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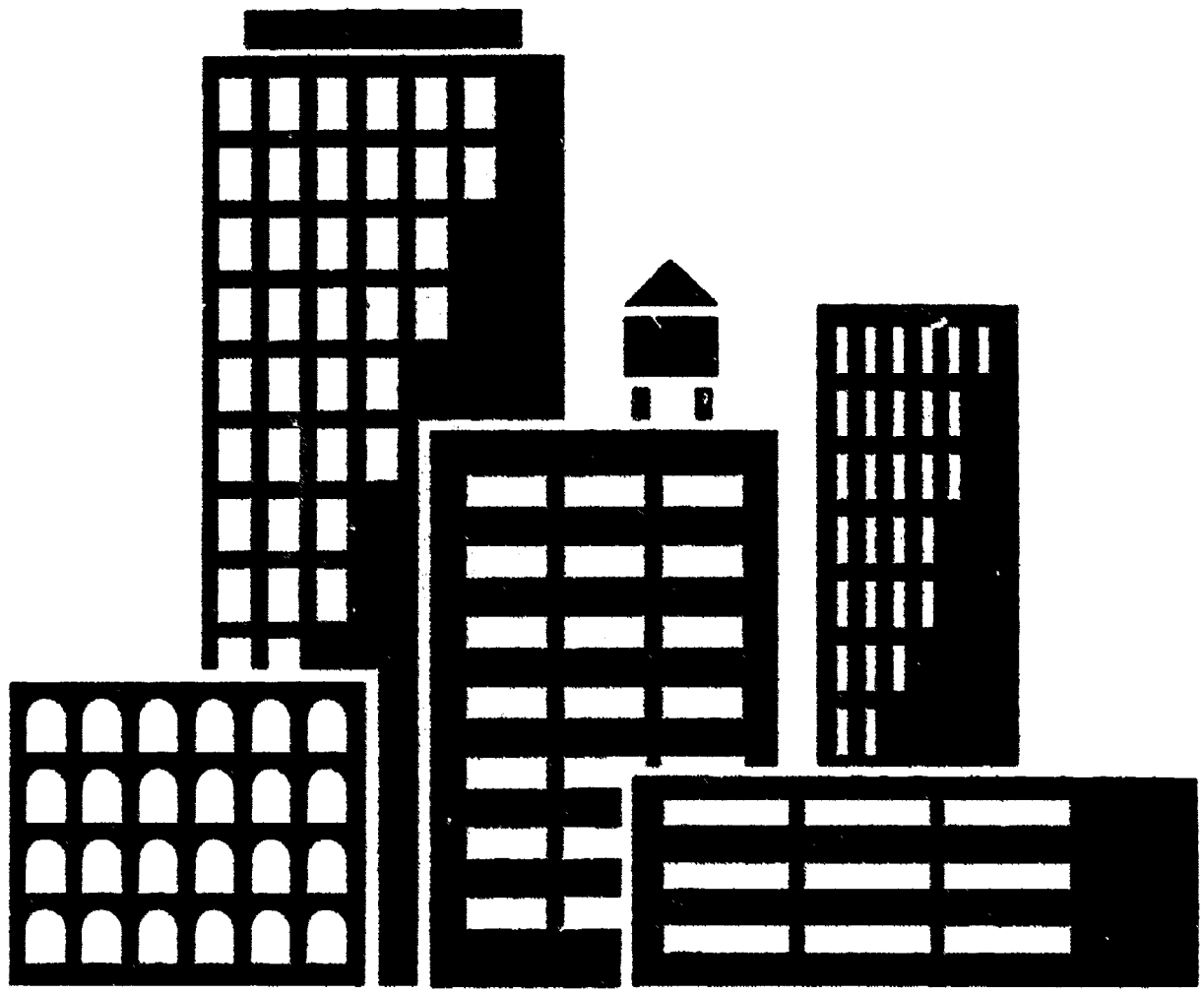
ABSTRACT

This report presents findings of the educational plant survey for Florida Atlantic University Developmental Research School conducted in November, 1991. It describes the present school plant and the estimated needs through 1996-1997. Following a preface stating the legislative mandate for the survey and a listing of survey team members, section I introduces the survey with discussions of the definition, purpose, legal basis, and method for making of educational plant surveys. Section II presents the state-wide survey of procedural policies, policies and prerogatives particular to developmental research schools, and a capital outlay classification system. Section III states guidelines for plant development including planning, size, plant design, Florida Inventory of School Houses, and school sites. Section IV contains the list of facilities detailing square feet and utilization capacities for rooms, areas, and facilities in general. Section V offers an analysis of student enrollment trends. Section VI contains financial projections for anticipated state allocations and projected priorities. Section VII contains a description of the school plant and recommendations for repair and improvement. Section VIII contains five tables covering trends in average membership, student housing, costs, and a year-round program. (JB)

EDUCATIONAL PLANT SURVEY



FLORIDA ATLANTIC UNIVERSITY

DEVELOPMENTAL RESEARCH SCHOOL

NOVEMBER 1991

EDUCATIONAL PLANT SURVEY

FLORIDA ATLANTIC UNIVERSITY

DEVELOPMENTAL RESEARCH SCHOOL

November 12 - 15, 1991

FLORIDA DEPARTMENT OF EDUCATION
BETTY CASTOR, COMMISSIONER OF EDUCATION

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PREFACE

Report of a survey conducted in accordance with the requirements of Section 9(d), Article XII of the Constitution of Florida, the School Capital Outlay Amendment and the provisions of Section 235.15 and Section 235.435, Florida Statutes. This survey was conducted at Florida Atlantic University School at the request of Florida Atlantic University.

This report describes the present school plant of the Florida Atlantic University Developmental Research School and the estimated needs through 1996-1997.

EDUCATIONAL PLANT SURVEY TEAM

The survey team was composed of representatives from the Department of Education, Office of Educational Facilities.

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Section I

INTRODUCTION TO THE EDUCATIONAL PLANT SURVEY

Definition of an Educational Plant Survey

An educational plant survey for a Developmental Research school is a systematic study of the present educational plant and the determination of future needs. The survey is not directly concerned with the instructional program but the relationship of the educational plant to programs is such that judgments regarding the instructional program are necessarily a part of an educational plant survey. However, no evaluation of the individual teacher, supervisor, or administrator is intended nor can the extent to which individual efforts overcome plant limitations be measured.

Purpose of an Educational Plant Survey

Improvements of educational facilities is a major undertaking even in school systems where such improvements is a continuous process. If a fifty-year capital investment is to be protected, the location, size, type of materials, arrangement of spaces, ad infinitum, regarding each facility must be determined on the basis of reliable, factual data. To do otherwise is to violate the trust of present and future generations of children and of taxpayers.

The purpose of an educational plant survey is to aid in formulating plans for housing the educational activities of students and staff of the school district for the next five years. The development of this plan is based on a careful study of all available data regarding the current status of educational plant in relation to Capital Outlay Full-Time Equivalency (COFTE) student membership and any projected changes in COFTE student membership. The intent of a regular, formal educational plant survey is to encourage the thoughtful, orderly development of a program for providing educational and ancillary plants to adequately house the educational activities of the district.

A formal educational plant survey is required, by law, to be conducted every five years, but may be conducted as often as is necessary. It is sometimes necessary to make changes in the survey recommendations between the times of the formal district-wide surveys. 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.

Legal Basis for Educational Plant Surveys

When the Florida School Code of 1939 was developed, the importance of a valid basis for a school building program was recognized by inclusion of the requirement that district school boards have periodic school plant surveys of building needs in the district. The 1939 Code directed the district school superintendent to "recommend plans and procedures for having a survey made" and instructed the district boards to "approve and adopt a district-wide school building program...based on the recommendations of the survey."

The commendable provisions in the 1939 Code for periodic school plant surveys turned out to be largely ineffective. In the first place, no state financing of school plants was in effect at that time. Further, the advent of World War II, and the virtual cessation of school plant construction as a result, made any provision relating to school plants largely meaningless.

When the Minimum Foundation Program law was enacted in 1947, the requirement for periodic school plant surveys was included. The law established that the Capital Outlay and Debt Service annual allotment of $400 per instruction unit had to be expended in accordance with a planned building program based on a school plant survey. It was at this point that Florida's school plant survey program became a meaningful and established operation.

In 1952, the Florida Constitution (Section 9(d), Article XII) was amended to authorize the issuance of State Board of Education Bonds guaranteed by the Minimum Foundation Program Capital Outlay and Debt Service allocation described above. The State Board of Education Bond Program led to major school construction activities and further strengthened the school plant survey program by requiring that bond proceeds also be expended in accordance with survey recommendations.

In 1957, the Florida Legislature established the School Construction Fund which authorized $200 of state funds per student increase in average daily attendance annually subject to the matching of the state allocation by local funds. School Construction Fund monies also had to be expended in accordance with the recommendations of a school plant survey. The program was continued with modification by subsequent legislatures until 1972. The 1972 Legislature enacted the School District Supplemental Capital Outlay Act as an interim measure pending the outcome of the proposed amendment to Section 9, Article XII of the Constitution.

The above amendment, which was ratified in the November, 1972 general election, increased the Capital Outlay and Debt Service annual allotment from $400 to $600 per instruction unit in the school district for the school fiscal year 1967-68 plus $800 for each "growth unit" since 1967-68. These funds are not yet available to research and demonstration schools.

The 1973 Legislature established the Florida Educational Finance Act. This Act provided funds for comprehensive school construction and debt service. The amount to be allocated to each school district is determined by formulas prescribed by the Legislature.

In 1974, the Florida Constitution, Section 9(a)(2), Article XII, was amended to authorize the issuance of state bonds guaranteed by revenues derived from gross receipts utility taxes for the state system of public education, including, but not limited to, institutions of higher learning, junior colleges, vocational-technical schools, or public schools, as now defined or as may be defined by law.

In 1990 the Florida Legislature ammended Section 228.041, Florida Statutes, to include developmental research schools within the definition of public schools, and created Section 230.15 F.S., designating developmental research schools as special school districts and ammended Chapter 236.0817, F.S., relating to funding for developmental research schools making them eligible for State Capital Outlay funds. School plant survey recommendations are a requirement for the expendature of most State Capital Outlay funds.

Method of Making Educational Plant Surveys

The school may arrange for an educational plant survey to be conducted by at least one of the following three major methods: (a) exclusively by full-time professional staff of the university, (b) exclusively by professional personnel not employed by the university, or (c) by the staff of the Department of Education cooperating with the full-time professional staff of the university. Boards electing to conduct surveys by methods (a) or (b) above must have surveys reviewed and approved by the Commissioner of Education. The survey report should include information required by State Board of Education Administrative Rules.

As a matter of policy, the Office of Educational Facilities, Florida Department of Education, conducts only cooperative surveys. This policy is based on experience demonstrating that better solutions to educational plant programs can be resolved through the pooling of the experience and knowledge of the school's professional staff with that of the Educational Facilities survey staff of the Office of Educational Facilities, Department of Education.

The steps in making a cooperative survey are as follows:

(1) The University requests that the Office of Educational Facilities conduct a survey of the educational and ancillary plant needs of the school.

(2) The Office of Educational Facilities requests the administrative staff of the district to assemble the following information for the survey staff.

   (a) Student membership trends of the school center for the past five years (Table I);

   (b) A floor plan for each building at the school identifying each building and each room (space) by number as they appear on the Florida Inventory of School Houses (FISH);

   (c) A list of the construction projects under contract;

   (d) A statement of the policies of the School with respect to grade organization and the types and sizes of facilities to be provided for the schools; (facilities list) and

   (e) Other information bearing on building costs, and similar matters.

(3) The Office of Educational Facilities reviews the current Florida Inventory of School Houses (FISH) for the school with the school staff to make certain that the report includes an accurate inventory and description of each educational plant.

(4) The Office of Educational Facilities assembles a survey team.

(5) The survey team visits to the school and evaluates the school plant. Student capacities of existing spaces are carefully evaluated.

(6) Any new construction is recommended on the basis of State Board Of Regents Policy pertaining to authorized student enrollment.

(7) The survey team makes tentative recommendations based on all the evidence available. These recommendations are discussed with school staff members and their suggestions are considered. Opinions and evidence from school staff members are weighed as a part of the process but the survey team takes full responsibility for the final recommendations.

The survey is limited to the study of educational plant. No comprehensive study is made of the instructional program and recommendations made for the improvement of the educational plant of the school are not to be interpreted as an evaluation of the instructional program. Recommendations, however, are in line with the inescapable relationship between facilities (plant) and program.

Section II

POLICY STATEMENTS

Statewide Survey Procedural Policies

This survey report includes recommendations for school plant needs for housing the student projection for a five-year period, including any additions, renovations and remodeling needed at the school.

Any person casually acquainted with the districts and university development research schools in Florida recognizes that there can be no absolute rules for procedures on conducting an educational plant survey. Each developmental research schools unique differences are such that local situations must, and should, be considered.

The general procedural policies which follow are flexible and are established and followed only insofar as feasible for a given school.

(1) School Size: The enrollment of developmental research schools are set by the Board of Regents.

(2) Wooden Buildings: Generally, all wooden exterior buildings (other than relocatables) are considered unsatisfactory and are not assigned any desirable student capacity.

(3) Relocatable Buildings: Facilities designed and built to be moved from one school to another are recognized as providing valuable flexibility.

(4) Student Stations: The usual designation of the use of space in a school is in terms of student stations. A student station may be defined as the area necessary for a student 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 student must move about requires more area per student than a regular classroom where the student remains seated at a desk. The total student stations at a given school center are indicative of the capacity of the center.

(5) Desirable Student Capacity: In an elementary school, the students are assigned to one classroom throughout the day and desirable student capacity can be equated with student stations. This can be done because the major factors that affect the capacity are the number of students and student stations. However, in a secondary school, students move from classroom to classroom depending on the subject taken. Thus, scheduling is a factor in calculating capacity as well as the number of students and student stations. Experience

has proven that the number of students in a secondary school is a major determinant in the efficiency of space utilization that may be expected at a school. Thus, the following utilization factors have been established to u in determining capacity.

(6) Utilization Factors: Florida Atlantic University School

Elementary/Middle/Senior High Facilities (PK-8) 90 Percent

(7) Use of State and Local Funds for Recommended Facilities: The recommendations made in the survey report are intended in total, to provide adequate facilities for all of the students projected. The requirement in Chapter 235, and Sections 236.25(2), and 230.015 Florida Statutes, define the eligibility for the expenditure of funds.

Developmental Research School Policies and Prerogatives

The educational plant survey team in collaboration with the professional staff of the school recommends a plan for meeting the projected school plant needs for the next five years.

Rarely indeed are state funds alone enough to complete the recommended school plant construction program.

Thus, local policies and prerogatives of the Developmental Research School and the respective university are pertinent. They will affect, to some degree at least, the recommendations and the extent to which the recommended construction program is implemented.

Specific policies and prerogatives which are applicable in the survey report are as follows:

(1) Actual enrollment limits for students at the school center, is authorized and directed by Board of Regents policy.

(2) Facilities comprising a standard school plant for the educational programs offered at the school.

(3) Square footage and special features of each instructional component (state minimums must be met).

(4) Special facilities at a school center.

(5) Level of custodial service.

(6) Level of maintenance service.

(7) Type of climatic control.

Capital Outlay Classification

The capital outlay classification of a school plant determines, subject to pertinent Florida Statutes and FAC Rules dealing with priority ratings and budgeting, the extent to which certain funds may be used for capital improvements at a center.

All Board of Regents approved developmental research schools are assigned the capital outlay classification of C-1.

This school center is classified as a combination school and is recommended to house grades PK-12.

This survey contains recommendations to upgrade the existing educational plant, classified as C-1, to meet the school's educational facilities standards (Facilities List).

Capital Outlay Class 1 (C-1) (Definition)

This educational plant is recommended by the survey for continued use. Justification: (1) adequate site, (2) satisfactory facilities, (3) projected membership within desirable size range for the type of school.

Section III

GUIDELINES FOR SCHOOL PLANT DEVELOPMENT

School Plant Planning

Planning for school plant needs at an existing school, is a long and complex process when properly done.

Suggestions following in this section are by no means a complete description of the total process but are intended to provide basic information found to be useful.

School Size

The size of a developmental research school is determined by the Board of Regents.

Educational Facilities Planning

The basic concept behind educational facilities planning is a simple one. A school building is primarily a school and secondarily a building. If the "school" is not planned in terms of its purposes, its scope, and its programs, the resulting school building will almost certainly be a "building." No architect, regardless of his talent or his experience in school plant design, can plan a school building first as a "school" if he receives no guidance from the educators who will use the building.

No conscientious school administration can afford the savings in the time accrued by failing to plan the educational program to be housed in a school building. Admittedly, the educational facilities planning process is slow and difficult, but the alternative of not planning severely penalizes present and future generations of students. No school district should commit local and state revenues for facilities which have not been planned by educators.

The detailed procedures by which educational facilities planning can be accomplished will vary considerably from school to school. Assistance in developing a program for educational facilities planning is readily available from the Planning and Evaluation Section, Office of Educational Facilities, Department of Education.

School Plant Design

The architect is responsible for designing the building to house the school program developed through the educational facilities planning process discussed above. Usually, the architect participates in that process so that educational planning and design do not constitute separate and distinct steps.

The architect uses other specialists in designing the building and the system it will contain; for example, structural engineers, heating and cooling specialists, electrical engineers, etc., may be involved at some point or points in the total process.

Some broad guidelines pertinent to school building design are as follows:

(1) A site (plot) plan should be prepared to indicate the most effective use of the site for the present needs and to guide future expansion and development.

(2) A building should be functional in design. It should meet the needs of and facilitate the attainment of the desired program of the school.

(3) The building must be made safe and healthful for all students and school staff personnel by observing all safety and sanitary regulations pertinent to school plants.

(4) A balance should be achieved between quality and economy in initial construction and in anticipated maintenance and operation of the plant.

(5) The building should be designed to permit economical expansion both in terms of additional classrooms and special facilities which will eventually serve the ultimate capac ity; i.e., libraries and cafeterias.

(6) The auxillary facilities should be initially constructed of sufficient size to provide for the maximum enrollment expected to be housed at that center; i.e., corridors, lobbies, sanitary facilities, utilities and mechanical services.

(7) Adequate lighting, natural and artificial, should be provided for all instructional spaces without glare or other interference with the seeing task of the seated student.

(8) The building should be designed so that the noise level can be held to a minimum. The objective in sonic design of instructional spaces is to secure the best hearing and speaking conditions.

(9) Proper thermal conditioning of school spaces should be provided by economically designed systems which provide desirable thermal environment in schools.

Florida Inventory of School Houses (FISH)

A comp_ete inventory of the facilities of this school plant is not included in this report. Complete information on parcels, buildings and rooms assigned to this plant is contained in the Florida Inventory of School Houses (FISH). The FISH is considered to be the official inventory of the school's educational facilities. An official copy of this inventory, as approved by the Office of Educational Facilities, is on file in the school office and is considered a part of this report. It is the responsibility of the school to annually update this inventory. Changes in the inventory are subject to review and approval by the Department of Education, Office of Educational Facilities.

School Sites

Before a site is expanded or purchased, or funds encumbered for a site, the site must be approved by the Department of Education in accordance with Rule 6A-2.039, FAC.

Sites for schools is of critical importance in the overall development of a school plant program. Sites should be of adequate size to:

(1) Provide adequate space for school buildings;

(2) Provide adequate off-street parking and off-street loading;

(3) Provide adequate playground area; and

(4) Prevent the location of undesirable commercial enterprises near the school.

Section IV

FACILITIES LIST

Minimum Space Requirements

The following lists of physical plant facilities, based on program needs, were selected by school officials from Rule 6A-2.032, FAC, Size of Space and Occupant Design Capacity Criteria. These lists were adopted by the school officials.

DISTRICT FACILITY LIST

DISTICT: FAU/DRS | PK Stations 20 | Util. 0% | CAPACITY 20

LEVEL : PK THROUGH 8 | K-8 Stations 439 | Util.90% | CAPACITY 395

NO. SPACES	SPACE DESCRIPTION	NET SQUARE FEET UNIT	NET SQUARE FEET TOTAL	DESIGN CAPACITY PER UNIT	TOTAL STATIONS UTILIZED	SELECT TOTAL SQ/FEET	SELECT STATIONS UTILIZED
	GRAND TOTALS		52,198		439		
	ELEMENTARY SPACES						
	PRE-SCHOOL						
1	Pre-school Classroom	760	760	20	*		
1	Storage, Material	100	100				
1	Storage, Outside	50	50				
1	Storage, Student	30	30				
1	Toilet, Student	28	28				
1	Teacher Planning	105	105				
	Subtotal	1,073	1,073				
	KINDERGARTEN						
1	Kindergarten Classroom	950	950	25	25		
1	Storage, Material	100	100				
1	Storage, Outside	50	50				
1	Storage, Student	30	30				
1	Toilet, Student	28	28				
1	Teacher Planning	105	105				
	Subtotal	1,263	1,263				
	PRIMARY 1-3						
4	Primary Classroom	950	3,800	25	100		
4	Storage, Material	75	300				
4	Storage, Student	30	120				
4	Toilet, Student	28	112				
1	Teacher Planning (for 4)	105	255				
	Subtotal	1,188	4,587				
	INTERMEDIATE 4-6						
4	Intermediate Classroom	1,140	4,560	30	120		
4	Storage, Material	75	300				
4	Storage, Student	30	120				
1	Teacher Planning	105	255				
	Subtotal	1,350	5,235				

DISTRICT FACILITY LIST

NO. SPACES	SPACE DESCRIPTION	NET SQUARE FEET UNIT	NET SQUARE FEET TOTAL	DESIGN CAPACITY PER UNIT	TOTAL STATIONS UTILIZED	SELECT TOTAL SQ/FEET	SELECT STATIONS UTILIZED
	MUSIC						
1	Music Lab	1,560	1,560	30			
1	Storage, Material	150	150				
1	Practice room	50	50				
1	Reference	150	150				
1	Teacher Planning	105	105				
	Subtotal	2,015	2,015				
	ART						
1	Art Lab	1,110	1,110	30			
1	Storage, Material	150	150				
1	Kiln	60	60				
1	Project storage	150	150				
1	Teacher Planning	105	105				
	Subtotal	1,575	1,575				
	SKILLS DEVELOPMENT LAB						
2	Skills Dev. Lab(comp./Sci.)	960	1,920	30			
2	Storage, Material	100	200				
1	Teacher Planning	105	155				
	Subtotal	1,165	2,275				
	PHYSICAL EDUCATION (ELEM)						
1	Physical Education Storage	315	315				
1	Teacher Planning	105	105				
	Subtotal	420	420				
	RESOURCE ROOM						
2	Resource Room	480	960				
2	Storage, Material	100	200				
1	Teacher Planning	105	155				
	Subtotal	685	1,315				
	EXCEPTIONAL EDUCATION						
2	Excep Child Resource Rm	516	1,032	6			
2	Storage, Material	100	200				
1	Teacher Planning	105	155				
	Subtotal	721	1,387				

DISTRICT FACILITY LIST

NO. SPACES	SPACE DESCRIPTION	NET SQUARE FEET UNIT	NET SQUARE FEET TOTAL	DESIGN CAPACITY PER UNIT	TOTAL STATIONS UTILIZED	SELECT TOTAL SQ/FEET	SELECT STATIONS UTILIZED
2	Excep Child Itinerant Space	160	320	5			
2	Storage, Material	100	200				
1	Teacher Planning	105	155				
	Subtotal	365	675				
1	Supplementary Instruction	160	160	4			
1	Storage, Material	75	75				
1	Storage, Student	30	30				
1	Teacher Planning	105	105				
	Subtotal	370	370				
2	SLD Classroom	780	1,560	10	20		
2	Storage, Material	75	150				
2	Storage, Student	30	60				
2	Toilet, Student	42	84				
1	Teacher Planning	105	155				
	Subtotal	1,032	2,009				

MIDDLE SCHOOL SPACES 6-8

GENERAL CLASSROOMS

5	General Classroom	810	4,050	30	150		
5	Storage, Material	75	375				
1	Teacher Planning (for 5)	105	305				
	Subtotal	990	4,730				

SCIENCE

1	Science Lab	1,224	1,224	24	24		
1	Storage, Material	150	150				
1	Storage, Project	175	175				
1	Teacher Planning (for 1)	105	105				
	Subtotal	1,654	1,654				

PHYSICAL EDUCATION

2	Dressing Rooms	313	626	50			
2	Lockers	50	100				
2	Showers	105	210				
2	Drying	50	100				

DISTRICT FACILITY LIST

NO. SPACES	SPACE DESCRIPTION	NET SQUARE FEET UNIT	NET SQUARE FEET TOTAL	DESIGN CAPACITY PER UNIT	TOTAL STATIONS UTILIZED	SELECT TOTAL SQ/FEET	SELECT STATIONS UTILIZED
2	Physical Education Rest Roo	50	100				
2	Physical Education Storage	105	210				
2	Laundry & Towel Storage	50	100				
2	Training Room	50	100				
2	First Aid	50	100				
1	Multipurpose	1,050	1,050				
2	Teacher Restrm. & Shower(2)	44	88				
2	Teacher Planning (2)	105	210				
	Subtotal	2,022	2,994				
	MEDIA CENTER						
1	Reading Room		1,425				
1	Stacks		331				
1	Technical Processing		178				
1	Production & Prof Library		178				
1	A-V Storage		280				
1	Periodical Storage		76				
1	Conference Room(s)		200				
1	Media Production Lab		229				
1	Copying Room		76				
1	Small Group Listening		38				
1	Group Projects & Instruction		255				
1	Media Director's Office		175				
1	Closed Circuit TV		356				
1	Closed Circuit Storage		229				
1	Dark Room		51				
	Subtotal		4,077				
	ADMINISTRATION						
2	Director Office	250	500				
1	Bookkeeping Office	126	126				
2	Secretarial Space	158	316				
1	Attendance Office	126	126				
	Conference Rooms		127				
	General Admin Reception		204				
	Attendance Reception		51				
	Production/Workroom		204				
	Clinic		153				
	Administrative Storage		127				
	Records/Vault		51				
	School Store		76				
	Student Activities		255				
	Computer Area		76				
	Subtotal		2,392				
	STUDENT PERSONNEL SERVICES						

DISTRICT FACILITY LIST

NO. SPACES	SPACE DESCRIPTION	NET SQUARE FEET UNIT	NET SQUARE FEET TOTAL	DESIGN CAPACITY PER UNIT	TOTAL STATIONS UTILIZED	SELECT TOTAL SQ/FEET	SELECT STATIONS UTILIZED
2	Counselor's Office	175	350				
1	Guidance Secretarial Space	158	158				
1	Guidance Reception		76				
1	Careers Room		153				
1	Student/Records		76				
1	Itinerant Office	126	126				
	Subtotal		939				
	FOOD SERVICE						
1	Dining		1,781				
1	Kitchen		1,500				
1	Chair Storage		110				
	Subtotal		3,391				
	TEACHING PERSONNEL						
1	Teacher Lounge/Dining		305				
1	Toilets, Staff		127				
	Subtotal		432				
	MULTIPURPOSE						
1	Multipurpose Room		1,781				
1	Chair Storage		110				
	Subtotal		1,891				
	STAGE						
1	Stage (75)		780				
1	Storage		305				
1	Dressing		305				
1	Control Booth		100				
	Subtotal		1,490				
	OTHER AREAS						
1	Textbook Storage		153				
1	Student Personal Storage		255				
1	Student Toilet		764				
1	Public Toilets		102				
	Subtotal		1,274				
	CUSTODIAL						

DISTRICT FACILITY LIST

NO. SPACES	SPACE DESCRIPTION	NET SQUARE FEET UNIT	NET SQUARE FEET TOTAL	DESIGN CAPACITY PER UNIT	TOTAL STATIONS UTILIZED	SELECT TOTAL SQ/FEET	SELECT STATIONS UTILIZED
1	Custodial Storage		560				
1	Flammable Storage	155	155				
1	Equipment Storage	500	500				
	Subtotal		1,215				
	Sub Total Net Square Feet		50,678				
	Mechanical/Electrical @ 3%		1,520				
	TOTAL NET SQUARE FEET		52,198				
	Circulation/Walls/etc. @ 30%		15,659				
	TOTAL GROSS SQUARE FEET		67,857				

The gross square footage for new construction was determined by figuring the net square footage and adding 30 percent for corridors, overhangs, etc. In addition, 3 percent was added to new construction for mechanical space.

The cost estimates for new construction were based on $81 per square foot, which is the current school building costs in Palm Beach County inflated to the middle of the five year survey period (30 months). These cost figures were mutually accepted by Florida Atlantic University Developmental Research School officials and the survey team.

Costs for remodeling recommendations were based on one-half the cost of new construction ($41). Costs for renovation recommendations were based on one-third the cost of new construction ($27). The costs are only estimates and will vary, depending on a variety of factors, particularly the quality of workmanship. Therefore, before entering into the planning phase on projects, the school and university should have a professional review of the estimated cost, making sure that the current Uniform Building Code is considered in making the cost estimates.

The cost estimates for any, additions to the site and site improvements were presented to the survey team by district-level personnel.

Recommendations and cost estimates for maintenance and operations of educational plants, safety and sanitation deficiencies are not included in this survey. Developmental research schools should follow the requirements of Section 235.06, Florida Statutes, in meeting the needs in the aforementioned areas.

Facilities recommended in accordance with the above lists at this school may need to be changed as programs change. A request for such changes should be made to the Educational Facilities Planning and Evaluation Section, Office of Educational Facilities, Department of Education.

Section V

ANALYSIS OF DISTRICT AND STUDENT POPULATIONS

COFTE Student Membership Trends

Enrollment limits for developmental research schools are set by the State Board of Regents. These enrollment limits are submitted to the Board of Regents by individual schools as part of the university's capital improvement plan.

Recent COFTE Student Membership Trends

Detailed information of school membership trends at this school center for the period of 1986 through 1991 is presented in Table I near the end of this report. These trends for the past five years are briefly summarized in the following exhibits.

EXHIBIT 1

TRENDS IN COFTE STUDENT MEMBERSHIP

Year	Grades PK-5	6-8	K-8
1987-88	189	132	321
1990-91	197	127	324
Change	+8	-5	+3
% Change	+4%	-4%	1%
Average Annual Change-Grades K-8			+1%

Projected COFTE Student Membership Trends

The Board of Regents has determined that developmental research schools will remain at their present levels of enrollment.

All recommendations in this report are based on the projected COFTE student membership provided by the Board of Regents. Table II near the end of this report, shows the recommended housing pattern for this number of students. Changes in these recommendations may be required if the approved COFTE student membership is substantially changed from the current projection. If such changes are needed, a request for a supplementary survey should be directed to the Office of Educational Facilities, Department of Education.

Section VI

FINANCIAL ESTIMATES

Implementation of the recommendations contained in this report, excluding the five district-wide recommendations will cost an estimated $1,704,528.

Anticipated State Allocations

Public Education Bond Amendment Funds, (PECO), are provided for in Section 9(a)(2), Article XII, of the State Constitution as amended and are allocated to developmental research schools based on two formulas prescribed by the Legislature in Section 235.435, Florida Statutes.

The 1991 Legislature allocated additional PECO funds to Florida Atlantic University for asbestos abatement ($7,407) and science facility improvements ($15,511). These funds may or may not be allocated by future legislatures; therefore, these funds are not included in the following estimate of anticipated state funds for the next five years.

Summary of Anticipated State Funds

The following net amounts from indicated state sources are estimated to become available between July 1, 1992 and June 30, 1997. The following CO&DS and PECO Funds reflect the flow-through monies times 5 projected years.

PECO allocation	
Maintenance	$ 148,385
New Construction	$1,389,825
TOTAL	$1,538,210

Estimated PECO allocations may vary as local and state needs vary and because future distribution and funding are dependent upon the action of future legislation.

Setting Project Priorities

The survey recommendations outlined herein will require funds in addition to the above mentioned PECO funds to be fully implemented. The survey team has not attempted to establish specific priorities for the order of expenditures of funds necessary for the completion of this proposed building program. However, the priority requirements of Rule 6A-2.0206, FAC, will furnish basic information to the school for setting priorities for the expendature of available funds.

All recommendations in this report become null and void on June 30, 1997.

Section VII

DESCRIPTION OF SCHOOL PLANT RECOMMENDATIONS

FLORIDA ATLANTIC UNIVERSITY-DEVELOPMENTAL RESEARCH SCHOOL (0071)

Site: The site consists of one parcel which contains a total of 10 acres. The administrative unit is located at 500 Northwest 20th Street in Boca Raton. Water is provided and sewage is disposed by a public systems. Parking is developed and drainage is adequate. The site size is above the legal minimum size for the present capacity of this school.

Buildings: The plant consists of two permanent buildings and two relocatable units. The heating capacity of the permanent buildings is adequate. Air conditioning is provided in all student and staff occupied spaces. Artificial lighting is adequate.

Total Existing Satisfactory Student Stations: 383

General Conditions of Permanent Buildings: The exterior and interior of the permanent buildings are in good condition. The custodial service appears to be good.

Other Conditions: None

Recommendations:

A. Capital Outlay Classification: C-1 for Grades K-8

B. Student Transfers: None

C. Site Expansion: None

D. Site Development: None

E. Site Improvement: Provide adequate PE play area

F. Remodeling: Convert science demonstration classroom to science lab (1300 NSF)--Minus 6; administration/student services for letter utilization (2412 NSF)

G. Renovations: Central heat/ac system

H. New Construction: Middle school classroom (1080 NSF)--30; skills lab (1345 NSF); two resource room (1315 NSF); ESE suite (4090 NSF)--20; multipurpose (1891 NSF); equipment storage (500 NSF); PE multipurpose (1050 NSF); expand media center (1397 NSF); expand administration/student services (1414 NSF)

I. Recommended Student Capacity: 384

SCHOOL-WIDE RECOMMENDATIONS

The following recommendations are made on a school-wide basis.

1. Correct deficiencies as identified in Chapter 6A-2, FAC, relating to safety to life, health, and sanitation as identified in a comprehensive Safety Inspection Report.

2. Necessary modifications for the physically disabled in existing school buildings recommended for continued use in this survey report as provided in Section 255.21, Florida Statutes.

3. Replacement of roofs at existing school buildings as provided in Rule 6A-2.0205(8), FAC.

4. Provide storage, custodial spaces, sanitation facilities to serve students, staff and general public as provided for in Rules 6A-2.038, 6A-2.068 and 6A-2.069, FAC.

5. Provide paved auto parking areas pursuant to Rule 6A-2.039 (5), FAC.

The cost estimates for the above recommendations are not included in the section on Financing the Proposed Program.

SECTION VIII

TABLES

TABLE I

TRENDS IN CAPITAL OUTLAY FTE
FOR THE PAST FIVE YEARS

Grades	1987-88	1988-89	1989-90	1990-91
PK	0	0	0	0
K	21	22	22	22
1	26	28	26	27
2	26	28	23	25
3	28	26	27	28
4	43	46	40	50
5	45	46	41	45
Subtotal	189	196	179	197
6	48	46	41	43
7	43	36	42	41
8	41	38	37	43
Subtotal	132	120	120	127
TOTAL	321	316	299	324

T A B L E II

SCHOOL CENTER	FTE STUDENT MEMBERSHIP 1990-91 PK-5	6-8	TOTAL	PROJECTED FTE STUDENT MEMBERSHIP 1996-97 PK-5	6-8	TOTAL	EXISTING SATIS-FACTORY STUDENT STATIONS	NET CHANGE IN STUDENT STATIONS REMODELING PLUS	MINUS	NEW CON-STRUCT	RECOM-MENDED STUDENT STATIONS	% UTIL	RECOM-MENDED STUDENT CAPACITY
PK-8													
FAU DRS	197	127	324	200	180	380	383	0	6	50	427	90	384
TOTAL	197	127	324	200	180	380	383	0	6	50	427		384

T A B L E III

COST ESTIMATES

SCHOOL CENTER	NEW SITES	SITE EXPAN	SITE DEVELOP	SITE IMPROVE	REMODEL	RENOVATE	NEW CONST	ROW TOTAL
PK-8								
FAU DRS	0	0	0	25,000	152,192	80,000	1,527,336	1,784,528
TOTAL	0	0	0	25,000	152,192	80,000	1,527,336	1,784,528

YEAR-ROUND PROGRAM

Section 235.15, Florida Statutes, as amended by the 1990 session of the Florida Legislature, requires the survey report to show the utilization of school plants based on an extended school day or year-round operation.

A school so instituting a year-round program shall have full authority in the assignment of students attending the school during any attendance period in order to utilize school facilities to the maximum extent on a year-round basis (Section 230.33, Florida Statutes).

Approximately 80% of the student capacity needed to house a traditional school program would be needed to house a year-round program based on a mandatory quinmester system in which one-fifth of the students are out of school each session.

Capital Outlay Full-Time-Equivalent (COFTE) projections for the survey out-year will remain the same for traditional program or year-round program. The utilization of existing and recommended facilities would increase by approximately 20% if the proposed year-round program is adopted instead of the traditional program. Therefore, for the purpose of this survey report, the recommended capacity of each school center will be figured at 120% for year-round school purposes.

The changes from the traditional program will primarily result in fewer student stations needed to house the COFTE projections.

The recommended housing of students on a year-round basis is reflected in Table IV of this report. The estimated cost figures of those recommendations are found in Table V of this report.

If a school elects to adopt the year-round program, a request for a supplementary survey should be submitted to the Office of Educational Facilities. The Office will respond to the request and make specific recommendations for completing the year-round program.

No consideration of an extended school day operation is included in this report, as such operation does not decrease the student stations needed unless the school is operated on double sessions, with no overlap, and double sessions are generally considered a temporary arrangement.

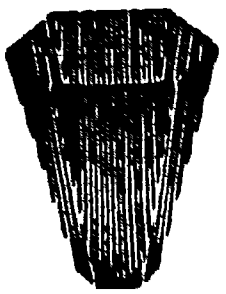
TABLE IV
YEAR ROUND UTILIZATION

SCHOOL CENTER	PROJECTED FTE STUDENT MEMBERSHIP 1995-96 PK-6	7-12	TOTAL	EXISTING SATIS-FACTORY STUDENT STATIONS	NET CHANGE IN STU STA REMODELING PLUS	MINUS	EXIST STU STA PLUS REMODEL	NEW RECC CAPY BY INCREASE UTIL .20%	EXCESS PROJ CO-FTE	EXCESS STUDENT STATIONS	NEW CONST STU STA NEEDED	RECC CAPY YEAR ROUND
PK-8												
FAU DRS	200	180	380	383	0	6	377	452	0	72	0	452
TOTAL	200	180	380	383	0	6	377	452	0	72	0	452

TABLE V
YEAR ROUND UTILIZATION

COST ESTIMATES

SCHOOL CENTER	NEW SITES	SITE EXPAN	SITE DEVELOP	SITE IMPROVE	REMODEL	RENOVATE	NEW CONST	ROW TOTAL
PK-8								
FAU DRS	0	0	0	25,000	152,192	80,000	0	257,192
TOTAL	0	0	0	25,000	152,192	80,000	0	257,192



State of Florida
Department of Education
Betty Castor, Commissioner
Tallahassee, Florida
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