

1978

# A Building Program Study

Joseph D. Stokes  
*Eastern Illinois University*

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Author

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A BUILDING PROGRAM STUDY

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(TITLE)

BY

JOSEPH D. STOKES

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

---

SPECIALIST IN EDUCATION

---

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1978

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

September 14, 1978  
DATE

ADVISER

September 14, 1978  
DATE

DEPARTMENT HEAD

A BUILDING PROGRAM STUDY

ABSTRACT FOR EDUCATIONAL ADMINISTRATION

6910 and 6920

By

JOSEPH D. STOKES

B.S. in Ed. Eastern Illinois University, 1963

M.S. in Math., Eastern Illinois University, 1970

ABSTRACT OF A FIELD EXPERIENCE

Submitted in partial fulfillment of the requirements for  
the degree of Specialist in Education at the Graduate School  
of

Eastern Illinois University

CHARLESTON, ILLINOIS

1978

The purpose of this field study is to explore the need for a building program, to give recommendations for the best building site and why, and to check the feelings of the community on the passing of a referendum in Community Unit #3, Palestine, Illinois.

This study included an evaluation of both the elementary and the high school buildings. This included the condition and availability of classroom space and special education space.

The best possible site for a building program and reasons for the choice site were considered.

The community of Palestine in the past has passed referendums for building projects, if the school has been capable of showing a real need for the building.

It is the belief of this author that a referendum could pass, but it will take much research and communication between the school personnel and the community. The board of education and administration must be definite on what they want and be convinced that it is the best building program possible, before they try to persuade the citizens of the community to support the program.

The reason for the consideration of a building program is a result of all the mandated programs and the emergence of girls athletics.

The Palestine Community Unit Schools are located in the village of Palestine, Illinois, a town situated in the south

eastern area of Crawford County. The Palestine Community Unit District #3 is a consolidated unit school district with the assessed valuation of \$10,599,455 and the bonding ability of \$1,486,764. The town of Palestine has a population of about 1,650 people. The Unit #3 District has a population of about 612 students of which 190 are presently enrolled in grades 9 through 12.

Many parents live in the Palestine area and commute to Robinson which is 7 miles west of Palestine.

The rural areas have a diversified type of agriculture, and business in the village is geared/largely as supportive of agriculture enterprise. Palestine school district is considered 100% rural. The district has no private or parochial schools.

The community is composed primarily of middle class citizens--a stable community of citizens who take pride in their homes, schools, and businesses. A large portion of this population is native to the Palestine area. However, current trends seem to indicate increased movement from the metropolitan areas. Most of the residents are commuter oriented-working in nearby towns. The working population seems to be primarily skilled and semi-skilled laborers. The main education level of the people of the Palestine Community has risen sharply within the last five years. This increase in education level is due in part, to the courses

offered at Lincoln Trail Junior College and the courses offered at Palestine through the continuing education program.

The high school student enrollment has been stable over the last ten years and by all indications it will remain stable for at least the next five years.

Realizing that quality education can not exist without good facilities, high morale on the part of the faculty, and contentment, pride, and a learning attitude on the part of the students, this writer feels that the citizens of this community would support a building program, if they could be assured that it would solve the majority of the problems that the school district now has.

TABLE OF CONTENTS

	Page
LIST OF TABLES. . . . .	ii
LIST OF FIGURES . . . . .	iii
INTRODUCTION. . . . .	iv
<b>Chapter I.</b> BACKGROUND. . . . .	1
II. SURVEY OF NEEDS . . . . .	9
III. INVOLVEMENT WITH ADVISORY COUNCIL .	22
IV. PROPOSED PLANS. . . . .	32
V. RECOMMENDATIONS . . . . .	41
VI. SUMMARY . . . . .	43
VII. APPENDIX. . . . .	45



LIST OF TABLES

Table		Page
1.1	Cost of Proposed 1955 Addition . . . . .	8
2.1	School Actual Enrollment . . . . .	15
2.2	Co-Hort Survival Model . . . . .	16
2.3	School Enrollment Forecast by Grade. . . . .	17
3.1	Building Cost and Bonding Ability. . . . .	27

## LIST OF FIGURES

Figure		Page
1.1	Location of Crawford County in State. . . . .	3
1.2	Position of Palestine District in County. . . . .	4
1.3	Proposed 1955 Additions . . . . .	5
1.4	Proposed Classrooms and Gymnasium . . . . .	6
1.5	Proposed 1955 Room Additions. . . . .	7
2.1	Basement Floor of Elementary School . . . . .	.12
2.2	First Floor of Elementary School. . . . .	.13
2.3	Top Floor of Elementary School. . . . .	.14
2.4	Profile Chart for Palestine Grade School. . . . .	.19
2.5	Profile Chart for Palestine Grade School. . . . .	.20
2.6	Profile Chart for Palestine High School . . . . .	.21
4.1	Placement of First Grade School Addition Cons- idered. . . . .	33
4.2	Division of First Grade School Addition . . . . .	.34
4.3	Placement of High School Addition. . . . .	.35
4.4	Division of High School Addition . . . . .	.36
4.5	South View of Present Elementary School. . . . .	.37
4.6	Artists' Conception of Second Addition Recommended . . . . .	.38
4.7	Division of Second Addition Recommended. . . . .	.39

## INTRODUCTION

The Palestine Community Unit District #3 is in a position of being overcrowded in the available facilities at the elementary and secondary level. This is not a new problem to the district as a building program was considered in 1955.

The author of this paper realized the overcrowded conditions immediately after accepting the position of the high school principal.

The concern of this paper is to study the need of a building program and start initial movement on a building proposal, to present possible construction alternatives to advisory council and later to the school board, and to get indication of community feeling toward building.

This field experience came about because of the following three reasons: (1) to fulfill the requirements for completion of the Educational Specialist Degree, (2) to provide experience for the writer of this paper in the procedures and process involved in the study before a building program and the problems of determining what and where to build, and (3) questions asked by the members of the advisory council about a building program.

## I. BACKGROUND

The Palestine Unit School District Number Three is located in the east central part of Crawford County. The unit covers an area approximately 5.5 miles wide and 15.8 miles long with an area of 86.98 square miles. The population of the district is approximately 3200 people.

The area now served by Palestine Community Unit School District Number Three is composed of one major community of Palestine and one small settlement of Heathsville. Approximately one half of the population of the district is located in the town of Palestine.

The elementary building is located in the town of Palestine and occupies one city block. This unit has an enrollment of 422 students. To take physical education and to practice track, the students must cross a main highway to get to an adjacent lot owned by the unit. ~~Grades~~ six through eight in the elementary school are departmentalized to more effectively utilize the specializations of the faculty.

The high school building is located at the west side of town on approximately fifteen acres and houses 190 students. The high school offers vocational training by belonging to the vocational co-op at Robinson. With this program the district is able to offer vocational training to all of its students. Also the unit is a member of the five county Special Education Co-op known as the South Eastern Special Education District.

The enrollment seems to be fairly stable for the next few years.

The Palestine Unit is not a rich district, but at the present time it has no debt. The present assessed valuation is \$10,599,455. This gives the district approximately \$17,376 in assessed valuation per student enrolled in the district. The bonding ability for the district is approximately \$1,486,764.

The two figures that follow on the next two pages show the location of Crawford County in the state and the location of the Palestine district in the county.

The construction considered in 1955 is shown on the next four pages following the location maps. This gives the cost in 1955 and this can be used later for a comparison with the cost now. This also provides proof that the problem of considering a building program is not a new one to the district. Part of this construction was done in 1956 as a band room and the agriculture class room and shop were constructed.

Figure 1.1 Location of Crawford County in State

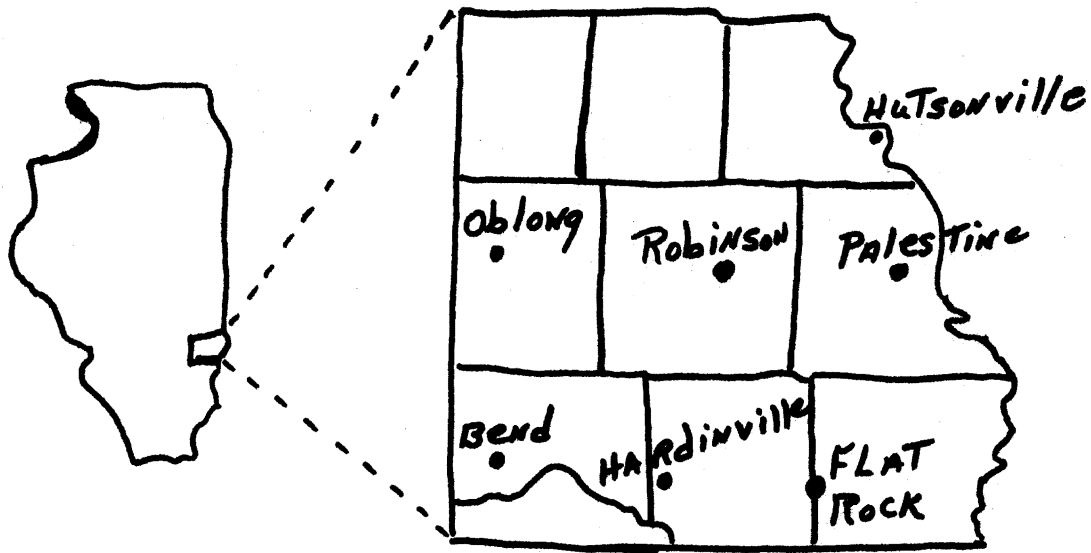


Figure 1.2 Position of Palestine District in County

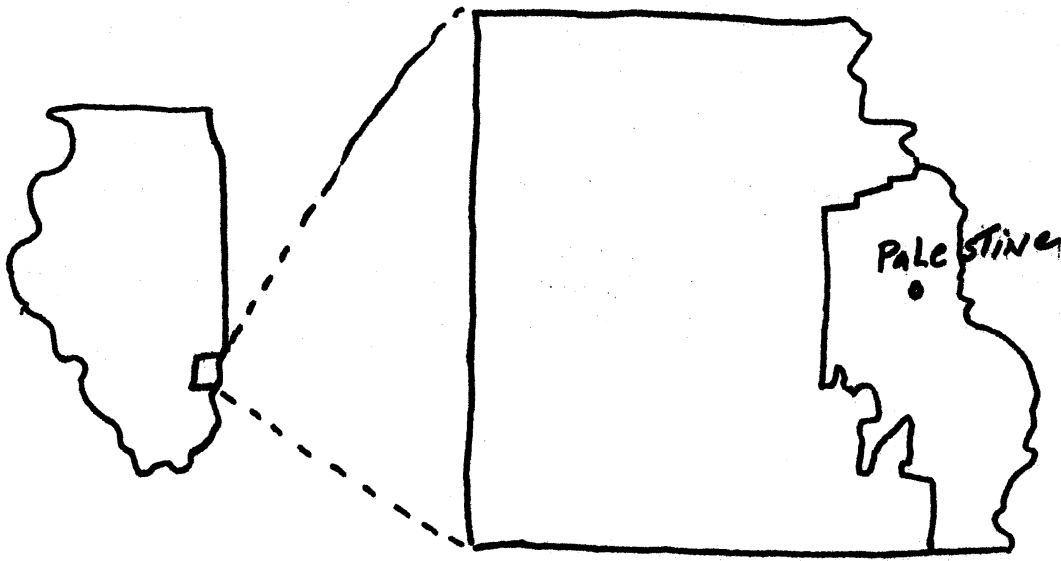


Figure 1.3 Proposed 1955 Additions

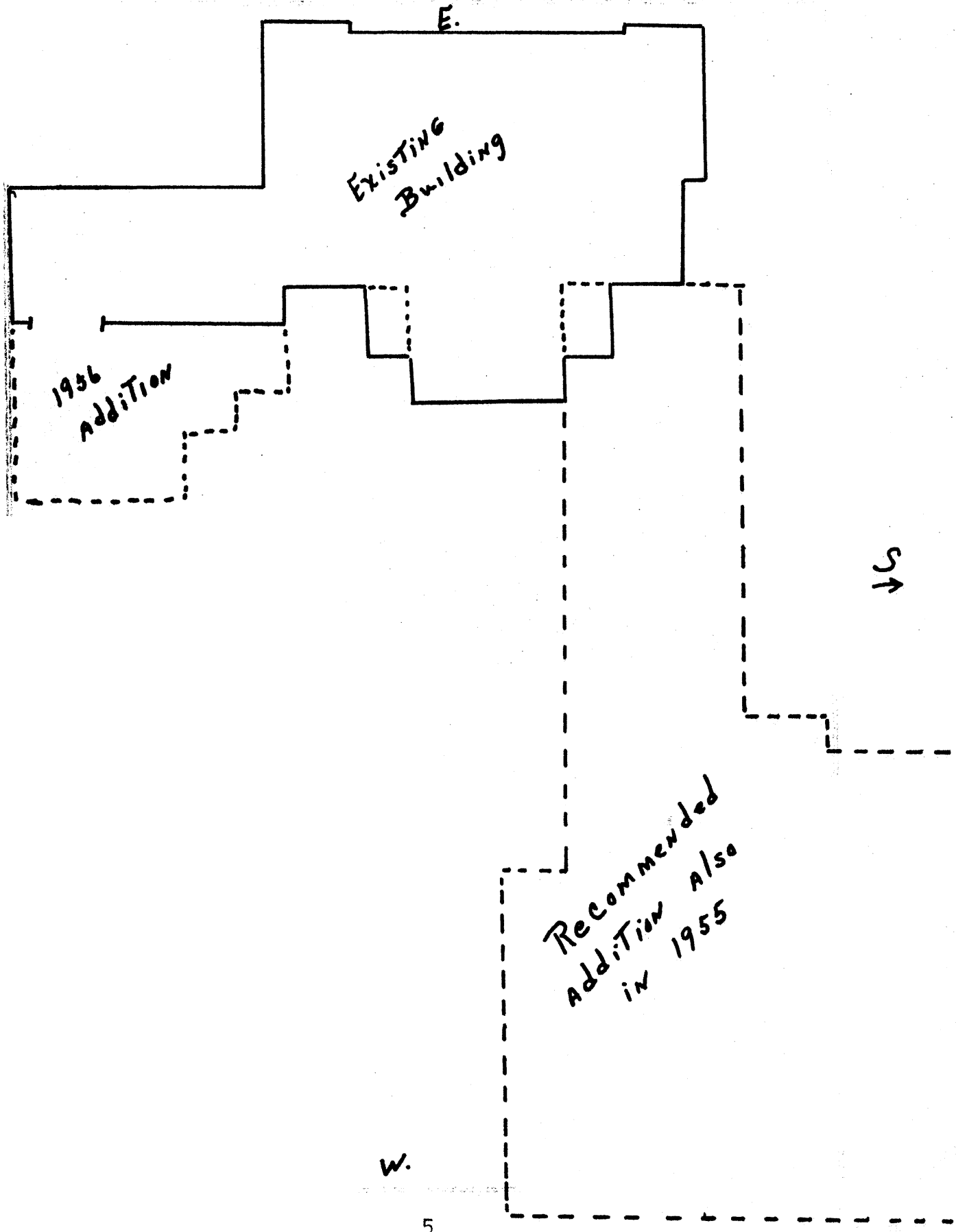
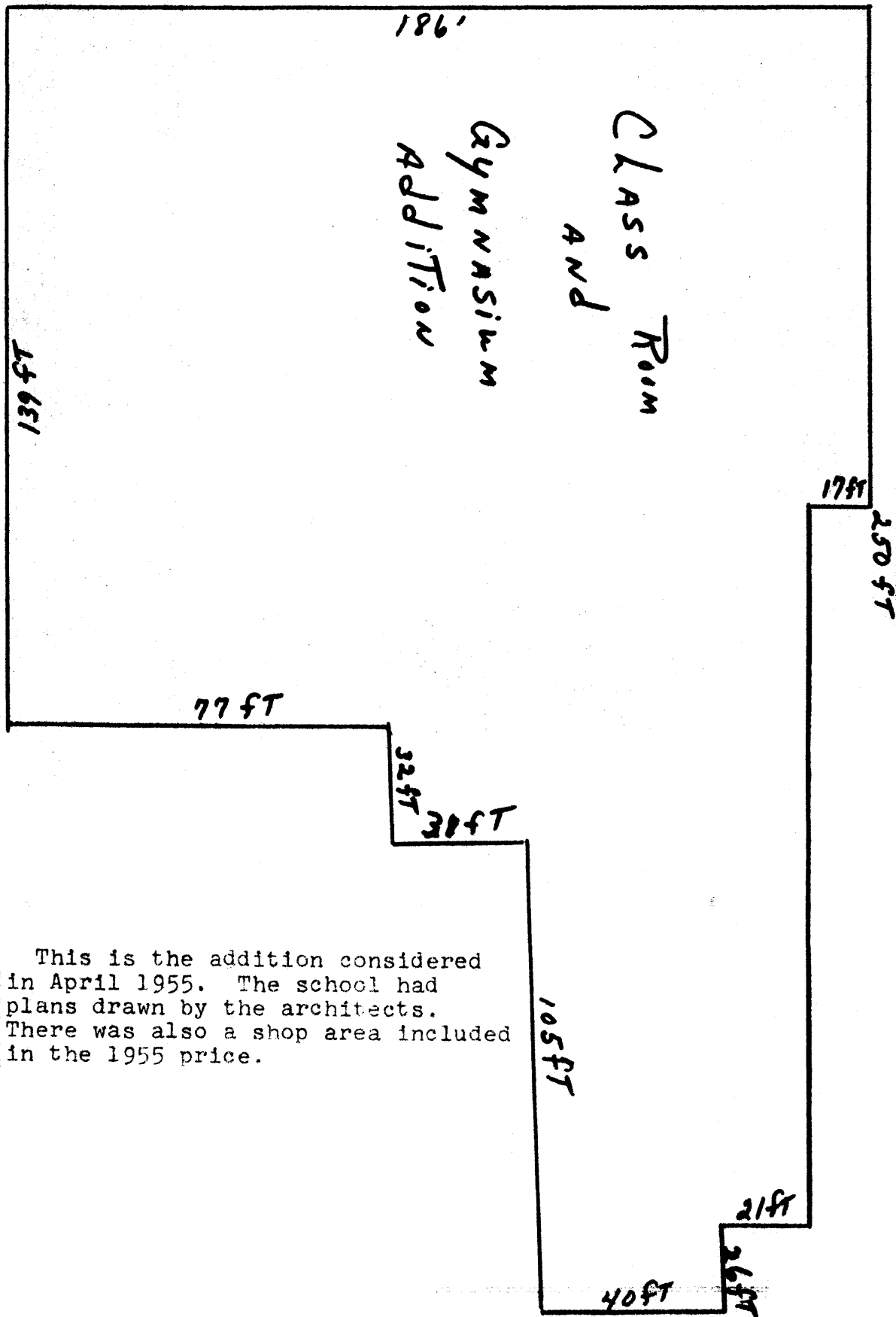




Figure 1.4 Proposed Classroom and Gymnasium 1955



This is the addition considered in April 1955. The school had plans drawn by the architects. There was also a shop area included in the 1955 price.

Figure 1.5 Proposed 1955 Room Additions

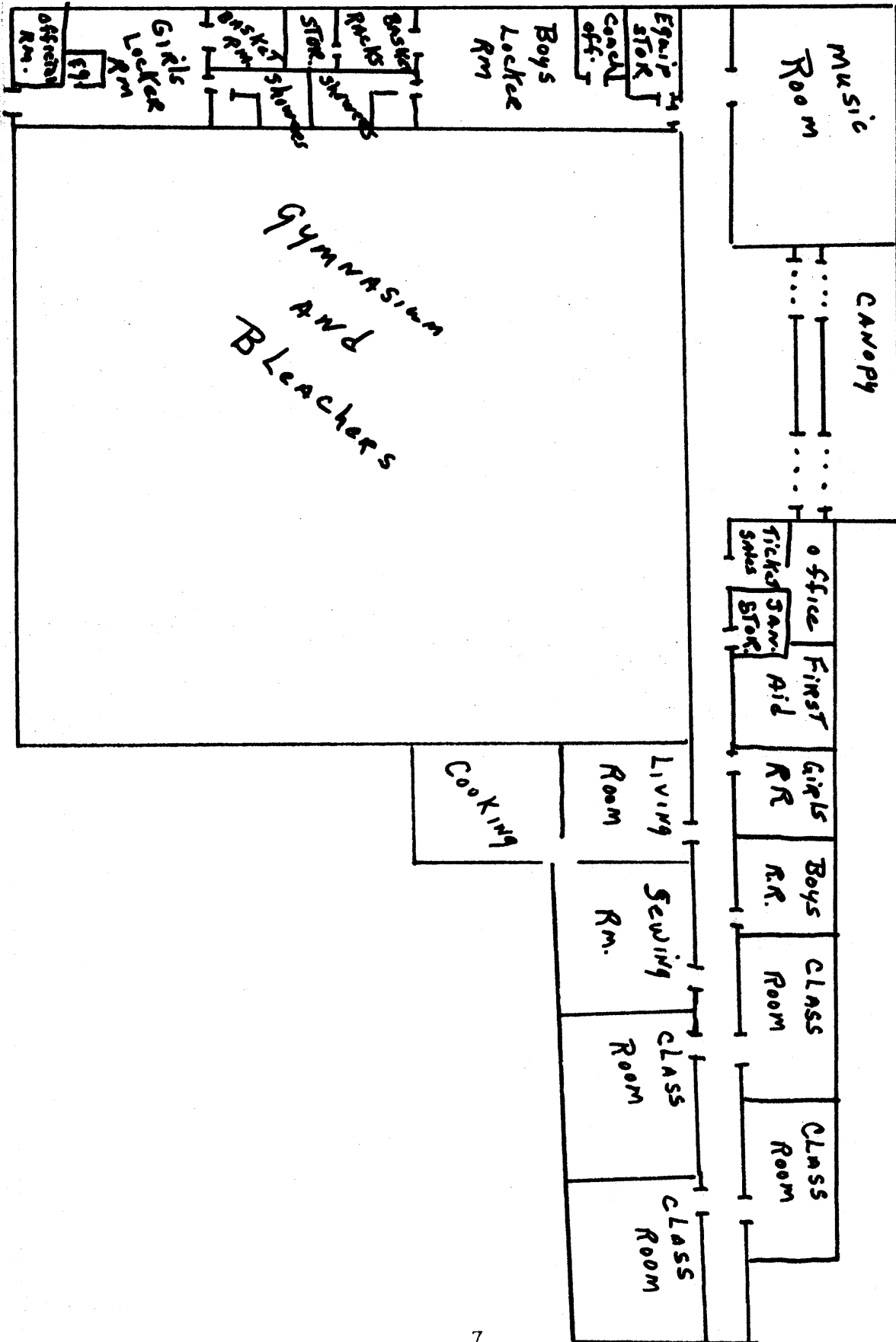


Table 1.1 Cost of Proposed 1955 Addition

COST ESTIMATE FOR  
NEW PHYSICAL FITNESS EDUCATION  
AUDITORIUM AND MUSIC BUILDING  
PALESTINE HIGH SCHOOL  
PALESTINE, ILLINOIS

This is the cost for the construction recommended in 1955.

Estimated Total Project Cost For

New Building . . . . . \$844,531.00\*

\*Estimate includes the following:

A. SITE DEVELOPMENT

1. Grading
2. Paving
3. Walks
4. Landscaping

B. BUILDING CONSTRUCTION

1. General Construction
2. Plumbing
3. Heating
4. Ventilating
5. Electrical

C. CONTINGENCY

D. ARCHITECT FEE

Note: Furnishings not included in estimate.

## II. SURVEY OF NEEDS

Having accepted the principal's position at the high school in Palestine beginning in August of 1975, it was realized by the author, that the school was overcrowded and needed more space. The elementary principal and this writer scheduled around our problems the best that we could.

Examples of what our problems consisted of are: (1) the elementary school has the learning disability teacher at the end of a hall with a panel to shut her area off; (2) the art instructor has art on the stage; (3) the two Title I remedial reading instructors share one room; (4) the guidance counselor has no room of his own to carry on a proper testing program or counseling services.

The combined problem in the Palestine Community Unit #3 school district is that we have only one gymnasium to hold basketball practices and games in. We have high school varsity, freshman-sophomore, and the girls' schedule, plus the elementary girls' basketball to be offered in the future. There is also an elementary varsity and a fifth and sixth grade schedule.

At the high school, the art instructor shares the industrial arts room for the classroom phase, the agriculture workshop area for her clay work. There is no office for our girls' coach. The Home Economics department needs more space.

In February of 1974 the North Central Association had its visitation to the high school. The following recommendations concerning facilities were made:

- (1) Serious attention should be given to a building program once the current bonded indebtedness has been retired.
- (2) Additional gymnasium and physical education facilities should be provided for both student and community use.
- (3) Larger and additional storage areas are needed for physical education equipment, teachers' equipment and supplies, and building supplies.

The following three pages show by drawings how the elementary building is utilized.

The next three pages of tables were used to get the enrollment forecast for the five school years of 1977-78 through 1981-82.

The first table lists the actual enrollment of the past six years. This table was used to get the average percentage of students which continued on in the Palestine Community Unit District from one grade to the other. The average percentage for each grade is listed just below the table and is used with the Co-Hort Survival Model to get the enrollment forecast.

The second table is the Co-Hort Survival Model. Using live births in the county for years 1966-1970 and Palestine's actual kindergarten enrollment from 1971 to 1975, an average birth survival ratio was determined.

Figure 2.1 Basement Floor of Elementary School

Basement Floor  
Elementary School

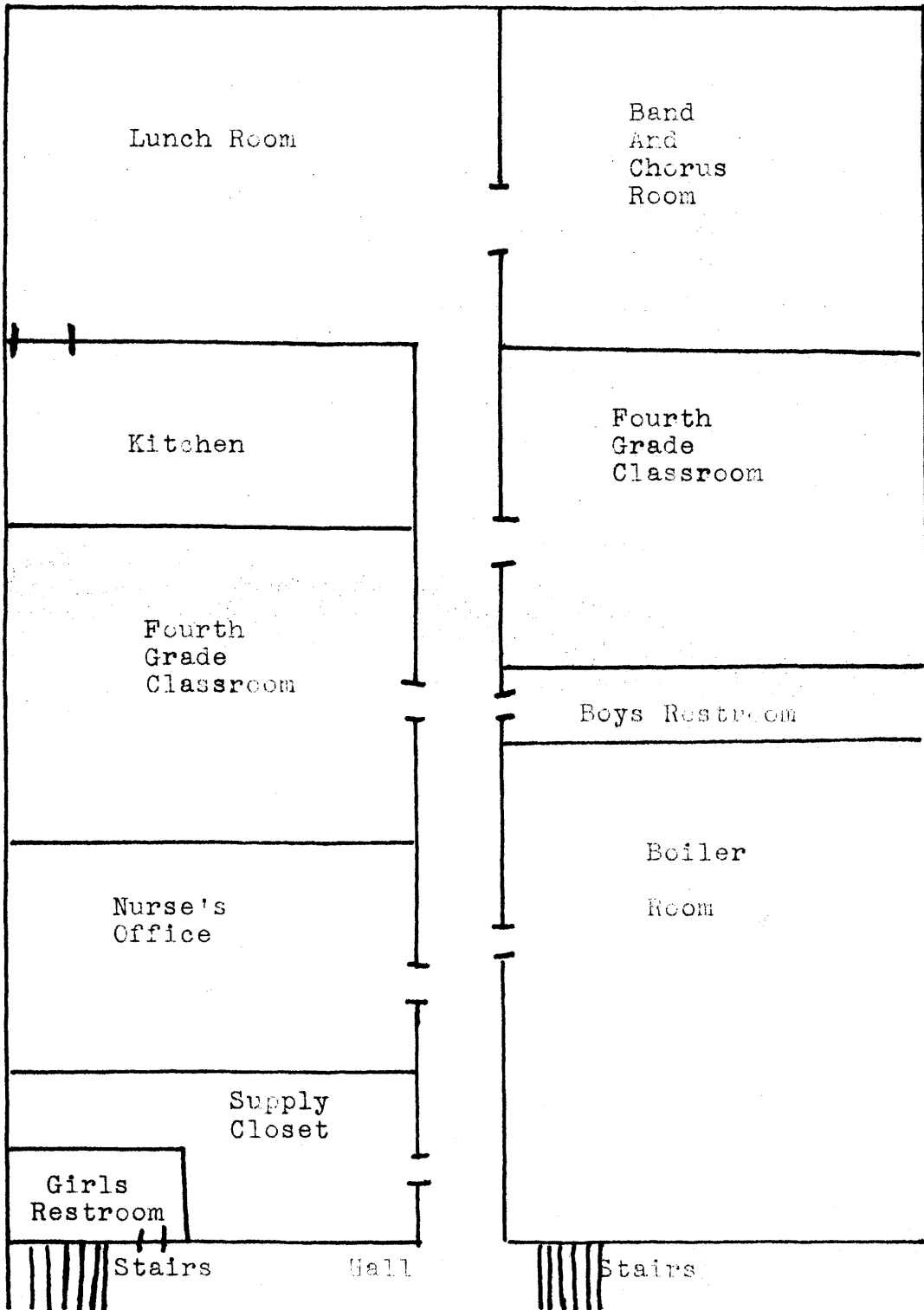


Figure 2.2 First Floor of Elementary School

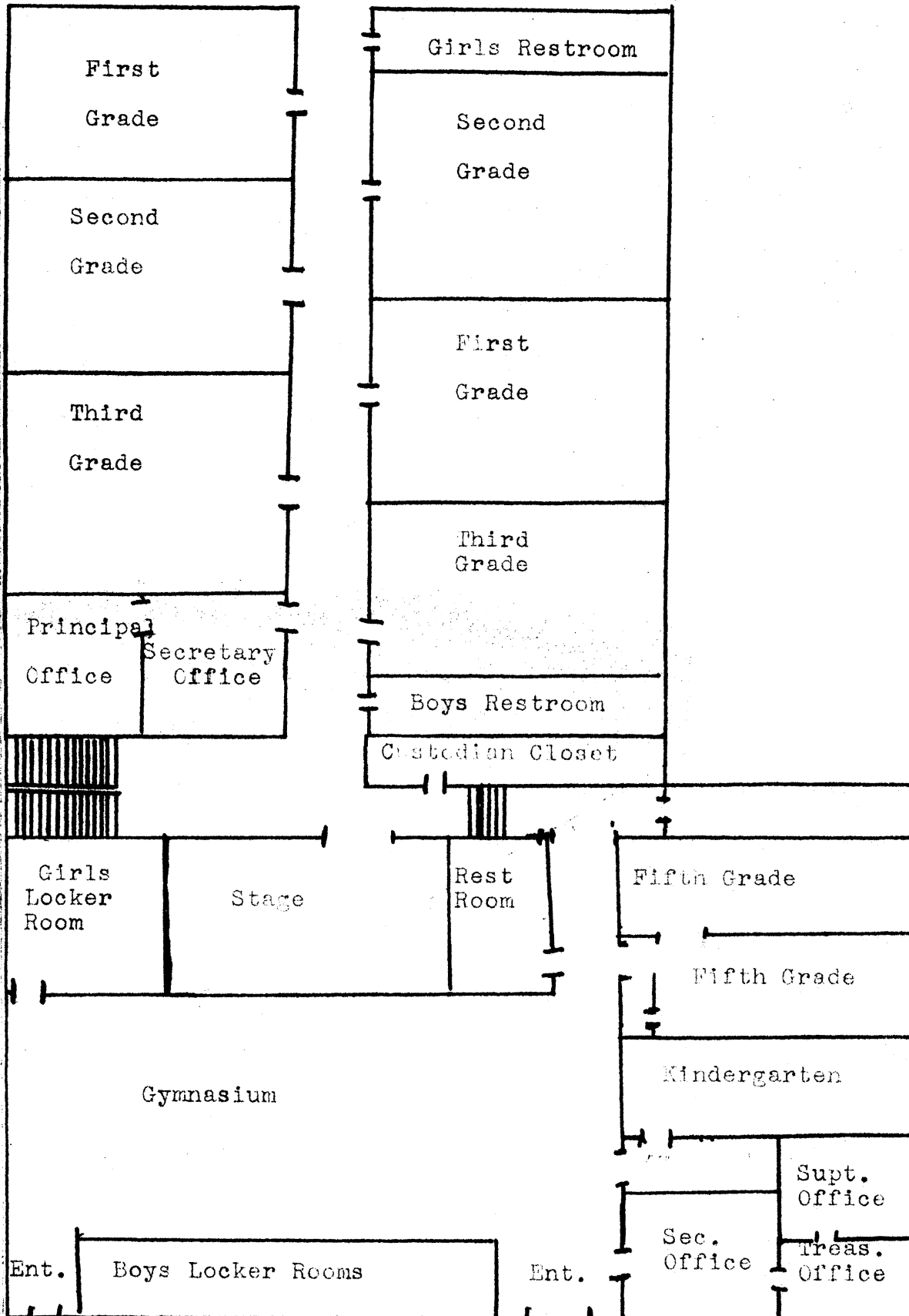
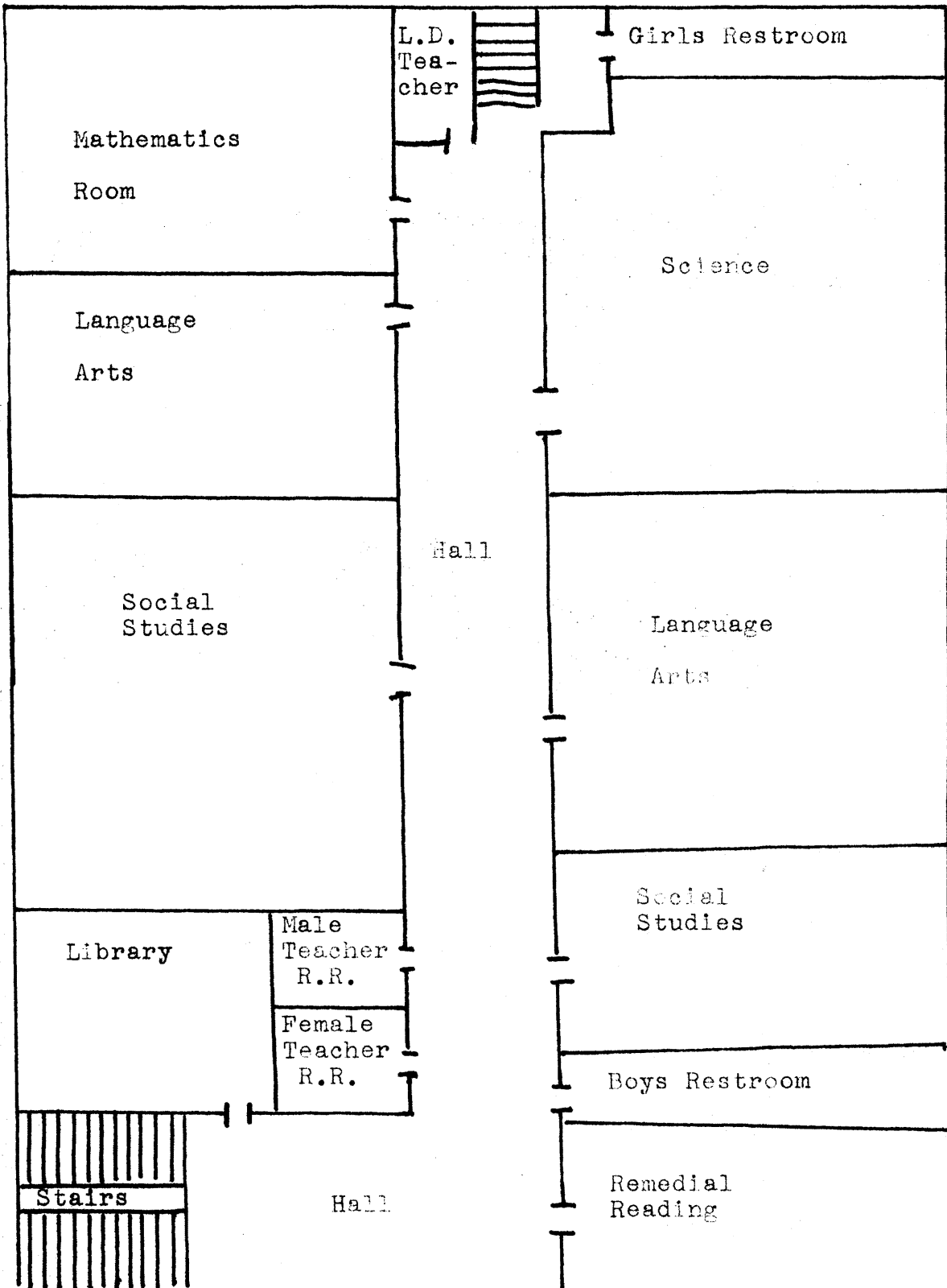




Figure 2.3 Top Floor Elementary School

Top Floor  
Elementary School



School Actual Enrollment By Grade

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total 1-8	Total 9-12
1971-72	52	47	56	49	54	55	46	59	45	58	41	39	38	463	176
72-73	43	43	51	53	43	55	50	47	59	47	56	41	32	444	176
73-74	50	43	39	55	50	40	50	50	48	58	51	60	31	425	200
74-75	53	49	43	39	54	51	44	50	49	50	56	47	48	432	201
75-76	45	51	49	39	41	52	47	46	52	54	51	56	40	422	201
76-77	53	47	48	47	44	42	53	45	46	50	47	42	46	425	185

Table 2.1 School Actual Enrollment

15

K→1      1→2      2→3      3→4      4→5      5→6      6→7      7→8      8→9      9→10  
 .9644      .9866      .9782      .9965      .9912      .9718      1.0049      1.0082      1.0265      .9813

10→11      11→12  
 .9633      .8098

Table 2.2

Co-Hort Survival Model

Co-Hort  
Survival Model

Live County Births		Kindergarten Actual		Birth Survival Ratio
		1971	52	
1966	190	1971	52	.274
67	172	72	43	.25
68	166	73	50	.301
69	206	74	53	.257
70	161	75	45	.280
				Ave. .272

Live County Births		Kindergarten Projection	
		1977	37
1972	136	1977	37
1973	171	1978	46
1974	164	1979	45
1975	225	1980	61
1976	176	1981	48

School Enrollment Forecast By Grade

School Year	Enrollment													Total Enrollment
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Current 1976-77	53	47	48	47	44	42	53	45	46	50	47	42	46	
Projected														
1977-78	37	51	46	47	47	44	41	53	45	47	49	45	34	
1978-79	46	36	50	45	47	47	43	41	53	46	46	47	36	
1979-80	45	45	36	49	45	47	46	43	41	54	45	44	38	
1980-81	61	43	44	35	49	45	46	46	43	42	53	43	36	
1981-82	48	59	42	43	35	49	44	46	46	44	41	51	35	
1982-83		46	58	41	43	35	48	44	46	46	43	40	41	

Table 2.3 School Enrollment Forecast by Grade

The following profile charts of Palestine grade school and high school were developed by the author. The idea for the charts came from other readings.

Many of the ratings by the grade school and high school principals concerning the grade school were the same. They had different opinions about certain areas such as location. The grade school is located in town just two blocks from the square and adjacent to a main highway. Physical education classes must cross this highway to get to a lot owned by the school for their classes. This is the reason the high school principal gave location a poor rating. The next variation was learning disabilities, which is located at the end of a hall and art, which is taught on the stage, where there is no running water and physical education classes are usually going on in the gymnasium at the same time. The guidance counselor has no room. He must find a room without a class at the time he needs to work with a student, and then use that room.

The other variances are just the differences of opinion on the part of the principals.

The profile chart for the Palestine High School was prepared by the principal.

Figure 2.4  
 Profile Chart for Palestine Grade School  
 Elementary Principal's Rating

Features	Ratings				
	Very Poor	Poor	Av. Min. Stand.	Good	Ex.
1. <u>Site</u>					
Location				✓	
Size			✓		
Condition				✓	
2. <u>Building Structure</u>					
Fire resistive Construct.				✓	
Exterior Condition				✓	
Interior Condition				✓	
3. <u>General Purpose classrooms</u>				✓	
4. <u>Special Classrooms</u>					
Kindergarten			✓		
Library		✓			
Learning Disabilities		✓			
Speech Correction		✓			
Title I (Reading)			✓		
Music				✓	
Art		✓			
5. <u>Administrative Areas</u>					
Principal's Office			✓		
Superintendent's Office				✓	
Guidance		✓			
Health Services			✓		
6. <u>Auxiliary Areas</u>					
Cafeteria & Kitchen				✓	
Custodial Areas				✓	
Teacher's Areas				✓	
7. <u>Service Systems</u>					
Acoustics			✓		
Decorations			✓		
Paint & Plaster				✓	
Floors				✓	
Drinking Fountains				✓	
Electrical Systems				✓	
Fire Protection System				✓	
Furniture & Equipment				✓	
Heating, Ventilating				✓	
8. <u>Lighting</u>					
Artificial				✓	
Natural				✓	
Window Shades				✓	
9. <u>Sewage Disposal</u>				✓	
10. <u>Water Supply</u>					✓
11. <u>General Layout</u>					
Circulation				✓	
Expandability				✓	

Figure 2.5

Profile Chart for Palestine Grade School

High School Principal's Rating

Features	Ratings				
	Very Poor	Poor	Av.Min. Stand.	Good	Ex.
1. <u>Site</u>		✓			
Location					
Size			✓		
Condition				✓	
2. <u>Building Structure</u>					
Fire resistive Construct.				✓	
Exterior Condition				✓	
Interior Condition				✓	
3. <u>General Purpose Classrooms</u>			✓		
4. <u>Special Classrooms</u>			✓		
Kindergarten			✓		
Library	✓	✓			
Learning Disabilities	✓				
Speech Correction		✓			
Title I (Reading)		✓			
Music		✓			
Art	✓				
5. <u>Administrative Areas</u>					
Principal's Office			✓		
Superintendent's Office			✓		
Guidance	✓				
Health Services			✓		
6. <u>Auxiliary Areas</u>					
Cafeteria & Kitchen				✓	
Custodial Areas			✓		
Teacher's Areas			✓		
7. <u>Service Systems</u>					
Acoustics			✓		
Decorations				✓	
Paint & Plaster				✓	
Floors				✓	
Drinking Fountains			✓		
Electrical Systems				✓	
Fire Protection System				✓	
Furniture & Equipment				✓	
Heating, Ventilating			✓		
8. <u>Lighting</u>					
Artificial			✓		
Natural			✓		
Window Shades				✓	
9. <u>Sewage Disposal</u>				✓	
10. <u>Water Supply</u>					✓
11. <u>General Layout</u>					
Circulation			✓		
Expandability			✓		

Figure 2.6  
 Profile Chart for Palestine High School  
 High School Principal's Ratings

Features	Ratings				
	Very Poor	Poor	Av. Min. Stand.	Good	Ex.
1. <u>Site</u>					
Location				✓	
Size			✓		
Condition				✓	
2. <u>Building Structure</u>					
Fire resistive Construct.				✓	
Exterior Condition				✓	
Interior Condition				✓	
3. <u>General Purpose Classrooms</u>				✓	
4. <u>Special Classrooms</u>					
Kindergarten			N/A		
Library		✓			
Learning Disabilities			N/A		
Speech Correction			N/A		
Title I (Reading)			✓		
Music			✓		
Art	✓				
5. <u>Administrative Areas</u>					
Principal's Office			✓		
Superintendent's Office			✓		
Guidance				✓	
Health Services			✓		
6. <u>Auxiliary Areas</u>					
Cafeteria & Kitchen				✓	
Custodial Areas			✓		
Teacher's Areas			✓		
7. <u>Service Systems</u>					
Acoustics		✓			
Decorations				✓	
Paint & Plaster				✓	
Floors				✓	
Drinking Fountains			✓		
Electrical Systems			✓		
Fire Protection System				✓	
Furniture & Equipment			✓		
Heating, Ventilating			✓		
8. <u>Lighting</u>					
Artificial			✓		
Natural				✓	
Window Shades				✓	
9. <u>Sewage Disposal</u>		✓			
10. <u>Water Supply</u>					✓
11. <u>General Layout</u>					
Circulation			✓		
Expandability					✓



### III. INVOLVEMENT WITH ADVISORY COUNCIL

At our February 9, 1976 Lay Advisory Council meeting there was a lengthy discussion on new building additions and it was recommended that they have an architect in to discuss ideas of adding to the buildings.

On March 4, 1976 an architect was at the Lay Advisory Council meeting and talked about possible additions. After this meeting, nothing more was mentioned about the building additions until the March 3, 1977 meeting. Again, it was brought up, and this writer talked with the superintendent and decided to try to get the information for the meeting in May.

In preparing for the presentation to the Lay Advisory Council, the first contact was with the manager of the gas utilities for our school. He stated that we would not be allowed to heat any more volume of space than we have at the present time. He also added that if the building was placed where recommended, the gas company would have to move their gas lines because the lines are located under the area where the new building would be placed. He further stated that the school would have to pay for the placing the pipes over the new building.

Information was requested as to when we would be able to get a gas permit to add on an addition, and he replied that he had no idea as to when that would be possible.

Next, ~~was~~ a meeting with our architect. He said he could only generalize and give me estimates for the building at the present time. If we were really interested he would have to come out and decide best placement and landscaping.

His generalization was that the building would be constructed of steel beams and blocks, with brick on the outside.

The cost of the building he stated runs from thirty-five to forty dollars a square foot. In my presentation paper the highest value of forty dollars was used.

At the May 1977 Lay Advisory Council meeting, the different possibilities were presented.

#### Grade School Addition:

##### I. Four Rooms

- (A) Kindergarten room
- (B) Band and chorus room
- (C) Art room
- (D) Special Education

#### Dimensions and cost

54 feet by 70 feet = 3780 square feet

3780 square feet times \$40 = \$151,200

#### Aid to Situation

1. Move Learning Disabilities teacher where remedial reading is now.

2. Move art class off of stage and allow for more storage.
3. Music would be separated from rest of classrooms.
4. Clear larger room for library, (now using a regular classroom.)
5. Allow for guidance room and speech correction teacher would have more room.
6. More room and better facilities for Title I instructors, would be provided.
7. Increase lunch room facilities.

#### High School Addition:

- I. New Physical Education Auditorium
- II. Band facilities
- III. Superintendency facilities
- IV. Kindergarten room

#### Dimensions and cost

136 feet by 170 feet = 23,120 square feet

23,120 square feet times \$40 = \$924,800

#### Aid to Situation

1. Art classes would take the old band room.
2. Driver's Education classes move to same room as the art class to be close to automobile.

3. Mens' and Ladies' coaches would have their own offices.
4. Remedial reading teacher would have a room at the high school.
5. Art at the grade school would move to the old kindergarten room.
6. Remedial reading teachers at the grade school could move to the area that is now the superintendent's office and secretaries office.
7. Learning disabilities instructor move to the room used now by the remedial reading instructors.
8. Guidance counselor at the grade school would have a room to work from.
9. Eliminate game and practice scheduling problems of winter activities, especially if grade school girls' basketball and high school girls' volleyball is added.
10. Old gymnasium could be used as lunch area during noon hour.
11. This would allow current hall where the girls eat lunch to be used by the home economics department.

OPTION:

If it had to be done, the eighth grade could also be taken to the high school to relieve some of the over crowded-

Ness at the grade school. This option would be recommended only as a last resort.

The architect also stated that the building costs are going up at about 5% a year.

The advisory council had a small attendance at this presentation. After my presentation was finished, the visitor in our audience from the neighboring district, stated that the administration there had been talking of consolidation. She stated that she felt that it was only the administration's feelings and not the feelings of the community.

Table 3.1 Building Cost and Bonding Ability

Building Costs:

New Construction at High School	\$924,800
New Construction at Grade School	<u>151,200</u>
	\$1,076,000
Architect's Fee 6%	64,560
Contingency	<u>114,000</u>
Total Estimated Cost	\$1,254,560

Bonding Ability:

Assessed Evaluation	\$10,599,455
Multiplier (1977)	<u>1.1689</u>
Equalized Evaluation	\$12,389,702
Bonded indebtedness	<u>0</u>
	\$12,389,702
	<u>.12</u>
Bonding Ability	\$1,486,764.24

The following questionnaire which had been prepared was passed out and the audience marked their choices as follows:

I would encourage trying:

1. For grade school addition (5 votes)
2. For high school addition (1 vote)
3. For neither addition (none)
4. For both additions (1 vote)
5. Undecided (1 vote)
6. I feel more investigation is needed. (4 votes)

There weren't enough people to get a highly representative vote.

The results of those that were there voted for the grade school addition, with the needed more information only one vote behind.

The sketches and information that follow on the next five pages were presented to the lay advisory council.

At the next board meeting, the superintendent had the procedure that he felt should be followed from this point on concerning the building program. His recommendations are placed in this paper after the sketches presented to the lay advisory council.

We were told that Doyme Winterowd, who works under Rubenking, and his replacement (he is retiring) would be here within a few days to discuss procedures.

On October 6, 1977 we did have the meeting with Glenn Rubenking and Tom Richardson and the Lay Advisory Council.

This meeting, to the writer, was almost a complete waste of time; as all aspects brought up had been covered in our previous discussions.

They are as follows:

- (1) Get architect firm to help draw up plans.
- (2) Get preliminary sketches.
- (3) Final approval for building is completed in the Springfield office.
- (4) Must provide elevator if more than one level, must have ramps, and rest room facilities for the handicapped.
- (5) Cost to build a building is approximately \$40 per square foot.
- (6) There are committees that will take surveys.
- (7) Involve all the different organizations, clubs, and teachers from the beginning.
- (8) Do not use a flat roof on a new building.



At the regular Lay Advisory Council meeting on November 10, 1977 the discussion of an addition was brought up once again.

The drawings and sketches, shown on the following pages for an addition to the south side of the grade school were presented.

There was a short discussion and then it was recommended that a vote be taken to see if the people there felt a referendum would pass to build this addition.

Blank pieces of paper were passed around to the members and they were to vote either yes or no or undecided. The vote came back 13 yes, 1 no and 1 undecided.

After this vote was taken, there was a discussion of a new gymnasium at the high school. There were different situations brought out to the members. Some of the different opinions are listed below:

- (1) The addition at the grade school would not solve the problem.
- (2) An addition to the high school is needed, but:
  - (A) If a gym is included it will not pass
  - (B) Definitely would not pass if the elementary addition had already been passed.
- (3) Would the addition at the high school solve the problem with just that construction?
- (4) What is the state's position on forced consolidation

and would this district be in danger?

- (5) Could the addition at the high school be considered as a physical education, music and drama auditorium?

There was still no definite position decided to follow by the council as the meeting was adjourned.

#### IV. PROPOSED PLANS

During the time of this study there were different additions considered. The plans for the different additions follow.

The first plan, shown on the first two pages, was of a separate building at the elementary school which would have to be self contained.

The next addition considered was an addition to the high school. This addition would consist of a gymnasium, physical education facilities, extra class rooms and a music area.

The last addition considered was an addition to the south side of the elementary school. Included in the proposed plans is the artists' view of the south side of the elementary school as it is now. This is followed by the artists' conception of the new addition and the division of this addition.

The superintendent presented a plan to the school board to follow from this point on concerning the construction.

Figure 4.1 Placement of First Grade School Addition Considered

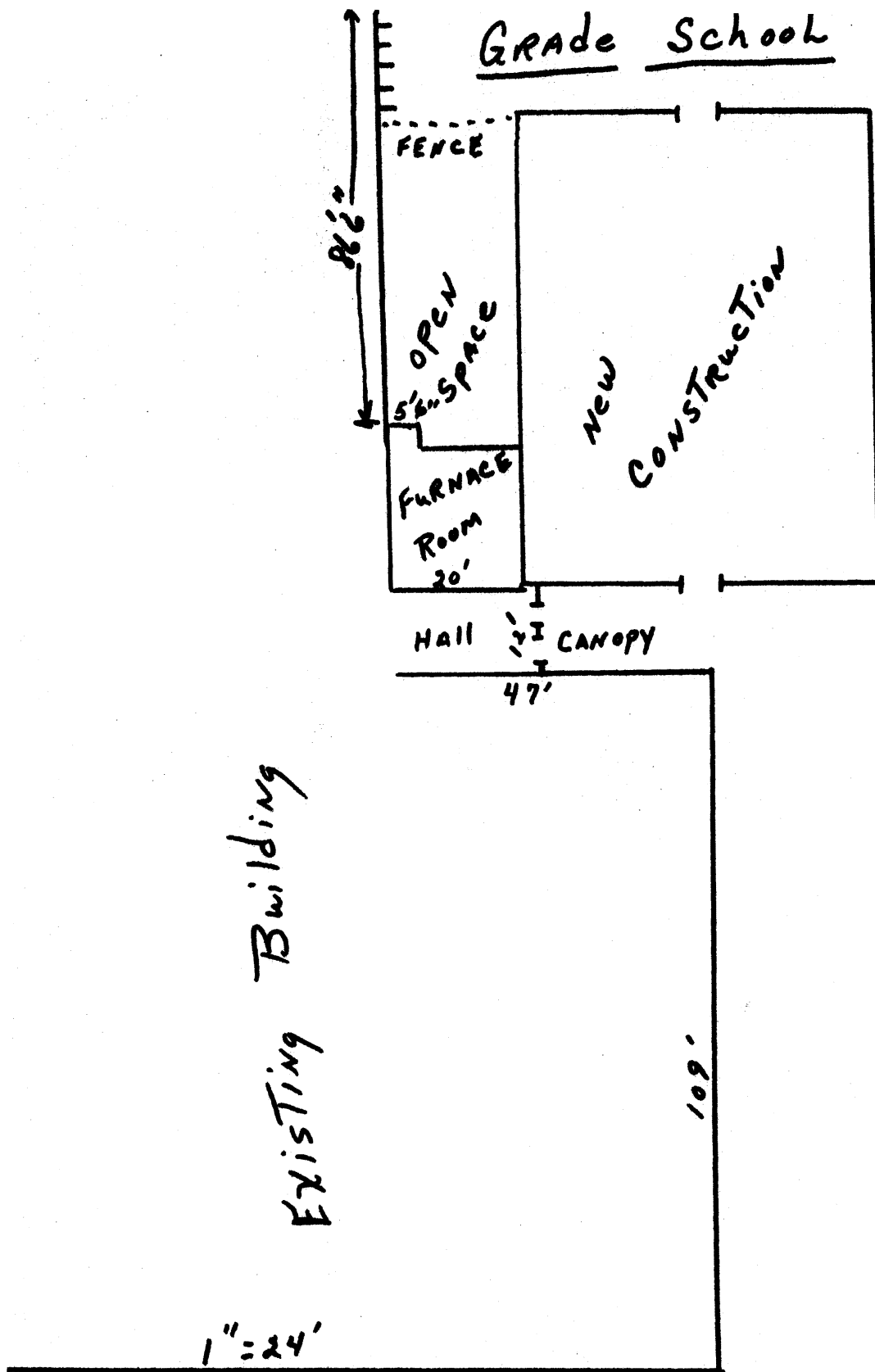
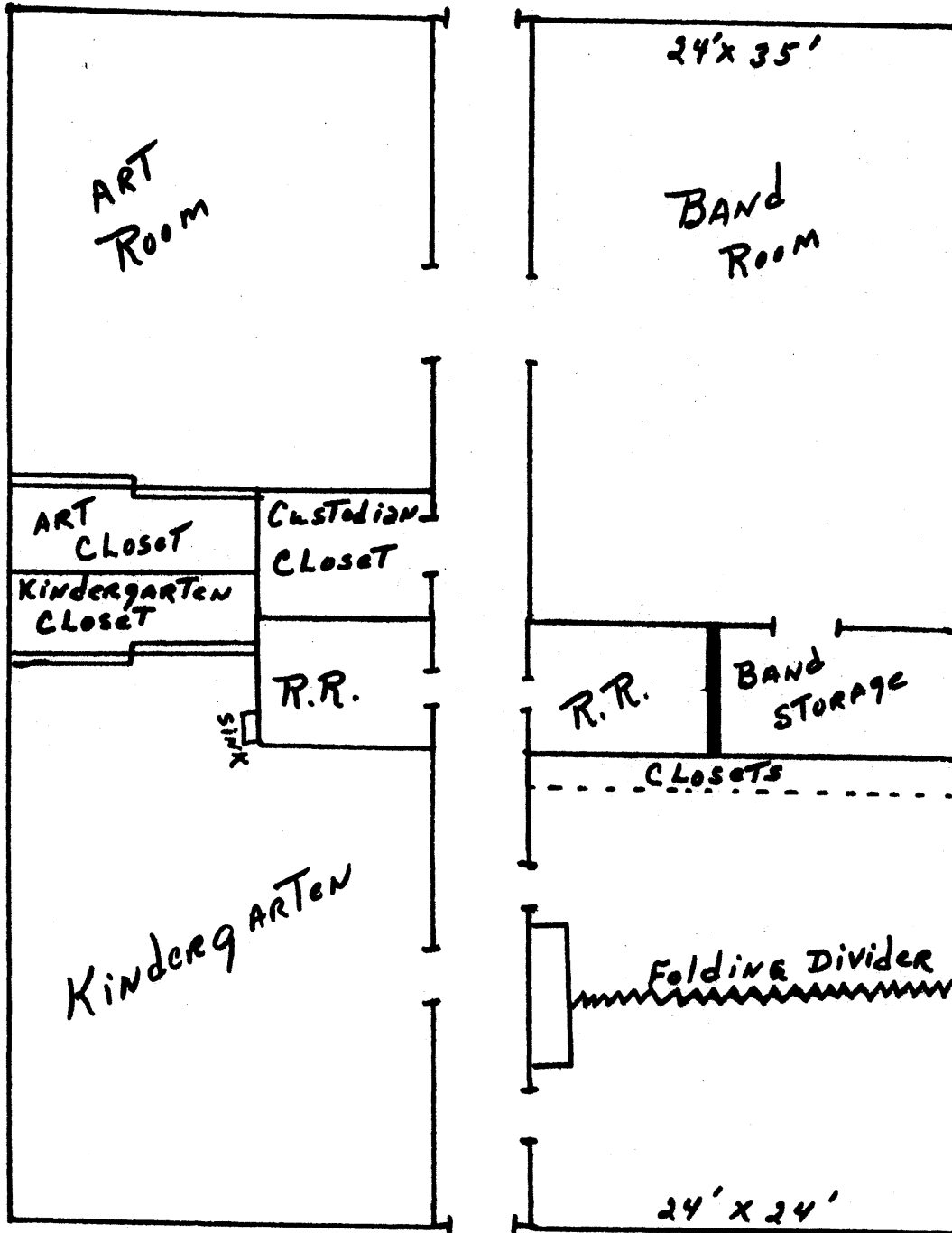


Figure 4.2 Division of First Grade School Addition

# Grade School Addition



54' x 70'

1" = 10'

Figure 4.3 Placement of High School Addition

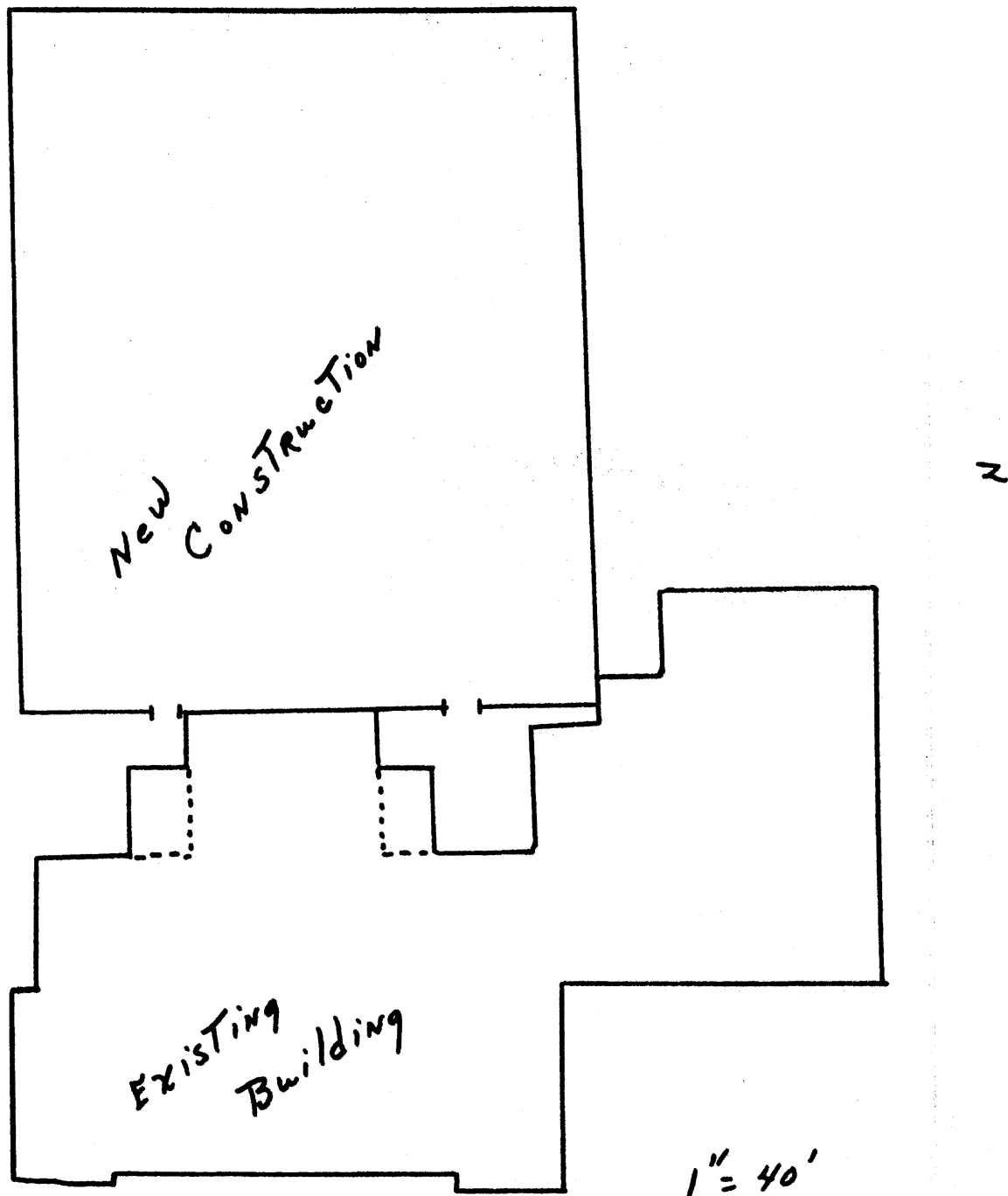


Figure 4.4 Division of High School Addition

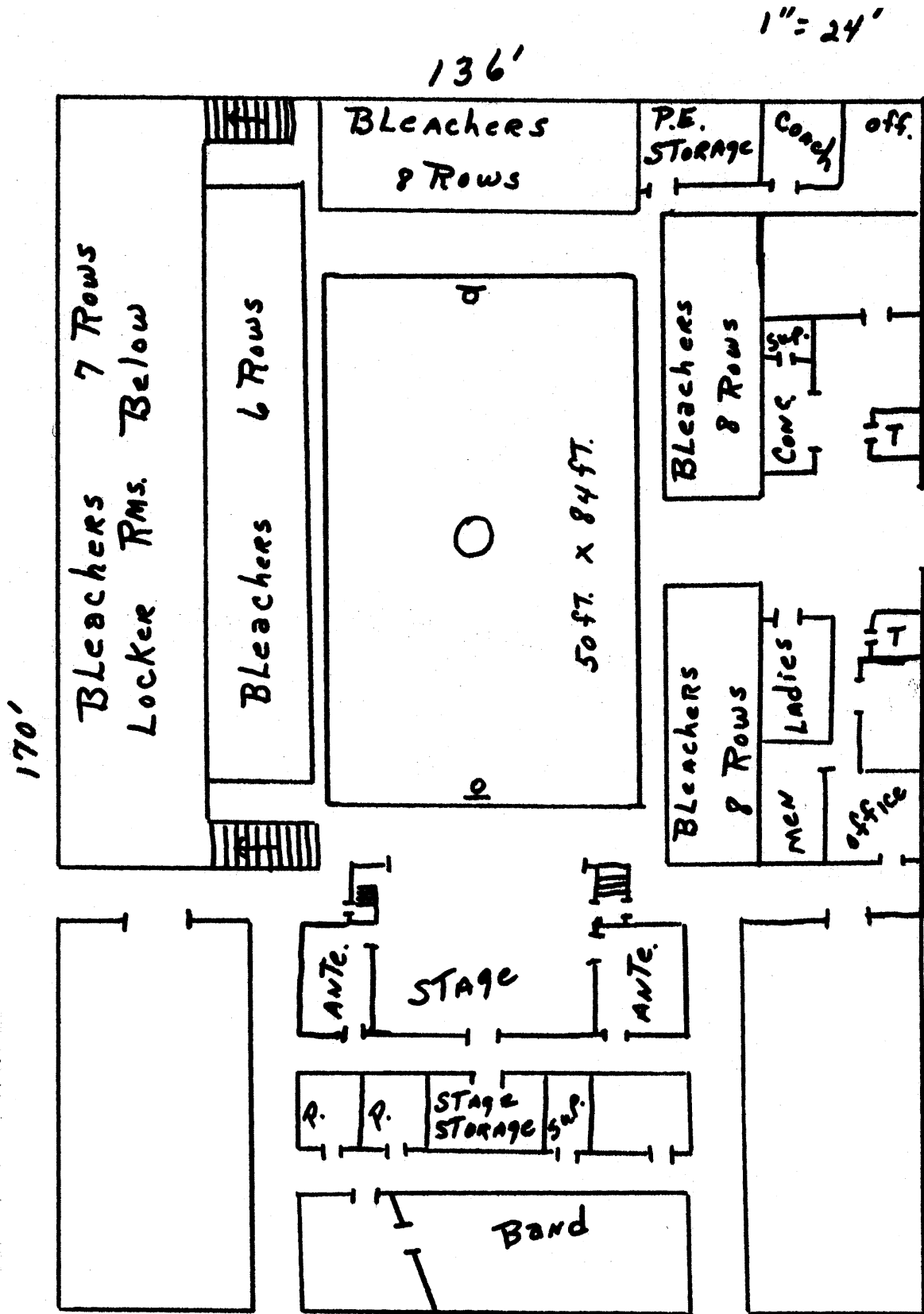


Figure 4.5 South View of Present Elementary School

SOUTH VIEW OF PRESENT ELEMENTARY SCHOOL

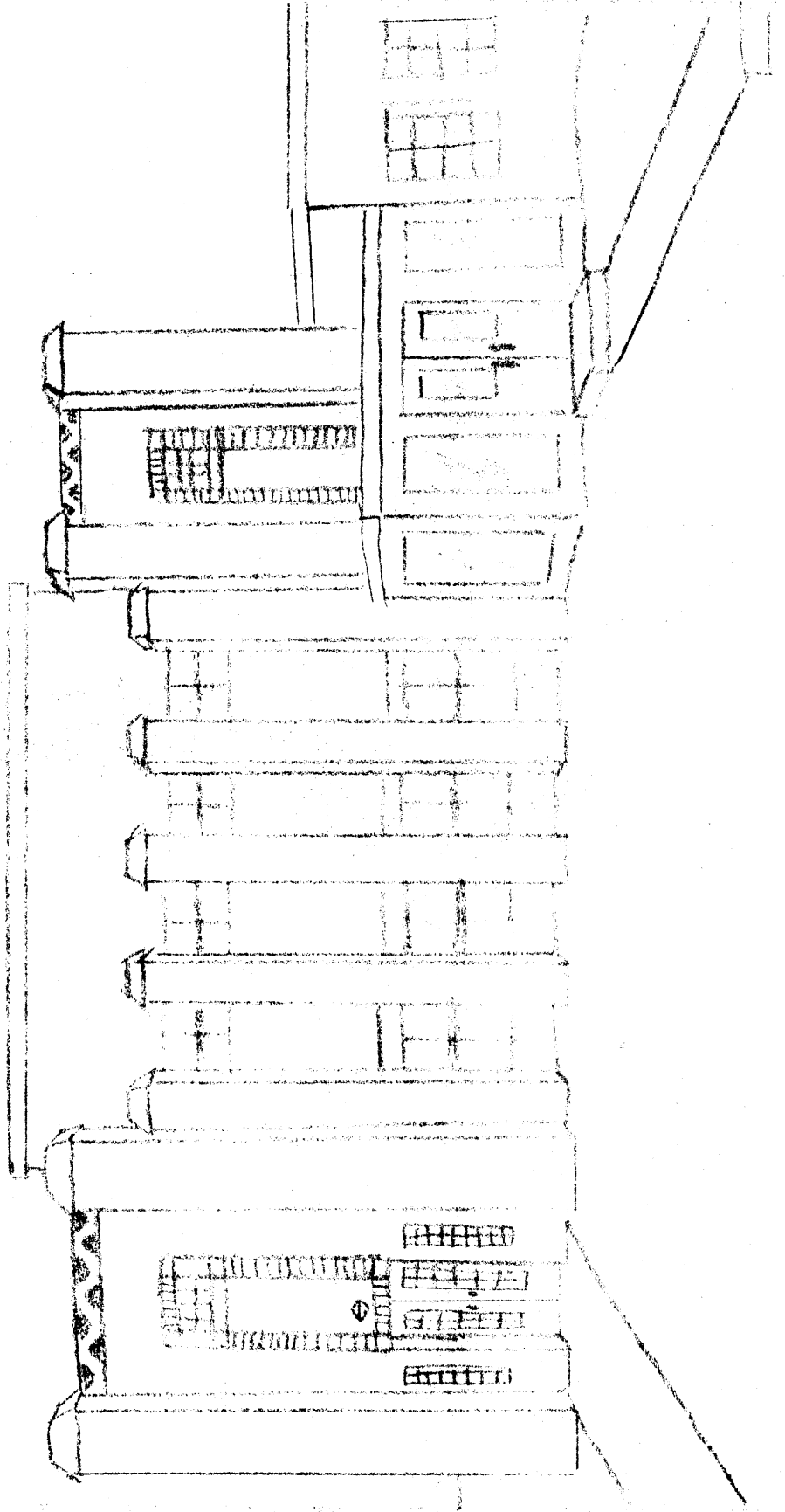
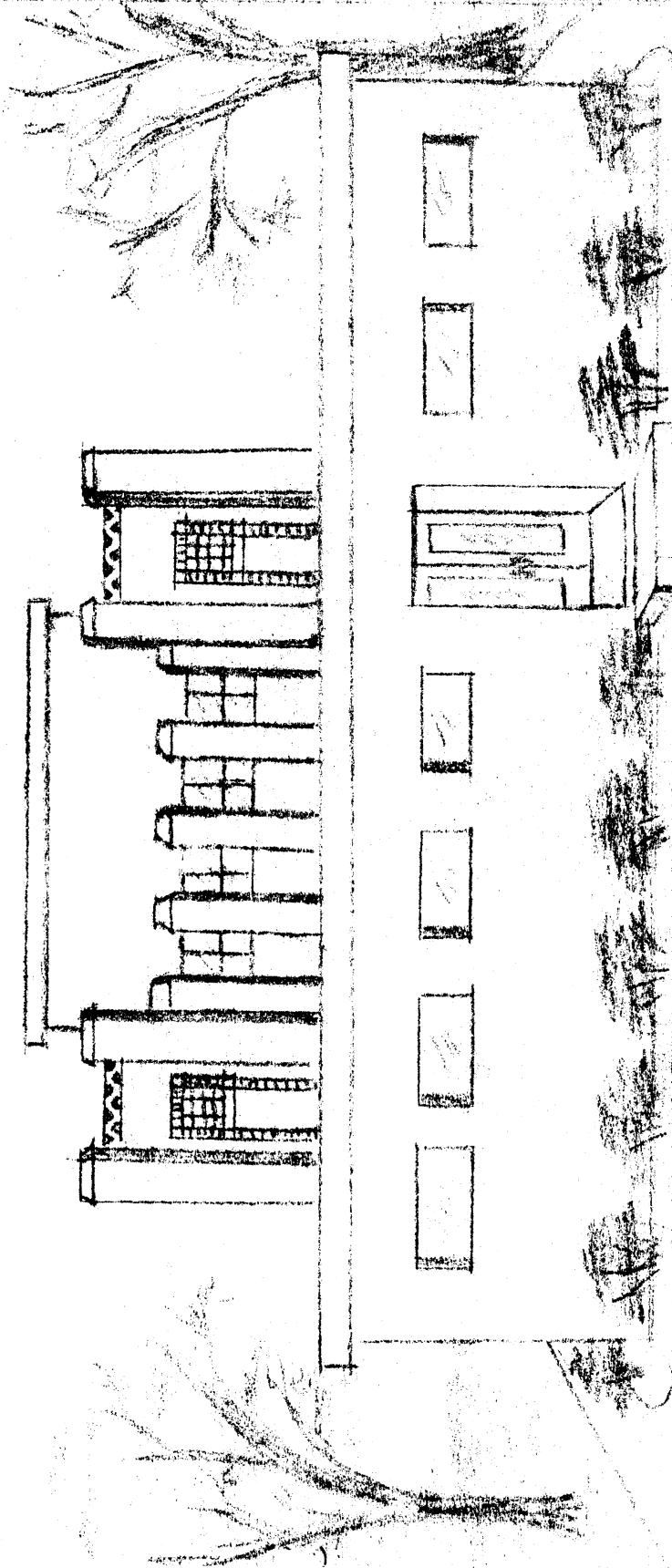




Figure 4.6 Artist's Conception of Second Addition Recommended



ARTISTS CONCEPTION OF ADDITION

2532 Sq. ft. @ \$40 = \$101,280 Principle  
 Est. Interest (25,000) 25,000 Interest - 5 years

\$126,280

22¢ would generate approx. \$138,000 in 5 years  
 Cost: Approx. \$22 per \$10,000 Assessed Val.

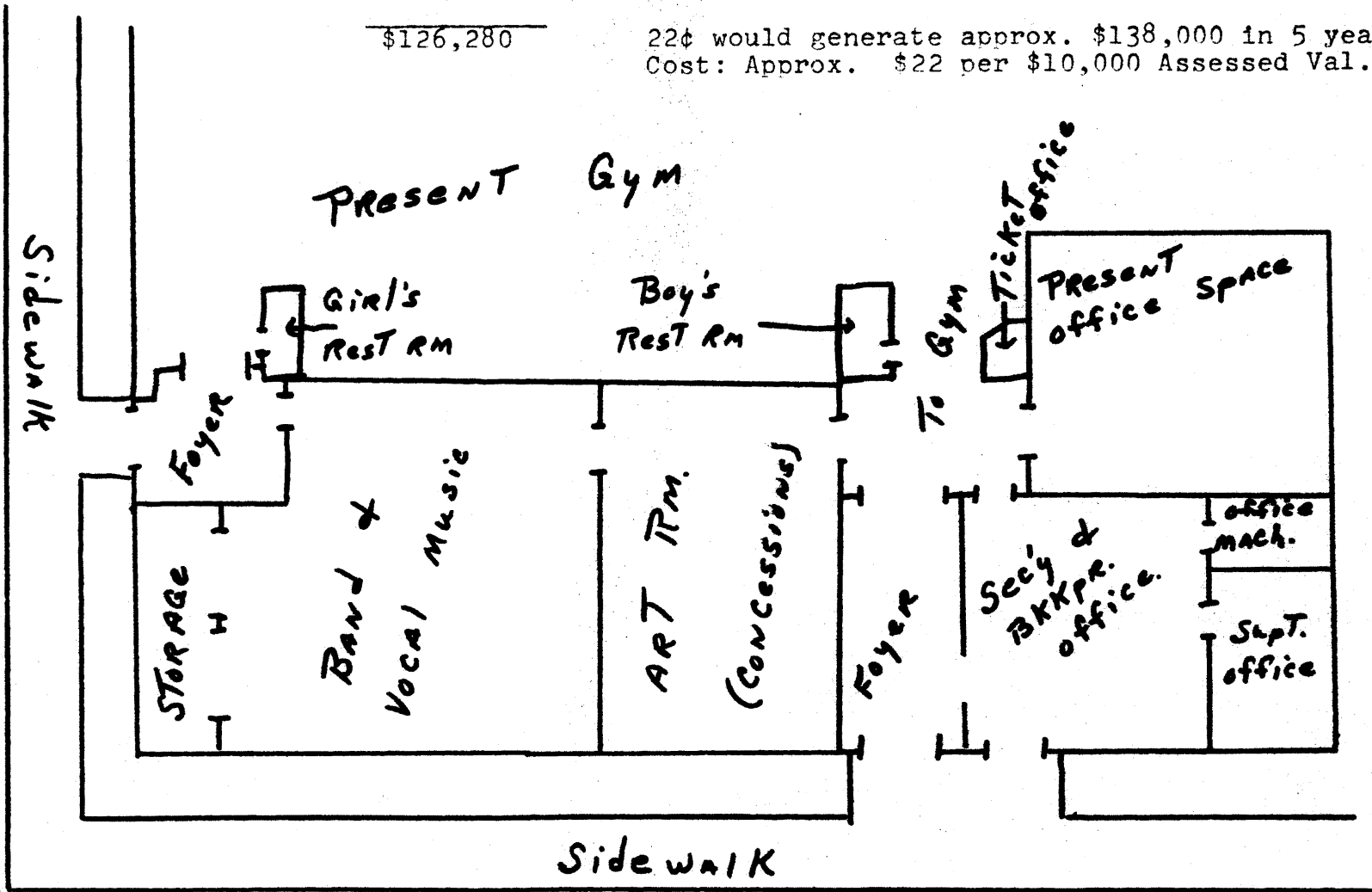


Figure 4.7 Division of Second Addition Recommended

June 16, 1977

We are at this point in planning. From now on we should use the following procedure:

1. Board of Education employs architect.
2. Board and architect agree on specifications.
3. Architect makes plans and submits them to board.
4. Additions, revisions, deletions are made by board.
5. Architect resubmits plans that are acceptable to board and meet building specifications listed in A-156. (Architect should be familiar with Illinois School Building Codes.)
7. Rubenking and Plunkett will issue the "go ahead" on the plans as submitted. Any further changes must be approved by them.
8. Requests for bids are asked for in legal procedure (122:35-10). School attorney does this work.
9. Supervision of construction in all phases must be upon direction and approval of board.
10. Payment to architect and contractors is authorized and given by board, as per school code.
11. Cannot qualify for Capital Development money on basis of enrollment.
12. Money can be transferred from Education Fund to Building Fund through normal transfer procedures.

## V. RECOMMENDATIONS

With the conditions presently found in the community of the Palestine school district, the author would propose the following suggestions in developing a building program:

(1) Contract an independent survey team of administrative specialists to use a citizen's committee to discover the feasibility of developing a building program for the district. It is exceedingly important that the community know that this is an independent group to overcome the thought that this would be administratively controlled.

(2) Make public, using all available forms of communication, all significant findings to inform the prospective voters of the recommendations of the survey committee.

The board of education should then take the necessary steps to implement the recommendations of the committee. The writer would make the following recommendations to the committee and the board to solve the building problems of the Palestine School District.

1. This writer would recommend the board of education present the necessities of a building program to as many organizations, clubs and citizens as possible.

2. Present as much other information as is asked for and as honestly as possible.

3. From the meetings, an opinion of how the people would vote can be determined.

4. Without having the benefit of a survey of the unit, the writer would recommend a referendum be presented for both building additions.

5. If defeated, the next course of action to be taken would depend upon the difference of the vote.

6. If the referendum is defeated by a close margin, then the writer would recommend that the board try to convince the public that the high school addition would solve the problems, then try another referendum.

7. The last resort would be to have a referendum for the grade school, addition only. It would solve the problems at the grade school, but the problems would still exist at the high school.

This writer considers the addition at the grade school would be assured.

## VI. SUMMARY

The elementary building is in good condition considering the age of the building. It is overcrowded, with the band now being placed on the stage in the gymnasium. The learning disabilities teacher is in the hall and a remedial reading instructor uses the library during the morning hours. The ratio of teachers to students is approximately thirty-seven to one. The original building was constructed in 1945 and the last addition was put on in 1953.

The secondary building has had two additions built on to the original 1915 structure. The last addition was in 1956. It is still inadequate for the proper total education of the students in attendance. The home economics department is overcrowded. The art department needs an area that they can call their own. The library does not have the atmosphere it needs and could have if it had an area of its own. The physical education department is very inadequate. There are very few recreational activities that can be taught in our present facilities. There is very little storage space in the building and the facilities for presenting plays and musical performances are very poor.

Enrollment is stable and projected enrollments indicate that the enrollment will remain about as it is.

A building program has not been dismissed by the board, but has lacked direction and the forceful leadership necessary

to develop a sound building program. Individual concerns have taken precedence over a unified plan for the community. Some people are still referring to the fact that the school is out of debt and so they are content for the educational facilities to remain as they are if only the district can maintain its present financial situation. There are some citizens and board members that feel a physical education auditorium with musical and dramatics accommodations should be built at the high school, but they are afraid it would not pass if a referendum was presented. Still, they do not want the elementary addition presented because if it is accepted then the high school addition would not have a chance. Another faction is strictly against any consideration of a high school addition.

The district as stated earlier is free of any bonded indebtedness and with a bonding capacity of \$1,486,764 the possibility exists for financing the needed addition. If not at both schools, then at least one of them.

## LOG OF ACTIVITIES

March 15: Discussed with the superintendent the need for this study and what information needed to be presented.

March 18: Checking minutes of Lay Advisory Council and measuring high school. Drawing plans for the high school addition.

March 19: Measuring grade school and drawing plans for grade school addition.

March 20-28: Had a meeting with the superintendent about the plans. Discussed with the remedial reading instructor and the band instructor what they would like to have as far as equipment for the new addition.

March 29-April 2: Redrew plans of grade school addition.

April 4-15: Talked with manager of utilities, for our area about building additions.

April 18-29: Talked with architect about the additions.

May 2-13: Prepared for presentation to the lay advisory council and presentation.

May 16: Discussed building situation with school board.



May 17-27: Closing school--not much accomplished toward building program.

May 30-June 10: Worked on profile charts for the Palestine Schools.

June 13-20: Steps for planning building listed.

June 21-30: Checked with propane gas company on what they would need in order to give estimate of heating and addition at the high school with propane.

July 1-October 6: No work accomplished.

October 6: Attended a meeting of the Lay Advisory Council.

October 7- November 9: Obtaining new sketches for addition to south side of the elementary building.

November 10: Attended the Lay Advisory Council meeting.