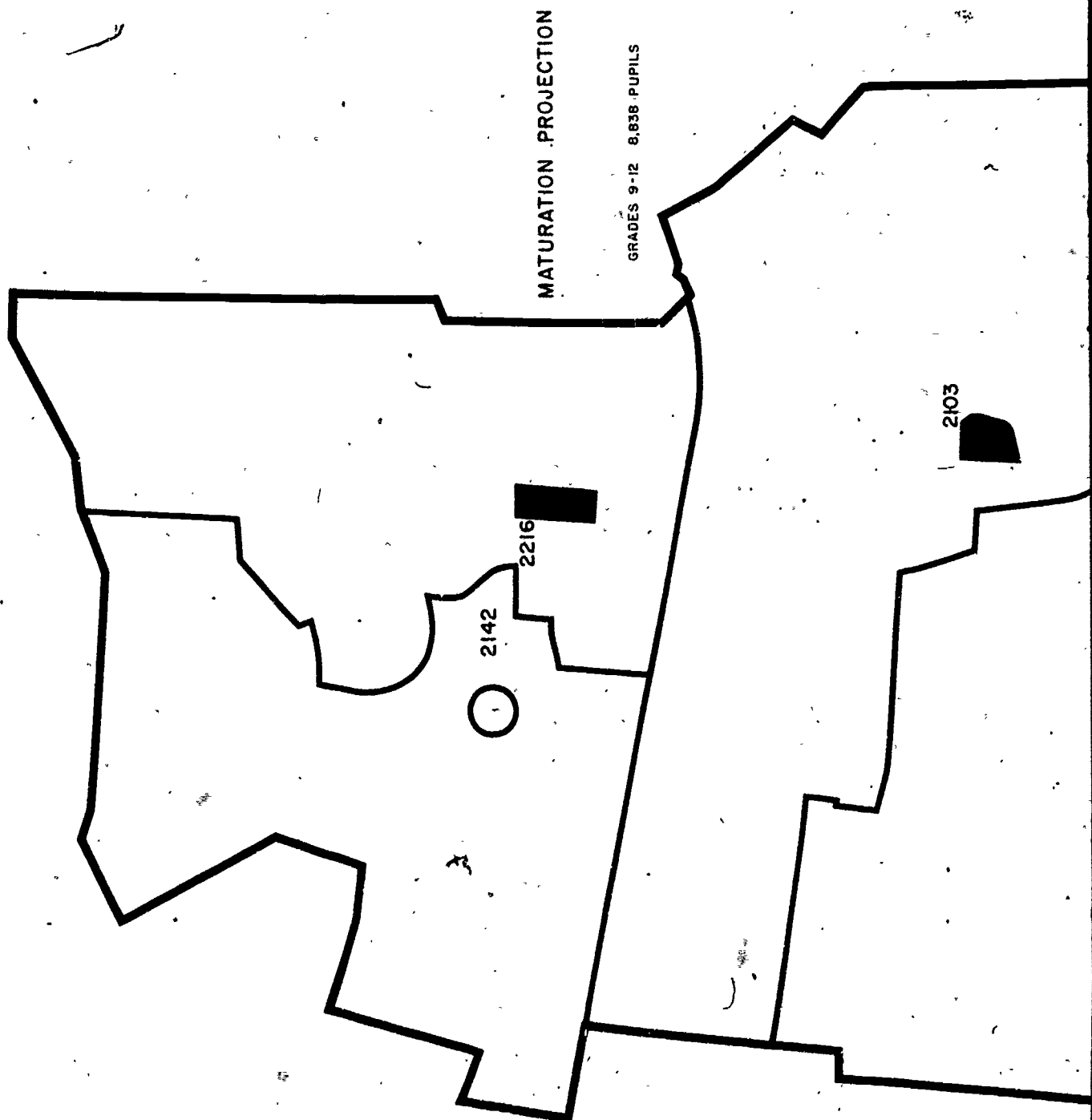
GRADES 7-8 5,086 PUPILS



Legend

- Existing School
- Existing Site
- Future Site

ERIC
Full Text Provided by ERIC



GRADES 9-12: 9,838 PUPILS

2103

2377

Legend

- Existing School
- Existing Site
- Future Site

B. Identification of Facility Requirements

Compile a definitive list of facility requirements for consideration and ranking as to justification, feasibility, priority and implementation.

C. Implementation Procedure

Define the policy and procedure for processing identified requirements for facilities.

The following is a suggested approach for implementation.

Responsibility for coordination of educational facility needs should be assigned to one high level school administrator. Presently identified requirements as well as those which occur in the future as a result of growth, changes identified as this study develops, legislation, new programs, changing instructional methods or other factors, shall be brought to the attention of that official for gathering appropriate information, comparison with the developmental plan and analysis.

The administrator in charge shall canvass all divisions of the district, requesting written evaluations concerning the implications and priority assessments of the identified problem. He will then compile and report his findings to the Superintendent's Planning Committee for further assessment and recommendations.

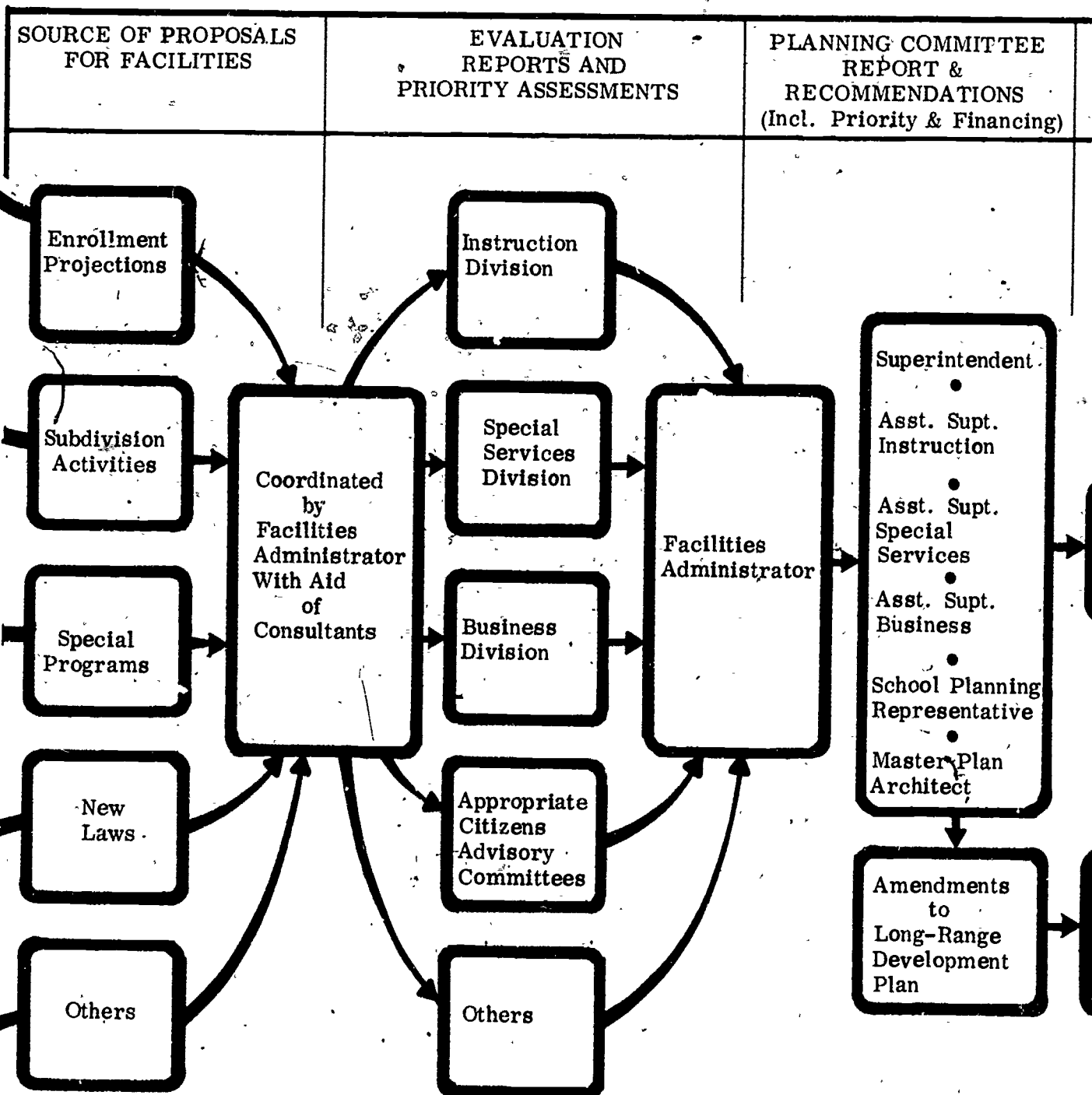
The Superintendent's Planning Committee shall study all aspects of the problem and take action as deemed appropriate.

The following "Project Development Flow Diagram" illustrates the procedure for processing projects within the framework of the long-range developmental plan.

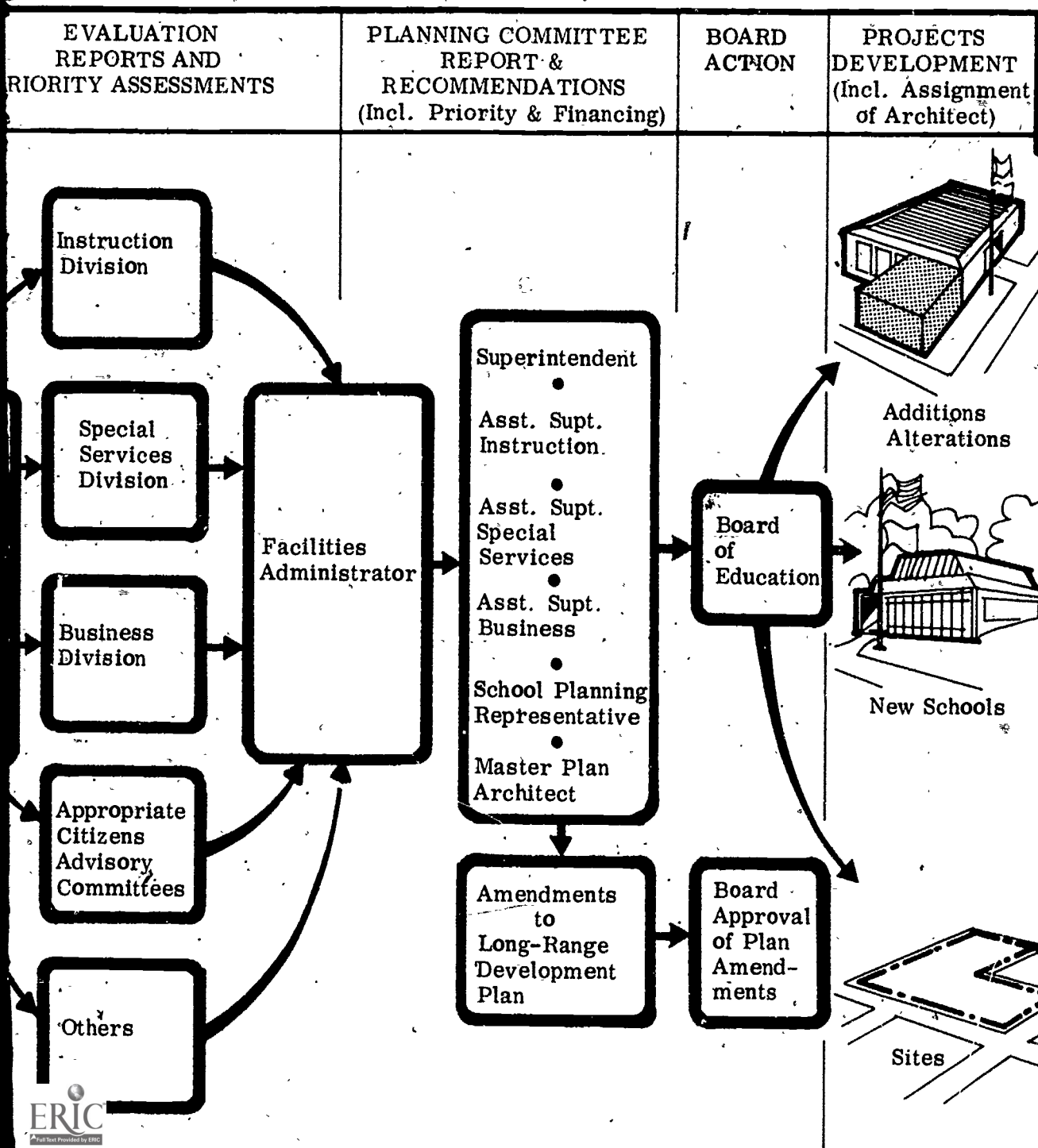
D. Progress Record

All action related to facilities planning as a result of this study or as implementation to this study should be entered in this section as a historical record of its use. The Developmental Plan should be maintained in a form such as a loose-leaf notebook so that it can be readily up-dated and revised.

PROJECT DEVELOPMENT FLOW DIAGRAM



PROJECT DEVELOPMENT FLOW DIAGRAM



PREPARATION OF A LONG-RANGE COMPREHENSIVE MASTER PLAN

DIVISION V EVALUATION PLAN

A. Policy for Evaluation of the Long-Range Comprehensive Developmental Plan

State the policy of the district for review and continuing evaluation of the Long-Range Comprehensive Developmental Plan. It is suggested that this be on an annual schedule with specific responsibilities and a deadline date for submission to the Superintendent.

B. Policy for Up-dating the Long-Range Comprehensive Developmental Plan

State the policy to insure continuous up-dating of all divisions of the Long-Range Comprehensive Developmental Plan. Any changes in program, facilities or demographic data should be immediately analyzed for their implication to the overall plan and accommodated through the implementation plan, by appropriate recommended revisions to the Board of Trustees.