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Administration and utilization of school facilities by school and nonschool groups in Iowa

James Earl Mitchell
_Iowa State University_

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ADMINISTRATION AND UTILIZATION OF SCHOOL FACILITIES
BY SCHOOL AND NONSCHOOL GROUPS IN IOWA

by

James Earl Mitchell

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY

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In Charge of Major Work

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Head of Major Department

Signature was redacted for privacy.

Dean of Graduate College

Iowa State University
Ames, Iowa
1968
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CHAPTER I. INTRODUCTION

The increased demands on public education, as well as the emphasis on saving and accounting for public monies, have suggested to educators that school facilities should be more effectively utilized. This increased utilization should be both by school groups and nonschool groups. To effect increased utilization, the traditional concepts of the school day and school year must be re-evaluated in view of the present conditions. The concepts of the American schools were established when this country was primarily rural-agrarian; but during the past years, our society has become primarily urban-industrial. This change has increased the need for economy in school buildings. This change also increases the need for the development of sound administrative policies and procedures for school facility utilization.

School districts in the State of Iowa have been constructing approximately twenty million dollars worth of school plants each year (6). The recognized importance of good school buildings to the educational process and the volume of construction demonstrate the need for a measuring criterion which could be used by local communities in the evaluation and utilization of present and proposed educational plants.

The trend in Iowa has been that once a building has been planned and erected, it can be anticipated that it will house an educational program for approximately fifty years. Hence, foresight is imperative in developing the educational building plans and in translating these plans into the finished structure. This planning must be done with awareness of contemporary trends in student population, educational
programs, community services, and increased utilization.

It is doubtful that the ever-present cry from educators for new and bigger facilities can be supported by the present utilization by school groups. Perhaps one of the answers to these cries in an urban area would be the extension of the school day, week, and year. In a rural area where expanding student population is not the major problem, the answer to support a new structure might be to extend the use of the proposed building to nonschool groups of the community.

Bringing about the proper interrelationships in the use of school facilities by school groups and nonschool groups will compound administrative problems. The administration of the extended use of school facilities by nonschool groups will require new board policies and procedures. It also demands a knowledge of laws governing these uses. Data concerning policies and practices currently in use should be compiled, analyzed, and made available to school districts desiring to establish new policies and more efficient use of their school facilities.

Statement of the Problem

The purpose of the study is to conduct research on the administrative procedures and current practices of selected school districts in Iowa as to the utilization of school facilities by school groups and nonschool groups and to suggest possible solutions to these problems. The study will identify the practices and make recommendations in the following areas:

1. The utilization of school facilities for educational and fund-raising purposes by school group activities that extended the
school day, the school week, and the school year
2. The utilization of school facilities for educational, recreational, and fund-raising purposes by nonschool group activities
3. The board policies, administrative procedures, contracts, and rental agreements in operation to permit the use of school facilities to nonschool groups
4. The restrictions governing the use of school facilities by nonschool groups in Iowa
5. The comparison of practices in Iowa regarding facility utilization with national practices
6. The increased educational opportunity for children and adults by the extended use of school facilities
7. The feasibility that extended use of school facilities could reduce the reported need for additional classrooms.

Need for the Study

The critical need for an integrated schedule for the interrelationships between the school and the community has compounded administrative problems. Many of the citizens, as well as educators, are advocating revisions in the school's operations that will serve this interrelationship. Revision of the school schedule can insure more efficient utilization of school facilities for educational programs, the improvement of educational opportunities, and help reduce the critical difference between the number of new classrooms built each year and the reported needs. Furthermore, in communities where public meeting spaces are negligible, there are additional pressures exerted on school officials for use of
school buildings by nonschool groups. This study will assist school officials who are planning schedules for the maximum use of school facilities and who must establish policies for their efficient management.

Definition of Terms

**Elementary school**: A school consisting of a kindergarten, if operated, and grades one through eight or grades one through six when grades seven and eight are included in a secondary school.

**Intermediate school**: A school organized as a separate unit between the lower and upper elementary grades, or between the lower elementary grades and junior high school.

**Middle school**: A school organized as a separate unit with any combination of grade levels between upper elementary and lower secondary.

**Junior high school**: A school consisting of grades seven, eight, and nine, or grades seven and eight, when such grades are included in a unit that is separately organized and administered.

**Four-year high school**: A school consisting of grades nine, ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.

**Senior high school**: A school consisting of grades ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.

**Junior-senior high school**: A school consisting of grades seven, eight, nine, ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.
**Secondary school**: A school designed according to one of the following patterns: (a) a junior high school comprising grades seven, eight, and nine, and a senior high school; (b) a combined junior-senior high school comprising grades seven through twelve; (c) a junior high school comprising grades seven and eight, and a four-year high school comprising grades nine through twelve; or (d) a four-year high school comprising grades nine through twelve.

**Regular enrollees**: Students enrolled in the regular day program for credit and attending school either on a full-time or part-time basis. These students comprise school groups.

**Normal or standard schedule**: The course load of a student that school officials and accrediting agencies recognize as a full load. In high schools, this usually consists of four academic courses, each meeting for a prescribed length of time each school day.

**Nonschool groups**: Groups of people who are not enrolled in the regular day program. These may include teenagers who have dropped out of regular schools, adults taking night courses, or school age children in groups sponsored by community organizations for such purposes as recreation, scouting, etc.\(^1\)

**School-related groups**: Nonschool groups which are connected with the school program. These groups include adult education, P.T.A., Band Parents, Booster Club, etc.

**Accelerated program**: An arrangement by which students of unusual ability may pursue more courses for credit than those prescribed for the normal schedule.

\(^1\)Nonschool groups were defined as groups of people not enrolled in the regular day program to compare practices in Iowa with national practices (15).
**Extended school day:** A school day in which classes are taught before normal opening time, or after normal closing time, or both before and after normal hours.

**Extended school week:** An approved program or activity for regular day students that uses school facilities on Saturday and/or Sunday during the school year.

**Extended school year:** The addition of another semester or quarter to the school year, usually called the third semester, the fourth quarter or summer term.

**Delimitations**

The selected school districts used in these case studies on which this research is based provide data only on current administrative policy and practices relating to utilization of school facilities in these districts. The selected districts may be representative of state composites with respect to organizational structure and school enrollment, but these data are not reported as predictions of state trends, standard practices, or implications for future developments.

**Source of Data**

The selection of the school districts in this study was based on evidence that these districts were involved in programs that utilized their facilities beyond the requirements of the regular school program. A list of districts meeting this basic criterion was established, then the following additional criteria were applied: enrollment, organizational pattern, and geographic location.

A letter outlining the purposes of the study, describing the methods by which information would be collected, and requesting permission to visit the school district, was written to the superintendent of each of these
selected districts. It was suggested that the superintendent might wish to designate one of his staff members to serve as host for the interview.

Dates for the interview were arranged with district hosts, and a questionnaire-interview guide was mailed to each, with instructions to assemble any information requested by the questionnaire that might require special time allotment. During the visit, the host was interviewed about specific problems or about unusual circumstances relating to plant utilization in the district. Materials describing various programs, copies of statutes, state regulations, school board policies and regulations, and other materials concerning facility use were collected during the visit. Meetings were arranged with other staff personnel relating to data on the questionnaire.

Organization of the Study

This study is presented in five major parts or chapters. Following the introduction, a review of the pertinent literature is presented in Chapter II. A detailed description of the design of the study is recorded in the next chapter. Chapter IV presents the separate case studies of the selected school districts. Within each case study, the data are organized under four headings: 1) School District Identification, 2) Facility Utilization by School Groups, 3) Facility Utilization by Nonschool Groups, and 4) Administration of School Facilities. In Chapter V, a summary of important findings of the study is presented. Included in the summary is the discussion and recommendations suggested as a result of the research. Following the summary are the appendices, which include the form used for the questionnaire-interview and the forms used by the local school districts for the administration of school facilities by nonschool groups.
CHAPTER II. REVIEW OF LITERATURE

Administration and Policy

As the nation's educational system confronts the ever-increasing demands upon it, a body of literature dealing with facility utilization has developed, bringing to light established trends, and analyzing the constructive efforts of the creative minds in education. While admitting the need for dynamically planned new structures, the effective utilization of existing facilities has demanded much of the best efforts of educators, particularly those primarily concerned with policy development within the individual school system, the school board and administration.

Responsibility for formulation of policy which supports educational opportunity within the school district rests with the board of education (29, p. 224). Stress must be put on the need for clearly defined, written policy statements, the contents of which are clearly understood by the staffs who implement them. Administrative, orientative, and extra-curricular handbooks are a suggested means of distributing policy information (61, p. 135).

Full effectiveness on the part of the superintendent cannot be realized unless he is free to perform his administrative duties. He must have the necessary clerical assistance in even the smallest district. As district size increases, a professional staff with specialized knowledge must be assembled to enable efficient implementation of the educational program. A recent trend shows increasing availability of state level consultants in specialized areas, whose services are available to the individual school system (29, p. 286).
Within the school, the principal, in cooperation with his staff, establishes policy guides. He plans not only the educational program, but covers in policy guides, the rules applicable to student organizations and community use of school facilities (61, p. 107). Faculty meetings, pre-school and post-school sessions of concentrated professional growth in the workshop plan, and curriculum development require administrative leadership, which should stimulate an effective school system.

The teacher, and his proper subject assignment, must be considered in an efficient educational program. Assignments should be organized within the teacher's major or minor area of preparation. Williams suggests that in the traditional concept, a class load per teacher should not be in excess of 150 pupils per day, but he adds that use of educational devices such as television, tapes, and team teaching can result in effective instruction of large classes. The class-cluster arrangement makes possible the teaching of two related courses at the same time by one teacher (61, pp. 125-132). An accessible staff library and demonstration of new procedures and resources stimulate staff development (29, p. 372).

Of particular interest is the workshop plan, which produces a highly competent, knowledgeable staff, as described by Williams, "The consensus of the professional staff concerning the typical, well-constructed workshop is that it provides an outstanding opportunity for instructional enrichment that implants in the classroom program new ideas and new ways of doing things" (61, p. 138).
This in-service program is the foundation of the Glencoe Plan (49, p. 67). Here full-time career teachers, paid on a 12-month basis, spend ten months teaching, and one month on activities promoting competence, such as workshops, college study, community recreation instruction, and approved travel. A three-year cycle arrangement leaves every fourth year free for personal plans (50, p. 48).

In Rochester, Minnesota, the school system provides five categories of summer employment for teachers: summer recreational service, teaching, workshops, travel, and college (11, p. 84). Committees involving system-wide representation deal with program planning, coordination, and teacher orientation. Teachers are provided year-round employment, and become integral members of the community (28, p. 263).

Facility Utilization

Sam M. Lambert, NEA Executive Secretary, describes the fact that $100 billion worth of school buildings stand idle more than three-fourths of the available hours as a "waste of gigantic proportions." It is not only a waste, but it is a tragedy in this day of critical needs in education.

Lambert states that most school facilities are perfectly located for public use. He suggests that many useful things can be done for children, as well as adults, with little or no capital cost, only operating funds. To illustrate this viewpoint, Lambert lists these points:

Public junior colleges. A fairly good junior college program could be provided at an annual cost of $750 to $1,000 per student—less than one-third of what it costs to send a student away from home for his first two years of college.
Supervised study or tutoring in the evenings and on Saturdays for the many children who have little or no parental supervision or help and in many cases no place to study.

A wide variety of summer programs and experiences, such as remedial reading and arithmetic, auto mechanics, typing, driver training, and shorthand (30, p. 35).

Effective utilization of existing educational facilities within the traditional school year should be accomplished before a district resorts to scheduling extension or new construction. Effective utilization may be defined as "maximum efficient use of space and facilities in such a manner that the educational goals sought are achieved to the fullest degree possible" (59, p. 65).

An efficient school use schedule should be arranged, making clear the use of space, as well as the amount of time the plant is available for school and community purposes. A room chart visually describing which rooms are in use during a given period can be used to determine the percentage of utilization, which can be classified as good if within the 70-80 per cent range (61, p. 290). "The percentage of room period utilization equals the periods used per week divided by the periods available per week. The percentage of pupil station utilization is determined by the number of pupil stations used per week divided by the optimum number of pupil period stations available per week" (59, p. 64).

Space assignment should be made on the basis of both need and function as determined by the curriculum and enrollment. According to Bush and Allen (2, p. 20), the planning of a curriculum requires the selection of alternatives. The precious and scarce resources of time, facilities, teachers, and students must be allocated, and all subject offerings compete
for these resources. Bush and Allen have been pioneers in the development of modular or flexible scheduling.

Bush and Allen suggest that perhaps the most limiting forces controlling the quest for some effective educational programs derive from traditions which define a series of interrelated expectations:

...expectations of parents, of students, of teachers, of school board members, and of the community as a whole. Tradition decrees...the source of financial support and often the amount; the length of the school day and school year; the number and organizations of classes; standard teaching load, class size, and teacher-pupil ratio; the use of auxiliary staff; subjects to be included in the required and the elective parts of the curriculum...

...a model for curriculum planning encourages the consideration of alternatives to traditional course structures, class sizes, use of staff, number and spacing of classes, total time which should be allocated to any one class, or even alternatives to the necessity of a daily schedule.

The entire curriculum can be thought of as an area to be scheduled. The horizontal dimension represents the number of students, the vertical dimension represents the length of time in the schedule module. A schedule module is that period of time during which the master schedule does not repeat itself (2, pp. 20-21).

Two methods implemented by small schools for effective building use include: The Catskill Area Project, in which different subjects are presented in the same room simultaneously, stressing flexible schedules, longer periods, rotation of periods, bi-weekly interchange of morning and afternoon schedules, as well as shared special teachers and equipment within the district; and the Rocky Mountain Area Project for Small Schools, which approaches the problem through multiple-class teaching and small group teaching designed to meet unique needs. Technical and community resources are used, as are university developed correspondence courses (61, p. 159).
J. Lloyd Trump, a proponent of team teaching, recommends that school buildings be erected that contribute positively to such innovations as team teaching, large-group instruction, independent study, small-group discussion, and a comprehensive use of modern technical learning aids. Trump states that some of the very old concepts of educational organization are undergoing change.

Increasing numbers of persons are recognizing that the concept of one teacher and 30 students in a classroom gets in the way of achieving the professionalization of teaching and the individualization of learning. What is happening goes under a variety of names -- team teaching, flexible scheduling, large-group instruction (groups of 50, 100, 300, 1,000), small-group discussion (classes no larger than 15), and independent study where students take responsibility individually or in small groups for their own learning (55, p. 20).

Trump recommends that students spend approximately 40 per cent of their time in independent study, which he calls the "heart of the school system." Accordingly, he states the following building spaces are necessary in every subject field for independent study: resource centers, the library, conference areas, a study hall, and recreation areas. To maintain the desired comfort, Trump suggests proper control over the thermal, visual, and sonic environment (55, pp. 21-22).

Instruction patterns affect plant use. The platoon system provides maximum plant efficiency, yet is educationally unsuited to the maturity level of elementary pupils, who benefit more by the modified, or enriched, self-contained classroom, where special teachers come to them rather than moving the student to the teacher (29, p. 409).

Two of the strongest proponents of the nongraded concept are Goodlad and Anderson. They have suggested these major organizational advantages
of the nongraded school concept: It provides a single unbroken learning continuum through which pupils progress; it encourages continuous individual pupil progress; and it encourages flexibility in pupil grouping (17, pp. 219-226).

If the concepts of the nongraded school and continual pupil progress are accepted, one might expect the physical facilities housing these concepts to vary from traditional buildings. For the new Shelley Nathanson school in Des Plaines, Illinois, three dominant considerations in school plant usage for facilitating nongraded programs were listed:

1) a wide variety of learning activities requiring modified spaces; 2) a wide variety of materials and media requiring appropriate housing, plumbing, electricity, and the like; and 3) a large area for cooperative planning by adults (44, p. 34).

Dual use of special educational spaces, as exemplified by the combination auditorium-gymnasium and study hall-cafeteria, reduces operating costs. Program manipulation can allow increased community use of these special spaces (37, p. 66).

Secondary school organization is typically within a seven hour day, including one activity period and six instructional periods of approximately fifty minutes each. The rotating schedule features alternating class meeting times; the floating schedule provides one unscheduled period each day, allowing extension of period length (29, p. 414).

Reorganization, merging two or more school districts to form a district of large enrollment, results in beneficial educational changes for the pupil. The relationship of school size to achievement is supported by the Iowa Test of Educational Development (29, p. 140), which shows
the consistently rising average test performance of pupils in areas having undergone reorganization. The test has revealed a mean achievement of a full year's development gain between the largest and smallest participating schools by the start of the senior year. "Criteria for determining the effectiveness of school districts are based on the numbers of resident pupils necessary to provide a comprehensive educational program at a reasonable cost per pupil" (29, p. 148).

Use of school facilities following reorganization in Iowa was examined in a doctoral thesis by Lyle Latimer (31, p. 5685). He found reorganization important in determining building needs and usage at the time of reorganization. Population growth and the occupational nature of the population affected building use. Area industrialization resulted in new needs, sometimes adequately met through conversion of commercial buildings rather than new construction.

Another thesis, by Murphy, examined the increase of educational opportunity following consolidation (40, p. 3671A). Conclusions favoring consolidation included higher valuation per pupil, higher tax rates for operation, better qualified administration, larger percentage of accreditation, and broader programs in specialized areas and vocational training.

Planned use of outdoor facilities surrounding the school adds appreciably to the educational program. A school whose site was carefully chosen may have a variety of natural features which permit augmentation of text materials in the fields of botany, conservation, and woodland observation (14, p. 7). Cost sharing with local organizations can lead
to the development of park facilities, bird sanctuaries, outdoor amphitheatres, and decentralized play areas designed to meet the needs of various age groups. These benefits to school and community also increase property values (34, p. 101).

A cautionary note made by Schroder (47, p. 1496) involving the purchase of large school sites stated the need for planning the use of space. Large idle sites cause financial waste. Factors which can increase use are scheduling and surfacing to produce areas suitable for use in all weather conditions. Attractive, easily maintained landscaping, and preservation of natural aesthetic values must be of concern.

Turner's suggestions for improvement of outdoor sites to facilitate use include development of laboratory and teaching areas, additional physical education facilities, and the educational preparation of the staff in the use of outdoor resources. At this stage, many schools cannot justify addition of area to school sites by the program presently offered (56, p. 5838).

Prior to new construction, school plant evaluation should consider many aspects, keeping in mind safety, maintenance, and rehabilitation. Included by MacConnell were: necessity for abandonment, adoption for limited use, necessary improvements for existence within the educational program, retention as satisfactory, major alterations, and land needed for site expansion (35, p. 42).

A plan for evaluation of facilities detailing adequacy, capacity, and utilization was developed by Leu. Adequacy may be rated according to the School Plant Rating Form, which evaluates site, structure, heating
and ventilation, fire protection, artificial illumination, electric services, toilets and water, lockers and storage, classrooms, general rooms, administrative rooms, and special rooms (34, p. 25).

Modernization of existing facilities can be accomplished inexpensively, stressing flexibility. Movable equipment, which can be removed to a new site in the future, as well as deployable fixtures, should be used. Stimulating color choice, preferably in the pastel ranges, provides inexpensive renovation of obsolete buildings due for early abandonment (34, p. 68).

Extended School Day

Changes in the length of the school day come under consideration in the quest for better education within existing facilities. Recent analysis shows that the large school systems have not changed the length of the school day appreciably within the last five years. A 1964 Educational Research Service survey questioned 441 school systems of 12,000 or over enrollment regarding their school day. The 74 per cent replying established a median of 6 hours, 16 minutes for grade one, ranging to 6 hours, 49 minutes for senior high. Teachers averaged one hour longer in school per day. The larger systems combined a shorter day with a longer school year (33, p. 103).

Recent scheduling trends reveal increasing abandonment of the traditional five meetings per week in favor of the "floating" two week cycle, and the "5 x 5 plan," which allows extension of a class to all day sessions
permitting field trips and a longer, in-depth session (29, p. 416). Block periods of two or more regular periods are provided for given teaching situations. Increasing the class period length reduces student contacts per teacher and reduces the electives allowed each student. "Floating teacher" assignments can provide temporary solutions to the problem of unscheduled classrooms. In most cases, the use of electronic equipment to implement scheduling methods relieves administrative problems related to innovation (29, p. 417).

The Warwick, Rhode Island, school department solved its problems through a voluntary expansion of the school day (24, p. 20). Curricular changes requiring revision and expansion of courses led to the need for more time to provide the student with enrichment, review, and make-up work. The teachers needed time to prepare study sequences and methods of presentation. School superintendent, Dr. Clarence S. Taylor, felt strongly the need to avoid mandatory participation, which could interfere with worthwhile individual activities, yet he recognized the benefits accrued by a voluntary plan.

The variety of established programs now includes: extensive extracurricular activities, including intramural athletics; the provision of remedial help one afternoon each week; a broad summer program; teacher curriculum workshops; and an extended school day providing extra instructional opportunities. This includes materials not within the regular schedule, and carefully avoids duplication. The teachers of extended courses provide a plan outlining objectives, texts used, reference materials, and teaching aids to be used. They interview prospective pupils, who have
parental permission to attend the class. The class, once approved, must be maintained at a prescribed level of attendance. Three consecutive failures to meet minimal attendance results in cancellation of the class.

Warwick's enrichment courses meet twice weekly for a total of thirty sessions each semester. Credit courses involve four hours weekly throughout the semester. During the first year of operation, 35 courses were offered, with an enrollment of 800. Subsequent increases have involved one of every fifteen pupils in the school. Approval of all concerned has been apparent. Children are highly motivated, qualifying through interest rather than academic ability. Teachers see great strides taken in curriculum development and program innovation.

A study was made by John Jacka of the effects on pupils subjected to shortened double sessions (25, p. 906). Comparing academic achievement of junior high groups on short sessions with those on a traditional schedule, he found no significant effects. Student opinions reflected concern with those procedures most altered, such as early and late dismissal, period length, and homework variations.

Extended School Year

An area of concern in facility use, and that reflecting the most interest, is change in the length of the school year. Pro and con factions concerning the advisability of school year extension project valid reasons for their respective positions.

The needs for and advantages of a twelve-month school plan are many. Our country's evolution from rural-agrarian to urban-industrial nature
dictates re-evaluation of the traditional extensive summer vacation concept. Challenge to the school regarding responsibility for enriched educational experience make impossible the justification of an extended period void of purposeful experience. Continuity of education should be maintained.

One of the most enthusiastic boosters of "year-round schools" is George M. Jensen, a retired engineer and businessman in Minneapolis, Minnesota. Mr. Jensen is now president of the Minneapolis Board of Education and is confident "the U.S. will have year-round schools." Jensen suggests that "changing times" and a "change in thinking" by people will result in revision of ingrained customs and traditional concepts of education.

Jensen does not advocate that youngsters will attend school all year, but, more likely, they would attend three of four terms on a rotating basis. Schools being open all year would "immediately" relieve crowded classrooms, alleviate teacher shortages, and result in many savings of the school budget (63, p. 45).

Among the pressures for school year extension are: forestalling new construction; economy of reduction of some unit costs of operation; increased staff utilization; constructive child development and enriched summer experiences; and utilization of the school for professional growth of teachers, as well as year-round teacher employment (29, p. 400).

Several approaches to extension of the school year have been proposed. The forty-eight week four quarter system, with staggered vacation schedules featuring three-fourths of the student population in class while
one-fourth vacation, has been examined (41, p. 195). This plan is adaptable to situations involving population growth exceeding an area's ability to finance new classrooms. Building costs would be reduced by one-third, the same staff and facilities could accommodate 25 per cent more pupils, less textbooks would be needed, and summer fuel costs would be low, yet administrative and maintenance costs would increase (60, p. 220).

Year-round public schools appear to be moving toward acceptance and operation, according to W. Scott Bauman, Associate Professor of Finance at the University of Oregon. A plan, utilizing a rotational quarterly calendar, seems logical to Bauman, since it solves two important problems: "It increases efficient utilization of school facilities and personnel" and "it permits the curriculum to meet more effectively the needs of individualized teaching instruction" (1, p. 69).

Bauman supports his proposal of a quarterly program with arguments of school finance and better plant utilization:

...75 per cent of any participating student body would attend classes in any one quarter. The remaining 25 per cent of the children would be out of session. By dividing the children into four groups, and by staggering the groups, each child would attend school for three consecutive quarters, typically followed by a vacation quarter. On this basis, teachers and the school would be utilized for 11 months a year. The school would completely shut down for one month, such as July (1, p. 69).

Bauman states, under such a plan, teacher efficiency would improve and teacher and classroom shortages would disappear since the efficiency of school facilities and teaching staff would increase 33 per cent. This would result in impressive savings for taxpayers and, at the same time, as teachers could earn more money. However, under Bauman's plan to earn
this "extra money", a teacher would teach two additional months.

The thought of saving money for taxpayers and giving more money to teachers is a pleasing one for administrators. Bauman explains it further:

If 75 per cent of pupils are in school at any one time, schools could reduce their staffs by 25 per cent, retaining the best teachers. Based on simple arithmetic the quarterly system gives another bonus: a 20 per cent increase in average salary combined with a 25 per cent reduction in teaching staff results in a 10 per cent net reduction in the total instructional payroll. This reduction could produce an annual savings of $1.2 billion to public schools.

If all the savings that seem assured by a quarterly system were added, the total would be $2 billion a year (1, p. 70).

Under Bauman's quarter plan, students can take additional courses during their vacation quarter and, since the school is in full operation, could choose from a more complete schedule.

This proposal is not new or unique. Many schools operate an extended school year to some extent. Bauman claims that the traditional American elementary and secondary school system is the only major institution in this country which fully functions, on the average, only 180 days out of a year (1, p. 70).

A sampling of superintendents showed 72 per cent expressing disfavor regarding the four-quarter plan (42, p. 6). Cited were the necessity for air-conditioning, the need of "recoup" time for teachers, limitations on professional growth programs, and interference with renovation of the school plant.

Parents expressed disfavor with different vacation schedules within a family. Educators cited the need for unregimented, unsupervised time for children to spend as they choose. Difficulties experienced under this plan by the Los Angeles city school systems included confusion in records
and placement of transient pupils. Their difficulties led to abandonment of the plan (50, p. 47).

The relative obsolescence of many school plants requires extensive maintenance. The forced time schedule necessitated by the four-quarter plan would increase repair costs due to overtime. Hard use of the plant during summer would require an additional staff for maintenance and operation, offsetting lowered heating costs. Equalization of enrollment is necessary to the success of the plan, otherwise needs for teachers and space would fluctuate (53, pp. 69-71).

The forty-eight week school year for everyone, with one month's shared vacation would eliminate some features rejected by the four-quarter staggered plan. It is not currently in operation. The resulting acceleration would be of such extent that graduates would be too young for either employment or college success. This social problem outweighs the economic advantages (29, p. 405).

Advocates of the eleven-month school list several advantages. Among those cited by Clark were: early completion of training, which allows full utilization of the productive early adult years (a point open to debate, as mentioned previously) with fewer dropouts; ease of administrative problems involved in overlapping plans; an idle month for facility repair; and improved instruction through modern programs involving field trips and variety of experiences. Curriculum re-evaluation could result in lengthening courses when indicated as valuable and shortening to five-and-one-half months those courses requiring less time. The one month vacation eliminates the outmoded agrarian based present vacation. Post-
graduate study could be encouraged (5, p. 61).

Another possibility is the short day of the double shift extended to an all year schedule, providing sound education and year-round teacher employment. The present 180 days, five class hour days provide 900 instruction hours per year. This could be provided by 225, four class hour days, enabling scheduling of two shifts. The increase of salary budget would be accompanied by a decrease in building, transportation, and supervision costs (62, p. 25).

Nova High, of Fort Lauderdale, Florida, operates under a 220 day, September-July trimester plan utilizing the nongraded concept (54, p. 84). The school day features five, seventy minute periods plus a one hour optional activity group meeting period. Students are selected from the county system on a basis of willingness to expend effort. Their progress is at their own rate, and grades are based on both quality and quantity.

The South Park Schools in Beaumont, Texas, feature facilities open for use more months each year and more hours each day (22, p. 28). Working children and adults can meet educational needs and children, whose progress has been retarded, can regain their age and social level. Teachers desiring full-time employment provide the extended recreational, vocational, and cultural administration and staff.

Summer school remains the most accepted and utilized method of school year extension. The tendency now is to regard it as a period of enrichment for all as well as remedial when necessary. Remedial, avocational, recreational, and academic programs add dimension to a program attracting greatly increased enrollment. Increased budgets (10-20 per cent) are
necessary to accommodate these programs, which require great administrative and leadership abilities of those involved (29, p. 406).

In Rochester, Minnesota, a voluntary summer recreational program, utilizing school plants and staff, attracts 89 per cent of the children enrolled in the system (23, p. 93). Half the children participate in classroom instruction. A flexible, relaxed atmosphere prevails in the classes, which are held only in the mornings. Teacher-pupil rapport is tremendous, particularly aiding the introverted or nervous student. The basic aim is enrichment, broadening, and attainment of depth in a child's grasp of a subject. A four-week program is offered in elementary grades and increased to eight weeks at the high school level. Teachers are paid for the extra month taught and provision is made for college attendance after two years participation in the program.

A survey of summer programs in 1962 shows increase in program offerings. The culturally and physically handicapped child is receiving more attention. This survey also found that of 183 elementary schools reporting, 80.3 per cent had a summer school day between three and five hours; of 170 junior high schools reporting, 81.2 per cent reported a school day between three and five hours; and of 227 senior high schools reporting, 82.9 per cent held a summer school day of the same length. However, of this third group, 70.1 per cent of the schools have a school day between four and five hours. In these same schools, 38 per cent reported that summer schools are financed by tuition and public funds; 33 per cent reported 100 per cent financing from tuition; and only 18 per cent reported 100 per cent financing by public funds (51, pp. 18-33). In Iowa
charging tuition for summer school is prohibited (32, p. 31).

The elementary schools reported their instructional program as 22.0 per cent make-up; 30.4 per cent enrichment; 37.6 per cent remedial; and 10.0 per cent acceleration. The junior high schools reported their programs as 28.5 per cent make-up; 26.4 per cent enrichment; 28.0 per cent remedial; and 17.1 per cent acceleration. High schools reported 28.5 per cent make-up; 26.7 per cent enrichment; 23.2 per cent remedial; and 21.6 per cent acceleration (51, p. 19).

Nonschool Use

The next area involving extended use of school facilities examines the school-community relationship. Programs in operation involve the use of school sites in community recreation programs and the use of school plant facilities during after-school and weekend hours.

Use of school plants by nonschool groups is generally encouraged throughout the country with the imposition of two major restrictions (20, p. 10). First, school and school-related activities have priority in scheduling, and second, use for personal or private gain is prohibited. Recognition of the fact that the school is a community facility and should be available for use not interfering with the function of education is the basis of this trend.

Successful programming of nonschool use depends upon a written policy statement to guide nonschool groups using the school plant. Thus, questions involving fees charged for supervisory and janitorial personnel and other restrictions are resolved on a fair and equitable basis for all concerned. Legal responsibility can be established through formal appli-
Results of a questionnaire involving policy in 220 schools regarding after-school use of facilities conclude that such use is encouraged, particularly by school-related groups (8, p. 155). In general, the administration of the schools questioned required the presence of a school representative during after-school use. Fees charged were a matter of local practice; generally, rental is charged only nonschool groups. The school principal scheduled time, and the administrative staff handled fee collection and compensation of school employees involved. Reported use was most frequently by students, teachers, and civic groups.

Efficiency of use, especially prevalent in modern plants, is provided through isolation of those areas of the school used after hours, such as the library, auditorium, and gymnasium. This discourages vandalism. Direct outside access should be provided, preferably close to adequate parking areas. Separate heating of these areas involved allows economy (59, p. 65).

Legal Use of Facilities

Legally, it has been traditionally held that activities not prohibited by state law are allowed when they do not interfere with the primary educational purpose of the school (16, p. 3). A thesis studying the legal entanglements involved in school facility use found that 38 states have passed legislation regarding nonschool use. Twelve states give control of facility use to the board of education (43, p. 4343).

Legal principles which have been upheld with regularity mention several issues (43, p. 4343). Regardless of commitments offered as in-
duction, the construction or alteration of school buildings for the
benefit of nonschool groups is not allowed. Nonschool group use is
on a basis of privilege, not obligation. Use of school facilities by
nonschool groups may not interrupt or interfere with the regular opera-
tion of the school program. Policy binds the school board, and may not
be implemented on an arbitrary, discriminatory, or unreasonable basis.
Damages out of the ordinary are the responsibility of the group using
the facility. Districts in states maintaining immunity to tort liability
are not liable for injuries sustained by nonschool groups. Courts re-
spect school board discretion regarding nonschool use barring evidence
of irregularity of policy enforcement.

In most instances, local school boards have a great deal of flexi-
bility in deciding what nonschool use can be made of the buildings within
their district. Even at this point, however, there have been several
cases brought before the courts to determine the legality of the board's
actions.

The Supreme Court of Wyoming (38) held that so long as the proper
maintenance and conduct of the school is not interfered with, or in any
way hampered, and so long as school district property is not defaced or
destroyed, the law rests a generous amount of discretion in the local
board of education. Schools are established to promote public education
and school boards, within their power and responsibility, may allow any
use of the school building toward this end.

A California law, known as the Civic Center Act (18), establishes a
civic center at "each and every public school building and grounds within
the state." This act allows the use of the building for meeting to discuss such things as education, politics, economics, and artistic and moral interests of the citizens.

The San Francisco board of education denied the use of the school auditorium to the Civil Liberties Union, representing the Socialist Party, on the grounds that it violated a policy of the board prohibiting building use for sectarian, political or partisan purposes. The case was brought before the Appellate Court, which ruled that permission to use the building must be granted on the basis that the board could withhold use only to subversive organizations. The court also held that the responsibility to prove "subversive" rests with the board.

A New York case in 1947 demonstrated the importance for a local board to formulate and publish the terms and conditions upon which nonschool use of school buildings may be made. Policies governing nonschool use should be written clearly and according to conditions in the local community. In Cannon v. Towner (3), a school board was required to permit a church organization to hold a concert featuring a supporter of the Communist Party because they had no written policies reserving the right to deny these special groups the use of the facilities.

In 1955, the Supreme Court of the United States had an opportunity to act on its first case involving the nonschool use of school buildings. In Ellis v. Dixon (13), the Supreme Court dismissed the appeal to require the Board of Education of New York to permit the use of buildings to a group known as the Committee for Peace.
Religious use

Written board policies, determining the use of school facilities for religious purposes are invaluable. Even then, the legality for this use or nonuse is questioned. The courts are not in accord. In Nebraska, school buildings may be used if it does not interfere with the normal school use, while in Pennsylvania, religious use is not permitted.

The Supreme Court of Pennsylvania ruled in the case of McKnight v. Board of Public Education (36) against the Jehovah's Witnesses stating that the discretion of use was up to each local board. It was stated, however, that all religious groups should be treated alike. If a board permits the use of a building to any outside group, it may differentiate between groups but not among the members of a given group. Thus, a board may legally decide to permit the use of school buildings by church groups but deny the use to all lodge groups. Yet, when a board has decided to permit the use by religious groups, it must permit that use by all religious groups.

Commercial uses

As with religious uses, the courts are not in agreement on the legality of the use of school buildings for strictly commercial purposes. The Court of Appeals in Ohio (48) ruled that the board had the right to enter into a contract with responsible organizations, or groups of at least seven citizens, but not with individuals. In Wisconsin, the Supreme Court ruled (57) that the districts operating a book store, cafeteria, or other services for the convenience of pupils, teachers, and occasionally others is not a commercial use of the school building.
Building Laws in Iowa

In Section 297.9 of the School Laws of Iowa, 1966, it is stated:

The board of directors of any school corporation may authorize the use of any schoolhouse and its grounds within such corporation for the purpose of meetings of granges, lodges, agricultural societies, and similar rural secret orders and societies, for parent-teacher associations, for community recreational activities, for public forums and similar community purposes; provided, however, that the board may not grant such permission to any organization known or believed to hold views that are in conflict with the republican form of government as set forth in the constitution of the United States; and for election purposes, and for other meetings of public interest; provided that such use shall in no way interfere with school activities; such use to be for such compensation and upon such terms and conditions as may be fixed by said board for the proper protection of the schoolhouse and the property belonging therein, including that of pupils (46, p. 152).

The local boards of education have the power to set their own policies of the care and use of school facilities, providing such rules and regulations are reasonable. What constitutes whether or not a rule is reasonable has been litigated by the courts and clarified through the opinion of the attorney general. To illustrate this point, the Iowa attorney general (45, p. 50) has decreed in a letter of opinion the following:

The control and management of a school building is placed exclusively with the board of directors of the school district and cannot be voted or delegated to any other agency. Ltr. OAG, May 17, 1937.

No one has the right to demand the free use of a gymnasium or auditorium or other school facility, but a board may authorize its use at any time that such use does not interfere with regular school activities. Ltr. OAG, June 19, 1935.

There is no liability upon the school district or members of the board for any injuries that may occur while the building was rented, whether the authority has been granted by the electors or not. Ltr. OAG, February 1, 1930.
**Religious use**

The use of public school facilities in Iowa for religious purposes is very limited. The attorney general (45, p. 50) has stated an opinion on religious usage through a letter or a biennial report:

A school district is constitutionally prohibited from permitting the use of school classrooms for religious instruction of pupils. Ltr. OAG, April 30, 1965.

If a school were to permit religious instruction to be given in a school building by any religious sect, the school would not be entitled to public aid. Ltr. OAG, November 10, 1942.

A school board does not have the power to rent a room of a schoolhouse under their supervision to a parochial school. (1928 Report, p. 146).

There is no statute that allows a school board to loan or rent school property to a parochial school. Ltr. OAG, October 19, 1929.

**Nonschool use**

It should be pointed out that the people of a school district have the power at the regular election to instruct the school board to use, or not to use, the school building for meetings of public interests (46, p. 152). The school board may grant the use of a schoolroom to the community for public library purposes unless they have been instructed to the contrary by the voters of the district.

Use for public interest is not as free from controversy as it might appear. In a 1932 report by the attorney general (45, p. 51) he stated that:

The school board or the electors of a school district have no authority to authorize the use of school buildings for public or private dances not connected with school activities. School buildings may be used for meetings of public interest, and this applies to all types of school districts. A public dance is not considered a matter of public interest. (1932 Report, p. 208).
Summary

The literature supports the idea that school facilities should be more effectively utilized by both school groups and nonschool groups. More effective utilization would not only guard and save public monies, but expand the offerings of the educational program and the services to nonschool or community groups. Hence, if twenty million dollars a year of Iowa monies are to go for school buildings that will endure approximately 50 years, careful planning should be done with awareness of contemporary trends in population, educational programs, community services, and increased utilization.

To implement the proper interrelationships in the use of school facilities by school groups and nonschool groups brings about many administrative problems. The administration of extended use of school facilities requires written board policies and procedures and a knowledge of laws governing these uses.

Even though the literature supports more effective utilization of school facilities, proposals to accomplish more effective utilization are not uniformly supported. A variety of programs now in practice to extend the school day include: extensive extra-curricular activities, including intramural athletics; the provision of remedial help one afternoon each week; teacher curriculum workshops; and an extended school day providing extra-instructional opportunities.

Among the pressures for school year extension are: forestalling new construction; economy of reduction of some unit costs of operation; increased staff utilization; constructive child development and enriched
summer experiences; and utilization of the school for professional
growth and year-round employment of teachers.

Although educators generally agree on the need to increase utiliza-
tion, it appears difficult to revise the traditional concepts of Ameri-
can education. A sampling of superintendents showed 72 per cent against
extending the school year by a four-quarter plan. Reasons given for this
disfavor were necessity for air-conditioning, interference with mainten-
ance operations, the need of "recoup" time for teachers, limitations on
professional growth programs, and interference with family vacations.

Use of school facilities by nonschool groups is generally encouraged
as long as this use is not for personal or private gain, not subversive,
and does not interfere with the regular operation of the school. Suc-
cessful administration of nonschool use of facilities is dependent upon
good written policies. Questions involving fees to be charged and re-
strictions of facility use must be resolved on a fair and equitable basis
for all concerned. Legal responsibility can be established through
formal application. Iowa law has given local boards of education the
power to set policy on the care and use of school facilities, providing
such rules and regulations are reasonable.
CHAPTER III. DESIGN

Introduction

The purpose of this study is to research the administrative policies and procedures and the current practices in selected school districts in Iowa as to the utilization of school facilities by school groups and nonschool groups. To analyze the current policies and practices in operation, school districts were selected on the basis of exemplary programs utilizing school facilities beyond the requirements of their standard or normal schedule.

The design was one to examine the administrative policies and procedures in the following uses of school facilities:

1. The utilization of school facilities by school groups and nonschool groups
2. The board policies, administrative procedures, contracts, and rental agreements in operation to permit the use of school facilities
3. The restrictions governing the use of school facilities
4. The increased educational opportunity available through the extended use of school facilities.

Since it was important to have a cross-section of school districts, other criteria of enrollment, organization, and geographic location were applied to select the eight specific districts used for the in-depth case studies.
Types of School Organization

In the 455 public high school districts in Iowa, there are five different organizational patterns. At least one district was selected from each of these organizational patterns with priority given to variations in enrollment and geographic location. Table 1 lists the total number of Iowa school districts, with enrollment, by the type of organizational pattern.

Table 1. Number of public school districts, with total enrollment, by type of organization in Iowa

<table>
<thead>
<tr>
<th>Number of districts</th>
<th>Total enrollment</th>
<th>Type of organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>109</td>
<td>69,549</td>
<td>6-5</td>
</tr>
<tr>
<td>81</td>
<td>341,540</td>
<td>6-3-3</td>
</tr>
<tr>
<td>164</td>
<td>103,290</td>
<td>8-4</td>
</tr>
<tr>
<td>92</td>
<td>100,856</td>
<td>6-2-4</td>
</tr>
<tr>
<td>9</td>
<td>13,407</td>
<td>5-3-4</td>
</tr>
<tr>
<td>455 Total</td>
<td>628,642</td>
<td></td>
</tr>
</tbody>
</table>

*Source: (7, p. 7a).*

*Table 1 does not include Special Education and pupils in non-high school districts.*

Selection of School Districts

In the selection of the eight school districts used in the study, certain arbitrary decisions were made. Since the State Board of Public Instruction has recommended an enrollment of 1,500 as a minimum size for school reorganization, this number was used as a basic criterion. With this criterion imposed, the districts with more than 1,500 en-
 enrollment were grouped in five organizational patterns: 6-3-3, 54 districts; 6-2-4, 21 districts; 8-4, 6 districts; 5-3-4, 4 districts; and 6-6, 2 districts.

A random sample was not possible since organizational pattern, school enrollment, and geographic location were desired characteristics. The following method was designed to insure inclusion of a sample of each organizational pattern: 1) one sample district was drawn from each group of organizational patterns, with an additional district drawn from the 6-2-4 group and two additional districts from the 6-3-3 group, making eight districts in all; 2) to achieve geographic distribution, school districts drawn from any group were rejected if within 50 miles of a previously drawn district; 3) due to the number of districts in each group, the drawing began with the group with the smallest number of districts and progressed upward. Table 2 presents a profile of the selected districts. Figure 1 illustrates the geographic location of these districts.

Table 2. Selected school districts with location, organizational pattern and enrollment

<table>
<thead>
<tr>
<th>Name of district</th>
<th>Location</th>
<th>Type of organization</th>
<th>Total enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albia Comm. Sch.</td>
<td>Albia</td>
<td>6-2-4</td>
<td>2,030</td>
</tr>
<tr>
<td>Bettendorf Comm. Sch. Dist.</td>
<td>Bettendorf</td>
<td>5-3-4</td>
<td>4,743</td>
</tr>
<tr>
<td>Des Moines Ind. Comm. Sch.</td>
<td>Des Moines</td>
<td>6-3-3</td>
<td>44,954</td>
</tr>
<tr>
<td>Ft. Dodge Comm. Sch. Dist.</td>
<td>Ft. Dodge</td>
<td>6-3-3</td>
<td>7,812</td>
</tr>
<tr>
<td>Hampton Comm. Sch.</td>
<td>Hampton</td>
<td>6-2-4</td>
<td>1,636</td>
</tr>
<tr>
<td>Lewis Central Comm. Sch. Dist.</td>
<td>Council Bluffs</td>
<td>6-6</td>
<td>2,221</td>
</tr>
<tr>
<td>New Hampton Comm. Sch.</td>
<td>New Hampton</td>
<td>8-4</td>
<td>1,625</td>
</tr>
<tr>
<td>Sioux City Ind. Sch. Dist.</td>
<td>Sioux City</td>
<td>6-3-3</td>
<td>18,324</td>
</tr>
</tbody>
</table>
Figure 1. Geographic location of eight selected districts
Letter of Invitation

A letter outlining the purposes of the study, describing the methods by which data would be collected, and requesting permission for a personal visit to the school district, was written to the superintendent of each of the selected districts. It was also suggested that the superintendent might desire to designate one of his administrative staff members to serve as a host for the visit.

After approval of the superintendent, dates were arranged with the district hosts, and the questionnaire-interview guide (See Appendix A) was mailed to each host with instructions to assemble any data requested by the questionnaire that might require special time allotment. Permission for the use of the questionnaire, with any desired modification, was obtained from Dr. R. N. Finchum (15), Specialist in School Plant Management, United States Office of Education.

Visit to School Districts

At the time of the visit, the host was interviewed about specific problems or unusual circumstances relating to plant utilization in his district. The host was asked to supply printed materials describing programs and copies of statutes, state regulations, school board policies and regulations, and other materials concerned with facility use. The host supplied the data for the questionnaire and arranged meetings with other staff members whose positions qualified them to provide precise information on certain points. These staff members included principals, maintenance supervisors, business managers, lunchroom
directors, instructional supervisors, curriculum directors, and assistant superintendents in charge of buildings and grounds. In some districts, officials in charge of public recreation were also interviewed, so that their viewpoints on the use of school facilities for recreation and the use of recreational facilities for educational purposes could be examined.

School plants were visited in each of the districts, especially schools in which one or more programs were in active operation at one time. This visit provided an opportunity for firsthand visual inspection of facilities and personal observation of the program in operation.

Organization of Data

The data collected from each school district were organized under four headings: 1) School District Identification, 2) Facility Utilization by School Groups, 3) Facility Utilization by Nonschool Groups, and 4) Administration of School Facilities.

School district identification described the district — its enrollment, organization, number of school plants, and length of school term — together with a brief analysis of its educational program. Facility utilization by school groups presents data on the district's standard or normal school schedule, the extended school day, the extended school week, and the extended school year; including summer school programs, summer recreational programs, and other summer activities for regular school enrollees. Practices regarding the use of facilities by regular school enrollees for fund-raising purposes were reviewed.
Facility utilization by nonschool groups was devoted to practices, policies, and extent of use by nonschool groups for educational, recreational, and community-betterment purposes and for fund-raising. Administration of facilities was concerned with district practices, policies, requirements, and regulations with respect to application forms, contracts, rental fees, security and supervision, liability for property damage and personal injury, food services, and fire safety during periods of extended use by both school and nonschool groups.
CHAPTER IV. FINDINGS

To investigate the administrative policies and utilization of facilities by school and nonschool groups, eight districts were selected for in-depth study. The findings of these studies are presented in this chapter.

Albia Community School District

School district identification

The Albia Community School District was a reorganized district serving Monroe County. The Albia district was organized on the 6-2-4 plan and operated eight school plants with an enrollment of 2,030. The elementary schools consisted of grades 1 through 6, with a combined enrollment of 1,054, which occupied six buildings; the junior high school consisted of grades 7 and 8, with 293 enrollment, which occupied one building; and the high school consisted of grades 9 through 12, with 683 students, and occupied one building. The Albia district had a new building under construction that will be ready for occupancy next January. It was planned that the new structure would house grades 6, 7, and 8 and be known as a Middle School. Since it was not presently in use, the building was not considered in this study.

Normal schedule

The contract period in the Albia Community School District was 185 days. The contractual period included one day for institute, one day for convention, two days for parent conferences, two days for teacher work days, which left 179 days that school was in session for regular enrollees. The school day began at 8:40 a.m. and ended at 3:55 p.m.
with a 30-minute staggered lunch period. Kindergarten classes met for 2 hours and 45 minutes.

Facility utilization by school groups

Extended school day In the Albia Community Schools there were no schools except kindergarten operated with double sessions or with a staggered schedule. There were no special classes for acceleration or remedial purposes conducted before or after the normal schedule.

The buildings were reported in use approximately one hour per week at the elementary level, five hours per week at the junior high, and ten hours per week for high school regular enrollees beyond the normal schedule for class meetings, club meetings, intramural sports, play and band practice, and other school-related activities. Library services were also available to regular enrollees an hour before and an hour after the normal school day at each school.

Extended school week Public school facilities of Albia had limited use by regular enrollees on Saturdays or Sundays. The high school was used for a school dance approximately once a month and the woodshop was open for use two hours on Saturday.

Most frequent use of school facilities on weekends was for athletics at both the junior high and high school. At the high school, indoor and outdoor facilities were each used four hours per week; the elementary and junior high facilities were used one hour for this purpose. The auditorium was used for rehearsals, concerts, and plays on an average of three hours at the high school and one hour at the junior high.
Extended school year  The Albia school year consisted of two semesters, with an eight-week summer term offered at the high school and a six-week term at the other two levels. The summer courses for credit were offered on a voluntary basis with tuition charged for each course. The school day in the summer term was approximately four hours in length.

The junior high and high school facilities were also used during the summer for noncredit courses or activities on a voluntary, nontuition basis. These buildings were opened four hours a day for such activities as band practice, home economics and 4-H projects, and sports. The high school was also used during the summer three hours a day, five days a week for recreation, play, and physical fitness for regular enrollees without cost.

Fund-raising  Albia school facilities were used for programs and events for which admission was charged when these activities were an integral part of the school program. To raise money, clubs and organizations composed of regular enrollees sponsored school dances. These clubs were allowed to operate concession stands at dances and other programs, but other facility use for fund-raising activities merely to support an individual club or organization was prohibited. The high school gymnasium and cafeteria were used 24 hours per month, while the auditorium was used an average of four hours.

Facility use by nonschool groups

Educational purposes  The adult education program was operated for out-of-school youths and adults and utilized the high school facilities
an average of ten hours per week for 30-weeks each year. The adult education program, vocational in nature, offered as many as 11 different courses, some of which were conducted for two sessions. The high school's driver education facilities were used on an average four hours per week for 20 weeks to train out-of-school youths and adults either to qualify for a driver's license or to improve their driving ability.

Table 3. Total hours per year of facility utilization beyond the normal schedule, by program and instructional level, for school and nonschool groups at the Albia Community School District

<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>Junior high</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td>396</td>
<td>540</td>
<td>792</td>
<td>1,728</td>
</tr>
<tr>
<td>Extended school week</td>
<td>72</td>
<td>108</td>
<td>504</td>
<td>684</td>
</tr>
<tr>
<td>Extended school year</td>
<td>60</td>
<td>300</td>
<td>470</td>
<td>830</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>0</td>
<td>624</td>
<td>624</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>528</td>
<td>948</td>
<td>2,390</td>
<td>3,866</td>
</tr>
<tr>
<td><strong>Nonschool groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational purposes</td>
<td>0</td>
<td>0</td>
<td>380</td>
<td>380</td>
</tr>
<tr>
<td>Recreational purposes</td>
<td>144</td>
<td>0</td>
<td>264</td>
<td>408</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>48</td>
<td>0</td>
<td>96</td>
<td>144</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>192</td>
<td>0</td>
<td>740</td>
<td>932</td>
</tr>
</tbody>
</table>
Recreational purposes  

By special permission, it was possible for community groups, which were nonprofit organizations, to use the school facilities for recreation, hobbies, meetings, and community programs. The facility could be used without cost only if there was no cost to the district. In most cases, there was a charge for this use. The high school facilities were used most frequently by nonschool groups. The auditorium was used on the average of 15 hours a month; the gymnasium, four hours per month; the cafeteria, two hours per month; and the home economics facility, one hour per month. Elementary classrooms were used an average of 12 hours per month.

Fund-raising by nonschool groups  

School board policy restricted the use of school facilities for fund-raising purposes by nonschool groups, except for special requests. These requests must be made to the superintendent of schools and approved by the board of education. An example of such use would be the basketball game held in the high school gymnasium sponsored by the Albia Junior Chamber of Commerce. School related groups, such as the PTA and Band Mothers, had more frequent and liberal use of facilities since their money went to support programs for regular enrollees.

Administration of school facilities

Applications  

Applications by school groups were oral and made directly to the principal or supervisor in charge. Nonschool groups must apply in writing (see Appendix D) to the superintendent of schools for approval by the board of education.
Permits and/or contracts  Principals and supervisors who received oral requests from school groups gave an oral reply. Board policy stipulated that the high school principal and the elementary supervisor were directly responsible for all personnel in their respective buildings. Nonschool groups applied for use of school facilities in writing. The application and receipt of payment served as a permit and stated what facility was to be used, when, and the cost. It also named the person in charge and other people requested by the nonschool group. Charges for these services were also listed on the form.

There was no stated period of time in which a nonschool group must make advance application for facility use. Applicants could also cancel their application without penalty as long as there were no charges accrued by the district. No contracting groups were allowed to transfer or sublease any part of the facility to another group.

Rentals  School groups who requested and received permission for facility use were not charged. Nonschool groups were charged a fixed amount depending on the facility used. Rental for nonschool purposes when approved by the board was $15 per day for the high school auditorium, $25 for the high school gymnasium, and $10 per day for the girls' gymnasium. These rental fees were paid to the principal in charge. The money collected from rentals was used to pay the school personnel required for servicing and supervising the facility and to pay the cost of utilities and heat.

Restrictions on facility use  The Albia Community School District restricted facility use by board policy. These policies were consistent
with the state regulations as stated in the *School Laws of Iowa* (46, p. 152). Facilities were not used for religious instruction, subversive acts, and could not interfere with the regular operation of the school program. The use of school facilities on Sunday was prohibited unless special permission was granted.

**Building security and supervision** The high school principal and the elementary supervisor were directly responsible for all personnel in their respective buildings. When buildings were used by nonschool groups, the building custodian was responsible for opening, closing, and locking the building. The nonschool organization must designate a person who was responsible for supervising the activities of the group and a professional employee of the district (principal or teacher) had to be on duty. If school equipment was used that required a competent operator, a school employee had to be hired for that purpose.

**Responsibility for damage** In case of property damage to school facilities while in use by a nonschool group, that group must assume the liability. The individual violator was assessed when possible. There were no written policies concerning personal injury. The district did carry insurance on school property and students, but did not assume the responsibility for injury to members of nonschool groups while renting facilities.

**Food services** Concessions during school activities were operated by school clubs and organizations. Nonschool groups operated concessions for their programs, but were required to clean the building of litter, soiling, or other unsanitary effects of the concession.
There were no written policies for use of the cafeteria for preparing food. The cafeteria was rarely requested for use by nonschool groups and it was an administrative decision that regular school employees must be used to prepare food.

Fire safety  Smoking in public school facilities was prohibited, except by adults in special designated areas. For nonschool functions smoking was permitted in special areas. There was no school board policy on decorations.

Bettendorf Community School District

School district identification

Bettendorf was a residential community of slightly less than 20,000 people located on the eastern edge of Davenport. The Bettendorf Community School District had an assessed valuation of approximately thirty-three million dollars and occupied an area of 18 square miles. The district was growing in student population approximately ten per cent a year. One of the major problems of the district was the lack of finances to provide facilities to adequately house the increasing number of children. The capacity of school buildings was saturated at every instructional level.

The Bettendorf public school district had a 5-3-4 organizational plan, with a total of nine buildings. The elementary schools, grades K through 5, were housed in seven buildings, with a total of 2,839 pupils; the Middle School, grades 6-8, occupied one building and had 962 pupils; and the four-year high school occupied two buildings on one site for 942 students.

Bettendorf school district officials have planned a building program
that would eliminate the current shortage of spaces and would satisfy the problems of the predicted increase in enrollment. School officials reported that a new high school building was necessary by 1971; additions were also needed at the Middle School and certain elementary buildings.

**Normal schedule** Regular enrollees were provided 180 days of instruction during the regular school year. The contractual year for the professional staff was 194 days, which included holidays, meetings, conventions, workshops, and institute days. In the elementary school, K-5, children had a normal school day of 6 hours and 55 minutes; grades 7 and 8 had a day of 6 hours 45 minutes; and the high school's normal day was 7 hours and 35 minutes. The length of the lunch period was 30 minutes for all grades except the elementary schools, K-5, which had one hour.

**Facility utilization by school groups**

**Extended school day** Except for kindergarten, the Bettendorf public schools did not have double sessions or staggered schedules. However, the possibility of having staggered schedules was being considered to alleviate the shortage of classrooms. Several years ago while an elementary school was under construction, double sessions were conducted at another elementary building. In evaluating the reactions of parents, school officials reported that double sessions were not a popular, or desired, arrangement.

Regular classes were not taught before or after the normal school day. Because of crowded conditions, one class at the high school was being considered before and after school next year. The school day was extended at every school by school-related activities of regular enrollees.
for class meetings, club meetings, sports, play practice, and other similar activities. The typical elementary school was used an average of one hour per week; the Middle School, ten hours per week; and the high school received the most use for this purpose, 30 hours per week.

Night classes were not conducted for regular enrollees except for driver education. This class was open to regular enrollees and adults during the school year, five hours a week.

Noncredit classes not covered by the regular curriculum were open to students in the Community Enrichment Program. This was a special program for adults, but students did enroll. Last year a total of 142 students enrolled in 21 different enrichment classes. This program was conducted three nights a week at the Middle School and high school for two hours a night for twenty weeks. A special elementary class was offered three afternoons a week for one hour beyond the normal day. Library services were opened to regular enrollees beyond the normal day, four days a week, two hours per day.

**Extended school week** A new program was initiated this year to provide library services to students on Saturday. The libraries at the elementary schools and the Middle School were opened four hours each Saturday. In one program, an average of 75 pupils from one elementary school were transported to the public library each Saturday.

The school and community officials had an excellent partnership established for the sharing of activities and facilities. Because of the shortage of available spaces, these officials worked together in scheduling
all activities. The Bettendorf Community Park Commission operated the Community Center and sponsored many programs and activities for regular school enrollees. These programs not only used the city's facilities, but also used the public school facilities when available. In most instances, the Director of Student Affairs of the Bettendorf Community School District scheduled the use of facilities for all activities.

Three regular school dances were held in the high school gymnasium, which averaged approximately one hour per month. However, a dance was held each week at the Community Center by the Teen Club. School clubs and organizations may receive permission to sponsor one or more of these dances to raise money for their treasury.

The Park Commission conducted a program on Saturday for students of the elementary school and Middle School. The program was held only during the winter (five months) and used the elementary gymnasiums for seven hours each Saturday and the Middle School gymnasium four hours. The outdoor sports facilities were used an average of two hours per week. The auditorium was used on Saturday for play practice, rehearsals, concerts, and band practice an average of one-half hour per week. Shop activities were conducted on Saturday at the Middle School and high school for one and one-half and two hours per week, respectively.

Extended school year The regular school year was divided into two equal semesters. The school year was extended by a seven week summer term at every level. Classes met five days a week for eight hours per day. Credit courses were taught for remedial, enrichment, and acceleration purposes. Most of the courses were taught in the regular school curricu-
lum and were offered if as many as 12 students requested the class. A fee of five dollars was charged for these classes. The only courses offered for credit without charge was driver education.

A summer noncredit band program was offered to students for individual and small group instruction at each level for seven weeks, Monday through Friday, three hours a day.

The Park Commission conducted an extensive summer recreational program that utilized both indoor and outdoor facilities at the elementary schools for eight weeks, five days each week, seven hours a day. High school facilities were also used for this program five hours each day.

Fund-raising School facilities were used very little by regular enrollees for the express purpose of raising money. It was permitted, but not practiced to any great extent. The student council used the gymnasium at the high school an average of two hours a month. The only other use by school groups to raise money was to operate the concessions at the basketball games or wrestling matches. Clubs applied and were assigned a night to operate the concessions. Other fund-raising activities by school groups were conducted at the Community Center.

Facility utilization by nonschool groups

It was the philosophy of the Bettendorf school system that school facilities were community facilities and should be made available to community groups. Nonschool groups - especially school-related groups such as P.T.A., Booster Club, etc., civic and community organizations, and clubs made up of school children - were encouraged to use the public
school facilities as long as that use did not interfere with the regular school program.

**Educational purposes** An extensive program was offered by the Community Enrichment Program. The Community Enrichment Program included 34 classes offered both semesters at the Middle School and high school. Over 550 persons were enrolled in each semester. The program was conducted a total of 20 weeks, three nights a week, two hours a night. Driver education was also taught for adults to improve driving skills or to qualify for a license. Driver education was conducted a total of five hours a week for 36 weeks.

**Recreational purposes** School facilities were widely used by nonschool groups for such activities as recreation, hobbies, meetings, and community programs. Facilities at every level shared in this use. The most frequently used facility was the cafetorium at the Middle School. This facility was a combination cafeteria-auditorium-gymnasium and received an average use of 25 hours a month by nonschool groups. Classrooms at the Middle School were used for meetings about four hours per month. The library at the Middle School was used as a meeting room for the P.T.A. and the P.T.A. Council, an average of two hours a month.

The high school facilities - cafeteria, classrooms, and gymnatorium were each used an average of five hours a month. The cafeteria was used regularly for banquets by the Band Parents and Booster Club. The gymnatorium was used by a men's basketball league and rented to Palmer College for its basketball games.

The organizations of the Boy and Girl Scouts of America, complete with the Cubs and Brownies were active in Bettendorf. Each elementary
school had its own organization and these groups utilized various facilities at their respective buildings, twelve hours a month.

School facilities received widespread use by other nonschool groups that were not considered school-related. Examples of those nonschool groups would be private clubs or closed organizations. The facilities were not restricted to those groups, but a rental fee was charged.

**Fund-raising by nonschool groups** Bettendorf public school facilities were not restricted for fund-raising purposes by nonschool groups. Fund-raising activities that used various facilities were sponsored by school-related groups, civic clubs, and private clubs or businesses. The P.T.A. used the multipurpose space at the elementary school about three hours per month and the gymatorium at the high school, one hour per month. The Optimist Club used the high school facilities ten hours on Sundays for a travel and adventure series and admissions were charged. The Middle School facility between the regular school year and the summer program was used a week for planning, arranging, and presenting an International Folk Festival. Total use for this event was 60 hours or an average use of five hours per month. Other uses of the Middle School cafetorium were for such groups as the Senior Citizens, the Square Dance Club, church groups, and businesses. All of these groups used the cafetorium a total of four hours per month.

**Administration of school facilities**

The Bettendorf public schools did not have written policies governing the use of school facilities. However, certain regulations were
Table 4. Total hours per year of facility utilization beyond the normal schedule, by program and instructional level, for school and nonschool groups at the Bettendorf Community School District

<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>Junior high</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td>144</td>
<td>480</td>
<td>1,668</td>
<td>2,292</td>
</tr>
<tr>
<td>Extended school week</td>
<td>396</td>
<td>414</td>
<td>171</td>
<td>981</td>
</tr>
<tr>
<td>Extended school year</td>
<td>665</td>
<td>385</td>
<td>865</td>
<td>1,915</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,205</td>
<td>1,279</td>
<td>2,728</td>
<td>5,212</td>
</tr>
<tr>
<td><strong>Nonschool groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational purposes</td>
<td>0</td>
<td>120</td>
<td>300</td>
<td>420</td>
</tr>
<tr>
<td>Recreational purposes</td>
<td>240</td>
<td>372</td>
<td>180</td>
<td>792</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>36</td>
<td>108</td>
<td>12</td>
<td>156</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>276</td>
<td>600</td>
<td>492</td>
<td>1,368</td>
</tr>
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</table>

practiced which resulted from administrative decisions. With the numerous requests for the use of facilities, school officials expressed a growing need for written policies.

**Applications** All requests for after-school use of facilities by school and nonschool groups were made in writing to the building principal. Bettendorf used a Facility Request Form (see Appendix E) which lists the space and building requested, inclusive dates and times, name of person (or group) requesting, and the purpose of the activity.
The building principal received the written request and designated whether or not the facility was available and then sent the request to the Director of Student Affairs. The director checked the master schedule, approved or disapproved the request, assigned charges, and notified the appropriate people.

Permits and/or contracts The permits to use school facilities were written; the lower portion of the Facility Request Form served this purpose. There was no specified time that a user group must make application before contemplated use. If the application were not submitted well in advance, however, the facility was usually scheduled. A user group may cancel the agreement for building use without penalty as long as the school district had not suffered any loss. A user group was not allowed to sublease any or all of the facility to another group.

Rental School groups, made up of regular enrollees, and certain nonschool groups which were school-related did not pay rental fees for the use of facilities. Examples of this second classification were the Boy and Girl Scouts, P.T.A., Band Parents, Booster Club, Park Commission, Community Enrichment Classes for adults, and civic groups for community-wide programs. If extra custodial help were needed for activities by these groups, a fee was assessed.

Private clubs or organizations, businesses, and other uses for personal or private gain were charged at the rate of $10 per hour, per room. One exception to this practice was the use of the high school gymnasium to Palmer College, at which time, a rental charge of $100 was assessed.
Rental charges were paid after use occurred when billed by the board office. The rental money was paid directly to the secretary of the board of education and was deposited into the district's general fund.

**Restrictions on facility use** The Bettendorf Board of Education operated under the regulations stated in the *School Laws of Iowa* (46, p. 152). Because of the needs of the community, school facilities were utilized for many different activities and purposes. School officials encouraged community-wide use of facilities; but at the same time, they discouraged commercial use for private gain and undesirable uses. Local practices did restrict gambling activities, sale of alcohol and tobacco, and school activities on Sunday during regular hours for church services.

**Security and supervision** A building custodian was normally on duty at the Middle School and high school until 11:00 p.m. He was responsible for opening the building when notified by the Director of Student Affairs for after-school use. The custodian also was responsible for locking the building when the activity was over.

A professional staff member was required to supervise all school groups during after-school use. For nonschool groups, a member of the group must be responsible for the actions of the members of the group. On occasion, the sponsor of a school-related group (such as the scouts) was permitted a key to an elementary building, which gave him the responsibility of opening and closing the building.

**Responsibility for damage** The school district was protected against loss by appropriate insurance. User groups were not charged for routine damages that might occur during normal use. Damage done willfully
or through misuse of school property was charged to the user.

The school district carried appropriate liability insurance to protect itself against personal injury to members of nonschool groups. However, the insurance did not include medical benefits.

**Food services** Concessions for all football games were operated by the Band Parents. This organization was allowed to keep the profit, for use in the band program. The indoor concessions at basketball games and wrestling matches were operated by school clubs and organizations. All groups were required to clean the particular facility used for the concession stand.

Many groups, both school and nonschool, utilized the cafeterias for banquets, chili suppers, and other activities involving the preparation of food. When this was done, the regular kitchen employees were used and received extra pay for their services.

**Fire safety** Smoking by students was prohibited on school grounds or in school buildings. During after-school use, smoking by adults was permitted in designated areas. The school district had no written policy for school decorations, but complied with the local fire codes.

Des Moines Independent Community School District

**School district identification** Educational activities, opportunities, and programs in the city of Des Moines were undoubtedly affected by the fact that it is the largest city and the state capitol. Drake University, state offices, and many insurance offices located in the city, provide positions for many employees of relatively advanced levels of education. Being the largest city and
the state capitol, Des Moines provides a greater opportunity for in-
tellectual and cultural activities such as music, fine arts, dramatics,
and recreation and sports.

The Des Moines school system was organized on a 6-3-3 plan and operated
a total of 78 school plants. Among these school plants, 58 were elementary
schools, grades K-6, housing 26,249 students; 12 were junior high schools,
grades 7-9, housing 9,647 students; and six were senior high schools,
grades 10-12, with 9,058 students. The district operated a program for
the handicapped and emotionally disturbed children. Two other buildings
were used for this program; one had grades K through 8 and the other was
nongraded. The student population in Des Moines was rather stable, with
projected increase of only one thousand in the next two years. There
was no critical shortage of classrooms in the district, but some spaces
were not ideally located for the student population.

Normal schedule The school year of the Des Moines Independent
Community School District consisted of 180 days for regular enrollees.
The length of the school day for grades K through 8 was six and one-
quarter hours, with a thirty-minute lunch hour. The beginning and closing
time of the elementary schools varied whether or not the school served a
hot lunch program. Schools not serving lunch extended the lunch period
and, therefore, the school's closing time by 30 minutes. The length of
the school day at the senior high schools was six and three-quarter hours.
Des Moines Technical High School extended its day to seven periods rather
than the six operated by the other senior high schools.

The contract period for professional staff members was 195 days.
This included the regular sessions plus extra days for vacation, conventions, workshops, meetings, and institutes.

**Facility utilization by school groups**

**Extended school day**
Double sessions, staggered schedules, or classes before the opening or closing of the normal school day were not conducted for regular enrollees. The regular school day was extended for school-related activities such as class meetings, club meetings, intramural sports, and play and band practice. This use was estimated at ten and five hours a week at the typical senior high and junior high, respectively. Library services were available to regular enrollees before and after normal school hours, five days a week, one and one-half hours per day at the junior and senior high schools.

**Extended school week**
School facilities did not receive extensive use on Saturday and Sunday. The district had an experimental program to open the library on Sunday afternoon for four hours. This experiment was conducted at two senior highs and two junior high schools for two months. The results were less than satisfactory; some sessions were attended by as few as two students. However, at one of the high schools the experiment was successful and it was extended for the school year.

Activities by regular enrollees were not generally conducted on weekends. Once or twice a year at a typical secondary center, a school dance was conducted. During the basketball season, the high school gymnasium was used about six times on Saturday, for six hours. The football field was used during the season six nights, six hours a night for athletic contests. Saturday use of facilities for football and basketball games
was necessitated by a scheduling problem. One high school in the district did not have a gymnasium and a neighboring district rented one of the gymnasiums. The senior high schools had swimming pools, but they were not used by regular enrollees on the weekends. They were used extensively by other groups, however.

**Extended school year** A summer term of six weeks, with credit and non-credit courses that met four and one-half hours per day, was offered to junior and senior high school students. A small fee was assessed, but the program was not self-supporting. The summer school program was made up of courses for both remedial and accelerated students. Students who failed courses could enroll in makeup classes in the summer free of charge. Three junior and three senior high buildings were used in the summer. A fourth senior high was used for driver education.

For elementary students there was a summer program of six weeks, five days a week, three hours a day. Fourteen elementary schools were used to conduct an enrichment program and 14 other buildings were used to teach remedial reading and arithmetic. A Head Start program was conducted in eight centers.

A summer class in home economics was taught for boys at one junior high school. The class was conducted four weeks, five days a week, one and one-half hours per day. Drake University conducted a summer demonstration class for teacher training at one elementary school for 30 days, three hours a day.

For junior high school students, there was a summer program consisting of recreation and nonacademic activities for six weeks, four and one-half hours per day, five days per week.
Fund-raising  School facilities were not used by school clubs and organizations composed of regular enrollees for fund-raising purposes.

Facility utilization by nonschool groups

It was the policy of the Des Moines Board of Education to permit use of all school property by the general public which did not interfere with the proper conduct of regular school activities. All school buildings and properties were used at any time by school authorities to carry out the educational programs established by the board of education. Any activities connected with the development of the regular program, including meetings of employees, took precedence over all requests from other sources. The school district reserved the right to cancel or transfer the location of any use of a building by nonschool groups in case it became necessary to schedule a school function at that time.

Educational purposes  Academic courses for nonschool groups were offered by the Department of Adult Education and conducted in the junior and senior high schools. The adult classes were conducted for 20 weeks per year, five hours each week. Persons over 16 years of age who had dropped out of the regular day school, or high school graduates who wanted to enroll for vocational courses, were eligible to attend the adult education classes. Enrollees in the adult classes who completed all requirements for graduation were awarded high school diplomas.

The Des Moines Technical High School conducted a special noncredit apprentice program for training plumbers. This program was to enable trainees to comply with union requirements.
Driver education facilities were used 36 weeks a year, three hours per week, to train out-of-school youth and adults to qualify for driver license or to improve driving skills. One attendance center was used for 30 weeks, 18 hours per week, to teach the fundamentals of English to immigrants and illiterates. Part of this program operated in the day as well as the night. Classrooms were sometimes used by colleges and universities outside Des Moines to teach extension courses.

Recreational purposes The Board of Education of Des Moines had established policy regulating the use of its facilities by nonschool groups of the community. Nonschool groups were encouraged to use public school facilities as long as activities were not for personal or private gain and the regular school program was not interrupted. The Recreation Commission of Des Moines utilized the junior high gymnasiums eight weeks during the school year, three nights a week, for three and one-half hours each night. The auditoriums at the elementary, junior high, and senior high schools were used by nonschool groups for recreational purposes an average of one hour, two and one-half hours, and two and one-half hours per month, respectively. Cafeterias were used four hours a month at the junior high school and five hours a month at the senior high schools to prepare food for nonschool groups. The Department of Adult Education had a program that used the junior high shop classrooms for an average of eight hours per month.

The Recreation Commission operated an extensive swimming program that utilized the six swimming pools located in the senior high schools. The winter program was conducted for 24 weeks, October through March, on
Saturday mornings, 8:00 a.m. until noon. The summer swimming program lasted for five weeks, five days a week, five hours a day. The Department of Adult Education also used the swimming pools during the school year four hours a week for 20 weeks. The total use of the swimming pools for after-school activities was approximately 25 hours a month.

Fund-raising by nonschool groups

School board policy prohibited the use of public school facilities to nonschool groups for profit-making purposes.

Table 5. Total hours per year of facility utilization beyond the normal schedule, by program and instructional level, for school and nonschool groups at the Des Moines Independent School District

<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>Junior high</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td>0</td>
<td>450</td>
<td>630</td>
<td>1,080</td>
</tr>
<tr>
<td>Extended school week</td>
<td>0</td>
<td>72</td>
<td>216</td>
<td>288</td>
</tr>
<tr>
<td>Extended school year</td>
<td>270</td>
<td>435</td>
<td>270</td>
<td>975</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>270</td>
<td>957</td>
<td>1,116</td>
<td>2,343</td>
</tr>
</tbody>
</table>

| Nonschool groups             |                   |             |             |       |
| Educational purposes         | 0                 | 220         | 964         | 1,184 |
| Recreational purposes        | 12                | 258         | 391         | 661   |
| Fund-raising purposes        | 0^a               | 0^a         | 0^a         | 0^a   |
| Total                        | 12                | 478         | 1,355       | 1,845 |

^aFund-raising activities were prohibited.
Administration of school facilities

Applications  All applications for use of school buildings for any purpose other than school activities must be made in writing to the Secretary of the Board of Education (see Appendix F-1). The application must show the name of the organization desiring the use of the school property, the date upon which the property is to be used, the purpose of the meeting, the hours necessary to have the building open, the number of rehearsals, if any; the facilities or equipment desired, and the name of the person responsible for detailed arrangements. Community organizations of a civic or political nature may apply for use of the buildings under regulations which follow, but were required to pay a fee to cover the cost of personnel, administration, heat and light, for orderly meetings which were free from motives of profit; collections or admission charges were permitted only if they were used to pay the cost of services involved or for charitable projects. Reimbursement to the school district for any damage done to school property and responsibility for any liability imposed by law must be assumed by the permit holder. If light refreshments were needed, arrangements were made with the building principal. School groups requesting after-school use of facilities made oral application to the building principal. The board of education and the central administration permitted the principal to exercise authority to regular enrollees for school activities.

Permits and/or contracts  Approved application forms constituted a contractual agreement between the nonschool group applicant and the school district. If rental charges were appropriate, they were paid in
advance to the business manager of the district. Agreements for the use of school facilities could be canceled by the applicant up to 24 hours before the scheduled use. Refunds were made as long as the school district had not suffered any loss due to the scheduled event that was canceled. Permits to use facilities could not be transferred from one nonschool group to another.

Rental Charges for the use of school facilities were assessed only to nonschool groups. Basic charges were made for expenses for utilities and any extra custodial services that were needed for that particular event. If extra services were needed for operating stage lights, then union requirements must be fulfilled. Groups such as the Boy and Girl Scouts, Camp Fire Girls, and similar organizations could be exempt from rental charges, depending on the purpose of the function. All rental charges were paid to the district's business manager and added to the general fund, except that specifically designated for other purposes. Rental charges were assessed by the type of facility requested, the time of the year for the requested use, and the day of week. Table 6 contains a summary of the rental charges assessed to nonschool groups by the Des Moines district.

No rental charges were made for the use of school buildings by organized Parent-Teacher Associations on school days before 6 p.m., or for the equivalent of one evening meeting a month during the school year. In case there were additional evening meetings, the regular schedule of charges in Table 6 applied. Rent was not charged for regular meetings of national youth organizations and community chest agencies. Permission
Table 6. Schedule of rental charges, by type of facility, by the Des Moines Independent Community School District

<table>
<thead>
<tr>
<th>Facility</th>
<th>October 15 - April 15</th>
<th>April 16 - October 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>East and Lincoln auditorium or Lincoln gymnasium(^a)</td>
<td>$40.00 $42.00 $45.00</td>
<td>$30.00 $32.00 $35.00</td>
</tr>
<tr>
<td>Roosevelt and Tech auditorium or East, Roosevelt and Tech gymnasium(^b)</td>
<td>50.00 $52.00 55.00</td>
<td>40.00 42.00 45.00</td>
</tr>
<tr>
<td>North High Auditorium or gymnasium(^b)</td>
<td>70.00 72.00 75.00</td>
<td>60.00 62.00 65.00</td>
</tr>
<tr>
<td>Junior High auditorium(^c)</td>
<td>20.00 22.00 25.00</td>
<td>15.00 17.00 20.00</td>
</tr>
<tr>
<td>Elementary auditorium(^d)</td>
<td>12.00 14.00 16.00</td>
<td>11.00 13.00 15.00</td>
</tr>
<tr>
<td>Classrooms</td>
<td>10.00 12.00 14.00</td>
<td>9.00 11.00 13.00</td>
</tr>
<tr>
<td>Lunchrooms</td>
<td>15.00 17.00 19.00</td>
<td>14.00 16.00 18.00</td>
</tr>
</tbody>
</table>

\(^a\) Plus $30 if admission charged at all senior high auditoriums.

\(^b\) Plus $10 for manager.

\(^c\) Plus $20 if admission charged.

\(^d\) Plus $10 if admission charged.

For such use was obtained from the building principal by filing a written request form. For approval, the organization must arrange for supervision of the building without cost to the school district. No charge was made for the regular community activities of the Playground and Recreation Commission which were approved by the board of education.
Restrictions on facility use. School board policy of the Des Moines Independent Community School District prohibited the use of school facilities for the sale of commercial products by business firms; activities involving gambling, bingo, and lotteries; sale of alcohol and tobacco; and Sunday activities that conflict with regular hours for church services. Meetings for religious purposes were prohibited by the Constitution and School Laws of Iowa. School property was not rented for dancing, card playing, or raffles. Boxing or wrestling matches for money or prizes were also prohibited. Board regulations restricted smoking in school buildings.

Rental of auditoriums for strictly commercial purposes or for the benefit of any closed or private group was prohibited. Rental to political or other organizations was permitted only when the purpose was for general community betterment. The fees charged for the use of auditoriums were in accordance with the schedule adopted by the board of education. One-half the building rental fee applied for rehearsals. Other facilities used were at the full schedule rate. Use was permitted during vacations, including the summer months, if such use did not interfere with maintenance or improvement work on the buildings, but the charges were the same as for Sunday use.

The regulations for the use of auditoriums also applied for use of senior high school gymnasiums. No Sunday use of gymnasiums was permitted. For the use of a gymnasium a fee was charged in accordance with the schedule in Table 6. The number and the qualifications of persons em-
ployed by the organizations for the purpose of directing activities to be conducted in school gymnasiums must be approved by the principal of the school; all such activities were under his direct control and were subject to such additional regulations as he may see fit to establish. The fee charged per evening was to take care of the lights, heat, and the service of one custodian who was required to open and close the building. All other help, such as doorkeepers, referees, etc., were provided by the organization renting the building, under the direction of the principal. In addition a fee of $10 was charged to employ a manager at all gymnasiums constructed since 1950. The electric scoreboard and timing device were rented at the prescribed fee and were operated by authorized personnel.

No junior high or elementary school gym was rented for an athletic activity. Use of senior and junior high school classrooms was permitted by community organizations for approved meetings in accordance with the rental schedule of Table 6. Because of the limited facilities and excessive use of stadiums for school purposes, stadiums were restricted to outside organizations.

Because of the unusual congestion and the difficulty of providing opportunities for the students and keeping the swimming pools in sanitary condition, the pools were used exclusively during the regular school term by regular enrollees or by adult education classes. This did not prohibit their use while school was not in session by the Playground and Recreation Commission.

**Building security and supervision** The Des Moines Board of Education required one or more custodians to be on duty when a facility was
used by a nonschool group. The custodian opened the building at the
specified time in the application, exercised certain police functions
during the activity, cleaned and prepared the building for school, and
closed and locked the building. The user group was required to provide
a responsible adult who supervised the activity and conduct of the in-
dividual members.

When use of school equipment was authorized to nonschool groups,
school employees were required to operate it.

Responsibility for damage If a nonschool group damaged school
property beyond normal wear and tear, it was billed and expected to make
full payment for replacement or repair, whichever was appropriate. For
added protection of district property, the board of education carried in-
surance.

Student insurance was available at a nominal fee to insure students
against personal injury. The school board required a nonschool group to
guarantee that the district would not be held liable for accidents on
school premises resulting from, or due to, activities of user groups.

Food services Concessions during various activities were operated
in several ways. At the football games of one senior high school, the
concessions were operated by the Booster Club and the P.T.A. At another
school, the Des Moines Dads operated the concessions. For indoor activi-
ties, the concessions were operated by the school. People were employed
to work at the concessions and the profit was deposited into the school's
activity fund.
Kitchen and dining room facilities were provided in the Des Moines cafeterias to serve students and all school personnel when school was in regular session and during some school-related activities. All food prepared and served in school cafeterias was done by school cafeteria personnel. These employees were paid extra for their services.

The cafeteria facilities were also used by teacher or other school personnel groups, PTA meetings, and civic organizations meeting in the school for the purpose of better understanding of the Des Moines public schools. Requests for special meals were made to the principal of the building where the special meal was to be served. Principals cooperated with cafeteria managers to verify the date and service required for each special meal. Application for cafeteria services were submitted in writing on a special request form (see Appendix F-2).

School cafeterias were used by school and nonschool groups for breakfasts, luncheons, suppers, dinners, and banquets up to two times per month for groups of 50 or more. Prices for special meals were standard in all schools. School groups were served at the total cost of the meal which included food, labor, supplies, and 10% overhead costs.

If the facilities were used, but food was not prepared by the cafeteria personnel, at least one person from the cafeteria staff was required to be present. This person was paid by the user group. No outside group was permitted to cater meals in the Des Moines cafeterias except in exceptional cases which required the permission of the Director of Food Service and approval of the business manager. Such exceptional cases were
considered when needed: 1) to provide facilities adequate in size when school special meals quotas were filled; 2) on Saturday, Sunday, or other nonschool serving days; and 3) to make available food service for special demonstration programs during summer months.

Fire safety  School board policy restricted smoking by students on school premises. During after-school use of facilities by nonschool groups, smoking was permitted only in designated areas. Fire regulations were prescribed by local fire codes and all school decorations were required to be flameproof and/or of a fire-resistant material.

Fort Dodge Community School District

School district identification

The Fort Dodge Community School District had a total enrollment of 7,812 students and covered an area of 159 square miles. This district was organized on a 6-3-3 plan and operated 17 buildings. It had 14 elementary schools, grades K-6, with 4,446 students, two junior high schools, grades 7-9, with 1,809 students, and one senior high school with an enrollment of 1,557 grades 10-12.

Until this school year, 1967-68, the Fort Dodge district operated two additional years, 13th and 14th, as a junior college. However, with the organization of the area schools in Iowa, this school is now Area V, known as Iowa Central Community College. Some facilities were still shared - the science and art rooms - but this will not be necessary next year since the Community College will have its own buildings.
The Fort Dodge district was completing a double-section elementary building that was to be available for occupancy in September, 1968.

Normal schedule The length of the contractual period was 195 days, of which school was actually in session 185 days. The length of the school day was six hours for both elementary and secondary schools and both had a lunch period of approximately 30 minutes.

Facility Utilization by School Groups

Extended school day Except for kindergarten, there were no double sessions. Until this school year, there was a staggered schedule at the senior high school. Some students came at 8:00 a.m. and left at 2:30 p.m., while other students came and left an hour later. This practice, however, was discontinued when the Community College moved into its own facilities. The school day was extended for club meetings, intramural sports, play practice, and band practice on the average of one hour per week for elementary schools, five hours per week at junior high schools, and ten hours at the senior high schools. The library facilities were also open at the senior high for approximately one hour beyond the normal day, five days per week.

Extended school week There were no classes taught on weekends, but the gymnasiums were used on Saturday for indoor sports. This use was reported as two hours per week at the elementary and high school buildings, and five hours at the junior high. This use included a basketball program conducted by the city during the three winter months. This program was conducted on Saturday in both the morning and afternoon. School facilities were used for this purpose without charge, except for normal
clean-up. The junior and senior high auditoriums were used an average of two hours each week for rehearsals, concerts, and plays. The outdoor sports facilities were used an average of one hour a month on Saturday. The district has two swimming pools located in the junior high schools, but they are not used on the weekends.

Extended school year The regular school year for the Fort Dodge schools consisted of two semesters. The school year was extended approximately six weeks with a summer term. The summer school philosophy was one of enrichment. Except in the cases of make-up classes in 9th grade, the summer term courses were not offered for academic credit. These 9th grade classes in English, mathematics, and social studies, were open to students who had failed. This program was four hours a day, five days a week, and a $16.00 fee was charged per subject.

The primary purpose of the other summer term was to offer an opportunity for students to broaden the scope and concepts of various interest areas. Noncredit classes in foreign languages, typing, science, dramatics, reading, writing, music, and other enrichment subjects were usually offered. A fee of $7.00 was charged, except for typing and science, which charged $11.00. The total facility use for this summer school program was for a duration of six weeks, five days a week, four hours a day at each of the three instructional levels.

There was a local school survey being conducted to evaluate the need for additional summer classes for secondary students. If the results of that survey revealed a demand for summer school courses, a program was to be initiated. Credit would be given for approval courses and a small
fee was to be charged for each class.

The school district operated a tennis program in the summer for regular enrollees. All other outdoor facilities—ball diamonds and play fields—were used by the city for a summer recreational program. This program was organized by the YMCA and supported by the city with tax money. Besides the sports and recreation, there were classes offered in arts and crafts. The indoor facilities were used during inclement weather. This program was conducted for ten weeks in the summer, six days a week, eight hours a day, although not all phases of the program were conducted all the time.

Fund-raising School organizations were permitted to run concessions for various activities, but they were not permitted to use other school facilities specifically for fund-raising purposes.

Facility use by nonschool groups

According to written policy, the Fort Dodge Community School District considered it reasonable that school facilities were made available to nonschool groups within the school district for educational and recreational purposes, whenever such use did not interfere with the regular school program.

Educational purposes Since the establishment of the Iowa Central Community College, the adult education program was not administered by the public school system. This program had been utilizing classrooms three nights per week for approximately three hours each night. The Fort Dodge public school facilities were used only to offer adult courses which the
<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>Junior high</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td>36</td>
<td>180</td>
<td>540</td>
<td>756</td>
</tr>
<tr>
<td>Extended school week</td>
<td>72</td>
<td>288</td>
<td>180</td>
<td>540</td>
</tr>
<tr>
<td>Extended school year</td>
<td>600</td>
<td>720</td>
<td>600</td>
<td>1,920</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>708</td>
<td>1,188</td>
<td>1,320</td>
<td>3,216</td>
</tr>
<tr>
<td>Nonschool groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational purposes</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>216</td>
</tr>
<tr>
<td>Recreational purposes</td>
<td>24</td>
<td>240</td>
<td>108</td>
<td>372</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0^</td>
<td>0^</td>
<td>0^</td>
<td>0^</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>240</td>
<td>324</td>
<td>588</td>
</tr>
</tbody>
</table>

^Fund-raising activities were prohibited.

Iowa Central Community College did not offer. The public high school facilities were used by the University of Northern Iowa and Drake University to conduct college credit extension courses. This use consumed about two hours per session each week that the class was offered. Total facility use for educational purposes by nonschool groups was approximately six hours per week.
Recreational purposes  School board policy permitted the use of facilities to community groups for recreational purposes as long as this use did not interfere with school activities. Even though this use was permitted, it was infrequent that school facilities were used for this purpose. To be eligible under board policy, the nonschool groups must be located in the Fort Dodge district, be a non-profit organization, and pay a service charge for the facilities. Use of the high school auditorium averaged three hours per month and the auditorium at the other levels averaged two hours. High school gymnasiums averaged six hours of use per month; the junior high gymatorium was used two hours per month. The junior high swimming pools were used by nonschool groups an average of 16 hours per month.

Fund-raising by nonschool groups  Public school facilities were not used by nonschool groups for fund-raising purposes. Only non-profit organizations and community service groups could use school facilities and receipts went to support school programs or worthy community activities.

Administration of school facilities

Application  School groups made oral application to the building principal of the facility desired. The school groups were required to have a sponsor who was a member of the staff. All nonschool groups were required to make written application to the comptroller (business manager) of the district. This written application (see Appendix G) listed the facility needed, time period, person in charge, rental charges, and rules for use of the building.
Permits and/or contracts When the application for facility use by nonschool groups was approved and signed by the board secretary, it served as the official permit and contract. The applications, with fees, were submitted to the comptroller one week before expected use and could be canceled by the applicant with 24 hours notice. Under no circumstances could an approved applicant sublease any facility to another nonschool group.

Rental School groups using school facilities were not required to pay fees. Community groups, organized for the betterment and support of youths, were permitted the use of school facilities without charge. Examples of such groups were Boy and Girl Scouts, Camp Fire Girls, and Little League. Applications for this use were generally handled through the building principals. These applications were required to go through proper channels and required to have adult supervisors. In some situations, the cost of utilities and custodial services were charged. Table 8 lists the charges for the use of public school facilities in Fort Dodge.

Table 8. Schedule of rental charges, by type of facility, by the Fort Dodge Community School District

<table>
<thead>
<tr>
<th>Facility</th>
<th>Rental cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auditoriums</strong></td>
<td></td>
</tr>
<tr>
<td>For use in presenting plays, recitals, musicals, political meetings, lectures, and the like which required stage settings and special lighting</td>
<td>$30</td>
</tr>
<tr>
<td>Double program (afternoon and evening)</td>
<td>45</td>
</tr>
<tr>
<td>Auditorium stage for rehearsal purposes</td>
<td>15</td>
</tr>
<tr>
<td>If the auditoriums or multipurpose rooms were rented on Sunday, the fee was $50 for a single session and $65 for double session (afternoon and evening)</td>
<td></td>
</tr>
</tbody>
</table>
Table 8. (Continued)

<table>
<thead>
<tr>
<th>Facility</th>
<th>Rental cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two classrooms may be made available for dressing room purposes at no additional cost</td>
<td></td>
</tr>
<tr>
<td>If extra custodial services appear desirable and necessary to properly administer the building, a special fee was assessed</td>
<td></td>
</tr>
<tr>
<td><strong>Gymnasiums (Junior high schools)</strong></td>
<td></td>
</tr>
<tr>
<td>For athletic events in the afternoon or evening (including the services of two custodians)</td>
<td>$ 30</td>
</tr>
<tr>
<td>Combined afternoon and evening (includes the services of two custodians)</td>
<td>40</td>
</tr>
<tr>
<td>Rental of high school-college gymnasium (per session)</td>
<td>100</td>
</tr>
<tr>
<td><strong>Multipurpose rooms (elementary schools)</strong></td>
<td></td>
</tr>
<tr>
<td>For use during evenings or forenoons and afternoons on non-school days, per evening or half-day session</td>
<td>15</td>
</tr>
<tr>
<td>Each session includes the service of one custodian</td>
<td></td>
</tr>
<tr>
<td><strong>Classrooms</strong></td>
<td></td>
</tr>
<tr>
<td>For meetings, afternoon or evening use -- no fee, except in case custodial service for heat or administration appears necessary, then a fee was assessed</td>
<td>No charge</td>
</tr>
<tr>
<td><strong>School Clubroom</strong></td>
<td></td>
</tr>
<tr>
<td>A school clubroom was made available to small groups of Boy Scouts, Girl Scouts, Camp Fire Girls, and similar groups in their own school attendance district for their regular weekly or monthly meetings under capable adult supervision. This service was available without cost except when a custodian was required to maintain heat in the building or render special services over and beyond the regular line of duty. Arrangements were to be made through the school building principals</td>
<td>No charge</td>
</tr>
</tbody>
</table>
Table 8. (Continued)

<table>
<thead>
<tr>
<th>Facility</th>
<th>Rental cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dodger Field</strong></td>
<td></td>
</tr>
<tr>
<td>Gridiron and bleachers—evening or afternoon performance (special concession granted to St. Edmond High School—par session - $75)</td>
<td>$125-150</td>
</tr>
<tr>
<td><strong>Baseball Field:</strong></td>
<td></td>
</tr>
<tr>
<td>Sunday and holiday games:</td>
<td></td>
</tr>
<tr>
<td>Single game</td>
<td>$30</td>
</tr>
<tr>
<td>Double header</td>
<td>45</td>
</tr>
<tr>
<td>Week day games:</td>
<td></td>
</tr>
<tr>
<td>Single game - no admission</td>
<td>5</td>
</tr>
<tr>
<td>Single game - pass hat</td>
<td>10</td>
</tr>
<tr>
<td>Double header - pass hat</td>
<td>15</td>
</tr>
<tr>
<td>Legion boys' game</td>
<td>No charge</td>
</tr>
</tbody>
</table>

All rental fees from the use of school facilities were paid to the comptroller of the district. The money was added to the district's school fund and used for any legitimate school purpose authorized by the board of education.

**Restrictions on facility use**

The Fort Dodge Community School District had written excerpts of the *School Laws of Iowa* (46, p. 152) and *School Business* (45, pp. 50-51) in the official board policies. School board policy prohibited facility use for profit making, gambling, religious services (except for community-wide activity), sale of tobacco and alcohol, and to promote partisan politics by individuals or partisan groups.

The use of facilities on Wednesday nights and Sunday was generally prohibited. However, by special permission, there were a few activities
conducted on Sunday. These activities included the Fort Dodge Symphony, Elementary Group Sing, and the Messiah, sponsored by the local Council of Churches. In the third case, a charge was made.

Groups outside the community were not permitted the use of the school facilities unless they were sponsored by a recognized and regular community organization.

The use of the school auditoriums, gymnasiums or the stadium must be in keeping with the general program of education and must not be for commercial use or for personal gain. Political meetings open to the public were considered to be within the general program of public education and were permitted use of the school facilities provided no discrimination was shown.

The school facilities were not made available for religious purposes, except in case of an emergency. Generally, the facilities were not rented on Sunday.

**Building security and supervision** The public school facilities were protected by one or more custodians, who were required to be on duty when a facility was in use. The comptroller, after the approval of an application, notified the custodian as to the time to open and close the building.

Supervision of the facilities was the responsibility of the group using the facilities. A professional staff member was required to be present. When making application for facility use, a nonschool group had to list a person who was directly responsible for the supervision of the group during use.
School equipment was to be used only for school purposes by school personnel on school premises except for emergency cases. An exception was made for the use of scaffolds and bleachers. Scaffolds were rented for $10 per day and bleachers were rented for $5 per section per day. The renter was required to transport, return, and replace any broken boards.

**Responsibility for damage**  
Damage to, or loss of, school property while it was used by a nonschool group, either free or rented, was the responsibility of the nonschool group. The user group was billed for the damage or loss. The school district carried liability insurance for protection against personal injury. However, nonschool groups were required to assume liability during use.

**Food services**  
Concessions were operated by designated school organizations during all programs and activities on school premises. The money from these concessions was deposited in the treasury of the school club or organization.

The school cafeterias were not used to prepare food beyond the regular lunch program. The cafeterias were used after school hours for meetings, but without the preparation of food.

**Fire safety**  
School board policy prohibited smoking except in sections of the building designated by school officials. Smoking during the school day was prohibited for students, but teachers were permitted to smoke in the lounge.

There was no school board policy on decorations, but regulations were followed as prescribed by local fire codes. Decorations were
generally not permitted in the school buildings. Christmas trees were permitted and trees were purchased which were chemically treated for fire safety.

Hampton Community School District

School district identification

Hampton was a community of approximately 4700 people and the county seat of Franklin County. The composition of occupations of parents of Hampton's students were mainly farmers and proprietors of small businesses. The remainder of the community was mainly skilled or unskilled technical people, professional people, and sales-service personnel. The Hampton Community School District had a 6-2-4 organizational pattern with an enrollment of 1636 students. The public school facilities in Hampton consisted of six buildings - four of which were elementary buildings, housing 884 students from grades K-6; one junior high building with 268 students in grades 7 and 8; and one four-year high school, grades 9 through 12, with 484 students.

The community of Hampton had voted a bond issue of $1,350,000 to provide more and better school facilities. Plans were being made to add four classrooms to two of the elementary buildings. These buildings were to house two sections of grades K-4. All of grades 5 and 6 were planned to be housed in the present junior high school. The present four-year high school was to house grades 7, 8, and 9 and a new senior high school was planned for grades 10, 11, and 12.
Normal schedule  The staff member in the Hampton schools had a contract period of 190 days, which included 180 days of actual teaching. The contract included days devoted to workshops, attending teachers' conventions, teachers conferences, and professional meetings. The length of the normal school day was approximately 6 hours and 30 minutes with the high school operating for another 15 minutes. The kindergarten was conducted on a half-day, every day basis. The lunch period was staggered for the elementary students with grades 1, 2, and 3 getting 15 minutes longer than grades 4, 5, and 6. The high school operated a lunch period of 40 minutes and the junior high had a closed noon period of only 25 minutes.

Facility utilization by school groups

Extended school day  There were no classes offered for regular enrollees beyond the normal schedule. Double sessions and staggered schedules were not needed to conduct the educational program. The major use of facilities by school groups after school was about twelve hours per week for school-related activities such as intramural sports for girls and boys, play presentations and practice, and vocal and instrumental music for individual and small groups. The elementary and junior high schools were used for these activities one and two hours a day, respectively. Facilities were also used for both boys and girls interscholastic athletics. The library was open to regular enrollees before and after school two hours each day at the high school.
Extended school week  The high school gymnasium was used on the average of ten hours per week for interscholastic athletics on Saturday. Generally, these sports events were boys' and girls' basketball and boys' wrestling matches. The gymnasiums at all schools were opened for a twelve-week period, from 1 to 4 p.m. for student recreational purposes. This was a voluntary program without charge. The auditorium was reportedly used an average of one hour per week on Saturday for rehearsals and presentations of concerts and plays. The high school gymnasium was used three times a year for school dances. The old high school gymnasium was used for school dances one night each month, four hours a night. These dances were usually on Friday night, but occasionally were held on Saturday. According to board policy, buildings were not to be used for recreation purposes on Sunday. Specific permission for use of the school buildings for other purposes must be granted by the school administration. As a general rule, outdoor facilities (such as the track) were not used on Saturday by regular enrollees. There would be exceptions to this for unusual situations. Regular classes were not conducted for regular enrollees on the weekends.

Extended school year  The 180-day school year in the Hampton Community Schools was divided into two semesters. The regular school year was extended on a county-wide basis by a joint effort between the county office and the three local districts - Sheffield-Chapin, CAL Community, and Hampton. The summer classes were held at the high school in Hampton. The summer term consisted of six weeks, five days a week, and three hours a day. The county and local districts shared the cost of the program.
but students were charged $5. The courses offered carried regular credit. The courses that have been offered were personal typing, field biology, auto-mechanics, exploratory industrial arts, and psychology. An art class was conducted by a commercial artist as a noncredit, enrichment class. These courses were similar, but were not necessarily the same courses offered during the regular school year.

The entire driver education course was taught in the summer. The auditorium was used for 30 hours of classroom instruction and the practice driving was conducted all summer. This program was conducted for 12 weeks, five days a week, eight hours a day.

The high school music facilities were used in the summer for additional band practice. This was a voluntary, noncredit activity that was conducted for eight weeks, five days a week, and eight hours a day.

The elementary school was used for a remedial reading program (open to students by invitation only) which was funded by a Title I Program of the Elementary and Secondary Act. The city sponsored a five-week session in the summer for a recreation program. Many games were taught in that program and classes in arts and crafts were conducted. This program was held in the elementary facilities five days a week for two hours a day.

Fund-raising School facilities were generally not used by regular enrollees for fund-raising purposes. However, the high school gymnasium was used by the Future Farmers of America and the Future Teachers of America for the purpose of having a carnival. The money from this event went into their respective treasuries. These school groups did not pay for the use of the facilities although they were responsible for cleaning-
Facility use by nonschool groups

According to school board policy in Hampton, school buildings and grounds were for the primary use of the children and their education. Therefore, school activities were given preference over all other activities in any of the buildings or on any of the grounds belonging to the school district.

School buildings were made available for use by community organizations. Approval for use had to be obtained through the superintendent. School facilities were not rented when privately owned facilities were available.

Educational purposes

The Hampton school district did not conduct its own adult education program. However, the high school facilities were used in the fall for ten weeks, two hours a night, for adult classes sponsored by the community's Adult Education Committee. The facilities were used for vocational and recreational classes free of charge. A tuition fee of $5 was charged each person attending a class to help the Adult Education Committee pay expenses.

The high school facilities were also used to teach the fundamentals of English to immigrants and illiterates. This course was sponsored by the Office of Economic Opportunity and had a duration of 12 weeks, two hours per night. College extension classes were also conducted at the high school during the school year, three hours a week.
Recreational purposes  Nonschool groups were permitted use of facilities for such activities as recreation, hobbies, meetings, and community programs. Most requests for permission to use the public school facilities for such purposes came from civic and church organizations. Of the facilities requested, the high school auditorium was used on the average of six hours per month; the gymnasium, two hours per month; and the junior high cafeteria, two hours per month.

Fund-raising by nonschool groups  Public school facilities in Hampton were not often used by nonschool groups for fund-raising purposes. There were provisions allowing for this use and rental charges were imposed. The Kiwanis Club used the high school auditorium to conduct a variety show. The administration did reserve the right to evaluate each request; organizations which used the money for school age children or to support school programs, received special consideration.

Table 9. Total hours per year of facility utilization beyond the normal schedule, by program and instructional level, for school and nonschool groups at the Hampton Community School District

<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>Junior high</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td>36</td>
<td>72</td>
<td>792</td>
<td>900</td>
</tr>
<tr>
<td>Extended school week</td>
<td>36</td>
<td>36</td>
<td>486</td>
<td>558</td>
</tr>
<tr>
<td>Extended school year</td>
<td>110</td>
<td>0</td>
<td>410</td>
<td>520</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>182</td>
<td>108</td>
<td>1,700</td>
<td>1,990</td>
</tr>
</tbody>
</table>
Table 9. (Continued)

<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>Junior high</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonschool groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational purposes</td>
<td>0</td>
<td>0</td>
<td>152</td>
<td>152</td>
</tr>
<tr>
<td>Recreational purposes</td>
<td>0</td>
<td>24</td>
<td>96</td>
<td>120</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>24</td>
<td>260</td>
<td>284</td>
</tr>
</tbody>
</table>

Administration of school facilities

Applications All applications for use of school facilities were oral: school groups applied to the principal; nonschool groups applied directly to the superintendent.

Permits and/or contracts Since applications for facility use were oral, permits were also oral. There was no stated time that a group must request a facility in advance. Agreements for facility use were permitted to be canceled by any group, without penalty, and without any specified notice. After the agreement was reached, however, the group could not sublease any part of the facility to another group.

Rental Rent was charged for nonschool groups, but not for regular school enrollees. Table 10 contains a description of the charges made for facilities by the Hampton Community School District.
Table 10. Rental charges\(^a\) for Hampton school facilities for nonschool group activities

<table>
<thead>
<tr>
<th>Facility</th>
<th>Private or commercial organizations</th>
<th>Civic organizations (non-profit and local churches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnasium</td>
<td>$25</td>
<td>$5</td>
</tr>
<tr>
<td>Auditorium</td>
<td>$50</td>
<td>$5</td>
</tr>
</tbody>
</table>

\(^a\)In all cases, organizations were expected to pay the custodians at the rate of $1.50 per hour for time involved in supervision and general clean-up work.

Hampton board policy did recognize and exempt youth organizations and other organizations sponsoring projects for the express benefit of the youth to the community from payment of the rental fee.

When rental fees were charged, they were paid directly to the superintendent's office and were used to pay salaries of school personnel required for servicing and supervising the rental facility and to pay the cost of utilities and heat.

Restrictions on facility use The School Laws of Iowa (46, p. 152) restricted the use of public school facilities to promote subversive doctrines and for religious instruction. The Hampton Community Schools had a strong policy on smoking and alcoholic beverages.

The Hampton public school facilities were not to be used for recreational purposes on Sunday and specific permission must be granted by the school administration for Sunday use for any other purpose.

Building security and supervision At least one custodian was required to be present at all school and nonschool activities. The custodian
was paid extra for his services and was responsible for building security and supervision. He had to open the facility and lock all doors when the activity was over. All nonschool groups were required to designate a person who was directly in charge of supervision of the group. Policy required at least one professional school employee to be on duty for any school group. Audio-visual equipment was not loaned to nonschool groups unless it was an emergency situation. In such cases, permission was granted by the administration and a school staff member was assigned to supervise the operation of the equipment.

Responsibility for damage A nonschool group requesting use of the building had to designate a person who was responsible for the proper care and use of the building and who was also responsible for taking care of any cleaning, payment of fees, and the settlement for any damages. The person in charge was held personally responsible for the actions of the group. Any person found breaking windows or damaging property belonging to the school district was held responsible for the replacement of the property and all cost was the obligation of the offender.

The school district had no stated policy on personal injury or accidents to members of nonschool groups using facilities after regular school hours.

Food services The cafeteria was not usually requested by nonschool groups for the purpose of preparing food. Hence, there were no stated board policies concerning cafeteria use. Public and private establishments were available in the community of Hampton which negated the need to use the school cafeteria. Various groups operated concessions
during programs and activities when appropriate. When this was done, the user group was required to clean the premises of litter, soiling, and other unsanitary effects.

**Fire safety** School board policy restricted smoking in school facilities by school and nonschool groups. Smoking or use of alcoholic beverages or narcotics on school premises by students was strictly prohibited. The possession of tobacco products, narcotics and/or alcoholic beverages by any student was considered a violation of that policy. Any violation of the policy resulted in automatic suspension from school.

For nonschool groups smoking was prohibited in the school buildings except in authorized areas. It was the responsibility of the person in charge of any group to inform the group and enforce such regulations.

When using school facilities, the use of intoxicating liquor was strictly prohibited. Any individual or group guilty of using liquor was automatically barred from future use of the facilities. There was no board policy on decorations.

*Lewis Central Community School District*

**School district identification**

Lewis Central Community School District had a 6-6 organizational plan. This district, although located on the edge of Council Bluffs, was considered a rural school district. There was no town proper for the district since the area served as a residential area for people desiring the suburbs. School enrollment for the '66-'67 school year, was slightly
over 2200 students, but was projected to double in the next few years. Enrollment was reported to increase twenty per cent each year.

The Lewis Central district occupied two permanent school plants. The Lakeview Elementary housed grades 1-6, with an enrollment of 533. The junior-senior high school plant housed grades 1-12. The elementary section had 523 students in grades 1-6. The junior-senior high section had 764 students in grades 7-12. The remainder of the students, namely 174 students in grades 1-3 and 227 kindergarten students were located in temporary quarters in Twin City. The temporary quarters were 16 houses rented by the district and converted into classrooms. Under construction were six elementary classrooms; another six were planned for the following year. These additional rooms would hardly facilitate the present student population and did not allow for the projected increase.

Normal schedule The school year at Lewis Central was 180 days in length. The contractual period for teachers was 190, with the additional ten days for teachers' meetings, conferences, and workshops. The normal schedule of the school day at all schools was 7 hours and 15 minutes. The day began at 8:15 a.m. and closed at 3:30 p.m. with a staggered, closed lunch period of 20 minutes.

Facility utilization by school groups

Extended school day There were no regularly scheduled double sessions or staggered classes. One class met before school to allow students to complete the regular program and leave school to work later in the day. This early class was one in business machines that met at 7:30
This was the only class offered beyond the normal schedule for school enrollees. The junior-senior high school facilities were used an average of ten hours a week for class meetings, club meetings, intramural sports, play practice and band practice. Library services were available to students at the junior-senior high school, five days a week, one hour per day.

Extended school week The Lewis Central school facilities had limited use on the weekends. Most weekend use was at the junior-senior high school for athletic contests and practices. The gymnasium was used two hours a week and the outdoor athletic areas the same amount for football, track, baseball and softball. The junior-senior high auditorium was used an average of one hour per week by school enrollees on Saturday. The elementary gymnasium was used for two hours a week. Regular classes were not conducted on weekends, but the woodshop was open on Saturday for two hours for special projects and activities.

Extended school year The regular school year was divided into two semesters. The school year was extended at both elementary and secondary levels by a summer term that met for eight weeks, five days a week, and for two hours per day. Remedial reading was offered at the elementary level and typing and English were taught at the junior-senior high. The classes were usually remedial or enrichment and were offered by student demand. Other classes were conducted if requested by a minimum number of students. All driver education was taught in the summer. The program was conducted for eight weeks, eight hours a day, five days a week
These classes were offered for regular credit and were free of charge to regular enrollees.

The band program was extended into the summer for eight weeks, five days a week, and six hours a day. Part of this program was for individual and small group instruction, so all students were not necessarily present all the time. A voluntary, noncredit recreational program was conducted in the summer and involved between four and five hundred students. Various games and activities were taught over an eight-week period, five days a week, four hours a day.

**Fund-raising** School organizations, made up of regular enrollees, were permitted use of facilities for fund-raising purposes. The gymnasiums received the most extensive use for dances. The elementary gymnasium was used one hour a month and the one at the junior-senior high was used three hours. The auditorium at the secondary level was used an average of one hour per month. School organizations used the cafeteria facilities for fund-raising dinners approximately two hours a month. Regular school cooks were used to prepare the food and they received extra pay.

**Facility utilization by nonschool groups**

**Educational purposes** The only facility used by nonschool groups for educational purposes was for adult education programs at the junior-senior high school. Typing, business machines, and shorthand were offered to adults during the school year for two hours a week for 18 weeks.

**Recreational purposes** School facilities were widely used by non-school groups for such activities as recreation, hobbies, meetings, and community programs. The gymnasiums at both schools and the outdoor
Table 11. Total hours per year of facility utilization beyond the normal schedule, by program and instructional level, for school and nonschool groups at the Lewis Central Community School District

<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td>0</td>
<td>720</td>
<td>720</td>
</tr>
<tr>
<td>Extended school week</td>
<td>72</td>
<td>252</td>
<td>324</td>
</tr>
<tr>
<td>Extended school year</td>
<td>80</td>
<td>800</td>
<td>880</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>12</td>
<td>72</td>
<td>84</td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
<td>1,844</td>
<td>2,008</td>
</tr>
<tr>
<td>Nonschool groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational purposes</td>
<td>0</td>
<td>36</td>
<td>36</td>
</tr>
<tr>
<td>Recreational purposes</td>
<td>120</td>
<td>324</td>
<td>444</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>372</td>
<td>492</td>
</tr>
</tbody>
</table>

recreation areas received the most use - eight hours per month. The cafeteria at the junior-senior high school was used for a variety of activities an average of five hours a month. The auditoriums at both schools and some classrooms at the high school were used for two hours a month. The groups that utilized school facilities for this purpose were usually school-related groups such as the P.T.A., Band Mothers, and Adult Booster Club. Regular basketball and softball leagues for nonschool groups were conducted in season.
Fund-raising by nonschool groups was permitted, but the community was such that the school district received very few requests for this purpose. There were many activities sponsored by school-related groups, but the money was used to support school programs and activities. Therefore, it was not considered profit-making by the sponsoring group. Examples of this use were the P.T.A. sponsored carnival and the Boosters Club's concessions at athletic contests, but, in both situations, the money is deposited with school organizations. School facilities were used only one hour a month for this purpose.

Administration of school facilities

Applications Written applications for facility use were not used by the Lewis Central Community School District. It had not proved to be necessary since only school and school-related groups requested use of facilities. Applications for use were made orally to either the junior-senior high principal or the superintendent of the district.

Permits and/or contracts Like the applications, permits were oral rather than written. There was no minimum time required that an application must be submitted before use, and the oral agreement could be canceled without any specified notice. In no case, however, could a group sublease the facility to any other group.

Rental Charges for facility use were not made to school groups, but rent was charged to nonschool groups. Youth organizations such as
Boy Scouts, Girl Scouts, and other clubs made up of school-age people were exempt from the rental charges. Rental charges are listed in Table 12.

Rental charges for the use of school facilities by nonschool groups were paid directly to the treasurer of the school district and the money was deposited into the district's general fund.

Table 12. Rental charges for facilities, by type, for the Lewis Central Community School District\(^a, b, c, d\)

<table>
<thead>
<tr>
<th>Building</th>
<th>Educational and civic groups - (No Admission)</th>
<th>Educational and civic groups - (Admission)</th>
<th>Other (Admission)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lakeview and Central gym</td>
<td>$ 25.00</td>
<td>$ 50.00</td>
<td>$100.00</td>
</tr>
<tr>
<td>High school gym</td>
<td>100.00</td>
<td>150.00</td>
<td>300.00</td>
</tr>
<tr>
<td>High school auditorium</td>
<td>100.00</td>
<td>150.00</td>
<td>200.00</td>
</tr>
</tbody>
</table>

\(^a\)One rehearsal without additional charge was allowed as a part of the above rental charge (maximum length - 4 hours). Each additional rehearsal charged minimum rate.

\(^b\)Use of individual classrooms not allowed.

\(^c\)Public elections, political meetings, and Township Trustee meetings used facilities without charge.

\(^d\)Janitorial services were extra.

Restrictions on facility use The regulations in the School Laws of Iowa (46, p. 152) regarding facility use were followed by the Lewis Central Community School District. Local regulations imposed on facility use prohibited gambling, and the sale of tobacco and alcohol on school premises.
The school officials of Lewis Central had an agreement with the Council Bluff's Ministerial Association that no events to which the public was invited were permitted on Wednesday afternoon or night. Furthermore, no practices or meetings were held on Wednesday afternoon or Wednesday night except for small groups of those programs in production. Every effort was made to avoid practices or activities scheduled on Sundays.

**Building security and supervision**  The custodian of a building was responsible for opening and closing all doors for activities beyond the normal schedule. During activities for regular school enrollees, a supervising teacher was required to be present. Nonschool groups were required to designate one of their members to supervise the activity.

**Responsibility for damage**  The user group was responsible for any damage to, or loss of, school property. For school groups, action was taken through normal school channels, but nonschool groups were billed directly for the damage or loss. For personal injury during after school use, school groups were covered through the regular school insurance; nonschool groups were required to take out an insurance policy to cover personal injury, relieving the district of liability.

**Food services**  The cafeteria was used to operate concessions during athletic contests and other programs when appropriate. The senior class operated the concessions for football games and the Boosters Club operated concessions for basketball, baseball, and wrestling. Both of these groups were responsible for clean-up of the cafeteria area after closing the concession. The cafeteria was also used for the preparation of food
by school and non-school groups after school. The regular cooks were maintained and received extra pay for this work.

**Fire safety** Smoking was prohibited in public school facilities by students and was allowed only in designated locations for teachers and adults. The Lewis Central district had no policy on school decorations.

New Hampton Community School District

**School district identification**

New Hampton, a rural county seat community in Northeastern Iowa, had a district-wide population of 7500 people. The total school enrollment, grades K-12, was 1625 students. The New Hampton Community School District operated two school plants and had an 8-4 organizational pattern. One plant was for part of the elementary school enrollment located in Alta Vista; the other school plant housed grades K-12 in New Hampton. The elementary schools, grades K-8, had a total enrollment of 933 students. The four-year high school was located in part of the school plant in New Hampton, with an enrollment of 692 in grades 9-12. This plant also housed three temporary classrooms which were used by the elementary school to teach remedial reading.

The Hampton district was completing a new four-year high school building, which was planned for occupancy at the beginning of the 1968-69 school year. When the new building is occupied, the old building in New Hampton will house only the elementary school, grades K-8.

**Normal schedule** School was normally in session 180 days in New Hampton. Professional staff contracts were ten days longer to include
holidays, conventions, meetings, workshops, and workdays. The normal school day was 7 hours and 10 minutes in length for grades 7-12. Grades 1-6 had a day which was 15 minutes shorter. Kindergarten was conducted for two and one-half hours in the morning and afternoon. The regular noon period was 30 minutes in length and staggered. The primary students, grades 1-3, had 55 minutes for lunch.

Facility utilization by school groups

**Extended school day**  Except for kindergarten, there are no double sessions or staggered classes. Classes were not conducted beyond the normal school day. School-related activities for school enrollees did utilize school facilities beyond the normal day for class meetings, club meetings, intramural sports, play practice, and band practice. This use was estimated at ten hours a week for the elementary school and 20 hours for the high school. The library was open for student use at the high school beyond the normal schedule for one and one-half hours per day, five days a week.

**Extended school week**  Use of school facilities on the weekends was generally limited to Saturday. Sunday use was discouraged and special permission was given only on rare occasions. School dances were sponsored by different school organizations and were held most weekends. These were usually on Friday nights, but were held occasionally on Saturday night; a dance lasted about three hours unless it followed an athletic event then it was shortened. Indoor sports utilized the gymnasiums an average of one-half hour at the elementary school and one hour at the high school.
Rehearsals for plays and concerts used the high school auditorium on Saturday for an average of one-half hour per week. Outdoor sports, practice and contests, were conducted on Saturday for one hour per week. Woodshops, driver education, and other classes were not conducted on the weekends.

Extended school year  The New Hampton high school offered a limited summer school program for regular enrollees without tuition. Courses that were usually offered for credit were typing and driver education. More courses were offered when requested by enough students. The summer school classes were taught in eight-weeks, five days per week, two hours per day, except practice driving, which was conducted eight hours each day. A summer band program was conducted for elementary and high school students. This program lasted ten weeks, Monday through Friday, eight hours each day. The band presented six concerts during the summer. A recreational summer baseball league was conducted at the elementary and high schools for four weeks, two days a week, three hours a day.

Fund-raising  School clubs and other school organizations composed of regular enrollees were allowed to use school facilities for fund-raising purposes. The high school gymnasium and auditorium received approximately ten hours use each month. These activities were usually school dances, play, musical, and variety shows. The same facilities at the elementary schools were utilized one and one-half hours each month. The elementary school clubs also operated candy stands in the hall at certain times of the day to raise money.
Facility utilization by nonschool group

According to board policy, the school facilities may be used to the maximum, providing such usage was in keeping with good educational procedure and did not interfere with the regular school program.

Educational purposes  Adult classes were conducted for 30 weeks a year, three hours a week. The classes regularly taught were farming, homemaking, and arts and crafts. Other classes were offered by demand. Driver education was also taught on an individual basis to adults to prepare for a driver license. These were private lessons and were paid for by the learner.

Table 13. Total hours per year of facility utilization beyond the normal schedule, by program and instructional level, for school and nonschool groups at the New Hampton Community School District

<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td>360</td>
<td>990</td>
<td>1,350</td>
</tr>
<tr>
<td>Extended school week</td>
<td>18</td>
<td>180</td>
<td>198</td>
</tr>
<tr>
<td>Extended school year</td>
<td>424</td>
<td>824</td>
<td>1,248</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>42</td>
<td>240</td>
<td>282</td>
</tr>
<tr>
<td>Total</td>
<td>844</td>
<td>2,234</td>
<td>3,078</td>
</tr>
<tr>
<td>Nonschool groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational purposes</td>
<td>0</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Recreational purposes</td>
<td>0</td>
<td>168</td>
<td>168</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>258</td>
<td>258</td>
</tr>
</tbody>
</table>
Recreational purposes

School facilities at the high school were used by nonschool groups for such activities as recreation, hobbies, meetings, and other community programs. The auditorium received the most use, ten hours per month, and the gymnasium was next with four hours each month. Nonschool groups who were the most frequent users of school facilities were the Band Parents, Cub Scouts, Association for Retarded Children, and 4-H Club. At various times the facilities at the elementary school were used, but the time was counted in the above total.

Fund-raising by nonschool groups

Although use for fund-raising purposes by nonschool groups was allowed under school board policy, there was no reported use.

Administration of school facilities

Applications

Applications by school groups were made orally to the principal of the school concerned. Nonschool groups also made verbal application, but to the superintendent.

Permits and/or contracts

Permits for use of school facilities beyond the normal day were oral rather than written. There was no stated period of time that applications must be made in advance of the date wanted. The determining factor for approval was that nonschool use did not interfere with the school program. A user group could not sublease any part of a building after obtaining permission for its use.

Rental

Rental fees were charged only to nonschool groups using the school facilities for unusual activities. Most nonschool groups did not pay for the use of a building, except a small fee for custodial
services. A charge of $35.00 was suggested by board policy to nonschool groups when admissions were charged. The superintendent administered this policy in the best interests of the district and the community. When rental charges were paid, they were paid to the board secretary, who deposited the money into the district's general fund.

Restrictions on facility use Since school facilities were used only by groups that were school-related, local restrictions were not critical to the administration of board policy. Restrictions listed in the School Laws of Iowa (46, p. 152) were followed by the New Hampton schools. The local restrictions referred mainly to Sunday use. Students were not allowed to practice or loiter in the school buildings on Sunday. Wednesday night was declared as "church night" with no school activities scheduled on that night. Schedules which were prepared by the state association were exempt from this policy. The only Sunday uses were for the baccalaureate services and one band concert.

Building security and supervision The building custodian was responsible for the security of the building. He opened the building and locked all doors when the activity was over.

A professional staff member was responsible for the supervision of a school group during after-school use of the facilities. A nonschool group had to appoint one of its members responsible for the actions of the members in that group.

School policy restricted the use of film projectors, public address system, recording machines, typewriters, and similar pieces of equipment for public purposes. In rare instances, permission was granted, provided
a competent operator was furnished by the school to operate and supervise the use of the equipment.

**Responsibility for damage** Students were responsible for any damage done to the buildings and furnishings of the New Hampton Community School District and were required to pay for willfully defacing or injuring any school property. The district had no written policy for damage done by nonschool groups. For personal injury, students were covered by school insurance. There was no policy covering personal injury to members of nonschool groups.

**Food services** The Band Parents operated the concessions at the football games. The money was used to buy equipment and uniforms for the band. They were not charged for the use of facilities for this purpose, but must clean up afterwards. All other concessions at school programs and activities were operated by the Student Council.

The cafeteria was not used to prepare food unless it was for a school-connected event. The cafeteria was seldom, if ever, used for food preparation after school hours.

**Fire safety** Smoking by students on school property was strictly prohibited. The punishment for the first offense was suspension for a period of one week. For the second offense, the student was expelled from school; possession of tobacco came under the same policy. At activities for nonschool groups, smoking was permitted in designated areas.

Decorations within the school buildings were prohibited unless fire-resistant materials were used.
Sioux City Community School District

School district identification

Sioux City was a community of approximately 90,000 population, located on the Missouri River across from Nebraska and South Dakota. The public school system in Sioux City operated a total of 37 buildings. Of these buildings, 27 were for 10,433 elementary students, grades K-6; six junior high buildings, grades 7-9, with 3,745 students; and two senior high schools, grades 10-12, with 2,978 students. Even though the Sioux City Community School District was organized on a 6-3-3 plan, it had two combined junior-senior high school plants, with a combined enrollment of 1,168 students. For reporting purposes, however, these plants were considered as a separate junior and senior high school.

The Sioux City district had a reported shortage of approximately 15 classrooms and about 45 others that were considered substandard. Ten portable classrooms were added and the district has planned a $600,000 bond issue to build a new double-section elementary building. The district had also planned a $12,000,000 bond issue to build three new high schools. This would allow the district to dispose of two old buildings.

Normal schedule  The normal schedule, except for kindergarten, had a school day 6 hours and 45 minutes in length. The elementary schools started at 9:00 a.m. and closed at 3:45 p.m., with 1 hour and 15 minutes for lunch; the junior high schools began at 8:45 a.m. and closed at 3:30 p.m., with a 30-minute break for lunch; and the senior high opened at 8:30 a.m. and closed at 3:15 p.m., with a lunch period of 30 minutes. Kindergarten was operated for half-day sessions, everyday.
Facility utilization by school groups

Extended school day Kindergarten was the only grade which had double sessions. The Sioux City district had a unique program in industrial vocations. To cooperate with union requirements for apprenticeship in several vocations, woodshops, auto-mechanics shops, and machine shops began at 7:00 a.m. This allowed students to receive the required four-hour shop needed for apprenticeship and still maintain the regular school program. Thus, the school day was extended for these shops one and one-half hours each day, five days a week. School-related activities also extended the school day approximately two and one-half hours per week at the typical elementary school; 12½ hours at junior high, and 15 hours at the senior high level. Several students enrolled in the adult education night classes for credit. This use consumed two nights a week, two and one-half hours a night. When students attended adult night classes, it was for either make-up credit or acceleration purposes. Library services were opened before and after school, five days a week at each level, one and one-half hours each day.

Extended school week The Sioux City district did not operate classes on the weekend. Schools were used by special permission and for special activities. The senior high gymnasium was used an average of three hours per week and the auditorium was used for rehearsals and plays, three hours a week. One swimming pool was owned by the district, located at one high school, and it was used approximately three hours on Saturday. The outdoor sports facilities at the junior highs were also used three hours for football practice and contests.
Extended school year  The regular school year in Sioux City consisted of two semesters. Although it was not a regular program, Morningside College used an elementary school for two weeks, three hours a day, to operate a Head Start Program for underprivileged children.

A summer term of eight weeks was open to regular enrollees on a fixed tuition basis. The term was conducted five days a week, for three hours a day. Regular courses were offered by student demand, with credit given for satisfactory completion. Typical courses offered were typing, social studies, mathematics, English, remedial reading, bookkeeping, and driver training. A fee of twenty-five dollars was charged.

The only summer program offered without credit was for band students. The summer band program, free of charge, was open to regular enrollees for seven weeks, two days a week, two hours a day, at both junior and senior high schools. There was no summer recreational program offered by the Sioux City district.

Fund-raising  School organizations, made up of regular enrollees, were permitted use of school buildings for fund-raising purposes. The junior and senior high gymnasiums were reportedly used ten hours each month for school dances, carnivals, and fun nights. Special permission must be obtained for this use and charges were assessed for custodial services.

Facility utilization by nonschool groups  Use of school plants in Sioux City was permitted to nonschool groups, by special permission, for various purposes.
Educational purposes  An extensive adult education program was offered in the Sioux City Community School District and sponsored by the Adult Education Department. The adult education program was self-supporting by charging a fee of $15 per credit hour. Vocational classes were offered in shop, brick laying, and driver education. Adult classes were conducted five hours per week, for 30 weeks; driver training was taught eight hours a week, for 44 weeks. A special fee of $25 was charged for driver training. All adult classes were held in the senior high schools. A special class was conducted to teach illiterates the fundamentals of English. These classes were sponsored by the Office of Economic Opportunity (O.E.O.) and used the senior high for ten hours a week, for 36 weeks a year.

Recreational purposes  Nonschool groups were permitted the use of buildings for such activities as recreation, hobbies, meetings, and community programs. The school buildings received widespread use for this purpose from various groups and many activities. The City Recreation Department used the junior high gymnasiums three months, 48 hours a month, for the purpose of conducting a basketball league. This league was organized by the YMCA. The auditoriums or multipurpose rooms at the elementary schools were used approximately 16 hours a month by the Parent-Teacher Association, Boy Scouts, Girl Scouts, F.H.A., and other youth groups. The junior high auditoriums were reportedly used eight hours for similar purposes. The high school cafeteria was used for banquets approximately four times during a school year, which averaged one hour each month. A local Mariner's Club and the YWCA operated a swimming
A special instructional swimming class was offered by the O.E.O. for underprivileged children that was conducted for eight weeks in the summer, five days a week, and three hours a day.

**Fund-raising by nonschool groups**

Nonschool groups did, by written application, receive permission to use school facilities for fund-raising purposes. A higher rental charge for this use of facilities was assessed. The high school auditorium was used approximately 12 hours per month and the junior high auditorium, two hours per month. The high school gymnasiums were used approximately two hours a month; the outdoor playfield, one hour; and other facilities were not used for fund-raising purposes by nonschool groups.

**Table 14.** Total hours per year of facility utilization beyond the normal schedule, by program and instructional level, for school and nonschool groups at the Sioux City Community School District

<table>
<thead>
<tr>
<th>Program</th>
<th>Elementary school</th>
<th>Junior high</th>
<th>High school</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td>360</td>
<td>720</td>
<td>1,260</td>
<td>2,340</td>
</tr>
<tr>
<td>Extended-school week</td>
<td>0</td>
<td>108</td>
<td>342</td>
<td>450</td>
</tr>
<tr>
<td>Extended school year</td>
<td>30</td>
<td>28</td>
<td>148</td>
<td>206</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>120</td>
<td>120</td>
<td>240</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>390</td>
<td>976</td>
<td>1,870</td>
<td>3,236</td>
</tr>
<tr>
<td><strong>Nonschool groups</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational purposes</td>
<td>0</td>
<td>0</td>
<td>862</td>
<td>862</td>
</tr>
<tr>
<td>Recreational purposes</td>
<td>192</td>
<td>240</td>
<td>392</td>
<td>824</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td>0</td>
<td>24</td>
<td>180</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>192</td>
<td>264</td>
<td>1,434</td>
<td>1,890</td>
</tr>
</tbody>
</table>
Administration of school facilities

Application  Applications for facility use by school groups immediately before or after school were made verbally to the building principal. Any special use by school groups at night were required to be made in writing to the business office. Applications for the use of school buildings were presented to the business office in writing, stating the name of the organization, building, time, space needed, the purpose of the meeting, and whether or not admission was to be charged. The application was merely a written letter stating the above.

Permits and/or contracts  When a letter of application for facility use was received, the business manager had the responsibility to process it. The time and place were cleared with the building principal and the master schedule (see Appendix H-1). When approved, the business manager sent a letter of approval to the applicant, which contained the charges and conditions for use. The fees were to be paid in advance and the applicant received a permit (see Appendix H-2) which was presented to the custodian when entering the building. The business manager also sent a written notice (see Appendix H-3) to the building principal and the custodian.

Applications were required two weeks in advance of use to allow for processing. This requirement was not intended to discourage facility use and exceptions were made when possible. Rental groups were allowed to cancel an application with 24 hours notice, without penalty, but, in no situation, could the facility be subleased to another group.
School groups and school-related groups used school facilities without charge for most activities. Both groups were charged for the use of facilities in certain situations, depending on the purpose for which it was used.

Several nonschool groups were allowed to use the school facilities without charge, when the use was not a fund-raising activity. Examples of these nonschool groups were the Boy Scouts, Girl Scouts, P.T.A., YMCA, and YWCA. Even in these situations, the groups were expected to pay for custodial services.

Table 15 contains a summary of rental charges assessed by the Sioux City district. Charges for facility use depended on the purpose for which it was used, type of space scheduled, length of time used, utilities required, and the number of custodians needed. Sunday and holiday use was restricted to special situations.

The P.T.A. Council was granted the use of the Assembly Room in the Administrative Building on one evening of the calendar month during the school year for a regular meeting, without charge.

Parent-Teacher Associations were granted the use of the Assembly Room and kitchen of their respective buildings for one evening in each calendar month of the school year, within the hours of seven to eleven o'clock, for regular meetings. Arrangements were made with the principals for P.T.A. study groups or other meetings in the daytime on regular school days without fee. Additional evening meetings or entertainments were arranged with the principal; the P.T.A. was required to reimburse the district for the amount of the custodian's wages, plus $1.00 build-
Table 15. Schedule of rental charges, by type of facility, by the Sioux City Community School District

<table>
<thead>
<tr>
<th></th>
<th>Regular</th>
<th>Special</th>
<th>Rehearsals&lt;sup&gt;b&lt;/sup&gt; (heat)</th>
<th>Rehearsals&lt;sup&gt;b&lt;/sup&gt; (no heat)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auditoriums</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High schools</td>
<td>100.00</td>
<td>50.00</td>
<td>25.00</td>
<td>10.00</td>
</tr>
<tr>
<td>Junior schools</td>
<td>35.00</td>
<td>25.00</td>
<td>15.00</td>
<td>7.50</td>
</tr>
<tr>
<td>Grade schools</td>
<td>15.00</td>
<td>7.50</td>
<td>7.50</td>
<td>5.00</td>
</tr>
<tr>
<td><strong>Gymnasiums - no extra heat furnished</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Without showers</td>
<td>With showers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular</td>
<td>Special</td>
<td>Regular</td>
<td>Special</td>
</tr>
<tr>
<td>High schools</td>
<td>20.00</td>
<td>5.00</td>
<td>25.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Junior schools</td>
<td>20.00</td>
<td>5.00</td>
<td>25.00</td>
<td>15.00</td>
</tr>
<tr>
<td>Annex large gymnasium</td>
<td>75.00</td>
<td>50.00</td>
<td>100.00</td>
<td>75.00</td>
</tr>
</tbody>
</table>

<sup>a</sup>Above rates did include the use of any school scenery, or other equipment owned by the school.

<sup>b</sup>Rehearsal rates were applicable to political, community group, church and charitable organization meetings for which no admission fees were charged.

<sup>c</sup>Special rates were applicable to charitable, religious, civic, educational, cultural, and other meetings of general public interest open to public, not for the purpose of profit.

The Sioux City Community School District recognized Youth Agencies to include Boy Scouts, Girl Scouts, YMCA, YWCA, and any other responsible youth organization of character building nature available to the children of the community. Meetings for girls' groups were limited to after-school meetings, concluded by five o'clock, with the exception of the Annual Rally of the Girl Scouts. Girl Scouts were granted use
of rooms in elementary school buildings; YWCA groups used the junior and senior high schools. Boy Scouts were granted use of assigned rooms in elementary schools, not over two hours each, within the hours of seven to nine o'clock of regular school days, and not more than one meeting per week. Use of junior school auditoriums was granted for not more than three evenings in any one school year, for Courts of Honor, within the hours of six to ten o'clock.

Gymnasiums in junior high school buildings were allocated to the church league basketball teams of the YMCA on evenings of regular school days, within the hours of seven to nine o'clock. Use of the boys' shower rooms were also granted, provided that an adult supervisor was present for the entire activity.

Hi-Y Clubs were permitted the use of rooms in junior and senior high schools for not more than one meeting per week on regular school days, within the hours of seven to nine p.m.

Custodial fees for regular meetings of the above groups were paid from a special division of the general fund. Charges for extra meetings in this classification, were paid by the group on the same basis as extra meetings of the P.T.A.

Use of school buildings was allocated to the Sioux City Department of Recreation on application, at the discretion of the Board. Use of school grounds for meetings required the same procedure for application and if supervision was required, suitable fees were attached at the time permission was granted. Rental money received from the use of facilities
was paid to the business manager and added to the general fund of the Sioux City Community School District.

Restrictions on facility use The limitations on the use of facilities in the Sioux City district followed the state regulations. Additional restrictions were the result of administrative decisions. These decisions restricted animal acts, gambling, sale of tobacco and alcohol, and Sunday use. The only Sunday use was by special permission in emergency situations.

Building security and supervision The security of the building was the responsibility of the custodian. The custodian opened the building in accordance with the time specified on the agreement (see Appendix H-3); the user group was required to show the permit (see Appendix H-2). Custodians were required to remain in the building throughout the time of the meeting, and to lock the building after the event. The custodian also submitted a report to the business office following the use (see Appendix H-4).

Supervision was provided by each group using school facilities. No group was allowed in a building unless accompanied by an adult supervisor. Additional charges were assessed for school equipment and a regular operator was furnished.

Responsibility for damage The user group was billed for all damage, or loss, of school property. The Sioux City district did not assume responsibility for personal injury to members of rental groups. The district carried general liability, but this insurance did not include a medical clause.
Food services For all activities and programs in public school facilities, either by school or nonschool groups, concession stands were operated by school organizations with the money deposited into their own treasury. A nonschool group could use the school cafeteria for the purpose of preparing food, but the lunchroom manager and/or cooks were required to be on duty.

Fire safety Smoking by students was not permitted on the school ground. For programs at night by nonschool groups, a special area was designated for smoking. The only policy on decorations was that "open flames" were not allowed in the school facilities.
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to investigate the administrative procedures and practices of selected school districts in Iowa concerning the utilization of school facilities by school and nonschool groups. A summary of the findings is listed in this chapter. The summary is categorized by the principal facets of the study: 1) School District Identification, 2) Facility Utilization by School Groups, 3) Facility Utilization by Nonschool Groups, and 4) Administration of School Facilities.

Summary

School district identification

Of the eight school districts studied, the range of enrollment was from 1,625 to 44,954 with at least one district selected from each of the five organizational patterns in the state. Table 16 contains a description of the selected school districts by organization, number of school plants, and enrollment.

Normal schedule The regular school year in the eight districts ranged from 179 days to 185 days, and the other six districts had 180 days. The daily schedule for the eight school districts ranged from 6 hours in one district to 7 hours and 15 minutes in two other districts. The average elementary school day was 6 hours and 41 minutes while the average school day for students of grades 7-12 was 6 hours and 50 minutes.
Table 16. School district identification by district, organization, instructional level, grades, school plants, and enrollment

<table>
<thead>
<tr>
<th>School district</th>
<th>Organization</th>
<th>Instructional level</th>
<th>Grades</th>
<th>No. of plants</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albia Comm. Sch. Dist.</td>
<td>Elem.</td>
<td>K-6</td>
<td>6</td>
<td>1,054</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. High</td>
<td>7-8</td>
<td>1</td>
<td>293</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High Sch.</td>
<td>9-12</td>
<td>1</td>
<td>683</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle Sch.</td>
<td>5-8</td>
<td>1</td>
<td>962</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High Sch.</td>
<td>9-12</td>
<td>1</td>
<td>942</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. High</td>
<td>7-9</td>
<td>12</td>
<td>9,647</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sr. High</td>
<td>10-12</td>
<td>6</td>
<td>9,058</td>
<td></td>
</tr>
<tr>
<td>Fort Dodge Comm. Sch. Dist.</td>
<td>Elem.</td>
<td>K-6</td>
<td>14</td>
<td>4,446</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. High</td>
<td>7-9</td>
<td>2</td>
<td>1,809</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sr. High</td>
<td>10-12</td>
<td>1</td>
<td>1,557</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. High</td>
<td>7-8</td>
<td>1</td>
<td>268</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High Sch.</td>
<td>9-12</td>
<td>1</td>
<td>484</td>
<td></td>
</tr>
<tr>
<td>Lewis Central Comm. Sch. Dist.</td>
<td>Primary</td>
<td>K-3</td>
<td>16(^a)</td>
<td>401</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elem.</td>
<td>1-6</td>
<td>1</td>
<td>533</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr.-Sr. High</td>
<td>1-12</td>
<td>1</td>
<td>1,287</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High Sch.</td>
<td>K-12</td>
<td>1</td>
<td>1,519</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. High</td>
<td>7-9</td>
<td>6</td>
<td>3,745</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sr. High</td>
<td>10-12</td>
<td>2</td>
<td>2,978</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr.-Sr. High</td>
<td>7-12</td>
<td>2</td>
<td>1,168</td>
<td></td>
</tr>
</tbody>
</table>

\(^a\)Temporary quarters.
Facility utilization by school groups

Extended school day  There were no districts operating double sessions. Each of the eight districts operated kindergartens for one-half day every day, which were not considered as double sessions of the regular school program. One district reported considering double sessions next year to alleviate crowded conditions. Staggered schedules were not used, but in two districts single classes were conducted before school. In both cases, the classes were held before the beginning of the normal school day which allowed students to carry a program not otherwise available. Table 17 illustrates the total hours of facility utilization by district of all programs and activities that extended the school day.

A common practice in all the districts was that of scheduling school-related activities by regular enrollees for such purposes as athletics, intramural sports, class meetings, club meetings, music and play rehearsals, and library use. Two districts reported that elementary schools were not used beyond the normal schedule, but the other six reported a range from one to ten hours per week; the average use was 2 hours and 45 minutes. The use of the high schools ranged from ten to thirty hours per week, with the average just slightly under 15 hours. Library services were open at the high schools in all districts for a total of one to two and one-half hours before and after school. Three districts reported that junior high library services were available from one and one-half to two hours a day, and two districts offered library services to the elementary students for the same length of time.
Table 17. Total hours of facility utilization by district, and program by school group activities

<table>
<thead>
<tr>
<th>Program</th>
<th>School districts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Extended school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double sessions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Staggered sched.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classes</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sch.-related activ.</td>
<td>648</td>
<td>1,476</td>
</tr>
<tr>
<td>Night classes</td>
<td>0</td>
<td>528</td>
</tr>
<tr>
<td>Library services</td>
<td>1,030</td>
<td>288</td>
</tr>
<tr>
<td>Total hours</td>
<td>1,726</td>
<td>2,292</td>
</tr>
<tr>
<td>Extended school week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library services</td>
<td>0</td>
<td>288</td>
</tr>
<tr>
<td>Dances</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>Indoor sports</td>
<td>216</td>
<td>396</td>
</tr>
<tr>
<td>Rehearsals</td>
<td>144</td>
<td>18</td>
</tr>
<tr>
<td>Swimming pools</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Outdoor sports</td>
<td>216</td>
<td>144</td>
</tr>
<tr>
<td>Shop activities</td>
<td>72</td>
<td>126</td>
</tr>
<tr>
<td>Driver education</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total hours</td>
<td>684</td>
<td>981</td>
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<tr>
<td>Extended school year</td>
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<tr>
<td>Demonstration school</td>
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</tr>
<tr>
<td>Tuition, credit</td>
<td>200</td>
<td>840</td>
</tr>
<tr>
<td>Nontuition, credit</td>
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<td>280</td>
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<tr>
<td>Noncredit</td>
<td>480</td>
<td>315</td>
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<td>Recreational activ.</td>
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<td>Total hours</td>
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<td>1,915</td>
</tr>
<tr>
<td>Fund-raising</td>
<td></td>
<td></td>
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<tr>
<td>Gymnasium</td>
<td>288</td>
<td>24</td>
</tr>
<tr>
<td>Auditorium</td>
<td>48</td>
<td>0</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>288</td>
<td>0</td>
</tr>
<tr>
<td>Swimming pools</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Stadiums</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classrooms</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total hours</td>
<td>624</td>
<td>24</td>
</tr>
<tr>
<td>Grand total</td>
<td>3,866</td>
<td>5,212</td>
</tr>
</tbody>
</table>

\[a_1=Albia; 2=Bettendorf; 3=Des Moines; 4=Fort Dodge; 5=Hampton; 6=
Lewis Central; 7=New Hampton; 8=Sioux City.\]

\[b\]Kindergartens were not included as double sessions.

\[c\]Fund-raising activities were prohibited.
None of the eight districts offered regular classes at night for students. Two districts reported that regular enrollees took part in classes that were generally for adults. One of these two districts reported that the night classes were noncredit, enrichment classes; the second district administered credit as long as school requirements were fulfilled.

**Extended school week** All of the districts studied permitted the use of school facilities on weekends by school groups, but none offered academic programs on Saturday or Sunday. Table 17 illustrates the total hours of facility utilization by district for programs and activities that extended the school week. Sunday use was very limited and the activities conducted on Saturday were generally held in the gymnasium and auditorium for sports, dances, play and band rehearsals, and recreation. The high school gymnasiums were most frequently used, with an average use of slightly less than three hours each Saturday; the auditorium was next, with an average use of 1 hour and 22 minutes. Two school districts were experimenting with offering library services on weekends. One district opened the library at the elementary and junior high four hours on Saturday. The other district opened the library at the junior and senior high buildings on Sunday afternoon for two and four hours, respectively. This latter program met with mixed success. In some schools, the program was dropped due to the lack of student response, but in other schools, it was successful and continued for the school year. Three districts opened shops for student use on Saturday. Two of these districts opened the high school shops for two hours, while
the third district used the shops at the junior high and high school four and six hours, respectively.

Extended school year  All of the districts operated the traditional two-semester school year. Each district extended the school year by offering credit courses for regular school enrollees during the summer. Table 17 contains the number of hours of facility utilization by district for programs and activities that extended the school year. Five districts offered credit courses and charged fees and five districts offered credit courses without charge (two districts offered both programs). Most summer programs, even with the fees, were not self-supporting. In one district, the summer program was supported by the county and students from other districts in the county attended. Summer programs usually consisted of regular school courses, with remedial, accelerated, and enrichment classes added by student request. Of the five districts that charged fees, three operated a program at the elementary, junior high, and high school, while the other two offered a summer program at the high school only. The summer terms were offered for six, seven, and eight weeks, all programs were five days a week, and from two to four and one-half hours a day.

Two districts offered credit courses without charge and conducted the classes at all instructional levels; three districts offered courses only at the high schools. These summer terms ranged from six to eight weeks in length and from two to four and one-half hours per day.

Every district operated a summer program, with noncredit courses and/or activities open to regular enrollees for continuing regular school activities such as band practice, home economics, 4-H projects, and
sports. One district charged a small fee for some of these noncredit classes, but it also offered other activities free-of-charge. Five districts operated this program at all levels, while three districts conducted programs at only the junior and high school levels. Elementary programs ranged from six to twelve weeks and the range of the length of the day ranged from two to eight hours. The average length of the programs offered for grades 7-12 was just under seven weeks, five days a week, five hours a day and the range was six to twelve weeks in length, two to eight hours per day.

Seven of the eight districts used their facilities for a summer recreational program for regular enrollees. Four districts conducted the program for students at all instructional levels; one district for elementary students only; and two districts for secondary students only. The summer recreational programs were sponsored by the city, civic organizations, park commission, as well as the school district. High school programs averaged seven and one-half weeks, slightly less than five days a week, and approximately five hours a day. Elementary programs had approximately the same length of day, but they averaged only six and one-half weeks.

Fund-raising Six districts permitted school clubs and organizations made up for regular enrollees to use the facilities for fund-raising purposes. Even though this use was permitted, districts reported only limited use. Table 17 lists the total number of hours of facility utilization by district for fund-raising purposes. The most frequently used facility was the gymnasium for dances sponsored by school groups.
The cafeteria was sometimes used as a concession stand and occasionally for chili suppers or banquets; the auditoriums were used for variety shows and musical presentations. Two of the districts prohibited the use of facilities for fund-raising purposes.

Facility utilization by nonschool groups

Iowa school law delegated the right and authority to local boards of education to establish regulations permitting the use of public school facilities to nonschool groups. The districts studied encouraged use of school facilities by nonschool groups, especially for educational purposes and for community or school-related activities. Some school districts permitted nonschool groups to conduct programs and activities for fund-raising purposes, but these activities were limited and, in most cases, discouraged.

Educational purposes

School facilities in each of the eight districts were used to conduct classes for adults and out-of-school youths. Programs were not always administered by the public school district even though public school facilities were used. One district reported the program was administered by the Department of Adult Education, and another by an Adult Education Committee. Table 18 contains the total hours of facility utilization by district for educational purposes. Six districts conducted their own program for adults, but two of these reported their program was or will be turned over to the new area community college when facilities and programs were available. Five districts reported the adult program as vocational or recreational in nature,
while the other three districts offered academic as well as vocational classes. All eight districts conducted some adult classes in high school buildings; two districts also used the junior high buildings. Seven of the districts' programs were conducted throughout the school year, with a range of 18 to 36 weeks, from two to ten hours a week. One district conducted its program only in the fall for ten weeks, two hours a week. Five of the districts operated a driver education program for adults and out-of-school youths, either to qualify for a driver license or to improve driving skills. The average length of a driver education program was 36 weeks, five hours per week. Three districts used their facilities to teach the fundamentals of English to immigrants and illiterates in a program sponsored by the Office of Economic Opportunity.

The typical adult program charged a fee for each class, but only one district reported that the program must be self-supporting. Most programs were supported by local taxes, county and state aid, federal aid, and/or registration.

Recreational purposes In the eight school districts studied, non-school groups used school facilities for recreation, hobbies, meetings, lectures, voting, civic discussions and community-wide programs. One restriction common to all districts was that activities of nonschool groups must not interfere with the regular school program. The total hours of facility utilization for recreational purposes are listed in Table 18. Several districts had an agreement with their city recreation boards to share facilities for recreational programs for both students
Table 18. Total hours of facility utilization by district and program by nonschool group activities

<table>
<thead>
<tr>
<th>Program</th>
<th>School districts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Educational purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td>380</td>
<td>420</td>
</tr>
<tr>
<td>Recreation purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aud. or comb.</td>
<td>180</td>
<td>300</td>
</tr>
<tr>
<td>Cafeterias</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Classrooms</td>
<td>144</td>
<td>276</td>
</tr>
<tr>
<td>Gym or comb.</td>
<td>48</td>
<td>156</td>
</tr>
<tr>
<td>Home economics area</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Sch. picnic areas</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shops</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Swimming pools</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total hours</td>
<td>408</td>
<td>792</td>
</tr>
<tr>
<td>Fund-raising purposes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aud. or comb.</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>Cafeterias</td>
<td>48</td>
<td>0</td>
</tr>
<tr>
<td>Classrooms</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Gym or comb.</td>
<td>48</td>
<td>108</td>
</tr>
<tr>
<td>Home economics area</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sch. picnic areas</td>
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<td>0</td>
</tr>
<tr>
<td>Shops</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Swimming pools</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total hours</td>
<td>144</td>
<td>156</td>
</tr>
<tr>
<td>Grand total</td>
<td>932</td>
<td>1,368</td>
</tr>
</tbody>
</table>

*a1=Albia; 2=Bettendorf; 3=Des Moines; 4=Fort Dodge; 5=Hampton; 6=Lewis Central; 7=New Hampton; 8=Sioux City.

*bFund-raising activities were prohibited.

cOutdoor areas used for carnival.
and adults. Much of the use of facilities for recreational purposes was sponsored by community, civic clubs, P.T.A., Boy and Girl Scouts, Y.M.C.A., and similar groups. City-sponsored programs used school facilities for recreational purposes when there was no conflict with school functions. This was especially true of playfields, gymnasiums, swimming pools, ballfields, libraries, and classrooms.

Numerous recreational programs and activities were conducted in school facilities. Most of the activities were held where a suitable space was available without regard to elementary or secondary buildings. Six districts reported the high school auditorium in use an average of six and one-fourth hours per month; three districts used the junior high auditorium an average of slightly over nine and one-third hours; and three districts use the elementary school auditorium an average of six and one-third hours a month. The elementary school cafeterias had no reported use for this purpose, but the ones at the junior high level were used by two districts an average of three hours a month; the high school cafeterias were used by five districts an average of just over three and one-half hours. For gymnasiums, two districts reported an average use of eight hours per month at the elementary level; four districts reported an average of seven and one-fourth hours at the junior high level; and six districts reported the high school gymnasium used an average of 4 hours and 50 minutes each month. Classrooms were used for recreational purposes an average of 12 hours a month at the elementary school in two districts; an average of four hours a month at the junior high level.
in two districts; and two districts reported the average use of classrooms at the high schools as three and one-half hours per month. Two districts reported the use of their high school swimming pool; one district reported an average use of 25 hours a month by nonschool groups, while the other district reported 15 hours. One district had swimming pools at the junior highs and reported an average use of 16 hours per month. Two districts reported the library in use an average of two hours per month as a meeting place.

**Fund-raising by nonschool groups** Two districts expressly prohibited the use of public school facilities for fund-raising activities by nonschool groups. Six districts permitted facility use for this purpose, but imposed certain restrictions on such use. Examples of such restrictions were: 1) only school-related groups could use facilities for fund-raising; 2) groups must use the money to support school programs, charitable organizations, or community purposes within the district; 3) money could not be used for private or commercial gain; and 4) groups must pay rental charges for facilities, plus the cost of expenses of all services. See Table 18 for the number of total hours of facility utilization by district for fund-raising purposes.

**Administration**

**Application** It was the practice of seven of the school districts that school groups were permitted to make oral application to the building principal. However, one of these seven required school groups to make written application if the use was at night rather than immediately after
school. Due to the extensive use of facilities after-school hours, one district required school groups to make written request; for regular use by the same group and for the same purpose, only one written request had to be submitted for the school year. Five districts required applications from nonschool groups to be written, while three districts accepted oral applications. Four of the five districts that required written application had a printed form; the fifth district used a letter by the applicant.

Permits and/or contracts In the three districts that accepted oral applications, the permits were also oral. The written application, when approved, usually contained all provisions and regulations imposed by the district and served as the permit. When written applications and permits were used, it was common practice that the applicant, the building principal, and the building custodian each received a copy. One district gave the applicant a permit that he was required to present to the building custodian for admission. A paid rental receipt served as the permit in one district. Five districts required applications to be submitted in advance of use only one day or less; two required one to seven days; and one district required two weeks. After a rental agreement had been reached, all districts allowed user groups to cancel the scheduled use without penalty as long as the school district had not suffered any loss. The agreement could be broken in five districts with notice of six hours or less, but three districts required at least 24 hours notice. No districts allowed user groups to sublease the school facility.
Rentals  It was common practice, that school groups did not pay rental charges for the use of facilities for school-related activities. One district charged school groups if the activity was strictly for fund-raising purposes. All districts studied charged rental to nonschool groups, but every district did exempt certain nonschool groups which were school-related groups, such as the P.T.A., Band Parents, and Booster Club; civic and community sponsored groups of school children, such as the scouts; and civic or community-wide service groups, such as community chest. In most of these situations, however, when these groups required the services of school employees beyond the normal schedule, they were charged fees to cover those services and utilities. When nonschool groups used school facilities for fund-raising purposes, the general practice was to increase the rental charge. In general, even though permitted, the school districts discouraged the use of facilities for commercial or private use or for fund-raising purposes unless the money was used to support school programs or charities.

All but one district that charged rental fees required the money be paid in advance. The districts varied widely in the payment and collection of rental charges. In three districts, the business manager received the money; in two districts, fees were paid to the secretary of the board; and in one district each, rent was paid to the superintendent, principal, and treasurer. Six of the school districts deposited rental money into the district's general fund, while two districts used the money to pay school employees for the extra service and to pay utilities and heat.
Restrictions on facility use

School facilities were not used in Iowa for the following: 1) by organizations whose views conflicted with the republican form of government; 2) for religious instruction in the classrooms; 3) to rent to parochial schools; 4) public dances not related to school activities; and 5) for activities which interfered with the regular school program.

Restrictions for the use of public school facilities listed by all eight districts were:

1. Activities involving gambling, bingo, or for raffles and lotteries could not be held on school property.

2. Alcohol, tobacco, or other products regarded as health hazards could not be sold on school property.

3. Regular school activities could not be conducted on Sunday that interfered with the regular hours for church service.

Other restrictions that were reported, but not unanimously, prohibited facility use:

1. On Sundays except by special permission or emergency

2. To present acts in which animals perform

3. For commercial gain

4. To promote partisan politics

5. For religious services except for emergencies

6. To groups outside the community

7. For recreational purposes on Sunday

8. On Wednesday nights except by special permission
Security and supervision  All school districts required that at least one regular school custodian had to be on duty when school facilities were used beyond the normal school day; that the custodian was responsible for opening and closing the building at the designated time; and that the custodian received extra pay if the duty occurred beyond his regular hours. Districts also required that all nonschool groups designate a member of the group to be responsible for the actions of the group. Another practice in all eight districts was that if school equipment was used, such as projectors, public address system, and recorders, that required a trained operator, one would be furnished by the school and the user group was required to pay for the service.

Responsibility for damage  Even though most districts carried appropriate insurance against damage to, or loss of, school property, five school districts studied required user groups to pay for any damages that occurred beyond the normal wear and tear of regular use. The other districts assumed the loss, had insurance to cover the damage, or used the rental money to pay the loss. Three districts reported that they had no board policies regarding personal injury. Other districts reported a combination of practices: three districts reported carrying liability insurance, but with no medical clause; two districts required user groups to guarantee that the school district would not be held responsible by posting a liability bond or buying the appropriate insurance; and three claimed immunity by State laws.

Food services  In the absence of written policy involving concessions, most districts relied on tradition and practice to govern the
use. It was general practice that concessions were operated by school clubs and organizations. In some cases, school-related groups were permitted to operate concession stands, but the money was used to support school programs. Four school districts reported that nonschool groups were permitted to operate concession stands if stated in the rental agreement. One school district operated the concessions, with paid help, and the money was deposited in the activity fund.

Policies and practices varied regarding the use of the cafeteria for the purpose of food preparation. In districts that used the cafeteria beyond the normal school day, the one common practice was that the regular kitchen employees must be hired when the cafeteria was used for food preparation.

Fire safety Every district studied had a policy or practice that prohibited smoking in public school facilities except in special designated areas. Policy on school decorations was not widely evident. Three school districts reported no policy; three reported that regulations concerning decorations were prescribed by local fire codes. One district stated that all decorations must be fire resistive, while another district prohibited open flames.

Comparison to national practices

In a study by Finchum (15), nine school districts in nine states were used to measure the extended use of school facilities. Eight of the districts were K-12 districts, but the other one was a K-8 district. In order to make the comparison on a common basis the K-8 district was
deleted from the results of Finchum's study. The districts used in that study were: Atlanta Public School System, Butler Area Public Schools (Butler, Pennsylvania), Cleveland Heights-University Heights Public Schools, Fort Worth Independent School District, Lincoln Public Schools (Lincoln, Nebraska), San Francisco Unified School District, Seattle Public Schools, and Warwick Public Schools (Warwick, Rhode Island).

The average number of days in the school year was 181.2 in Finchum's study compared to 180.5 in the Iowa study. However, the normal school day for elementary schools in Iowa was 6 hours and 41 minutes compared to 5 hours and 58 minutes; the high school day was also longer in the Iowa study: 6 hours and 50 minutes to 6 hours and 28 minutes.

Table 19 provides a comparison of facility utilization in the two studies. School facilities in the Iowa districts were used more by regular school groups for activities that extended the school day, the school year, and for fund-raising purposes. Iowa schools lagged in activities that extended the school week for school groups. For facility utilization by nonschool groups, the comparison showed that Iowa school districts not only had less total use, but also less use in each individual program: education, recreation, and fund-raising activities.

In the administration of school facilities for school and nonschool groups, the practices in both studies were quite similar. In the Iowa districts studied, applications by school groups were less formal. Only two districts required written applications by regular enrollees for use beyond the normal day. In Finchum's study, every district required
Table 19. Comparison of total hours\(^a\) of facility utilization for school and nonschool groups by program in eight Iowa school districts with eight other districts\(^b\)

<table>
<thead>
<tr>
<th>Program</th>
<th>Iowa study</th>
<th>National study(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. hours</td>
<td>No. hours</td>
</tr>
<tr>
<td><strong>School groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended school day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-related activities conducted before or after the normal day</td>
<td>6,300</td>
<td>1,935</td>
</tr>
<tr>
<td>Night classes for credit or noncredit on part-time basis</td>
<td>708</td>
<td>2,592</td>
</tr>
<tr>
<td>Library services available before or after the normal day</td>
<td>3,708</td>
<td>4,230</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10,716</td>
<td>8,757</td>
</tr>
<tr>
<td>Extended school week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All activities extending the school week</td>
<td>4,023</td>
<td>6,174</td>
</tr>
<tr>
<td>Extended school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer school, credit</td>
<td>3,250</td>
<td>1,386</td>
</tr>
<tr>
<td>Summer school, noncredit</td>
<td>3,141</td>
<td>1,360</td>
</tr>
<tr>
<td>Recreational program</td>
<td>2,463</td>
<td>1,835</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>8,854</td>
<td>4,581</td>
</tr>
<tr>
<td>Fund-raising</td>
<td>1,266</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total (school groups)</strong></td>
<td>24,859</td>
<td>19,515</td>
</tr>
<tr>
<td><strong>Nonschool groups</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3,160</td>
<td>7,243</td>
</tr>
<tr>
<td>Recreational activities</td>
<td>3,589</td>
<td>30,521</td>
</tr>
<tr>
<td>Fund-raising</td>
<td>528</td>
<td>1,053</td>
</tr>
<tr>
<td><strong>Total (nonschool groups)</strong></td>
<td>7,277</td>
<td>38,617</td>
</tr>
</tbody>
</table>

\(^a\)Reported to nearest hour.

\(^b\)Source: R. N. Finchum (15).
school groups to make written application for-use after 5:30 p.m. In Finchum's study, all districts required nonschool groups to make written application, while three districts in the Iowa study permitted oral applications. Practices were the same for permits and contracts as they were for applications.

The policies and practices for rental charges were basically the same. School and school-related groups did not pay rent for the use of school facilities for school-related purposes. Rental fees were assessed to other nonschool groups, and if the use was for fund-raising purposes, the charge was higher. Although the fees and rent collected were presumed to cover the operating cost, all eight districts outside Iowa deposited the money into the district's receipts to be used for any budgeted purpose; in the Iowa study, six districts deposited the money into the general fund and the other two used the money to pay personnel and utilities.

Restrictions on facility use were very much alike in the two studies. Besides the restrictions summarized for Iowa on page 133, Finchum's study listed four others: for weddings or wedding receptions, for secret or closed meetings, by individuals as contrasted with groups, and to conduct doubtful commercial enterprise.

Building security and supervision were administered the same. A custodian was responsible for opening and closing the building; school groups must be supervised by a staff member, and nonschool groups were required to designate a person to supervise the group.
All districts in Finchum's study required the user groups to pay for damage to school property. In Iowa, five districts charged the user group, one district assumed the responsibility, one district had insurance to cover the loss, and one other district used the rental money to cover the loss. Three Iowa districts reported no written board policy concerning personal injury, two districts required the user group to post a liability bond, and three claimed immunity. For the eight districts outside Iowa, five claimed "common law immunity," two required the posting of a liability bond before use, and one district had no policy.

Although five districts in Iowa reported no written board policies on concessions and the use of the cafeteria, it was common practice for concessions to be operated by school or school-related groups. It was also a common practice of the districts in both studies that required the use of regular cafeteria personnel when the cafeteria was used for food preparation.

All districts restricted smoking in school buildings except in designated areas. In Iowa, four districts reported no policy on decorations, three followed local fire codes, and one district required fire-resistant material and prohibited open flames. In Finchum's study, four districts required fire-resistant materials, four districts required official inspections of all decorations, and five districts also reported following local fire codes.
Conclusions

The purpose of the study was to investigate the administrative procedures and current practices of selected school districts in Iowa as to the utilization of school facilities by school and nonschool groups. Programs and activities by school groups were examined that extended the school day, the school week, and school year. Nonschool group activities were investigated that used school facilities for educational, recreational, and fund-raising purposes. The policies and procedures for the administration of school facilities for school and nonschool group activities were examined.

1. Educational opportunities for regular school enrollees were increased by programs and activities that extended the school day, week, and year. The two programs that were responsible for most of the use of facilities beyond the school day were school-related activities (such as class meetings, club meetings, sports, play practice, band practice, etc.) and library services.

2. Activities by school groups that extended the school week were mostly activities conducted in the auditorium and gymnasium for school dances, rehearsals, and sports. These activities were usually on Saturday; Sunday use was generally restricted. Regular classes were not conducted on the weekend, although library services and shop activities were available on a limited basis in three districts.

3. In each district, educational opportunities for regular enrollees were increased by conducting regular classes for credit in summer programs which extended the school year. However, even with each district
offering summer classes for credit, 62.4 percent of the total facility utilization in the summer was for noncredit and recreational activities.

4. School facilities were widely used by school groups. However, the weakest part of all programs were those providing classes beyond the normal day and week; only three districts offered any classes for regular enrollees. Classes conducted before or after school amounted to only ten percent of the total facility utilization of all activities that extended the school day and week.

5. Utilization of school facilities for fund-raising purposes by school and nonschool groups was usually limited to activities (such as concession stands, chili suppers, school dances, and variety shows) in which the money was used to support school organizations and clubs. Two districts restricted fund-raising activities entirely.

6. School facilities were not widely used by nonschool groups in the Iowa districts. Even though school officials reported that facilities were available and use was encouraged, the total hours of utilization by nonschool groups in Iowa were less for every purpose than in the study reported by Finchum. Total use in Iowa by nonschool groups was approximately one-fifth as much as in the other districts.

7. Written board policies regarding facility utilization by school and nonschool groups were not prevalent in the Iowa districts. Even in districts which had written policies, such policies were not sufficient in scope to administer all aspects of facility use - applications, permits, rental charges, restrictions, security, supervision, etc. Administration of the use of facilities in the Iowa schools was informal
and usually on an ad hoc basis for each request. Written policies re­
garding responsibility for property damage, personal injury, and fire
safety were especially inadequate.

8. Nonschool groups were charged rental fees for the use of school
facilities, but every district reported that exceptions were made for
school-related groups. School groups were not usually charged for the
use of school facilities.

9. Double sessions, staggered schedules, or radical changes of
the two semester school year (e.g. the trimester or four-quarter plans)
were not considered by school officials as practical solutions for the
problem of providing additional classrooms.

10. Limitations on the use of school facilities restricted activi­
ties involving gambling, the sale of tobacco and alcohol, religious in­
struction, and Sunday use. Generally, the use of facilities by nonschool
groups for commercial gain was discouraged.

11. Accounting procedures for facility utilization for school and
nonschool groups were inadequate. None of the districts could accurately
and efficiently report facility utilization by school and nonschool
group activities.

Discussion

Any use of school facilities by regular enrollees before the beginning
or after the normal dismissal time of the school day was regarded as an
extended school day. Examples of practices which extended the school day
were double sessions - two groups, except kindergarten, using the same
facilities half-time; staggered schedules - two or more groups with different arrival and dismissal hours; classes conducted before and after the normal school day; school-related activities such as class meetings, club meetings, play and band practice; night classes for regular enrollees; and library services beyond the normal day. Similarly, activities conducted in school facilities on Saturday and Sunday were regarded as extending the school week. School programs and activities that used school facilities during the summer months extended the school year.

The scheduling of facilities for the interrelationship between school and community use compounded administrative problems. Some administrative problems due to the facility use were the scheduling facilities to avoid conflicts, protecting school property against loss or damage, assigning personnel for all events, collecting and accounting for rental charges, processing applications for facility use and issuing permits, and enforcement of policies and regulations. In the districts studied, the responsibility for administering the after-school use of facilities rested with the superintendent, building principals, business manager, and/or a director assigned these duties.

All districts studied permitted use of facilities beyond the normal school day by school and nonschool groups, but school groups were given priority over nonschool groups. Consequently, school group activities utilized facilities more than three times as much (in total hours) as did nonschool group activities.
Utilization of school facilities by school groups that extended the school day were usually school-related activities (e.g., class meetings, club meetings, sports, play practice, and band practice). Classes taught to regular enrollees immediately before and after school in the observed districts were limited to two classes, both vocational in nature. Night classes were a common practice for adults, but only in two districts did students attend. None of the observed districts conducted classes on Saturdays or Sundays.

In all eight Iowa districts, school officials stated that use of facilities beyond the normal day was encouraged. However, by the reported data, it was apparent that certain factors tended to discourage liberal use. Various regulations and restrictions - applications, requirement that school personnel must be utilized, and rental charges - made it difficult for nonschool groups to schedule the use of buildings. This fact was also reflected by the total number of hours of use by nonschool groups was only 7,277 compared to 25,429 for regular school enrollees, which included only use beyond the normal day. Even though school groups used facilities a great deal compared to nonschool groups and also in the comparison with Finchum's study, the use for regular classes was extremely limited. No regular classes were taught on the weekends in any district and only two districts provided night classes for regular school enrollees. Use of facilities by nonschool groups was less in Iowa than the districts in Finchum's study for every program - educational, recreation, and fund-raising.
Districts should encourage the use of facilities by making them readily available to both school and nonschool groups within the legal limitations. Even in districts having written board policies, such policies were not complete and did not cover all phases of facility use. In general, they were vague and left the solution of problems to the judgment of administrators. Consequently, decisions were not consistent and equitable in all cases even within the same district. The accounting procedure of facility use was practically nonexistent. School officials generally did not maintain adequate records of the groups which had used school facilities. School officials should maintain these records and that information should be available to the people of the community. Records concerning facility use revealed that special facilities, often considered as luxurious and expensive, were the ones most utilized both by school and nonschool groups beyond the normal day. For example, the gymnasiums, auditoriums, cafeterias, libraries, and swimming pools were used the most beyond the school day.

A system using a computer could be established to schedule the afterschool use of facilities. In this way, the accounting and records would be available from the computer system. This information was not readily available, but would be invaluable for districts desiring public support of bond issues.

Except for a few programs, it was not evident that school facilities were used for providing opportunities for the disadvantaged or underprivileged. School facilities should provide increased opportunities for all people of the district and especially where the need is greatest.
None of the school districts offered anything but the traditional two semester school year and a summer program. Each district reported a need for additional classrooms and reported a building program in progress or one planned. When the need for space is extremely critical and new construction is not immediately possible, the shortage can be lessened through double sessions and/or staggered schedules. School officials reported that these solutions were not desirable because of increased operating costs, interrupted family schedules, and personnel problems. Double sessions or staggered schedules should be considered by school officials when the educational opportunities are curtailed because of the lack of facilities. It should be remembered, however, that in the study by Finchum, districts operating double sessions or staggered schedules utilized the facilities less for school-related activities beyond the normal day. Thus, even though academic classes were gained through double sessions and staggered classes, certain school-related educational opportunities were lost.

In conducting the investigation of facility utilization, the feeling prevailed among school officials that the amount of facility use was influenced by the size of the district. To examine this problem, the eight Iowa districts were divided into the four largest and the four smallest by enrollment. While the group with the largest districts reported more total hours of facility use in practically every category, the data in Table 17 must be examined to realize that definite conclusions cannot be stated. There was an apparent lack of consistency within districts as to facility utilization. For example, in total hours use by
school groups, Sioux City ranked first in programs that extended the school day, but ranked eighth in programs that extended the school year. Des Moines, the largest of all districts ranked no higher than fifth in any single program and only seventh in total use by school groups. Bettendorf, the smallest district in the large-small group dichotomy, ranked first or second in each program and first in total use by school groups. However, another inconsistency was in the Albia district. Albia, a small district, ranked first in one program, seventh in another, and second in total use. These inconsistencies were not evident, however, in the examination of data in Table 18 for facility use by nonschool groups. The four largest districts consistently reported more hours of use by nonschool group activities in the individual programs and also in total use. It should be remembered that the smallest districts, those under 1500 students, were not included in this study. Further research needs to examine the affect of school district size on facility utilization.

Recommendations

The recommendations were based on the data reported from the eight school districts in Iowa. The recommendations have been divided into two sections. The first section contains recommendations for local school officials who have the responsibility for administering the use of school facilities and the second section contains the recommendations for further study.
Recommendations for school officials

1. School officials should increase the opportunities for school and nonschool groups by conducting programs that utilize school facilities beyond the normal school day, the school week, and the school year. Regular classes, academic and vocational, should be made available beyond regular school hours for school and nonschool groups. Public school facilities should serve the community by being the center of community activities within the legal requirements and restrictions.

2. School districts that permit the use of school facilities by school and nonschool group activities should have written board policies of sufficient scope to administer that use on a fair and equitable basis. Policies should encourage the use of facilities and should allow for the differentiation between various groups and purposes. Policies should also list any restrictions of facility use.

3. Rental charges by type of facility should be included in the board policies. Such policy should include the conditions for facility use by school and nonschool groups.

4. A school official should be designated to administer the use of school facilities. This official should direct and coordinate the after-school scheduling of facilities by developing a system that is efficient and encourages widespread use.

5. Applications for after-school use of facilities should be written. The application should contain the name of the applicant or group, desired building and space, date and time, purpose, rental charges, services required, and all special conditions that might be imposed for that event.
A copy of the application should be sent to the applicant, building principal, and building custodian. Any rental fees should be paid in advance and the receipted application may serve as a permit to use the facility. Written application should not be cumbersome to discourage use, but it should minimize scheduling conflicts.

6. School officials should maintain accurate records of facility use by the type of user group, building and space, purpose, rental charges, date, and length of time. This information should be summarized and made available to the community.

7. School officials in districts that have access to computer services should consider the use of a computer in developing a system of accounting for all facility utilization. The problem of scheduling the use of facilities may not be readily available without a sophisticated system, but the problem of totaling and manipulating the historical records would be a simple accounting procedure.

Recommendations for further study

1. There is a great deal of emphasis today to provide greater opportunity for the culturally-deprived and underprivileged people of our communities. School facilities should assist in providing increased opportunities. This study has shown that regular school enrollees utilized facilities beyond the normal day. Further investigation should determine the actual proportions of the total student enrollment using these facilities. It appears likely that a relatively small proportion of students was served by the extended use of facilities. Moreover, the students involved in this use appeared to be predominately from the
middle and upper socio-economic strata.

2. This study has investigated the complete breadth and depth of facility utilization by school and nonschool groups in eight selected districts. Further research should examine the single phases of the study on a statewide basis. For example, research should examine the extended school day in all 455 districts in Iowa, by facility and program.

3. Further research should measure the affect of the size of the community and the size of the school district on the amount of facility utilization beyond the normal day by school and nonschool groups.

4. A feasibility study should examine the possibility for the utilization of a computer for scheduling and accounting for the use of school facilities for school and nonschool groups.

5. A study should investigate the relationship between the percent of facility utilization during the normal day and the amount of utilization by activities that extend the normal day by regular school enrollees.
BIBLIOGRAPHY


42. Opinion poll: superintendents reject all-year school plan; teachers and buildings need 3 months to recoup and repair. *Nation's Schools* 55, No. 5: 6. 1955.


APPENDIX A: INSTRUCTIONS AND QUESTIONNAIRE-
INTERVIEW GUIDE
Instructions for the Questionnaire-Interview Guide

This questionnaire has been designed as an interview guide for collecting data to research the administration and utilization of school facilities by school and nonschool groups beyond the standard or normal schedule. The questions have been designed for a quick, easy response by school officials who are familiar with both the school board policies of their district and the practices pursued by individual schools.

This questionnaire is intended to cover the recognized practices followed by all public schools in the entire school district. It is hoped that school officials can provide all the data without extended time or effort. However, since the questionnaire is divided into three sections, it may be more convenient to assign responsibility for completing each of the three parts to different members of the staff.

If the suggested organizational levels are not the same as in your district, please supply the names of the various levels, indicate the grades included at each level, give the total day-school enrollment for the district at each level, and indicate the total number of school plants owned and used by the districts at each level. Please use enrollment data at the close of the 1966-67 school year.

Definitions

For definition of organizational levels, please use the definitions of elementary school, intermediate, middle, junior high school, etc. as defined by the Iowa State Department of Public Instruction in the Educational Standards. These definitions, and others, are listed below for your convenience.

Elementary School: A school consisting of a kindergarten, if operated, and grades one through eight or grades one through six when grades seven and eight are included in a secondary school.

Intermediate School: A school organized as a separate unit between the lower and upper elementary grades, or between the lower elementary grades and junior high school.

Middle School: A school organized as a separate unit with any combination of grade levels between upper elementary and lower secondary.
Junior high school: A school consisting of grades seven, eight, and nine, or grades seven and eight, when such grades are included in a unit that is separately organized and administered.

Four-year high school: A school consisting of grades nine, ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.

Senior high school: A school consisting of grades ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.

Junior-senior high school: A school consisting of grades seven, eight, nine, ten, eleven, and twelve when such grades are included in a unit that is separately organized and administered.

Secondary school: A school designed according to one of the following patterns: (a) a junior high school comprising grades seven, eight, and nine, and a senior high school; (b) a combined junior-senior high school comprising grades seven through twelve; (c) a junior high school comprising grades seven and eight, and a four-year high school comprising grades nine through twelve; or (d) a four-year high school comprising grades nine through twelve.

Regular enrollees: Students enrolled in courses for credit and attending school either on a full-time or part-time basis.

Normal or standard schedule: The course load of a student that school officials and accrediting agencies recognize as a full load. In high schools, this usually consists of four academic courses, each meeting for a prescribed length of time each school day.

Accelerated program: An arrangement by which students of unusual ability may pursue more courses for credit than those prescribed for the normal schedule.

Extended school day: A school day in which classes are taught before normal opening time, or after normal closing time, or both before and after normal hours.

Extended school year: The addition of another semester or quarter to the school year, usually called the third semester, the fourth quarter, or summer term.

Nonschool groups: Groups of people who are not enrolled in the regular day program. These may include teenagers who have dropped out of regular schools, adults taking night courses, or schoolage children in groups sponsored by community organizations for such purposes as recreation, scouting, etc.
 ADMINISTRATION AND UTILIZATION OF SCHOOL FACILITIES
BY SCHOOL AND NONSCHOOL GROUPS IN IOWA

Questionnaire-Interview Guide

Please read all of the general instructions on the preceding pages.

Part I. Data on the School District

A. Identification:
   District Name and Address
   Person Reporting
   Office Address of Person Reporting

B. District Organizational Structure and Enrollment:

<table>
<thead>
<tr>
<th>District organization by instructional levels</th>
<th>Grades included in each organizational level</th>
<th>Number of district-owned school plants at each level</th>
<th>District total enrollment of all grades at each level</th>
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</thead>
<tbody>
<tr>
<td>Elementary</td>
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<td>Intermediate</td>
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<td>Junior high</td>
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<td>Senior high</td>
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<td>4-Year high</td>
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<td>Junior or community college</td>
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<td>Other: (specify)</td>
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</table>

1 A plant includes the complete physical facilities used by a single school or by 2 or more schools sharing the use of common facilities. Where 2 or more schools share common facilities, classify the plant at the level of greatest use.

Part II. Data on Users, Times, Purposes

A. Regular School Enrollments:
   1. Normal or standard schedules:
      a. Number of days per year school is in session for regular enrollments.
      b. Number of hours per day school is normally in session for regular enrollments.
      c. If there are exceptions to the standard school day for any organizational units, state which units and give the length of their day in hours.
A. Regular School Enrollees—Continued

2. Use of facilities by regular enrollees beyond normal schedules:

a. The extended school day: If any of the following practices are planned and followed by any organizational unit(s) in your district, give the specific information requested for each practice in the square under all units that follow the practice.

<table>
<thead>
<tr>
<th>Practices</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Junior high</th>
<th>Middle high</th>
<th>Senior high</th>
<th>4-year high</th>
<th>Junior or community college</th>
<th>Other organizational levels</th>
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<tr>
<td>Double sessions (2 groups using the same facilities, each group for approximately one-half day).</td>
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<td>Staggered schedules (2 or more groups with different arrival and dismissal hours for each).</td>
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<td>Number hours required per day above and beyond the normal schedule to accommodate these staggered schedules</td>
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<td>Classes conducted before or after normal school hours for pupils in accelerated programs who wish more credits than can be earned by following normal daily schedules</td>
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<td>Number days per week at a typical unit</td>
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<td>Additional sessions conducted before or after normal school hours for regular enrollees who need extra instruction in order to make satisfactory progress in courses taken during the normal day (no extra credits).</td>
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<td>Average number days per week at a typical plant at each level</td>
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<td>Average number hours per day at a typical plant at each level</td>
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<td>School-related activities of regular enrollees conducted before or after normal school hours (e.g., class meetings, club meetings, intramural sports, play practice, band practice, etc).</td>
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<td>Estimated average hours per week at a typical school</td>
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<td>Night classes for regular enrollees attending night school for credit on a part-time basis.</td>
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<td>Number hours per night at a typical school</td>
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</table>
### A. Regular School Enroll-lees—Continued

#### 2. Use of facilities by regular enroll-lees beyond normal schedules—Con.

##### a. The extended school day—Continued

<table>
<thead>
<tr>
<th>Practice—Continued</th>
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</thead>
<tbody>
<tr>
<td>Night classes in special areas not covered by the regular curriculum on a noncredit basis for regular enroll-lees on a voluntary basis (e.g., driver training, crafts, etc.).</td>
</tr>
<tr>
<td>Number nights per week at a typical school.</td>
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<tr>
<td>Average number hours per night.</td>
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<tr>
<td>Library services available to regular enroll-lees before and after school hours, or at night.</td>
</tr>
<tr>
<td>Number days per week at a typical school.</td>
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<tr>
<td>Number hours per day at a typical school.</td>
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</tbody>
</table>

##### b. The extended school week (Saturdays and Sundays) for regular enroll-lees. (Under each organizational unit and in the square(s) opposite a practice that is followed by the unit(s) give the approximate number of hours per week the facilities of typical unit(s) are used for the activity). |

| Library services on Saturdays and/or Sundays. |
| Number hours per week at a typical unit. |
| School dances and other social activities on Saturdays and/or Sundays. |
| Estimated average number hours per week for average unit of each level. |
| Indoor sports in gymnasiums or other suitable spaces on Saturdays and Sundays. (Include practice sessions and contests.) |
| Estimated average number hours per week for average unit at each level. |
| Rehearsals, concerts, plays, etc., in auditoriums or other assembly rooms on Saturdays and/or Sundays. |
| Estimated average number hours per week for average unit at each level. |
| Swimming in school pools on Saturdays and/or Sundays. |
| Number of pools open at each level. |
| Estimated total time per week for an average pool at each level. |
| Outdoor sports (practice and/or contest) on outdoor areas on Saturdays and/or Sundays. |
| Estimated total time per week per average unit at each level. |
### Part II. Data on Uses, Time, Purposes—Continued

#### A. Regular School Enrollments—Continued

2. Use of facilities by regular enrollments beyond normal schedules—Con.

b. The extended school week—Continued

<table>
<thead>
<tr>
<th>Practices—Continued</th>
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<tbody>
<tr>
<td>Woodwork and other shop activities in school shops on Saturdays and Sundays.</td>
</tr>
<tr>
<td>Estimated total time per week per average shop at each level.</td>
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<tr>
<td>Driver training on outside driving areas on Saturdays and/or Sundays.</td>
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<tr>
<td>Total time per week for an average area.</td>
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</table>

### c. The extended school year for regular enrollments.

(Under the organizational unit(s) and in the square(s) opposite the following practices that are applicable in your district, fill in the specific information requested about each practice.)

The school year is divided into four equal quarters, with comparable courses and activities offered in each, and with about one-fourth of the students on vacation each quarter.

#### Number of days per quarter

#### Number of hours per day

A summer demonstration school, open to all qualified regular students who wish to attend, is conducted in cooperation with a college or university for teacher training (practice teaching).

#### Number of days per summer

#### Number hours per day

A summer term, with credit courses offered, is open to regular students on a fixed tuition basis.

#### Number of weeks in the summer term

#### Number of days per week in summer term

#### Number hours per day in summer term

A summer term, with credit courses offered, is open to regular students without tuition payments by them.

#### Number of weeks in the summer term

#### Number of days per week in summer term

#### Number of hours per day in summer term

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Intermediate</th>
<th>Junior high</th>
<th>Middle high</th>
<th>Senior high</th>
<th>4-year high</th>
<th>Junior or community college</th>
<th>Other organizational levels</th>
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</table>
2. Use of facilities by regular enrollees beyond normal schedules—Con.  
   a. The extended school year for regular enrollees—Continued

**Practices—Continued**

A summer program, with noncredit courses and/or activities, is open to regular students for continuing such regular school activities as band practice, home economics and 4-H projects, sports practice, and the like.

<table>
<thead>
<tr>
<th>Number of weeks the program is offered</th>
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<tbody>
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<td></td>
<td>Elementary</td>
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<tr>
<td>Number of days per week</td>
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<tr>
<td></td>
<td>Elementary</td>
<td>Intermediate</td>
<td>Junior high</td>
<td>Middle high</td>
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<tr>
<td>Average number of hours per day at a typical center</td>
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<tr>
<td></td>
<td>Elementary</td>
<td>Intermediate</td>
<td>Junior high</td>
<td>Middle high</td>
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</tbody>
</table>

A summer program for recreation, play, and physical fitness is offered to regular enrollees on a voluntary basis without cost to them. (Among many activities in these areas are swimming, baseball, basketball, tennis, children’s games, calisthenics, reading, dramatics, and activities of a similar nature.) Under each of the organizational levels at which the program is offered answer the following questions:

- How many weeks in this summer program?
- How many days per week is it offered?
- How many hours per day are facilities at a typical center used in the program?

3. Use of school facilities by school clubs and other school organizations composed of regular enrollees for fund-raising purposes. This does not include school-sponsored events that are considered integral parts of the total school program, such as athletic contests, etc. In the square(s) under the organized unit(s) that permit functions of this nature, answer the following:

On an average, how many hours per month, in a 12-month period, are each of the listed types of facilities at a typical center used for these fund-raising activities?

- Gymnasiums and/or gymatoriums
- Auditoriums and/or cafeterias
- Cafeteria facilities
- Swimming pools
- Stadiums and playing fields
- Classrooms
- Other facilities (specify):

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Intermediate</th>
<th>Junior high</th>
<th>Middle high</th>
<th>Senior high</th>
<th>4-Year High</th>
<th>Junior or community college</th>
<th>Other organized levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
B. Facility utilization by nonschool groups after school hours.

In the squares under the organizational level(s) at which any of the following practices prevail, enter the specific information requested about each practice:

<table>
<thead>
<tr>
<th>Practices</th>
<th>Elementary</th>
<th>Intermediate</th>
<th>Junior high</th>
<th>Biddle high</th>
<th>Senior high</th>
<th>4-year high</th>
<th>Junior or community college</th>
<th>Other organizational levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities are used for adult education and/or retraining programs.</td>
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<tr>
<td>How many hours per week at a typical center?</td>
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<td>How many weeks per year?</td>
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<tr>
<td>Driver-education facilities are used to train out-of-school youth and</td>
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<td>adults, either to qualify for driver license or to improve driving ability.</td>
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<tr>
<td>How many hours per week at a typical center?</td>
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<td>How many weeks per year?</td>
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<tr>
<td>Facilities are used to teach the fundamentals of English (reading,</td>
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<td>spelling, writing) to immigrants and illiterates.</td>
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</tr>
<tr>
<td>How many hours per week at a typical center?</td>
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<tr>
<td>How many weeks per year?</td>
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<tr>
<td>Facility use by nonschool groups for such activities as recreation,</td>
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<tr>
<td>hobbies, meetings, community programs, etc.</td>
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<td></td>
</tr>
</tbody>
</table>

Instruction No. 1: If statutes and/or school board policy prohibit the use of school facilities by nonschool groups for recreation, hobbies, and similar purposes, indicate this fact by placing a check (✓) in the square at the end of this instruction, and disregard Instruction No. 2.

Instruction No. 2: In the column(s) under the organizational level(s) to which usage is applicable and in the squares opposite the particular types of facilities used by nonschool groups for purposes indicated above, write the number of hours per month, over a 12-month period, an average facility at each level is used.

| Auditoriums and/or cafeterias (number hours per month)                      |            |               |             |             |             |             |                             |                           |
| Cafeterias (for food services) (number hours per month)                    |            |               |             |             |             |             |                             |                           |
| Classrooms (number hours per month)                                       |            |               |             |             |             |             |                             |                           |
| Gymnasiums and/or gymnatoriums (number hours per month)                    |            |               |             |             |             |             |                             |                           |
| Home economics facilities (number hours per month)                        |            |               |             |             |             |             |                             |                           |
| Picnic areas on school premises (number hours per month)                  |            |               |             |             |             |             |                             |                           |
| Shops (number hours per month)                                            |            |               |             |             |             |             |                             |                           |
### PART II. DATA ON USERS, TIME, PURPOSES—Continued

#### B. (Continued)
Facility use by nonschool groups for . . . recreation, etc.—Con.

*Practices—Continued*

<table>
<thead>
<tr>
<th>Facility use by nonschool groups for fund-raising purposes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimming pools (number hours per month)</td>
</tr>
<tr>
<td>Others (specify) (number hours per month)</td>
</tr>
</tbody>
</table>

Facility use by nonschool groups for fund-raising purposes.

Instruction No. 1: If statutes and/or school board policy prohibit the use of school facilities by nonschool groups for fund-raising purposes, indicate this fact by placing a check (✓) in the square at the end of this instruction and disregard instruction No. 2.

Instruction No. 2: In the column(s) under the organizational level(s) to which usage is applicable, and in the square(s) opposite the types of facilities used by nonschool groups for fund-raising purposes, write the number of hours per month, over a 12-month period, an average facility at each level is used.

- Auditoriums and/or cafeterias (number hours per month)
- Cafeterias (for food services) (number hours per month)
- Classrooms (number hours per month)
- Gymnasiums and/or gymnatoriums (number hours per month)
- Home economics facilities (number hours per month)
- Picnic areas on school premises (number hours per month)
- Shops (number hours per month)
- Swimming pools (number hours per month)
- Other (specify)

### PART III. ADMINISTRATION

#### A. Applications:
Who is authorized to receive and act on applications and issue permits or contracts for the use of school facilities outside regular school hours? Check the square at the end of the statement(s) that represent the practice in your district for each of the 2 groups listed below.

1. School groups:
   - a. The principal of the school concerned
   - b. The clerk of the school concerned
   - c. A faculty committee of the school concerned
A. Applications—Continued
1. School groups—Continued
   a. The superintendent of the district
   b. A joint responsibility of the district central administrative office and the school concerned
   c. Other (specify)
2. Nonschool groups or organizations:
   a. The school board, or a committee of the board
   b. The school superintendent
   c. The district business manager
   d. The district director of rental administration
   e. The principal of the school concerned
   f. Jointly by the superintendent and the principal of the school concerned
   g. Other (specify)

B. Permits and/or contracts:
1. What is the type of your district's permit to use school facilities by:
   a. School groups (check appropriate box):
      Oral
      Written
   b. Nonschool groups (check appropriate box):
      Oral
      Written
2. If the permit is written rather than oral, is it in the nature of a contract which stipulates the facilities
to be furnished and services to be rendered by the school board and the restrictions and obligations of Yes No
groups or organizations wishing to use school facilities? Check in the appropriate box

(Please enclose a sample contract form, if "Yes.")

3. How long before the contemplated use of a facility must an application for its use be submitted to proper
   authorities? (Check appropriate response)
   a. 1 day or less
   b. 1 to 7 days
   c. 2 weeks
   d. 1 month
   e. Other (specify)

4. May a group cancel a rental contract? Yes No
   If "Yes," what is the minimum number of hours before usage was contemplated? Check appropriate
   response
   a. 6 hours or less
   b. 12 hours or less
   c. 24 hours
   d. 72 hours
   e. Other (specify)

5. May a group or organization that has been granted permission to use a facility sublease any part of the
   facility to another group? Yes No

C. Rentals. (Check (/) the answers that represent your district's policy for each of the following questions.)
1. Does the school district impose a rental charge for afterschool use of school facilities? Yes No
   a. By school groups
   b. By nonschool groups
2. If both school and nonschool groups pay rental fees, are the charges the same when the same type of facili-
ties and the same length of time are involved? Yes No
3. If only nonschool groups are charged rental fees, are exceptions made for:
   a. Boy and Girl Scouts, Camp Fire Girls and similar organizations?
   b. Clubs composed of school-age people and sponsored by local civic organizations (e.g., Little League
      Clubs, Key Club, etc.)
   c. Civic clubs
   d. Church groups
   e. Other (specify)
4. Is the regular rental fee a fixed amount for each type of facility?
PART III. ADMINISTRATION—Continued

C. Rentals—Continued

5. If the rental fee is variable rather than fixed, check the square opposite the factors that affect the total charge.  
a. Type of space scheduled ........................................... ☐
b. Amount of space scheduled ........................................... ☐
c. Length of time space is scheduled ................................... ☐
d. Time of day space is scheduled ....................................... ☐
e. Type and amount of equipment required ............................... ☐
f. Heat, air conditioning, lights, water, or other utilities required .................. ☐
g. Number of custodial and/or other school employees required to operate and supervise the facility ....... ☐ 
h. Days of week the space is scheduled for use ......................... ☐
i. Holiday or Sunday usage ................................................. ☐
j. Other considerations (specify) ........................................... ☐

6. If rental fees are collected for the use of school facilities, to whom are they paid? (Check the square opposite the one correct answer.)  
a. The principal of the school concerned .................................. ☐
b. The superintendent of the school district ............................... ☐
c. The business manager of the school district ......................... ☐
d. The treasurer of the school district ..................................... ☐
e. The custodian and/or other school personnel whose services were required .......... ☐
f. Other (specify) .......................................................... ☐

7. If rental fees are collected for school facilities, what use is made of the money? (Check the squares opposite the statement(s) that apply.)  
a. To pay salaries of school personnel required for servicing and supervising the rented facility ......... ☐
b. To pay the cost of utilities and heat ..................................... ☐
c. To improve the particular facility for which rent is paid ................... ☐
d. To meet any recognized need at individual schools whose facilities are used .................... ☐
e. Added to the district’s school funds to be used for any legitimate school purpose ............... ☐
f. Other (specify) .......................................................... ☐

..........................................................
D. Source of authority governing district practices concerning after-school use of facilities:

If any of the following restrictions are imposed on users of school facilities, check (✓) the column at the right which gives the source of authority for the particular restriction.

1. School facilities cannot be used by any group at any time to:
   a. Promote subversive doctrines.
   b. Accept acts in which animals perform.
   c. Promote the sale of commercial products by business firms.
   d. Engage in activities involving gambling, bingo, the sale of raffle or lottery tickets or for determining raffle or lottery winners.
   e. Sell alcohol, tobacco, or other products regarded as health hazards.
   f. Hold religious services, even if nonsectarian.
   g. Promote partisan politics.
   h. Other restrictions (specify):

   2. When school facilities are used on Sundays, user groups must not:
      a. Pursue activities that are controversial.
      b. Conduct secular religious services.
      c. Engage in activities that are loud or boisterous (football, baseball, and other sports excepted).
      d. Charge admissions.
      e. Conduct or sponsor carnivals or similar forms of entertainment.
      f. Conduct any program or activity at a time that conflicts with regular hours for church services.

E. Security and supervision during periods of after-school use:

1. Building security:
   Place a check (✓) in the square opposite one statement that describes your district's policy regarding the individual who is responsible for opening, closing, and locking a building (at times of after-school use).
   a. The superintendent of schools.
   b. A custodian at the particular school.
   c. The principal of the particular school.
   d. A designated teacher at the particular school.
   e. The sponsoring head of the group using the facility.
   f. Other (specify).

2. Facility supervision:
   Place a check (✓) in the square of squares opposite the statement(s) that describe(s) your district's policy regarding the supervision of buildings and equipment during periods of after-school use.
   a. One or more school professionals (principal and/or teacher(s)) must be on duty at all times.
   b. One or more custodians must be on duty to operate the plant and to police the premises.
   c. The sponsoring head of any group using facilities is responsible for supervising the activities of the group.
   d. Someone connected with another government agency (such as the city's recreation department) is responsible for supervising buildings for all nonschool activities.
   e. When school equipment (audiovisual, recorders, etc.) is used by nonschool groups, a school employee who understands how to operate the equipment must be in charge of it.
   f. Other (specify).

F. Responsibility for damage to, or loss of, property and for injury to the public:

1. Property:
   Place a check (✓) in the square(s) opposite the statement(s) that describe school board policy regarding who pays for damage to, or loss of, school property while it is in use after school hours.
   a. The school board assumes responsibility for damage or loss of property.
PART III. ADMINISTRATION—Continued

F. Responsibility for damage—Continued

1. Property—Continued

b. The user group is billed for the damage or loss. .......................................................... ☐

c. The school board is protected against loss by appropriate insurance. .......................... ☐

d. Rental fees are used to cover losses. ............................................................................... ☐

c. Other (specify) ................................................................................................................... ☐

2. Personal injury:

Place a check (✓) in the square(s) opposite the statement(s) that describe your school board policy regarding liability for accidents involving personal injury, or loss of life, on school premises while school facilities are in use after regular school hours.

a. The school board has no stated policy. ............................................................................. ☐

b. The school board requires the user of school facilities to guarantee that the school district will not be held liable for accidents on school premises resulting from, or due to, activities of user groups. .......................................................... ☐

c. State laws cover school district liability, if any, in cases of accidents on school premises. ................................................................................................................................. ☐

c. Other (specify) ................................................................................................................... ☐

G. Food service:

Check the square(s) opposite the statements that represent your school board policy concerning food services provided by organizations or groups using school facilities after school hours.

1. Concessions:

a. No policy. ......................................................................................................................... ☐

b. All concessions must be operated by school organizations, with profits divided between the school organization and the user group. .............................................................. ☐

c. User groups can operate concessions, but they are required to clean the premises of litter, soiling, or other unsanitary effect of the concession. ................................................................. ☐

d. Profits derived from concession sales must be used for community purposes. ............... ☐

e. Profits derived from concession sales must be used for educational purposes. .................. ☐

f. Bottled drinks can be dispensed only in paper cups. ..................................................... ☐

g. Other (specify) ................................................................................................................... ☐

2. Cafeteria services:

When cafeteria facilities are used to provide food services for groups using school facilities after school hours, what regulations are imposed by the school board to insure the safe handling of food? (Check the square(s) opposite the statement(s) that represent the school board's position.)

a. No school board policy. .................................................................................................... ☐

b. User groups must meet all regulations of local and State public health authorities relating to the preparation, handling, and dispensing of food to the public. ................................................................. ☐

c. Any group or organization, as a condition of any permit to use school cafeteria facilities, must sign a "save harmless" agreement relieving the school, the school district, and school officials of any liability for food poisoning or other accidental injury originating in the school cafeteria. .................................................................................................................. ☐

d. All food must be supplied and handled by a catering service. ....................................... ☐

e. Other (specify) ................................................................................................................... ☐

H. Fire safety:

School facilities that are used by groups or organizations during after-school hours (and particularly at night) are often subjected to 2 fire hazards that are not normally present during regular school hours. If the school board has policies, or if there are statutes, which are designed to eliminate these 2 hazards, place a check (✓) in the square(s) opposite the statements which apply in your district.

1. Smoking:

a. There is no school board policy on smoking in school buildings. ................................. ☐

b. State law prohibits smoking in school buildings. .............................................................. ☐

c. Smoking is permitted only in the dining room in connection with a dinner meeting. .................. ☐

d. There is no board policy, local ordinance, or State statute that prohibits smoking in school buildings. ................................................................................................................................. ☐

e. School board policy or local ordinances prohibit smoking in school buildings. .................. ☐

2. Decorations:

a. There is no school board policy on decorations. ............................................................. ☐

b. School board regulations limit the use of decorations to fireproofed materials. ............. ☐

c. When decorations are permitted under school board policy, someone representing the board, or the local fire marshal, inspects the decorations to insure conformity with the regulations. ................................................................. ☐

d. Regulations concerning decorations are prescribed by local fire codes. ..................... ☐

e. There are no local fire codes that apply to decorations, but the school board requires groups planning to use decorations to get local fire department approval. ................................................................. ☐
APPENDIX B: LETTER OF INVITATION
April 8, 1968

Superintendent of Schools
School
City and State

Dear Superintendent:

This is a letter of invitation for your school district to participate in a research study involving the administration and utilization of school facilities in Iowa. Your school district is one of eight districts selected to participate.

The purpose of the study is to research the administrative procedures and current practices of selected school districts as to the utilization of school facilities by school groups and nonschool groups. The study will examine the extended use of facilities for both educational and non-educational purposes.

With your permission, a personal visit to your school district will be arranged. Data will be collected during the visit and by a questionnaire-interview guide. The questions have been designed for a quick, easy response by school officials who are familiar with board policies and practices pursued by individual schools within the district.

You may desire to appoint one of your administrative staff members as a host for the visit. The host will be contacted to arrange a convenient time for the visit and the questionnaire-interview guide will be sent directly to the host. The visit will take only one day or less. A self-addressed, stamped envelope and a reply card are enclosed for your convenience.

Richard P. Manatt
Associate Professor
Educational Administration

James E. Mitchell
Researcher
APPENDIX G: ACKNOWLEDGMENT

Appreciation is expressed to each school superintendent and host for the cooperation and hospitality extended to the researcher during the school visit.

<table>
<thead>
<tr>
<th>School district</th>
<th>Superintendent</th>
<th>Host</th>
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<tbody>
<tr>
<td>Albia Community School District</td>
<td>Mr. William R. Dabb</td>
<td>Mr. Curtis Van Gilder</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I Director</td>
</tr>
<tr>
<td>Bettendorf Community School District</td>
<td>Dr. Dale E. Strotman</td>
<td>Mr. Merrit D. Parsons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant to Superintendent</td>
</tr>
<tr>
<td>Des Moines Independent Community School District</td>
<td>Dr. Dwight M. Davis</td>
<td>Mr. Gerald A. Robinson</td>
</tr>
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<td></td>
<td>Dir., Research and Statistics</td>
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<tr>
<td>Fort Dodge Community School District</td>
<td>Dr. Earl O. Berge</td>
<td>Mr. H. L. Whitaker</td>
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<td></td>
<td>Comptroller</td>
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<tr>
<td>Hampton Community School District</td>
<td>Mr. James R. Alexander</td>
<td>Mr. Kenneth G. Dilly,</td>
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<tr>
<td></td>
<td></td>
<td>Dir. Elementary Education</td>
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<tr>
<td>Lewis Central Community School District</td>
<td>Mr. Donald A. Henderson</td>
<td>Mr. Gene A. Sanders</td>
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<tr>
<td></td>
<td></td>
<td>High School Principal</td>
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<tr>
<td>New Hampton Community School District</td>
<td>Mr. E. Allen Colbert</td>
<td>Mr. E. Allen Colbert</td>
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<tr>
<td>Sioux City Community School District</td>
<td>Dr. William A. Anderson</td>
<td>Mr. B. R. Feikema</td>
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<td></td>
<td></td>
<td>Assistant Superintendent</td>
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<td></td>
<td>Business Affairs</td>
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</table>
APPENDIX D: ALBIA COMMUNITY SCHOOL DISTRICT
RENTAL APPLICATION
ALBIA COMMUNITY SCHOOL DISTRICT
Albia, Iowa

BUILDING RENTAL APPLICATION

What Facility ____________________________ Cost ____________________________

Date Facility to be used ____________________________

Organization renting facility ____________________________

Person responsible for group ____________________________

Other equipment charges ____________________________

Rental fee paid ____________________________

Day                      Month                      Year

Payment received by ____________________________

Custodian needed: ____________________________

Yes                     No

Custodian paid ____________________________

Yes                     No                      Date

Name of custodian ____________________________

Hot lunch employees names ____________________________

Hot lunch employees paid $ ____________________________
APPENDIX E: BETTENDORF COMMUNITY SCHOOL DISTRICT
REQUEST FORM
Bettendorf Community School District

FACILITY REQUEST FORM

DATE OF REQUEST ___________________________ ROOM REQUESTED ___________________________

WHAT BUILDING ___________________________ TIME: From _____ To ______________

DAYS OF WEEK ___________________________ INCLUSIVE DATES ___________________________

PERSON (OR GROUP) REQUESTING ___________________________

PURPOSE (ACTIVITY) ___________________________

Office Use Only

REQUEST APPROVED ___________________________ DISAPPROVED ___________________________

REASON (IF DISAPPROVED) ___________________________

NOTIFIED PARTY MAKING REQUEST (DATE) ___________________________

ACTIVITY RECORDED ON CALENDAR ___________________________

SIGNED ___________________________
APPENDIX F-1: DES MOINES APPLICATION FOR USE OF SCHOOL BUILDING
Application for the use of a school building

I hereby make application for the use of the part of the school building noted below and agree to be responsible for any damage caused by the group I represent or by others who are admitted to this meeting. I will provide police protection at my own expense, if necessary, to maintain order and to properly protect the building. This is required if admission is charged.

The rules of the Board of Education Directors prohibit dancing, card playing, lotteries, raffles, boxing or wrestling matches for money or prizes and the State Law forbids smoking in the school buildings. Lessee is responsible for enforcing these regulations.

The School District reserves the right to cancel or transfer the location of any use of a building by an outside organization in case it becomes necessary in an emergency to schedule a school function at the same time. Such action will be taken as far in advance as possible.

Please note: If stage hands, electricians or projectionists are used, they must belong to the union.

Building wanted | Purpose
--- | ---

Date building wanted | Hours building wanted
--- | ---

Auditorium
- Seating requirements on stage
- Tables required on stage
- Stage curtain and attendant
- Moving picture machine & attendant
- 35mm
- 16mm
- Host teacher
- Spotlights
- Microphones
- Podium
- Table

Gymnasium
- Manager
- Scoreboard
- Public address system
- $4 per evening including operator but not announcer
- Matron
- Classroom
- Lunchroom
- Microphones
- Podium
- Table

TOTAL FEE $__________

Name of organization making application

Name of person making application

Address

Telephone
APPENDIX F-2: DES MOINES FOOD SERVICE DEPARTMENT
Des Moines Public Schools
FOOD SERVICE DEPARTMENT

SPECIAL MEALS PRICE SCHEDULE & ARRANGEMENT CONTRACT

BREAKFAST... (Service only on school days.) .......................... $ .85
Includes: Fruit, Egg, Bacon, Bread & Butter, and Beverage.

DINNER............(School Days-Monday through Friday)..............(Saturday)
Adults and Children 12 and Over...........$2.00.................. $2.50
Child Under 12..........................$1.00.................. $1.25

Menu includes:

CHILI SUPPER....(Service only on school days)....................... $1.00
Includes: Chili, Crackers, Salad, Bread & Butter, Dessert, and Beverage.

STUDENT LUNCHEON.....(Saturday).............................. $1.00
Includes: Casserole, with Roll & Butter or Sandwich and Potato Chips;
Choice of Vegetable, Salad or Relishes; plus Dessert and Beverage.

HOW TO ARRANGE FOR SPECIAL MEALS (School Associated Adults or Students)
Contact the principal of the school at least one month in advance of date when
meal is to be served. The principal will check with the cafeteria manager to
verify the date. Two special dinners per month can be arranged in any individual
school. After date is approved, representative will contact the cafeteria manager
to confirm and reserve date, select menu, and supply the following information:
(The minimum size group served or paid for is 50.)

<table>
<thead>
<tr>
<th>GROUP</th>
<th>SCHOOL</th>
<th>DINNER DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRICE</td>
<td>ESTIMATED NUMBER</td>
<td>DATE</td>
</tr>
<tr>
<td>CONFIRMED RESERV.</td>
<td>DATE</td>
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<tr>
<td>NO. AT HEAD TABLE</td>
<td>TO BE SERVED: CAFFERTERIA</td>
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<tr>
<td>BANQUET</td>
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<tr>
<td>PROGRAM: DINING ROOM</td>
<td>DISH RETURN: GUESTS</td>
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<tr>
<td>CREW</td>
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<tr>
<td>OTHER</td>
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The final number of reservations must be called to cafeteria manager one week
prior to date of service. The representative's signature obligates this group
to payment of confirmed reservations. (A 5% addition or deletion in groups
numbering over 150 is permitted if manager notified one day prior to service.)

Group Representative

Telephone No. of Representative

Cafeteria Manager

Date of Signing
APPENDIX G: APPLICATION FOR RENTAL - FORT DODGE
APPLICATION FOR RENTAL

School ____________________________________________________________

Date of Rental ____________________________________________________

Type of Program __________________________________________________

Time of Arrival ____________________________________________________

SCHOOL SCHEDULE MUST NOT BE INTERRUPTED

Time Program Starts _______________________________________________

Time of Leaving ___________________________________________________

Facilities Needed __________________________________________________

Person Directly in Charge:

Name and Address _________________________________________________

Phone __________________________ Rental Charge $ ________________

RULES FOR USE OF STAGE AND BUILDING:
1. No smoking in auditorium, stage, or classrooms.
2. All curtain adjustment to be done by engineer.
3. Side curtains are not to be attached to any stage props.
4. No food or beverage to be consumed in building.
5. No alteration of lights except with approval of engineer. (No changes in electrical set-up on stage.)
6. Special permission to use P.A.--operator required.

cc:___________________________  Date _____________________________

Approved:

Community School District of Fort Dodge, Iowa

By __________________________  Secretary __________________________

Date _________________________
APPENDIX H-1: SIOUX CITY BUILDING SCHEDULE USE
Sioux City Community School District

USE OF BUILDING SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Organization</th>
<th>Room</th>
<th>Supervisor in Charge</th>
<th>Fee Amount</th>
<th>Date Paid</th>
<th>Admission Card Issued</th>
</tr>
</thead>
</table>

Building ______________________  Year __________
APPENDIX H-2: SIOUX CITY PERMIT TO USE SCHOOL BUILDING
Sioux City Community School District

PERMIT TO USE SCHOOL BUILDING -- 1967-1968

To the Custodian of the __________________________ School:
This is to certify that the Board of Education has granted permission to use your building as follows:

Organization________________________________________

Supervisor in charge______________________________

Room to be used____________________________________

Time granted_______________________________________

The supervisor, above named, is to be in charge of the group, and responsible for their conduct. Entrance to the building is to be allowed by you only upon presentation of this Permit by the supervisor in person, for each meeting.

__________________________________________
Date Issued

____________________________________________
Asst. Supt. in Charge of Business Affairs
APPENDIX H-3: SIOUX CITY BOARD OF EDUCATION PERMISSION SLIP
Permission has been granted for the following use of rooms in your building:

Copy is attached for the custodian.

Yours very truly,

B. R. Feikema
Assistant Superintendent
In Charge of Business Affairs
APPENDIX H-4: SIOUX CITY COMMUNITY SCHOOL DISTRICT
USE REPORT - CUSTODIANS
Sioux City Community School District, Sioux City

USE OF BUILDINGS REPORT—CUSTODIANS

(List in order of dates all after-school and evening meetings)

Custodian _______________ Building _______________

For Calendar Month of __________ 19________

<table>
<thead>
<tr>
<th>Day of Month</th>
<th>Hours</th>
<th>Name of Organization</th>
<th>Attendance</th>
<th>Name of Adult in Charge</th>
<th>Was Heat Furnished?</th>
<th>Rate (Do not write in this column)</th>
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File in Business Office, 1221 Pierce Street, immediately after the first of the month, and not later than the 10th.