DOCUMENT RESUME

ED 084 705 EA 005 686

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TITLE School Construction Programming in Florida, K-12.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. School Finance Study Unit.
PUB DATE Jun 73
CONTRACT OEC-0-73-1441
NOTE 96p.; Paper presented at National Symposium on State School Finance Reform (Washington, D.C., November 26 & 27, 1973); Related documents are EA 005 664 through 685 and EA 005 687 through 689

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Capital Outlay (for Fixed Assets); Computer Programs; Construction Needs; *Construction Programs; *Educational Finance; Elementary Schools; *Facility Inventory; *Facility Requirements; Junior High Schools; Middle Schools; Models; Organization; *School Construction; School Surveys; Secondary Schools; Space Utilization; State School District Relationship; Symposia
IDENTIFIERS Florida; *State School Finance Reform

ABSTRACT

To identify the need for construction and to estimate the cost of meeting existing and future capital outlay needs of Florida's 67 school districts, this paper attempts to provide a broad overview of the Florida system. More specifically, the paper describes how the State system of public schools is organized, the history of capital outlay survey techniques, a system of inventory known as Florida Inventory of School Houses (FISH), and capital outlay sources and funding techniques for grades K-12. Narrative descriptions and statistical data pertaining to school construction programing are contained in the main body of the paper which describes programing and an appendix which contains tables and statistics, most of which illustrate school construction programing in the State of Florida. (Pages 22, 30, 31, 50, 66, and 87-93 may reproduce poorly.) (Author/MLF)

OEC-0-73-1441

SCHOOL CONSTRUCTION

PROGRAMMING IN FLORIDA

K-12

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June 1973

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INTRODUCTION

This paper entitled "School Construction Programming in Florida, K-12" was prepared for the purpose of providing the user with a broad overview of the system used by the Bureau of School Facilities, State of Florida, Department of Education to, (1) identify the need for construction, and, (2) to estimate the cost of meeting existing and future capital outlay needs of the sixty-seven (67) school districts of Florida. More specifically, this paper describes (1) how the state system of public schools is organized, (2) the history of capital outlay survey techniques, (3) a system of inventory known as Florida Inventory of School Houses (FISH), and, (4) capital outlay sources and funding techniques for grades K-12. A meshing of the narrative and statistical data in this paper will provide the user with substantial insight into school construction programming in Florida.

Narrative descriptions and statistical data pertaining to school construction programming are contained in two sections. Section One (1) is the main body of the paper describing programming. Section Two (a) is an appendix containing tables and statistics most of which illustrate school construction programming in the State of Florida.

ORGANIZATIONAL BASIS OF THE FLORIDA SCHOOL SYSTEM

From its constitutional beginning, Florida has had a rather unique organizational system for public education because each elected executive official of state government comprises the State Cabinet which serves as the State Board of Education. This policy-making body, the State Board of Education, is composed of the Governor, Secretary of State, Attorney General, State Treasurer and Insurance Commissioner, Comptroller, Commissioner of Agriculture and the Commissioner of Education. The Governor is Chairman of the Board and the Commissioner of Education is the Chief Educational Officer of the State.

In 1969 the Legislature, as a part of the general reorganization of state government, placed all public educational institutions from kindergartens through universities under the Department of Education as a single unified system.

Presently, the Department is composed of four divisions, namely: Division of Elementary and Secondary Education, Division of Vocational Techical and Adult Education, Division of Community Colleges, and the Division of Universities. Each Division is headed by a Director except the Division of Universities which is headed by the Board of Regents with the Chancellor as an administrative officer.

The Chancellor and his staff have the responsibility for the administrative activities of nine universities.

Florida has twenty-eight community colleges. Each community college has its own board of trustees, appointed by the Governor, which is the policy-making body of each institution. The board of trustees appoints a President who is the administrative officer.

In 1947, the Legislature consolidated all the school districts within each county into a "Special Tax School District Number 1," whereby "county"

and "district" became coterminous. Since 1947 the sixty-seven school districts have operated their own schools with an elected school board and either an appointed or elected superintendent. The electors of each county determine by referendum whether the superintendent may be appointed or elected.

Figure 1 illustrates the organization of Florida's public education system.

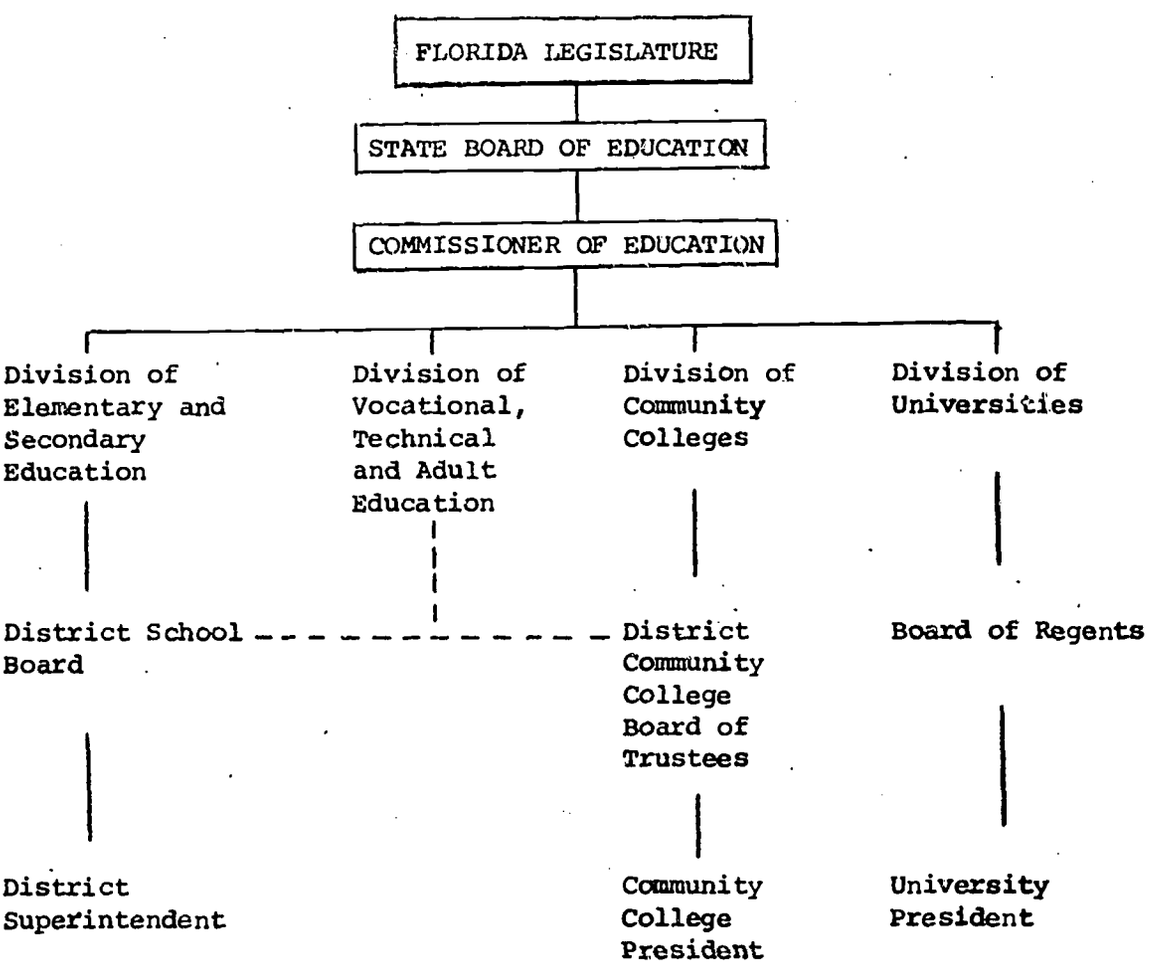
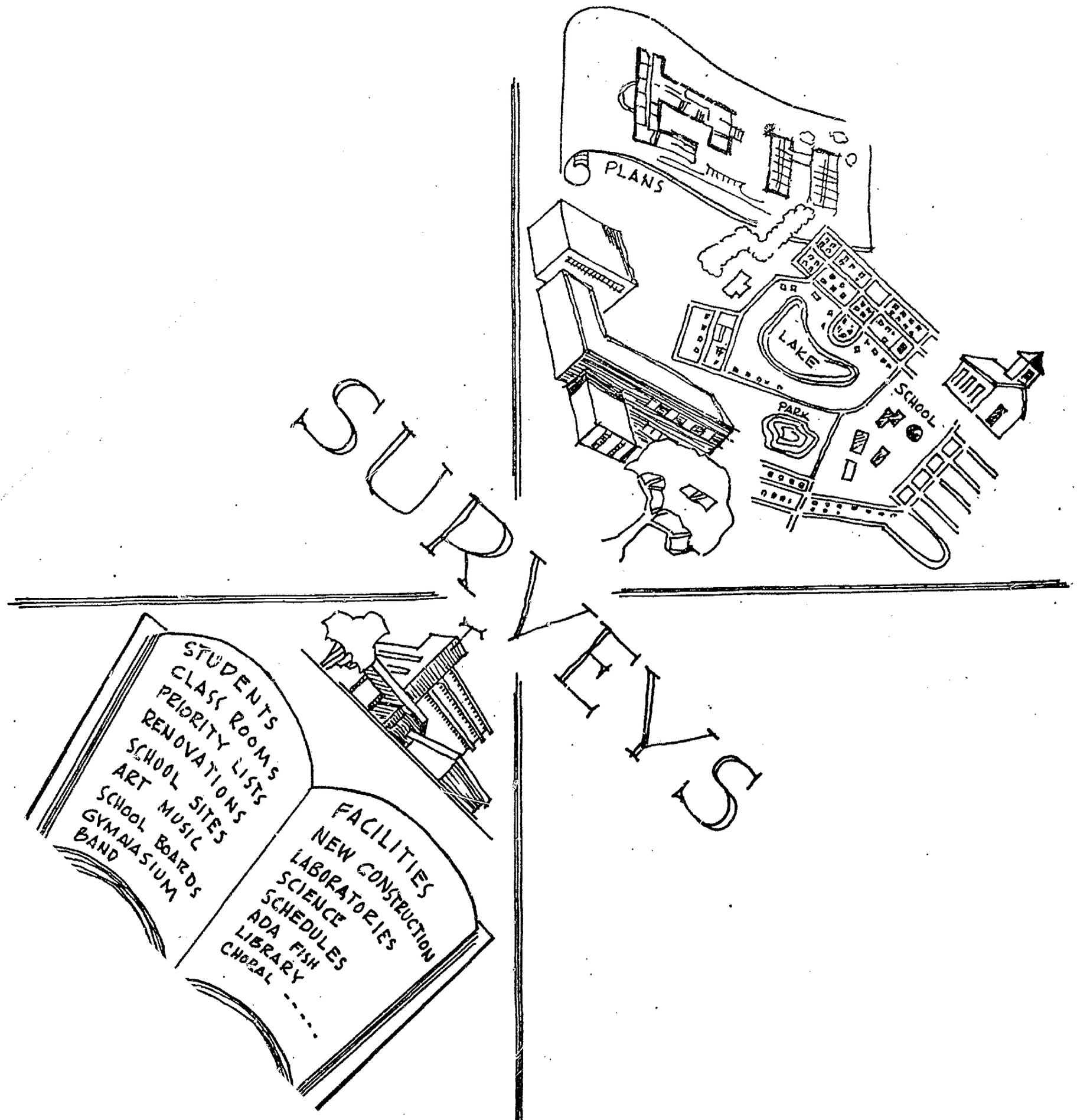


FIGURE 1

ORGANIZATION OF FLORIDA'S PUBLIC EDUCATION SYSTEM

SURVEYS


PLANS
LAKE
PARK
SCHOOL
STUDENTS
CLASS ROOMS
PRIORITY LISTS
RENOVATIONS
SCHOOL SITES
ART MUSIC
SCHOOL BOARDS
GYMNASIUM
BAND
FACILITIES
NEW CONSTRUCTION
LABORATORIES
SCIENCE
SCHEDULES
ADA FISH
LIBRARY
CHORAL .....

HISTORY OF SCHOOL PLANT SURVEYS

The School Code of 1939 removed old conflicts in school laws and also approved new laws which reorganized and improved the educational programs of the State. One such new law required each district school system to conduct a school plant survey unless a survey had been made in the district within the past ten years.

As a basis for developing a district-wide school building program as a phase of the long-range educational program for the school district, each district superintendent was required to recommend plans and procedures for having a school plant survey conducted or approved by the Department of Education. Each district school board was to approve and adopt a district-wide school building program. The school building program was to be based on the recommendations of a survey and the district school board had six months after the completion of a school plant survey to adopt and submit to the Commissioner of Education a proposed master plan for meeting school plant needs. The capital outlay funding, reflected in the annual district school budget, was to be based upon, and directly related to, this master plan for a long-range school building program.

Just prior to, and during World War II, very little construction of school facilities was done by the school districts. The districts were receiving no funds from the State for capital outlay purposes. There was no method for enforcing the requirements of the 1939 School Code. Only four school districts had school plant surveys conducted by the Department of Education prior to 1945.

With the enactment of the Minimum Foundation Program Law of 1947, each district school board was authorized to receive $300 per instruction unit per year from the state provided this amount was matched with an additional

$100 per instruction unit from funds derived from local tax sources. In 1949 the Legislature discontinued the local matching requirement and authorized the total $400 per instruction unit per year from the State. These funds could be used either for current construction or for debt service on district bonds issued to finance construction provided that the funds were expended in accordance with a definite long-range school building program based on the recommendations of a state-approved survey. It was at this point in time that the school plant survey program became a meaningful and established operation.

Since the enactment of the Minimum Foundation Program Law of 1947, Florida Statutes have been changed six times and the Florida Constitution has been amended three times. Each change and amendment has affected appropriations and allocations of State funds to school districts for capital outlay purposes. In each case where additional funds were provided or the method of allocation was changed, the basic proviso--that the funds accruing to the district must be expended on the basis of the recommendation of a survey in the district remained constant. Beginning in 1953, each school district was required to submit a long-range plan to the State Board of Education for approvel; the long-range plan was the district's program for putting into effect the recommendation of a survey. The proposed projects had to be listed in their order of priority of need.

DESCRIPTION OF SCHOOL PLANT SURVEYS

Definition of a School Plant Survey

A school plant survey is a systematic study of existing school plants and the determination of future school plant needs.

Purpose of a School Plant Survey

The purpose of a school plant survey is to identify present and future needs for construction and to develop a plan for meeting the school construction needs of the school system for the next several years. Identification of needs and the development of a plan is based upon a careful study of all available data regarding the current status of school buildings and pupil enrollment and the projected changes in enrollment.

Time Frame for Conducting Surveys

A formal school plant survey is conducted as often as necessary, usually every four or five years. Whenever it is necessary to make changes in the building program between formal district-wide surveys, the Department of Education upon request of the district will conduct a "spot survey." In any case, local school administrators are responsible for a regular auditing of survey report recommendations, and for the initiation of the request for any necessary changes.

Method of Making the Survey

School plant surveys may be made by at least three major methods: (a) exclusively by persons residing within the district; (b) exclusively by persons residing outside the district; and (c) cooperatively by persons from within and without the district.

As a matter of policy the Florida Department of Education conducts only cooperative surveys. This policy is based upon experience demonstrating that better solutions to school plant problems can be worked out through the pooling of the experience and knowledge of district personnel with that of the survey staff.

The steps in making a survey are:

1. A district school board requests that the Department of Education conduct a survey of the school plant needs of the district.
2. The Department of Education requests the educational staff of the district to assemble the following information for the survey team:
   (a) Spot maps showing the residence of all elementary, junior high or middle and senior high school pupils; the school attended by each pupil and the location of each school (Appendix I)
   (b) School membership trends of each school for the past five years. (Appendix II)
   (c) A floor plan for each building. (Appendix III)
   (d) A list of the building projects under contract.
   (e) A list of the types and sizes of facilities to be provided for new elementary, junior high or middle, and senior high schools. (Appendix IV)
   (f) Other information bearing on building costs, population trends, and similar matters.
   (g) Distribution of pupil population projections among the various school centers on the basis of past trends and the best judgement as to where growth is most likely to occur. (Appendix V)
3. The Survey Section of the Department of Education assembles a survey team staff from the Department of Education, district school systems

outside the district being surveyed and various universities throughout the state.

4. The survey team staff visits the district and some members evaluate the facilities and pupil capacity at each school center. See "Statewide Procedural Policies" for a general description of the yardstick applied by the survey team for evaluation purposes.
5. The survey team staff makes tentative recommendations based upon all the evidence available upon completion of the on-site visit. These recommendations are discussed with district staff members of the district school board. Their suggestions are considered. Although opinions and evidence from district staff members are weighed as a part of the process, the survey staff takes full responsibility for the final recommendations. (Appendix VI)
6. Upon completion of the on-site visitation by the survey team, a written report will be compiled by the team and distributed to the superintendent and members of the Board of Education. The survey report will include recommendations for housing the pupil population projected for a five-year period including changes in utilization of existing school centers, abandonment of unsatisfactory school centers, additions at existing school centers, and construction of new school centers.

Cost of Conducting the Survey

The cost of the cooperative type surveys to the districts involved is usually very minimal. Expenses for pre-survey preparation work and the printing of the survey document are paid by the Department of Education. Travel expenses and per diem for members of the survey team are paid by the district

requesting the survey.

State-wide Survey Procedural Policies

Any person casually acquainted with the sixty-seven school districts in Florida recognizes that there can be no absolute rules for procedures in making a school plant survey. Differences such as the range in size of pupil population require that local situations be considered carefully.

The general procedural guidelines followed by the State Department of Education are flexible and followed whenever feasible within a given county. School Size. It is well recognized that small schools are economically inefficient and restrictive in program offerings. Generally, new school centers are not recommended for fewer than 180 pupils in elementary schools or 100 pupils per grade level in secondary schools. Where practical, consolidation of existing schools below these minimum sizes is recommended. Pupil Stations. The usual designation of the use of space in a school is in terms of pupil stations. A pupil station may be defined as the area necessary for a pupil to engage in educational (learning) activities. The size of this area will vary with the particular type of activity. Thus, a laboratory or shop in which the pupil must move about requires more area per pupil than a regular classroom where the pupil remains seated at a desk. Desirable Pupil Capacity. In an elementary school the pupils generally remain assigned to a classroom throughout the day and desirable pupil capacity can be equated with pupil stations. However, in a secondary school, pupils move from classroom to classroom depending on the subject taken. Thus, scheduling is a factor in calculating capacity as well as the number of pupils and pupil stations. Experience has proven that the pupil membership in a secondary school is a major determinant in the efficiency of space utilization that may be expected at a school. Thus, for secondary schools, the following

table of utilization factors is used to determine pupil capacity.

MEMBERSHIP		UTILIZATION FACTOR		
Under 300	x	70%		
301 - 600	x	75%		
601 - 900	x	80%		
- 1200	x	85%	=	CAPACITY
1. - 1500	x	90%		
Over 1500	x	95%		

Initial and Ultimate Pupil Capacity. In the recommendations for establishment of a new school center, the initial capacity assigned is that capacity which is necessary to house the number of pupils anticipated by the end of the projection period; the ultimate capcaity is usually the maximum size based on applicable district policies. The establishment of an ultimate desirable capacity makes it possible to plan the initial construction within the framework of the ultimate size school.

District School Board Policies and Prerogatives. The recommendations contained in the survey report are mandatory only insofar as the expenditures of the several types of state funds for school construction are concerned. Rarely are state funds alone enough to complete the recommended school plant development program. Collaboration by survey team and district staff is therefore important. Although district funds do not have to be expended in accordance with survey recommendations and priority system established by State Board of Education Regulations (Appendix VII), research evidence shows that the majority of local fund expenditures for school construction are in accordance with survey recommendations.

Use of State Funds for Recommended Facilities

The recommendations for new school buildings and major alterations made in the survey report are intended to, in total, provide adequate school plant facilities for all of the pupils projected. The priority system estab-

lished in State Board of Education Regulations, Chapters 6A-1.29 and 6A-1.30 defines the eligibility for state funds of the various kinds of capital outlay projects within the framework of total survey recommendations. See Appendix VII for the priority system.

Capital Outlay Classification

The capital outlay classification of existing school centers determines, subject to pertinent regulations dealing with priority ratings and budgeting, the extent to which all types of state construction funds may be used for capital improvements at a school center. The classification of each school is clearly indicated in the survey report. The following classifications are assigned to existing buildings: school centers are usually classified by the standard grade groupings of 1-6, 7-9 and 10-12, even though a school may have only one or two of the grades present, i.e., grades 7-8. A center with two or more of the grade groupings, i.e., a 1-12 center, may be classified differently for the different grade groupings, i.e., C-2 for grades 1-2, C-3 for grades 7-9, C-5 for grades 10-12. (See Appendix VIII)

Number of State Department Surveys

The school plant survey program of the Department has been a continuous cooperative process with the school districts. From June 1945 through June 1973, there have been 403 district-wide school plant surveys and 674 supplementary or spot surveys conducted in the sixty-seven school districts of Florida.

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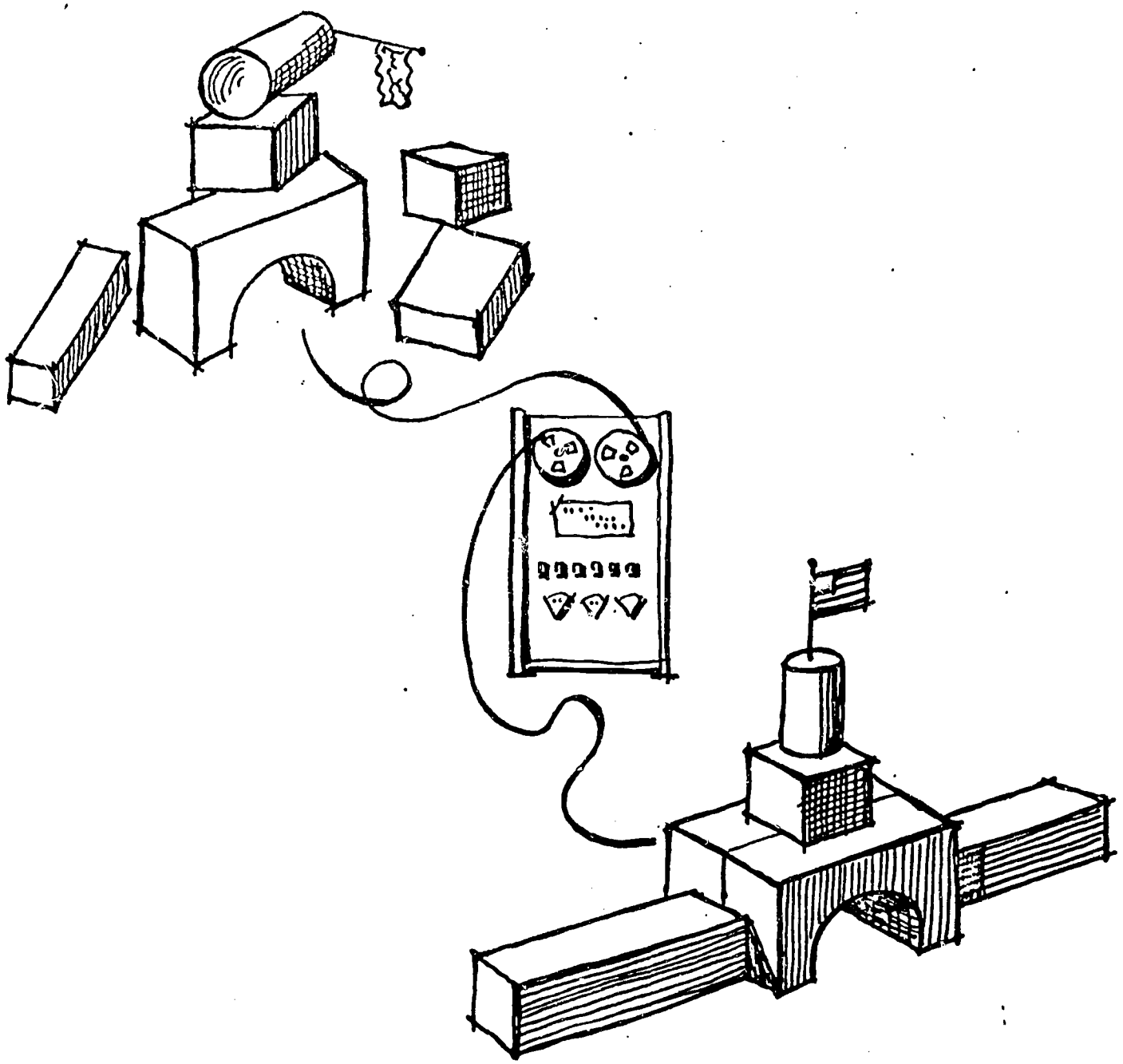

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FLORIDA INVENTORY OF SCHOOL HOUSES

FLORIDA INVENTORY OF SCHOOL HOUSES

Introduction

Until 1971 all inventories of school plants were obtained by survey teams visiting the schools and listing the various types of buildings, service systems, rooms and site conditions in narrative form. These inventories were fairly accurate and very helpful at the time they were made. One handicap that this type of survey had was the inability to update or retrieve data from the inventory of school plants between surveys which often covered a period of five to ten years. Also, conducting surveys during different years in the individual districts limited the ability to establish the total amount of school facilities available at any one time on a statewide basis. In some districts a dozen schools may have been built since the latest survey, but these schools were not officially inventoried until the next official survey in that district.

The main objective of the Florida Inventory of School Houses (FISH) is an automated inventory information retrieval system for Florida's physical facilities in education. This automated system permits the Bureay of School Facilities in the Department of Education to monitor continuously the status of all physical facilities located in all school districts. Instead of only making five-year projections of students and facility needs, a constant check can be made to evaluate the progress being made in keeping new construction at a pace equal to current pupil membership. FISH is an automated system of gathering school facilities data for county, state and federal purposes.

Data Base Design

There are four files that make up the data base for the facilities inventory system:

1. Parcel File. The parcel file is the basic file of the inventory system and is completed for each parcel of land owned, leased or rented by the county school district.
2. Building File. The building file is completed for each individual building on a parcel of land. This file assigns a building to a parcel, gives information concerning ownership, use, structure, exterior walls, heating and cooling systems, lighting, communications systems and fire protection.
3. Room File. The room file is completed for each room or space in each building and given information concerning the building and floor on which it is located, room number, area, teacher stations, pupil stations and room condition. The most significant part of the room file is the room design code which was devised so that each space can be accurately described by a number code which allows easy storage, accurate reporting and quick retrieval of room information.
4. Contract File. The contract file is completed for every capital outlay project in the district school system. A complete analysis of the contract is given showing type of construction, cost of utility installation, site development costs, electrical, heating and plumbing costs, expenditures by state adopted account numbers and allocation of funds by source.

Input

To establish FISH in 1972 specific instructions for obtaining the original data for files 1, 2, and 3 were given to principals and district school staff by members of the Survey Section, Bureau of School Facilities at workshops held in the districts. An instruction booklet for completing a

questionnaire concerning school facilities was distributed to all district staff and administrators. District finance officers have and will continue to supply the basic data for the contract file.

The system is maintained and updated by the Bureau of School Facilities and the [redacted] school district administrative staff. As contracts are let for capital outlay projects, the contract data is forwarded to the Survey Section, Bureau of School Facilities.

To illustrate the kinds of data in the FISH and the computer printout format for users the first batch report is shown which is a list report combining the data in the parcel file, building file and room file. In real use, special counties may be selected or all counties may be run at one time.

The printout reproduced in Figure 2 is a sample report for an elementary school. The first three lines report parcel data showing: district number, administrative number, parcel number, grid number, address, ownership, acreage, year acquired, year disposed of, capital outlay classification, grades housed, use, gross square feet of construction, school name, building type, water source, sewage treatment, police protection available, fire rating, playground development, landscaping development, parking development, athletic field development, drainage conditions and average daily membership according to grades.

The next two lines describe the first building on the parcel showing: building number, administrative number, primary use, ownership, relocatable units contained, type of structure, external wall finish, stories, types of corridors, heat source, heat distribution, heating adequacy, type cooling, mechanical ventilation, type lighting, lighting adequacy, emergency lighting, [redacted]one system, type intercom system, fire alarms, auto sprinklers, fire hoses,

06.033 FACILITIES REPORT , COUNTY - ALACHUA 10/11/72 PAGE 15

COUNTY NAME	LOC	ADM#	PAGE	GRID	ST NO	ST NAME	CITY	OWNER	ACRE	YRACQ	YROTS	C OUT	GRADES	USE	GR SQ FT
ALACHUA	01	0031	008	CCCCCCCO	312	NW 16 AVENUE	GAINESVILLE	SC. BD	13.	1933	0	00	CC	ELEM	59350

SCHOOL NAME	BLDG TYPE	WATER SPCE	SEWER IS	POLICE	FIRE	PLAYGD	LANDSCAPE	PARKING	ATH-FLD	DRAIN
SIDNEY LANIER	COMB	PUB	PUB	CIT	4	PARTLY	PARTLY	CEV	NONE	INAD

AVERAGE DAILY MEMBERSHIP FOR 70/71

PRE K 96 1 87 2 86 3 78 4 74 5 53 6 56 7 8 9 10 11 12 EX 501 519

BLDG#	ABNO	PRIME USE	OWNER	REL UN	STRUCT	EXT WALL	STOR	COR	SPCE HEAT	HEAT DIST	HEAT CAP	TYPE COOL	VENT	TYPE LITE
01	OCCT	ELEM	SC. BD	00	CCMB	BR	1	SIN O	OIL	CEN H. AIR	ADE	IND UN	NO	SM. FLU

LITE ADQ	EM LIT	PROJ	INTER COM	TV	FIRE ALA	AUTO SP	FIRE HOSE	EXTING	YR CONST	
ADQ	NO	COMP	2 W. C.	NONE	NO	NONE	NO	YES	1954	01008008101

ROOM SUF	AREA	FLOOR LOC	DESIGN#	DESIGN	COOLING	FLOOR COV	TCH STA	PUPIL STA	ROOM COND	
001	175	1	610	PRIN	IND UN	TILE			SAT	01008008101
002	253	1	615	CLINIC	NONE	TERR			SAT	01008008101
003	200	1	617	GEN SCT OFF	IND UN	TILE			SAT	01008008101
004	100	1	630	STORAGE	IND UN	TILE			SAT	01008008101

			TCH STA	PUPIL STA
PERMANENT	TOTAL SAT	728	0	0
	TOTAL UNSAT	0	0	0
	BLDG TOTAL	728	0	0

BLDG#	ABNO	PRIME USE	OWNER	REL UN	STRUCT	EXT WALL	STOR	COR	SPCE HEAT	HEAT DIST	HEAT CAP	TYPE COOL	VENT	TYPE LITE
02	CUSL	FD. SER	SC. BD	OC	CCMB	BR	1	SIN O	OIL	CEN H. AIR	ADE	NONE	YES	SM. FLU

LITE ADQ	EM LIT	PROJ	INTER COM	TV	FIRE ALA	AUTO SP	FIRE HOSE	EXTING	YR CONST	
ADQ	NO	COMP	2 W. C.	NONE	NO	NONE	YES	YES	1954	01008008102

ROOM SUF	AREA	FLOOR LOC	DESIGN#	DESIGN	COOLING	FLOOR COV	TCH STA	PUPIL STA	ROOM COND	
001	4223	1	522	GYMNATORIUM	NONE	QUAR			SAT	01008008102
002	1210	1	702	CAFE KIT	NONE	TERR			SAT	01008008102
003	752	1	704	DRY STO	NONE	QUAR			SAT	01008008102
004	58	1	708	CAFE OFF	NONE	QUAR			SAT	01008008102
005	150	1	733	FUR RM	NONE	CONC			SAT	01008008102
006	80	1	709	CAFE TOILET	NONE	QUAR			SAT	01008008102

			TCH STA	PUPIL STA
PERMANENT	TOTAL SAT	6503	0	0
	TOTAL UNSAT	0	0	0
	BLDG TOTAL	6503	0	0

BLDG#	ABNO	PRIME USE	OWNER	REL UN	STRUCT	EXT WALL	STOR	COR	SPCE HEAT	HEAT DIST	HEAT CAP	TYPE COOL	VENT	TYPE LITE
03	OCHL	ELEM	SC. BD	00	COMB	H. BL.	1	DBL 1	OIL	CEN H. AIR	ADE	NONE	NO	SM. FLU

LITE ADQ	EM LIT	PROJ	INTER COM	TV	FIRE ALA	AUTO SP	FIRE HOSE	EXTING	YR CONST	
ADQ	NO	NONE	2 W. C.	NONE	NO	NONE	YES	YES	1939	01008008103

ROOM SUF	AREA	FLOOR LOC	DESIGN#	DESIGN	COOLING	FLOOR COV	TCH STA	PUPIL STA	ROOM COND	
001	640	1	003	INTM C.R.	NONE	TILE	1	30	UNSA	01008008103
002	640	1	003	INTM C.R.	NONE	TILE	1	30	UNSA	01008008103
003	640	1	003	INTM C.R.	NONE	TILE	1	30	UNSA	01008008103
004	640	1	003	INTM C.R.	NONE	TILE	1	30	UNSA	01008008103
005	650	1	003	INTM C.R.	NONE	TILE	1	30	UNSA	01008008103
006	640	1	003	INTM C.R.	NONE	TILE	1	30	UNSA	01008008103
007	245	1	791	GIRL TOILET	NONE	QUAR			SAT	01008008103
008	250	1	790	BOYS TOILET	NONE	QUAR			SAT	01008008103
009	257	1	611	ASST PRIN	NONE	TILE			SAT	01008008103
010	501	1	641	TCH LOUNGE	NONE	TILE			SAT	01008008103
030	920	1	003	INTM C.R.	NONE	TILE	1	30	SAT	01008008103
031	720	1	630	STORAGE	NONE	TILE		[illegible]	UNSA	01008008103
032	1-09	1	500	INSIDE CIRC	NONE	TILE			[illegible]	01008008103

			TCH STA	PUPIL STA
PERMANENT	TOTAL SAT	2133	1	30
	TOTAL UNSAT	4540	6	180

FIGURE 2

FIRST BATCH REPORT

fire extinguishers and year of construction.

The columns following each building report describe the rooms contained within the building showing: room number and suffix, area, floor location, room design, type cooling, floor covering, teacher stations, pupil stations. A designation of the building as permanent or relocatable is also listed in the summary.

To date, 2,772 parcels, 14,301 buildings and 164,188 room records have been loaded into the files; this data represents virtually 100 per cent of all elementary and secondary schools in Florida.

The second batch report is the contract report which records data by district, parcel number, and contract number which records historically all costs charged to a particular parcel or school. The contract data is shown in Figure 3 below.

CONTRACT REPORT FOR - NEW BUILDING YEAR - TO 07/16/72 PAGE 2

DISTRICT NUMBER - 18 PARCEL NUMBER - 112 PROJECT NUMBER - 0003

DATE CONTRACT LET - 09/72

TYPE OF CONSTRUCTION - 01 ADDITIONAL ACREAGE - 000 GROSS SQ. FT. - 83,327

INCREASE IN PUPIL STATIONS - 712 INCREASE IN TEACHER STATIONS - 25

CONTRACT COST - $1,390,681 LEGAL AND ADMINISTRATIVE COSTS - $22,120

ARCHITECT AND ENGINEER COSTS - $0 FURNITURE AND EQUIPMENT COST - $17,850

TOTAL COST - $1,490,900

CONTRACT COST ANALYSIS

COST PER PUPIL STATION - $1,953

COST PER TEACHER STATION - $55,627

COST PER SQUARE FOOT - $16.88

TOTAL COST ANALYSIS

COST PER PUPIL STATION - $2,093

COST PER TEACHER STATION - $59,636

COST PER SQUARE FOOT - $17.89

FIGURE 3

SECOND BATCH REPORT

In addition to the two standard reports shown in Figures 2 and 3, the data in the four files are used as input data for the Puerto Rico Educational and Statistical System (PRESS), which is used by the Florida Department of Education Data Center for data retrieval, output reports and statistical reports.

PRESS is composed of a group of interrelated computer programs that perform selective data retrieval, statistical computations, and report preparation using formatted files as a data source. Through the use of a basic control language the user may request a sequence of statistical procedures, data analysis or report writing.

PRESS is especially useful in answering the many questions asked the Bureau of School Facilities concerning educational facilities in Florida.

Figure 4 is a PRESS report that illustrates how data can be retrieved from the FISH files. This report lists data on non-air-conditioned rooms in a school district by design code, school number, floor location, total square feet and total rooms.

NON AIR CONDITIONED ROOMS BY DESIGN CODE 001 - 005

SUM PER ADM-UNIT-NO - 0321
ROOM-SQ-FT - 12545

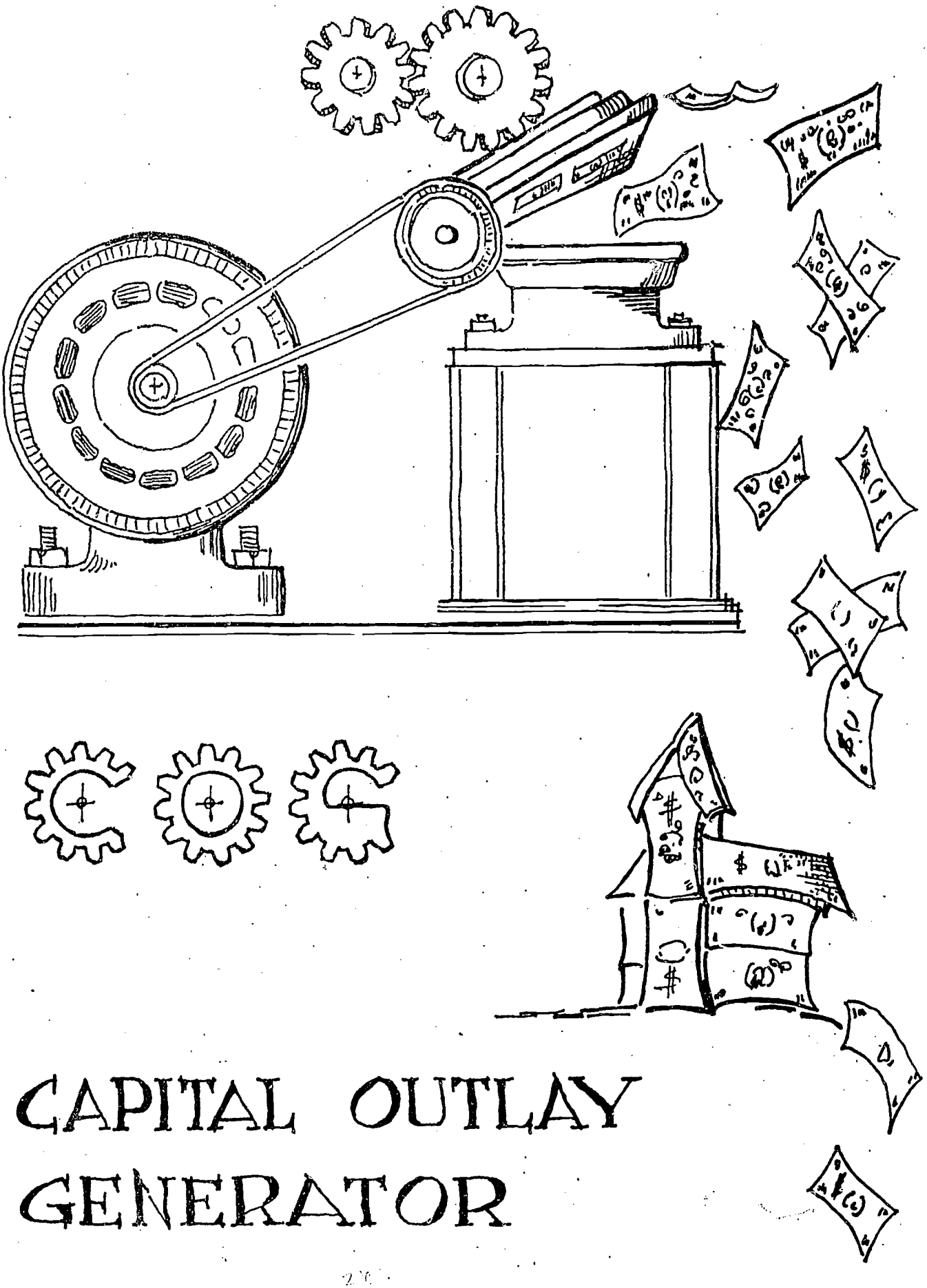
SUM PER LOCATION - 1
ROOM-SQ-FT - 315164

COUNT PER ADM-UNIT-NO - 0321
ROOM-NO - 15

COUNT PER LOCATION - 1
ROOM-NO - 385

FIGURE 4

SAMPLE PRESS REPORT



CAPITAL OUTLAY GENERATOR

CAPITAL OUTLAY GENERATOR

Part of the intent of the Florida Education Finance Act of 1973 is for the state to assume a greater share of the funding of school construction.

To facilitate the determination of school plant needs and to equitably allocate state funds, the Capital Outlay Generator (C.O.G.) model was developed. Figure 5 illustrates the Capital Outlay Generator. The following terms and explanation explicitly describe the model.

Terms and Explanations

I. ADM - Total days membership divided by total days of school.

II. District Housing Index - The capability of a county to house pupils. As is often the case, it is necessary to have some empty pupil stations in certain schools and overcrowded conditions in other schools within the same district due to geographical location of schools and pupils. This relationship of total pupils to be housed to the total pupil stations is the source of the Housing Index obtained by dividing the total pupils to be housed by the recommended capacity of all schools within the district.

III. Adjusted Pupil Capacity Needed - ADM multiplied by the district housing index.

IV. Existing Capacity - Obtained from FISH using Department of Education Survey Section standards for square footage categories of standard classrooms, and individual school districts standards for all other rooms.

V-VI. Existing Capacity Status - Required capacity minus existing capacity; can be minus (deficient) or plus (surplus).

VII. Square Foot Construction Needs - Obtained by multiplying capacity deficiencies by recommended square feet per pupil. (Appendix X, XI, XII, and XIII)

VIII. Construction Cost Index - Obtained from Hunnicut and Associates. Index shows various construction costs using Leon County as a base of 1.00. (Appendix XV)

IX. Existing Capital Outlay Need - Obtained by multiplying square footage need by the estimated 1973-74 square foot cost by construction cost index. Based upon an inflation of 20.9% over the 1971-72 cost assuming that any construction needs in 1971-72 could probably not be let for bid for almost two years.

X. Projected ADM 1976-77 - Obtained from Survey Section. Basically, there are two methods used to predict pupil populations--the regression approach and the survival ratio method. Neither has proved wholly satisfactory, though both have been successful over short time periods and under relatively stable economic conditions. More recently, a computerized cohort-survival model was tested on-line in Collier County, Florida. Appendix IX shows the output provided.

XI. Adjusted Capacity Required - Same as Item III only for the 1976-77 school year.

XII. Projected Capacity Status - Same as Item V only for the 1976-77 school year.

XIII. Increase Square Feet Needed - Same as Item VI only for the 1976-77 school year.

XIV. Capital Outlay Need 1976-77 - Obtained by same method as above in Item VIII except using the square feet cost projected to 1974-75 which is inflated to 30% above the square foot cost of 1971-72.

Items in parenthesis in Column V are needed for the 1972-73 school year but are not projected to be needed for the 1976-77 school year so they are not included in the column totals and no costs are shown.

Capital outlay need for 1976-77 includes existing costs.

Kindergarten facilities are shown separately from elementary facilities for illustration only. In some cases where there is a kindergarten deficiency yet an elementary capacity, the surplus elementary was treated as kindergarten capacity and is shown under the column "SURPLUS FROM ELEMENTARY".

In instances where schools contain both elementary and secondary grades, an attempt was made to divide the capacity into the appropriate elementary and secondary categories.

The administrative costs for developing this system were approximately $84,000. The estimated annual operating cost is $14,000. (Appendix XVI)

EXISTING NEEDS FOR CAPITAL OUTLAY

ELEMENTARY SCHOOL

COUNTY	I A D M 1971-72	II COUNTY HOUSING INDEX	III ADJUSTED CAPACITY REQUIRED	IV EXISTING CAPACITY	V EXISTING CAPACITY DEFICIENCY	VI EXISTING SURPLUS CAPACITY	VII CONSTRUCTION NEED AT 80 SQ.FT.	VIII CONSTRUCTION COST INDEX	IX EXISTING CAPITAL OUTLAY NEED AT $21.66
ALACHUA	10409	1.09	11346	11731	0	385	0	.99	0
BAKER	1269	1.10	1418	1915	0	497	0	.91	0
BAY	8411	1.06	8916	8197	(719)	0	0	.91	0
BRADFORD	1668	1.10	2033	1865	(168)	0	0	.91	0
BREVARD	29283	1.02	29869	32010	0	2141	0	.90	0
BROWARD	50605	1.00	50605	54994	0	4388	0	1.06	0
CALHOUN	1063	1.38	1439	1420	(19)	0	0	.84	0
CHARLOTTE	1872	1.01	1891	1953	0	62	0	1.03	0
CITRUS	1591	1.01	1607	1446	(161)	0	0	.93	0
CLAY	4817	1.00	4817	4925	0	108	0	.94	0
COLLIER	4475	1.01	4520	4645	0	125	0	1.06	0
COLUMBIA	3349	1.00	3348	2488	860	0	68800	.96	1636680
DADE	119637	1.00	119837	117250	2587	0	206960	1.11	4975856
DE SOTO	1623	1.09	1769	970	799	0	63926	.96	1329243
DIXIE	771	1.10	848	1115	0	267	0	.89	0
DUVAL	58906	1.02	59942	63036	0	3054	0	.97	0
ESCAMBIA	19559	1.01	19754	21649	0	1895	0	.87	0
FLAGLER	687	1.02	619	780	0	161	0	.91	0
FRANKLIN	685	1.03	706	720	0	14	0	.86	0
GADSDEN	5039	1.02	5140	7178	0	2038	0	.81	0
GILCHRIST	595	1.01	602	595	(7)	0	0	.89	0
GLADES	502	1.26	633	720	0	87	0	1.00	0
GULF	1249	1.10	1373	1495	0	122	0	.86	0
HAMILTON	1133	1.14	1286	1163	123	0	9856	.89	189998
HARDEE	1856	1.01	1871	1305	566	0	45242	.96	948736
HENDRY	1847	1.00	1847	1730	117	0	9368	1.08	282738
HERNANDO	2358	1.00	2358	2880	0	442	0	.93	0
HIGHLANDS	2596	1.09	2804	2871	0	67	0	.91	0
HILLSBOROUGH	54769	1.00	54769	51196	3573	0	285848	1.01	6253287
HOLMES	1409	1.17	1647	1316	(331)	0	0	.89	0
INDIAN RIVER	4329	1.02	4416	4388	(116)	0	0	1.06	0
JACKSON	3942	1.13	4454	3100	1354	0	108357	.87	2041897
JEFFERSON	804	1.21	973	960	(13)	0	0	.89	0
LAFAYETTE	359	1.20	431	485	26	0	2064	.81	36212
LAKE	7307	1.01	7380	6725	(655)	0	0	.93	0
LEE	10033	1.01	10133	11977	0	1844	0	1.03	0
LEON	8414	1.14	9592	9101	(491)	0	0	1.08	0
LEVY	1805	1.01	1823	2388	0	565	0	.87	0
LIBERTY	455	1.16	528	563	0	35	0	.83	0
MADISON	1094	1.15	1259	1278	0	1	0	.86	0
MANATEE	8202	1.03	8448	9165	0	717	0	1.08	0
MARION	7624	1.05	8001	7909	(92)	0	0	.91	0
MARTIN	3174	1.03	3269	2220	1049	0	83938	1.04	1818812
MONROE	5539	1.00	5539	5478	(61)	0	0	1.14	0
NASSAU	3349	1.05	3201	2478	(723)	0	0	.93	0
OKALOOSA	13384	1.18	15793	11106	4687	0	134779	.98	2631997
OKEECHOBEE	1981	1.01	2001	875	1126	0	98865	1.00	1958084
ORANGE	43556	1.00	43556	46815	0	2479	0	.97	0
OSCEOLA	2652	1.02	2705	3648	0	943	0	.94	0
PALM BEACH	33519	1.05	35194	35958	0	756	0	1.04	0
PASCO	7308	1.00	7308	5809	1499	0	119928	.93	2415644
PINELLAS	40448	1.01	41256	39528	1728	0	138278	1.01	3825861
POLK	28955	1.07	30982	28075	2907	0	232548	.97	4885683
PUTNAM	4619	1.05	4850	5118	0	268	0	.91	0
ST. JOHNS	3713	1.04	4010	4165	0	155	0	.97	0
ST. LUCIE	5069	1.01	5120	7655	2465	0	197175	1.04	4441647
SANTAROSA	4812	1.02	4908	4379	(529)	0	0	.98	0
SARASOTA	9862	1.01	9961	10321	0	368	0	1.01	0
SEMINOLE	11428	1.01	11542	11412	(130)	0	0	.96	0
SUMTER	1811	1.00	1811	1423	(388)	0	0	.98	0
SUWANNEE	1917	1.10	2189	1158	959	0	76696	.89	1678499
TAYLOR	1983	1.04	1979	1805	(174)	0	0	.87	0
UNION	237	1.18	261	360	0	99	0	.89	0
VOLUSIA	16058	1.02	16379	17285	0	911	0	.97	0
WAKULLA	955	1.01	984	1120	6	136	0	.91	0
WALTON	1922	1.08	1922	1913	(9)	0	0	.98	0
WASHINGTON	1432	1.07	1532	1499	(33)	0	0	.84	0
TOTALS	698285		717269	712242	23425 (4828)	25118	3873994		80189933

2

FIGURE 5

CAPITAL OUTLAY GENERATOR

PROJECTED NEEDS FOR CAPITAL OUTLAY

ELEMENTARY SCHOOL

COUNTY	V ADM PROJECTIONS	VI ADJUSTED CAPACITY REQUIREMENT	XII 1976-77 PROJECTED CAPACITY DEFICIENCIES	XIII PROJECTED CAPACITY SURPLUS	XIV INCREASE SQ.FT. NEEDED AT 80 SQ.FT. PER CHILD	XV CAPITAL OUTLAY NEEDED AT $24.88
ALACHUA	10540	11483	0	242	0	0
BAKER	1171	1298	0	627	0	0
BAY	6924	7339	0	858	0	0
BRADFORD	1606	1767	0	98	0	0
BREVARD	23450	23919	0	8091	0	0
BROWARD	56422	56422	1428	0	114240	2906266
CALHOUN	839	1256	0	124	0	0
CHARLOTTE	1467	1482	0	471	0	0
CITRUS	1374	1350	0	56	0	0
CLAY	5479	5479	554	0	44320	999859
COLLIER	5780	5838	1193	0	95424	2427587
COLUMBIA	3336	3336	848	0	67840	1563034
DADE	119596	119596	2346	0	187680	4999795
DE SOTO	1766	1706	736	0	58868	1356319
DIXIE	732	805	0	310	0	0
DUVAL	53292	54363	0	8676	0	0
ESCAMBIA	17150	17321	0	4328	0	0
FLAGLER	455	484	0	316	0	0
FRANKLIN	524	643	0	77	0	0
GADSDEN	4658	4751	0	2427	0	0
GILCHRIST	352	356	0	239	0	0
GLADES	563	709	0	11	0	0
GULF	1051	1156	0	339	0	0
HAMILTON	1062	1231	46	0	3654	78858
HARDEE	1960	1879	574	0	45888	1057260
HENDRY	1932	1832	182	0	8160	195848
HERNANDO	2549	2549	0	251	0	0
HIGHLANDS	2202	2378	0	493	0	0
HILLSBOROUGH	52146	52146	950	0	76000	1842240
HOLMES	1086	1271	0	45	0	0
INDIAN RIVER	4157	4240	0	68	0	0
JACKSON	3214	3632	532	0	42546	888352
JEFFERSON	781	945	0	15	0	0
LAFAYETTE	347	412	7	0	528	10264
LAKE	6458	6514	0	211	0	0
LEE	11892	11809	0	168	0	0
LEON	7899	8777	0	324	0	0
LEVY	1603	1619	0	769	0	0
LIBERTY	397	461	0	102	0	0
MADISON	910	1056	0	214	0	0
MANATEE	8896	9163	0	2	0	0
MARION	6745	7082	0	827	0	0
MARTIN	3218	3315	1095	0	87563	2185577
MONROE	5133	5133	0	345	0	0
NASSAU	2291	2486	0	72	0	0
OKALOOSA	14326	16669	2563	0	205014	4420311
OKEECHOBEE	1748	1806	931	0	74478	1787298
ORANGE	41286	41286	0	4749	0	0
OSCEOLA	3358	3425	0	223	0	0
PALM BEACH	40572	36461	2451	0	196840	4891350
PASCO	7532	7532	1723	0	137840	3876589
PINELLAS	40211	40613	1885	0	86889	2104245
POLK	28371	30357	2282	0	182558	4249941
PUTNAM	4340	4557	0	553	0	0
ST. JOHNS	2796	2976	0	1189	0	0
ST. LUCIE	5381	5435	2780	0	222385	5558725
SANTA ROSA	3962	4041	0	338	0	0
SARASOTA	8784	8751	0	1530	0	0
SEMINOLE	9822	9920	0	1492	0	0
SUMTER	1422	1422	0	1	0	0
SUWANNEE	1585	1743	593	0	47440	1014173
TAYLOR	1820	1685	0	128	0	0
UNION	1[illegible]	188	0	177	0	0
VOLUSIA	26172	16983	0	382	0	0
WAKULLA	722	744	0	376	0	0
WALTON	1419	1419	0	496	0	0
WASHINGTON	1381	1264	0	235	0	0
TOTALS	677[illegible]8	693908	24816	43858	1985315	47615881

FIGURE 5 (Continued)

PER PUPIL SPACE REQUIREMENTS

Per pupil space requirements identified in Accreditation Standards, State Board of Education Regulations, Chapter 6A-2, Chapter 235, Florida Statutes, and selected hypothetical calculations form the basis for the minimum square footage per pupil factors in the Florida Capital Outlay Generator (C.O.G.).

A team of educators and architects within the Bureau of School Facilities arrived at the minimum square feet per pupil factors: 80 square feet per pupil for grades K-5; 90 square feet per pupil for grades 6-8; 100 square feet per pupil for grades 7-9 and 106 square feet per pupil for grades 9-12.

Models have been developed (see Appendix X, XI, XII, XIII) which show the types of spaces and the minimum square feet per person or per space using a variable number of pupils ranging from 600 to 2,000 to arrive at minimum square feet per pupil.

The program element of the K-5 model (Appendix X) was developed on the assumption that spaces identified in column one (1) of the model contain essential elements of a minimum program over and above the traditional classroom, office and general services provided such as:

- Music
- Art
- Crafts
- Special reading
- Counseling service
- Indoor physical education activity
- Teacher offices (planning)

The program element of the 6-8 model (Appendix XI) was developed on the assumption that in addition to those elements in a minimum program for

K-5, there are other essentials in grades 6-8 such as:

- Separate choral and instrumental music rooms
- Large group instructional activity
- Additional library activity
- Business education
- Home economics
- Industrial arts
- Special spaces for science
- Pre-vocational activities

The program element of the 7-9 model (Appendix XII) was developed on the assumption that in addition to the elements in a minimum program for K-5, and 6-8, there are additional essentials in grades 7-9 such as:

- Additional pupil accounting and financial accounting in administering the school
- Additional physical education activity
- Vocational activities

The program element of the 9-12 model (Appendix XIII) was developed on the assumption that in addition to the elements in a minimum program for K-5, 6-8, and 7-9, there are additional essentials in grades 9-12 such as:

- Additional pupil accounting and financial accounting in administering the school
- Additional physical education activity
- Vocational activities

CAPITAL OUTLAY FUNDING TECHNIQUES

Introduction

Over the years, Florida school districts have had various federal, state and district sources of funds available for capital outlay purposes. Graphically, these funds by source are shown in Figure 6 and described as follows:

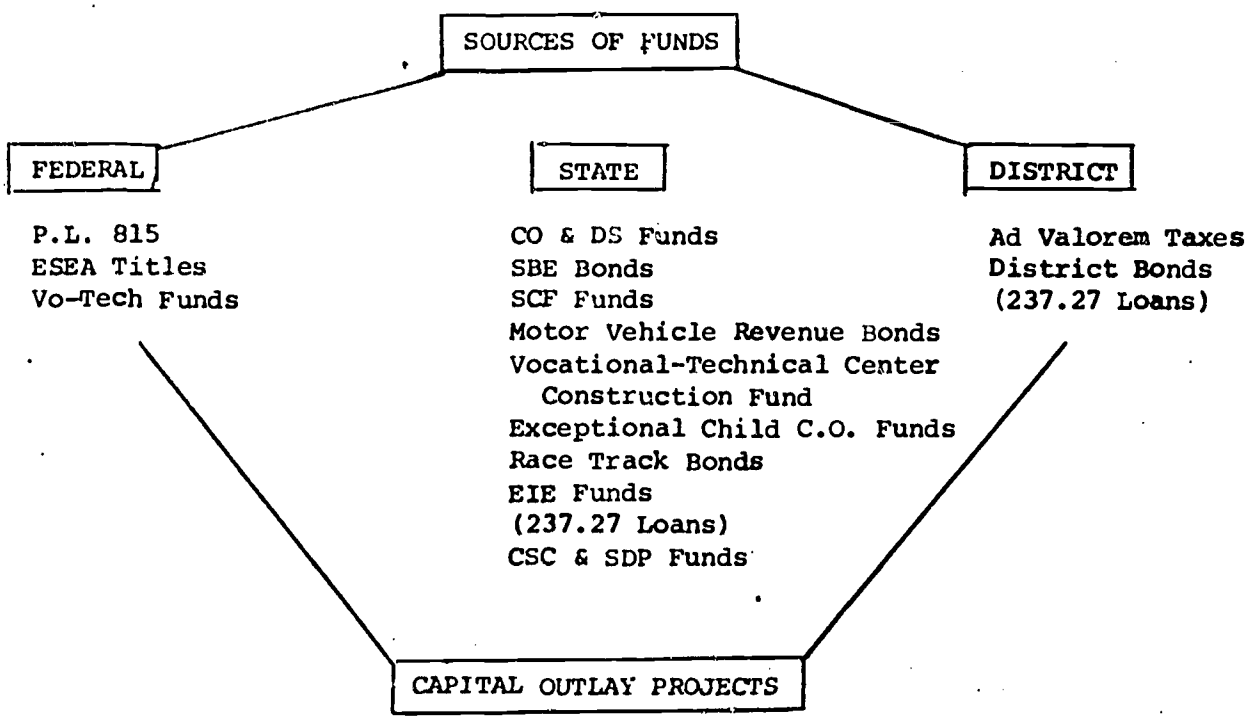


FIGURE 6

Federal Funds

Public Law 815 - In the past Federal funds have been provided for construction of school facilities in areas having large concentrations of federal civilian and military personnel. Although approximately $45,500,000 has been made available to seventeen school districts in Florida, any further anticipation of capital outlay funds from Public Lay 815 seems remote.

Elementary and Secondary Education Act - Various titles under this act have provided funds for equipment in new school facilities, and to provide portable classroom facilities to temporarily house certain instructional programs.

Vocational Education Act - Funds from Public Law 50-976 are made available to school districts for construction at designated area vocational-technical centers. Funds are expended according to Florida's approved plan for vocational-technical education. These funds may also be used to purchase equipment for vocational-technical programs and facilities.

State Funds

Capital Outlay and Debt Service (CO & DS) Funds - Beginning in 1947 the Minimum Foundation Program has provided for the State to assist the districts in financing school construction and debt service. Initially, $300 per instruction unit per year was provided with a required district matching effort of $100. The district matching requirement was discontinued in 1949 and each district has been eligible to receive $400 per instruction unit per year from the State until the 1972-73 school year.

The 1972 Legislature changed the allocation from $400 to $600 per instruction unit for the school year 1967-68 (base year) and provided $800 per instruction unit for all units earned (growth units) in excess of units earned in 1967-68. Funds derived from this source were expended for pay-as-you-go capital outlay projects or for debt service on district bonds, State Board of Education bonds, Motor Vehicle bonds, or 237.27 loans. Proceeds from the bonds or loans were expended on survey-recommended needs.

State Board of Education Funds (SBE) - A Constitutional amendment originally approved by the electors in 1952, guaranteed the $400 per instruction

in average daily attendance over the previous year, if the amount were matched with district funds. Each eligible school district could have available annually $400 multiplied by the increase in ADA over the previous year. The funds deposited to the school construction fund account in the district were to be expended for construction or reconstruction according to a priority of needs as shown by a survey.

The 1968 special session of the Legislature increased the per pupil allocation to $800 with the district matching requirement remaining at $200. The 1970 Legislature removed the district matching requirement. The provision for these funds were repealed by the 1972 Legislature with the passage of the Constitutional Amendment and with inclusion of "growth" units.

Motor Vehicle Revenue Bonds - The 1967 Legislature made provisions whereby school district school boards could issue revenue bonds and the principal and interest on such bonds were to be paid solely from funds distributed annually to the issuing board from Capital Outlay and Debt Service Funds. The law allowed the district school boards to pledge their annual allocation of CO and DS funds in excess of the seventy-five (75) per cent that could be pledged for State Board of Education Bonds.

Section 236.611, Florida Statutes states:

> "The school boards of the several districts of the state are hereby authorized to acquire, construct, enlarge, improve, repair, remodel, and equip and furnish schools and school facilities in order of priority of needs as shown by a survey or surveys conducted in the district under regulations of the State Board of Education and approved by the department."

Vocational-Technical Center Construction Fund - The Constitution was amended in 1963 permitting the State to issue bonds to finance construction at universities, community colleges and vocational technical centers. The

unit for capital outlay and debt service from motor vehicle license fees for a period of 30 years. This proviso was further amended in 1964 to pledge this continued support to the districts until the year 2000. The Constitutional Amendment authorized the State Board of Education to issue bonds on behalf of the various school districts. By providing an assured source of revenue for thirty years from motor vehicle license fees, this amendment provided a method for borrowing up to seventy-five (75) per cent of the anticipated amount that a school district would receive based on the annual $400 per instruction unit per year.

The Florida voters on November 7, 1972 approved a Constitutional Amendment to extend the life of SBE bonds until July 1, 2007 and incorporated the $600 and $800 per instruction unit allocation to be guaranteed from motor vehicle license fees. The amendment also increased from seventy-five (75) per cent to ninety (90) per cent the borrowing capacity of the school districts. Effective July 1, 1973 the Amendment will provide approximately $307,993,316 in additional bonding capacity to school districts in Florida.

Under the 1972 Constitutional Amendment there was a broadening of the purposes for which the proceeds of SBE bonds could be expended. Funds may be spent for "acquiring, building, constructing, altering, remodeling, improving, enlarging, furnishing, or equipping, maintaining, renovating or repairing of capital outlay projects," provided the projects are recommended in a survey and are listed on a State Board of Education approved project priority list.

School Construction Fund (SCF) - To further assist school districts in meeting capital outlay needs, the 1957 Legislature established the School Construction Fund. The appropriation provided $200 for each pupil increase

principal and interest are paid from funds derived from the tax on gross receipts of utility companies. District school boards operating vocational-technical centers were authorized to receive funds from this source for capital outlay purposes.

Exceptional Child Capital Outlay Funds - These funds were a special allocation amounting to approximately $20,000,000 over a four-year period for the construction and equipping specialized classrooms and related facilities not normally included as part of regular school construction.

Race Track Bonds - Since 1932 local units of government have received an equal share of revenue from taxes on horse racing, dog racing, and jai-alai. Funds are normally distributed to the Board of County Commissioners. However, with local agreements, special laws have been enacted providing that a definite portion be paid annually to the district school board of the county. This dependable and steady source of funds has frequently been used as a basis for repayment of bonds issued by the school board.

Education Improvement Expense (EIE) Fund - The 1968 Legislature allocated $1.720 per instruction unit to finance a broad, non-categorical effort to improve educational programs, with major emphasis in personnel development and inservice training. A portion of these funds were used to remodel existing facilities and for the purchase of additional equipment when needed to improve the educational programs at a particular school center.

237.27 Loans - Section 237.27, Florida Statutes, provides a means whereby a school board of any district may incur an obligation by way of anticipation of budgeted revenues, without pledging the credit of the district for a period not to exceed four years. The use of these funds is limited to the purchase of school buses and for school plant projects. The repayment of the obligation may be from ad valorem taxes or from CO and DS

funds if the capital outlay projects were recommended in a state-approved survey.

Comprehensive School Construction and Debt Service Program Fund - The 1973 Legislature passed a new funding program for the state cited as "The Florida Education Finance Act of 1973." In the legislative intent portion of the Act, it was stated:

> "To assume a greater share of the responsibility for State funding of school construction by providing a systematic plan whereby each district will be able to meet the increasing needs for satisfactory school facilities for all students, and to maximize the availability of satisfactory student stations to meet the current and projected needs of the districts and to remove the necessity for involuntary multiple daily sessions,..."

It was further the intent of the legislature to recognize local effort on the part of districts that had issued local bonds or had voted special ad valorem taxes to meet capital outlay needs on a pay-as-you-go basis. Thus, the formula for determining the amount to be allocated to each district takes into consideration the data obtained from C.O.G. (Figure 5) and is specifically defined in the law as follows:

> "The commissioner shall determine annually the amount allocated to each district from the funds appropriated for the purpose of implementing the section as follows:
>
> (a) Determine the costs of the projected school plant needs, the five (5) year projected debt service needs and the expenditures of ad valorem taxes in excess of ten (10) mills for each district as determined in subsection (1) of this section.
>
> (b) Determine the projected additional resources available under the provisions of Article XII, Section 9(d) of the constitution as amended in 1972, and the projected amount available to each district from other fund sources allocated for school plants.
>
> (c) From the costs of the projected school plant and five (5) year projected debt service needs for each district subtract the projected additional resources available, and add the expenditure of ad valorem taxes in excess of ten (10) mills as determined in paragraph (a) of this subsection. The result shall represent the estimated cost of unfunded school plant and debt service needs for each district.

(d) The funds appropriated annually for the purpose of implementing this section shall be allocated to the respective districts in proportion to their percentage of the state total of unfunded school plant and debt service needs as determined above."

(See Appendix XIV for an example of the implementation.)

District Funds

District Current School Fund - The district school board is mandated to levy a tax for the general support of the district school system as follows:

"(a) A tax not to exceed ten mills on the dollar of all taxable property in the district for public school purposes," and

"(b) Additional millage sufficient to fund:
1. Voted local capital improvement;
2. Required debt service;"

At the discretion of the district school board, funds derived from (a) above may be expended as pay-as-you-go for capital outlay purposes. Provisions have been made whereby a portion of the annual tax levy may be earmarked for specific capital outlay purposes. However, state board regulations establish guidelines in that, "no appropriation from current operating funds shall be approved for capital outlay or maintenance if such appropriations would unnecessarily handicap the current operation of the schools."

As shown in (b)1 above, each district school board is authorized to establish through additional voted millage a local capital improvement fund. By setting forth specific capital outlay projects in the notice of election the district school board may request the electors to approve up to a four mill levy for the ensuing two years. Funds derived from this levy provide the district school board with an assured source for the maintenance, improvement, or construction of school facilities, the purchase of sites or for other specifiec capital outlay purposes.

District Number One Bond Funds - If capital outlay funds available through normal federal, state and local sources are not sufficient to meet needs, the district school board may request the electors of the district to approve the issuance of bonds. The debt service to be funded as shown in (b)2 above. The proposal for the issuing of bonds must be approved by the Department of Education before the district school board approves any petition calling for a bond election. There is a limitation as to total amount of bonds that may be issued and the number of mills that may be levied for debt service without specific approval of the State Board of Education.

To illustrate the distribution of capital outlay expenditures from local, state and federal sources from 1946-1972, Table 1 is provided.

TABLE 1
DISTRIBUTION OF CAPITAL OUTLAY EXPENDITURES
1946 - 1972

EXPENDITURES BY ACCOUNT CLASSIFICATIONS			SOURCES OF FUNDS		
Sites	$ 130,748,225	7.1 %	LOCAL FUNDS		
New Buildings & Additions	1,339,787,169	73.0	Current Funds	$ 488,458,369	26.6 %
			Local Bonds	511,423,002	27.9
Remodeling	70,655,887	3.9	Total Local Funds	999,881,371	54.5 %
Equipment	255,346,702	13.9	STATE FUNDS		
Library Books & Audio Visual Materials	38,035,314	2.1	Capital Outlay & Debt Service Funds	$ 181,361,098	9.9 %
			School Construction Funds	205,333,100	11.2
			State Board of Education Bonds	278,837,254	15.2
			Motor Vehicle Revenue Bonds	6,374,616	0.3
			Educational Improvement Expense Funds	10,901,282	0.6
			Other State Funds	34,821,280	1.9
			Total State Funds	$ 717,628,630	39.1 %
			SPECIAL ACTS (Race Track)		
			Total Special Acts	$ 70,217,412	3.8 %
			FEDERAL FUNDS		
			Total Federal Funds	$ 46,845,884	2.6 %
TOTAL ALL ACCOUNTS	$1,834,573,297	100.0 %	TOTAL ALL FUNDS	$1,834,573,297	100.0 %

SECTION II

APPENDIX

APPENDIX I

PREPARATION OF SPOT MAPS

Accurate, complete, and up-to-date maps showing where pupils live are essential if proper consideration is to be given to the problem of the proper location of schools. Spot maps comprise one of the most important types of data for a school plant survey.

Obtaining Basic Maps

Maps drawn to a scale of one inch to a mile are most satisfactory for the usual school survey. Such maps may be obtained from the State of Florida, Department of Transportation, Division of Research and Records, Tallahassee, Florida.

For urban areas, large scale urban maps are usually necessary. Urban maps are essential for towns and cities over 2500 in population and in some smaller places where it is necessary to decide on the best location of a school plant.

Number of Maps Needed

Enough copies of maps should be obtained so that each principal may have a map, or a portion of a map, showing the entire attendance area of his school. For this purpose, usually from four to twelve maps will be needed, depending upon the number of schools of different classifications having overlapping attendance areas.

In addition to these work maps, at least four copies of maps for official final spot maps will be needed, (See Step II, Item I). When it is necessary to prepare large-scale spot maps of urban areas, the same general provisions as to number of maps will apply.

Steps in Preparing Spot Maps for a Survey

Step I - Preparation of Preliminary Spot Maps. A preliminary spot map, or work map, is prepared for each school. Usually the principal and the faculty of a school assisted by school bus drivers and others will be responsible for locating all the pupils attending the school on the "work map" which should be supplied by the superintendent's office.

A. Locate the school on the map by drawing a circle about a half-inch in diameter (on a one-inch-to-mile scale map) with the school site exactly in the center.

B. The place where each pupil lives should be located on the map as accurately as the scale of the map will permit. Locations of pupils may be determined in one or more of the following ways:

1. In rural areas children may be asked to find out (usually from parents) the land descriptions of the places where they live, by quarter of a quarter section, section, township, and range. The fact that a pupil lives in the NW¼ of a certain section, township and range, for example, is sufficiently accurate for spot map purposes.

2. The above information is sometimes not obtainable from pupils, especially when they live on tenant farms. In such cases, and also in small towns where there are no street numbers, pupils may be located with reference to the school, roads, streets, streams, other features on the map, and houses of other pupils whose locations are known. Older pupils can often locate their houses on the map. Bus drivers usually can locate on a map the homes of the children they transport.

3. In urban areas pupils may be located by street numbers and by

blocks, with addresses taken from the school records or obtained directly from the pupils.

It is often convenient to enter information on residence of each child on a separate card, particularly when located by street numbers. On the basis of the information on the card, appropriate dots can be located on the map.

IMPORTANT: Don't overlook any of the children! A system of checking the names of the pupils on the register as they are located is desirable.

C. 1. Except as noted in paragraph 2 below every pupil must be represented on the map by a dot.

2. In the case of congested zones of a small area when there is not enough space on the map to show individual dots, it is permissible to outline the area on the map and indicate the number of pupils by a numeral, see illustration.

NOTE: This should be done only for small limited zones. If such areas are extensive, and particularly if there is any question of locating the site of a school, a large-scale, urban area map should be prepared.

3. Usually one work map will be required per school. However, combination elementary-junior-senior high schools should prepare separate maps for elementary, junior high, and senior high school grades.

4. Each work map should be plainly labeled; for example, "Elementary pupils, Riverside School."

Step II - Preparation of Final (Official) Spot Maps. The work maps,

prepared as described in Step I should be sent to the office of the district superintendent on or before a date specified by him. The superintendent should arrange to have the spot maps checked to be sure that they are all turned in and that they are accurate and complete. Incomplete or inaccurate maps should be returned to the principals for completion or correction.

The final, official spot maps for the survey should be prepared in the district superintendent's office from the individual school work maps. The dots representing pupils at individual schools on the work maps must be "transferred" to maps which show pupils attending all of the schools.

A. The following final official maps must be prepared:

1. Elementary, showing dots for all pupils in the county at this level.
2. (a) Middle School, showing dots for all pupils in the county at this level; or

   (b) Junior high, showing dots for all pupils in the county at this level.
3. Senior high, showing dots for all pupils in the county at this level.
4. County map showing location with name and grade levels of all schools.

B. Dots representing pupils from different schools must be distinguished on the final maps by different colors for each school. Use a different color for pupils attending each adjacent school, so that the separate colors will show all the pupils attending each school.

Thus, pupils attending school "A" may be spotted in black; those attending a school to the east of "A" in red; those attending a school

to the west of "A" in green; those attending a school to the north of "A" in purple; those attending a school to the south of "A" in brown and so on.

The same color may be used for two or more schools on the same map, if the schools are remote from each other and if their attendance areas do not overlap.

A "key" to the colors used should be provided at the bottom or side of the maps.

C. "Transfer" each dot from the work map to the exactly corresponding spot on the final map. Dots on the work map should be checked off systematically to avoid duplication and insure that all dots are "transferred."

D. Locate each school on the map by drawing a circle about a half-inch in diameter (on a one-inch-to-mile scale map) with the school site exactly in the center. Draw the circle in the color allotted for the dots representing pupils from that school. Below the location of the school, print the name, the grades included, and the number of pupils shown on the map. For example: Fall Creek (1-6)--450.

E. On the final county maps outline by heavy lines any densely populated urban area in which individual pupils cannot be spotted. The number of pupils should then be written in the enclosed area in the color assigned to the school they attend. (See Item 2, Step I,C.)

F. The procedure for preparing large scale maps of urban areas, when they are needed, is the same, except the pupils on the urban maps should be spotted in the block in which they live.

G. In putting dots on the final maps, appropriately cut rubber stamps and stamp pads of various colors may be used, or the eraser of a

pencil may be cut to the required size and shape and used with stamp pads.

Use of Spot Maps

The maps should be hung in the room provided for use of the survey staff. After the survey is completed the maps are to be kept as a part of the permanent files of the county. A second copy of map "4" should be provided to the survey director for the Survey Section files.

APPENDIX II

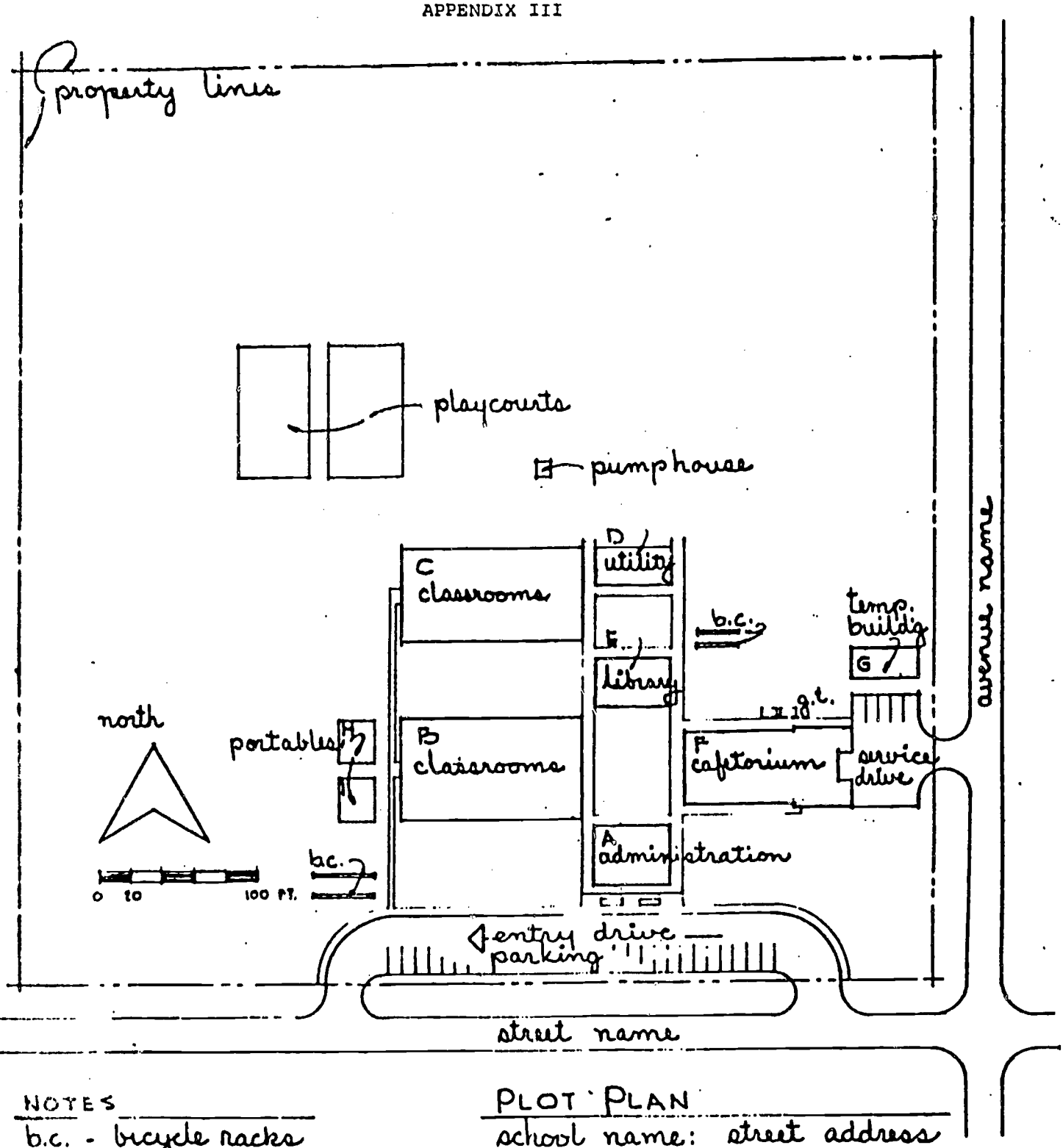
TABLE I
TRENDS IN AVERAGE DAILY MEMBERSHIP BY SCHOOLS

School Center	1967 -68	1968 -69	1969 -70	1970 -71	1971 -72	Latest Month 1972-73 (4th Attendance)
Grades 1 - 6:						
Clewiston Elementary School	744	781	816	855	1014	1015
LaBelle School	564	592				
Harlem Academy School	346	360	338	313		
LaBelle Elementary School			651	651	647	697
Clewiston Middle School					184	191
Harlem Academy Spec. Ed.					2	10
TOTALS	1654	1733	1805	1819	1847	1913
Grades 7 - 9:						
LaBelle School	240	288				
Clewiston High School	329	390	414	549	178	217
Harlem Academy School	129	116	101			
Clewiston Middle School					395	388
LaBelle High School			286	295	299	310
TOTALS	698	794	801	844	872	915
Grades 10 - 12:						
LaBelle School	132	135				
Clewiston High School	236	284	283	336	346	387
Harlem Academy School	68					
LaBelle High School			141	184	200	221
TOTALS	436	419	424	520	546	608
Grand Totals:						
Clewiston Elementary School	744	781	816	855	1014	1015
Clewiston High School	565	674	697	885	524	604
Harlem Academy School	543	476	439	313		
LaBelle School	936	1015				
LaBelle Elementary School			651	651	647	697
LaBelle High School			427	479	499	531
Clewiston Middle School					579	579
Harlem Academy Spec. Ed.					2	10
TOTALS	2788	2946	3030	3183	3265	3436

* * * * * *

County-wide Analysis, 1971-72

	First Month	Last Month	High Month
Grades 1-6	1543 *(1799)	1804	1863
Grades 7-9	758 *(863)	848	873
Grades 10-12	514 *(559)	515	559
TOTALS:	2815 *(3221)	3167	3295



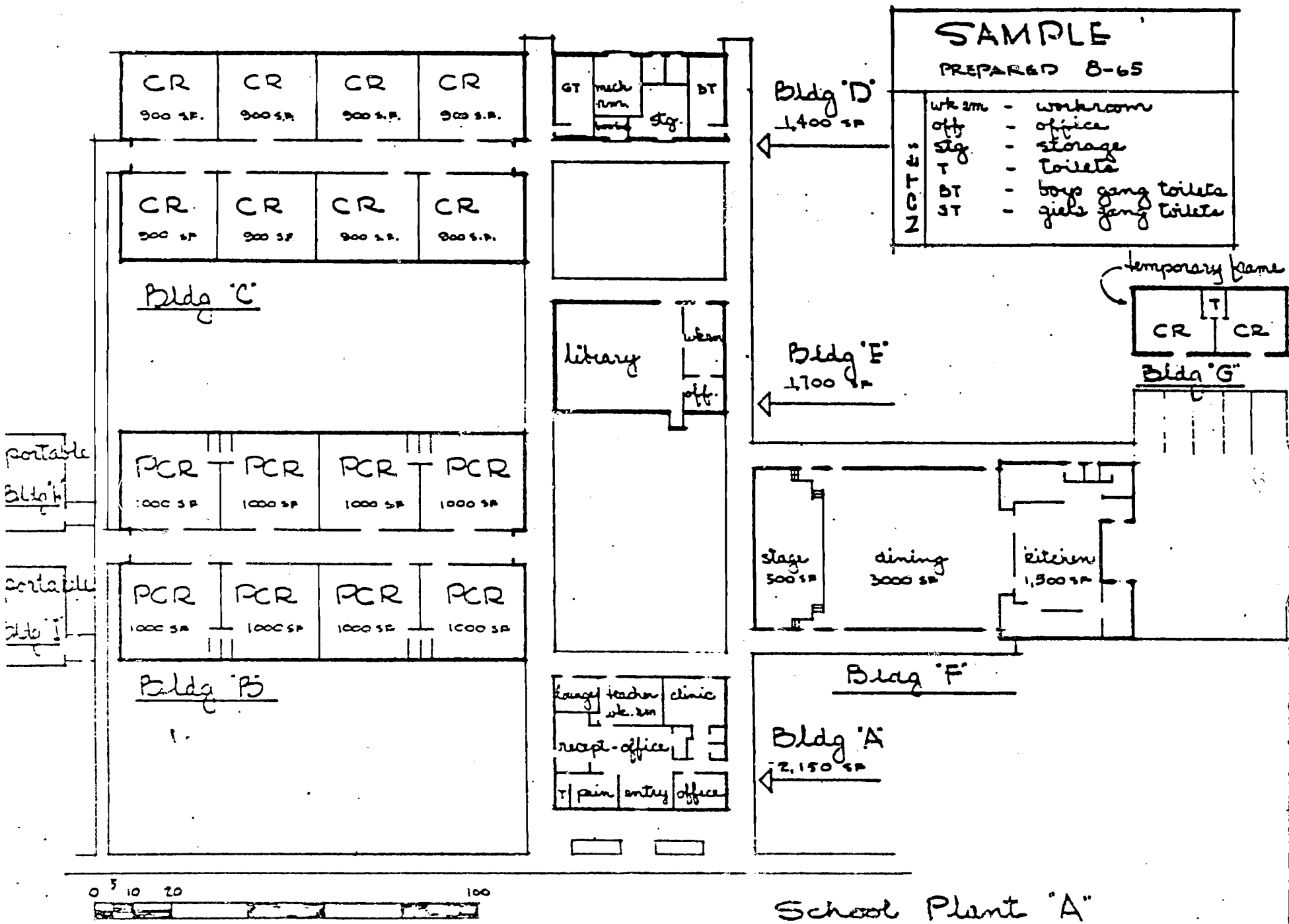
NOTES

b.c. - bicycle racks
g.t. - grease traps

PLOT PLAN

school name: street address
site ____ acres
county name:

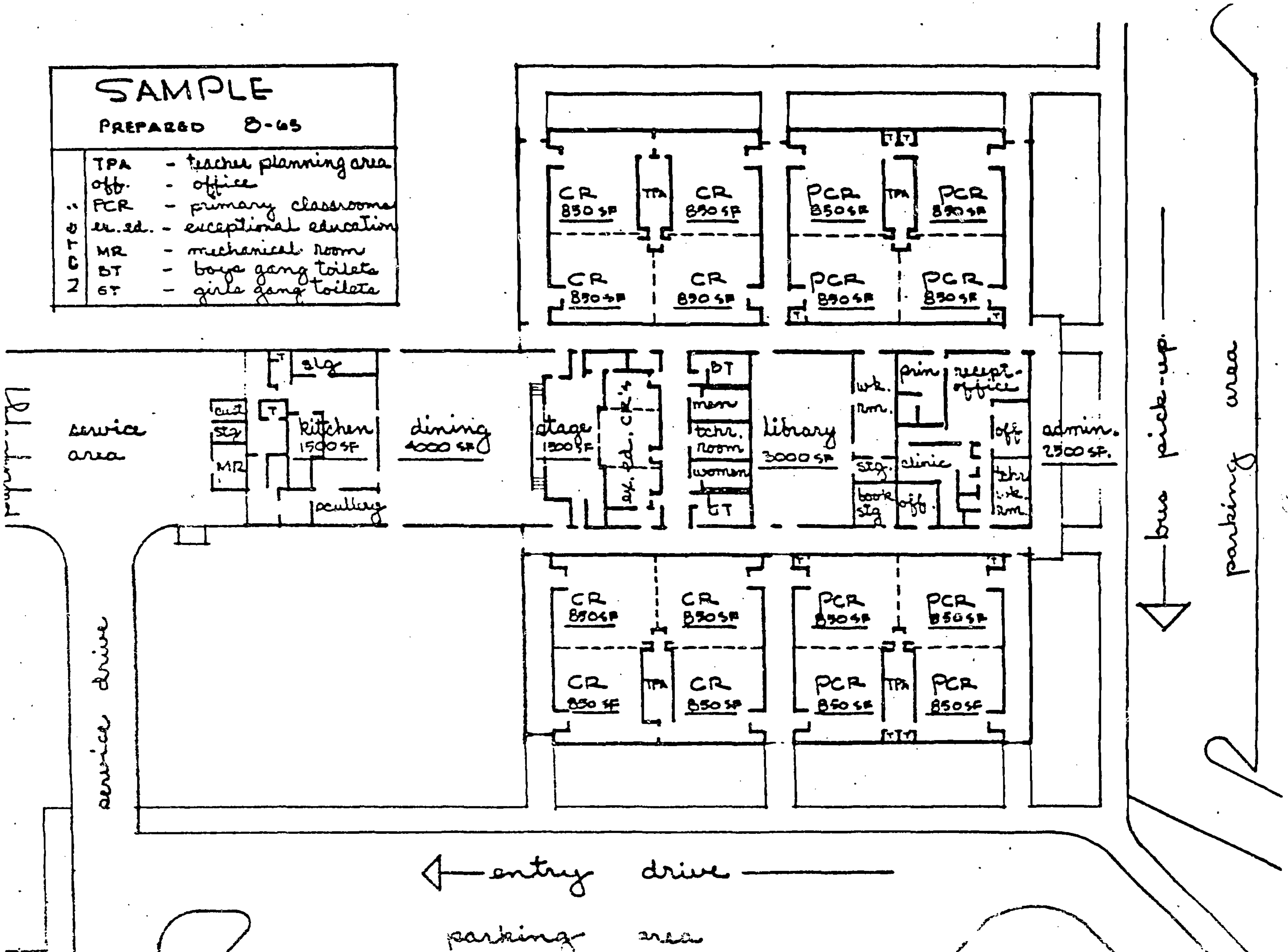
SAMPLE
PREPARED 8-65


SAMPLE
PREPARED 8-65
KEY
wk rm - workroom
off - office
stg - storage
T - toilets
BT - boys gang toilets
GT - girls gang toilets
Bldg "D"
1,400 SF
temporary frame
T
CR
CR
Bldg "G"
Bldg "E"
1,700 SF
CR
CR
CR
CR
900 SF.
GT
mach room
stg.
BT
Bldg "C"
library
wkrm
off.
portable
Bldg "H"
PCR
1000 SF
Bldg "B"
stage
500 SF
dining
3000 SF
kitchen
1,500 SF
Bldg "F"
Bldg "A"
2,150 SF
lounge
teacher wk. rm
clinic
recpt.-office
T
pain
entry
office
0 5 10 20 100
School Plant "A"

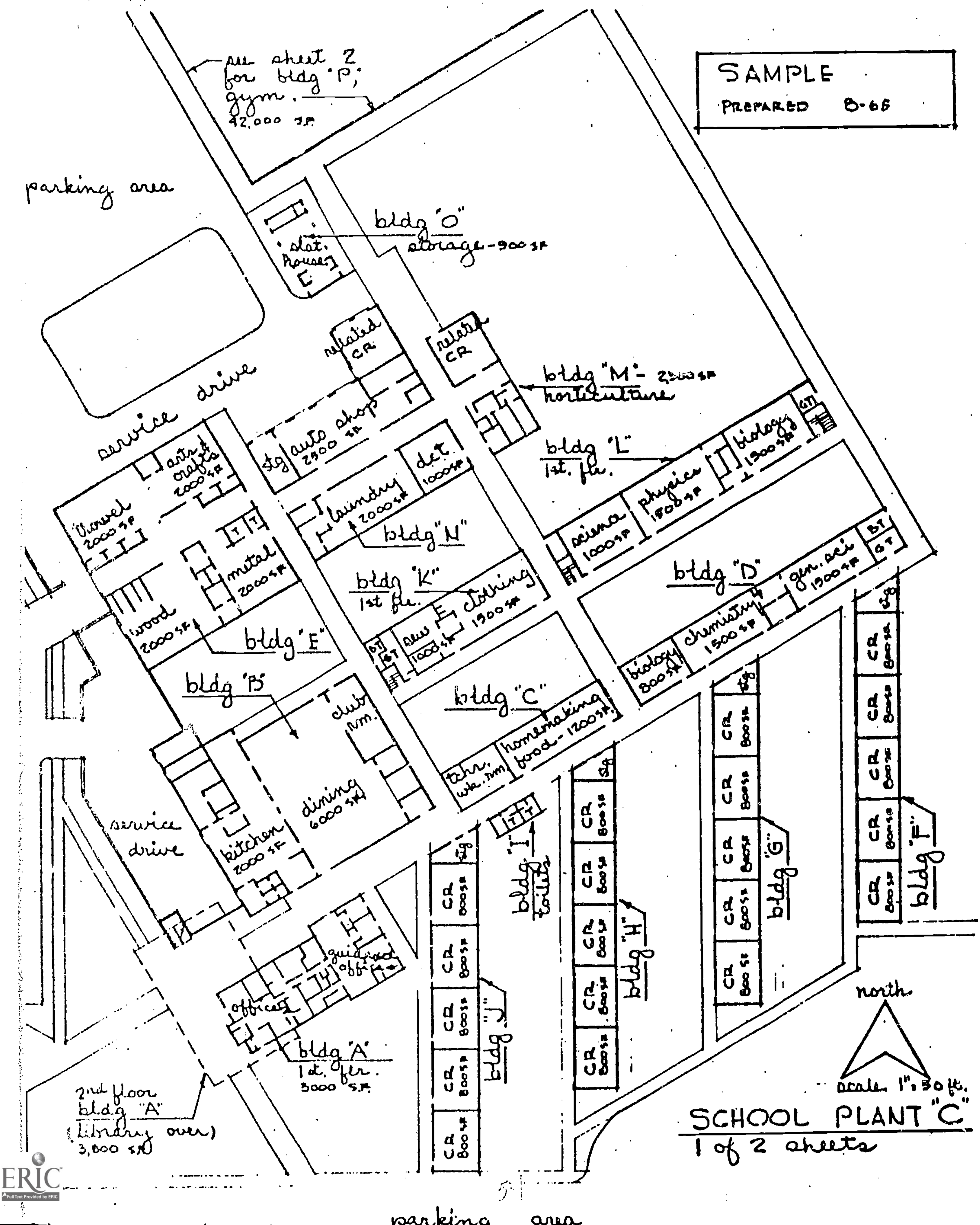
SAMPLE

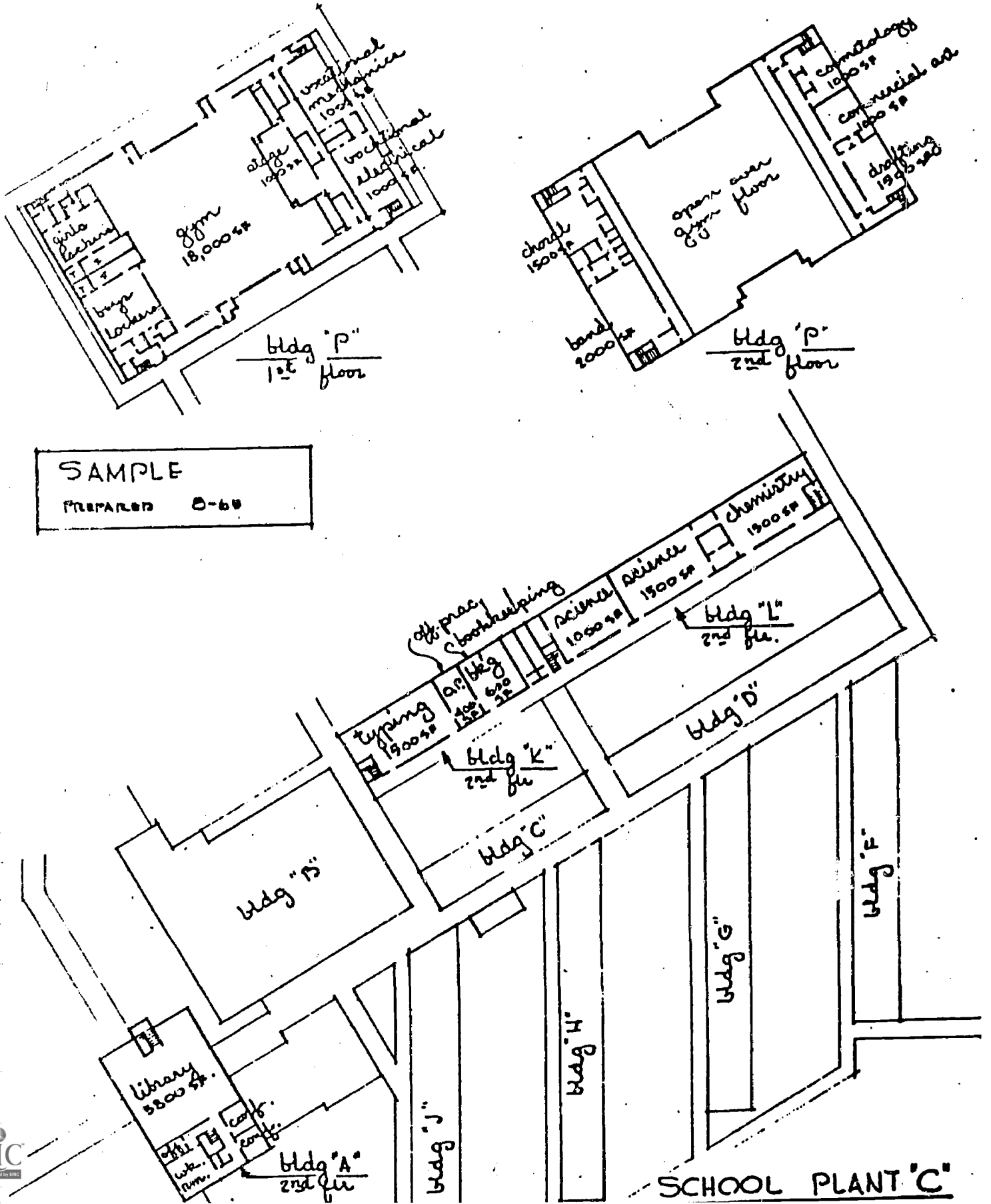
PREPARED 8-65

TPA	-	teacher planning area
off.	-	office
PCR	-	primary classrooms
ex. ed.	-	exceptional education
MR	-	mechanical room
BT	-	boys gang toilets
GT	-	girls gang toilets



School Plant "B"


SAMPLE
PREPARED 8-65
see sheet 2 for bldg "P"; gym. 42,000 S.F.
parking area
bldg "O" storage - 900 SF
stat. house
related CR
bldg "M" - 2500 SF horticulture
service drive
auto shop 2500 SF
stg.
arts & crafts 2000 SF
det. 1000 SF
laundry 2000 SF
bldg "N"
veneer 2000 SF
metal 2000 SF
wood 2000 SF
bldg "E"
bldg "L" 1st. flr.
biology 1500 SF
physics 1500 SF
science 1000 SF
bldg "K" 1st flr.
clothing 1500 SF
sew 1000 SF
bldg "D"
gen. sci. 1500 SF
chemistry 1500 SF
biology 800 SF
bldg "B"
club rm.
bldg "C"
homemaking food - 1200 SF
tchr. wk. rm.
dining 6000 SF
kitchen 2000 SF
service drive
CR 800 SF
bldg "I" toilets
bldg "J"
bldg "H"
bldg "G"
bldg "F"
guidance off.
offices
bldg "A" 1st. flr. 3000 S.F.
2nd floor bldg "A" (library over) 3,000 SF
north
scale 1" = 30 ft.
SCHOOL PLANT "C"
1 of 2 sheets
parking area


girls locker
gym 18,000 sq ft
boys lockers
bldg "P" 1st floor
stage 1050 sq ft
vocational mathematics 1000 sq ft
vocational electrical 1000 sq ft
chorus 1500 sq ft
open area gym floor
band 2000 sq ft
cosmetology 1000 sq ft
commercial art 1000 sq ft
drafting 1995 sq ft
bldg "P" 2nd floor
SAMPLE
PREPARED 8-68
typing 1900 sq ft
off. prac bookkeeping
science 1050 sq ft
science 1500 sq ft
chemistry 1900 sq ft
bldg "L" 2nd flr.
bldg "K" 2nd flr
bldg "D"
bldg "C"
bldg "B"
bldg "F"
bldg "G"
bldg "H"
bldg "J"
library 5800 sq ft
bldg "A" 2nd flr
SCHOOL PLANT "C"

APPENDIX IV

ELEMENTARY SCHOOL
Maximum Pupil Capacity--600

UMBER	FACILITY	SQUARE FOOTAGE Per Unit	PUPIL CAPACITY Per Unit
6	Primary classrooms (with toilet rooms)	@ 1,000	@ 25
18	Elementary classrooms	@ 900	@ 25
	Exceptional education room (full-time teacher station)	@ 900	@ 15
	Library	2,500	
	Cafetorium	5,500	
	Administrative suite	1,800	
4	Toilet rooms (pair for each classrooms without toilets	@ 200	
	Storage, mechanical, heating, cooling, custodial space, book and central materials, etc.	750	

MIDDLE SCHOOL
Maximum Pupil Capacity--600

UMBER	FACILITY	SQUARE FOOTAGE Per Unit	PUPIL CAPACITY Per Unit
3	Learning Centers	@ 5,000	@ 150
1	Exceptional Child classroom (with toilet facilities)	@ 900	@ 15
	Media Center (complete)	5,000	
	Guidance Suite	250	
	Administrative Suite	2,500	
	Arts & Crafts Room	1,800	24
	Homemaking Suite	2,100	50
	Music Suite	2,000	40
	Industrial Arts	2,000	24
	Commons Area	9,600	

APPENDIX IV

MIDDLE SCHOOL
(Continued)

NUMBER	FACILITY	SQUARE FOOTAGE Per Unit	PUPIL CAPACITY Per Unit
	Food Service	900	
	Shower and Locker Suite (includes both sexes)	6,000	
6	Toilet rooms (pair for each learning center)	@ 225	
	Storage, mechanical, heating, cooling, custodial space, book and central materials, etc.	1,200	

JUNIOR HIGH SCHOOL
Maximum Pupil Capacity--800

18	General classrooms	@ 800	@ 30
5	Science Laboratory (full-time teacher station	@ 1,000	@ 30
	Industrial Arts Shop	@ 2,400	@ 24
	Arts and Crafts Room	@ 1,800	@ 24
	Art Room	@ 1,200	@ 30
	Band Suite	@ 1,800	@ 40
	Vocal Music Suite	1,450	40
	Homemaking Suite (two teacher stations)	@ 2,500	50
	Exceptional Education Room (full-time teacher station)	@ 900	@ 20
	Shower and Locker Suite (includes both sexes)	6,000	
	Library	3,500	
	Cafetorium or Cafeteria	7,000	
	Administrative Suite	3,000	
	Student Activity and Conference Rooms	400	
	Toilet Rooms (pair for each set of 6 teacher stations)	225	

JUNIOR HIGH SCHOOL
Maximum Pupil Capacity--800
(Continued)

NUMBER	FACILITY		SQUARE FOOTAGE Per Unit		PUPIL CAPACITY Per Unit
	Storage, mechanical, heating, cooling, custodial space, book and central materials, etc.		1,200		

SENIOR HIGH SCHOOL
Maximum Pupil Capacity--1500

30	General classrooms	@	750	@	30
5	Science Laboratory (full-time teacher station)	@	1,200	@	30
4	Industrial Arts Shop	@	2,400	@	24
	Mechanical Drawing Room (full-time teacher station)	@	1,200	@	24
	Arts and Crafts Room	@	1,800	@	25
	Art Room	@	1,200	@	30
	Band Suite	@	3,000	@	40
	Vocal Music Suite	@	1,600	@	40
	Language Laboratory (resource unit; not regular teacher station)		1,000		
	Homemaking Suite (two teacher stations)		3,000		
	Gymnasium (including shower and locker rooms)		15,000		
2	DCT and DE classrooms	@	1,000	@	50
5	Business Education classrooms	@	1,200	@	30
	Auditorium		9,500		
	Library		4,500		
2	Student Activity and Conference Rooms	@	400		
	Administrative Suite		4,000		
7	Toilet rooms (pair for each set				

APPENDIX IV

SENIOR HIGH SCHOOL
(Continued)

NUMBER	FACILITY	SQUARE FOOTAGE Per Unit	PUPIL CAPACITY Per Unit
	Storage, mechanical, heating, cooling, custodial space, book and central materials, etc.	1,200	

APPENDIX V

TABLE II
CURRENT AND RECOMMENDED PUPIL HOUSING

School Name	Membership Jan. 1973 1-6	7-9	10-12	1-12	Present Desirable Pupil Stations	Membership To Be Housed 1977-78 1-6	7-9	10-12	1-12
Clewiston Elementary	1,052			1,052	960	600			600
Clewiston Middle	194	393		537	790	246	455		701
Clewiston High		213	568	592	828		277	443	720
LaBelle Elementary	733			733	795	741			741
LaBelle High		324	222	546	690		326	242	568
Sub Totals	1,979	930	790	3,460	4,060	1,587	1,056	685	3,330
New Elementary "A"	0			0	0	459			459
TOTALS	1,979	930	790	3,460	4,060	2,046	1,056	685	3,789

APPENDIX VI

CLEWISTON ELEMENTARY SCHOOL (0101) Grades 1-5

Site. The 25 acre site is located at the junction of Circle Drive and Osceola in Clewiston. Except for the center of the campus, the site is well drained. Play areas are will defined. The front of the site is attractively landscaped. The site is above legal minimum size for a school of the present membership.

Buildings. The plant consists of five permanent buildings and seven relocatable buildings; they contain, in total, the following facilities:

- Building 1: (a) administrative suite; (b) toilet rooms; (c) storage rooms; (d) custodial storage; (e) small teacher lounge; (f) clinic; (g) one reading lab-15 (inadequate); (h) ten adequate intermediate classrooms-260.
- Building 2: (a) library; (b) six inadequate intermediate classrooms-125; (c) toilet rooms; (d) storage rooms; (e) P.E. equipment room; (f) library workroom; (g) library office.
- Building 3: (a) four intermediate classrooms-110; (b) toilet rooms; (c) dry storage; (d) cafeteria kitchen, (e) cafeteria dining area; (f) garbage storage.
- Building 4: (a) five intermediate classrooms-150; (b)furnace rooms; (c) toilet rooms.
- Building 5: (a) three intermediate classrooms-90; (b) furnace rooms; (c) maintenance repair shop; (d) teacher's lounge; (e) mechanical service room.
- Building 6: (a) seven relocatable intermediate classrooms-210.

Service Systems. Natural lighting is adequate. Artificial lighting is generally satisfactory, except in those rooms with concentric rings which give inadequate light. Adequate heat is provided by gas fired heaters in

the permanent buildings. Cooling is provided by individual reverse cycle window units in the administrative area. Water is supplied and sewage disposed by the city systems. Cafeteria, toilet and media center facilities are totally inadequate for existing pupil stations.

General Condition of the Center. Exterior of permanent buildings is in good condition. Need for some interior patching and painting is indicated. Custodial space is satisfactory and well organized. Building 1 does not meet state fire regulations for safety and needs to be changed to conform. Cafeteria lacks hot serving line, screened windows, fly fans and suitable furniture for the age group being served. Paved parking facilities for staff is needed.

Total Existing Satisfactory Pupil Stations: 960

Utilization Factor: 100%

Present Desirable Pupil Capacity: 960

Recommendations:

A. Capital Outlay Classification: C-1 for grades K-5.

B. Pupil Transfers: Excess pupils in grades 1-3 to new school "A".

C. Site Work: None.

D. New Construction: None.

E. Major Alterations: Convert building 1 to house all east county supervisory personnel and storage-minus 275; install hot serving line, window screens, fly fans and primary furniture; pave faculty parking lot. Move 3 portables to LaBelle High School-minus 90; Estimated Cost: $14,000.

F. Recommended Pupil Capacity: 595

APPENDIX VII

THE PRIORITY SYSTEM

(a) New classrooms and special instructional facilities necessary to provide needed pupil stations at either a new or existing school center; school sites or additions to sites and site improvement incident to new construction or to make a site addition useable; restoration and correcting deficiencies required for safety to life, health and sanitation.

(b) Special instructional and auxiliary facilities needed to improve the program at a school center but not necessary to increase the pupil stations.

(c) Major alterations to existing buildings which would substantially improve the utility of the space and replacement of or major alterations to the existing heating, cooling, lighting, safety and sanitary facilities at a permanent school center.

(d) Debt service for district bonds serviced by voted ad valorem taxes.

APPENDIX VIII

CAPITAL OUTLAY CLASSIFICATIONS

Capital Outlay Class 1 (C-1). School center where no additional construction can be authorized beyond that recommended in the survey making the C-1 classification; generally, adequate site,satisfactory building or buildings, current or projected membership at the maximum desirable for the type of school; alternative, small site, satisfactory building or buildings, projected membership below maximum desirable for the type school but in proportion to the site size. Supplementary survey may recommend major alterations, site improvement, or site expansion but cannot authorize new construction except in rare and unusual circumstances.

Capital Outlay Class 2 (C-2). School center which is satisfactory in all major respects; generally, adequate site, satisfactory building or buildings, enrollment projected to below the maximum desirable for the type of school. Supplementary survey may recommend new construction up to the maximum capacity for the type of school and site, major alterations, site improvement, and/or site expansion.

Capital Outlay Class 3 (C-3). School center at a time of transition; evidence insufficient to recommend replacement or consolidation but new construction should be postponed; usually, inadequate site, and/or inadequate building, and/or declining or static enrollment, and/or enrollment which is below the level necessary for an economical and educationally sound program; county-wide survey recommendations are limited to minor alterations. Supplementary survey is limited to recommending alterations for health and safety of pupils.

Capital Outlay Class 4 (C-4). Special purpose classification: school center which probably would be recommended for consolidation if not for

excessive distance; often inadequate site, and/or inadequate building, and/or declining or static enrollment, and/or enrollment which is below the level necessary for an economical and educationally sound program; construction necessary to provide adequate facilities for the program, major alterations, site expansion, and/or site improvement, may be authorized by the survey making the classification. Supplementary survey may recommend alterations or site improvements but cannot recommend new construction except in rare and unusual circumstances.

Capital Outlay Class 5 (C-5). School center is unsatisfactory in one or more major respects; usually, inadequate site, and/or inadequate building and/or declining or static enrollment and/or enrollment which is below the level necessary for an economical and educationally sound program; pupils should be transferred and/or school closed as soon as adequate new facilities are constructed elsewhere to house pupils. Supplementary survey is limited to recommending alterations for health and safety of pupils.

Capital Outlay Class 6 (C-6). School center is unsatisfactory in one or more respects; usually, inadequate site and/or inadequate building and/or declining or static enrollment and/or enrollment which is below the level necessary for an economical and educationally sound program; pupils should be transferred immediately to existing adequate facilities located elsewhere. Supplementary survey cannot make any recommendations.

APPENDIX IX

Collier County, Florida

COHORT SURVIVAL PRINTOUT

POPULATION PROJECTION

YR	66-67	67-68	68-69	69-70	70-71	71-72		72-73	73-74	74-75	75-76	76-77
GRADE						SURVIVAL RATIO						
0	427	450	489	526	522	466	1.80	533	570	660	746	782
1	866	816	852	812	925	946	.99	840	961	1027	1190	1345
2	741	790	785	839	843	963	1.07	935	830	949	1015	1175
3	706	769	820	860	899	931	1.04	1031	1000	888	1016	1036
4	615	719	758	841	920	986	1.01	970	1074	1042	925	1059
5	593	625	698	798	855	925	1.03	998	982	1087	1055	937
TOTAL 1- 5								4774	4847	4994	5201	5602
6	534	605	693	774	800	968	1.05	995	1074	1057	1170	1135
7	551	558	625	710	796	874	1.03	1013	1041	1124	1105	1224
8	480	529	558	653	735	869	1.14	902	1045	1075	1160	1141
TOTAL 6- 8								2910	3160	3255	3435	3500
9	377	482	550	638	808	891	.96	991	1023	1192	1225	1322
10	419	385	459	550	592	765	.95	859	955	991	1148	1180
11	309	380	357	455	526	578	.94	730	820	911	946	1096
12	263	293	338	345	433	505	0.	546	690	774	861	893
TOTAL 9-12								3125	3492	3868	4180	4492
TOTAL 1-12								10809	11500	12117	12316	13594

STOP

ELEMENTARY SCHOOL MODEL
GRADES K-5

APPENDIX X

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Kindergarten Classroom			35			
-Storage, Classroom			4			
-Storage, Pupil (Locker)			2			
-Toilet, Pupil				25		
Primary Classroom			32			
-Storage, Classroom			4			
-Storage, Pupil (Locker)			2			
-Toilets, Pupil				25		
Intermediate Classroom			30			
-Storage, Classroom			3			
-Storage, Pupil (Locker)			2			
Intermediate Pupil Toilet			1.5			
Music (Choral); (instrumental)			25			
-Storage				300		
Arts & Crafts			40			
-Storage				300		
Reading Room			50			
-Storage			10			
Administration (Prin., Asst. Prin. Office Secretary, Aide)			175			
-Toilets, Men				25		
-Toilets, Women				25		
Counseling			175			
Clinic, Boys			70			
Clinic, Girls			70			
Clinic, Office			80			
-Toilet, Boys				25		
-Toilet, Girls				25		

ELEMENTARY SCHOOL MODEL
GRADES K-5

APPENDIX X

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Administrative Storage			35 (8 adults)			
Toilets, Teachers				50		
Teacher Planning (Office)			80 or 45 (4 adults)			
Teachers' Lounge			25			
Teacher Workroom			8			
Teacher Aides			40			
Multi-purpose (Play)			25			
-Storage, (instructional CR) opt.				300		
-Stage, (optional)				300		
-Physical Education Lockers & Dressing			12			
-Physical Education Showers, Boys			7½			
-Physical Education Showers, Girls			7½			
-Physical Education Toilets, Boys			1.5			
-Physical Education Toilets, Girls			1.5			
-Physical Education Storage			1.75			
Dining			10			
-Optional, Stage				300		
-Optional, Storage				300		
Kitchen						
-Preparation & Serving			2.75 (per mail)			
-Office						
-Storage						
-Walk-in Freezer						
-Serving						
-Dishwasher						
-Garbage disposal						
-Kitchen Toilets, Lockers				50		

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Custodial -Storage, Toilet, Workroom, include 1 space with outside entrance			1			
Library, Reading			25(10% of enrollment)			
-Workroom				150		
-Stacks				500		
-Circulation				75		
-Library Office				100		
-A-V Storage				300		
-Periodical Storage				75		
-Communications				300		
-Conference			10			
ALL EXCEPTIONALITIES						
Exceptional Child Space Selections on Basis of Need						
Varying Exceptionality Classroom				700		
EMR Classroom				700		
TMR Classroom				700		
Specific Learning Disability Classroom				700		
Speech & Hearing Classroom				700		
Emotionally Disturbed Classroom				700		
Socially Maladjusted Classroom				700		
Deaf Classroom				700		
Visually Handicapped Classroom				700		
Physically Handicapped Classroom				700		
Gifted Classroom				750		
Itinerant (Exc.)			90			
Resource (Exc.)			50			
Reading (Exc.)			25			

ELEMENTARY SCHOOL MODEL
GRADES K-5

APPENDIX X

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
:e: Add to above total by per cent						
:culation						15%
-Walls, interior						4%
-Walls, exterior						3%
ating-Cooling						1%

GRADES 6-8

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Classroom, General (6)			28			
-Storage, Classroom			4			
-Storage, Pupil (Locker)			2			
Classroom, General (7)			28			
-Storage, Classroom			4			
-Storage, Pupil (Locker)			2			
Classroom, General (8)			28			
-Storage, Classroom			4			
-Storage, Pupil (Locker)			2			
Pupil Toilets			1.5			
Music, Choral				1000		
-Storage, General			4			
-Practice Room			25			
-Library				150		
Music, Instrumental				1500		
-Storage, General			4			
-Practice Room			25			
-Ensemble			25			
-Storage, Instrument				300		
Arts & Crafts			50			
-Storage, General				200		
-Storage, Project			4 or	100		
Reading Laboratory			50			
-Storage			4			
Administration (Prin., Asst. Prin., Bookkeeper, Sec.)			175			
-Toilets, Principal				25		
-Toilets, Men				25		
-Toilets, Women				25		

GRADES 6-8

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Counseling			175			
Clinic, Boys			70			
Clinic, Girls			70			
Clinic, Office -Toilets, Boys -Toilets, Girls			80 (per adult) 25 25			
Administrative Storage			35 (per 10 adults)			
Teacher Toilets				50		
Conference			10			
Teacher Planning			80 (per 1 adult) 45 (4 adults)			
Teacher Lounge			25			
Teacher Workroom			8			
Teacher Aides			40			
Large Group Institution, Seating -Storage, Demonstration, Performance			7 1			
Dining			10			
Kitchen -Preparation and Serving -Office -Storage -Walk-in Freezer -Serving -Dishwasher -Garbage Disposal -Kitchen, Toilet, Lockers			2.75 (per meal) 50			

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Satellite Kitchen (Optional)				150		
Custodial, Storage, Toilet, include one space with outside entrance			1 per enrollee			
Library, Reading			25x10% enrollment			
-Workroom, Production				800		
-Stacks				600		
-Circulation				100		
-Library Office				160		
-A-V Storage				300		
-Periodical Storage				100		
-Communications				300		
-Conference				10		
-Textbook Storage (Optional)				300		
-Professional Reading				150		
Business Education, Typing			30			
-Storage				150		
Home Economics						
-Clothing			50			
-Foods			50			
Multipurpose Combination (Optional)			55			
-Storage				200		
-Storage, Optional			4			
-Toilet			25			
Industrial Arts						
-Unit			60			
-Multiunit			80			
- Drafting			40			
-Electrical			60			
-Storage Per Unit Shop				200		
-Finishing				100		
-Project Storage				100		

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Science, Classroom			45			
-Student Project			5			
-Storage			5			
Exceptional Child Spaces						
-VE				650		
-EMR				650		
-TMR				650		
-SLD				650		
-S & H				650		
-ED				650		
-SM				650		
-Deaf				650		
-V. H.				650		
-P. H.				650		
-Gifted				625		
-Itinerant (Exc.)			90			
-Resource (Exc.)			50			
-Reading (Exc.)			25			
Vocational Education						
Category of Laboratory Light (for example, Drafting, Health Occupations, Commercial Sewing, or Vocational Office Education, also Barbering, Business Machine Mechanics, Commercial Art, Commercial Photography, Custodial Service, Electronics-Communications, Instrument Maintenance & Repair, Metallurgy, Painting & Decorating, Radio-TV Repair, Shoe Repair & Tailoring)			50			
- Related space may vary with program				200		
Category of Laboratory Medium (for example, Electricity, Graphic Arts or Cosmetology, also Commercial Cooking and Baking, Meat Cutting, Dimension Quality Control,			75			

MIDDLE SCHOOL MODEL
GRADES 6-8

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Diversified Mechanics, Drycleaning & Laundering, Electrical-Construction, Electronics-Industrial, Electrical-Industrial, Electro-Mechanical Assembly, Electrical Motor and Generator Repair, Plumbing and Pipe Fitting, Printing, Small engine Repair and Upholstering.) - Related space may vary with program				250		
Physical Education -Playing Floor (overall 80'x104' to include one standard court 50'x84' with 10' on each end of court and 6' on each side of court. This will accommodate 1 standard court of 84'x50' and 2 criss courts of 80'x52'. -Classroom (Health, P.E., light activity) -Boys Service Area a) Dressing Room (computed at peak load, i.e., class of 40=480 sq. ft. exclusive of lockers).			12	8,320 750		

GRADES 6-8

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
b) Locker Space			1.5 per enrollee			
c) Shower Room-5 pupils per shower head. For example, divide class of 40 pupils by 5 shower heads per pupil to equal 8 spaces at 15 sq. ft. per space for total of 120 sq. ft.				15 (per shower head)		
d) Drying (Toweling) Room			7			
e) Toilets - 1 water closet per each 75 pupils; 1 urinal per 30 pupils; 1 lavatory per 100 pupils.			1.5 per peak load			
-Girls Service Area						
a) Dressing Room (computed at peak load, i.e., class of 40=480 sq. ft. exclusive of lockers).			12	"		
b) Locker space			1.5			
c) Shower Room-15 sq. ft. per shower head to be multiplied by 4 pupils per shower head. Example, divide class of 40 pupils by 4 shower heads per pupil to 10 spaces at 15 sq. ft. per space for total of 150 sq. ft.				15 (per shower head)		
d) Drying (Toweling) Room			7			
e) Toilets - 1 water closet per each 45 pupils; 1 lavatory per 100 pupils.			1.5 per peak load			
-Storage & Equipment Room for Boys (P.E.)			4 at peak load			
-Storage & Equipment Room for Girls (P.E.)			4 at peak load			
-Teacher office space, male teacher			80			
-Teacher shower & Toilet				35		
-Teacher office space, female teacher			80			
-Teacher shower & toilet				35		
-Laundry & Towel Distribution				150		

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
-Storage, outside entrance				100		
Note: Add to above total by per cent -Circulation -Walls, interior -Walls, exterior -Heating-Cooling						15% 4% 3% 1%

JUNIOR HIGH SCHOOL MODEL
GRADES 7-8-9

APPENDIX XII

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Classroom, General (7)			28			
-Storage, Classroom			4			
-Storage, Pupil (locker)			2			
Classroom, General (8)			28			
-Storage, Classroom			4			
-Storage, Pupil (locker)			2			
Classroom, General (9)			25			
-Storage, Classroom			4			
-Storage, Pupil (locker)			2			
Pupil Toilets			1.5			
Music, Choral				1000		
-Storage, General			4			
-Practice Room			25			
-Library				150		
Music, Instrumental				1500		
-Storage, General			4			
-Practice Room			25			
-Ensemble			25			
-Storage, Instrument				300		
Arts & Crafts			50			
-Storage, General				200		
-Storage, Project			4 or	100		
Reading Laboratory			50			
-Storage			4			
Administration (Prin., Asst. Prin., Bookkeeper, Sec.)			175			
-Toilets, Principal				25		
-Toilets, Men				25		
-Toilets, Women				25		

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
ounseling			175			
linic, Boys			70			
linic, Girls			70			
linic, Office			80 (per adult)			
-Toilets, Boys			25			
-Toilets, Girls			25			
dministrative Storage			35 (per 10 adults)			
eacher Toilets				50		
onference			10			
eacher Planning			80 (per 1 adult) 45 (4 adults)			
eacher Lounge			25			
eacher Workroom			8			
eacher Aides			40			
arge Group Instruction, Seating			7			
-Storage, Demonstration, Performance			1			
ining			10			
itchen			2.75 (per meal)			
-Preparation and Serving						
-Office						
-Storage						
-Walk-in Freezer						
-Serving						
-Dishwasher						
-Garbage Disposal						
-Kitchen, Toilet, Lockers			50			

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
tellite Kitchen (Optional)				150		
stodial, Storage, Toilet (include 1 space with outside entrance)			1(per enrollee)			
rkroom -Service Closets				25		
brary, Reading			25x10% enrollment			
-Workroom, Production				800		
-Stacks				600		
-Circulation				100		
-Library Office				160		
-A.V. Storage				300		
-Periodical Storage				100		
-Communications				300		
-Conference				10		
-Textbook Storage (Optional)				300		
-Professional Reading				150		
siness Education, Typing			30			
-Storage						
me Economics						
-Clothing			50			
-Foods			50			
-Multipurpose Combination (Opt.)			55			
-Storage				200		
-Storage, Optional			4			
-Toilet			25			
dustrial Arts						
-Unit			60			
-Multiunit			80			
-Drafting			40			
-Electrical			60			
-Storage Per Unit Shop				200		
-Finishing				100		
-Project Storage				200		

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Science, Classroom			45			
-Student Project			5			
-Storage			5			
Exceptional Child Spaces						
-VE				650		
-EMR				650		
-TMR				650		
-SLD				650		
-S & H				650		
-ED				650		
-SM				650		
-Deaf				650		
-V.H.				650		
-P.H.				650		
-Gifted				625		
-Itinerant (EXC.)			90			
-Resource (EXC.)			50			
-Reading (EXC.)			25			
Vocational Education						
Category of Laboratory						
Light (i.e., Drafting, Health Occupations, Commercial Sewing, Vocational Office Education, Barbering, Business Machine Mechanics, Commercial Art, Commercial Photography, Custodial Service, Electronics-Communications, Instrument Maintenance & Repair, Metallurgy, Painting & Decoration, Radio-TV Repair, Shoe Repair & Tailoring)			50			
-Related space may vary with program				250		
Medium (i.e., Electricity, Graphic Arts, Cosmetology, Commercial Cooking & Baking, Meat Cutting, Dimension Quality Control, Diversified Mechanics, Drycleaning and Laundering, Electrical-Construction, Electronics-Industrial,			75			

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Medium (continued), Electrical- Industrial, Electro-Mechanical Assembly, Electrical-Motor and Generator Repair, Plumbing and Pipe Fitting, Printing, Small Engine Repair & Upholstering)						
-Related space may vary with program				350		
Heavy (i.e., Auto Mechanics, Carpentry, Agriculture, Industrial Arts, Machine Laboratories, Air Conditioning, Heating & Ventilation, Appliance Repair, Automotive Body Repair & Refinishing, Aviation Maintenance (Power, Frame, Combination), Cabinet Making & Millwork, Diesel Mechanics, Heavey Equipment Operation, Masonry-Brick, Blocklaying, Cement Finishing, and/or Tile Setting, Refrigeration (Commercial), Sheet Metal, and Welding (Acetylene and Arc)			100			
-Related space may vary with program				450		
Physical Education						
-Playing Floor (overall 80'x104' to include 1 standard court 50'x84' with 10' on each end of court and 6' on each side of court. This will accommodate 1 standard court of 84'x50' and 2 cross courts of 80'x52'.				8,320		
-Classroom(Health, P.E., light activity)				750		
-Boys Service Area			12			
(a) Dressing Room (computed at peak load, i.e., class of 40=480 sq. ft. exclusive of lockers)						
(b) Locker Space			1.5 per enrollee			
(c) Shower Room-5 pupils per shower head, i.e., divide class of 40 pupils by 5 shower heads per pupil to equal				15 per shower head		

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
8 spaces at 15 sq. ft. per space for total of 120 sq. ft.						
(d) Drying (toweling) Room			7			
(e) Toilets-1 water closer per each 75 pupils; 1 urinal per 30 pupils; 1 lavatory per 100 pupils			1.5 per peak load			
-Girls Service Area						
(a) Dressing Room (computed at peak load, i.e., class of 40=480 sq. ft. exclusive of lockers)			12			
(b) Locker Space			1.5			
(c) Shower Room-15 sq. ft. per shower head to be multiplied by 4 pupils per shower head, i.e.,divide class of 40 pupils by 4 shower heads per pupil to 10 spaces at 15 sq. ft. per space for total of 150 sq. ft.				15 per shower head		
(d) Drying (toweling) room			15			
(e) Toilets-1 water closer per each 45 pupils; 1 lavatory per 100 pupils			1.5 per peak load			
-Storage & Equipment Room for Boys (P.E.)			4 at peak load			
-Storage & Equipment Room, Girls (P.E.)			4 at peak load			
-Teacher office space, male teacher			80			
Teacher shower & toilet				35		
-Teacher office space, female teacher			80			
Teacher shower & toilet				35		
-Laundry & Towel Distribution				150		
-Storage, outside entrance				100		
Note: Add to above total by per cent						
-Circulation						15%
-Walls,interior						4%
-Walls,exterior						3%
-Heating-Cooling						1%

HIGH SCHOOL MODEL
GRADES 9-12

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Classroom, General			25			
-Storage, Classroom			4			
-Storage, Pupil (Locker)			2			
Pupil Toilets			1.5			
Music, Choral				1500		
-Storage, General			4			
-Practice Room			25			
-Library				150		
Music, Instrumental				1800		
-Storage, General			4			
-Practice Room			25			
-Ensemble			25			
-Storage, Instrument				500		
Arts & Crafts			50			
-Storage, General				250		
-Storage, Project			4			
Reading Laboratory			50			
-Storage			4			
Administration (Prin., Asst. Prin., Dean, Bookkeeper, Secs.)			175			
-Toilets, Principal				25		
-Toilets, Men				25		
-Toilets, Women				25		
Counselling Office			120			
-Storage				150		
Clinic, Boys			70			
Clinic, Girls			70			
Clinic, Office			80			
Toilets, Boys			25			

HIGH SCHOOL MODEL
GRADES 9-12

APPENDIX XIII

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
-Toilets, Girls			25			
Administrative Storage				400		
Teacher Toilets				50		
Conference			25			
Teacher Planning			80 per adult 45 per 4 adults			
Teacher Lounge			25			
Teacher Workroom			8			
Teacher Aides			40			
Large Group Instruction, Seating -Storage, Demonstration, Performance			7 2			
Dining			10 per person seated at 1 time			
Kitchen -Preparation & Serving -Office -Storage -Walk-in Freezer -Serving -Dishwasher -Garbage Disposal -Kitchen, Toilet, Lockers.			2.75 per meal	50		
Satellite Kitchen (Optional)				150		
Custodial, Storage, Toilet, include 1 Space with outside entrance			1			

GRADES 9-12

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Workroom -Service Closets				25		
Library, Reading -Workroom,production			25x10% enrollment (example, based on 2000 enrollment)			
-Stacks				1100		
-Circulation				120		
-Library Office				200		
-A-V Storage				300		
-Periodical Storage				100		
-Communications				610		
-Conference				500		
-Textbook Storage (optional)				400		
-Professional Reading				200		
Business Education, Typing			30			
-Storage				150		
Home Economics						
-Clothing			50			
-Foods			50			
-Multipurpose Combination (Opt.)			55			
-Storage			4	200		
-Storage (Opt.)				25		
-Toilet						
Industrial Arts						
-Unit			60			
-Multiunit			80			
-Drafting						
-Electrical			25			
-Storage per unit shop				200		
-Finishing				100		
-Project Storage				200		

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Science, Classroom, Labs			45			
-Student Project				125		
-Storage				150		
Exceptional Child Spaces				650		
-VE				650		
-EMR				650		
-TMR				650		
-SLD				650		
-S & H				650		
-ED				650		
-SM				650		
-Deaf				650		
-V.H.				650		
-P.H.				650		
-Gifted				625		
-Itinerant (Exc.)			90			
-Resource (Exc.)			50			
-Reading (Exc.)			25			
Vocational Education						
Category of Laboratory						
Wood (i.e., Drafting, Health Occupations, Commercial Sewing, Vocational Office Ed., Barbering, Business Machine Mechanics, Commercial Art, Commercial Photography, Custodial Service Electronics-Communications, Instrument Maintenance & Repair, Metallurgy, Painting & Decorating, Radio-TV Repair, Shoe Repair, Tailoring).			50			
-Total space may vary with program				300		
Metal (i.e., Electricity, Graphic Arts, Cosmetology, Commercial Cooking and Baking, Meat Cutting, Corrosion Quality Control.			75			

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
Diversified Mechanics, Drycleaning & Laundering, Electrical-Construction, Electronics-Industrial, Electrical-Industrial, Electro-Mechanical Assembly, Electrical Motor and Generator Repair, Plumbing and Pipe Fitting, Printing, Small Engine Repair and Upholstering.) -Related space may vary with program				400		
Category of Laboratory Heavy (for example Auto Mechanics, Carpentry, Agriculture, Industrial Arts or Machine Laboratories, also Air Conditioning, Heating and Ventilation, Appliance Repair, Automotive Body Repair & Refinishing, Aviation Maintenance (Power, Frame, Combination), Cabinet-making and Millwork, Diesel Mechanics, Heavy Equipment Operation, Masonry-Brick, Block laying, Cement Finishing and/or Tile Setting, Sheet Metal, Refrigeration and Welding). -Related space may vary with program			100	500		
Greenhouse				400		
Gymnasium -Playing Floor - J.H. & Varsity (overall 84'x104' to include 1 standard court 50'x84' with 10' on each end of court and 6' on each side of court. This will accommodate 1 standard court of 84'x50' and 2 cross courts of 50'x50').				8,320		

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
-Seating computed at three square ft. per person - a portion of cross courts included in Playing Floor area of 8,320 (1,632 sq. ft.) may be utilized for folding bleacher seats.			3 per person to be seated			
-Classroom (Health, P.E., light activity)				1,200		
-Boys' Service Area						
a) Dressing Room (computed at peak load, i.e., class of 40=480 sq. ft. exclusive of lockers).			12			
b) Locker Space			1.5 enrolled			
c) Shower Room - 5 pupils per shower head. Example, divide class of 40 pupils by 5 shower heads per pupil to equal 8 spaces at 15 sq. ft. per space for total of 120 sq. ft.				15 per shower head		
d) Drying (Toweling) Room			15	120 per 40 pupils		
e) Toilets - 1 water closet per each 75 pupils; 1 urinal per 30 pupils; 1 lavatory per 100 pupils.			1.5 per peak load			
-Girls Service Area						
a) Dressing Room (computed at peak load, i.e., class of 40=480 sq. ft. exclusive of lockers).			12			
b) Locker Space			1.5			
c) Shower Room 15 sq. ft. per shower head to be multiplied by 4 pupils per shower head, i.e., divide class of 40 pupils by 4 shower heads per pupils to equal 8 spaces at 15 sq. ft. per space for total of 150 sq. ft.				15 per shower head		
d) Drying (Toweling) Room			15			

SPACE	VARIABLE NUMBER		MINIMUM SQUARE FOOTAGE NEEDED		NUMBER OF SPACES	TOTAL SQUARE FOOTAGE NEEDS
	PUPILS	NON-PUPILS	SQ. FT. PER PERSON	SQ. FT. PER SPACE		
e) Toilets - 1 water closet per each 45 pupils; 1 lavatory per 100 pupils			1.5 per peak load			
-Storage & Equipment Room for Boys (P.E.)			4 at peak load			
-Storage & Equipment Room for Girls (P.E.)			4 at peak load			
-Teacher Office Space, Male Teacher			80			
-Teacher shower and toilet				35		
-Teacher Office Space, Female Teacher			80			
-Teacher shower and toilet				35		
-Laundry and Towel Distribution				150		
-Concessions				150		
-Restroom for Public Use - Men (Min: 4 water closets, 4 urinals, 3 lavatories)				200		
-Restrooms for Public Use - Women (Min.: 6 water closets, 3 lavatories.)				200		
-Clinic (first aid) - Boys				100		
-Clinic (First Aid) - Girls				100		
-Ticket Office Space				50		
-Display & Trophy Case				40		
-Weight Room (Whirlpool)				400		
-Lobby				¼ per seat		
-Varsity Locker				15 per varsity player		
-Varsity Storage & Equipment Drying Room				5 per varsity player		
-Storage, outside entrance				100		
Note: Add to above total by per cent						
-Circulation						15%
-Walls, interior						4%
-Walls, exterior						3%
-Heating, cooling						1%

FOUR YEAR DETERMINATION OF CAPITAL OUTLAY ALLOCATIONS — APPENDIX XIV

	New Building Needs	Renovation & Refurbishment	Total of 1 & 2	73-74 76-77 LOCAL Debt Service on Ad Valorem Bonds	3 & 4 TOTAL NEED & Debt Servic
ALACHUA	6 425 226	5 243 502	11 668 727	4 350 200	16 018 927
BAKER	1 975 393	79 015	2 054 408	144 751	2 199 159
BAY	5 625 713	1 364 820	6 990 533	602 963	7 593 496
BRADFORD	772 466	207 600	980 066	132 799	1 112 865
BREVARD	8 020 [illegible]	[illegible]	[illegible]	13 073 962	21 672 184
BROWARD	102 [illegible]	[illegible]	166 491 029	33 712 015	147 203 635
CALHOUN	309 767	150 000	459 767		459 767
CHARLOTTE	6 175 169	247 007	6 422 176	2 114 516	8 536 692
COLLIER	8 441 061	337 030	8 778 661		8 774 661
CLAY	6 [illegible]	[illegible]	7 017 690		7 017 690
COLLIER	14 [illegible]	522 569	14 836 818	5 281 025	20 167 843
COLUMBIA	2 [illegible]	190 600	2 635 281	480 835	3 116 116
DADE	151 930 066	6 077 202	158 007 268	7 532 780	165 540 048
DE SOTO	3 113 233	124 529	3 237 762		3 237 762
DIXIE	1 [illegible]	[illegible]	1 [illegible]	10 390	1 603 099
DUVAL	1 683 285	5 281 467	6 964 732	10 676 181	17 640 913
ESCAMBIA	10 979 294	882 690	11 861 984	1 394 770	13 256 754
FLAGLER	1 197 016	37 480	1 234 497	111 360	1 345 857
FRANKLIN	657 789	33 000	690 789		690 789
GADSDEN		85 210	85 210		85 210
GILCHRIST		7 000	7 000		7 000
GLADES		24 600	24 600		24 600
GULF		60 750	60 750	352 050	412 800
HAMILTON	363 158	119 100	482 258	113 330	595 588
HARDEE	2 569 272	102 [illegible]	2 671 [illegible]	377 442	3 048 170
HENDRY	973 897	38 956	1 012 853		1 012 853
HERNANDO	5 193 742	207 750	5 401 492		5 401 492
HIGHLANDS	957 112	205 800	1 162 912	1 756 080	2 918 992
HILLSBOROUGH	30 255 667	2 749 803	33 005 470	5 890 028	38 895 498
HOLMES	2 [illegible]	[illegible]	2 [illegible]		2 245 [illegible]
INDIAN RIVER	2 861 069	104 300	2 965 369	1 064 426	4 029 795
JACKSON	1 986 659	228 939	2 215 598		2 215 598
JEFFERSON	483 115	78 000	561 115		561 115
LAFAYETTE	158 030	24 000	182 030		182 030
LAKE	9 929 499	398 682	10 327 181	1 929 075	12 256 256
LEE	15 839 122	623 965	16 463 087	2 311 413	18 794 560
LEON	8 034 391	321 375	8 355 766	4 117 551	12 473 317
LEVY	484 665	21 500	506 165		506 165
LIBERTY	1 218 617	48 744	1 267 361		1 267 361
MADISON	2 886 057	115 442	3 001 499		3 001 499
MANATEE	13 070 035	3 067 870	16 137 905	1 291 700	17 429 605
MARION	6 780 442	284 500	7 064 942	1 052 937	8 117 879
MARTIN	9 736 690	389 468	10 126 158		10 126 158
MONROE		73 500	73 500	643 620	717 120
NASSAU	2 032 156	263 052	2 295 208	118 915	2 414 123
OKALOOSA	12 276 246	491 050	12 767 296	1 313 472	14 080 768
OKEECHOBEE	6 591 863	263 675	6 855 538		6 855 538
ORANGE	19 950 382	1 448 168	21 398 550	6 904 875	28 303 425
OSCEOLA	2 379 171	350 223	2 729 394		2 729 394
PALM BEACH	40 272 979	4 860 500	45 133 479	7 703 879	52 837 358
PASCO	33 887 104	1 355 484	35 242 588	5 301 808	40 544 396
PINELLAS	30 491 098	1 228 915	31 720 013		31 720 013
POLK	29 636 029	1 185 441	30 821 470	712 182	31 533 652
PUTNAM	5 325 255	263 750	5 589 005		5 589 005
ST. JOHNS	2 311 116	116 700	2 427 816	945 462	3 373 278
ST. LUCIE	14 359 266	574 371	14 933 637		14 933 637
SANTA ROSA	6 434 078	281 515	6 715 593	497 340	7 212 933
SARASOTA	4 468 894	246 706	4 715 600	3 911 166	8 626 766
SEMINOLE	11 689 378	2 321 583	14 010 961	2 865 341	16 876 302
SUMTER	2 703 940	148 157	3 852 097		3 852 097
SUWANNEE	3 364 113	134 565	3 498 678	567 903	4 066 581
TAYLOR	1 127 215	107 825	1 235 040	119 584	1 354 624
UNION	604 957	140 000	744 957		744 957
VOLUSIA	14 937 414	597 496	15 534 910	6 886 780	22 421 690
WAKULLA	1 413 024	260 000	1 673 024		1 673 024
WALTON	1 268 502	184 300	1 432 802		1 432 802
WASHINGTON		165 750	165 750	66 574	232 324

	1972-1973 BUDGET	SBE Bonding Capacity, Con. Amendment of 1972	SBE Bonding from Bonds Becoming Retired	TOTAL Annual CO & DS Dist. to Counties	(CONTINUED) TOTAL
ALACHUA	3 602 994	5 162 000	1 823 494		10 588 488
BAKER	456 334	615 250	235 632	32 710	1 369 926
BAY	4 295 317	3 310 167	1 060 345	200 772	9 866 601
BRADFORD	616 077	1 475 277	412 356	48 632	2 152 34[illegible]
BREVARD	13 054 805	[illegible]	863 495		22 464 2[illegible]
BROWARD	25 8[illegible] 670	[illegible]	[illegible]	1 014 781	58 632 4[illegible]
CALHOUN	215 894	588 285	294 540	26 588	1 125 307
CHARLOTTE	494 822	1 479 514	118 103	53 366	2 145 805
CITRUS	895 594	1 491 271	188 506	46 594	2 621 967
CLAY	1 953 092	2 [illegible]	177 161	172 335	4 561 [illegible]
COLLIER	15 179 293	2 [illegible]	235 632	178 768	18 051 [illegible]
COLUMBIA	791 813	1 699 831	530 517	83 082	3 105 243
DADE	25 497 645	43 794 861	10 199 023		79 491 529
DE SOTO	193 829	955 350	236 207	39 199	1 424 586
DIXIE	113 268	[illegible]	176 552	13 766	797 7[illegible]
DUVAL	5 965 641	21 957 460	8 151 184	1 380 995	37 465 270
ESCAMBIA	4 117 736	9 180 350	4 314 483		17 612 569
FLAGLER	1 972 275	352 922		14 396	2 339 593
FRANKLIN	495 947	509 615	178 966	25 052	1 209 580
GADSDEN	1 351 598	1 820 433	589 080	158 957	3 920 098
GILCHRIST	188 233	331 899		13 425	533 557
GLADES	113 294	252 378		13 655	379 327
GULF	249 359	550 630		30 905	830 894
HAMILTON	770 111	369 350	357 931	29 007	1 526 399
HARDEE	543 029	937 157	294 540	51 645	1 831 371
HENDRY	221 669	803 857	235 402	43 987	1 304 915
HERNANDO	589 774	1 517 920	235 805	76 754	2 420 253
HIGHLANDS	269 542	1 555 395	471 667	81 196	2 377 800
HILLSBOROUGH	20 836 769	22 105 789	7 077 954		50 020 512
HOLMES	290 002	826 930	506 609	35 112	1 658 7[illegible]
INDIAN RIVER	719 112	1 673 280		114 362	2 506 674
JACKSON	471 093	1 335 000	1 059 310	95 660	2 961 063
JEFFERSON	287 124	534 000		29 540	850 664
LAFAYETTE	104 515	133 500		9 424	247 439
LAKE	2 335 848	3 336 391	1 061 379		6 733 618
LEE	1 790 029	5 233 007	707 356	356 762	8 087 153
LEON	6 690 010	5 077 378	1 533 563	248 898	13 549 849
LEVY	431 016	795 932		44 475	1 271 423
LIBERTY	131 029	290 883	176 724	11 795	610 431
MADISON	172 599	623 000	530 172	42 284	1 368 055
MANATEE	2 723 567	3 560 000	1 297 931		7 581 498
MARION	1 738 474	4 781 776	1 295 977	227 396	8 043 623
MARTIN	774 791	1 895 459	235 402	102 131	3 007 783
MONROE	573 477	2 687 365	472 644	126 055	3 859 541
NASSAU	583 850	1 325 949	107 379	69 611	2 106 809
OKALOOSA	2 620 088	3 919 343	709 885		7 255 316
OKEECHOBEE	527 165	827 466	117 701	47 191	1 519 523
ORANGE	7 350 179	18 172 017	3 522 069	1 121 644	30 165 909
OSCEOLA	2 175 683	1 860 177	294 770	111 633	4 442 153
PALM BEACH	9 525 577	14 212 855	3 191 437	347 463	27 977 [illegible]
PASCO	19 034 557	3 741 977	721 069		23 497 603
PINELLAS	5 956 733	19 665 406	1 889 655		27 511 79[illegible]
POLK	10 882 180	12 868 712	2 658 621	739 316	27 148 829
PUTNAM	1 612 584	2 330 963	765 057	122 296	4 830 900
ST. JOHNS	753 602	2 250 970	589 030	82 690	3 676 32[illegible]
ST. LUCIE	629 911	2 375 433	335 448	148 802	3 489 59[illegible]
SANTA ROSA	825 630	2 725 763	768 793		4 320 186
SARASOTA	1 914 634	4 427 002	992 494		7 334 130
SEMINOLE	3 903 707	5 726 989	765 057	320 606	10 715 359
SUMTER	683 845	1 165 094	470 905	46 664	2 366 408
SUWANNEE	950 560	1 313 334	588 506	51 443	2 903 843
TAYLOR	324 842	927 985	117 816	42 971	1 413 614
UNION	202 375	408 488		15 693	636 556
VOLUSIA	11 081 157	7 257 215	2 005 609	421 984	20 765 9[illegible]
WAKULLA	55 500	413 273			468 773
WALTON	703 7[illegible]	489 500	553 736		1 746 9[illegible]
WASHINGTON	432 123	1 104 923	353 103	40 469	1 930 618

CAPITAL OUTLAY ALLOCATIONS

APPENDIX XIV
(CONTINUED)

Projected Capital Outlay Needs Including Allocation Formula	Projected $ Capacity to Meet Capital Outlay Needs	Projected Capital Outlay Needs not Funded in Dollars	1971-76 to 1976-77 Local Debt Service on Ad Valorem Bonds	Projected CO&DS Funds for Debt Service on Ad Valorem Bonds	Projected Capital Outlay Need & Debt Service Unfunded	Ad Valorem Taxes in Excess of 10 Mills	Total Projected C.O. Needs and Debt Service Unfunded	Per Cent of Unfunded Capital Outlay Needs Including Debt Service	Dollars District Share General Rev[enue] Approp[riation]
11,[illegible],227	15,[illegible]	1,[illegible]	6,359,209	-	5,430,439		5,430,439	1.33	1,1[illegible]
2,0[illegible]	1,[illegible]	684,487	144,751	-	829,233		829,233	.21	[illegible]
6,59[illegible]	6,991,5[illegible]	-	602,963	602,963	-				
989,066	989,066	-	132,799	132,799	-				
8,798,227	8,798,227	-	13,073,967	3,995,009	9,078,962		9,078,962	2.22	1,9[illegible]
10[illegible],491,020	58,832,476	47,656,542	40,712,015	-	88,370,557	7,952,434	96,322,991	23.56	21,086,[illegible]
459,757	459,757	-		-	-				
6,422,176	2,145,105	4,276,371	2,114,516	-	6,390,867		6,390,807	1.56	1,396,[illegible]
8,778,661	2,621,985	6,156,676		-	6,156,676		6,156,676	1.51	1,351,[illegible]
7,047,690	4,801,629	2,246,061		-	2,246,061		2,246,061	.55	492,[illegible]
14,886,518	14,886,818	-	5,281,025	1,150,288	4,130,737		4,130,737	1.01	90[illegible]
2,636,281	2,635,281	-	480,835	260,954	219,881		219,881	.05	44,[illegible]
158,097,268	75,491,529	78,515,739	7,532,780	-	86,048,519		86,048,519	21.04	18,830,[illegible]
3,237,762	1,424,586	1,813,176		-	1,813,176		1,813,176	.44	393,[illegible]
1,592,709	797,782	794,927	10,390	-	805,317		805,317	.20	179,[illegible]
6,964,732	6,964,732	-	10,676,181	4,409,309	6,266,872		6,266,872	1.53	1,369,[illegible]
11,861,984	11,861,984	-	1,394,770	1,394,770	-				
1,234,497	1,234,497	-	111,360	111,360	-				
690,789	690,789	-		-	-				
85,210	85,210	-		-	-				
7,000	7,000	-		-	-				
24,600	24,600	-		-	-				
60,750	60,750	-	352,050	222,525	129,525		129,525	.03	26,[illegible]
482,258	482,258	-	113,330	113,330	-				
2,671,731	1,831,371	840,360	377,447	-	1,217,807		1,217,807	.30	208,[illegible]
1,012,853	1,012,853			-	-				
5,401,492	2,420,253	2,981,239		-	2,981,239		2,981,239	.73	653,[illegible]
1,162,912	1,162,912		1,756,080	343,204	1,412,876		1,412,876	.35	313,[illegible]
33,005,470	33,005,470		5,890,028	4,445,450	1,444,578		1,444,578	.35	313,[illegible]
2,245,918	1,658,744	587,174		-	587,174		587,174	.14	125,[illegible]
2,965,369	2,506,674	458,695	1,064,426	-	1,523,121		1,523,121	.37	331,[illegible]
2,215,598	2,215,598			-	-				
561,115	561,115			-	-				
182,030	182,030			-	-				
10,327,181	6,733,618	3,593,563	1,929,075	-	5,522,638		5,522,638	1.35	1,20[illegible]
16,453,087	8,057,153	8,395,934	2,311,413	-	10,707,347	7,051,168	17,758,515	4.34	3,88[illegible]
8,355,766	8,355,766		4,117,551	2,043,582	2,073,969		2,073,969	.51	456,4[illegible]
506,165	506,165			-	-				
1,267,361	610,431	656,930		-	656,930		656,930	.16	143,[illegible]
3,001,499	1,368,055	1,633,444		-	1,633,444		1,633,444	.40	358,[illegible]
16,137,905	7,581,498	8,556,407	1,291,700	-	9,848,107		9,848,107	2.41	2,156,9[illegible]
7,064,942	7,064,942		1,052,937	377,822	675,115	3,161,436	3,836,551	.94	841,3[illegible]
10,126,158	3,007,783	7,118,375		-	7,118,375		7,118,375	1.74	1,557,3[illegible]
73,500	73,500		643,620	643,620	-				
2,385,208	2,196,809	188,399	118,915	-	307,314		307,314	.08	71,6[illegible]
12,767,296	7,255,316	5,511,980	1,313,472	-	6,825,452		6,825,452	1.67	1,494,6[illegible]
6,855,538	1,519,523	5,336,015		-	5,336,015		5,336,015	1.30	1,163,5[illegible]
21,398,550	21,398,550		6,904,875	3,509,712	3,395,163		3,395,163	.83	742,8[illegible]
2,729,394	2,729,394			-	-				
45,133,479	27,977,332	17,156,147	7,703,879	-	24,860,026		24,860,026	6.08	5,441,[illegible]
35,242,588	23,497,603	11,744,985	5,301,808	-	17,046,793		17,046,793	4.17	3,732,1[illegible]
31,720,013	27,511,794	4,208,219		-	4,208,219	16,608,817	20,817,036	5.09	4,555,5[illegible]
30,821,470	27,148,829	3,672,641	712,182	-	4,384,823	8,658,988	13,043,811	3.19	2,855,0[illegible]
5,589,005	4,830,900	758,105		-	758,105		758,105	.19	170,[illegible]
2,427,816	2,427,816		945,462	437,142	508,320		508,320	.12	107,[illegible]
14,933,637	3,489,594	11,444,043		-	11,444,043		11,444,043	2.80	2,505,[illegible]
6,715,593	4,320,186	2,395,407	497,340	-	2,892,747		2,892,747	.71	635,[illegible]
4,715,600	4,715,600		3,911,166	785,457	3,125,709		3,125,709	.76	680,2[illegible]
14,010,961	10,715,359	3,295,602	2,865,341	-	6,160,943		6,160,943	1.51	1,351,[illegible]
3,852,097	2,366,408	1,485,689		-	1,485,689		1,485,689	.36	322,[illegible]
3,498,678	2,903,843	594,835	567,903	-	1,162,738		1,162,738	.28	250,6[illegible]
1,235,040	1,235,040		119,584	79,909	39,675		39,675	.01	8,9[illegible]
744,957	636,556	108,401		-	108,401		108,401	.03	26,8[illegible]
15,534,910	15,534,910		6,884,780	1,968,264	4,918,516		4,918,516	1.20	1,074,0[illegible]
1,673,024	468,773	1,204,251		-	1,204,251		1,204,251	.29	259,5[illegible]
1,432,802	1,432,802			-	-				
165,750	165,750		66,574	66,574	-				
[illegible]4,356	504,571,303	247,153,053	143,433,485	27,094,034	365,492,504	43,432,843	408,925,347	100.00	89,509,[illegible]

*These calculations do not include millage levied in Seminole County.

APPENDIX XV

COST OF CONSTRUCTION INDEX

In 1970 the State of Florida, Office of Auditor General, entered into a contract with Hunnicutt and Associates, St. Petersburg, Florida, to develop among other things a cost of construction index. The following developmental procedures were taken:

1. The Office of the Auditor General selected a minimum of three (3) and a maximum of ten (10) new houses in each of the sixty-seven (67) Florida counties for cost of construction study.

2. The exact construction cost for each new house was secured from contractors. All costs were included except land.

3. Hunnicutt and Associates established a cost per square foot for houses studied in each county based on an index of 100.

4. To establish the cost of construction index the contractors cost was divided by Hunnicutt's Index figure for each of the 67 counties as shown in Column 1 in the subsequent table. The 1940's were used as base years.

5. The Department of Education converted the Hunnicutt Index as shown in Column 1 to the index in Column 2. The conversion was computed in the following manner. Leon County was established as the base of 100. The Hunnicutt Cost of Construction Index of 3.50 for Leon County was divided into the index for all other counties. Column 2 index figures will be used to allocate comprehensive school construction and debt service funds to counties.

COST OF CONSTRUCTION INDEX BY COUNTIES

COUNTY	COLUMN 1 HUNNICUT INDEX	COLUMN 2 DOE INDEX %	COUNTY	COLUMN 1 HUNNICUTT INDEX	COLUMN 2 DOE INDEX %
ALACHUA	3.45	99	LAFAYETTE	2.85	81
BAKER	3.20	91	LAKE	3.25	93
BAY	3.20	91	LEE	3.60	103
BRADFORD	3.20	91	LEON	3.50	100
BREVARD	3.15	90	LEVY	3.10	87
BROWARD	3.70	106	LIBERTY	2.90	83
CALHOUN	2.79	84	MADISON	3.00	86
CHARLOTTE	3.60	103	MANATEE	3.50	100
CITRUS	3.25	93	MARION	3.20	91
CLAY	3.30	94	MARTIN	3.65	104
COLLIER	3.70	106	MONROE	4.00	114
COLUMBIA	3.35	96	NASSAU	3.25	93
DADE	3.90	111	OKALOOSA	3.15	90
DE SOTO	3.35	96	OKEECHOBEE	3.50	100
DIXIE	3.10	89	ORANGE	3.45	97
DUVAL	3.45	97	OSCEOLA	3.30	94
ESCAMBIA	3.40	97	PALM BEACH	3.65	104
FLAGLER	3.20	91	PASCO	3.25	93
FRANKLIN	3.00	86	PINELLAS	3.55	101
GADSDEN	2.85	81	POLK	3.40	97
GILCHRIST	3.10	89	PUTNAM	3.20	91
GLADES	3.50	100	ST. JOHNS	3.40	97
GULF	3.00	86	ST. LUCIE	3.65	104
HAMILTON	3.10	89	SANTA ROSA	3.15	90
HARDEE	3.35	96	SARASOTA	3.55	101
HENDRY	3.50	100	SEMINOLE	3.35	96
HERNANDO	3.25	93	SUMTER	3.15	90
HIGHLANDS	3.20	91	SUWANNEE	3.10	89
HILLSBOROUGH	3.55	101	TAYLOR	3.05	87
HOLMES	3.05	89	UNION	3.10	89
INDIAN RIVER	3.70	106	VOLUSIA	3.40	97
JACKSON	3.05	87	WAKULLA	3.20	91
JEFFERSON	3.10	89	WALTON	3.15	90
			WASHINGTON	2.95	84

APPENDIX XVI

ADMINISTRATIVE COSTS

Activities requiring state expenditures of money to establish the system for programming construction in Florida began in 1970 and were culminated in 1972. Costs were:

. Florida State University contract to develop inventory system	$14,872.00
. Travel of Department of Education personnel to 67 districts	8,000.00
. Data processing including key punch, preparing tapes and providing output data ...	31,587.00
. Salary of Department of Education personnel..	26,000.00
. General Office Expenses	3,100.00
TOTAL	$83,559.00

Yearly operational costs are estimated to be $14,000.00 in future years.

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END