

AN **ICL** LEADERSHIP RESOURCE

SUNDAY SCHOOL STANDARDS



Gospel Light Publications

by Lowell E. Brown

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Chapter 7

STANDARDS FOR FACILITIES

The environment your teachers instruct in can be either an asset or a liability. Much depends on how teachers use the facilities. A stimulating learning environment is one of the keys to an effective Bible study program. But, good facilities won't just happen—they need to be planned.

GOAL 7.0 FACILITIES

7.0 Your Sunday School facilities have been designed or modified to support the teaching/learning philosophy of your Sunday School.

Your program goals and methods should determine your church's facilities. Too often, churches let their facilities shape their methods instead of letting their methods shape their facilities.

Education buildings reflect a church's learning philosophy. If the goal of your Bible teaching is changed lives (see chapter 1), consider the impact your facilities can have on reaching that goal:

- First, since the *focus* of your Bible teaching is the learner, your facilities need to be planned to help you meet the needs of your learners.
- Second, since the most effective *methods* for Bible teaching are those that actively involve the learner, your facilities need to allow for learner participation. Your facilities should be designed/adapted so that each department can function in workable group sizes that allow leaders and teachers to succeed in their tasks (see chapters 2 and 3).
- Third, since evaluation is an essential part of training teachers to be more effective, you need a room arrangement that will allow your leadership to evaluate/support teachers in the most effective and non-threatening way (see chapter 6).

The size of the classrooms, and the way you furnish them, will depend on the age level and number of learners in a class or department. However, before discussing specific age level needs, you will want to consider some general facility requirements.

Ceilings should be 8 to 10 feet (2.4 to 3 meters) high. Acoustical covering will help muffle surface noises.

Walls should be painted to blend in with, or accent, the room decor and be free of the clutter of out-of-date charts, memos, calendars. Bulletin boards should be mounted at eye level for the age group using the room. The displays on them should be current and reflect/support the Bible learning that is taking place.

Floor coverings should have subdued patterns. Washable carpet or vinyl tile are best. Carpeting provides warmth, sound control and a relaxed atmosphere. Rooms with vinyl floor covering may need an area rug for activities which require children to sit on the floor.

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Lighting should be semi-direct, with an illumination level of 60-foot candles.

Heating and ventilation recommendations are a constant 68 degrees Fahrenheit (20 degrees Celsius) temperature with adequate ventilation to keep rooms from becoming stuffy or musty. Mount Early Childhood thermometers 36 inches (90 cm) above the floor.

Restroom facilities should be provided on each floor. Those near or in the Early Childhood departments should have fixtures appropriate to use by young children; the following sizes are recommended:

Ages	Wash Basins	Toilets
2 & 3	18 inches (45 cm) high	10 inches (25 cm) high
4 & 5	20 inches (50 cm) high	12 inches (30 cm) high

Adult size toilets should be used in the crib, creeper, and toddler departments and all groups from first grade up.

Electrical outlets should be the three prong grounded type. There should be at least one receptacle in each wall to eliminate hazardous use of extension cords. Safety covers or special receptacles need to be installed in all Early Childhood departments.

Audiovisual materials should be provided. *Visuals* include chalkboards, maps, slides and transparencies, flannelboards, posters, models and displays, flipcharts, banners, bulletins, pamphlets and photographs. *Audio media* include recordings and cassette tapes. *Audiovisual equipment* includes tape recorders; overhead or opaque projectors; slide, movie or filmstrip projectors; video recorders; camera equipment.

The *furnishings* recommended throughout this chapter are based on the learning characteristics of each age group. Early Childhood and Children's rooms should be furnished to meet the needs of children, not to imitate adult rooms.

The five standards in this chapter will help you evaluate your facilities and make them more supportive of your Bible teaching program. The basic information you need for reaching each standard is given in this chapter. You will find additional helpful information in the *ICL Creative Bible Learning handbook* for each age division, and the filmstrip *Facilities for Successful Christian Education* (see bibliography).

Standard 7.1 Floor Space

7.1 Each department has approximately the floor space recommended in chart 7A (see page 114).

Adequate floor space is important to fully implementing involvement learning, for these reasons:

- Learners need space to be in small groups where they can interact with one another.
- Learners need space to work on creative Bible learning activities and projects.

- Young children, especially, need room to move around since they are not able to sit still for long periods of time.

Chart 7A (below) gives space recommendations. Use it to determine your present space needs.

WHERE ARE YOU in Relation to Floor Space?

In columns 1 and 2 of "Assessing Your Needs Worksheet 7" (see pages 126,127) you will find a copy of chart 7A. Give two duplicated copies of worksheet 7 to each department or class—one copy to keep and one to give back to you. To evaluate where you are in relation to standard 7.1, ask department/class staff to (1) fill in the appropriate blanks in all of the **A** columns; (2) compare the **A** columns with the **R** columns; (3) circle numbers in the **A** columns where there are problems that need to be worked on.

CHART 7A ATTENDANCE/SPACE RECOMMENDATIONS

R = recommended A = actual (what you now have)

		column 1		column 2		column 3		column 4	
		Maximum Attendance Per Dept.		Optimum Room Dimensions/ Square Footage		Floor Space Per Person		Teacher/Learner Ratio for Small Group Class	
		R	A	R	A*	R	A†	R	A
EARLY CHILDHOOD	Ages 0-1	12-15		24' x 36' = @ 900 sq. ft.		30-35 sq. ft.		1:4	
	Ages 2-3	16-20		24' x 36' = @ 900 sq. ft.		30-35 sq. ft.		1:5	
	Ages 4-5	20-24		24' x 36' = @ 900 sq. ft.		30-35 sq. ft.		1:6	
CHILDREN Grades 1-6		25-30		24' x 36' = @ 900 sq. ft.		25-30 sq. ft.		1:6-8	
YOUTH Grades 7-12		30-40		24' x 36' = @ 900 sq. ft.		20-25 sq. ft.		1:8	
ADULT Ages 18+		30-40		18' x 25' = @ 450 sq. ft.		10-15 sq. ft.		1:6**	

* To figure room square footage, multiply the length of the room by the width.

† To figure floor space per person, divide room square footage (see column 2) by department attendance (see column 1).

** Leader/Member Ratio for Caring Units (see chapter 3, page 57).

WHAT'S THE NEXT STEP?

If your Sunday School does not meet standard 7.1, how about . . .

1. Swapping rooms if one department has too much room and another has too little?
2. Renting extra space in a nearby school, restaurant, garage or other appropriate building? . . . Or, providing classroom space in buses or trailers? (Assigning adult classes to these temporary locations will keep the need for better facilities in front of the people who will pay the bill! It may also reduce problems with fire and building code regulations.)
3. Clearing out any unused or non-essential furnishings or equipment (piano, podiums, extra chairs, desks, etc.) to maximize the available space? . . . Or, reducing table sizes to accommodate groups no larger than your maximum teacher/learner ratio? (A table that seats 10 is wasting space in a department that needs one teacher for every six learners.)

4. Checking to see if there is any unused space which could be converted to classrooms?
5. Erecting temporary buildings in the church parking lot?
6. Remodeling existing space (removing walls or portions of walls to convert several small classrooms into one large open room)? . . . Or, removing doors from the small rooms?
7. Removing floor cabinets/cupboards and building wall-mounted cabinets, 50 inches (1.25 meters) from the floor?
8. Considering dual sessions? (Two morning worship services and Sunday Schools will almost double a church's facilities with little or no added expense.)
9. Dividing departments and classes into smaller groups? (A room that is too tight for a department of 40 can sometimes be divided into two functional departments of 20 each.)
10. Starting a building program for new Christian education facilities?
Write your plans in columns 3-5 of "Assessing Your Needs Worksheet 7" (see pages 126,127).

Standard 7.2 Furnishings

7.2 Each department has appropriate furnishings as indicated in charts 7B and 7C (pages 115,116)—in the correct sizes and numbers.

- Correct sizes and types of furnishings are important for these reasons:
- Students learn best when they are comfortable. Equipment that is too large or too small hinders learning.
 - Students learn best when they are motivated; well-planned furnishings create an environment that is conducive to learning.
- Charts 7B and 7C (page 115,116) will help you evaluate your present furnishings and identify areas that need improvement.

CHART 7B RECOMMENDED SIZES FOR TABLES AND CHAIRS

AGE GROUP	CHAIRS height from floor	TABLES 10 inches (25 cm) higher than chairs	TABLE TOPS durable and washable
Ages 2-5	10-14 inches (25-35 cm)*	20-24 inches (50-60 cm)	approx. 30 × 48 inches (75 × 120 cm)
Grades 1-6	12-16 inches (30-40 cm)	22-26 inches (55-65 cm)	30 × 48 inches (75 × 120 cm) to 36 × 60 inches (90 × 150 cm)
Youth/Adult	18 inches (45 cm)**	28 inches (70 cm)	30 × 96 inches (75 × 240 cm) or round tables 6 feet (1.8 meters) in diameter

* In Early Childhood departments, no adult-sized chairs are necessary, except for secretary.

** Chairs with stackable plastic bodies or moveable table-arms are recommended for Youth/Adult departments.

CHART 7C RECOMMENDED FURNISHINGS BY AGE LEVEL DIVISION

Items	Early Childhood			Children	Youth	Adult
	Babies	Toddlers	2's-5's			
Playpen	R					
Crib	R	O				
Adult rockers	R	R				
Cart for supplies	R					
Record/cassette player	R	R	R	R	R	R
Wall mounted storage cabinet	R	R	R	R	O	O
Changing table	R	R				
Sink	R	R	O	O		
Coatrack	R	R	R	R	R	R
Safety chair	R					
Bottle warmer	R					
Rocking boat/steps		R	O			
Child rocker		R	R			
Bookrack/shelf		O	R	R	R	R
Open shelf unit(s)		R	R	R		
Painting easel			R			
Doll bed		R	R			
Child stove unit			R			
Child sink unit			R			
Child ironing board			R			
Bulletin board(s)	R	R	R	R	R	R
Piano				O	O	O
Chalkboard				R	R	R
Screen			O	O	O	O
Wastebasket	R	R	R	R	R	R
Tables		O	R	R	R	R
Chairs		O	R	R	R	R

R = Recommended strongly O = Optional—nice to have

WHERE ARE YOU in Relation to Furnishings?

After comparing your furnishings with the recommendations in charts 7B and 7C, indicate on "Assessing Your Needs Worksheet 7" (see pages 126, 127), in column 2, opposite standard 7.2, the needs you have in relation to furnishings.

Department/Class	Furniture Size Problems	Furnishings Needed

WHAT'S THE NEXT STEP?

Is your Sunday School appropriately furnished and equipped? If not, you may want to . . .

1. Analyze your budget for the current year and determine if any money is available to purchase needed furnishings and equipment.

2. Share your needs with the congregation.
3. Have a work day and build some of the needed equipment rather than purchasing ready-made furniture, or contracting out to have cabinets made. Parents and grandparents of Sunday School children, young people and retired people are excellent sources for workers.

4. Substitute alternate materials for temporary use. A cardboard box can serve as an Early Childhood doll bed. A piano bench with a sheet of plywood nailed to it makes a serviceable table.

5. Have groups sit on the floor if you are short of tables and chairs. Provide clean carpet or carpet squares.

6. Tack paper to walls for appropriate art activities.

Write your plans in columns 3-5 of "Assessing Your Needs Worksheet 7" (pages 126,127).

Standard 7.3 Room Arrangements

7.3 Each department has facilities that are arranged so they are conducive for both small group involvement and large group input and sharing.

Facilities conducive to large and small group involvement are important for these reasons:

- Teachers are more apt to use creative Bible learning methods when it's easy to move from large to small groups (and vice versa).
- More time can be spent in Bible learning activities when the movement to small groups can be done quickly and easily.
- The staff can function more easily as a team and be more flexible and creative in their planning when facilities are conducive to both large and small group involvement.
- It's easier to change room assignments as attendance patterns change if all the rooms are planned to allow for large and small group involvement.

Figures 7-1 through 7-10 show recommended room arrangements for each of the age-level divisions.

A ROOM FOR BABIES

1. Playpen
 2. Crib
 3. Adult Rocker
 4. Cart for Supplies
 5. Record/Cassette Player
 6. Wall Mounted Cabinet
 7. Changing Table
 8. Sink
 9. Coatrack
 10. Small Refrigerator
 11. Safety Chair
 12. Rest Room
 13. Counter/Diaper Bag Storage (beneath counter)
 14. Bottle Warmer
- NOTE: Cribs should be about 3 feet (90 cm) apart.

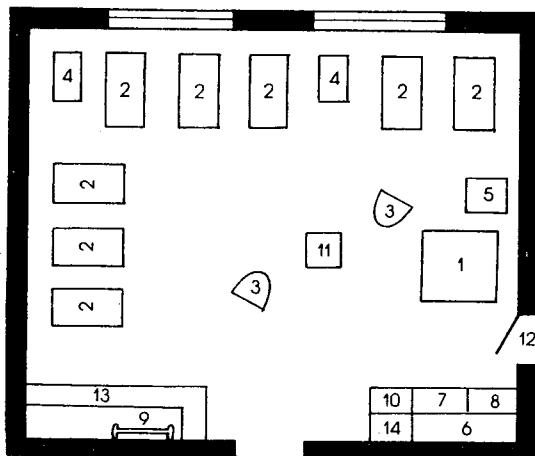


Figure 7-1

A ROOM FOR TODDLERS

1. Rocking Boat Steps
 2. Child Rocker
 3. Adult Rocker
 4. Book Rack
 5. Record/Cassette Player
 6. Wall Mounted Cabinet
 7. Changing Table
 8. Sink
 9. Coatrack
 10. Open Shelf Unit
 11. Doll Bed
 12. Rest Room
 13. Counter Diaper Storage (between counter)
 14. Low Table
- NOTE: Provide maximum open space to encourage movement.

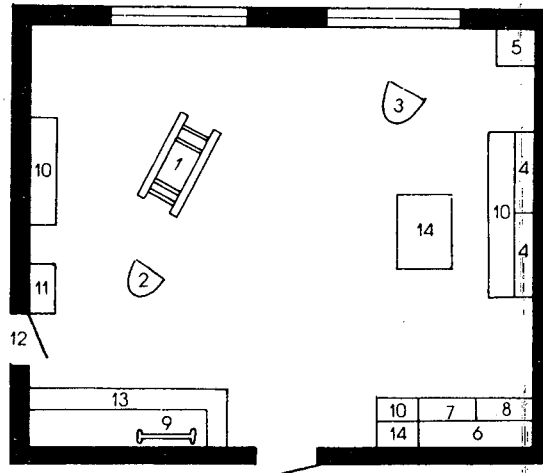


Figure 7-2

Figure 7-2 gives ideas for setting up a room for toddlers. As you look at Figures 7-3, 7-4 and 7-5, consider ways you can make the best use of the facilities you have available for babies and toddlers.

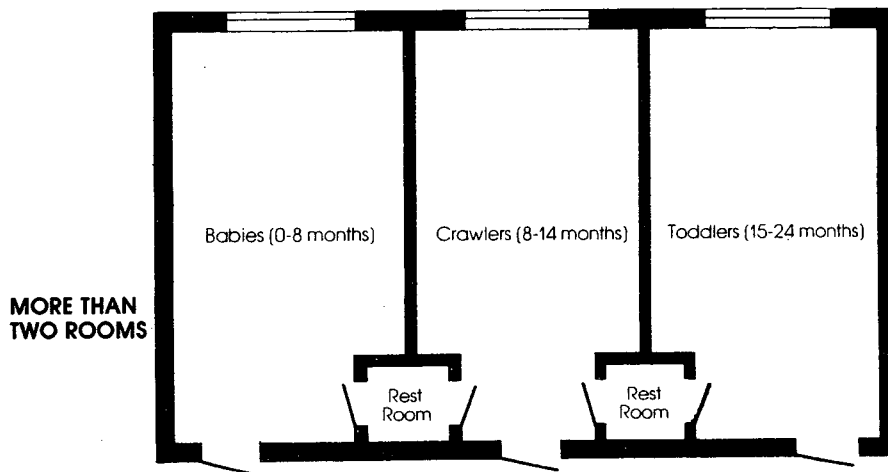


Figure 7-3

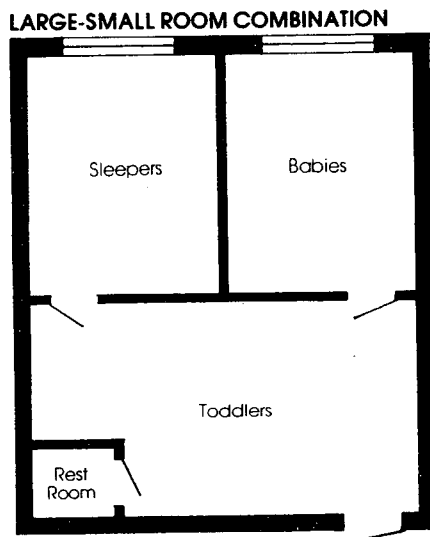


Figure 7-4

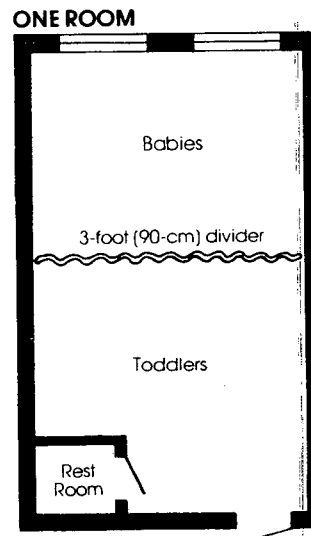


Figure 7-5

A ROOM FOR 2s THROUGH 5s

1. Table
 2. Child Rocker
 3. Chair
 4. Book Rack
 5. Record/Cassette Player
 6. Wall Mounted Cabinet
 7. Secretary's Desk (optional)
 8. Painting Easel
 9. Coatrack
 10. Open Shelf Unit
 11. Doll Bed
 12. Rest Room
 13. Child Stove Unit
 14. Child Sink Unit
 15. Ironing Board
 16. Bulletin Board
 17. Small Table
 18. Rug
- NOTE: Rectangular rooms provide maximum flexibility.

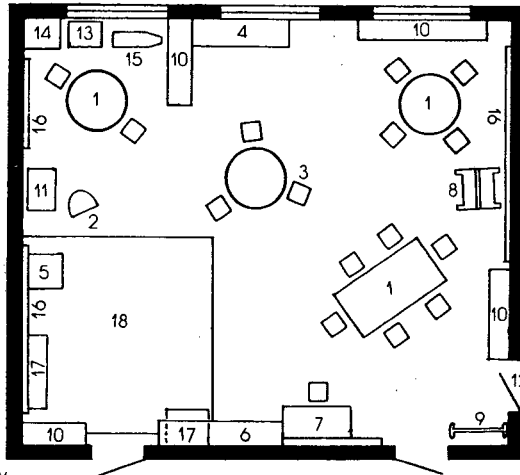


Figure 7-6

A ROOM FOR CHILDREN (GRADES 1-6)

OPEN ROOM ARRANGEMENT

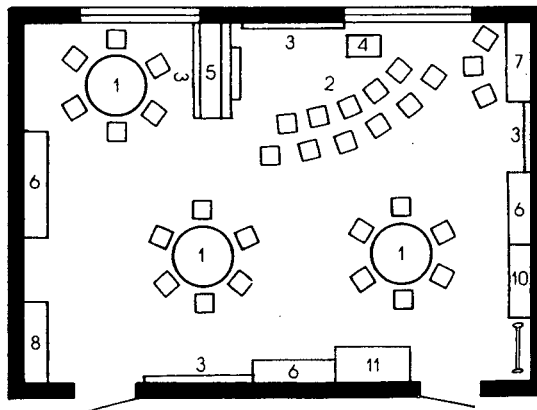


Figure 7-7

ASSEMBLY/CLASSROOM ARRANGEMENT

1. Table and chairs to seat 6-8 children for Bible study and Bible learning activities.
2. Chairs (used at tables) grouped for Bible sharing time
3. Bulletin board with picture rail
4. Small table for leader's materials
5. Piano (optional)
6. Low shelves for materials (glue, paper, crayons, etc.)
7. Bookshelf with several chairs
8. Storage cabinets and sink counter
9. Coatrack
10. Shelves for take-home materials
11. Secretary's desk

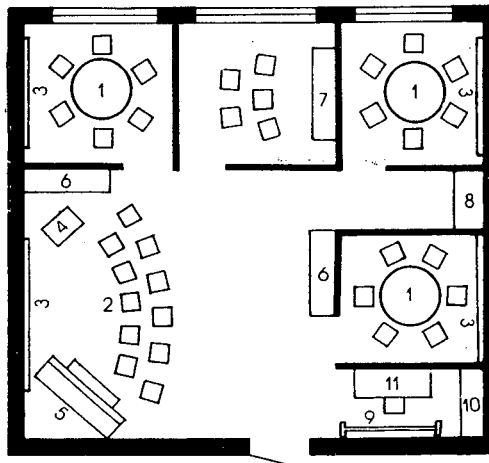
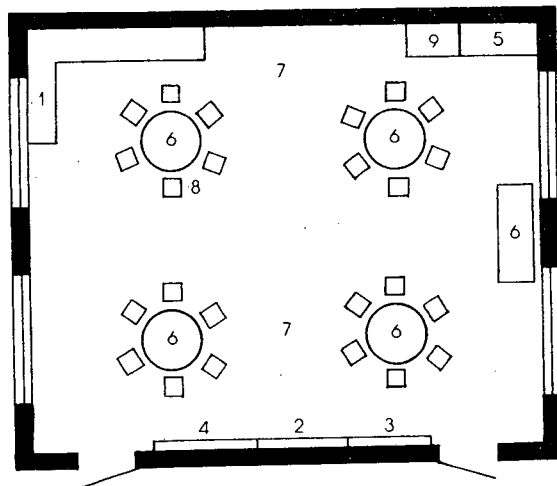


Figure 7-8

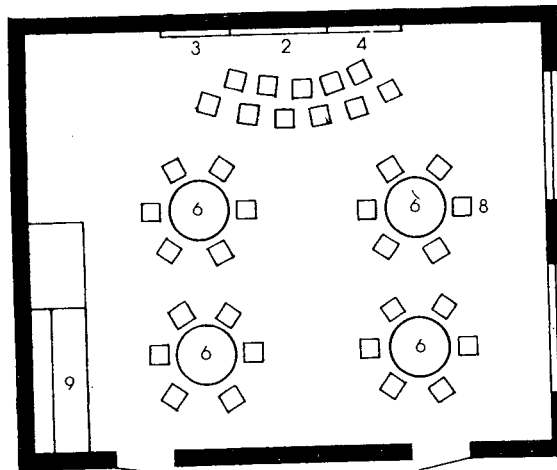
A YOUTH CLASSROOM (GRADES 7-12)



1. Book and magazine rack
2. Tackboard
3. Chalkboard
4. Screen
5. Supply closet
6. Table
7. Possible department center
8. Chairs
9. Sink

Figure 7-9

AN ADULT CLASSROOM



2. Tackboard
3. Chalkboard
4. Screen
6. Table
8. Chairs
9. Sink

Figure 7-10

WHERE ARE YOU in Relation to Room Arrangements?

Indicate on "Assessing Your Needs Worksheet 7" (see pages 128, 129), in column 2, opposite standard 7.3, the needs you have in relation to room arrangements.

SA = Standard Achieved; **N** = Needs Improvement.

Department/Class	SA	N	Problems Needing Attention
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
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WHAT'S THE NEXT STEP?

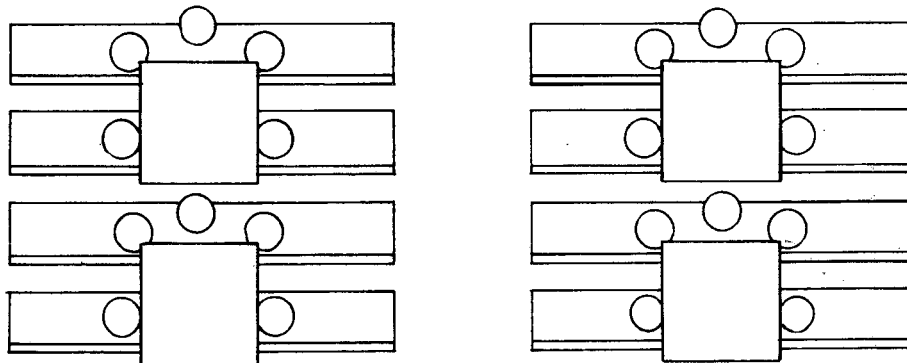
1. Discuss problem areas with your Sunday School leadership. Brainstorm possible solutions.

2. If you discover that problems are inherent in the basic design of your facilities, and that you can't make major changes right away, consider some immediate steps you can take. Two of the most common problems—and possible solutions—are:

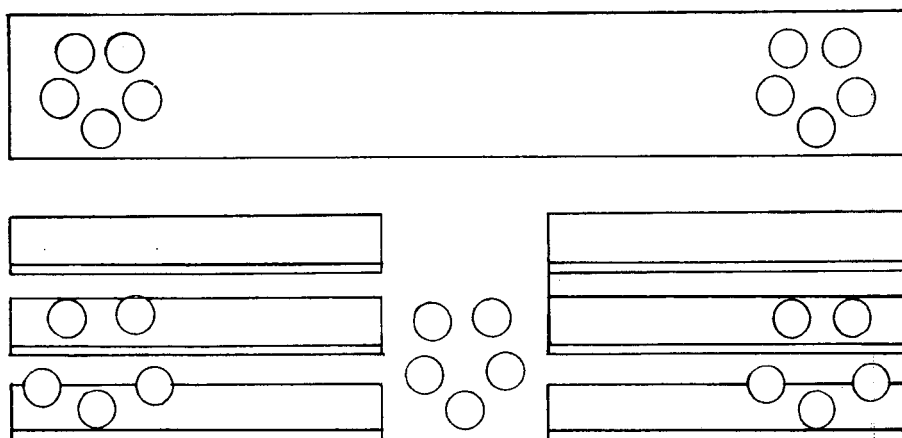
A. Fixed Seating Situation

Many adult classes must meet in rooms where seats cannot be moved. While this situation makes it more difficult to encourage interaction, any activity that can be done well by individuals or in groups of two or three can easily be accomplished in fixed seating arrangements or cramped quarters. Figure 7-11 illustrates creative ways of using a church sanctuary as a center of creative learning among adults.

Figure 7-11



4x4-foot (1.2x1.2 meter) plywood tables placed over back of fixed pews



Chairs in the aisles and platform or small groups in different parts of the sanctuary

B. Assembly/Classroom/Design

Some departments/classes meet in the type of facility in figure 7-12.

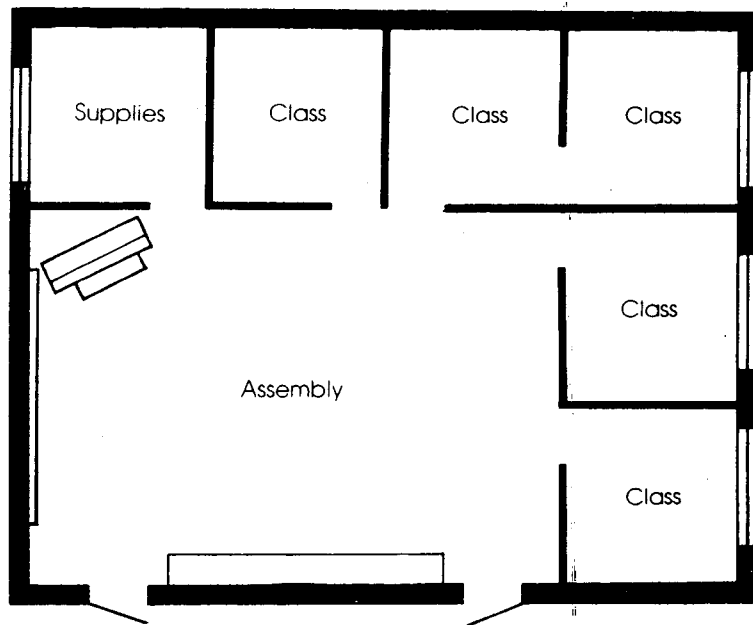


Figure 7-12

If you are in a situation similar to this, consider ways you can provide for (1) a greater feeling of togetherness; (2) small-group involvement learning activities as well as large-group sharing and interaction; (3) small group/ large group areas that are close enough together so learners can move quickly from one activity to the next.

Figure 7-13 shows one way to do this. This room design says to the learner, "There is something for you to do here. There will be an opportunity to talk and work with another person or a small group."

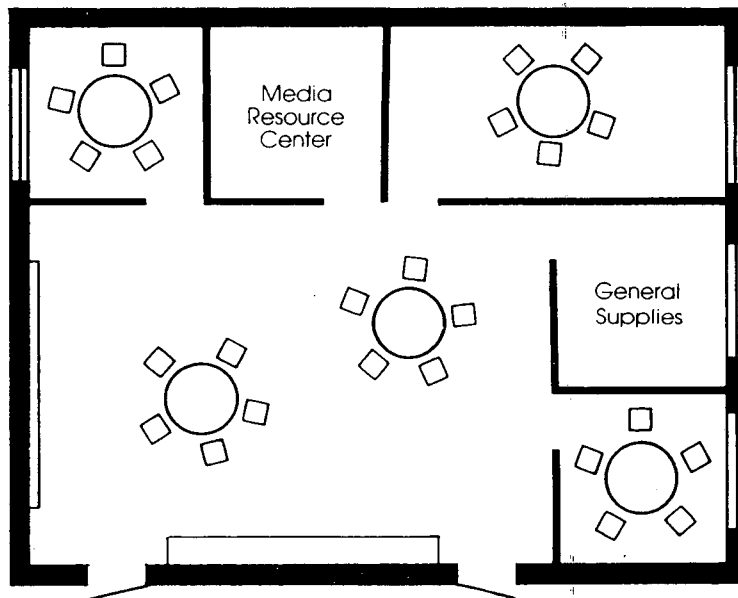


Figure 7-13

3. If you discover problems related to sharing your facilities with another group—or using rented facilities—consider these recommendations:

- Provide adequate custodial help to handle movement of furniture and equipment. If you do not have adequate paid custodial help, enlist volunteers, perhaps on a well-organized rotation basis.
- Provide adequate storage. If storage space is not available, unneeded equipment may have to be stacked against a wall or out in a hallway.
- Think creatively! How can you adapt equipment to meet your needs? For example, a chair that is too high for a young child to sit on might serve as a shelf for a puzzle or supplies.

Write your plans in columns 3-5 of "Assessing Your Needs Worksheet 7" (pages 128,129).

Standard 7.4 Maintenance and Evaluation

7.4 You have established procedures for regular and systematic maintenance and evaluation of your facilities.

Regular, systematic maintenance and evaluation of your facilities are essential, for these reasons:

- Good stewardship requires it! Effective maintenance/evaluation enables you to use more efficiently, and for a longer period of time, the facilities and equipment God has entrusted to you.
- Equipment and facilities that are not kept in good repair can give your church—and Christ and His followers—a poor image. Visitors, believers and non-believers alike, will judge the quality of your Bible teaching program by the setting in which it takes place.
- Unless you are regular and systematic in your maintenance/evaluation, this function is apt to get put off "until there is time." In a busy church—with many important ministries taking place—it may never get done. And so, week by week, deterioration sets in.
- Regular evaluation helps you determine when classes/departments need to be relocated because of changes in attendance patterns. Your facilities and equipment should be evaluated at least once a year, possibly just before promotion. Growing churches need to evaluate every three months to make sure that room assignments and equipment are adequate to meet changing needs.

In setting up procedures for maintenance and evaluation, here are some factors to consider:

- Develop clearly-defined policies and procedures for weekly maintenance of facilities. Include such mundane items as: Which tasks are to be done by the custodian and which ones by the teachers? How often are the floors to be swept/mopped/vacuumed? How often should tables be washed? What time is the room to be unlocked before a session? When is it to be locked afterwards?

- Provide written procedures for the reporting of damaged equipment (to whom should requests be reported—and how?).
- It's helpful to provide forms for your staff to use in reporting equipment/rooms that are in need of repair (see form below).

Repair Report Form

Figure 7-14

FACILITY/EQUIPMENT REPAIR NEEDS	
To: (person/position/board) _____	Date _____
Re: Repair need in Room _____	
Item to be repaired _____	
Briefly describe problem: _____	
Person requesting repair _____	
Note: Any money for equipment/repairs beyond what is budgeted must be approved by (person/position/board).	

- An evaluation form will help you to be thorough and systematic in your annual (or quarterly) evaluation. It will also help you in following up on needs for changes and/or repairs. A sample form is provided on page 125.
- You need a clearly-defined statement concerning how finances for repairs and equipment are to be handled. Who approves these expenditures? Do you have money allocated in your budget for repairs and equipment? You might include in your written procedures and/or repair report form a statement such as "Any money for equipment/repairs beyond what is budgeted must be approved by (person/position/board)."

WHERE ARE YOU in Relation to Maintenance/Evaluation Procedures?

Indicate on "Assessing Your Needs Worksheet 7" (see pages 128, 129), in column 2, opposite standard 7.4 your responses:

- You **have need**
- written procedures for reporting/repairing damaged equipment;
 - a repair report form (see figure 7-14 above);
 - a "Facilities/Equipment Evaluation" sheet (page 125).

- You conduct a facility/equipment evaluation
- once a year every 3 or 6 months
 - once in a while never _____

WHAT'S THE NEXT STEP?

- If your Sunday School does not meet standard 7.4, you may want to . . .
1. Develop written procedures for regular custodial care, for evaluating the facilities and equipment, and for reporting/repairing damages.
 2. Develop forms to support these procedures (see sample forms on pages 124, 125).

Continued on page 130.

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FACILITIES/EQUIPMENT EVALUATION

Date _____

Evaluator _____

Put an X in each box where improvement is needed. See chapter 7 of **Sunday School Standards** manual for some evaluation criteria.

ITEM

	CLASS OR DEPT.					ROOM
The Classroom						
Adequate space? (See chart 7A, page 114.)						
Quick, easy movement from large to small groups?						
Adequate lighting from windows, fixtures?						
Proper ventilation?						
Controlled temperature?						
Floor and ceiling absorb sound?						
Bulletin boards/chalkboards at learners' eye level?						
Bulletin boards current and uncluttered?						
Provision for darkening room for films/slides?						
Electrical outlets accessible/adequate?						
Screen or blank wall available for projection?						
Room attractively decorated?						
Walls clean, cheerful in color?						
Walls need repair/painting?						
Toilet, sink facilities easily accessible? (Especially important for EC, C rooms)						
Any doors which should be taken off small rooms to facilitate movement?						
Any walls that could be removed to give more flexibility?						
Adequate storage facilities?						
Floor coverings adequate, clean?						
Classroom Equipment						
Furniture/equipment easily moved to provide flexibility?						
Classroom materials organized, labeled, stored so learners have easy access and can use them independently?						
Tables, chairs the right size? (See chart 7B, page 115.)						
Any excess furniture that could be removed to provide more space?						
Any additional furnishings needed? (See chart 7C, page 116.)						
Any furnishings need repair/painting?						

ASSESSING YOUR NEEDS Worksheet 7—FACILITIES

Instructions: Duplicate chart—two copies per department or class. Department leader/teachers complete form and give a copy to Sunday School Superintendent or DCE or coordinator.

Codes: Divisions

- EC = Early Childhood Division
- C = Children's Division
- Y = Youth Division
- A = Adult Division

See column 2.

- N = Need to Start
- W = Working on Standard
- SA = Standard Achieved

Column 1

Column 2

STANDARD "What Ought to Be"	WHERE ARE YOU NOW? "What Is" (See "Where Are You" section following each standard.)	(See codes above. Circle where you are.)
---------------------------------------	--	--

7.1 FLOOR SPACE Each dept. has approximately the floor space recommended in chart.	ATTENDANCE/SPACE RECOMMENDATIONS R = recommended A = actual (what you now have) 1. Fill in appropriate A columns. 2. Compare A columns with R columns. 3. Circle numbers in A columns where problems exist.	N W SA
--	--	---------------

		column 1		column 2		column 3		column 4	
		Maximum Attendance Per Dept.		Optimum Room Dimensions/ Square Footage		Floor Space Per Person		Teacher/Learner Ratio for Small Group Class	
		R	A	R	A*	R	A†	R	A
EARLY CHILDHOOD	Ages 0-1	12-15		24' x 36' = @ 900 sq. ft.		30-35 sq. ft.		1:4	
	Ages 2-3	16-20		24' x 36' = @ 900 sq. ft.		30-35 sq. ft.		1:5	
	Ages 4-5	20-24		24' x 36' = @ 900 sq. ft.		30-35 sq. ft.		1:6	
CHILDREN Grades 1-6		25-30		24' x 36' = @ 900 sq. ft.		25-30 sq. ft.		1:6-8	
YOUTH Grades 7-12		30-40		24' x 36' = @ 900 sq. ft.		20-25 sq. ft.		1:8	
ADULT Ages 18+		30-40		18' x 25' = @ 450 sq. ft.		10-15 sq. ft.		1:6**	

* To figure room square footage, multiply the length of the room by the width.
 † To figure floor space per person, divide room square footage (see column 2) by department attendance (see column 1).
 ** Leader/Member Ratio for Caring Units (see chapter 3, page 57).

7.2 FURNISHINGS Each dept. has appropriate furnishings (correct sizes and numbers) as indicated in charts 7B and 7C (pages 115,116).	Dept./Class	Furniture Size Problems	Furnishings Needed	N W SA

Division/Department/Class _____

Date Due _____

Column 3	Column 4	Column 5	
WHAT'S THE NEXT STEP? (See "What's the Next Step" section following each standard.) After completing this column, number the items in order of priority.	PERSON(S) RESPONSIBLE	DATE Due	DATE Comp.

ASSESSING YOUR NEEDS Worksheet 7—FACILITIES, cont.

Instructions: Duplicate chart—two copies per department or class. Department leader/teachers complete form and give a copy to Sunday School Superintendent or DCE or coordinator.

Codes: Divisions

- EC = Early Childhood Division
- C = Children's Division
- Y = Youth Division
- A = Adult Division

See column 2.

- N = Need to Start
- W = Working on Standard
- SA = Standard Achieved

Column 1

Column 2

STANDARD "What Ought to Be"	WHERE ARE YOU NOW? "What Is" (See "Where Are You" section following each standard.)	(See codes above. Circle where you are.)																																				
<p>7.3 ROOM ARRANGEMENTS Each dept. has facilities that are arranged so they are conducive for both small group involvement and large group input and sharing.</p>	<p>SA = Standard Achieved; N = Needs Improvement</p> <table border="1"> <thead> <tr> <th data-bbox="573 592 716 623">Dept./Class</th> <th data-bbox="786 592 818 623">SA</th> <th data-bbox="855 592 888 623">N</th> <th data-bbox="911 592 1271 623">Problems Needing Attention</th> </tr> </thead> <tbody> <tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> <tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> <tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> <tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> <tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> <tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> <tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> <tr><td></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td></td></tr> </tbody> </table>	Dept./Class	SA	N	Problems Needing Attention		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<p>N W SA</p>
Dept./Class	SA	N	Problems Needing Attention																																			
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<p>7.4 MAINTENANCE/EVALUATION You have established procedures for regular, systematic maintenance/evaluation of your facilities.</p>	<p>You have need</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> written procedures for reporting/repairing damaged equipment; <input type="checkbox"/> <input type="checkbox"/> a repair/report form (see figure 7-14 on page 124); <input type="checkbox"/> <input type="checkbox"/> a "Facilities/Equipment Evaluation" sheet (see page 125). <p>You conduct a facility/equipment evaluation</p> <ul style="list-style-type: none"> <input type="checkbox"/> once a year <input type="checkbox"/> every 3 or 6 months <input type="checkbox"/> once in a while <input type="checkbox"/> never <p><input type="checkbox"/></p>	<p>N W SA</p>																																				
<p>7.5 MATERIAL DISPOSAL In the past year, each dept. staff has evaluated their rooms and storage areas and have disposed of materials not currently being used.</p>	<p>You <input type="checkbox"/> do <input type="checkbox"/> do not have a procedure for clearing out any supplies not currently being used.</p>	<p>N W SA</p>																																				

Division/Department/Class _____

Date Due _____

Column 3	Column 4	Column 5	
WHAT'S THE NEXT STEP?	PERSON(S) RESPONSIBLE	DATE Due	DATE Comp.
(See "What's the Next Step" section following each standard.) After completing this column, number the items in order of priority.			

Continued from page 124.

3. Develop a schedule for evaluating your facilities and equipment.
4. Distribute copies of procedures and forms to your staff.
5. Select person(s) responsible for conducting evaluation and/or maintenance.

Write your plans in columns 3-5 of "Assessing Your Needs Worksheet 7" (pages 128,129).

Standard 7.5 Material Disposal

7.5 In the past year, each department staff have evaluated their rooms and storage areas and have disposed of materials not currently being used.

Keeping outdated materials will clutter up valuable storage space, making it difficult to keep your current materials organized and easy to find. You will want to have a procedure for clearing out any supplies not in regular use.

WHERE ARE YOU in Relation to Material Disposal?

Indicate on "Assessing Your Needs Worksheet 7" (see pages 128,129), in column 2, opposite standard 7.5 your response to the following statement.

You **do** **do not** have a procedure for clearing out any supplies not currently being used.

WHAT'S THE NEXT STEP?

If your Sunday School storage areas are not evaluated regularly . . .

1. Plan a pot luck meal at a convenient time for your staff (perhaps one Sunday after church). After sharing together during the meal, spend the next couple of hours cleaning out storage units and closets.

2. Write a procedure for regular review of storage areas. Perhaps at the beginning of each quarter, each department staff can take a few minutes after their regular, monthly training/planning meeting to check their materials.

Write your plans in columns 3-5 of "Assessing Your Needs Worksheet 7" (pages 128,129).