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A Study Detailing the Progress of the Neoga Community Unit Number Three Junior-Senior High School Building Project from Its Inception to the Groundbreaking Ceremony and the Beginning of the Construction Phase of the Project

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A STUDY DETAILING THE PROGRESS OF THE NEOGA COMMUNITY UNIT NUMBER THREE JUNIOR-SENIOR HIGH SCHOOL BUILDING PROJECT FROM ITS INCEPTION TO THE GROUNDBREAKING CEREMONY AND THE BEGINNING OF THE CONSTRUCTION PHASE OF THE PROJECT

(TITLE)

BY

Richard B. Green

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PREFACE

In early April, 1976, the writer mailed his tentative field study prospectus to his advisor, Dr. G.C. Matzner, so he would have the opportunity to preview it before they formally met to discuss the topic. A date was set to discuss the project and clarify the format and requirements. On Thursday, April 29, 1976, they met in Dr. Matzner's office to hold their organizational meeting.

During the meeting, discussion centered on the idea of developing a study of the Neoga Junior-Senior High School building project from its initial conception to the beginning of the construction phase. By developing such a comprehensive paper, all pre-planning activities which led to actual construction would be discussed.

At the end of the meeting, a mutual agreement was reached and the writer left to begin his task.

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CHAPTER ONE

EARLY EFFORTS

In the fall of 1968, theNeoga Community Unit School District #3 began the school term with a newly elected school superintendent, Mr. Lyman Lewis. As the first few weeks of his employment passed and he became familiar with the existing procedures and operations of the district, Superintendent Lewis began to set both long range and short term goals and priorities for the district. One of Superintendent Lewis' top priorities was to improve the educational facilities of the district.

Mr. Lewis began making several in depth building inspections to get a better "grasp" of the district's building needs. By the September, 1968 Board of Education meeting, Superintendent Lewis was prepared to present his evaluation of the district's building facility problems to the Board. His recommendation was to repair and paint those items which were in dire need of maintenance and also investigate the feasibility of passing a bond referendum to make major structural repairs and improvements. He would have preferred recommending the construction of a new high school; however, the school did not possess the legal bonding power to put the question before the voters.

After deliberation, the Board decided to ask a community advisory group, which had assisted the district in the past, to assist them in making a comprehensive study of the conditions of the district's buildings and then to report back to the Board and Superintendent Lewis.

For the next few months, Superintendent Lewis worked closely with the advisory group. Hoping to give greater assistance and credibility to their efforts, he encouraged the Board of Education

to employ the Illinois School Consulting Service to assist them.

At their April, 1969, Board of Education meeting, the Board voted to enter into a contract with the Illinois School Consulting Service to assist the Lay Citizens' Advisory Council in collecting and evaluating data about the school district. Under the direction of Mr. David Schmid of the Illinois School Consulting Service, a joint "Report of Educational Needs" was methodically undertaken by the local citizen's advisory group and the Illinois School Consulting Service.

The advisory group divided into three committees: 1)facilities committee; 2) enrollment committee; and 3) finance committee. They worked diligently collecting information, interviewing citizens of the district, and evaluating the data they collected. With Mr. Schmid coordinating the efforts of all three sub-committees, the report was soon ready for presentation.

At the monthly board meeting in June, 1969, the Lay Citizens' Advisory Committee and the Illinois School Consulting Service submitted their joint report to the Board for their consideration. The advisory group made the following recommendations:

1. That a building program be instituted in our school unit with four classrooms to be added at the Elementary and Junior High School in whatever manner seems best to the Board of Education. Also that a new cafeteria and kitchen be built there to serve both Elementary and High School students via a shuttle plan.

2. That a new furnace room be provided and general remodeling be done at the High School.

3. That the Board of Education take these recommendations to the residents of the district and hold a referendum.

4. That we, the members of the Lay Citizens' Advisory Council, stand ready to support the Board in implementing these recommendations and in informing the

voters of the district of the facts concerning this project.[1]

The Board of Education expressed their sincere thanks to the members of the advisory council for their work. They also thanked Mr. Schmid of the Illinois School Consulting Service for his invaluable input and asked him to continue working with the district to organize a bond referendum to be put before the voters.

Throughout the next few months, several of the advisory council's members and Board of Education members used every avenue possible to inform the citizens of the community about the condition of the buildings in the district. Then, on Thursday, December 11, 1969, the Board of Education resolved to put a bond referendum to do extensive remodeling at the high school and to make necessary improvements at the elementary-junior high school before the voters.

During the next few weeks, Mr. Schmid worked with the Board of Education and Superintendent Lewis for passage of the building referendum. With the referendum date set for Saturday, February 14, 1970, the group felt they had time to launch a successful campaign. Mr. Schmid continued working with the Lay Citizens' Advisory Council hoping they would form a nucleus of a strong Citizen's Committee for Passage of the Referendum which could "get the message" to all the voters of the district, however, some dissention began to surface among the group's membership. It began to appear that although the Lay Citizens' Advisory Council passed a resolution stating their support for a referendum, the total

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1 Lay Citizens' Advisory Council, "Report of Educational Needs", June, 1969, p. 51.

advisory council was not in full agreement over the recommendations as presented. With total organization and cooperation lacking, the outcome of the referendum was in question.

Throughout the month of January, 1970, those committee members, who were supportive of the referendum, continued their "grass roots" campaign to inform all the voters of the district about the issues of the upcoming campaign. Then on Thursday, February 5, 1970, Mrs. Evelyn Livingston, committee chairman, presided over a general "kick-off" meeting at the high school for all community members who wanted to work for the passage of the upcoming referendum. Mr. Schmid was also present and distributed "fact sheets" to all citizens present so they would be better informed when talking with other voters in the district. He worked with Mrs. Livingston in organizing the group into neighborhood visitation teams with each visitation team responsible for getting into every home in their territory with the positive aspects of the proposal.

Working with the Neoga P.T.A., the citizen's group used the February 9th, P.T.A. meeting as an "open meeting" to discuss the facts about the referendum. A good turnout of voters was present; however, along with the large turnout was a large number in opposition. Many community members expressed their dissatisfaction over the last referendum which created the Neoga Elementary-Junior High School. Much of their dissatisfaction was over losing their local attendance centers at Etna and Trilla after passage of the last referendum. Many felt the previous Board had reneged on a promise not to close them and no longer felt the Board's comments were credible. Other major opponents felt the district was "throwing away good money after bad" by making major improvements at the high school. Those residents felt the high school

should be demolished and a new building be constructed. [1]

By the Saturday, February 14th, election date, a great deal of interest had been generated throughout the district. By the end of the day, the voters voiced their opinion by rejecting the proposal by a vote of 359 for the referendum and 419 votes opposing the project.

The administration and Board of Education were disappointed but continued to express the need to update the educational facilities. They felt another attempt at a referendum would also fail, so the idea of holding another election was dropped. The Board of Education thanked the Lay Citizens' Advisory Council and the Citizens' Committee for their efforts, and, shortly after, the advisory council was dissolved.

The Board of Education, under the direction of Superintendent Lewis, continued to seek a solution to the inadequate educational facilities of the district, particularly at the high school and Mr. Schmid of the Illinois School Consulting Service continued to provide his services when requested by the Board and Superintendent Lewis.

In September, 1971, Mr. Lewis and the Board of Education entered into an agreement with the University of Illinois to conduct a research survey to try to get " a basic understanding of the attitudes, expectations, and knowledge of the local schools which the students, citizens, teachers, administrators, and board members possessed ".[2] It was hoped that the survey would give the Board of Education and

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1 Statement by William D. White, personal interview, December 1, 1977.

2 Department of Educational Administration, University of Illinois, "A Survey - Neoga School District", September 1971-February, 1972, p.ii.

administration a better understanding of the knowledge and opinions of the citizens in the community about their schools.

On November 6, 1971, the lengthy survey was begun by University personnel. The results were tabulated, and a final report was submitted to the Board of Education in February, 1972. One of the findings of the report gave added evidence to the opinion that the educational facilities, particularly the high school, had a negative influence on the educational program in the district. [1]

With the results of the study still fresh in their minds, the Board of Education decided to request the Illinois School Consulting Service to restudy the district's building needs and update their previous report of June, 1969. This second report was concluded, and several alternatives were presented to the Board of Education in March, 1974. The alternatives discussed at the March 14th meeting were:

1. Retain the present facilities, adding on where necessary, and remodeling or improving where needed.

2. Construct a new high school on the present site utilizing the present high school gymnasium and razing the rest of the building.

3. Restructure the grade levels using Pioneer School as a K-2 attendance center, adding a library/ resource center and a large kindergarten room onto the building...reconstruct a junior-senior high school on the present high school site utilizing the present gymnasium.

4. Consider consolidating with neighboring school districts.

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1 Ibid. p. 49, 55.

5. Build onto the Elementary-Junior High School site.

6. Build on one site only...consolidate so buildings won't be so spread out. [1]

Some additional comments were presented to the Board by Mr. Schmid:

1. Enrollment will continue to climb steadily in the district at a rate comparable to the past five years.

2. Most of the high school facilities are inadequate to use for the present educational program and would be too costly to remodel in light of the years of service to be gained.

3. Pioneer School is too valuable a facility to discard, but it can best serve the district as a primary center.

4. The limitation at the Elementary-Junior High by overcrowding reduces its effectiveness as a modern educational plant.

5. The present educational program provided by the district could be greatly improved with the proper facilities in which to house the students.

6. The district's legal bonding power is approximately $1,800,000. [2]

The recommendation made by the consulting firm was to adopt alternative number three which was to restructure the educational program using Pioneer School as a K-2 primary attendance center and the present Elementary-Junior High School as a 3-6 intermediate school. A new junior-senior high school facility would then be built.

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1 Illinois School Consulting Service, "Supplemental Report on Facilities and Educational Needs of Community Unit School District #3, March, 1974, p. 34-36.

2 Ibid. p. 37

Mr. Schmid suggested to the Board of Education and Superintendent Lewis that they employ an architect to plan and design a facility to house approximately five hundred and fifty students in grades seven through twelve.

During the next few months, the Board of Education and Superintendent Lewis began interviewing architects and visiting schools which were constructed by them. After much deliberation, the Board of Education decided to employ the architectural firm of Wilson, Hodge, and Groh of Mount Vernon, Illinois as the architects to design and prepare specifications for a new junior-senior high school. The only question remaining was where the district was going to get the money to finance the project.

CHAPTER TWO

THE NEOGA DISTRICT'S INVOLVEMENT WITH THE CAPITAL DEVELOPMENT BOARD

In the early 1970's, many Illinois legislators felt there was a tremendous overlapping in authority, funding, and assigning of contracts related to the construction of public projects in the State. To resolve the overlapping of effort and responsibility, and to develop a more efficient and effective method of supervising public construction projects, the Illinois Legislature passed Public Act #77-1995 on July 10, 1972, creating the Illinois Capital Development Act. The Capital Development Board was to manage all aspects of State funded construction projects with the exception of roads and bridges. The Board consolidated the primary responsibilities of more than eight separate entities of State government, including the Illinois School Building Commission and the Illinois Building Commission and the Illinois Building Authority, which previously had entered into contracts for construction and related work on capital facilities. [1]

To further assist schools with capital improvements, the Illinois Legislature enacted the Capital Assistance Program for Elementary and Secondary Schools (P.A. 78-220-224) in October, 1973. The legislature approved bonding authority of $400 million for elementary and secondary school construction assistance and directed the Capital Development

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[1] John T. Thorson, "News from the Capital Development Board", August, 1975, p.1.

Board to administer the program in conjunction with the Office of the Superintendent of Public Instruction. In addition to authorizing the awarding of grants for school construction, the Act also included grants for the retirement of existing debts to districts which had sold construction bonds after January 1, 1969.

Under the advisement of Mr. Schmid of the Illinois School Consulting Service and the architectural firm of Wilson, Hodge, and Groh, Superintendent Lewis began investigating the possibilities of the Neoga district's participating in the program. Mr. Lewis contacted the Capital Development Board Office in Springfield and received basic program information, procedures, standards and guidelines. After carefully reviewing the information, he discussed the benefits of the Capital Development Board working with the Neoga Board of Education. With the local Board of Education expressing enthusiasm over the possible marriage between the local district and the Capital Development Board, Superintendent Lewis began completing the required reports and information.

During this time however, some differences of opinion with various Board of Education members and Superintendent Lewis over local district operations began to surface which resulted in Mr. Lewis submitting his resignation, effective at the end of the school term. His resignation and the subsequent reassignment of the high school principal could not have come at a less opportune time because the Capital Development Board was about to give serious consideration to the Neoga district's request for assistance.

In early April, 1975, the local district was informed by representatives of the Capital Development Board and the Illinois Office

of Education that all the necessary forms and information had been received and that both groups would make an "on site" visitation on April 22nd. With the absence of Superintendent Lewis, Neoga Board President Dr. Robert Swengel, headed a delegation of Board members who were present to answer questions the visiting representatives had.

After a short discussion with the delegation of Neoga Board of Education members, the Illinois Office of Education and Capital Development Board visitation team began to examine the conditions of the educational facilities in the district. After their building tours noting structural deficiencies and life safety code deficiencies, the State officials gave the high school a rating of 817 points out of a possible one thousand negative points. One of the team members mentioned to Dr. Swengel that a technical rating above five hundred was usually sufficient to rate a recommendation for replacement while some structures with a negative rating above 750 points had been condemned.

With the State visitation completed, the Board of Education felt confident the district would qualify for a construction grant. With this in mind, the Board began interviewing candidates to fill the position of district superintendent. After careful screening and evaluation of the candidates, the Board of Education employed Mr. Jerry Overby to assume the post of Superintendent.

Superintendent Overby began familiarizing himself with the operation of the district before the start of his contract on July 1st. Knowing the district was at a crucial point in its bid to get approval for a Capital Development Board grant, Superintendent Overby spent many hours reviewing the developments which had already occurred

as well as the next steps which would have to be followed. Also on the mind of the new superintendent was his desire to interview and recommend a candidate to fill the vacant position of Neoga High School Principal. After reviewing the candidates for that position, Superintendent Overby recommended the writer to the Neoga Board, who was later employed.

Continuing to familiarize himself with his new position, Superintendent Overby began to realize that Neoga did not totally meet all the requirements necessary to be considered for a Capital Development Board grant. With a low present enrollment and stable enrollment projections, the district fell below the enrollment guidelines established for rural attendance centers.

Although Superintendent Overby was aware of the regulation, he was still surprised when he received a telephone call from Mr. Gene Hinton, representative for the Capital Development Board, informing him that the Illinois Office of Education representatives were not going to recommend approval for the Neoga grant. With the June 12, 1975 hearing date only a few days away, Superintendent Overby felt some quick action was needed. He contacted Mr. Schmid of the Illinois School Consulting Service and asked him to assist in any way possible.

Before the hearings were to begin at the State of Illinois Building in Chicago, Superintendent Overby and Mr. Schmid met with Mr. Fred Knocke, representative for the Illinois Office of Education, in the hallway outside the Capital Development Board chambers to try to persuade him to give the Illinois Office of Education's approval to the project. After a lengthy discussion, a compromise was made to amend the project. The compromise included a construction grant for a

new junior-senior high school with a projected enrollment of five hundred and fifty students. The K-2 Pioneer School addition, which was in the original proposal, was deleted from the project with the final project costs estimated at $2,661,967.

Although dismayed over losing the Pioneer addition as a part of the grant, the Board of Education and administration were elated they were able to convince the Illinois Office of Education representatives not to oppose the Neoga project. All that was needed now was official confirmation from the Capital Development Board that the grant entitlement was approved. Official confirmation came shortly after, for on June 24, 1975, the Capital Development Board met in regular session and officially approved the construction grant for the Neoga Community Unit School District #3.

The Capital Development Board had developed a formula by which it estimated the cost of all projects under its control. In the case of the Neoga project, the "unit cost limitation" for junior and senior high students was used to estimate the total project cost. The State's estimated cost for junior high buildings was $30.16 per square foot. The senior high figure was $32.11 per square foot. Therefore, the project was broken down as in Table I.

To the maximum building costs was added an additional $347,213.00 in associated costs which would be used similar to a contingency fund for unexpected construction and pre-construction problems. With this addition, the total cost of the project was set at $2,661,967.00.

TABLE I

DATA FOR SQUARE FOOTAGE ALLOWANCES

GRADE LEVEL	NUMBER OF STUDENTS	ALLOWABLE SQUARE FOOTAGE PER STUDENT	TOTAL SQUARE FOOTAGE	MAXIMUM BUILDING COSTS
JUNIOR HIGH	180	120	21,600 square feet	$ 651,456
SENIOR HIGH	370	140	51,800 square feet	$ 1,663,298
TOTALS	550	-------	73,400 square feet	$ 2,314,754

It was now up to the local residents to approve a referendum to finance their share of the project; however, another problem also arose. Aside from approving the Neoga construction grant, the Capital Development Board also passed a resolution at their June 24th meeting stipulating all schools which were given construction grants had to get local approval of the project via a bond referendum before October 31, 1975 or the money allocated for the project would be distributed to other school districts in the State requesting assistance. Superintendent Overby, the Board of Education, and the writer became very cognizant of the fact that if a new high school was to be in Neoga's future, a bond referendum would have to be passed by the local voters within a few short months.

CHAPTER THREE

THE REFERENDUM

It became an ever present fact to Superintendent Overby and the writer that aside from continuing their task of becoming acclimated to their new positions as well as preparing for the start of the next school term, they would have to give a major portion of their time to another immediate concern; the passage of a bond referendum to cover the costs of a new junior-senior high school and an addition to Pioneer School.

Superintendent Overby and the writer spent the next few weeks trying to become as familiar as possible with the background and developments of the project. They held a "brainstorming" session with Mr. Schmid to get a better understanding of how the Illinois School Consulting Service could assist the district. Mr. Schmid stated his firm would assist with the following referendum planning:

1) Develop cost interpretations
2) Assist in the structuring of the issue
3) Establish a timetable of operations
4) Develop information for the local media
5) Coordinate speaker's groups
6) Develop and coordinate all information items
7) Assist a local lay citizen's committee in: a) becoming informed; b) organizing ways and means of informing the public; c) conducting public information programs; and d) getting out the vote.[1]

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1 Statement by Dave Schmidt, personal interview, June 24, 1976.

Superintendent Overby and the writer also began familiarizing themselves with the newly developed and evolving rules and regulations which were being mandated by the Capital Development Board. Representatives from the architectural firm of Wilson, Hodge, and Groh of Mt. Vernon, met with the two administrators to discuss the work the architects had already completed for the district. Jim Wilson and Rex Hodge presented five basic floor plans which they felt would meet the educational needs of the district and at the same time, be within the financial perimeter of the project.

As Superintendent Overby continued his orientation with the project, the architects, and Capital Development Board support personnel, he began to get the impression that the Capital Development Board was interested in changing the project's architectural firm from Wilson, Hodge, and Groh to another firm listed on the "approved" list of architects. Mr. Wilson contacted Mr. Overby indicating he had also heard that the Capital Development Board was interested in placing another architectural firm on the Neoga project. The alleged reason was because Wilson, Hodge, and Groh already had a disproportionate amount of Capital Development Board work in central and southern Illinois. Superintendent Overby told Mr. Wilson he would contact Mr. Bill Peterson of the Capital Development Board to try to persuade him to allow Neoga to keep the architectural firm that was already under contract with the district.

After corresponding with both Mr. Peterson and Mr. Monoyhan, and the chairman of the Capital Development Board, to express the Neoga district's concern, Superintendent Overby received confirmation that the architectural firm of Wilson, Hodge, and Groh would be approved for the project. Of course, the Board of Education, the architectural firm and the district administrators were elated at the decision. Mr. Peterson did caution the local district, however, stating that if the upcoming referendum was unsuccessful, all costs incurred for architectural and engineering fees would be totally incurred by the local district. Although the local district officials were already aware of this fact, Mr. Peterson wanted to affirm the position of the Capital Development Board so if the referendum were unsuccessful, there would be no question as to where the financial obligations lay. Mr. Peterson did add though, that if the referendum was successful, the Capital Development Board would reimburse the local district for the State's share of the costs.

The Board of Education, Superintendent Overby, the writer, and Mr. Schmid began preparing strategy for the upcoming referendum. The Board held a meeting at which time they developed a nucleus of local citizens the Board felt would be very positive about the referendum and would be good to have as a member of a citizens' committee for the referendum. The list of local residents included people from all areas of the district and varying occupations. Board secretary, Mrs. Pat Williamson, sent personal invitations to these people asking them to attend a special "open meeting" on September 9,1975 for citizens interested in passing the referendum. An article in the local newspaper also invited people in the community who were not

personally contacted.

Prior to the general information meeting, the Board of Education met with Superintendent Overby, Mr. Schmid, and the writer to get a final grasp of the financial picture of the total project. At this adjourned Board of Education meeting, the Board was informed that the Capital Development Board had officially rejected the renewed pleas of Superintendent Overby to get the Pioneer school addition included in the entitlement grant. Since the Board of Education and the administration felt the Pioneer addition should still remain a part of the total Neoga project, the financial structure of the referendum was designed to include both projects. The local share of the referendum to cover the district's cost of the junior-senior high school and the Pioneer school addition was set at $1,360,000.00. The State's contribution for the junior-senior high school would be $1,571,625.00 with no additional State money granted for the Pioneer school addition.

The general meeting was well attended, and the enthusiasm generated by the group was even better than anticipated. The citizen's were given general background information about the referendum after which a short question-answer session followed. After breaking for refreshments, many citizens began signing up to work on various committees which had been set up. The committees were the publicity committee, the speaker's committee, the neighborhood visitation committee, the voter registration committee, and the election day committee.

The publicity committee was responsible for all news releases, brochures, and all materials disseminated to all committee members.

With Mr. Chuck Cummins, owner and editor of the Neoga News, interested in seeing the proposal succeed, he seemed like a valuable person to have chairing the committee. By working closely with the school administrators and by having all news releases pre-approved by Superintendent Overby, the publicity about the referendum was kept accurate and easy to understand.

Mr. Lyman Lewis, past Superintendent of the district, continued to reside in the community and indicated an interest in chairing the Speaker's committee. Mr. Lewis possessed a skill in public speaking, and it seemed advantageous to utilize his talents and support. Mr. L.K. Voris, also a past Superintendent and past mayor of Neoga, also stated he would help. Although the speaker's committee was responsible for getting speaking engagements at social and fraternal organizations, the PTA, local organizations, etc., Superintendent Overby made most of his own speaking arrangements. After each talk, Mr. Overby tactfully tried to get each organization to "go on record" supporting the referendum. His efforts were successful the majority of the time.

A very vital committee which worked diligently for the passage of the referendum was the neighborhood visitation committee which was co-chaired by Mrs. Linda Short and Mrs. Phyllis Krueger. It was their responsibility to get committee members into each home in the district so all residents would be personally contacted before the October 18, 1975 referendum date. Mrs. Krueger and Mrs. Short got "key" members as team captains. Each captain was responsible for a geographic region of the district. The captains had workers who were responsible for a section of the region. All neighborhood

visitation team members were told to leave a brochure and other materials in each home. After leaving the home, the committee member was to make a personal evaluation of how the voters in the house might vote and then record it on a card for use by the election day committee. The neighborhood visitation committee was also responsible for setting up a "hot line" phone number (it was the Neoga Board of Education office number) so residents could call any time during the day to ask questions they might have about the referendum.

Since a new subdivision had been developed after the last major election, it appeared as though there were several new residents who may have never registered to vote. Mrs. Sandy Swengel became a "one-woman" voter registration committee and took it upon herself to get as many voters registered as possible. Mrs. Swengel also served as a team captain on the neighborhood visitation committee and was one of the more involved citizens who worked for the referendum.

The election day committee was co-chaired by Mrs. Pat Andrews and Mr. Gary Mercer. They coordinated the election day activities so that as many voters, particularly "yes" voters, would get to the polls. The co-chairman developed a network of poll watchers at each of the three precincts. The poll watchers used the cards completed by the neighborhood visitation teams to keep an unofficial record of the voters and called prospective "yes" voters on the phone to remind them to vote. Transportation was provided for those voters who could not get to the polls.

By election day, almost every avenue possible had been utilized to "tell the story" of the referendum. Aside from Superintendent Overby's newspaper column, "About Our Schools" which was filled with pertinent

referendum information, the Neoga News editor, Chuck Cummins, had a feature article every week. An editorial by a high school senior emphasizing the student body's support even appeared in the paper. The high school "open house" commemorating American Education Week was also very well attended. Many local residents had not been in the school for several years and were surprised at the condition of the building and the major repairs that were needed. The American Education Week slogan "Our Future is in Our Schools" was used extensively to dramatize the need for a new high school.

Feeling confident that everything possible had been done to convince the residents of the need for the addition at Pioneer School and the construction of a new junior-senior high school, the Board of Education, Superintendent Overby, Mr. Schmid, the architects, the writer, and the Capital Development Board team working with the Neoga project were ready for election day.

The weather cooperated on election day by providing a warm, sunny day. The voter turnout was considered heavy, and most poll watchers felt the outcome would be positive. Anxious to hear the results, as well as to celebrate a strongly anticipated victory, the board members and administrators met at Superintendent Overby's house for a social gathering. At approximately 10:15 p.m., the results of the day's voting reached the Overby house. The referendum was successful with the final vote being 940 for passage with 356 rejecting the proposal.

CHAPTER FOUR

THE DEVELOPMENT OF EDUCATIONAL SPECIFICATIONS AND BUILDING DESIGN DEVELOPMENT

With local support shown through overwhelming passage of the referendum, major attention could be given to the next necessary task; the development of the educational specifications for the Junior-Senior High School.

The Capital Development Board required all school districts receiving entitlement grants to develop educational specifications for use by the architects and the Capital Development Board to assist with the basic design of the project. The educational specifications document was to help insure the new building would meet the space and equipment needs of the local district and to give more specific direction to the architects when drafting the final building plans.

Although the Capital Development Board required the local districts to submit an educational specifications document, the Capital Development Board had not yet completed the guidelines which the local districts were to follow. Knowing that the official guidelines may not be immediately forthcoming, Superintendent Overby and the writer decided to begin the task of writing the educational specifications using materials which the writer had researched earlier in the summer. While Superintendent Overby directed his efforts toward the financial aspects of the project, setting up the trust account funds, etc., the writer was to coordinate the efforts of the staff to develop the educational specifications document.

The writer began by developing an "informational packet"

which was given to each junior and senior high school employee during a general meeting in the high school cafeteria. The group was given information on the details that were needed. A timetable was also set so the final document could be submitted quickly, thereby keeping the project moving. The student body was told they could make suggestions by putting their ideas in the suggestion box located in the library. Superintendent Overby's regular newspaper column, "About Our Schools", encouraged community members to contact the writer with suggestions they had.

For the next few weeks, the writer held departmental meetings to get an in depth analysis of the needs in each specific curricular area. He also met again with the non-certified staff who made suggestions for the new building. After the several small group meetings and the two general meetings, it was felt all the information needed was received and was ready to be put together for submission to the Capital Development Board. With the Capital Development Board's releasing their Educational Specifications Guidelines just prior to Neoga's self imposed completion date timetable, the writer was able to convert the information which he had received over to the format requested by the Capital Development Board. In fact, within four weeks of the first general meeting held in the high school cafeteria, the specifications for the Neoga Junior-Senior High School were completed and ready to be sent to the Capital Development Board and the district's architectural firm of Wilson, Hodge, and Groh.

Since the architects had been working closely with Superintendent Overby and the writer during the development of the educational specifications, the architects had already been updating

their schematics of the building to include many of the changes and requests made in the district's formal document. As the updated architectural blueprints were sent to the local district, Superintendent Overby and the writer continued evaluating the changes to be sure they conformed with the local district's needs. The writer shared the prints with the faculty which also made corrections and suggestions. It is interesting to note that one change which was recommended by the citizen's vocational advisory council was included which modified the entire location of some vocationally oriented classrooms and laboratories. Input on the basic plan was widespread which helped insure a well-planned facility.

Superintendent Overby and the writer continued working closely with the architects to complete the design development stage of the project. As work was continuing, two major problems surfaced. First, the building layout, which was designed to incorporate the existing gymnasium and locker rooms, caused the proposed construction of the junior high school classroom wing to be positioned too close to the eastern boundary of the school's property line. A request was submitted through Mr. Robert Miller, the Educational Service Region Superintendent, to approve the construction near the school's property line. Approval was given verbally and later formally granted. Secondly, because the present gymnasium's mechanical systems were not compatible with the proposed systems in the new constructions, some modifications needed to be made. Mr. Tom McCue, the Capital Development Board Project Manager, stipulated the district would be responsible for making all aspects of the existing structure compatible with any new construction. This meant that "enrichment funds"

supplied by the local district would be needed. The Board of Education understood the problem and approved the request. By March 16, 1976, all basic design changes had been made, and the Design Development drawings had been approved by the Capital Development Board then instructed the Neoga District's architects to proceed to the Twenty-Five Percent Working Drawings Stage.

CHAPTER FIVE

PRE-CONSTRUCTION MEETINGS AND BID OPENINGS

With the design development stage of the project completed, the majority of the work to be completed on the building plans was of a technical nature which the architects and engineers needed to develop. Additional items related to the project were also beginning to evolve. Illinois Governor Daniel Walker had signed the act approving the release of State funds in the amound of $1,622,174.00 for the project. Superintendent Overby and the writer directed their efforts toward the present equipment inventory and new equipment needs of the new building. After several meetings with architectural firm representatives, most of the classroom and laboratory needs were agreed upon. While the writer continued to concentrate his efforts in this area, Superintendent Overby submitted a Special Education Housing proposal to the Illinois Office of Education requesting permission to use the money accumulated in the Special Education Fund to pay for that portion of the project which dealt specifically with special education needs. Approval was later given after an addendum was sent to the Illinois Office of Education.

On April 30, 1976, the Twenty-Five Percent Construction Document Review Meeting was held at the Capital Development Board offices in Springfield. The Capital Development Board review team headed by Architect Willis Berger, was pleased with the amount of work submitted and stated a Fifty Percent Review meeting would not be necessary. A tentative date of June 15, 1976 was set for the Seventy-Five Percent Construction Document Review Meeting. At the

June 15th meeting, additional technical information was discussed. Since the projected cost of the project was beginning to appear slightly above the financial limitations of the district and those set by the Capital Development Board, it was recommended that some items be excluded from the base bid and be included as an "alternate" if enough money was available. The Capital Development Board Review Team excluded some items which included a greenhouse, additional cabinet work, and some windows; and Superintendent Overby, the Board of Education and the writer began considering other items to be totally eliminated or put on the "alternate" list.

The One Hundred Percent design review meeting was held in Springfield on July 23, 1976; however, since some technical information had not been completed by the architects and engineers, a bid date was not set. The Capital Development Board review team wanted to be assured all information on the blueprints and in the specifications book would be complete.

With the delay in setting a date for the bid openings, the Board of Education had additional time to consider ranking the major alternates to the project in their order of importance. This had to be done carefully because a Capital Development Board regulation stated the alternates had to be accepted in the order of their ranking.

By the end of August, all necessary information was completed, and the bid specifications were ready to be released to prosepctive bidders. By the first week of September, the project was advertised for bidding,and contractors were calling the architectural firm of Wilson, Hodge, and Groh for copies of the specifications. The architects indicated their approval at the large number of contractors

which showed interest in the project. This usually showed a competitive climate which would cause low bids to be submitted.

On September 13th, a "pre-bid" conference was held at the Neoga Board of Education office. Many of the contractors bidding were present to ask for clarification on the specifications they were bidding on as well as to take a tour through the existing high school to see how it was to tie into the new construction. Mr. Will McCain, representing the Affirmative Action Program of the Office of Economic Opportunity, was also present to stipulate the requirements for hiring minority workers on the State funded project.

September 23rd was the date for the bid opening and Neoga school board member, George Shuemaker, accompanied Superintendent Overby and the writer to the bid opening in Springfield. The bids to be opened were for the mechanical work on the project with the general contractor bids to be opened later. A total of twenty contractors were present with the apparent low bidders being:

Plumbing	Able Mechanical	Homer, Ill.	$198,325.00
Heating	Eater Sheet Metal	Mt. Vernon, Ill.	$140,500.00
Ventilating	Eater Sheet Metal	Mt. Vernon, Ill.	$135,863.00
Electrical	Besant Electric	Decatur, Ill.	$369,400.00

The bids on the plumbing, heating and ventilation work were below the architect's and the Capital Development Board's estimate; however, the electrical bid exceeded the estimate by sixteen and one half percent. Even though the electrical bid was over the estimate, the total mechanical summary was under the estimate, so now all that was needed was the general contractors bids to be opened. That date was changed to October 5th, and the Neoga Board of Education, Superintendent Overby, and the writer were all anxiously awaiting the bid opening.

On the day of the bid opening, board members Vic Czerwonka and Geroge Shuemaker accompanied Superintendent Overby and the writer to Springfield for the big event. It was soon apparent that it would be a long trip back to Neoga because all the bidders exceeded the architect's and the Capital Development Board's estimate. The low bidder was J.L. Simmons Construction of Decatur, Illinois with a bid of $2,020,000.00, thirty-two percent over the estimate!

Before leaving the bid opening in Springfield, a short "brain-storming" session was held by the district's administrators, the Capital Development Board representatives, and the architects. It was decided that the architects would prepare some building modifications to present to the Neoga Board of Education. It was hoped that enough could be deleted from the project to reduce the total cost significantly without affecting the educational aspect of the project. On October 13th, the architects met with a delegation of Neoga Board members, Superintendent Overby, and the writer. The architects presented forty-four items they felt could be eliminated without hurting the educational program. They are listed in Appendix D. It was hoped this effort would reduce the total cost by approximately $400,000. At the meeting, there were some heated exchanges of words because no one could explain why there was such a wide discrepancy in the estimate and the bids which were received. One major criticism of the operations of the Capital Development Board centered on the fact that the school district was strongly encouraged to eliminate two academic classrooms but could not trade off the classrooms for carpeting and other items not considered essential to the educational program.

Another disagreement which was not satisfactorily resolved was

the Neoga district's request for additional financial participation by the Capital Development Board on the Neoga project. School districts which were now getting entitlement grants for construction were receiving state funds based on a higher per square foot allowance than the $30.16 for junior high space and $32.11 for senior high space given to the Neoga district. The increases were given because of the inflationary trend of the nation's economy, and since Neoga had not yet begun construction, the Board of Education and administration felt Neoga was also entitled to receive the increase. The Capital Development Board did not agree; in fact, the district was requested to guarantee up to $72,697.00 in additional funds to cover the cost of the building in the event the project came in over the cost estimate again! That amount had been accumulated in interest from the $1,360,000.00 in bonds which were sold to cover the local district's share of the project and a small contingency fund, but the Board of Education and the administration had earmarked that money for badly needed equipment needs. Reluctantly, the Board approved the additional funds.

To compound the "ill-feelings" which developed between the local district, the Capital Development Board, and the architects, was the fact that the local district was not being kept informed of changes in the project and important meeting dates which Superintendent Overby and the writer needed to prepare for and attend.

A new general contractor's bid opening date was set for December 1, 1976. It was also decided that the electrical contract which was over the cost estimate would also be rebid at the same time. The momentum of the project began to show signs of being back on the upswing; however, another communication problem created feelings of frustration

toward the Capital Development Board on the part of the Neoga Community Unit #3 Board of Education and administration. While Superintendent Overby was conversing with Mr. Rex Hodge, one of the partners in the architectural firm, Superintendent Overby discovered that the bid date had been changed to December 15th, with a "pre-bid" conference set for December 1, 1976 at the Neoga Community Unit Board of Education office.

At the December first pre-bid conference, the general contractors present indicated they thought the project would be let under the cost estimate set by the Capital Development Board. The electrical contractors were also confident the bids would be close or under the cost projections. Now all that was needed was to wait out the next two weeks with anticipation that the project would become a reality.

On December 15th, Superintendent Overby and the writer again made the long drive to Springfield for the bid opening. Initial thoughts were dismal because only a very few contractors even submitted bids, however, the bids which were submitted were very competitive, and Stevens Electric of Kankakee, and Consolidated Engineering of Kankakee, were low bidders. It was hard to believe that the project was actually about to enter the construction phase.

With all the financial figues confirmed, a pre-construction conference was held in the Neoga Board of Education office to coordinate the efforts of all the successful bidders. A timetable was discussed, as well as information about pay periods, substitutions of equipment, etc. Superintendent Overby again requested Mr. Tom McCue, Capital Development Board Project Manager, to use his influence to get approval for Neoga's request for additional funds from the Capital Development Board increasing the per square foot allowance. The request was later rejected.

With the majority of preparatory work completed, Superintendent Overby and the writer began preparing for the formal "groundbreaking ceremony" which was set for March 23, 1977. All the contractors were contacted asking them to be present, as well as all community members who worked so hard for the successful passage of the bond referendum. The class presidents, and club and organization officers were also invited to participate in the festive program.

The groundbreaking ceremony was a short, yet emotionally filled event. After nine and one half years of diligent effort on the part of many, many citizens, board members, and administrators, the first small spade of earth was turned symbolizing the beginning of construction.

CHAPTER SIX

CONCLUSION

At the time of this writing, the Neoga School District is near completion of its first year in the new junior-senior high school. It is the opinion of the writer that the new building has had a positive effect on the students, faculty, and community.

Along with the positive aspects of the new building, there have been some problems and concerns which should be mentioned. First, since the building was occupied before the final "punch list" was completed, some of the finishing work is still incomplete. Although the construction firms have not been paid in total, they have received such a sufficient amount for the work completed that they do not appear to be in any hurry to complete the final work needed to finish the project in total. The Capital Development Board has not assisted as much in this area as the writer thought they would. Secondly, and of a more long range concern, is the fact that the district may have difficulty in paying the projected building costs, particularly if the utility bills continue to accelerate at the same pace they are now. The writer sees a possible need for a referendum in a few years to increase the building fund tax rate to offset the rapid rise in costs.

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APPENDIX A

PROJECT LOG

PROJECT LOG

Fall, 1968	The Board of Education began discussing the need to upgrade and improve the educational facilities of the district. The Board requested the assistance of their Lay Citizens' Advisory Council to study the educational needs of the district and then to make recommendations to the Board of Education.
April, 1969	At their regularly scheduled Board of Education meeting, the Board voted to enter into a contract with the Illinois School Consulting Service to assist the Lay Advisory Council in collecting and evaluating data about the district. Under the direction of Mr. David Schmid of the Illinois School Consulting Service, a joint "Report of Educational Needs" was methodically undertaken by the Lay Citizens' Advisory Council and the Illinois School Consulting Service.
June 12, 1969	At the monthly Board of Education meeting, the Lay Citizens' Advisory Council and the Illinois School Consulting Service submitted their joint report to the Board for their consideration. A resolution from the advisory council was also submitted requesting the Board to hold a referendum to improve the district's educational facilities. The resolution stated the advisory council would support such action by the Board.
December 11, 1969	The Board of Education resolved to hold a referendum to remodel the existing high school and make improvements in the elementary-junior high.

January, 1970 — Many members of the Lay Advisory Council began working informally with Superintendent Lewis, Mr. Schmid, and the Board of Education to "get the message" to the citizens of the district about the February 14th referendum.

February 5, 1970 — An organizational meeting was held for those citizens who were interested in actively working for the success of the referendum. Mrs. Evelyn Livingston, member of the Lay Citizens' Council, called the meeting to order and Mr. Schmid assisted by distributing "fact sheets", coordinating the group's efforts, and organizing the interested citizens into neighborhood visitation teams. The meeting was well attended.

February 9, 1970 — The monthly P.T.A. meeting was held as an "open meeting" for interested citizens who wanted additional information about the upcoming referendum. The discussion at the meeting became heated at times, and many of the questions raised by the citizens created concern that the vote was destined to fail.

February 14, 1970 — With interest high, the election day turnout was bigger than ever before. After the votes were counted, the results showed 359 votes for passage with 419 votes for rejection of the referendum as presented.

September 9, 1971 — The Board of Education entered into an agreement with the University of Illinois to conduct a survey to try to get "a basic understanding of the attitudes, expectations, and knowledge of the local schools which the students, citizens, teachers, administrators, and board members possessed".

November 6, 1971 — The University of Illinois personnel began their lengthy survey.

February 10, 1972 — The University of Illinois staff submitted their report to the Board of Education. One of the findings supported the opinion that the educational facilities, particularly the high school, had a negative influence on the educational program in the district.

Fall, 1973 — At the recommendation of Superintendent Lyman Lewis, the Board of Education decided to begin investigating architectural firms with the underlying thought being to enter into a contract to replace the present high school. The Board also asked the Illinois School Consulting Service to update their previous report of June, 1969.

March 14, 1974 — Dave Schmid of the Illinois School Consulting Service presented the findings of his firm to the Board of Education. The recommendation of the study was to restructure the educational program using Pioneer School as a K-2 primary attendance center and the present elementary-junior high as a 3-6 intermediate school. A new junior-senior high school facility would then be built.

July 11, 1974 — After much deliberation, the Board of Education and the architectural firm of Wilson, Hodge, and Groh, of Mt. Vernon, Illinois entered into an agreement. The architectural firm was to design and prepare specifications for a new junior-senior high school and an addition to the Pioneer School.

January, 1975 — Mr. Lewis began investigating the possibility of receiving supplemental aid to plan and construct a new junior-senior high school and an addition to the Pioneer School through the newly formed Capital Development Board.

January, 1975 (continued)

Mr. Lewis received general information about the Elementary and Secondary School Capital Assistance Program from the Capital Development Board. He then recontacted the Capital Development Board to get more detailed information on the requirements needed to qualify for assistance.

February, 1975

A proposed timetable for submitting reports to the Capital Development Board was mailed by Superintendent Lewis to the Capital Development Board, along with the first part of the report. Additional time was granted to the district for submitting the remaining portions of the report.

Superintendent Lewis submitted his resignation as Neoga Unit #3 Superintendent, effective at the end of the school term, June 30, 1975.

April 22, 1975

A group of representatives for the Illinois Office of Education and the Capital Development Board visited the Neoga district to make an "on-site" evaluation of the buildings and grounds.

May 15, 1975

The Board of Education employed Mr. Jerry Overby as their new superintendent, effective July 1, 1975. Mr. Overby began familarizing himself with the operations of the district, particularly the status of the building project.

June 9, 1975

Gene Hinton, representative for the Capital Development Board, contacted the Neoga district to inform Superintendent Overby that the Illinois Office of Education was not going to approve the Neoga application as submitted.

June 12, 1975 — A delegation of Neoga Board members and Superintendent Overby went to the State of Illinois Building in Chicago for a meeting with representatives and administrators of the Capital Development Board and the Illinois Office of Education.

At the monthly Board of Education meeting, Mr. Richard Green was employed as high school principal. The Board also approved the amended building project which included Capital Development assistance in constructing a new junior-senior high school.

June 24, 1975 — The Capital Development Board met in regular session and offically accepted their staff's recommendations by issuing a construction grant to the Neoga Community Unit School District.

July 2, 1975 — Dave Schmid met with Superintendent Overby and Richard Green in the Board office. Mr. Schmid discussed his firm's prior role with the school district and his own feelings and perceptions of the school district and community. A "brain storming" session was conducted for the upcoming referendum including possible dates, people in the community who would be of assistance, financial arrangements, etc.

July 7, 1975 — Mr. Schmid mailed Superintendent Overby the information he requested at the July 2nd meeting. Mr. Schmid gave an estimate of his firm's fees and the approximate costs for bond counsel and legal fees for the referendum. Mr. Schmid also indicated he would contact the Capital Development Board to see if a project manager had been assigned to the Neoga project.

July 8, 1975 — The Capital Development Board contacted the Neoga district to inform them a project manager would be assigned in the near future. Mr. William Peterson, Task Force Leader with the Capital Development Board, requested, at the same time, information about the method Neoga would use to finance the local share of the project, the site upon which the building would be constructed, and the architectural firm employed by the district.

July 9, 1975 — Mr. Fred Knoche, administrator for the Capital Assistance Program, wrote Superintendent Overby indicating Gene Hinton would be the district's "project analyst". His job would be to insure the project costs remained within the $2,661,967 budgeted.

July 14, 1975 — Jim Wilson and Rex Hodge met with Superintendent Overby and Dick Green to update the administrators with their firm's relationship with the school district. Mr. Wilson indicated his firm would continue working on both the Pioneer School addition and the proposed junior-senior high project. Five basic schematic designs were presented to the administrators.

July 16, 1975 — Superintendent Overby contacted the Capital Development Board answering their request for additional information on district funding, the building site, and the architectural firm employed by the district.

July 24, 1975 — At the Board of Education meeting, Mr. Schmid gave a brief presentation about the bond referendum and how his firm would assist the local district. Mr. Wilson was also present to discuss the five basic plans for the junior-senior high. Superintendent Overby expressed his concern about the possible loss of the architectural firm because of a Capital Development Board decision that Wilson, Hodge, and Groh already had too much Capital Development Board work.

July 30, 1975 — Superintendent Overby sent a letter of concern to Mr. Monyahan, director of the Capital Development Board, stating his concern over possibly losing the architectural firm under contract. A copy was also sent to the Illinois School Consulting Service to see if they could exert additional influence.

July 31, 1975 — Mr. Fred Goglia, designer with Wilson, Hodge, and Groh, met with Superintendent Overby and Mr. Green to discuss some new ideas for a basic floor plan. The administrators continued to make revisions which they felt would best meet the needs of the community while, at the same time, staying within the cost allowance set by the Capital Development Board.

Superintendent Overby contacted the office of Chapman and Cutler, Chicago, Illinois, and requested them to begin preparing a resolution calling for a special election for the district's forthcoming bond referendum.

August 14, 1975 — The Capital Development Board offically approved the architectural firm of Wilson, Hodge, and Groh as the design architects for the Neoga project.

August 21, 1975 — The Board of Education was introduced to their newly appointed Capital Development Board project manager, Charles Davis. Mr. Davis discussed the total scope of the project and the steps which would have to be followed before construction could begin. Mr. Wilson informed the Board of the work his firm would do before the voting on the bond referendum. Superintendent Overby asked the Board to bring a list of ten to fifteen names of people from all areas of the district who might be supportive of the referendum to the next Board of Education meeting.

August 28, 1975 — A response about the resolution for the special election was sent to the Neoga district by Chapman and Cutler.

September 2, 1975 — Board member volunteers and the office secretaries called the citizens whose names appeared on the list compiled by the Board. The citizens were personally invited to attend the "open meeting" on September 9th, when a question and answer session about the project would be held.

September 4, 1975 — Mr. Davis visited the Pioneer School. It was hoped that Mr. Davis could assist the district in getting the Pioneer addition re-approved.

September 8, 1975 — Superintendent Overby informed the entire Unit #3 faculty of the status of the proposed project at the district's teacher association meeting. The staff was asked to assist with getting the referendum passed.

Superintendent Overby mailed a newsletter to residents to encourage them to attend the meeting on the referendum.

September 9, 1975 — Prior to the general meeting, the Board, Superintendent Overby, Richard Green, Charles Davis, Dave Schmid, and Jim Wilson met in the Board office for an update on the progress of the project. The Board was informed that the Pioneer School would definitely not be approved by the Capital Development Board. The Board confirmed their position that the referendum should be for 1.36 million dollars.

The citizens meeting was held in the high school cafeteria with well over one hundred local residents in attendance. The atmosphere of the group was positive with many excellent questions asked.

September 11, 1975 — The Neoga News weekly newspaper began carrying Superintendent Overby's column "About Our Schools" which he planned to use to assist in informing the community of school related issues. Much of the information dealt with the referendum.

At the monthly Board of Education meeting, the Board adopted a resolution calling for a special election to approve the sale of bonds to construct a junior-senior high school and an addition to the Pioneer attendance center. The date for the $1,360,000 referendum was set for October 18, 1975.

September 15, 1975 — Mr. Green and Superintendent Overby attended the monthly P.T.A. meeting and were introduced to many members of the community. Mr. Overby led a question and answer session about the proposed building project. Afterwards, a high school visitation was conducted so community members could informally view the present high school structure.

September 16, 1975 — Mr. Schmid held an organizational meeting with the administrators and committee chairmen to clarify the information which would be included on the "facts sheets" to be disseminated throughout the district.

September 17, 1975 — Superintendent Overby and Mr. Green attended an informal "get-together" at the Presbyterian Church. Mr. Overby gave a brief talk about the proposed talk.

September 18, 1975 — Superintendent Overby spoke to the Business and Professional Women's group and to the Home Extension group about the proposed project.

September 24, 1975 — Mr. Schmid met with Superintendent Overby and Mr. Green to discuss various bond retirement schedules and election-day arrangements.

September 24, 1975 (continued) Later in the day, Mr. Overby met with his Neoga Unit #3 advisory committee to update them on the referendum and building plans.

September 25, 1975 Much time was spent at the Board of Education meeting discussing election day arrangements and the appointment of election judges. Additional information about a bond retirement schedule was discussed with several options presented. No action was taken by the Board at this time.

September 26, 1975 Superintendent Overby held a morning "coffee session" with the Unit #3 bus drivers to present information about the referendum to them.

September 30, 1975 Mr. Green scheduled an all school assembly during the high school activity period. Mr. Green and Superintendent Overby discussed the upcoming referendum and what it would mean to the students of the district.

October 2, 1975 The weekly issue of the Neoga News featured many articles about the proposed building project and the upcoming referendum.

October 6, 1975 The citizen's committee "Kick-Off" meeting was held in the high school cafeteria. Mr. Schmid outlined the activities which had to take place during the next twelve days before the election.

October 7, 1975 Superintendent Overby and the Sigel representatives on the Board of Education attended a town meeting in Sigel concerning the upcoming referendum.

October 9, 1975 — Excellent coverage in the Neoga News continued to favor the referendum. Mr. Overby also continued to use his column to answer questions which were asked during speaking engagements.

The Board of Education was given an update on the progress of the referendum at their monthly meeting. The Board confirmed the selection of election judges and heard a report from Mr. Green on the "open house" scheduled at the high school for Thursday, October 16th.

October 13, 1975 — Superintendent Overby presented a talk on the referendum to a local senior citizen's group at the American Legion hall.

October 16, 1975 — The "open house" held at the high school was very well attended. Aside from classroom visitations, refreshments and entertainment were provided. Several citizen's committee members were present to distribute literature about the referendum and answer questions. Mrs. Sandy Swengel also registered unregistered voters.

October 18, 1975 — Election Day. The voter turnout was considered moderately heavy. Anxious to hear the results, as well as to celebrate a strongly anticipated victory, the board members and administrators met at Mr. Overby's house for a social gathering. At approximately 10:15 p.m., the results reached the Overby house. The referendum was successful with the final vote being 940 for passage with 356 rejecting the proposal.

October 21, 1975 — At the adjourned meeting of the Board of Education, the Board officially canvassed the ballots and approved the vote count.

November 6, 1975 — Mr. Dave Schmid visited with Superintendent Overby and Mr. Green to discuss the sale of bonds to finance the local share of the project. Discussion about the information needed by Chapman and Cutler law firm to develop a resolution and bid specifications was also clarified.

November 7, 1975 — Mr. Green and Superintendent Overby met in Mt. Vernon with the architects to continue developing the basic design of the junior-senior high and Pioneer School. The architects indicated they needed a document of "educational specifications" for the junior-senior high project so all of the educational needs of the district would be included. They also mentioned that the Capital Development Board was in the process of distributing a document for developing educational specifications which had to be followed.

November 13, 1975 — At the suggestion of Mr. Schmid and the recommendation of Chapman and Cutler, the Board of Education agreed to make application for a Moody rating to assist in selling the $ 1,360,000 bonds for the project. The date for the bid opening was set for Tuesday, December 2, 1975. Work was also begun and the Capital Development/Neoga Unit #3 trust account with that bid opening scheduled for Thursday, December 11, 1975.

November 17, 1975 — Mr. Green held a general meeting in the high school cafeteria for all junior and senior high teachers to discuss the development of the educational specifications for the prcject.

November 18, 1975 — Superintendent Overby sent all the necessary information needed for the sale of the bonds to Mr. Schmid.

November 19, 1975 Mr. Green met with the custodial staff to discuss the imput needed from them to develop the educational specifications for the project.

November 20, 1975 Mr. Green met with the science department to discuss information needed in the educational specifications. A suggestion box was placed in the junior high and high school libraries and offices. The student council was also contacted for suggestions. Through his weekly "About Our Schools" column, Superintendent Overby requested citizens to submit their recommendations to Mr. Green at the high school.

November 21, 1975 Mr. Green met with the vocational teachers, the physical education and social science teachers to discuss development of their educational specifications.

November 24, 1975 Mr. Green met with the English, math, and art department faculty members to further clarify the information needed in their educational specifications.

November 25, 1975 Superintendent Overby and Mr. Green traveled to Springfield to meet with Mr. Ed Dobey, Capital Development Board funds analyst, about the financial breakdown of the project and the trust account requirements. On their way back to Neoga, they stopped at Mt. Zion High School to examine their facility.

November 26, 1975 Mr. Green met with Mr. Springs of the music department to give assistance in the development of the educational specifications for music.

December 1, 1975 Mr. Green held a second general meeting in the high school cafeteria to check the progress of the educational specifications for the project. After the meeting, Mr. Green met with the library/media personnel to give assistance in that area.

December 2, 1975 — At the adjourned Board of Education meeting, the Board accepted the low bid of 6.77531 percent on $ 1,360,000. The bid was submitted by the Northern Trust Company of Chicago.

December 3, 1975 — The Capital Development Board's guidelines for writing and submitting educational specifications were received by the district.

December 9, 1975 — A list of items to be included in the schematic design was sent to the architectural firm by Superintendent Overby.

December 11, 1975 — The Board of Education accepted the apparent low bid of 4.9 percent from the Effingham State Bank to manage the trust account in accordance with the Capital Development Board guidelines. (This action was later found to be in error and was corrected at the January 8, 1976 Board of Education meeting).

December 19, 1975 — Mr. Schmid met with Superintendent Overby and Mr. Green to discuss completion of his firm's work with the district.

Mr. Green completed the final draft for the educational specifications for the project. A copy was sent to the architectural firm with additional copies sent to the Board of Education members for their approval.

December 22, 1975 — Mr. Ed Dobey met with Superintendent Overby to clarify the trust fund arrangements.

December 27, 1975 — Superintendent Overby received additional information from the Capital Development Board requesting an amendment to the trust agreement be signed and returned.

January 6, 1976 — Superintendent Overby met with Malcon O'Neill from the Central National Bank of Mattoon to discuss the new trust arrangements.

January 8, 1976 — Dr. Robert Swengel and Superintendent Overby went to Chicago to transfer the $ 1,360,000 bonds to the Bank.

At the Board of Education meeting held later that evening, the Board corrected its previous error and affirmed the Central National Bank of Mattoon as the low bidder at a rate of 0.005.

January 9, 1976 — Superintendent Overby and Richard Green met with the architects in Mt. Vernon to examine the floor plan of the junior-senior high school and make additional changes. Mr. Wilson informed Mr. Green and Mr. Overby that Charles Davis, the present Capital Development Board project manager, was promoted and Mr. Tom McCue would replace him shortly.

January 12, 1976 — Mr. Green and Superintendent Overby received the updated schematic design from the architectural firm. The two administrators made several additional changes and called them in to the architects so they would be incorporated in the design before the Schematic Design meeting to be held at the Capital Development Board offices in Springfield later in the month.

January 20, 1976 — Mr. Tom McCue and Charles Davis contacted Superintendent Overby to request six copies of the final draft of the educational specifications for the project.

January 22, 1976 — The Board of Education approved the final draft of the educational specifications. Mr. Wilson was present at the meeting and the Pioneer School drawings were presented as well as an additional trust agreement approved for the Pioneer School.

January 22, 1976 (continued) — The Board of Education was also given an update on the junior-senior high school project.

January 30, 1976 — Superintendent Overby and Mr. Green met with the Capital Development Board Neoga project team and the architects in Springfield for the Schematic Design Phase meeting. The status of the existing gymnasium was discussed in detail.

February 2, 1976 — Malcom O'Neill and Superintendent Overby met to discuss the final details of the trust agreement.

February 3, 1976 — All final paperwork on the trust agreements was completed with copies sent to the Capital Development Board for approval and filing.

February 4, 1976 — Superintendent Overby responded to a Capital Development Board request of February 2, 1976 asking for an update on the expenditures previously paid by the district to the architectural firm of Wilson, Hodge, and Groh. The Capital Development Board was to reimburse the district for its share of the costs.

February 6, 1976 — Mr. Bruce Voorhaus, Capital Development Board engineer, visited the Neoga site to examine site drainage and other topography.

February 12, 1976 — Jim Wilson and Rex Hodge were in attendance at the Board of Education meeting to discuss the final drawings for the Pioneer School project. It was decided that more work should be done on the drawings.

February 19, 1976 — Mr. Tom McCue and Mr. Rex Hodge were in attendance at the Board of Education meeting to explain the drawings for the junior-senior high.

February 19, 1976 (continued) Tom McCue also mentioned the problems with the existing gymnasium and the need for the district to use enrichment funds to make the gymnasium compatable with the rest of the building.

February 25, 1976 The school district received confirmation that the Design Development phase meeting would be changed to Tuesday, March 16, 1976.

March 2, 1976 Superintendent Overby wrote to the Capital Development Board to discover the procedures for using Special Education funds to assist with the financing of the project.

March 7, 1976 Mr. Dale Fitzpatrick of Effingham, conducted a boundary survey of the high school site.

March 11, 1976 The Board of Education examined the drawings for the Pioneer School addition at the Board of Education meeting. The Board was also reminded about the Design Development phase meeting to be held in Springfield on Tuesday, March 16, 1976.

March 16, 1976 The Capital Development Board Design Development meeting was held in Springfield. No major problems were discussed.

March 18, 1976 At the adjourned Board of Education meeting, the Board approved the schematic design for Pioneer School. The Board also discussed the comments of the Design Development meeting that was held in Springfield.

March 23, 1976 Superintendent Overby received official confirmation of the successful completion of the Design Development phase and a directive for the architects to continue to the twenty-five percent working drawings stage.

March 25, 1976 — Superintendent Overby received official confirmation that the Capital Development Board had approved the release of funds for the Neoga project and had sent the request to the governor for his signature.

March 30, 1976 — Rex Hodge wrote to Mr. Robert Miller, Educational Service Region Superintendent, to request a waiver from a regulation affecting construction of the junior-senior high school near its eastern boundary of the property.

April 1, 1976 — Mr. Richard Peacock, representative for Wilson, Hodge, and Groh, met with Mr. Green to review existing equipment and evaluate new equipment needs.

Superintendent Overby met with Mr. O'Neill about the status of the trust accounts in the Central National Bank of Mattoon.

April 13, 1976 — Richard Green went to Mt. Vernon to talk with Mr. Fred Goglia and Mr. Peacock about existing equipment and new equipment needs.

April 15, 1976 — Superintendent Overby received confirmation that the Environmental Protection Agency approved the permit for a sanitary sewer extension for the junior-senior high school.

April 29, 1976 — Superintendent Overby received confirmation that Governor Daniel Walker approved the release of funds for the Neoga Junior-Senior High School Project Number 762-035-001 in the amount of $ 1,622,174.00.

April 30, 1976 — The Twenty-Five percent Working Drawings meeting was held in Springfield at the State of Illinois Building. Since the twenty-five percent drawings were in much greater detail than necessary, it was decided that the fifty percent review would not be necessary.

May 13, 1976 — At the Board of Education meeting, the Board amended the original trust fund of $ 76,891.60 by $ 1,060,719.40 to total $ 1,137,611.00. Final approval for the Pioneer School drawings was given and the advertising of bids was approved. The bid date was set for June 17, 1976.

May 19, 1976 — Mr. Ed Dobey requested Mr. O'Neill to submit to the Capital Development Board, the Trust Fund Investment schedule for his inspection and approval.

May 20, 1976 — Mr. Peacock contacted Mr. Green about additional equipment needs in the vocational and art education areas.

June 2, 1976 — Mr. Bob Miller contacted Wilson, Hodge, and Groh to inform them that their request to construct the junior-senior high school near the eastern boundary of the property was approved.

June 15, 1976 — The Seventy-Five percent Construction Document Review was held in Springfield. There were no major concerns and the architects were asked to proceed to the one hundred percent working drawing stage.

June 17, 1976 — At the adjourned Board of Education meeting, the Board opened bids for Pioneer School. Gerald Hudson was awarded the general contract for $ 78,400.00 with White Electric receiving the electrical bid for $ 14, 505.00.

July 7, 1976 — Mr. Green and Superintendent Overby met with Rex Hodge in Mt. Vernon to discuss equipment needs in the home economics, science, and cafeteria areas.

July 23, 1976 — The One Hundred Percent Design Review was held in Springfield. Because of deficiencies in preparation by the mechanical engineers and the architects, a bid date was not set.

August 12, 1976 — The July 23, 1976 Capital Development Board meeting was discussed at the Board of Education meeting. The alternates not included in the base bid of the project were discussed but not ranked by the board.

September 9, 1976 — The Board of Education went into executive session to discuss and rank the "alternates" of the project.

September 13, 1976 — A "Pre-Bid" Conference was held in the Neoga Board of Education Office for all prospective bidders. Mr. Will McCain, affirmative action coordinator for the State of Illinois, was present to explain the requirement for hiring minority members on the construction crews. Some contractors viewed the existing high school with Mr. Green after the meeting.

September 23, 1976 — The mechanical bids were opened in Springfield with the following designated as low bidders:

Plumbling	Abel Mechanical
Heating	Eater Sheet Metal
Ventilating	Eater Sheet Metal
Electrical	Besant Electric

The general bid opening date was changed to Tuesday, October 5, 1976 at 3:00 p.m.

October 5, 1976 — The general contractor's bids were opened in Springfield with all bids substantially over the architect and Capital Development Board's estimate.

October 13, 1976 — The architects, Tom McCue, the district administrators, and some Neoga board members met in the Neoga Board office to discuss building modifications to get the costs within the district's financial structure. Forty-five changes and modifications were discussed which would reduce the total costs by approximately $ 402,100. Among the reductions was the elimination of two classrooms to assist in "selling" the project.

October 14, 1976 — At the Board of Education meeting, the Board discussed the financial problems which had developed. The Board reviewed the bids, projected the funds which were available, and discussed the equipment needs for the project. After lengthy discussion, the Board requested Superintendent Overby to contact the Capital Development Board and request that two classrooms in the junior high section be eliminated and placed as an alternate in order to "sell" the project.

October 19, 1976 — Tom McCue responded to Mr. Overby's letter of October 4, stating the Capital Development Board staff felt it was unfortunate that this measure had to be taken, however concurred that the action, along with the other reductions discussed, should bring the project within the budget. A new bid date was set for December 1, 1976.

October 28, 1976 — Superintendent Overby contacted Jim Wilson to discuss a problem with the Pioneer School project and discovered that the general contractor's bid construction date had been changed. Mr. Overby then contacted Tom McCue to indicate his extreme displeasure at having to find out about project information indirectly. Superintendent Overby contacted the Board members informing them of the change. The board was also sent a list of the alternates to examine so they could be ranked at the November 11, 1976 Board of Education meeting.

November 5, 2976 — Mr. Rex Hodge contacted Mr. Tom McCue to request that the mechanical bids be awarded to the low bidders since they were approximately twenty percent under the estimated cost figure.

November 8, 1976 — Superintendent Overby sent a letter to the Board members informing them that the Capital Development Board requested the district to guarentee an additional $72,697 in the event the project was still over the estimate.

November 11, 1976 — At the Board of Education meeting, heated discussion centered on the fact that the Capital Development Board and the architectural firm continued to request additional money for the project. The architect mentioned that if the project did not come in under the estimate, the project would have to go to the "redesign" stage. The Board reluctantly passed a resolution authorizing additional funds in the amount of $ 72,697.00. The Board then went into executive session to rank the alternates for bidding purposes on December 15, 1976.

December 1, 1976 — The pre-bid conference was held in the Neoga # 3 Board office. Very few questions were asked by the contractors in attendance, and many felt the bids for the project would be under the estimate.

December 9, 1976 — The Board of Education held their regularly scheduled meeting. Discussion included the pre-bid conference and the procedures for the bid opening on December 15th.

December 13, 1976 — Superintendent Overby received an answer to an earlier inquiry about the possibility of Neoga's project being included in the per square foot cost increase which was being allowed by the Capital Development Board. Ms. Barbara Nalley, Capital Development Board User Agency Coordinator, indicated she would submit Neoga's request at the January 13, 1977 Capital Development Board meeting. She also indicated she did not feel the increase would be retroactive to include Neoga.

December 15, 1976 — The bid opening was held in Springfield with Azzarelli Construction of Kankakee, Illinois listed as the apparent low bidder.

December 20, 1976 — At the special Board of Education meeting, the Board approved the low base bid with several alternates to be included in the project. A tentative post-bid budget projected the total cost of construction at $ 2,872,702.00.

January 13, 1977 — The Capital Development Board met and heard Neoga's request for an increase in State participation in the per square foot cost allowance. Even though the Neoga project bid was higher that the initial estimated cost per square foot allowed, the Capital Development Board denied the request.

January 26, 1977 — The pre-construction conference was held in the Neoga Board office. At the meeting, all details concerning the construction phase of the project were discussed by the contractors, the architects, and Tom McCue. Mr. Will McCain restated the compliance requirements for minority hiring.

The carpet bid was opened in Springfield and was under the estimated cost. The difference in cost was added to the contingency fund for the project.

February 10, 1977 — At the Board of Education meeting, the Board made their final selection for the exterior brick to be used in constructing the building. The date for the ground-breaking ceremony was set for March 23rd.

February 23, 1977 — A kitchen equipment and brick selection meeting was held in the Neoga Board office to clarify the equipment selection and brick for the project. Discussion then centered on a ginkgo tree located on the high school site which was to be torn down. With student and community interest to save the tree, the contractor presented a possible solution to preserve the tree by modifying the parking area.

February 25, 1977 — Superintendent Overby met with Malcom O'Neill to answer questions about the district's displeasure at the rate of interest projected by the bank. Mr. O'Neill indicated that the money market was "down" and that construction payout meetings would soon begin so long term investments could not be made.

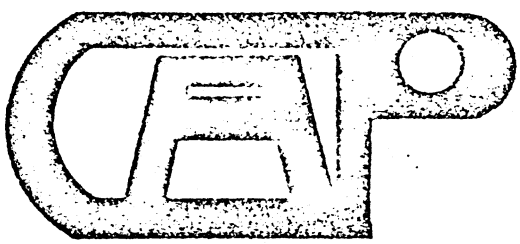
March 10, 1977 — At the monthly Board of Education meeting, the Board voted to move the Pioneer project and Unit #3 trust fund accounts to the Cumberland County National Bank. The Capital Development/Neoga trust account was left in the Central National Bank in Mattoon with the interest earned from that account mailed to the Neoga Board office for deposit in the Neoga Unit #3 account.

March 21, 1977 — Mr. Green completed plans for the groundbreaking ceremony. All class presidents, and club and organization presidents received a special invitation to participate in the ceremony. The local media was also contacted so the ceremony would be publicized.

March 23, 1977 — The groundbreaking ceremony was held at the high school. All high school students and several interested citizens watched the brief ceremony of the traditional groundbreaking.

APPENDIX B

CAPITAL ASSISTANCE PROGRAM: PROGRAM STATEMENT GUIDELINES FOR EDUCATIONAL FACILITIES



STATE OF ILLINOIS

CAPITAL DEVELOPMENT BOARD

CAPITAL ASSISTANCE PROGRAM

PROGRAM STATEMENT GUIDELINES

FOR EDUCATIONAL FACILITIES

DRAFT 11-20-75

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GENERAL INFORMATION

ogram statements for educational facilities are the means by which the educator scribes the educational activities and spaces which need to be incorporated in proposed new or renovated facility. They are written statements of needs that rve as a vehicle of communication between the educators, the Board of Education, e community, the Capital Development Board and the architect.

ogram statements are the result of a process through which the educator iden- fies and defines educational needs and objectives and then recommends an ucational solution in terms of specific facility needs. Program statements e clearly separate from architectural specifications. However, program atements should provide the necessary educational information to allow the chitect to design the school building in the most functional manner, in- rporating all the academic, administrative services, and support areas.

less the design people are given this type of vehicle, the architect must arch and develop it himself or else design the facilities based on past ex- rience. In other words, the architect needs information on the projected tivities and related functions, not on design solutions or architecture. en though the architect is a specialist who should provide expert advice d counsel towards satisfactory solutions, he cannot be considered an ducational program specialist.

developing program statements, the curriculum can serve as an important guide determining the functional uses of a proposed facility since the curriculum flects the identified needs of the students. The instructional method planned r the school and proposed staffing plans are also important factors to consider preparing program statements.

RESPONSIBILITIES FOR PREPARATION OF PROGRAM STATEMENT

The responsibility for program statement preparation rests with the superintendent of schools or his designated assistant. It is suggested that the superintendent or his designee establish a planning committee for the purpose of developing program statements for an identified project.

This committee should have a wide range of membership. Included on the committee can be parents, teachers, department heads, students, school administrators, Board of Education members, central office supervisors, para-professionals, interested community members, educational consultants, architects, representatives for the state departments of education as well as representatives from regional or local planning commissions. However, the size of the working committee will be dictated by the task at hand. Good practice suggests a small, selective, and representative group.

There are some important considerations in the selection of the membership of the committee:

- Time available to spend on the project
- Interest and knowledge about the project
- Imagination and creative ability
- Knowledge of the subject area
- Ability to work with people
- Interest in the improvement of schools

The key to a successful committee is the chairman. It is suggested that this important responsibility be placed with the principal of the proposed new or renovated school. It would be the chairman's responsibility to:

- Submit the program statement to the Capital Development Board and serve as liaison and committee spokesman in dealings with the Capital Development Board and the Illinois Office of Education.
- Coordinate the work of the committee
- Suggest resource materials and personnel
- Establish time schedules
- Assist in organization of the facility visitation schedules
- Analyze trends
- Provide guidance to the committee in organizing materials
- Report as a representative of the committee to the chief administrator

It is extremely important to establish quite clearly and precisely the task of the committee as well as the individual responsibilities of each committee member. Individuals and their responsibilities for the preparation of program statements should be identified. For example, the delineation of responsibilities could be as follows:

The Board of Education

- Adopts permissive and guiding policies
- Approves the official and written product
- Authorizes the services of educational consultants
- Employs the specialists, administrators, etc.

The Chief Administrator

- Directs the study committee or designates an assistant to carry out this function
- Provides leadership, guidance, and assistance to the working committee throughout the study
- Evaluates the progress
- Interprets the results to the Board of Education, the staff, and the citizens of the community
- Provides preliminary cost estimates for the proposed project and identifies any available funds

The Planning Committee

- Identifies the needs, objectives, and goals of the school
- Plans its own activities and develops a time schedule of major events which must be completed
- Presents the written program statement to the chief administrator for presentation to the Board of Education

The Education Consultant (as and if required)

- Provides guidance, resource materials and planning information
- Interprets discernible trends and new programs
- Assists in the editing of the program statement
- Interprets the program statement to the design professionals after the grant is made

CDB Program Analyst (on request)

- Will be available, on request by the district, to provide consulting assistance during the development of the program statement

SCOPE, CONTENT, AND FORMAT OF PROGRAM STATEMENT

The purpose of a program statement is to help the educator describe to the architect the activities, purposes, relationships and requirements of the proposed facilities. The program statement, therefore, should be a blueprint for the future. It should state what is good educationally, not what may be common practice. The organization and format should follow a definite outline to assure orderly procedures by the planning committee.

Program statement documents can be subdivided into ten categories:

I. Project Rationale
II. The Community
III. Educational Plans
IV. Description of Activity Areas
V. General Building Considerations
VI. Site Analysis
VII. Summary of Spatial Relationships
VIII. Summary of Spatial Measurements
IX. Cost Estimates and Funding Sources
X. Time Schedule of Major Events

Each of these ten areas will be described briefly.

I. PROJECT RATIONALE

In this section a brief description of the intention of the project and the plan for the project should be provided. The rationale for its being done as well as the expected results should be stated.

Included in this section should be a brief description of existing facilities and their condition.

II. THE COMMUNITY

Provided here should be a brief description of the history of the community, the people who make up the community, and the facilities available in the community (e.g., libraries, parks, police protection, fire protection, etc.). Also provided should be a map which shows the location of schools in the district and a map of the proposed site for the school which shows the existing facilities on the site.

Included should be information pertaining to projected enrollments and whether they are expected to increase, decrease, or remain the same for the next five to ten years. The impact the population trend will have on the educational needs of the project should be estimated.

III. EDUCATIONAL PLANS

This section can be subdivided into three areas: curriculum plan, instructional method plan, and support plan. This information will represent a summary of <u>what</u> kind of educational program will be available in the proposed facility, <u>how</u> the educational program will be presented, and <u>who</u> will provide instruction and support for the educational program.

A. Curriculum Plan

A written statement dealing with the goals of the proposed school's educational program should appear here. This Section should include overall educational goals of the school as well as a summary of the courses which will be taught in the proposed facility.

A simple, concise, and brief statement will assist all involved in program development and will be an important asset to the planning committee as well as the architect.

B. Instruction Method

The type of instructional methods planned will have an important impact on the design of the facility. In this Section identify the instructional methods that will be used to obtain the goals identified above (e.g., individualized, departmentalized, continuous progress, self contained, modular schedule, etc.). Particular attention should be given to current types of instructional methods as well as those projected for the future.

C. Support Plan

In this section the staff that will be used to administer the school program should be identified. This section makes reference to such managerial personnel as principals, vice principals, team leaders, departmental chairmen, administrative assistants, instructional leaders, etc. The staff required to operate the school should also be identified. This includes teachers, paraprofessionals, food service personnel, custodial personnel, transportation personnel, counselors, etc.

It is important also to identify what provisions will be made for staff development and orientation to the new programs and new facilities.

IV. DESCRIPTION OF ACTIVITY AREAS

This section of the program statement should describe each area of the building that will be designed by the architect. This can include but should not be limited to the following areas:

Administrative and Support Areas

- administration
- guidance
- health service
- food service
- building services
- faculty lounge
- student commons
- restrooms
- drinking fountains
- student lockers

Instructional Areas

- regular classrooms
- science
- industrial arts
- vocational education

- physical education
- language arts
- art
- music
- auditorium/theater
- special education
- learning disabilities
- library/resource center

The information required for each of the above activity areas should be placed in the format which follows where applicable:

A. Objectives
B. Activities Planned
C. Number of Participants and Groupings
D. Environmental Variables
E. Utilities
F. Storage
G. Furniture and Equipment -
H. Support Facilities
I. Others

As an example, the section of the program statement for the music area should include information on each of the above items. The same information should be provided for the guidance area, food service area, science area, special education area, and each of the other major activity areas.

The format for describing each activity area is explained in greater detail below:

A. Objectives

Explain the specific objectives for this particular activity area. This should be a brief but concise statement.

As an example, the objectives of a music classroom could be to provide every student with an opportunity to engage in musical, cultural, and social experiences; to develop a lasting appreciation of music; and to develop his own creative abilities.

B. Activities Planned

Describe the activities planned for the students, the teachers, and other participants in this particular area.

As an example, the following types of activities could be planned for a music room:

Singing - Activities consist of choral singing with small groups and groups varying in size up to 80 students. Chalkboard work at times will be a necessity.

Rhythmic Activities - Work is conducted on an individual, small group and class size basis. Movements include tapping, clapping, swaying, walking, running, skipping, marching, galloping, and free, interpretive movements. Action-type singing games and folk dancing will also be part of the program.

Playing - In use will be percussive, melodic and harmonic instruments.

Creating - Students will be encouraged and guided to write songs, set poems to music, dance interpretively and originate other stimulating experiences.

Listening - Utilized will be records, tape recordings, television and live performances.

C. Number of Participants and Groupings

Specify the number of students, teachers, para-professionals, administrative personnel, other members of community, etc., who will be in this area. Will there be any large group instruction, and if so, what size? Will there be any small group instruction? Will students work as individuals or in groups of two? How many of these various groupings will be taking place at the same time, and more specifically, what activities will take place at the same time, etc.?

As an example, the music room could be planned to provide large group instruction for up to 80 students and small group activity with groups no smaller than 6 students. Up to 5 smaller group activities would be taking place in the classroom at the same time. The music room would utilize two full-time teachers and one para-professional.

D. Environmental Variables

In this section, information should be provided which deals with three environmental variables:

1. acoustical - what qualifications of acoustical separation are required? Is there some particular activity that should be isolated or some particular activity that should be enhanced acoustically?

2. visual - what are the visual requirements of the area? Is visual access desirable between two areas, or is it desirable to have visual separation? Will this area be used for audio visual presentations and therefore require capability of being darkened? Should it be provided that segments within the total area can be darkened?

3. thermal - should this area be treated thermally for year-round use? Is there some particular area that requires special attention to ventilation? Is there a particular piece of equipment that produces an excessive amount of heat that will be in this area? Are there particular odors or fumes that will be produced in this area that will require special attention?

E. Utilities

Describe the utility needs of this area. This can include hot and cold water, any special electrical requirements, gas, vacuum, compressed air, telephones, two-way public address system, or closed circuit television.

F. Storage

Describe the storage requirements for this activity area. This can be described in terms of the cubic feet required as well as by describing the materials that will be stored. This section should include those items that would be of a built-in (fixed) nature (e.g., storage rooms, closets, cabinets, etc.).

G. Furniture and Equipment

Identify the fixed furniture and equipment required for this activity area? Identify the movable furniture and equipment required for this activity area? What are the requirements for chalkboard, tackboard, pegboard, tack strips, and display cases? Approximately how many linear feet of these items are required?

It is not essential to identify manufacturer's model number, styles, colors, etc., but it is very important to identify the quantity and type of item that will be used in each of the activity areas as well as in the support facilities. This will enable the architect to get a feel for the pieces of equipment, utility requirements, furniture and space requirements, and to verify that the amount of square footage identified is sufficient.

H. Support Facilities

Describe the support facilities that will be needed to enable the educational program to take place in this activity area. This might include student project areas, conference rooms, preparation areas, teacher planning areas, shared storage areas, and so forth. Where appropriate, the description of a support facility should include the same kind of information required for a major activity area (i.e., Objectives, Activities Planned, Number of Participants and Groupings, Environmental Variables, Utilities, Storage, and Furniture and Equipment).

I. Others

This space can be used for any additional information felt to be essential to provide the architect with additional performance requirements for this activity area.

V. GENERAL BUILDING CONSIDERATIONS

This section should contain information related to the total building complex. Occasionally throughout this section information will relate to specific areas and concerns.

A. Health and Safety

This section should convey to the architect particular concerns of the planning committee for the health and safety of the building occupants as well as those coming to and from the school. It is not necessary to describe detailed code provisions in this section but only special concerns which should be brought to the attention of the architect.

B. Flexibility

Indicate the degree of flexibility that should be designed into the facility. Should provision be made for expansion of the facility or any particular activity area, and if so, can the committee give the architect some particular input that would help him in this regard? Should the school or any particular activity in the school be planned to be contracted or eliminated in the future?

C. Circulation

Identify the activity areas where the greatest circulation or movement will take place. What areas will be heavy traffic areas internally and externally?

D. Community Use

Specify how the school will be used by the community during school hours, after school hours, and/or during vacations. Identify particular portions of the building that should be designed so that mechanical systems and security systems can allow the community to use them efficiently.

E. Communication Systems

Describe the type of public address system that should be provided, the location of telephones, and the requirements for closed circuit television.

F. Provisions for Handicapped

Provisions for the handicapped must be made for access to and within the building. The "Standard Specifications for Facilities for the Handicapped" published by the Capital Development Board are applicable to all facilities, including any remodeling. If an addition is to be constructed, the existing spaces must be made accessible to all students, teachers, parents and/or visitors (i.e., the Public) by the installation of elevators, ramps and modification of toilet rooms as required. The costs for modifying the existing facilities as well as for the addition should be included in the preliminary budget estimates requested in Section IX of this document.

In this section briefly describe plans for meeting needs of the handicapped; it is not necessary to provide detailed code provisions here.

G. Building Security

Describe the provisions which should be made for building security. Are there particular systems that are to be used? Are there particular areas of the building that should be specially treated to insure maximum security? Will the security system allow community use without undue cost or expense? What areas of the building should be capable of being isolated to allow use during non-school hours?

H. Others

This space can be used for any additional information felt to be essential for the architect regarding the general building. Such items as provision for freight elevators, etc., should be included here.

VI. SITE ANALYSIS

The site must be sufficient to accommodate the entire educational program and be in full compliance with program standards and regulations issued by the Capital Development Board*, the Illinois Office of Education, the Environmental Protection Agency and with local zoning ordinances.

This section of the program statement describes each factor related to the proposed site. This could include but would not be limited to the following items:

- accessibility of utilities (water, sewer, electricity, natural gas, etc.)
- parking for teachers, students, school buses and visitors
- loading zones for school buses and for cars transporting students
- service access to buildings
- outdoor teaching areas
- landscaping
- summary of planned future expansion
- recreational and athletic facilities

VII. SUMMARY OF SPATIAL RELATIONSHIPS

In Section IV of these guidelines, descriptive information was requested for each major individual activity area. Most activity areas, however, are functionally related to other activity areas or at least to support areas. It is often desirable to locate these functionally related activity areas adjacent or close to each other. For example, it may be desirable to have the auditorium/theater area near the music area since these two activity areas can often operate in conjunction with one another.

It is important for the architect to be aware of the spatial relationships which exist among activity areas so that these relationships can be incorporated into the design of the facility. These spatial relationships can be described to the architect both by diagrams and in narrative form.

In this section the spatial relationships should be presented through a bubble-type diagram and an accompanying brief narrative (see examples on following two pages).

Describe the space relationship of each activity area to other functionally related activity areas and support areas within the building, and to functionally related activity areas outside the building. Also, for each activity area, briefly describe whether there is a need to combine the activity area with an adjacent area to form a larger area; or to subdivide the activity area into smaller areas.

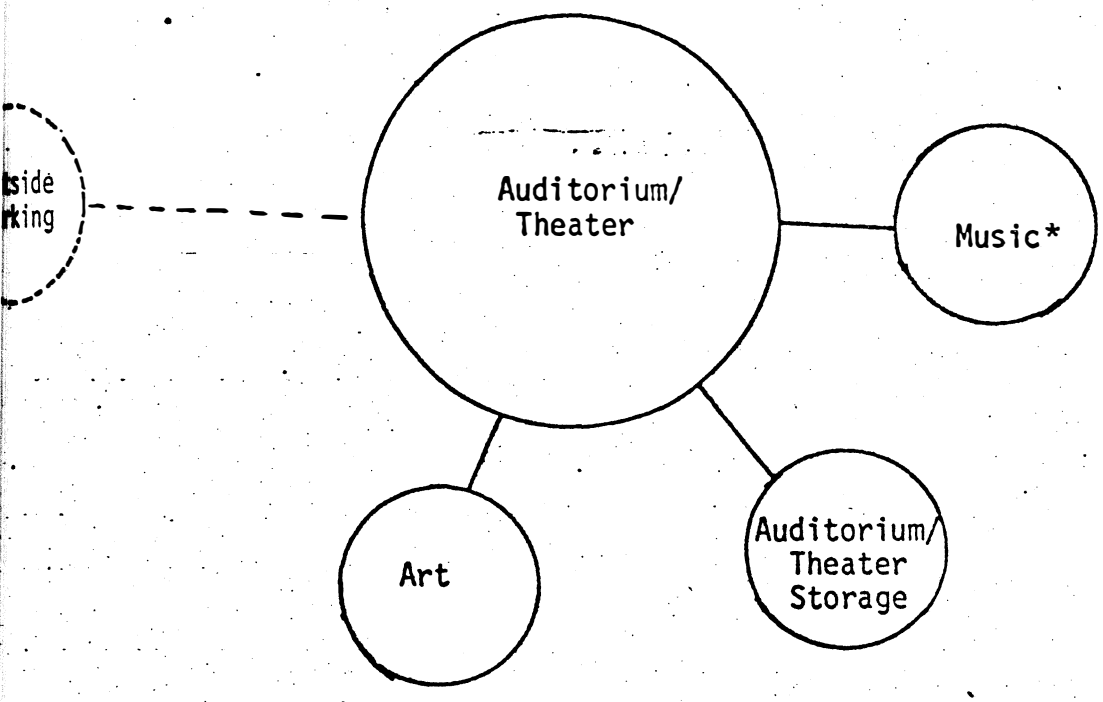
Such diagrams (and narrative descriptions) will provide the architect with a series of spatial components which the architect can assemble in various ways to determine the overall most effective design of the building.

* These site criteria are contained in the "Standards for Award of Grants of the Elementary and Secondary Capital Assistance Program" approved by the Capital Development Board on November 14, 1975.

EXAMPLE

Activity Area - Auditorium/Theater

The auditorium/theater should be easily accessible to the music and art activity areas and directly accessible to storage. Outside parking should be available near the auditorium/theater facility. The auditorium/theater should have the capability of being subdivided into four separate assembly areas of equal size.



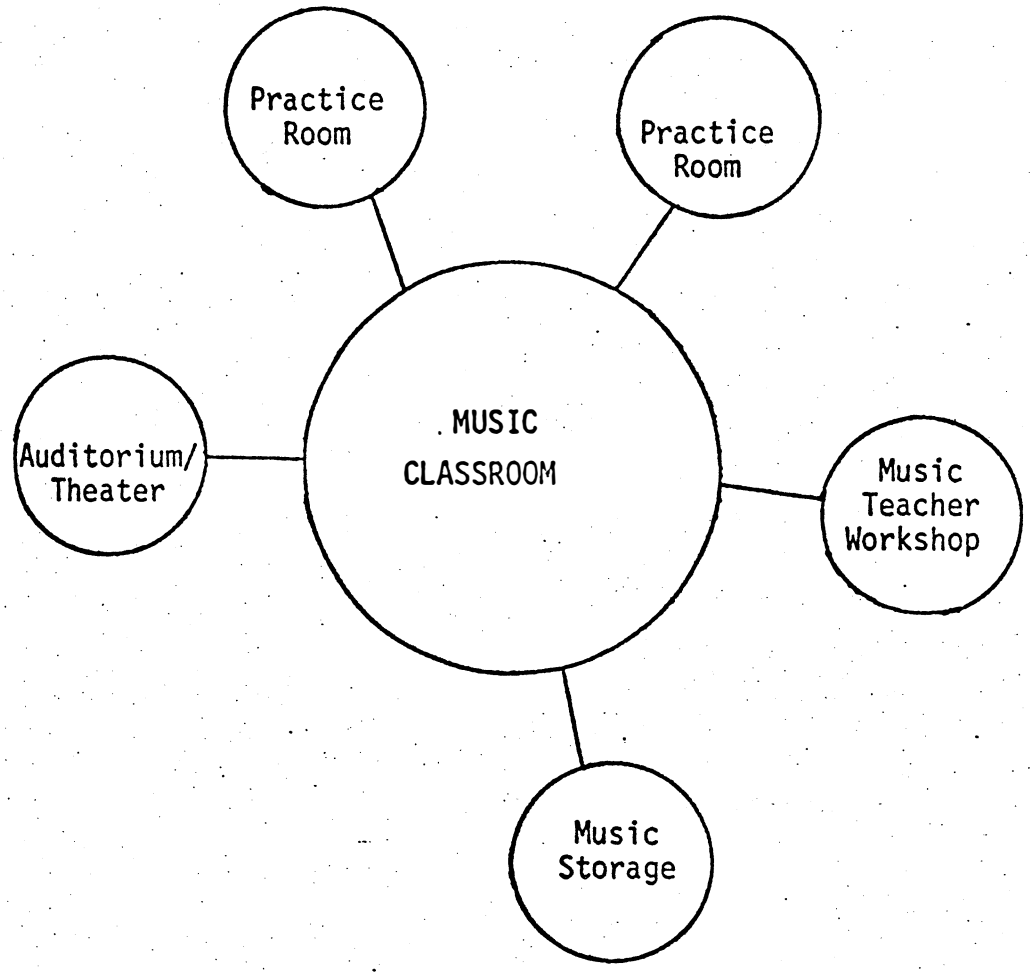
* On the next page the Music activity area is detailed and the Auditorium/Theater activity area is shown as one of the areas functionally related to it.

NOTE: The size of the bubbles does not reflect the relative size of the activity areas shown in the diagram.

EXAMPLE

Activity Area - Music Classroom

The music classroom should have immediate access to two practice rooms and a storage facility. A teacher workshop should also be directly accessible to the music classroom. The auditorium/theater should be located in close proximity to the music classroom:



NOTE: The size of the bubbles does not reflect the relative size of the activity areas shown in the diagram.

II. SUMMARY OF SPATIAL MEASUREMENTS

previous sections of these guidelines, descriptive information and information spatial relationships were requested for activity areas and support areas. This ction summarizes the spatial requirements or measurements of each type of area. is should include:

- The approximate square footage of each activity area and each support area
- The approximate square footage of each subdivided area (e.g., if one room can be subdivided, indicate the approximate square footage of each subdivided section)
- The approximate square footage of each combined area (e.g., if two rooms can be combined, indicate the approximate combined square footage of the two rooms)
- The net square footage and the gross square footage should be identified for the <u>total</u> project
- The efficiency of the building (net assignable space to total space)

X. PRELIMINARY COST ESTIMATES AND FUNDING SOURCES

his section summarizes the economic status of the program. This should include ut not be limited to:

. Estimated Costs

1. Estimated planning costs to determine the need for and location of the proposed project.
2. Estimated costs to meet site development programmatic needs identified in the program statement. These costs should include but not be limited to:
   a. cost to purchase site
   b. cost of fixed and moveable equipment on site - outside the 5-foot line
   c. utility needs of site
3. Estimated costs of building to the 5-foot line to meet the programmatic needs as identified in the program statement.
4. Other estimated costs
5. Estimated cost of the <u>total</u> project (should include 1-4 above).

. Funds and Sources of Funds

1. Estimated state share of Recognized Project Cost. (This figure can be developed by consulting with the Capital Development Board analyst).

2. Estimated local share of Recognized Project Cost and source of funds for local share.

3. Estimated Additional Costs Above the Recognized Project Cost.

Economic Constraints and Priorities

Given the basic programmatic needs as identified in this document and because actual construction costs can vary from initial budgeted cost estimates, it is essential that the architect be given direction regarding the priorities of the various elements of the project budget. Given the possibility that the monies available for the project are not sufficient to fund every element of the project, provide in this section a list of those project elements which are of a relatively lower priority in contributing to project goals. If it then becomes necessary for the architect to alter the project plan because of cost constraints, he will have a better understanding where such changes can be made.

Such changes in the project plan could be of several types: the elimination of a particular activity area, the elimination of certain types of materials for the total project or a particular activity area, the reduction in space of a particular activity area, etc. In this section, information regarding priorities should be provided for items in two categories:

1. For items included under the category "Recognized Project Cost" list each project element and the estimated cost of each element of a relatively lower priority. Include project elements which account for at least 15% of the total Recognized Project Cost even though some of these elements may be considered necessary. List these project elements in order of descending importance (i.e., put the lowest priority element at the bottom of the list).

2. For items included under the category "Additional Costs Above the Recognized Project Cost" list each program element and the estimated cost of each element in priority order. In this section, list every "additional" program element in order of descending importance (i.e., put the highest priority element at the top of the list and the lowest priority element at the bottom of the list).

TIME SCHEDULE OF MAJOR EVENTS

Specify the desired dates for beneficial occupancy, referendum and other major events. In this section provide dates of all major milestones. (It is especially important to specify the date when the building should be first occupied. In order to allow time for making preparations to use the facility, this date may need to be considerably before the date classes are scheduled to begin.)

Summary

The educational program statement becomes the basis for developing the schematic design. It is used to establish parameters for the architect and planner by describing certain activities, functions, relationships and requirements of a building and a site. Clarity and conciseness of the educational program statements can greatly assist the architect in developing the schematic plan.

Bibliography

The following documents were used as references in developing the Program Statement Guidelines for the Capital Assistance Program:

"Educational Specifications for the Beckemeyer and Undesignated Elementary Schools, Hillsboro, Illinois". Prepared by the School Planning Laboratory, The University of Tennessee, Dr. Charles E. Trotter, Director. April, 1973.

"Educational Specifications for Nineveh-Hensley-Jackson, United School Corporation, Trafalgar, Indiana". Prepared by C. William Day, Indiana University, Bloomington, Indiana. April, 1974.

"Schematic Design Program", McKie Site Intermediate School, Cincinnati, Ohio". Prepared by Caudill Rowlett Scott, Architects Planners Engineers, Houston Texas. April, 1975.

Materials from the Council of Educational Facility Planners, International. Columbus, Ohio.

APPENDIX C

EDUCATIONAL SPECIFICATIONS FOR THE NEW JUNIOR-SENIOR HIGH SCHOOL

NEOGA COMMUNITY UNIT SCHOOL DISTRICT #3
East Seventh Street
Neoga, Illinois 62447

EDUCATIONAL SPECIFICATIONS

FOR THE NEW

NEOGA JUNIOR-SENIOR HIGH SCHOOL

December, 1975

TABLE OF CONTENTS

I. PROJECT RATIONALE

The need for a building program for the Neoga School District has
en apparent for quite some time. An unsuccessful referendum to do
was defeated in February of 1970. Conditions have worsened since
at time.

The current high school building is obsolete, over-crowded, and
sufficient to provide for todays educational needs. Its condition
beyond written or verbal description. In addition to these needs,
e present site of the junior high school (grades 7 & 8) is over-
owded and insufficient to serve current educational needs. Grades
- 8 are presently housed in one badly over-crowded building.

With these needs in mind, the Neoga Unit District #3 made applica-
on last February for a grant from the Illinois Capital Development
ard. The C. D. B. and Illinois Office of Education visited Neoga
do a facility evaluation. The results were indicative of the
oblem: the current high school was given a technical rating of
7 out of a possible 1,000 negative points. In June, the C. D. B.
proved the Neoga project (#762-035-001) for a new junior/senior
gh school complex in the amount of $2,661,967.00. The grant index
s .5904, thus, the State of Illinois will provide $1,571,625.00 if
e local citizenry will provide $1,090,342.00.

The Board of Education, on September 11, passed a resolution
lling for a referendum for this project and an addition at the
oneer Attendance Center. In addition, and at the recommendation of
D. B., a ten percent (10%) inflation factor was added to help guard
gainst inflation. C. D. B. has stated they will also add on 10% if
eeded. Thus, the total amount for the referendum was $1,360,000.00.

The election was held on Saturday, October 18, and was overwhelmingly approved by a 940 - 356 vote. The architectural firm of Wilson, Hodge, and Groh of Mt. Vernon, Illinois has been approved by the Board of Education and C. D. B. to work on this project.

II. THE COMMUNITY

School District No. 3 is comprised of 110 square miles of rich
rmland in Central Illinois about 185 miles south of Chicago and 110
iles east of St. Louis. Neoga, the principal town, has a population
f 1600, with the town of Sigel having 300. Total district population
s about 4000. The district has shown a steady growth over the past
n years, and the availability of good housing is continuing to
ttract residents. The Town of Neoga lies midway between Mattoon and
ffingham. The recent purchase of a large industrial park (205 acres)
o the north of Neoga and adjoining the Illinois Central, Gulf R. R.,
nterstate Route I-57 (N-S) and U. S. Route 45 (all prime transporta-
ion routes) is expected to attract additional industry to the area.
he district has one bank and a prosperous commercial sector of town
erving an area of about 150 square miles. Three grain elevators are
ocated in the district along with other agri-related business. The
conomy of the district is primarily agriculture. Farmland has sold
p to as high as $1700 per acre. Principal crops are corn and beans.
ivestock comprises dairy and beef cattle and swine. Lake Mattoon (a
200-acre lake) as well as a 20-acre park are located within the dis-
rict, providing recreation for the area. Seven churches are also
ocated in the district. In addition to the above-mentioned transpor-
ation routes, Illinois State Route No. 121 and a good network of
ounty and township roads serve the area. The Coles County Airport is
ithin fifteen minutes travel, to the north of town.

The community has increased fire and police protection with a fire
tation now located on each side of the railroad tracks running through
own. Community interest in a public library is growing and plans are
eing made to open a library in the near future. Increased participa-

tion in programs at Lake Land College, located only six miles away, has also been noted in recent years.

The assessed valuation of the district is $17,359,908.00 with a slow but steady increase projected. Projected school enrollments are now stabilized as the enclosed enrollment chart indicates. Because of declining enrollments almost everywhere--this is considered as a gain in families/pupils. There may be some acceleration in school population due to a couple of factors. First, there is reason to believe that the Neoga area will become very attractive to families now living in the Mattoon and Charleston areas because of the financial insecurity within their present school systems. Secondly, there are approximately 100 Neoga resident pupils presently attending St. Michael's Parochial School in Sigel in grades 1 - 8. No changes in this arrangement are predicted or necessarily recommended. However, this must be kept in mind in planning new educational facilities as the obligation for educating these children automatically reverts to the Neoga Unit Schools.

The present and past enrollment figures are found on the enclosed chart. Also included is a boundary map of the Neoga Community Unit School District #3.

September 3, 1975

Day Attendance

OL	GRADE	BOYS	GIRLS	TOTAL	PIONEER	NEJHS	HIGH SCH
eer	k	34	39	73	73		
eer	1	39	26	65	65		
eer	2	38	32	70	70		
S	3	31	29	60		60	
S	4	39	33	72		72	
S	5	41	38	79		79	
S	6	46	43	89		89	
S	7	41	39	80		80	
S	8	38	36	74		74	
	9	50	47	97			97
	10	45	43	88			88
	11	47	35	82			82
	12	50	45	95			95
ED.		4	8	12	0	5	7
L		543	493	1036	208	459	369

Armstrong 7

R	TOTAL
62	739
63	728
64	783
65	761
66	775
67	798
68	888
69	974
70	965
71	957
72	987
73	989
74	1041
75	1051
76	1043

PIONEER	208
NEJHS	459
HIGH SC.	369
ARMSTRONG	7
Grand Total	1043

III. EDUCATIONAL PLANS

A. Curriculum Plan

The philosophy of the Neoga Community Unit District #3 is to educate the child to be an effective and responsible citizen, capable of living in a changing democratic society, so that each person may live as full a life as his potential permits.

The function of the school is to help every pupil to have those living and learning experiences that enable him to feel, think, and act so that his behavior will be increasingly satisfying to himself and increasingly acceptable to his fellow human beings.

This Board of Education, realizing their obligation to provide the best common school education possible for every pupil, emphasizes that the individual student and his development is the focus of attention in the Neoga Community Unit Schools. The total program has been, is being, and will continue to be, planned toward that center of attention. To implement this philosophy, the district believes the following objectives must be achieved.

1. The district is obligated to provide a safe, healthful, and attractive area for all parts of the school complex for the achievement of educational goals.
2. The providing of proper materials--sufficient in amount and in applicable modernity--is a required base for educational growth.
3. The development of a vital total curriculum must first be directed toward the "world of work", a phrase that implies the intellectual, the professional, and the occupational choices.

4. The evolvement of any curriculum or all courses of study should have an involvement of five social segments--the parents/community, the students, the faculty, the administration, and selected professional consultants.
5. Throughout all curricula, throughout every department and throughout each daily class meeting must come by either direct or implied means the pupils' development of ability in the following educational goals:
   a. To help each student develop an awareness of self-worth.
   b. To help each student develop a spirit of inquiry and a commitment to learning.
   c. To help each student think critically and creatively in dealing with new situations.
   d. To help each student develop respect for law and order and for the personal and social rights of each individual.
   e. To help each student understand his or her role and responsibility in helping a democratic society solve its problems.
   f. To help each student acquire the skills and understandings that will provide a foundation for vocational success.
   g. To help each student develop the understandings, wholesome attitudes, and desirable practices relating to mental, physical, and emotional health of the individual, his family and his community.

h. To help each student master the skills of communication (reading, writing, speaking and listening) and computing commensurate with his ability.

Courses of study in the proposed junior/senior high school will e geared to accomplishing these educational goals as well as satisying the requirements of the State of Illinois. A traditional type rogram of courses will be offered in addition to more extensive rientation and skill acquirement courses in the vocational areas.

B. Instruction Method

The instructional program for the junior/senior high school is based on a traditional framework of group instruction with individualized attention given to students with special needs. Departmentalization will still maintain flexibility within this traditional framework to include:

1. Work study programs
2. Homebound instruction
3. Dual enrollment with Lake Land Junior College
4. Tutoring
5. Special education programs for low ability students
6. Other programs in the future as dictated by needs

C. Support Plan

The staff that will be used to administor and operate the school program in the junior/senior high school are as follows:

1. Administration--In addition to the position of Unit Superintendent, housed in a separate office, it is planned to have a principal and assistant principal. The principal will be the administrative head of the junior/senior building and will also devote approximately 50% of his time to unit business in the role of Assistant Supt./H. S. Principal. This position will be for twelve months and the Assistant Principal position will be ten month employment.
2. Office help--There will be two full time secretaries employed and possibly one aide/clerk to be used in conjunction with the Guidance Department. Students will help out in the office during the school days for the months school is in session.

3. Guidance--One full time guidance counselor on a ten month basis will be assisted by a clerk/aide on a part assignment basis. Additional help for receptionist, etc., will be obtained via student help.
4. Teaching staff--The equivalent of 30 full time teachers will be needed to provide to necessary teaching staff for the educational program.
5. Resource/Learning Center--A qualified media/library specialist will be in charge of the operation of this area. A full time clerk/aide will be provided to assist in offering needed services.
6. Custodial staff--In addition to the Unit Maintenance Man/Head Custodian, there will be three full time custodians required for the maintenance and up-keep of the junior/senior high school. One of the three will work "days" and the other two will work "nights."
7. Food service staff--Four food service workers will be needed in addition to necessary student help.
8. Health care--The junior/senior high school will share the services of the school unit nurse. It is planned for her to spend approximately one/half of her time there.

Staff development will be of a "change-over" and orientation ature. Virtually all projected employees are now working in the it in various assignments. The culmination of the 7 - 12 grade mbination will require several sessions of separate and combined ientation sessions. These will be held prior to and immediately fter the completion of the junior/senior high school building.

//

IV. DESCRIPTION OF ACTIVITY AREAS

A. Administrative and Support Areas

Administration

a. Objectives - The objectives of the administrative area are to provide the necessary space, facilities, and equipment to serve as the central communication and service center of the entire building complex.

b. Activities Planned - The administrative area will serve as a base for all aspects of the overall operation of the junior-senior high school. Included will be scheduling, information, attendance, problem solving/decision making, etc.

c. Number of Participants and Groupings - There will be two full time administrators as well as two secretaries and a student secretarial station.

d. Environmental Variables/Utilities - (1) Acoustical - The inner offices of the administrators should be acoustically treated to limit sound transmission. Carpeting should be used in all office areas to provide additional acoustical qualities. (2) Visual - The Principal's and Assistant Principal's offices need to be completely non-visual for conferences, etc. The outer office needs to be visible from the hallway and commons area. This will enhance accessibility and observation. (3) Thermal - The heating and air-conditioning systems need to be adequate for proper ventilation and year-around use.

e. Utilities - Adequate electrical outlets and telephone lines need to be installed in this area. Provisions should be made to house the master communication panel (PA System), fire alarm, smoke detection equipment and master clock system.

f. Storage - The office area should contain closets for office personnel and guest usage as well as necessary floor space for at least six file cabinets, a large counter cabinet, and secretarial office equipment. A teacher mail box area should be located adjacent to the entry door to the outer office. A fireproof vault (at least 8 x 12 feet) should open into the behind-the-counter area to be used for records and temporary safe-keeping of monies.

g. Furniture and Equipment - In the two administrative offices, there should be:

--Conference type desk and swivel chair
--2 Four-drawer file cabinets (lockable)
--ventilation system
--2-4 chairs

In the secretarial office area there should be two "L" shaped secretarial work stations and additional desk for a student secretary. Comfortable office chairs should be used in this area. Each secretary's station should have an electric typewriter and electric calculator. A photo-copying machine should also be in this area. If the reception/waiting area, 4 - 5 comfortable chairs are needed for visitors and guests. A coat rack is also desired.

h. Support facilities - A conference room off the reception/waiting area would be desirable so teachers or administrators could meet with parents or guests. It could also be shared with the guidance department and be used when college or military service representatives visit the school. Additional support facilities are:

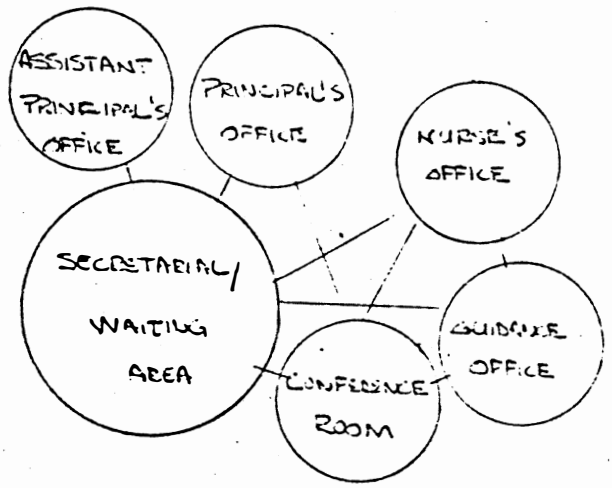
(1) Guidance - The guidance services include assistance with educational planning, interpretation of test scores, occu-

pational and career planning, confidential personal and social concerns, and referrals to persons or agencies outside the school. One guidance office is needed with a reception/conference area near by. The office should be large enough to comfortably seat three people in addition to conference-type desk and chair. Two 4-drawer file cabinets should be in the office as well as storage space for vocational career information.

(2) Health Service - The health service area will need to provide privacy for ill students, or faculty, as well as privacy for conferences. Toilet and hand washing facilities are needed as well as an area for ill or injured students to rest until recovered or care is taken over by a parent. An office area is needed for the nurse and should include the following equipment and furniture:

--1 desk and chair
--2 filing cabinets
--1 storage cabinet
--2 beds
--1 small refrigerator

(3) Reception/Conference Room - will be a dual purpose facility being shared primarily by the administration offices, guidance, and nurse, but will also be available to all staff members. The room should be large so it could be divided into another guidance office and remain a small conference room, if the need arose at a later date. A conference table with six chairs should be in the room as well as book cases and instructional materials racks (to hold vocational & career materials).


ASSISTANT PRINCIPAL'S OFFICE
PRINCIPAL'S OFFICE
NURSE'S OFFICE
SECRETARIAL/ WAITING AREA
GUIDANCE OFFICE
CONFERENCE ROOM

2. Food Services

a. Objectives - The objectives of the food services area is to provide wholesome nutritious school lunches for the student body.

b. Activities Planned - The food services personnel will offer both Type A federally approved lunches and hot sandwiches during the lunch hours.

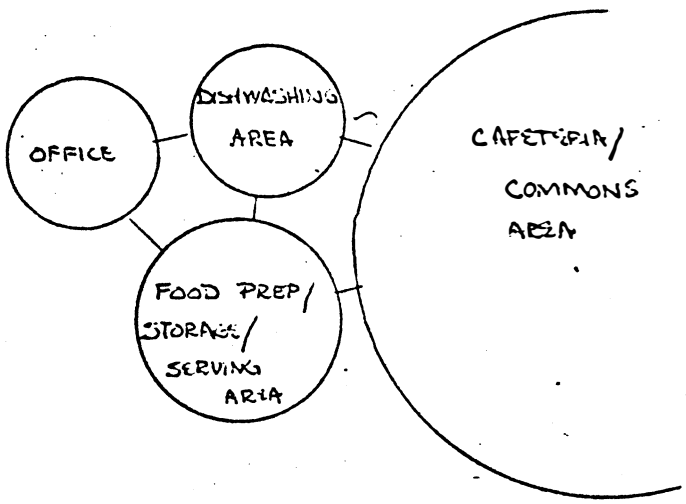
c. Number of Participants and Groupings - Two separate lunch hours will enable all students to eat and relax during the lunch hour. Junior high and senior high students will be segregated as much as possible during the lunch hour. Total lunches served will be approximately 375.

d. Environmental Variables - (1) Acoustical - Acoustical materials should be used to help keep noise from the kitchen out of the cafeteria/commons area. (2) Visual - No special needs. (3) Thermal - Because of excessive heat and food odors, ventilation and exhaust fans are needed.

e. Utilities - Gas and electric lines are needed for the food freezers, refrigerators, ovens, ranges, etc. Hot and cold water hook-ups are also needed for food preparation areas and utensil cleaning areas.

f. Storage - An abundance of storage for kitchen utensils, mixers, etc. is needed. Student serving trays, silverware, table supplies, etc., also need adequate storage. Large quantities of canned goods should be stored in a secured storage room with adequate ventilation and temperature control.

g. Support Facilities - A small office for the cooks should be located in the kitchen. Rest rooms should be in or near. (The cafeteria/commons area will be discussed in another section.)


OFFICE
DISHWASHING AREA
CAFETERIA/ COMMONS AREA
FOOD PREP/ STORAGE/ SERVING AREA

Building Services

a. Objective - The objective of the building services area is to provide custodial services which are necessary to keep the building clean and in good repair.

b. Activities Planned - All repair work is done by the custodial staff, as well as all cleaning of rooms, commons area, administrative areas, grounds, etc. Custodial work closets should be located throughout the school building with a workroom located in or near the receiving goods storage area.

c. Number of Participants and Groups - One full time custodian will be on duty during the day shift with two full time custodians on duty in the evenings.

d. Environmental Variables -

(1) Acoustical - no special needs

(2) Visual - no special needs

(3) Thermal - no special needs

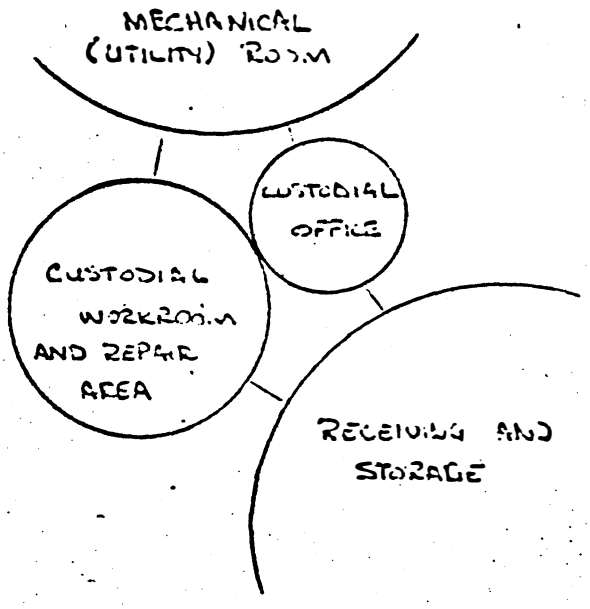
e. Utilities - Hot-cold water is needed in each of the custodians work closets. Electricty should also be available in these areas.

f. Storage - Room for meps, buckets and maintenance tools should be located in each custodial work closet. A shelf for storage of cleaning supplies, paper goods, etc. is also needed. In the custodial workroom, several cabinets are needed to store ~~tables~~ tools, nuts, bolts, nails, etc.

g. Furniture and Equipment - No additional equipment or furniture is needed in the custodial work closets. In the workroom, a work bench is needed. In the custodians office area, there should be space for 3 desks and chairs, 3 lockers

and a rest room/clean-up area.

h. Support facilities - a custodial office, locker area and rest room are recommended.



Teacher Workroom

a. Objectives/Activities Planned - The teacher workroom provides an area in the building for teachers to prepare and duplicate instructional materials, prepare lesson plans, read professional literature, or just relax.

b. Number of Participants - All staff members will have a preparation period during the school day in which they can go to the teacher workroom to work. An average of four teachers will have a preparation period during any one period.

c. Environmental Variables

(1) Acoustical - Since some office equipment will be in this area, some acoustical treatment may be needed.

(2) Visual - No special needs.

(3) Thermal - Ventilation fans should be in this area since some staff members will use this area to smoke.

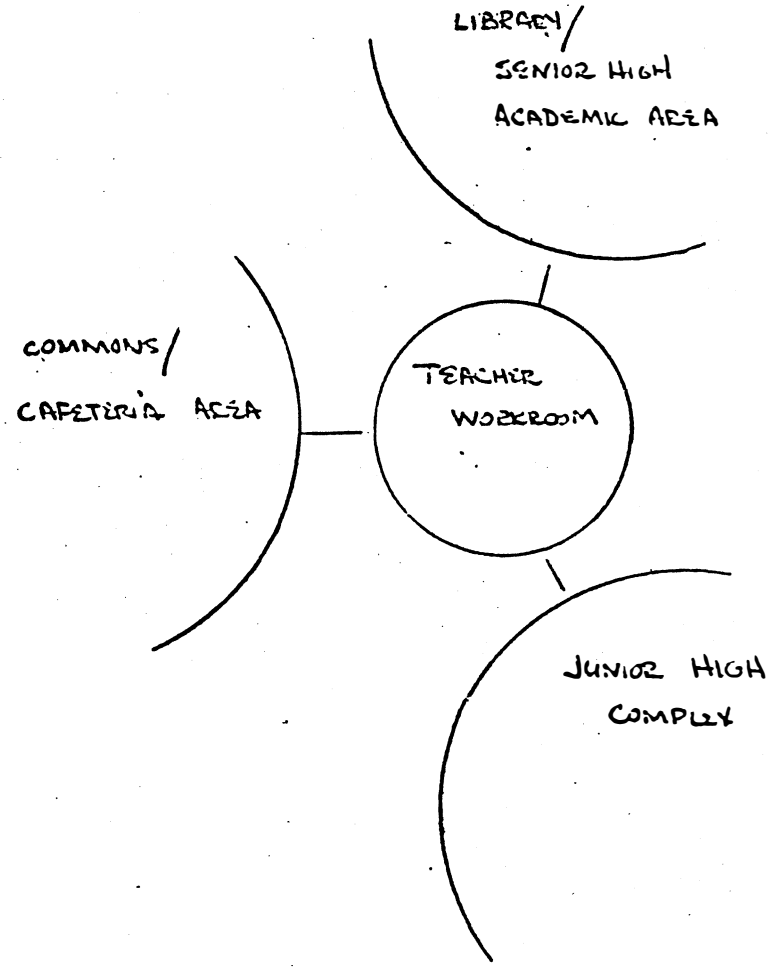
ELECTRICAL OUTLETS EVERY 8 FEET (OR SO)...

d. Utilities - Separate faculty rest rooms are desired in this area so special plumbing is needed. A small kitchette with a sink, hot plate and small refrigerator are needed. A telephone should be placed in this area also. Electrical outlets should be located throughout the room. A T.V. HOOK-UP IS ALSO DESIRABLE.

e. Storage - Very little storage space is needed since most teachers will have a home-base or room to keep supplies in. A storage cabinet for duplication supplies and materials is needed. A small coat rack is also needed for the few traveling teachers who are in the building on a part-time basis.

f. Furniture and Equipment - To eliminate the "lounge" stigma of the teacher workroom, small round work tables and chairs are desired. A typewriter and ditto machine should be located in the room. One small area could have conversation furniture (coffee table, sofa, chair, lamp) for relaxing.

g. Support Facilities - Separate men and women rest rooms are to be located in or near the teacher workroom.



a. Objectivies - The cafeteria/commons area will provide students with an area where they can receive a nutritious, wholesome lunch during the noon hour and also provide students with an area where they can relax, converse with friends, etc. during their unstructured time during the school day.

b. Activities Planned - During the lunch periods the cafeteria/commons area will handle those students having lunch. During non-lunch periods, students with unstructured time will use the area for relaxation and study.

c. Number of Participants and Groupings - A maximum of 275 students will have lunch during each of the two lunch periods. The seventh, eighth, and ninth grades will have a "closed" campus lunch hour followed by a 10-12 grade "open" lunch hour. The Commons area will not be available to Jr. High grade students (7-8) during the school day. A maximum of 75 H.S. students would have unstructured free time during any one period. Many of those would utilize the library facility.

d. Environmental Variables-

(1) Acoustical - It would be advisable to acoustially treat the walls and ceiling in the commons area.

(2) Visual - No special needs

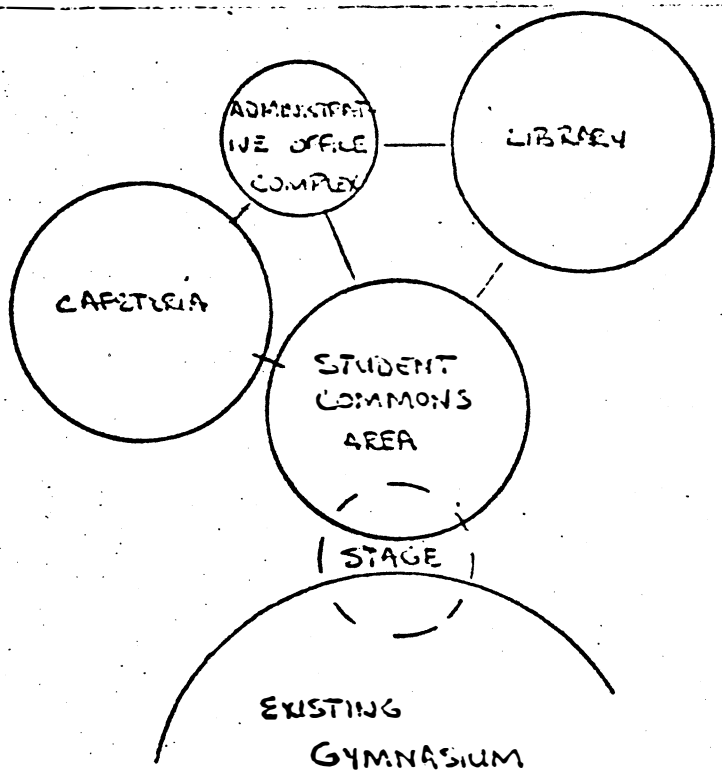
(3) Thermal - No special needs

e. Utilities - Electrical outlets should be located throughout the area. The vending machine area (capable of handling five machines) should have additional electrical outlets. A T.V. hook-up should be located on or near the stage area. A hook-up for a Public address system should also be present.

f. Furniture and Equipment - Forty round tables and chairs

with the ability to seat 4 students each should be located in the cafeteria/commons area. Additional long cafeteria tables which fold up and roll out of the area during non-food periods should be used to meet the lunch hour student load.

g. Support facilities - No specific needs. The stage is a shared facility with the existing gymnasium. It will be used as a teaching station in the Physical Education program and used other times for large group work.



Student Service Areas

The student service areas consist of those elements (lockers, restrooms, drinking fountains, etc.) which are apart from the basic academic program but necessary to meet the needs of the students attending school.

Lockers should be conveniently located throughout the school. Lockers for J. H. students should be located in the Jr. High complex. All lockers should be raised off the floor and fit flush with the corridor walls. Each student should have access to his own lockable corridor locker.

Service areas should be spaced throughout the school. These areas should have a space for a drinking fountain, waste container, fire extinguisher and a fire alarm box. One of the service areas should be located in the Jr. High complex and another in or near the commons area.

A separate restroom area should be located in the Jr. High complex. Toilet facilities in the Senior High facility should be centrally located for easy access and must be designed to meet a heavy traffic flow during passing periods between classes. One restroom complex should be located near the commons area so it could also be used during extra curricular activities. An additional restroom facility should be provided to accommodate spectators viewing outside activities.such as baseball games, track meets, etc.

Not in plan as presently designed

B. Instructional Areas

1. REGULAR CLASSROOMS - 16 rooms

   a. Objectives - The primary objective of the regular academic classroom is to provide a safe, healthful, and attractive area of sufficient size to provide for the attainment of academic oriented goals.

   b. Activities planned - The general design of the classroom should be basic so large group, small group and individual work can occur. Conditions should also make it possible to use various audio-visual media.

   c. Number of Participants - Whenever possible, class size will be limited to below thirty students. Class organization will be primarily traditional with teachers making individual differences for students needing them. One teacher will be conducting class at any one time.

   d. Environmental Variables - (1) Acoustics - Sound should be contained within the classroom so as not to distract or disturb other classes nearby. Carpeting and acoustically treated walls and ceilings should be used. (2) Visual - Room lighting should exceed minimum standards for illumination in classrooms. Since audio-visual presentations will be made in each room, room darkening shades should be present. A small incondescent light located in the middle of the room in the ceiling and on a separate switch would allow a small amount of light for note taking while films/filmstrips are shown but would not interfere with the quality of the projection. (3) Thermal - Individual room thermostats with a day and night setting should be placed in each classroom to regulate heating and cooling systems.

e. Utilities - Each classroom should have a minimum of two - 110V duplex outlets located on each wall in the classroom. A system of two-way communication with the office should be installed in each classroom. T.V. hook-up Telephone jack for handset-type

f. Storage - Each room should contain: (1) Teachers' wardrobe closet. (2) Lockable storage cabinet of at least 56 cubic feet of space with adjustable shelving. (3) Open bookcases with a minimum of 65 cubic feet of space and moveable shelves. (4) Four drawer filing cabinet. (5) Teachers' chair and desk with drawers. (6) Waste can.

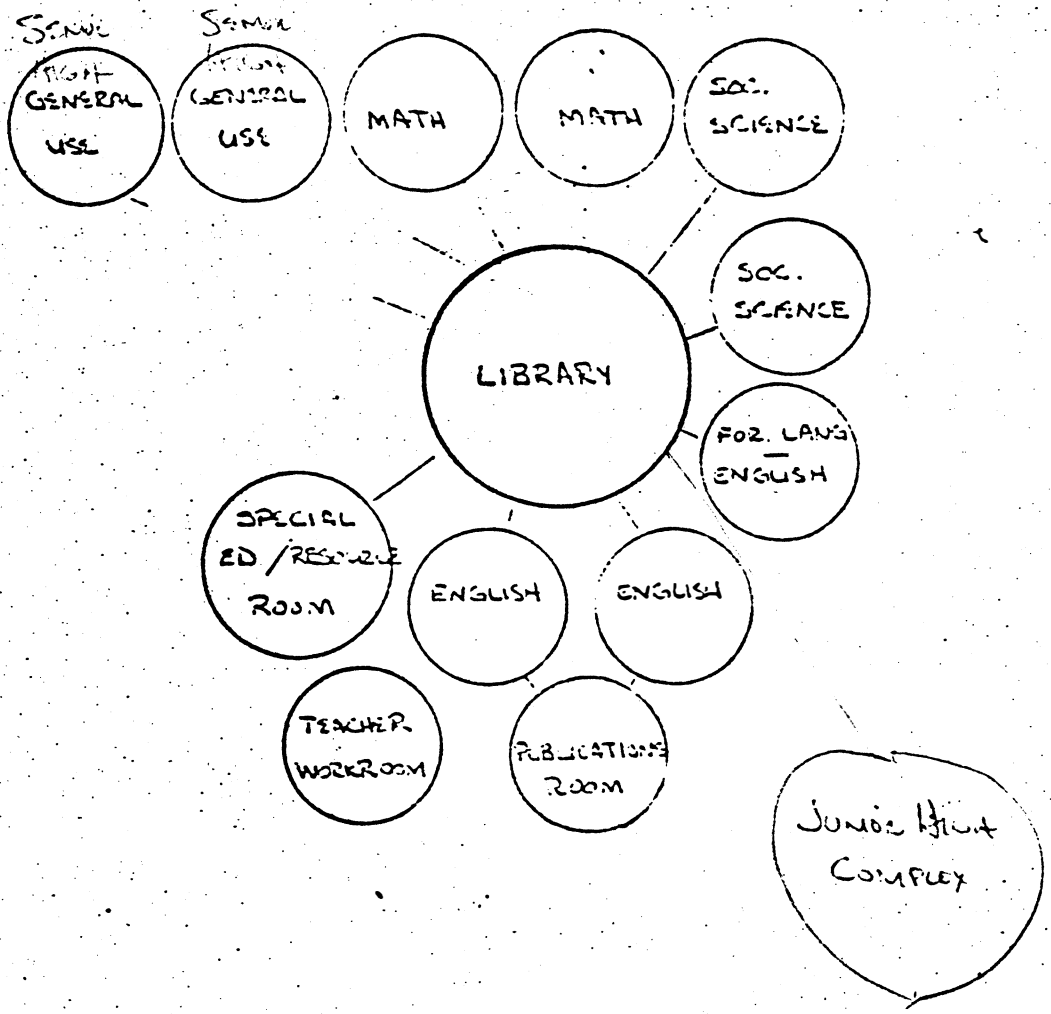
g. Furniture and Equipment - In addition to the items in section f. above: (1) Minimum of 24 lineal feet of chalkboard space. (2) Minimum of 12 lineal feet of bulletin board space. (3) Small strip of enclosed tack board material above chalkboards for material display. (4) Projection screen mounted in front of the room either from the ceiling or wall. (5) Clock. (6) Pencil sharpener. (7) Flag holder and flag. (8) Student desks.

h. Support Facilities - Nine of these rooms are high school (grade 9 - 12) rooms and should be located in close proximity to the Resource/Learning Center. Seven of these rooms are junior high school (grade 7 - 8) rooms and should be located in a wing somewhat separate but close enough to the rest of the complex to utilize other needed facilities. Library Conference Room

i. Other (Special needs for designated curricular areas in addition to the aforementioned rooms.) - (1) Foreign language/Speech room - A raised portable platform should be located in the front of the room so the students will have a clear view of the instructor or other students during oral recitation exercises. Also, a library conference room should be adjacent to the classroom

enabling students to have a small area for a language lab, conferences and practices. (2) Engligh classrooms(2) - A publications room adjacent to the two Engligh classrooms should be a minimum of 200 square feet. This room will be home base for the student newspaper and yearbook. (3) Math rooms(2) - A coordinate plane chalk board should be installed in each room.

J. Spatial relationship - (drawing)



a. Objectives - The objectives of the science classrooms are to provide every student an opportunity to participate both in classroom lecture and laboratory investigative type activities pertaining to all areas of science.

b. Activities Planned - Classroom activities include lecture and discussions, laboratory investigations, and group demonstrations.

c. Number of Participants and groupings - Class enrollments will be limited to a maximum of 24 students when practical and feasible. Perimeter seating at laboratory stations is desired with student desks in the center of the room for lecturing. (see diagram). One of the two science classrooms will be used for Physical Science, Chemistry, and Physics and the other will be used for Biological Sciences.

d. Environmental Variables - (1) No special needs. (2) No special needs. (3) Thermal - No special needs in the classrooms. A green house (20'x30') located off the biological science classroom should have special heaters and humidifiers to control the heat and humidity within the greenhouse.

e. Utilities - Hot and cold running water should be hooked up at each student lab station and in the storage-prep area located between the two classrooms. An eye wash fountain should be located in the corner of the chemistry room for emergency situations. Electrical outlets should also be located at all these stations in addition to the outlets locations desired in the basic academic classroom.

A main shut off valve for gas and water should be located in each of the classrooms by the demonstration table. (An

alternative location would be in the storage-office area). In the Chemistry room, a variable voltage electrical unit should be installed. Vacuum lines are also needed in the Chemistry room.

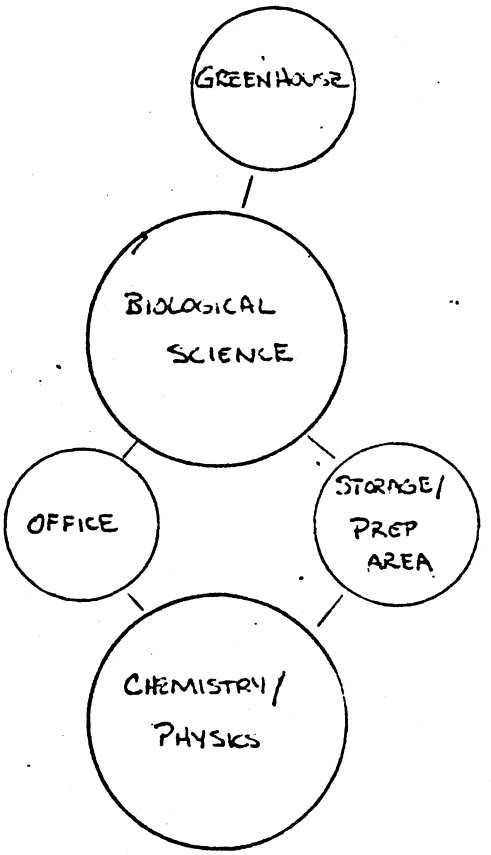
Storage - The storage room located between the Chemistry and Biology rooms should be large enough to handle all models, exhibits, chemicals, etc. and act as the central storage area for both the junior high and senior high storage area. A preparation area equipped with gas, hot and cold water should be located in the storage area. Student storage should be available in each of the rooms by their student laboratory station. A large amount of enclosed cabinets with locks should be built to handle expensive equipment.

Furniture and Equipment - Much of the present equipment can be utilized in the new building. The variable voltage laboratory tables in the Chemistry room can be moved to the new room. Cabinets, and other equipment can also transfer to the new structure.

Support Facilities - A greenhouse should be located off the Biological Science room to study Botany and Plant Science. An office-storage area should be located between the two classrooms- large enough to store the previous mentioned supplies and equipment and also comfortably house two teachers desks and filing cabinets.

Other - an exit to the outside of the building from the Biology/ Science room is recommended so classes can use the outside area without disrupting other classes.

Spatial relationship - (drawing)


GREENHOUSE
BIOLOGICAL SCIENCE
OFFICE
STORAGE/ PREP AREA
CHEMISTRY/ PHYSICS

3. VOCATION EDUCATION

a. Industrial Arts - Three areas

(1) Objectives - The Objectives of the industrial arts classrooms are to provide suitable areas for the student to pursue vocational education courses involved with exploration, orientation and skill entry studies in the areas of drafting, woods, metals, electricity, and automotive/agriculture mechanics.

(2) Activities planned - Within the three seperate rooms which comprise the industrial arts complex, the following activities will take place:

(a) Drafting room - The course offerings in drafting consist of three sequential courses beginning with freehand sketching and developing into advanced engineering and architectural drawing.

(b) General Shop - Students will work in the areas of woods, metals, and electricity. In addition to introductory level courses, basic cabinet making and carpentry are offered in the woods area, diversified metals and machine shop are offered in the metals area. Electricity, welding, and basic foundry work are offered in addition.

(c) Power/Ag Mechanics - Skills in basic auto mechanics advanced auto mechanics, and auto body work are offered in the auto mechanics program. Beginning through advanced agriculturally related courses are also offered in this area as well as intermediat and advanced welding.

(3) Number of Participants

(a) Drafting - Increased school enrollment has caused increased enrollment in the drafting area. Also, since Drawing & Sketching are prerequisite for several vocational areas, there is always a large enrollment in this class. Classes are now limited to 20 in number because of room size and available equipment. New planning should include space available for 25 students in the drafting room.

(b) General Shop - The work area should be designed to provide adequate space for 24 student work stations in each of the areas using the general shop. Only one class will be scheduled in the general shop each period of the school day.

(c) Auto/Ag Mechanics - Class enrollments are limited to approximately 25 students in each class section which uses the Auto/Ag classroom. Work is generally individualized in the shop area. However, some group work is done in a classroom setting. Therefore a classroom space within the shop is needed.

(4) Environmental Variables

(a) Drafting

Acoustical-Attention should be given to treating this area to avoid noise transmission from the general shop area. (Both rooms may be used during the same period.)

Visual - Since much of the drafting work is in fine detail, lighting at desk height should exceed minimum levels. Room darkening shades or drapery should be provided for use when showing films, etc.

Thermal - No special needs.

(b) General Shop

Acoustical - Due to the noise of machinery, acoustical treatment is needed.

Visual - No special needs.

Thermal - An exhaust system must be planned for the hot metals area which includes the foundry furnace, soldering furnace, and welding area. A dust collector system should be provided which would include a direct hook up to all stationary power tools such as jointers, thickness planers, etc.

(c) Auto/Ag Mechanics Shop

Acoustical - Due to the noise of machinery, acoustical treatment is needed.

Visual - No special needs.

Thermal - The shop should have exhaust fans to remove the odors from auto painting and car exhaust. An exhause system should also be capable of eliminating odors from hot metals and welding units.

(5) Utilities

(a) Drafting room - A small sink is needed to wash hands and equipment which must be kept clean to produce acceptable drawings. Room illumination should exceed the minimum to prevent eye strain when working on drawings.

(b) General Shop - The thickness planer, radial arm saw, table saw and one wood lathe will require 220 volt power. Also, all power tools must be connected to a main switch so all machines could be turned off and locked by the teacher or supervisor. For convenience,

outlets should be suspended from the ceiling over the center of the work benches. Hot and cold running water is needed for student clean up sinks. The foundry furance will also need a gas supply for an input of 225,000 BTU and 120 volt electrical hookup is needed.

(c) Auto/Ag Mechanics Shop - The shop should have an overhead compressed air supply system, using the existing air compressor which should be located in an area other than the shop due to the noise. Four overhead trouble lights that pull down should be provided. Electrical outlets should be placed throughout the shop with extra outlets located near the work benches. Special lines should be added to handle all types of welding. Hot and cold water lines are needed so students can clean up after working, wash equipment, etc.

(6) Storage

(a) Drafting - Present movable storage equipment will be suitable:

Drawing storage cabinet	26 x 28
File Cabinet	15 x 27
Wall Storage Cabinet	13 x 28
Storage Shelf	8 x 96
Wall magazine rack	7 x 106

(b) General Shop

Storage space for the storage of wood should be provided with a storage room that will store stock 16' long in a horizontal position. Also, storage for plywood sheets 4' x 8' must be provided in this area. The storage area should provide storage for at least 700 bd. ft. at one time. Another special storage area is needed to store items students are working on that are

too large to store in their lockers. This area should have shelving along the wall area. The best type facility for this would be a small room that could also serve as a room used to store cabinet clamps and to facilitate gluing projects together. With the addition of junior high students, there is a need for small individual storage lockers about 12" x 15" x 18". Built in tool cabinets should be planned for this area. There is a need for three tool cabinets. Storage area for power hand tools is now provided by a metal storage cabinet. A storage closet or cabinet is needed to provide storage for such things as sandpaper, finishing materials, extra saw blades, dowel pins, screws, nails, special tools, and other miscellaneous needs. Adequate storage area should be planned to store items for welding supplies, foundry supplies, and other hardware supplies. This could be possible with a small closet with shelving or a large storage cabinet. This should be of heavy construction because of heavy items stored. There is also a need for individual storage lockers that could perhaps be built into the walls. These lockers would be used to store small items and work clothes and safety glasses of individual students. This would take approximately 45 lockers. A storage facility is also needed to store round and square rod stock of 10 ft. lengths. The sheet metal bench can be used to store sheet stock. A heavy metal rack is need

to store metal to be used for welding practice metal. Wall space should be provided to serve as storage area for the foundry tools which are now stored on a rack 36" x 67". A large storage cabinet is needed to store safety glasses, face shields, and welding helmets.

(c) Auto/Ag Mechanics - An area for storage of welding equipment. Three tool storage cabinets are needed to keep auto/ag mechanics tools. Storage areas should be provided under student work benches.

(7) Furniture and Equipment

(a) Drafting - Furniture and equipment which will be in room (excluding storage cabinets, etc.):

25 Drawing benches	42 x 52
20 Stools	14 x 14
Overhead projector	18 x 24
Teacher desk	30 x 60
Desk chair	24 x 24

(b) General Shop - Metal related tools which will be in the shop:

South Bend Lathe	23 x 65
Clausing Lathe	25 x 70
Atlas Lathe	28 x 47
7" shaper	20 x 36
6" grinder, pedestal	14 x 22
Welding cart	22 x 27
2 Tool Cabinets	9 x 40
2 4 Station Work Bench	43 x 60
Stake plate bench	43 x 60
Sheet metal brakes bench	43 x 60
DiArco Bender	18 x 18
Vise Stand	13 x 13
2 Arc Welders	19 x 21
Set Welding Tanks	13 x 22
Rod storage cabinet	24 x 27
Foundry box	34 x 80
Crucible furnace	48 x 60
Foundry storage shelf	36 x 67
Anvil bench	14 x 24
2 Solder benches	33 x 60
Welding booth	36 x 67
Welding table	36 x 36
Sheet metal bench	41 x 96
Spot welder	9 x 31
Squaring sheer	30 x 37
6" wall grinder	15 x 19

Wood related tools which will be in the shop:

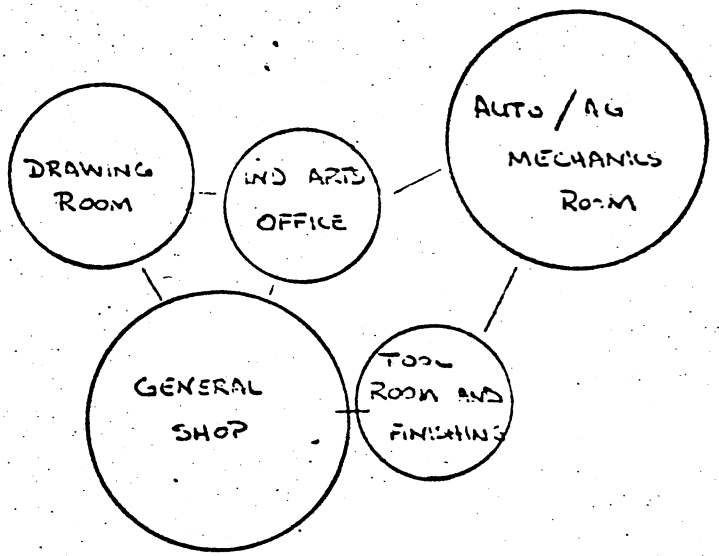
Table saw	35 x 46
12" radial arm saw	35 x 36
14" band saw	17 x 24
Jig saw	14 x 32
18" thickness planer	30 x 46
6" jointer	12 x 46
Wood lathe	17 x 67
Wood lathe	22 x 61
Pedestal belt & disc. s.	20 x 26
Vacuum pickup	20 x 20
2 Drill presses	20 x 26
5 Work benches	60 x 67
Tool cabinet, wall	12 x 41 x 50
Spindle shaper	20 x 23
2 Lathe tool cabinets	8 x 24 x 30
Glue benches	30 x 36 x 72
Finish bench	35 x 31 x 96
Spray booth	48 x 48
Portable tools storage	25 x 25

(c) Auto/Ag Mechanics - The shop should have bench spaces for 20 - 25 students for individual work. The benches should have galvanized metal tops and under bench drawers for storage. Locker space for 75 students shou be provided. Present equipment will be used in the new facility.

(7) Support Facilities - An Industrial Arts Office large enough for three teacher desks, chairs and three file cabinets. T office should be glass enclosed for added supervision and student control. A tool room should be located between the general shop and auto/ag mechanics shop so tools could be stored securely and used by either shop area; thus eliminat some duplication of equipment. A project finishing room should be located near the general shop area. The project storage and finishing room is needed for the application of finish to projects. Storage shelves are needed to store projects while drying. A lockable metal storage cabinet is needed to store finishing materials that are flammable. A spray booth with exhaust system should also be provided

changed

in this room and the room should have a filtered air intake to provide air displaced by exhaust system. An air supply is needed and an air regulator to be used when spraying objects. A work bench approximately 30" x 8' is needed to serve as a work area.



b. Home economics

(1) Objectives - The objectives of the home economics classroom is to provide sufficient space and environmental facilities for students to have an opportunity to engage in personal and public service vocational experiences in the area of serving, cooking and child care.

(2) Activities planned - Basic Home making skills will be taught. These include cooking sewing, and child care. Class presentations will be either lecture or demostration with student participation.

(3) Enrollments - Class enrollments are limited to approximately 20 students. Presentations and participation is on an individual small group and large group basis.

(4) Environmental Variables - same as regular classroom.

(5) Utilities - Sewing Area - There must be electrical outlets placed throughout the room to accomodate at least 18 sewing machines, ironing area. Food Area - Four complete kitchens are needed. Plumbing specifications for four double sinks with a garbage disposal in one unit,built in dishwasher in one unit and one clothes washer and dryer are needed. Gas hookups for 2 ranges, electrical hookups for 2 electric ranges, 4 exhuast fans and 2 refrigerators are needed. Power lines for clothes washer and dryer are needed. Electrical outlets should also be in each kitchen to operate hand mixers, etc.

(6) Storage - Sewing Room - closets with locks for individual students "tote tray" storage (approx total students 120) are needed. Closet storage space should be

divided in groups of 24 trays so only one section need be open at one time. Storage is also needed for text-books, reference materials, and space is also needed for ironing boards, sleeve boards, pressing mitts and clothes irons. A space is also needed for hanging clothes (garments under construction).

(7) Food Area - Area is needed for staples, can goods, books, etc. Brooms, mops, cleaning supplies could also be stored in this area as well as large trays, pans, etc. Upper and Lower cabinets and drawer spaces should be in each kitchen for common kitchen supplies such as dinner ware, silverware, pots, pans, measuring equipment, etc.

Furniture and Equipment - Foods Lab-4 separate complete units each unit includes:

(a) 1-double sink

(b) Gas or electric range (2 of each)

(c) Exhaust fan

(d) Garbage disposal (2 kitchens)

(e) Built in dishwasher (1 kitchen)

(f) Cabinets upper and lower - drawers

Storage for:
(1) dinnerware
(2) silverware
(3) serving dishes
(4) cooking pots and pans
(5) mixers
(6) measuring equipment
(7) glassware
(8) dish clothes and towels
(9) napkins and placemats

Other items for foods lab:

(a) 2-refrigerators (~~with~~ ice makers)

(b) Demonstration table

(c) 1 table with 4 chairs for each unit

(d) Storage for broom, mop and dustpan

(e) Storage room for small appliances, staples, and extras

Clothing Lab -

(a) Space for 18 sewing machines (have 14 now) some individual cabinets some in tables.

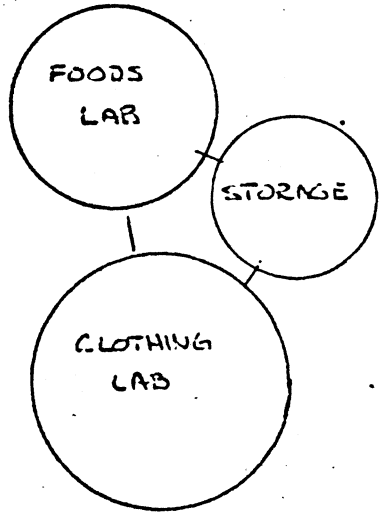
(b) Need 8 cutting tables

(c) Tote tray storage - tote trays large enough for big pieces of material used in advanced classes.

(d) Dressing Room - large enough to change clothes, 3-way mirror, closet to hang garments under construction in.

(e) Storage for pressing equipment: ironing board, pressing mitt and cloth irons.

(f) 2-Drawer file cabinet to place by desk for storage of sewing supplies used day by day.



c. Business education - 2 adjoining rooms

(1) Objectives - the objectives of the business education classrooms are to provide appropriate space and equipment to meet the needs of students preparing for vocational and/or real life situations in a complex economic society.

(2) Activities planned - The activities to be performed in the business rooms are typewriting I & II, office practice, shorthand, and accounting. Office machines is incorporated into office practice. There are group activities, lecture, individualized study, movies, filmstrips, audio devices, overhead projection contained within the classroom situation. Due to the incorporation of junior high into the senior high community, it will now be possible to offer typewriting and possibly a business orientation class to the junior high students.

(3) Number of participants - class size is limited by the number of machines and depends upon the subject offered. Typing classes will be no larger than 35 and bookkeeping/accounting no larger than 25. Other classes of a specialized or lecture nature will be smaller.

(4) Environmental Variables

(a) Acoustics - Due to the noise factor in the operation of office machines and typewriters it is important that acoustical treatment be included in the walls, ceiling, and floor. Static free carpet is recommended.

(b) Visual - same as regular classroom

(c) Thermal - same as regular classroom

(5) Utilities - All electrical outlets should be by all desks and flush with the floor for safety purposes. There should

be outlets along the wall for additional machines such as recorders and record players. A sink for wash-up is recommended.

(6) Storage - ROOM 1--Typewriting--At least 2 filing cabinets for individual records and teaching materials used in class is needed. One storage cabinet for supplies and miscellaneous materials not for a file cabinet is needed. One working table for a paper cutter and assembling materials produced in class is needed. A closet is needed for reference materials, visual aids, paper, textbooks, and etc. ROOM 2--Machines--The machines room will house the office practice class while studying machines and at any other time the machines are needed for their assigned classroom tasks. Accounting will be taught in this room. A wall to wall counter tip with under storage (with locks) is needed for machine storage. A washable counter top surface is recommended. At least 4 filing cabinets are needed to store office practice materials, individual job assignments, and accounting materials.

(7) Furniture and equipment - Much of the work and instructional skills developed require individual working tables with separate chairs. The atmosphere and instruction is flexible in all rooms and the furniture should be conducive to this type of learning. Working papers are used which makes space necessary. Regular classroom desks are not adequate. The tables in the typing room should be adjustable for the varying heights and the chairs of varying heights also. These should be straight back chairs with no rollers or swivel seats. The color scheme should be

coordinated and be warm/bright colors to create a pleasant working atmosphere.

The office machines room should house table-like desks with separate chairs, possibly swivel. The work performed in this room will be a laboratory situation so room for individual work and machines at each station is needed. The color scheme should be warm and colorful and easy on the eyes. The funiture should not be placed permanently on the floor to allow for flexibility and the addition of new equipment as business trends change and are needed as a part of the curriculum. The storage and filing cabinets should be movable.

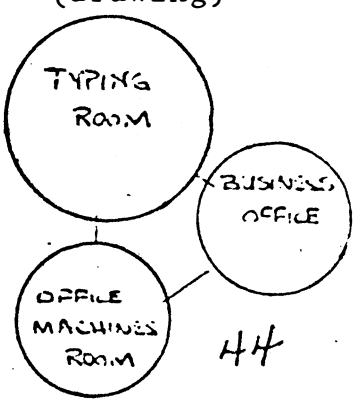
Other furniture and equipment will be the same as for a regular classroom.

(8) Support facilities - No special needs except to be located in a semi-noise area and not a hinderance to or from the quieter academic areas.

(9) Other - Between adjoining rooms, glass windows one-half way down are essential due to the number of students using the equipment throughout the day while other classes are in progress. Doors leading from one room to the other is necessary since at frequent times classes may be utilizing more than one room at a time.

Both rooms should be somewhat larger than regular classrooms.

(10) Spatial relationship - (drawing)



4. PHYSICAL EDUCATION

a. Objectives - The objectives of the physical education class areas are to allow sufficient activity space, laundry room, healthful shower rooms, and equipment storage room to give each student an opportunity to develop physically, mentally, socially and emotionally within a framework of individual and group oriented activities that are both curricular and extra-curricular.

b. Activities Planned - Both indoor and outdoor activities should be planned for. The inside activities will include basketball, volleyball, recreational activities, gymnastics, etc. Outdoor activities will include football, baseball, archery, cross country and track.

c. Number of participants and Groupings - Two teachers will be using the gymnasium during each class period with approximately 35 students in each class.

d. Environmental Variables - Acoustical - The wall and ceiling material should be acoustically treated. Visual - No special needs except sufficient lighting. Thermal - Heating system with fans for adequate ventilation.

e. Utilities - A hook up for the scoreboard should be placed in the middle of the gym on the ~~South~~ WEST wall. ~~Two~~ FOUR additional electric outlets should be placed on each wall. A recessed water fountain should be located in or near the gymnasium. Two speakers should be placed in the gym for two-way communication with the office (one at each end of the gymnasium).

SHOULD ACES BE ABLE TO ACCOMODATE P.A. SYSTEM...

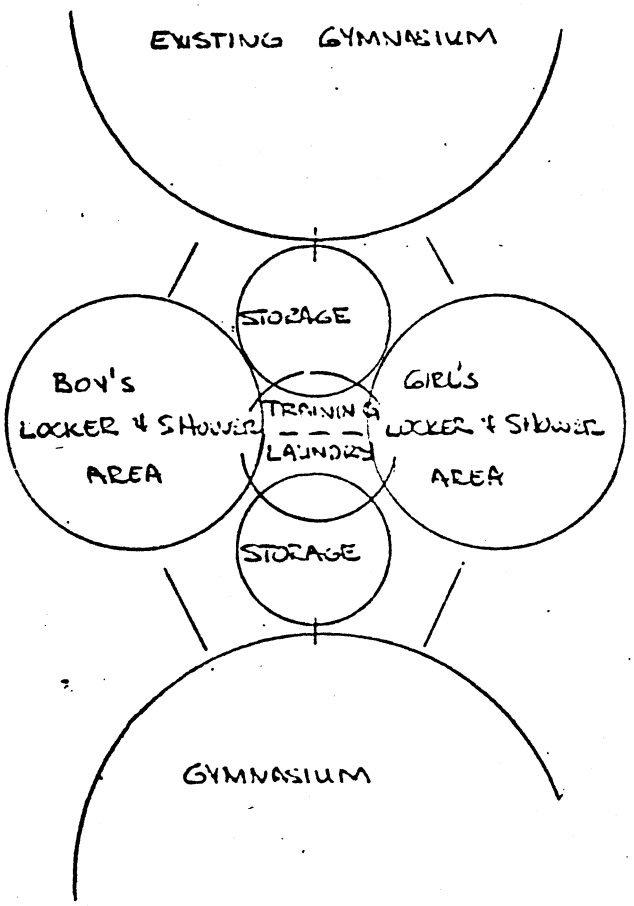
f. Storage - An equipment room is needed to store mats, trampoline, volleyball standards, weights, bows, arrows, track equipment, etc. Minimum storage area should be 250 square feet.

g. Furniture and Equipment - Portable bleachers to seat 750-800 people are desired along the south wall of the instructional gymnasium. A climbing rope should be hung from the ceiling as well as a safety harness apparatus for spotting on the trampoline. Volleyball lines, basketball court lines, and badminton lines should be placed on the floor.

h. Support Facilities - (1) Locker rooms - New locker rooms should be added on to the existing rooms so that boys will be on one side and girls on the other side. Junior high and high school areas should be capable of being separate. Adequately sized shower and drying areas for ~~35~~ 40 participants are required. (2) Office areas - Both offices (boys & girls) should be located in proximity to the appropriate locker areas and easily accessible. They should have a separate toilet, shower and locker facility as well as being large enough to accomodate a desk, file cabinet, etc. (3) Laundry area - A common laundry area for use of both the boys and girls is needed to wash towels, uniforms, etc. Sufficient area for a commercial washer/extractor and dryer as well as shelf space for towels is required. A hanging rod for uniforms is also recommended. (4) Toilets - Appropriate stools, urinals, and lavatories are required in each locker room. A large wall mirror and full length mirror is also required. (5) Training rooms - A training room is required for the boys and girls. Each room should contain a ~~typing~~ taping table, wall cabinets, mirror, lavatory and be of sufficient size to

accomodate a refrigerator. (Ice treatment)

i. Others - (1) Gymnasium - The gym area should be large enough for a main basketball court of 50 x 84 feet and cross-courts of adequate size. Six basketball goals will be needed and the floor requires sufficient space be allowed for around the courts. (2) Entries and exits - Access to the gym is required from both the locker rooms and the halls as well as from the outside of the building. This facility will be used for various interscholastic contests and the public will need entry and exit auspices. A foyer of some sort is recommended.



Art Room

(a) Objectives - The objectives of the art program is to assist the student in using his creative and imaginative talents in the various art medias.

(b) Activities planned - Students will be introduced to all areas within the field of art. Emphases is placed on sketching, painting, ceramics and other basic medias within the field of art. Advanced students work individually on special projects of their choice. Because of the varity of activities planned carpeting is not recommended in this area.

(c) Number of Participants & Grouping - Class size will be restricted to 25 students when ever possible. Class assignments will be given on an individual basis within the art media being studies. The art enrollment is increasing, however, it is generally felt that one classroom will meet our needs.

(d) Environmental Variables -

(1) Acoustical - no special needs

(2) Visual - Windowed areas are very desirable but should not curtail storage space. Since films will be shown in this area, a method of darking the room is needed.

(3) Thermal - An exhaust fan is needed in the kiln area to eliminate fumes and odors emitted from the kiln. exhaust for spray booth also??

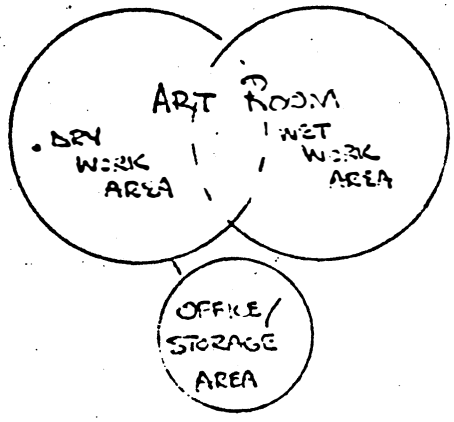
(e) Utilities - Hot and cold running water is desirable so students can have a clean up area in the room. A 220 volt electrical line is needed to operate the kiln used in ceramics. Additional electrial outlets are needed in the

"wet" or "work" area of the room so pottery wheels, air brush equipment, etc. can be used.

(f) Storage - Individual student "tote tray" storage is needed. 7 lockable cabinets which will hold a minum of 25 trays are needed. Additional cabinet counter space is needed to store paper and paint supplies, etc. Student project storage and wet project storage should be in lockable storage room possibly in conjunction with the art teacher's office.

(g) Furniture and Equipment - General classroom needs are desired in the "dry" area of the art room. Long work tables are requested for both the wet area and dry area of the room. One teachers desk and chair is needed as well as eight long tables and 32 folding chairs.

(h) Supporting Facilities - An office/storage area with a minum of 10 sq. ft. of floor space is needed. A display area is desired which can display art projects. The art room should have an outside exit preferably opening onto a patio area where students could go outside and draw.



j. MUSIC

a. Objectives - The objectives of the music education class rooms are to provide students with the opportunity to participate in choral and instrumental musical activities and to develop an appreciation of musical expression.

b. Activities Planned - Both junior and senior high school instrumental and choral activities will take place in the music room. Individual and small group lessons will also be given during the day.

c. Number of Participants - A great deal of emphasis has been placed on the instructive music program and the junior high beginners band has approximately 75 members. This should be the largest group to use the room. No appreciative increase in student participation is predicted. Individual and small group lessons will be given during the day and will utilize the main room or one of the two practice rooms.

d. Environmental Variables - Acoustical - The main rooms and each of the two practice rooms should be entirely treated with acoustical material to eliminate sound transmission to other areas of the building.

e. Utilities - Additional electrical outlets should be positioned throughout the room in all walls to handle electronic and electric musical equipment. A sink should be located in the room or a water fountain near by to clean horns.

f. Storage - An area along one wall is needed to place 15 foot of file cabinets for music library materials. (1) Instrument storage is needed to meet the following specifications:

60 small cages 39½ x 9½ x 14½" (for clarinets)

3 closed closet (w/door) 29½ x 19 x 75½" (for string bass)

35 large cages 39½ x 19 x 24½" (for saxes, etc.)

2 Open storage areas w/5" shelf on top

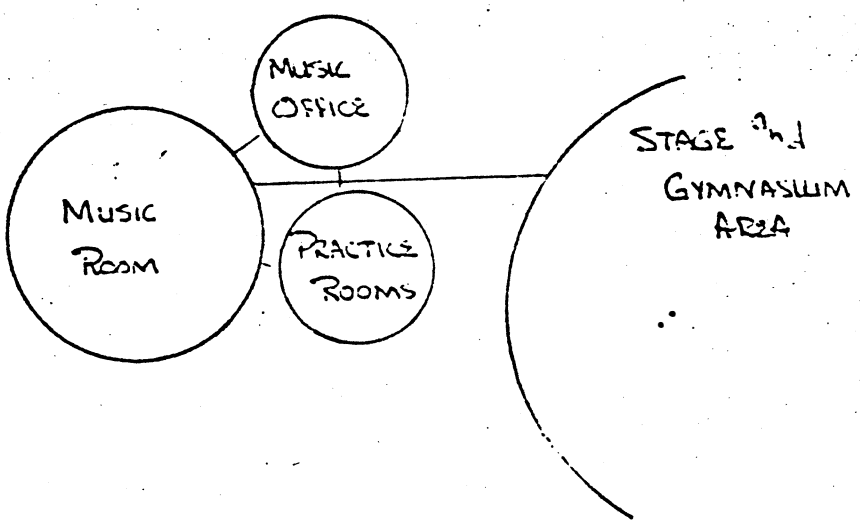
39½ x 19 x 44½" (for tubas, trombones, etc.)

PA Storage

(2) Wardrobe closet should be located in the teachers office as well as space for 2 file cabinets.

g. Furniture and Equipment - Portable risers will be used for both choral and instrumental music. Chalk boards and bulletin boards are needed along the front wall with a portable black board also desired.

h. Support Facilities - An office area for two teachers is needed. An area for two practice rooms approximately 6' x 8' in size with adequate lighting and electrical outlets is desired. The office and practice rooms should be partially of glass for observation and supervision purposes.



7. STAGE (AUDITORIUM/THEATER)

a. Objectives - The objectives of the stage are to provide suitable space for small group and/or large group performances.

b. Activities Planned - Multi-purpose use for plays/theater, pep band/musical performances, and as a possible instructional area for P. E. By placement at the north end of existing gym, it can be open on both sides (optional dependent upon usage), and enhance its usage for activities.

c. Number of Patricipants - Ranges from one to 75 students, depending upon the activity.

d. Environmental Variables - (1) Acoustical - Flameproof stage curtain on the gym side and a folding-type barrier on the hall/foyer side will aid in sound control. (2) Visual - Sufficient lighting and stage spots are required. (3) Thermal- No special needs. → check proposal

e. Utilities - Electrical outlets and microphone jacks should be frequent and evenly spaced to allow adequate usage by participants. T.V. hook up cable/Telephone for VCR...

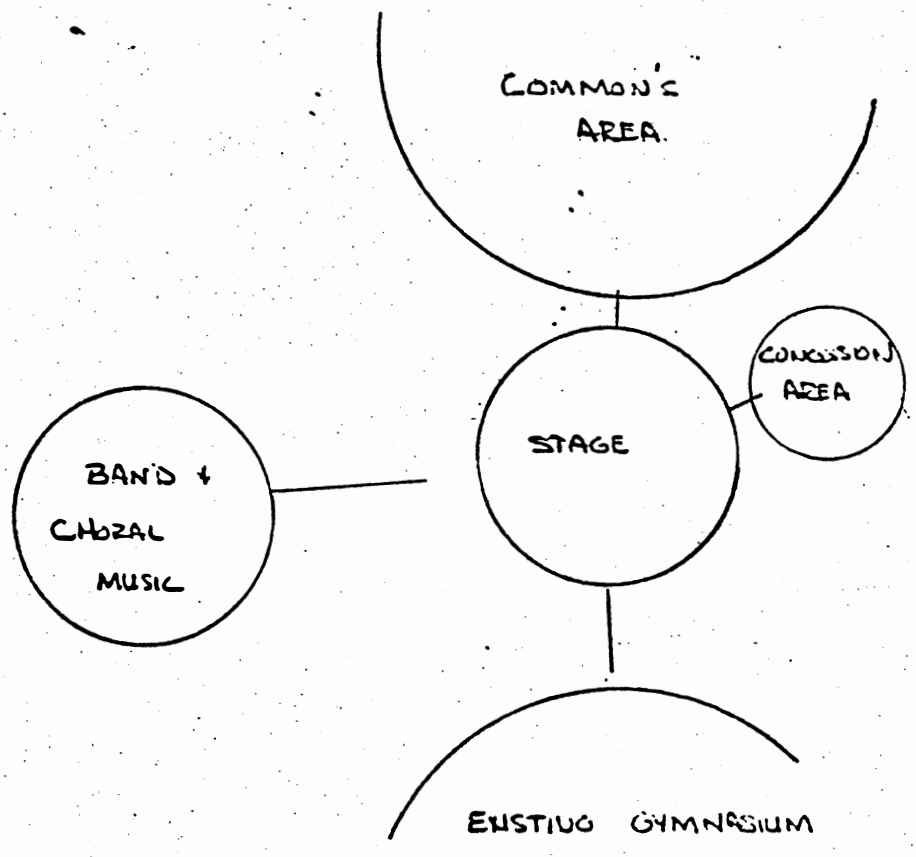
f. Storage - Storage areas in the wings and even under the stage floor are recommended.

g. Furniture and Equipment - In addition to the curtain, a backdrop curtain xside curtains is needed for dramatic presentations. (A boom-type microphone is also desired.) ?

h. Support facilities - The stage area and band room area need to be in fairly close proximity. The hallway or area north of the stage needs to be extra-wide to accomodate usage of the stage on that side.

i. Other - The front of the stage on the gym side needs to be equipped with portable mats for safety purposes. These must be movable.

j. Spatial relationship - (drawing)



a. Objectives - The primary objectives of the Title I/Resource room is to provide special educational opportunities to assist students with various disabilities or problems in adjusting to regular classroom activities and assume responsibilities necessary to becoming a good citizen and responsible employee in society.

b. Activities Planned - Due to the type of student who is placed in the Resource Room, most instruction is on an individual or small group basis. A wide variety of approaches to learning are used and extensive use of audio-visual materials is desirable. Observations, testing, diagnosis, and evaluation of pupil performance is also done continually, sometimes by outside specialists.

c. Number of Participants and Groupings - Although a basically regular classroom will be used, it will be desirable to divide the classroom into smaller units by the use of moveable "open classroom" type partitions or bookcases. A minimum of two teaching stations are desired in the room.

d. Environmental Variables - Same as regular classroom.

e. Utilities - A hot and cold running water hook-up is desired so art activities, etc. could be done in the classroom. Since the area will be shared by two teachers and individual audio-visual work will be done by students, it is desirable to place more electrical outlets throughout the room.

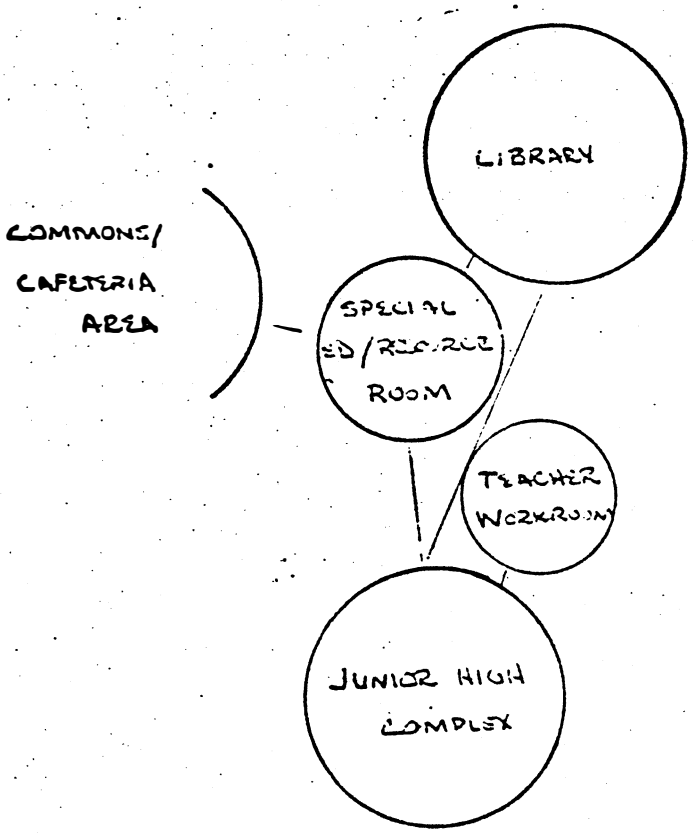
f. Storage - A large amount of instructional material storage is needed. Some of the moveable partitions could be used for storage. Shelf space is needed to store game kits, records, filmstrips, etc. as well as individual student folders, materials and supplies (a minimum of 64 cubic feet of instructional

materials storage space.)

g. Furniture and Equipment - In addition to the regular classroom items are a cafeteria type work table, six to eight desks, and a large round work table with chairs.

h. Support Facilities - The study carrals in the library could be used by the resource room if the resource room is located near the library.

i. Other - There should be two exits to the classroom to assist in dividing junior high and senior high students.



9. LIBRARY/RESOURCE CENTER

a. Objectives - The objectives of the library/resource center are to provide every student (junior and senior high school) with proper printed and non-printed educational materials, resource services, professional assistance, training in library usage, and pleasant environment to aid them in the attainment of their educational goals.

b. Activities planned - The expected student population to utilize this area is a maximum of 550 students in junior/senior high school. Instructional activities and resource services planned include: (1) Small group instruction and interaction. (2) Individualized learning experiences. (3) Independent study. (4) Browsing and reading for relaxation. (5) Listening and viewing experiences to enrich classroom instructional activites. (6) Language laboratory exercises. (7) Library skills instruction--print and non-print materials. (8) Professional assistance in providing resources for teacher preparation of units of study. (9) Dissemination of materials. (10) Evaluation, selection, and acquisition of instructional materials. (11) Reference services to students seeking assistance. (12) Local production of instructional aids. (13) Committee meetings. (14) Exhibits and displays.

c. Number of participants - Combined total of 550 junior/senior high school students on both an optional and sometimes group mandated basis.

d. Environmental Variables - (1) Acoustical-This is basically a quiet area. Hence floors (carpet), walls and ceiling need proper treatment. (2) Visual - As much light as possible. (3) Thermal - Proper heating, cooling and ventilation with a dire minimum of noise.

e. Utilities - The over-all area should include a drinking fountain, lavatory area, and ample electrical outlets. Sixteen (16) individual study carrels should be electrically equipped in addition to numerous outlets spaced throughout the area.

f. Storage, furniture and equipment - (1) Large room of center should contain:

--33 ind. carrels (16 - electrically equipped)
--16 tables (each seating 4 people)
-- 3 special tables (each seating 2 people)
--15 double shelves for non-fiction books
--15 double shelves for Junior High reading materials
--a forty-drawer card catalog (minimum)
-- 4 display cases for art classes - lights
--a rest or conference area
--a drinking fountain
--map storage
--rare-book case
-- 2 bulletin boards
--a number of easy chairs and some benches

(2) Basic functions area should contain:

(a) Entrance, circulation, and distribution area

--7-8 ft. front entrance
--inside and outside doors (with locks)
--mail delivery
--circulation desk
--check-point
--entrance to unit librarian desk
--entrance to work room
--bulletin board
--book drop
--display case

(b) Browsing and reading area

--8 double shelves for high school and adult fiction (adjustable shelving)
--8-12 easy chairs
--2 benches
--6 carrels

(c) Individual viewing and listening areas

--4-6 areas of various sizes
--electric outlets and plugs for all AV equipment
--built-in table to hold equipment
--at least two chairs per room
--drawers and shelves for storage for short periods of time

(d) Workroom

--outside bookdrop (that lets books come inside the room)
--bookdrops from main media room
--verticle files 3-5
--counter space to check out
--desk with drawers
--at least three legal-sized files
--at least three book-carts
--8-9 ft. of 2 ft. wide counter with open shelving below and 10 in. shelving above--for unpacking, sorting, inventoring, etc.
--8-9 ft. of 2 ft. wide counter with 10 in. shelving above and closed storage below--for labeling, plastic covers, pockets, stamping, sorting cards, and typing (Primary typewriter)
--6 ft. of table top-work space for typists doing cataloging, accessioning, and shelf-list filing.
--15 drawer shelf-list --for books) Could be combined
-- 4 drawer shelf-list --AV materials) into one cabinet.
--Drawer files for record keeping (Library cards, over dues, current issue, teacher check-outs) bindery discard, etc.
--Drawers for check-out equipment, new cards, date-dues, pencils, erasers, stampers, stamp pads, etc.
--Closed storage for special equipment
--Double sink with hot and cold running water--cabinet above for cleaning supplies.
--Low storage shelving for in-coming AV materials (10 ft. 2-3 shelves--16 in.)
--High storage shelving for in-coming book-sized equipmen (5 shelves high by 12 in. wide)
--Hot and cold running water, stool, lavatory, small storage for broom, dust mop, dust pan, dust cloths, etc
--Entrance to large room of media center
--Exit to front hall area

(e) Administrative Offices

--One for Unit Librarian to be shared with regular media specialist.
--Unit files (2-3)
--Record book shelves
--Order book files
--2 desks with drawers and file drawer
--typing table and typewriter
--storage for special equipment
--2 roll-type chairs
--entrance from front hall
--exit into main media room
--bulletin board
--mail chute
--telephone

(f) AV Equipment storage, distribution, repair, and outlet ar

--Testing and repair area
--Storage for large machinery (10 by 5 double cubicles)

--Counter top work space with storage below (14 ft.)
--Record bin
--Filmstrip storage
--Card files for records
--Exit into large media room
--Ventilation fans

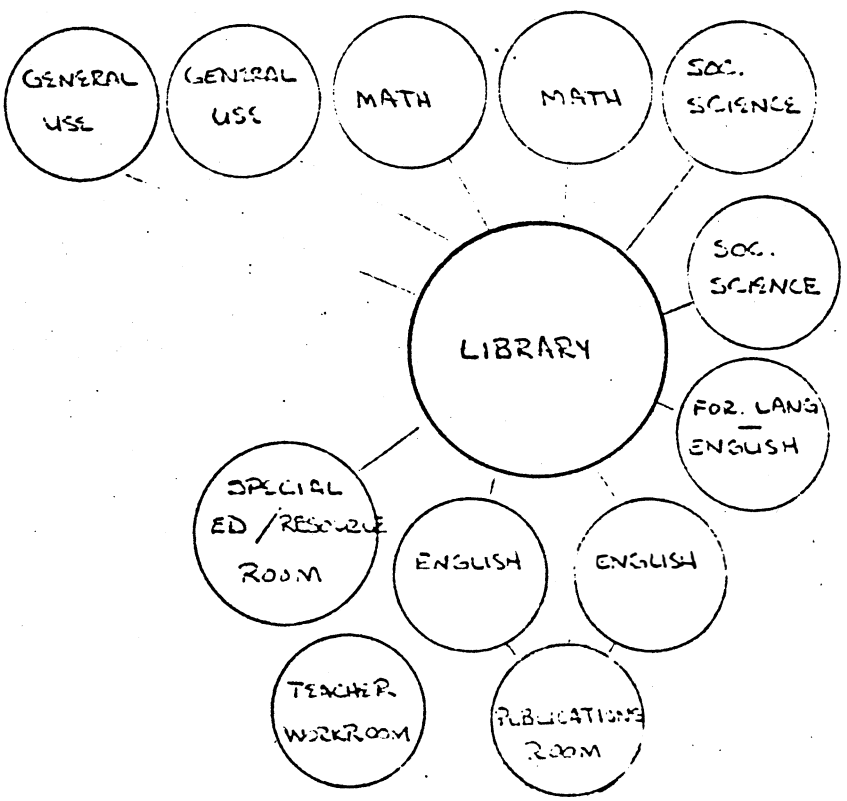
(g) Reference Area

--12 carrels (without electricity)
--8 large tables (seating four each)
--book shelves for reference and reserve books
--Magazine storage shelves
--Exits into big media room

g. Support facilities - Conference room/language lab area--This room is to be used by individuals or small groups (maximum of 16) for conferences or special work on language. Tables, adequate lighting and ample electrical outlets should be available. This area should be glass enclosed or located just off of the main area fur supervision purposes.

h. Others - Entry and exit areas should be ramped if area or part of area is sunken. Planters/dividers may be used to mark off designated areas within the center.

i. Spatial relationships - (drawings)



JUNIOR HIGH COMPLEX

a. Objectives - The objective of the junior high complex is to provide educational opportunities within the school complex seperate from senior high school age students, yet provide vocational experiences not presently offered.

b. Activities Planned - The activities which will occur in the self-contained junior high classrooms are the same as those which occur in the regular academic classrooms. In the science room, basic theory and practice in the areas of life science, earth science, and chemistry will be studied.

c. Number of Participants and Groupings - Present enrollments are approximately thirty students per room. No change is predicted in the near future.

d. Enviromental Variables - No special needs that are different from the rest of the building complex.

e. Utilities - No special needs are required in the seven regular academic classrooms. In the science lab/classroom, hot and cold running water is needed, as well as gas jets for experiments.

f. Storage - No special needs are required for the seven regular academic classrooms. In the science lab/classroom, additional locked storage area is needed for chemicals, students, etc.

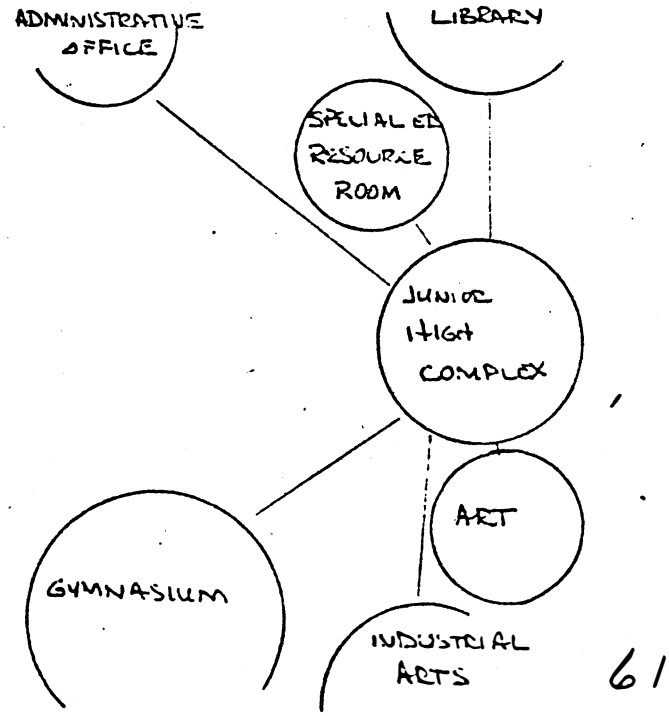
G. Furniture and Equipment - No special needs are required in the seven regular academic classrooms. In the science lab/classroom, perimeter work area seating is desired. Because of the activities occuring in the science labs, it should have more sq. feet than the regular classroom size and be able to comfortably accommodate 30 students.. A controlled light area or greenhouse is desired

for plant-enviromental study. An aquarium and small animal study area are desired.

h. Support Facilities - A seperate set of rest rooms should be located in the eight room junior high complex. An outside exit should be designed in the area to assist in segregating junior high and senior high school students.

An out side nature study area should be available to the junior high science students. A second exit from the classroom which goes directly to the out of doors is desired.

i. Other - The junior high complex should be self-contained with the exception of shared facilities such as the cafeteria, library, vocational areas, etc. Junior High student lockers for 180 students should be recessed in the hallway walls, and a seperate entrance into the building should be designed into the facility. Two ajoining classrooms in the complex should have a bifold door, so the two classrooms could be converted into large group meeting areas. A service area containing rest rooms, a drinking fountain, fire alarm, and fire extinguisher should also be located in the junior high complex.



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V. GENERAL BUILDING CONSIDERATIONS

A. Health and Safety--Building design should allow sufficiently for proper and safe accomodation of the following factors:

1. Ample passageway in the halls and corridors
2. Fire detection system
3. Heating/cooling system
4. Ample water supply for drinking, cooking, showering and class usage in prescribed areas.
5. Student parking as well as a faculty/staff parking area.
6. Ample school bus loading/unloading areas. Approximately 60% of the students will be using this mode of transporation.
7. Sidewalks for safe conveyance from the street or parking lot to the school building and/or outside athletic fields.
8. Drive-way to the bus garage, unit office, and the central receiving room. (The central receiving room is to be located in the new building and the other two areas are now existant and will be adjacent to it.)

B. Flexibility--The facility should be designed as flexible as possible for usage over the next fifty years. Some factors to keep in mind:

1. More community usage of facilities.
2. Year-round school.
3. Increased enrollment (as per Section II)
4. Greater use of automation and individualized instruction.

C. Circulation--The major areas of circulation/movement will be in the Commons Area, Learning Center Area, and surrounding hallways. Hallways should be wide enough to enable students to open their lockers and not impede or disrupt the flow of traffic in the hallways. The main entry to the building should be wide and its connecting hall-

way to the gymnasium of sufficient width to handle large numbers of people for ballgames, plays, etc.

D. Community Use--The building should be designed to enable the major academic areas to be secured during non-school hours to enable community usage of:

1. Gymnasiums
2. Commons/cafeteria area
3. Stage and adjacent hall area
4. Possible (not now planned) usage of the Learning/Resource area as a community library. This is a possibility as the community does not presently have a library.

E. Communication Systems--The public address system master control should be located in the office complex and not in proximity to the general traffic flow. Two way speakers should be located in every classroom/teaching area as well as areas such as the kitchen, central receiving room, janitor work room, shower rooms, guidance office, teacher work room, the commons area, and other areas where students/staff might possibly congregate. LIBRARY, GYMNASIUM

The master clock and fire detection controls should be based in the office complex and also not in proximity to the general traffic flow. The clock system should have a "tone" to regulate class beginnings/dismissals.

Provisions for telephones for school usage should be made in the following areas:

1. Office complex--Three phones are to be placed in the outer office (2 for secretaries and 1 on the counter for general use) Other phones need to be installed in the offices of the principal, asst. principal, guidance office (2-one in the outer office and one in the inner office), and the nurses office.

2. One in each coaches office.
3. One in the kitchen.
4. One in the teacher work room.
5. One in the learning center (with a switch to control the ringing/buzzing mechanism)

A public telephone (pay type) is to be located in the commons/gymnasium hallway area. A hook-up for television should be allowed for in the commons area and the stage area.

Provisions for handicapped--The design of the building shall be in compliance with federal guidelines and regulations to provide a safe, accessible and manageable environment for the handicapped. Provisions for homebound students will be handled individually with the telephone company.

Building Security--An adequate outside lighting system to prevent dark areas/corners should be installed at various intervals. The parking lot should be amply lighted with several security type dusk-to-dawn lights. The academic areas should be capable of being closed off during non-school hours to allow for both extra-curricular school activities and community activities. Lockable safety glass fire-doors should be utilized for this purpose in the hallways.

The door locking key system is to be done in groupings and not over-all master keyed except for administration and custodial usage.

Others--

Central receiving room--An area of at least 30x20 feet should be planned for unit-wide receiving and storage. It should be located in proximity to the cafeteria, custodial work-room, and unit office. Also, it must be accessible via a drive-way for trucks, etc.

Custodial work area--An area of at least 20x20 should be pro- 144
vided for a work-room for custodial repair/maintenance. It can be
located by the heating system room or central receiving room.

The present high school site will be used with the new construc-
ion to "wrap around" and connect with the existing gymnasium. The
esent building will have to be used during construction of the new
e. Proper planning and timing will be necessary so as not to inter-
pt the educational process that is on-going. The following factors
ed consideration:

1. Accessibility of utilities - water, sewer, and electricity are available and presently being used. Natural GAS is not, nor will it be, available for usage for heating purposes. (This has been verified by C.I.P.S.).
2. Parking - Parking for approximately 200-250 vehicles should be planned with a drive close to the building for buses to pick-up and discharge students. This drive should flow-through and connect with the bus garage area.

   An interim parking area (later to become a part of the permanent parking area) will need to be established during the construction phase. This is necessary since the present parking lot will be a part of the construction site. The south-west corner of the site can be rocked and used for this purpose as shown on the enclosed sketch.
3. Service access - The central receiving area should be easily accessible and located near the parking lot and central office while being away from the academic area.
4. Outdoor teaching areas - No special plans are anticipated except those as found in Section IV.
5. Landscaping - Installation of proper shrubbery and trees around the building and in the parking lot is desired for beautification, ecological, and directional purposes.

6. Summary of planned future expansion - No site expansion is anticipated at this time.

7. Recreational and athletic facilities - None are planned in this project and will be done only after completion. Re-location of the baseball field and creation of a track are anticipated in the future.

The following pages are copies of correspondence and summary heets that fullfill the needed information for this section. One xception to this is the section regarding economic constraints and riorities.

The economic constraints of this project are those stated reviously. We have only our share of $1,090,342 plus a 10% infla- ionary factor to spend. There is no other money available! There re no real priorities established as the project is planned based n real needs of the school district. One need seems as real and elevant as another at this point in time.

However, if cuts must be made because of higher construction osts, the following list would be our priorities:

6 1. Square footage
5 2. Air-conditioning
4 3. Carpeting
3 4. Green-house area in science department
2 5. Publications room in Language Arts area
1 6. Shrubbery and trees

Conversely, our priority order for "Additional Costs Above the eognized Project Cost" would be:

1. Additional moveable equipment
2. Re-location of the baseball field
3. Building of a quarter mile track
4. Patio area off of commons area

APPENDIX D

NEOGA JUNIOR-SENIOR HIGH SCHOOL REVISIONS

3501 BROADWAY, MOUNT VERNON; ILL. 62864 618/242-0292

SON, HODGE & GROH ARCHITECTS & ENGINEERS

November 4, 1976

Mr. Tom McCue
Capital Development Board
State Office Building
400 South Spring Street
Springfield, Illinois

Re: New Jr-Sr. High School
Neoga, Illinois
CDB 762-035-001

Dear Tom:

The following are proposed revisions for the Neoga Junior-Senior High School with estimates of cost:

Exterior of the Building and Site	Estimate
1. Omit the sign planter.	$ 2,000.00
2. Omit all planters and curbs.	$ 15,000.00
3. Omit the Base Bid patio.	$ 4,000.00
4. Reduce the parking area.	$ 13,000.00
5. Reduce the width of sidewalks - 5' maximum.	$ 5,000.00
6. Omit the entrance canopy.	$ 25,000.00
7. Omit all canopies.	$ 4,500.00
8. All metal coping caps, flashing and sheet metal shall be galvanized.	$ 10,000.00

	Estimate
9. Change exterior wall details. Exterior wall shall be all brick. Remove the metal siding. Remove the parapet walls on the exterior as well as the interior walls. This will also affect the crickets that are shown on the roof. We will use gutters and downspouts.	$ 50,000.00
10. Omit the seeding.	$ 5,000.00
11. Reduce the service drive length. Service drive shall stop at the north end of the shop. The kitchen will be serviced through the main entrance. Alternate to extend service drive.	$ 2,000.00
12. Reduce the concrete at the main entrance.	$ 2,500.00
Sub Total	$138,000.00

Interior Items

1. Omit the folding bleachers.	$ 15,000.00
2. Omit the folding practice swing-up basketball goals on the side of the court.	$ 6,000.00
3. Omit the lockers in the dressing rooms.	$ 8,000.00
4. Vinyl asbestos tile in base bid and wood floor as alternate.	$ 20,000.00
5. Omit three view windows between the drafting and general shop.	$ 1,200.00
6. Omit all side lights at classroom doors.	$ 1,500.00
7. Omit projection screens in all rooms.	$ 2,000.00
8. Chalk and tackboard on one wall only in each room.	$ 5,000.00
9. Omit the folding partitions classroom 144 and classroom 140.	$ 10,000.00
10. Re-work the entrance to the main office. Omit the glass and install a standard view window in these walls and square up this corner.	$ 3,000.00
11. Omit the decorative screens at the cafeteria	$ 6,500.00
12. Re-work the east entrance at the cafeteria. Removal all the glass at this entrance.	$ 3,000.00

		Estimate
13.	All enterior entrances to be standard hollow metal doors and jambs. No aluminum.	$ 5,000.00
14.	Reduce the number of view windows from all offices.	$ 1,600.00
15.	Omit the crushed rock and vapor barrier beneath all floors.	$ 10,000.00
16.	Re-work the north main entrance omitting the glass and aluminum, etc.	$ 1,500.00
17.	Remove the trophy and display cases. Leave the openings for future installation.	$ 1,500.00
18.	Removal all the wing walls on the foundation walls at the locker locations so that the foundation walls are straight.	$ 5,000.00
19.	Change the two-hour vault door to one-hour.	$ 200.00
20.	Omit the kitchenette unit in the teacher's lounge.	$ 1,000.00
21.	Omit the paint spray booths.	$ 600.00
22.	Omit all welding booths.	$ 3,000.00
23.	Omit the parking bumpers.	$ 1,500.00
24.	Omit all of the cabinet work in all the rooms and the office area. The only equipment remaining would be the kitchen equipment, the laboratory equipment in the science areas and Home Economics area.	$ 50,000.00
25.	Omit two (2) classrooms.	$ 35,000.00
26.	Omit graphics lobby and I.M.C.	$ 500.00
27.	Omit job photos.	$ 300.00
	Sub-Total	$197,900.00
	GRAND TOTAL	$335,900.00

If you have any questions, or comments, please advise.

Very truly yours,

WILSON, HODGE & GROH
ARCHITECTS & ENGINEERS

Rex E. Hodge

m

November 3, 1976 Re: C-2928

List of Electrical Deductions
Made on Contract Drawings and in Specifications
New Jr. Sr. High School
Neoga Community Unit School District #3
Neoga, Illinois
CDB #762-035-001

1.	Delete exterior lighting poles and canopy lighting	$ 11,000.00
2.	Change feeders to aluminum conductors with type THW insulation	9,000.00
3.	Reduce quality of lighting fixtures	6,000.00
4.	Reduce quantity of outlets in classrooms and offices	4,000.00
5.	Delete bus duct runs in shops	3,500.00
6.	Delete emergency battery packs in fluorescent fixtures and add surface two headed units	8,500.00
7.	Delete the clock control system	3,500.00
8.	Delete the underground feeder to the maintenance garage	5,000.00
9.	Delete the public address system and add Alternate Bid E-7	7,500.00
10.	Delete electrical work in two classrooms and add Alternate Bid E-4	5,500.00
11.	Delete main breakers from four (4) panels	900.00
		$64,400.00