

TOPEKA UNIFIED SCHOOL DISTRICT NO. 501

CAPITAL IMPROVEMENTS REPORT

1973

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Prepared by

Capital Improvements Committee  
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## PREFACE

A staff committee, (composed of principals, supervisors, and central office personnel), is appointed each year to assist the Operation and Maintenance Division in reviewing and evaluating capital improvement requests for their educational value, need, and urgency. Projects estimated to cost in excess of \$5,000 which may involve outside contracting and alterations or replacement of existing facilities are reviewed by this committee while lesser projects are usually handled through O & M work orders. It is the primary responsibility of this committee to make recommendations to the Board of Education through the Superintendent concerning needed capital improvements and to recommend projects for funding from available funds. In determining what projects should be considered, the following criteria (not necessarily in order of priority) are employed in reviewing requests:

- (a) Emergency requests that protect the health, safety and welfare of students.
- (b) Critical needs for housing students.
- (c) Facilities in dire need of refurbishing.
- (d) Facilities in greatest need of remodeling or replacement.
- (e) Program changes necessitating new or remodeled facilities.
- (f) Needed new structures.
- (g) Preventive maintenance needs.
- (h) Funds available for undertaking projects.
- (i) Educational function.

The format of this report differs significantly from previous reports. The procedures followed by the Capital Improvements Committee have been identified in the Preface. Part One sets forth the basic philosophy, assumptions, and suggested school standards upon which the committee has based its recommendations found in Part Two. Part Two also includes a summary of existing conditions and facts which should be given consideration in developing a sound, long-range capital improvements program. Additional supportive data including building and site data, enrollment projections, review of related studies, and financial data are provided in the Appendixes. A Table of Contents is included for reader convenience.

## PART ONE - PHILOSOPHY, ASSUMPTIONS, AND SUGGESTED STANDARDS

### A. PHILOSOPHY

The major purpose of the Topeka Public Schools is to contribute to the development of worthy citizens under one basic system of government. Several "beliefs" based on this purpose, adopted by our Board of Education as part of district policy, influence decisions regarding our capital improvements program. These are:

1. As legal officials of the state and legally selected representatives of the general public, school boards are obligated to take leadership to provide ever improved educational programs and better facilities for learning. Although sensitive to the wishes of the general public, they must maintain independence of action and independence in policy making.
2. Although primarily legislative and policy-making bodies, school boards should take courageous leadership roles for better programs, better public understanding, and improved support of public schools.
3. Boards of education should at all times be informed of the conditions which exist in the schools.
4. Public schools can be destroyed by public apathy or public lack of responsibility. The majority of citizens in any community may deprive a child of quality education. This may be done by voting against a budget or bond election or remaining home on election day.
5. The public schools are public ventures and will be supported to the degree the public understands their role and sees their dividends to society. Greatly increased financial support seems imperative in the immediate future. This the public should know.
6. Children and youth will fail only if the adults first fail them.

It is the responsibility of the staff to keep the Board of Education and the public informed of needed improvements in school facilities which will keep schools operational and functional. In a metropolitan school district such as Topeka, this responsibility is best carried out by frequently assessing needs and developing an orderly, long-range plan for replacing worn-out or non-functional facilities.

## B. ASSUMPTIONS

The recommendations of this report are based on the following assumptions:

1. The Board of Education, staff, and community place a high value on education and are willing to provide the necessary facilities, equipment, materials, and staffing needed for developing and maintaining a quality program.
2. Although the recruitment and retention of highly qualified personnel is the primary ingredient of quality schools, good facilities which are properly maintained and kept functional to current educational practices do contribute to the retention of competent personnel and to a better learning environment.
3. The patrons of The Topeka Public Schools are willing to finance a quality program and to provide functional, modern facilities if planned within the available financial resources of the district.
4. The patrons of the community will support a planned, long-range, orderly replacement of old and wornout facilities program, if the plan:
  - (a) either makes other use of buildings discontinued as attendance centers or provides for returning the property to the tax rolls;
  - (b) eliminates smaller attendance centers having high operating costs and/or limited educational programs, but in so doing, does not create units which impede good management.
  - (c) provides for reduction in racial isolation and offers equal educational opportunity to all students regardless of where they reside;
  - (d) provides transportation for pupils who live too far from their assigned attendance centers.
  - (e) reflects the predicted enrollment trends of the district;
  - (f) amortizes the estimated cost in a manner that the financial burden is not excessive in any taxing year.

C. RECOMMENDED STANDARDS OF SCHOOL SIZE

	<u>Elementary</u>			<u>Middle School or Junior High</u>			<u>Senior High</u>		
	Min	Desired	Max	Min	Desired	Max	Min	Desired	Max
Enrollment Range	300	500-600	900	600	800-1000	2000	800	1200-2000	unlimited
Site Size	10	15	19	20	28-30	40	30	42-50	Depends on Enroll.
Building Size (1000s Sq. Ft.)	25	50-70	82	60	70-110	200	150	180-300	Depends on Enroll.
Maximum Walking Distance	$\frac{1}{2}$ to 1 mile			1 to $1\frac{1}{2}$ miles			$1\frac{1}{2}$ to 2 miles		
Maximum Bus Rid- ing Time	45 minutes			45 minutes			45 minutes		

Note: From Complete Guide for Planning New Schools. Nickolaus L. Engelhardt, 1970

Historically, several school district organizational patterns have been employed. These have included K-6-3-3; K-8, 9 through 12; and 6-6 plans. Prior to 1950 the trend was toward the K-6-3-3 plan because of the recognition that young elementary children should not be in the same building with pre-adolescent children and it was also felt that there were significant differences in the growth patterns of ninth grade children with the typically high school aged youngster. In recent years it has been observed that perhaps as a result of improved health habits and medical advancement the age of puberty has declined a year or more. The effect has raised a question as to whether or not the ninth grader is now out of place with junior high aged students. As a result, a growing trend appears to be developing for the adoption of the middle school concept. The middle school differs from the typical junior high school in that it now includes either grades five or six through eight and returns the ninth grade to the high school. Other justifications given for this movement include the trend towards pushing subjects that normally were thought to be only high school level subjects into the elementary school which require more specialized facilities than what the typical elementary school now provides; a recognition of the fact that most colleges and universities still require high school transcripts of students for their work taken in grades nine through twelve; and a need for making greater emphasis in providing a transitional period between the primary school and the high school. Topeka has not adopted this concept but probably should take a look at it in any long-range capital improvements program in its efforts to re-define its school building needs and making the best utilization of existing plants.

Elementary Schools

The current thinking in elementary education emphasizes the individuality of growth of each pupil. There is a definite trend toward adopting a more flexible organizational pattern such as non-gradedness, continuous growth plan, or other organizational plans proved to be successful at the elementary level. Such programs require facilities that maximize flexibility and provide large open spaces. The modern elementary school plant should provide a media center of a minimum of 2,000 square feet; flexible instructional spaces that can be utilized



by large groups, small groups and maximize the opportunity for individualized instruction; and small conference areas that may be used by speech therapists, reading specialists, school psychologists, health personnel, and counselors. It has only been within recent years that elementary school facilities have been planned to meet the current need of ancillary, supportive personnel who augment the regular instructional program of the classroom.

Several research studies (as stated by Engelhardt) have indicated students from smaller schools tend to have a lower rate of achievement and less mastery of basic skills than those from larger schools. A small school has difficulty in providing the specialists needed to meet today's educational demands. Consequently, authorities recommend elementary schools ranging in size from 300-600 pupils which have a minimum of one class per grade, but preferably two to four sections. The primary program should be self-contained utilizing some specialists in music, art, and physical education. Intermediate grades should be housed in flexible space which permits movement from large group to small group, and to independent study. Such programs should also be augmented by specialists.

#### Middle School or Junior High School

The middle school or junior high school of today must also have facilities that maximize flexibility. These school plants need full-sized gymnasiums, specialized laboratories for art, music, practical arts, home economics, large open spaces that may be utilized by large group instruction or redivided for small group and independent work, and a media center of approximately 6,000 square feet. Again, as with the elementary school, there is a need for many small conference rooms that may be used by ancillary personnel in the field of reading, speech therapy, guidance, counseling, psychological testing, and other specialized services. Middle schools could, by choice, be designed and built less expensively because the age group served would not require laboratories as elaborate as those frequently found in junior highs. Because junior highs have included the ninth grade, which is considered as part of the high school program, there has been a tendency to do more specialization in some fields of study rather than carrying out the exploratory function originally proposed for junior highs. This change in emphasis has been accompanied by more sophistication of facilities and equipment.

#### Senior High School

The modern senior high school also demands much flexibility in its facilities. To meet the needs of youth in today's society, a wide range of course offerings must be provided. The increased emphasis on career education demands greater emphasis on vocational education and other career preparation programs. The extensive activity program of the high schools which is ever expanding also demands greater space both in and out of the building. High schools have need for small conference rooms for housing ancillary personnel similar to those required by both the elementary and middle school programs. In addition, they need the space for team teaching, large group and small group instruction, and independent study, and a media center which permits approximately one-fourth of the student body to utilize it at any one time and to house 30,000 - 50,000 volumes. Since many high schools are also used extensively as community centers, such facilities as boys' and girls' gymnasiums, athletic fields, stadiums, swimming pools, and community meeting rooms are important adjuncts to a modern high school plant.

### Special Education

Special education is treated as a separate topic because Kansas is under a mandate to provide special education for all eligible youngsters by 1974. The total range of exceptionality runs the gamut from the gifted to the trainable and handicapped. To make proper provision for these programs, it requires providing specially designed instructional areas within regular attendance centers as well as giving consideration to specialized separate facilities. In any redesigning of our school facilities, our long-range plan should incorporate an orderly program in developing the specialized facilities necessary to serving adequately the needs and interests of exceptional pupils.

## PART TWO - SUMMARY AND RECOMMENDATIONS

As an aid to the reader it was deemed desirable to summarize some of the more salient and obvious facts about the existing conditions in our schools. Staff recommendations also reflect these conditions and may be further substantiated by additional information found in the Appendix.

### A. Existing Conditions and Facts

1. Nineteen of the fifty-five buildings used regularly as attendance centers or administrative facilities are thirty-six years of age or older. Although age should not be the sole determinant of needed building replacements or refurbishments, it must be considered an important factor in developing an orderly long-range plan.
2. The following schools have inadequate playground space for the enrollment served: Clay, Grant, Highland Park Central, Highland Park North, Lafayette, Lowman Hill, Lundgren, Monroe, Polk, Potwin, Quincy, Sheldon, Sumner, Boswell, Crane, Curtis, East Topeka, Highland Park Junior, Holliday, and Roosevelt. Several other schools have marginal school sites, but playground space is not as critical as it is for the above schools.
3. The following schools have marginal multi-purpose rooms or gyms for the enrollment served: Sumner, Capper, Crane, Curtis, East Topeka, Highland Park Junior, Holliday, Roosevelt, and Topeka High. Most of the junior highs listed also have poor dressing and shower facilities.
4. The following school plants are in need of exterior cleaning, tuck-pointing, and water-proofing: Clay, Crestview, Gage, Grant, Highland Park Central (old section), Monroe, Parkdale (old section), Potwin, Randolph, Rice, State, Sumner, Whitson, Boswell (old section), Capper (old section), Crane, Curtis, East Topeka, Highland Park Junior, Holliday, Roosevelt, and Highland Park High School.
5. Most elementary and junior high schools do not have adequate administrative suites, lack small conference and counseling rooms, and lack other specialized facilities for handling supportive services.
6. Most elementary and junior high schools do not have adequate media centers for currently operating programs.
7. The following schools are in need of extensive remodeling and refurbishing: Belvoir (old section), Clay, Gage, Grant, Highland Park Central (old section), Highland Park North, Monroe, Parkdale (old section), Randolph, Rice (old section), State, Sumner, Boswell (old section), Capper (old section), Crane, Curtis, East Topeka, Highland Park Junior (old section), Holliday, Roosevelt, and Topeka High.
8. Many schools have marginal surfaced playground areas and most schools and district offices have inadequate parking facilities.
9. Approximately 50% of the existing buildings need roof repairs.
10. Most of the schools, thirty or more years of age, are in need of extensive floor repair or replacement and new utility service lines (plumbing, electrical, etc.).

11. Only seven of the fifty attendance centers have partial or complete air-conditioning of instructional areas. This limits the district from giving serious consideration to an extended school year.
12. The present district administrative offices, maintenance shops, stockrooms, and storage facilities are inadequately housed.
13. The district has several excess school sites which appear not to be needed for future schools.
14. District maintains approximately 500 acres of land.
15. District utilizes thirty-two portable classrooms.
16. The following schools have small enrollments which make continued use questionable when measured in terms of operational costs: Clay, Grant, Monroe, Parkdale, Polk, Quinton Heights, Rice, Sumner, Crane, and Curtis.
17. Predicted enrollments indicate a downward trend will continue until 1977-78 and a gradual increase can be expected, beginning in the elementary schools in 1978-79.
18. From 1965 through 1970, school districts were limited to a four percent budget increase. This limitation did not permit the Operation and Maintenance Division of the school district to keep pace with inflationary costs or to do preventive maintenance. Thus, Topeka schools deteriorated physically at an accelerated rate during this time period. Although the Board of Education has authorized additional funds for O and M use the past two years, the district does have need for a "crash" catch up program if schools are to be properly maintained.
19. The two most recent bond elections were held in 1956 (\$6,000,000) and in 1960 (\$4,332,000).
20. Present bonded indebtedness is \$5,117,000 which will be paid in full by September, 1984.
21. Topeka has statutory authority to incur a bonded indebtedness of \$15,820,000 (based on 7% of a \$226,000,000 assessed valuation) and could exceed this limitation by appealing to the State School Fund Commission.
22. School districts have authority to make, by resolution, a four mill special building fund levy and may bond against a five year aggregate. Topeka did bond against such a levy in 1969 and has approximately \$112,000 remaining in this fund. This amount is the only money currently available for all capital improvements until January, 1975, at which time a new resolution may be passed.
23. A recent change in Kansas School Statutes permits districts to invest idle funds and to credit interest earnings to special funds other than the General Fund. Topeka is currently placing such funds in the Capital Outlay Fund.

## B. Recommendations

Although much staff discussion has been devoted to the contents of this report, the following recommendations have not been fully reviewed and acted upon by the Capital Improvements Committee. These recommendations are the writer's interpretation of the committee's discussion concerning the future capital improvements program for the Topeka schools.

### Recommendations Concerning Financing

1. Authorize holding a bond election in the Spring of 1974, and instruct the staff to prepare the necessary information and publicity concerning the proposed bond election. The Capital Improvements Committee did vote unanimously to recommend to the board a bond election of not less than \$20,000,000 as it believes this amount to be minimal for upgrading our schools to desired standards.
2. Renew the four mill special building fund levy by board resolution. District will be eligible to extend this special levy for another five years in late 1974, but funds will not be available before 1975. Funds from this source should be used only for preventive maintenance, minor remodeling, emergencies, etc., but not for new building construction.
3. Continue crediting the Capital Outlay Fund with the earnings realized from the investment of idle funds.

### Recommendations Concerning Long-Range Planning

1. Employ an architectural planning firm to consolidate the findings of previous studies and to make recommendations of projects which should be considered for funding through the proposed bond election.
2. Authorize the staff to make a study of the middle school concept and to bring back recommendations concerning its advantages as an organizational pattern for Topeka.
3. Employ an architectural firm immediately to update the Topeka High Master Plan and to develop working drawings and specifications for its complete remodeling in a multi-phase program with the next phase of work scheduled to begin in the summer of 1974. This project is recommended for special consideration because the committee recognizes that Topeka High will remain in use for twenty or more years and as a result steps should be taken to increase efforts toward upgrading the facilities.

### Recommendations Concerning Existing Facilities and the Long-Range Capital Improvements Needs

1. Consolidate smaller attendance centers into larger units, phase out older buildings or place to other use, and return unneeded property to the tax rolls by selling it.
2. Reduce the number of junior highs (or middle schools) from twelve to eight.
  - A. Continue to use Eisenhower, Jardine, French, and Landon as attendance centers. Add on to French and Landon to accommodate 700-900 enrollment.

B. Close Curtis and serve area by adopting one of the following plans:

- (1) Transfer area north of river to Seaman.
- (2) Transport students to neighboring junior highs.
- (3) Consolidate with Holliday and either build a new junior high to serve both areas or add on to Holliday and change boundaries to include Curtis. Transporting students may also be necessary with this plan.

C. Consolidate Capper, Boswell, Roosevelt, Crane, East Topeka, and Highland Park into three attendance units and provide housing by one of the following plans:

- (1) Consider building three new buildings to replace these six and restructure attendance areas accordingly.
  - (2) Select three of six most strategically located for serving the core of the city and extensively remodel, purchase additional site space, and add on to existing structures to handle desired enrollments.
  - (3) Use a combination of (1) and (2).
3. Adopt a long range plan to purchase additional land area for playground use at the schools indicated under Section A, Item 2.
  4. Adopt a long range plan for upgrading multi-purpose rooms or gyms for the schools cited in Section A, Item 3.
  5. Establish a schedule for doing exterior cleaning, tuck-pointing, and water-proofing for the schools indicated in Section A, Item 4, and adopt a plan of doing this type of work at every building every 20-25 years.
  6. Authorize the staff to develop plans for dividing at least one classroom in each elementary and junior high school into small conference and counseling rooms in each of the buildings where the present administrative suite is inadequate for handling supportive services. (Approximately 3 or 4 conference rooms could be constructed from one classroom.) In some buildings this will not be possible because of lack of adequate classroom space for other use, but as smaller attendance centers are consolidated and additions are added onto other buildings, a suite of administrative and supportive service offices should be provided.
  7. Consider closing and consolidating the following elementary schools: Clay, Grant, Monroe, Parkdale, Polk, Quinton Heights, Rice, and Sumner. The older buildings should be discontinued from use and sold. Any new attendance areas formed to serve these discontinued attendance areas should have a student enrollment potential of no less than 300, preferably with an enrollment range of 400-600.
  8. Upgrade all elementary and junior high school media centers which do not presently have at least 2,000 feet of space allocated at the elementary level and at least 3,000 square feet at the junior high level (see Special Study of Media Centers, Appendix C).
  9. Adopt a long-range plan for doing extensive remodeling and refurbishing of the schools indicated in Section A, Item 7. This remodeling and refurbishing should only be done in buildings which can be made suitable for housing

modern educational programs and in those buildings which will be continued in use for at least another fifteen years. The older buildings and those which are non-functional should be replaced in an orderly fashion, planning at least one new building a year until the schools have been replaced.

10. Adopt a long-range plan for periodically re-surfacing playground areas and parking lots, and for building additional playground areas and parking lots as needed at all schools. To establish a schedule, a plan should be incorporated where at least some resurfacing is done once every five years at each school site.
11. Establish a schedule for repairing roofs. The schedule should be provided for periodic inspection, and redressing or re-roofing at least every 10-20 years.
12. Authorize the staff to develop a detailed plan for consolidating all district administrative offices at one location and to develop a plan for consolidating maintenance shops, stockrooms, food services, and storage facilities at one location. These needs are cited as being some of the most critical in the district, and should be given a high priority for funding from monies obtained in the proposed bond election.
13. All buildings slated for replacement, major additions, or extensive remodeling should be air-conditioned at the time the project is carried out.

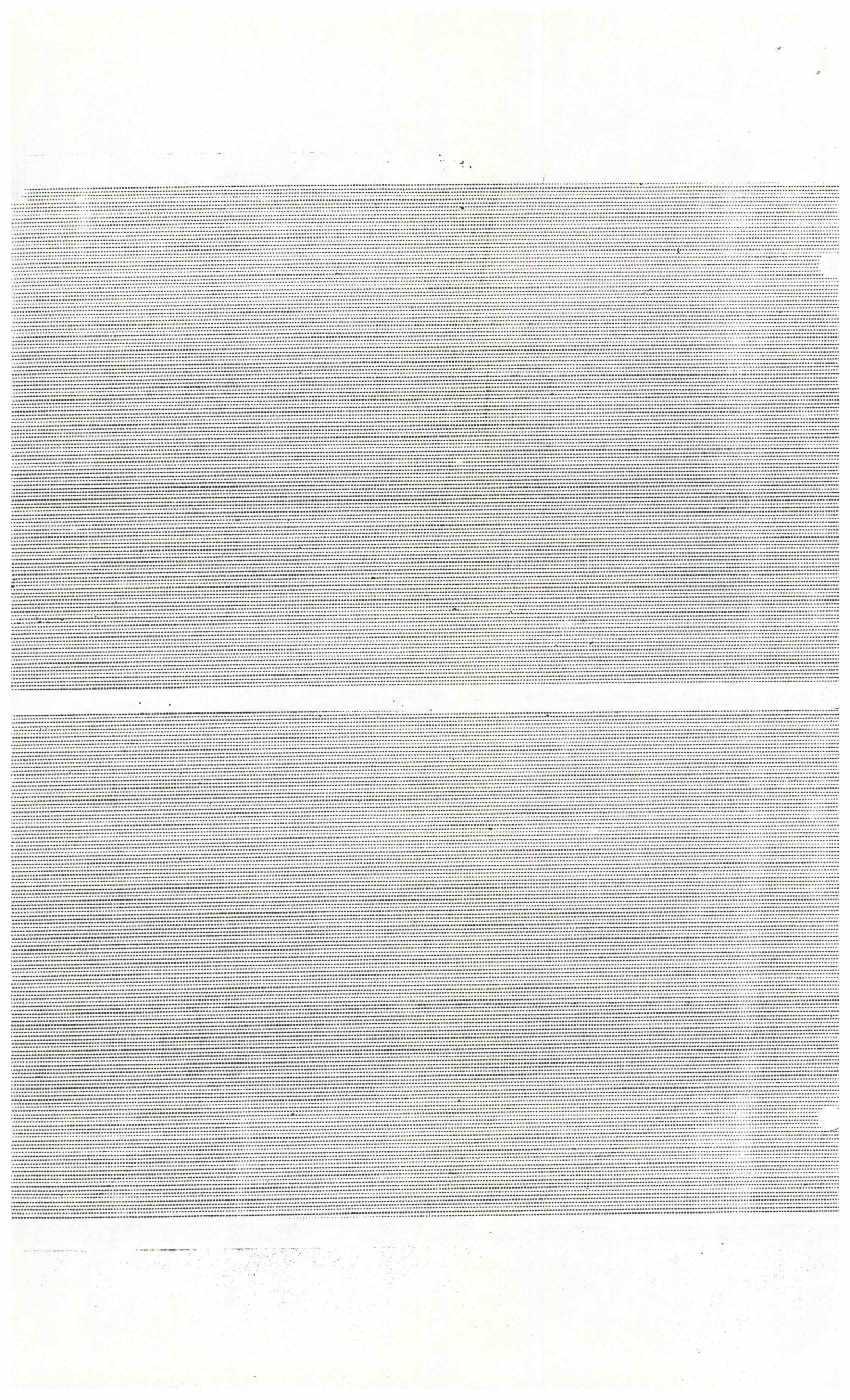
It is virtually impossible to summarize all capital improvement needs for a school system this size and to make specific recommendations about each. The attempt here has been to identify those needs considered to be the most pressing.

Future new buildings should be planned carefully and some serious thought should be given to establishing a philosophy of desired construction quality by adopting one of the following:

1. Place additional money into each project required to insure top quality construction and easy maintenance. (For example: use of ceramic tile wainscoting, terrazo floors, and central heating and air-conditioning units rather than zone units.)
2. Consider the possibility of building cheaper buildings which have only a twenty or twenty-five year use expectancy and plan to replace and/or relocate as needed.

There are some advantages to the later course of action because of the high mobility of today's society which creates many enrollment shifts for a metropolitan district. On the other hand, buildings which reflect quality construction and design, such as Topeka High, stand the test of time and add to the aesthetic beauty and tradition of the community. Unfortunately, the amount of money available at the time of need usually determines the direction followed.

Our staff feels that the most important contribution to be made by this report is to generate action. The Topeka schools are at a critical stage. To delay a massive refurbishing and replacement program any longer will submit the school system to additional deterioration in the physical condition of its buildings and sites.





## APPENDIX A

### BUILDING AND SITE DATA

Introductory Statement. This section reviews historical and statistical data related to the existing buildings and sites. The data includes the name, location, date of construction, dates of major additions, identification of architects, projects undertaken since 1962, and a review of recent building and site studies authorized by the Board of Education. The information contained in this section serves as a background for the topics discussed in other sections of the report.

Table I lists all buildings and sites owned and used by the district either as schools, administrative offices, shops, warehouses, storage, or as sites for future development. The year the original structure was completed, age of building, dates of major additions or renovations, the number of classrooms including special laboratories, estimated enrollment for 1973-74, estimated efficient instructional capacity, approximate building size in square feet, approximate site size in acres, state recommended site size, and the architect for the original building are the statistics included in this table. Statistics have been compiled separately for elementary schools, junior high schools, senior high schools, Kaw Area Vocational-Technical School, and for other buildings and sites. A summary of certain statistics applicable to all buildings and/or sites is also provided. Footnotes to Table I identify exceptions and indicate how certain statistics were derived. For example, Belvoir and Highland Park Central Elementary Schools appear to be newer buildings than is actually the case. The original main structure of each building was replaced; but older sections, classified as additions, remain in use. Since the major portion of each building is new, the age of the building is computed from the completion date of this addition.

Some revealing and interesting statistics may be derived from Table I. Buildings used by the district vary from three years (French) to eighty-six years (Garfield-Shop) in age. The district's thirty-four elementary schools range in age from 4 to 49 years with an average age of 22.4 years. The twelve junior highs vary from 3 to 50 years in age with an average of 31.4 years. The average age of the three high schools is 25.7 years. Buildings used by the district for administrative offices and other purposes vary in age from 50 to 86 years with an average of 63.4 years. The junior high schools represent the oldest attendance centers in use. Since 1960, the district has constructed fifteen buildings and has undertaken twenty-six major additions or renovations.

The typical elementary school contains 27,602 square feet, has an average of 16 classrooms, and is located on a site containing approximately 5.047 acres. The elementary enrollment averages 379.2 pupils per school. The typical junior high enrolls 482.1 pupils, contains 22.7 classrooms, has 51,987 square feet and is located on a site containing 9.048 acres. The average size for our three high schools is 70.3 classrooms, 194,260 square feet of floor space, a site containing 28.646 acres, and an estimated average enrollment of 1736 students for 1972-73. An estimated efficient instructional capacity has been computed for each building. For most buildings, this figure reflects 30 pupils being assigned to each regular classroom and 24 pupils to each special laboratory. In most instances more pupils could be assigned to meet emergency enrollment situations than is indicated by the capacity given.

The district has a total of 1030 rooms and laboratories available for instructional use. Although the estimated efficient instructional capacity of these rooms indicates 30,343 pupils could be served, the current emphasis given to special education classes (classes limited to maximum of 15 pupils), counseling, special services, remedial reading, and specialized federal programs drastically reduces the number of students that can be served. For example, most of our elementary schools do not have small conference rooms which may be used by counselors, special reading teachers, psychologists, speech therapists, and instrumental music teachers. In these buildings, it becomes necessary to have the above personnel meet with their groups in unassigned classrooms, hallways, principal's office, or other available space which has not been designed for the program it now serves.

The sixty-five regular buildings and thirty-one portable units contain approximately 2,359,356 square feet of floor space and there are approximately 497 acres of land owned by the district at the 58 different site locations.

Elementary Schools

TABLE I  
BUILDING AND SITE DATA

School Name and Address	Year Original Structure Completed	Age of Building in 1973	Additions	Number of Class-rooms	Estim. Enroll. for 73-74	Estim. Efficient Inst. Cap. (Pupils) <sup>2</sup>	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres) <sup>3</sup>	Architect for Original Building
Avondale East 455 Golf Park	1954	19	1956	22	548	690	34,782	6.830	8	16.6	Williamson
Avondale Southwest 1600 W. 34th	1957	16	1958	15	335	480	24,664	7.488	7	14.5	Williamson
Avondale West 3229 Westview	1954	19	1955	19	436	600	26,577	7.641	6	15.4	Coolidge
Belvoir <sup>1</sup> 2401 E. 11th	1967	6	1956	18	279	570	33,000	5.428	16	14.0	D. Brown
Bishop 3601 W. 31st	1965	8	1959 <sup>1977</sup>	19	543	600	29,943	7.906	4	13.3	M. Thomas
Central Park 1501 Buchanan	1969	4		14	349	450	30,309	6.792	9	14.8	F. Godding
Clay 635 Clay	1926	47		11	165	360	18,808	1.724	34	12.4	Williamson
Crestview 2200 Eveningside	1954	49		20	454	630	35,889	8.032	3	15.7	C. Marshall
Gage 3028 W. 8th	1928	45		14	366	450	24,545	5.033	17	13.9	Cuthbert & Sverk
Grant 1231 Eugene	1937	36	1970	15	194	480	26,847	2.657	28	14.5	Gamble, Spencer & Glover
Highland Pk. Central <sup>1</sup> 2717 Illinois	1966	7	1953	24	457	750	34,137	4.353	21	17.2	Williamson & Corman
Highland Pk. North 20th & Indiana	1955	18	1958 <sup>1977</sup>	17*	385	540	22,558	4.502	20	14.5	Ekdahl, Davis & Depey
Highland Pk. South 1400 E. 34th	1955	18	1958	23*	504	720	37,847	6.557	12	14.5	Ekdahl, Davis & Depey
Hudson 2400 Highland	1963	10	1968 <sup>1977</sup>	15*	298	480	22,912	9.200	1	12.7	Vandoren, Hazard, Stallings & Schnacke
Lafayette 420 California	1957	16	1962	27*	476	840	30,500	5.857	15	16.6	Kiene & Bradley
Linn 200 E. 40th	1964	9		16	297	510	25,221	6.337	13	14.5	D. Brown

PORTABLE = 30

TABLE I (Continued)  
BUILDING AND SITE DATA

School Name and Address	Year Original Structure Completed	Age of Building in 1973	Additions	Number of Class-rooms	Estim. Enroll. for 73-74	Estim. Efficient Inst. Cap. (Pupils) <sup>2</sup>	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres) <sup>3</sup>	Architect for Original Building
Lowman Hill 1101 Garfield	1959	14		15	311	480	24,225	2.313	30	14.2	Kiene & Bradley
Lundgren 1020 Forest	1950	23	1963	15	285	480	32,411	3.322	25	14.5	Griest & Ekdahl
McCarter 5512 W. 16th	1957	16	1977	18	444	570	29,073 5,948	6.750	10	15.1	Howells, Hale & Wohlberg
McClure 2529 Chelsea	1962 1977	11	1964	15	428	480	26,673 4,402	7.674	5	14.5	Hughes, Knight & Remele
McEachron 4433 29th St. Ter	1959	14		18*	498	570	25,511	3.183	2	14.5	Glover & Newcombe
Monroe 15th & Monroe	1927	46		10	135	330	19,947	2.017	32	13.3	Williamson
Parkdale 10th & Chandler	1924	49	1962	18	266	570	31,774	4.017	23	15.4	Williamson
Polk Huntoon & Polk	1962	11		9*	147	300	15,070	1.290	35	12.1	Ossman
Potwin 208 Elmwood	1949	24		12	297	390	20,609	2.205	31	13.3	Griest & Ekdahl
Quincy 1500 N. Quincy	1962	11	1976	14	257	450	22,632 8,424	2.971	27	13.9	Kiene & Bradley
Quinton Heights 2331 Topeka Blvd.	1954	19		10	180	330	23,786	4.814	18	12.7	Ossman
Randolph 1400 Randolph	1927	46	1971	19	426	600	28,136	4.071	22	14.8	Williamson
Rice 550 Norwood	1949 1966	24	1955	14	212	450	26,795	4.730	19	12.7	Eicholtz (Add) Keys, Hedges & Metcalf
Sheldon 1155 Seabrook	1957	16		11	262	360	20,327	2.429	29	13.0	Wamer (add.) Quading & Wamer
State Street Division & Sumner	1941	32		20*	443	630	28,886	3.912	24	14.5	Cuthbert, Sverk & Spencer
Stout 2303 College	1955	18		14	332	450	23,245	6.606	11	14.2	Glover & Newcombe

TABLE I (Continued)  
BUILDING AND SITE DATA

School Name and Address	Year Original Structure Completed	Age of Building in 1973	Additions	Number of Class-rooms	Estim. Enroll. for 73-74	Estim. Efficient Inst. Cap. (pupils) <sup>2</sup>	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres) <sup>3</sup>	Architect for Original Building
Sumner 4th and Western Whitson 1725 Arnold	1935	38		12	247	390	31,306	2.012	33	13.0	Williamson
	1952	21		14**	303	450	49,529	5.945	14	15.4	Coolidge
Total Elementary				547	11,559	17,430	938,474	171.598		486.2	
Averages		22.4		16.1	339.9		27,602	5.047		14.3	

- Note: 1 -- Indicates buildings where old sections of buildings were retained in use when new "main" building was built.  
 2 -- Computed on basis of 30 pupils per classroom, 60 pupils in kindergarten and does not set any rooms aside for supportive services personnel use.  
 3 -- Based on recommended size for effective instructional capacity as determined by enrollment maximum of building.

- \* -- Indicates buildings where portable classrooms are included in number of classrooms (1972-73 location).  
 \*\* -- Eight (8) regular classrooms being used for Special Education Offices. If used for regular classes, building would have 720 pupil capacity.

It has been the policy of the district to hold the pupil-teacher ratio to 25 to 1 in target schools (Avondale East, Belvoir, Clay, Grant, Lafayette, Monroe, Parkdale, Quincy, Rice, Sumner). Although the estimated instructional capacity reported for each building is realistic, this enrollment policy does affect the number of pupils assigned.

TABLE IA  
BUILDING AND SITE DATA

Junior High Schools

School Name and Address	Year Original Structure Completed	Age of Building in 1973	Additions	Number of Classrooms	Estim. Enroll. for 73-74	Estim. Efficient Inst. Cap. (Pupils) <sup>2</sup>	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres) <sup>3</sup>	Architect for Original Building
Boswell	1923	50	1957	25	541	736	48,523	3.357	7	26.5	Williamson & Loeb sack
13th & Boswell											
Capper	1940	33	1955	26	398	732	51,669	8.043	5	26.5	Howell & Asso
1900 Hope			1963	16	273	456	38,767	2.538	11	24.5	Eicholtz (Ad. Williamson & Assoc.
Crane	1929	44		14	213	396	35,767	3.223	8	24.5	Williamson & Assoc.
1620 Tyler	1927	46	1964	30	454	800	58,605	3.157	9	28.0	Williamson & Assoc.
Curtis	1936	37		29	722	750	74,099	18.383	3	27.5	Cuthbert & Sverk
316 W. Grant	1961	12		21	450	570	71,900	19.380	2	27.0	Williamson & Loeb sack
East Topeka	1970	3		22*	438	612	40,587	2.463	12	25.2	Horst, Terrill & Karst
1210 East 8th	1935	38	1959	19	419	534	37,262	3.015	10	25.5	Glover
Eisenhower	1928	45	1964	29	653	750	74,099	26.810	1	27.5	Ekdahl, Davis & Depew (Add) Williamson & Assoc.
33rd & Minnesota	1961	12		21*	399	588	53,635	14.342	4	23.8	Williamson & Loeb sack
French	1963	10	1974	20	476	570	38,927	3.868	6	25.0	Horst & Terrill
33rd & Fairlawn											
Highland Pk. Junior	1926	47	1957	272	5,436	7,494	623,840	108.579		311.5	Williamson & Loeb sack
2640 Indiana				22.7	453.0		51,987	9.048		26.0	
Holliday											
2301 E. Laurent											
Jardine											
33rd & Wayne											
Landon											
731 Fairlawn											
Roosevelt											
3rd & Buchanan											
Totals--Junior High		31.4									
Averages											

NOTE: \* -- Indicates buildings where portable classrooms are included in number of classrooms (1972-73 location).  
 1 -- Number of classrooms includes regular classrooms and special instructional laboratories.  
 2 -- Estimated efficient instructional capacity was computed on the basis of assigning 30 pupils per

regular classrooms and 24 pupils to special instructional laboratories.  
 3 -- Based on recommended size for effective instructional capacity as determined by enrollment maximum of building.

It has been the policy of the district to hold the pupil-teacher ratio to 25 to 1 in target schools (East Topeka, Curtis, Holliday, Crane, and Highland Park Junior). Although the estimated instructional capacity reported for each building is realistic, this enrollment policy does affect the number of pupils assigned.

TABLE IB  
 BUILDING AND SITE DATA

Senior High Schools

School Name and Address	Year Original Structure Completed	Age of Building in 1973	Additions	Number of Class-rooms <sup>1</sup>	Estim. Enroll. for 73-74	Estim. Efficient Inst. Cap. (Pupils) <sup>2</sup>	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres) <sup>3</sup>	Architect for Original Building
Highland Park 25th & California	1950	23	1955 1965 1969 1971	58	1419	1636	163,296	35.052	2	43.0	Ekdahl, Davis & Depev
Topeka 800 W. 10th	1931	42	1968 1969 1971 1972	82	2096	2040	252,443	12.280	3	54.8	Williamson & Associates
Topeka West 2001 Fairlawn	1961	12	1963 1964 1965 1968 1971 1972	71*	1433	1743	167,041	38.606	1	43.0	Ekdahl, Davis & Depev
Totals--Senior High				211	4948	5419	582,780	85.938		140.8	
Averages		25.7		70.3	1649.3	1806.3	194,260	28.646		46.93	

- A-7 -

Note: 1 -- Number of classrooms includes regular classrooms and special instructional laboratories.  
 2 -- Estimated efficient instructional capacity was computed on the basis of assigning 30 students per regular classroom at Highland Park and Topeka West and 25 per classroom at Topeka High (due to small room size) and 24 per special laboratories at all three high schools.

3 -- Based on recommended size for effective instructional capacity as determined by enrollment maximum of building.

\* -- Indicates where portable classrooms are included in number of classrooms (1972-73 location).

TABLE IC  
BUILDING AND SITE DATA

Area Vocational-Technical School

School Name and Address	Year Original Structure Completed	Age of Building in 1973	Additions 1972	Number of Class-rooms	Estim. Enroll. 73-74	Estim. Efficient Inst. Cap. (Pupils)	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres)	Architect for Original Building
Kaw AVTS 5724 Huntoon	1968	5	1972				94,554	46.731			Kiene & Bradley

NOTE: Other data not computed for AVTS since school has both day and evening programs.

TABLE ID  
BUILDING AND SITE DATA

Other Buildings and Sites

School or Site Name and Address	Year Original Structure Completed	Age of Building in 1973	Additions	Number of Class-rooms	Estim. Enroll. 73-74	Estim. Efficient Inst. Cap. (Pupils)	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres)	Architect for Original Building
IRC (Van Buren) 16th & Van Buren	1910	63					13,277	.930			
Administration Bl. 415 W. 8th	1923	50					14,606	.150			
Shop (Garfield) 13th & Quincy	1887	86					27,845	.906			
Warehouse (Buchanan) 12th & Buchanan	1921	52					10,445	1.230			
Storage (McKinley) Gordon & Western	1907	66					24,545	1.344			
Chandler Field 11th & Chandler							4,064	8.350			

- 8-V -



TABLE ID (Continued)  
BUILDING AND SITE DATA

School or Site Name and Address	Year Original Structure Completed	Age of Building in 1973	Additions	Number of Class-rooms	Estim. Enroll. for 73-74	Estim. Efficient Inst. Cap. (Pupils)	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres)	Architect for Original Building
Menninger								10.318			
8th & Morningside Elementary (S.W.)								7.998			
33rd & Chelsea Curtis Athletic Fd.								3.000			
Paramore & Central Holliday Ath. Fd.								6.915			
Division & Chester So. Topeka Ath. Fd.								17.450			
23rd & Tyler Elementary (South)								6.258			
37th & Atwood											
Totals--Other Buildings and Sites							94,782	84.229			

TABLE IE  
SUMMARY--ALL BUILDINGS AND SITES SIZE

Total Sites and Buildings	Year Original Structure Completed	Age of Building in 1973	Additions	Number of Class-rooms	Estim. Enroll. for 73-74	Estim. Efficient Inst. Cap. (Pupils)	Building Size in Approx. Sq. Ft.	Approx. Site Size (Acres)	Rank Order Site Size	St. Rec. Site Size (Acres)	Architect for Original Building
34 Elementary				547		17,430	938,824	171.598			
12 Junior High				272		7,494	623,840	108.579			
3 Senior High				211		5,419	582,780	85.938			
1 AVTS							94,554	46.731			
12 Other Buildings & Sites							94,782	84.229			
32 Portable Classrooms (size not included in building size)											
TOTALS				1,030		30,343*	2,359,356	497.075			

NOTE: \* -- This figure reflects the estimated efficient instructional capacity if all 1030 rooms were used as regular classrooms (housing 30 pupils each) and special laboratories (housing 24 pupils each). It does not reflect the number of rooms being used for special education classes which are limited by statute to a maximum of 15 pupils or rooms currently needed for supportive services.

TABLE II  
AGE OF ORIGINAL STRUCTURES  
GROUPED BY FIVE-YEAR PERIODS  
 August 1, 1973

GROUP	TOTAL	ELEM.	JR. HIGH	SR. HIGH	AVTS	DIST. USE
0 Years						
1 to 5 Years	3	1	1		1	
6 to 10 Years	6	5	1			
11 to 15 Years	8	5	2	1		
16 to 20 Years	10	10				
21 to 25 Years	5	4		1		
26 to 30 Years						
31 to 35 Years	2	1	1			
36 to 40 Years	4	2	2			
41 to 45 Years	4	1	2	1		
46 to 50 Years	9	5	3			1
Over 50 Years	4					4
Totals	55	34	12	3	1	5
Average Age	27.9	22.4	31.4	25.7	5.0	63.4

Table II shows the age of the original structure of the fifty-five school plants currently used by the Topeka Public Schools. Statistics have been categorized by use and by five-year age groupings. The 34 elementary schools range in age from 4 to 49 years with a modal age of 18 years and have an average age of 22.4 years. Although the newest building used as an attendance center is a junior high school (French), as a group, the twelve junior highs are the oldest. Junior high buildings range in age from 3 to 50 years of age with a modal age of 43 years and an average age of 31.4. Eight of the twelve junior highs have been in use 33 or more years.

The three senior high schools have an average age of 25.7 years and range from 12 to 42 years. The vocational-technical school is in its fifth year of operation. The five buildings used for administrative offices and for other districtwide use range in age from 50 to 86 years and have an average age of 63.4 years. The average age of all 55 buildings used by the district is 27.9 years. Seventeen buildings have been in use 42 or more years while 9 buildings are under eleven years of age. Although the age of a building is a factor that must be considered in a long-range capital improvements program, other factors such as functionality of structure in relation to use, structural soundness, adequacy of size, and the cost of maintenance are the more important determinants as to when a building should be replaced, remodeled, or refurbished.

TABLE III

BUILDING PROJECTS AND SITE ADDITIONS COMPLETED SINCE 1961

1962

1. Lafayette addition completed.

1963

1. Capper Junior High addition completed.
2. Hudson Elementary School completed.
3. Landon Junior High School completed.

1964

1. Curtis Junior High School site expanded.
2. Curtis Junior High School addition completed.
3. Holliday Junior High School addition completed.
4. Linn Elementary School completed.
5. McClure Elementary school addition completed.

1965

1. Bishop Elementary School completed.
2. Curtis Junior High School site expanded.
3. Holliday Junior High School library remodeled.
4. Topeka High auto mechanics area remodeled.
5. Topeka High home economics area remodeled.
6. Topeka West cafeteria expanded.
7. Topeka West science addition completed.

1966

1. Belvoir Elementary site expanded.
2. Replacement of the Highland Park Central building.
3. Highland Park High School science addition completed.
4. Highland Park Junior High new heating plant installed.
5. Highland Park Junior High library remodeled.
6. Monroe School, which housed Practical Nursing area, converted into regular classrooms.
7. Site acquired for new vocational school.
8. Highland Park Junior High site expanded.
9. Central Park portable classroom school and shelter area.

1967

1. Replacement of major portion of the Belvoir building.
2. New site for Central Park acquired.
3. New classroom addition at Rice completed.
4. Highland Park High School library carpeting, air conditioning, and expansion as a demonstration library.

1968

1. State Street kitchen installed.
2. Topeka West High library and classroom completed.
3. Highland Park South Elementary 6-classroom, shelter, and multipurpose room addition completed.
4. Landon Junior High kitchen storage addition completed.
5. Crane Junior High library and music room remodeling completed.
6. Potwin auditorium multipurpose room remodeling completed.
7. Topeka High School Phase I completed.
8. Employed architect for Topeka High School study (Master Plan).
9. Kaw Area Vocational-Technical School completed.

1969

1. Topeka High School physical education and biology departments completed.
2. Central Park Elementary School completed.
3. Highland Park High School two science rooms added.
4. Curtis Junior High School art and music rooms remodeled and Hot Lunch Program initiated.
5. Cafeteria kitchens developed at Rice and Monroe.
6. Master Plan for Topeka High School.
7. Remodeled and/or enlarged libraries at East Avondale, Stout, Potwin, and East Topeka.
8. Developed Special Education complex at Topeka High.

1970

1. French Junior High completed.
2. Bishop 8-room addition completed.
3. Monroe cafeteria kitchen developed and administrative suite remodeled.
4. Rice cafeteria kitchen installed.
5. Junior High Facilities Study (Kansas State and Van Doren, Hazard, Stallings and Schnacke)
6. Grant multipurpose room remodeled.
7. Installed new Topeka High School heating plant and remodeled for little school offices.
8. Remodeled Media Centers
  - (a) Grant
  - (b) Lundgren
  - (c) State Street
  - (d) Monroe
  - (e) Highland Park Central
9. Resurfaced five playgrounds.
10. Topeka West administrative suite enlarged and industrial arts rooms added.
11. Sumner and State Street relighting completed.
12. Roosevelt boiler replaced.

1971

1. Topeka West fourth little school completed and resurfaced parking lots.
2. Randolph multipurpose room and shelter added.
3. Remodeled media centers at
  - (a) Whitson,
  - (b) Lafayette,
  - (c) McClure.
4. Highland Park High
  - (a) New physical education plant and cafeteria added.
  - (b) Remodeled art suite, special education suite, industrial arts shops, and little school offices.
  - (c) Resurfaced parking lot.
5. Topeka High School intercom system installed and completely repainted interior.
6. East Topeka relighting completed.
7. Resurfaced 7 playgrounds.
8. Replaced boiler at Randolph.

1972

1. Topeka West new gym, art room and storm shelter added.
2. Grant School relighting completed.
3. Topeka High physics and chemistry suites remodeled and repaired, re-decorated fire-damaged areas.
4. State Street boiler replaced.
5. Randolph playground improved.
6. Highland Park driveway improved.

1973

1. Gage Elementary School improved drive and parking lot.
2. Topeka High School renovated exterior and new dcors on auditorium.
3. Topeka West installed new art kiln and improved intercom.
4. Potwin additional asphalt (by PTA).
5. Lafayette major improvement in blacktop area.
6. Landon repaired drive and blacktop.
7. Avondale West improved sidewalk.
8. Administration building renovated elevator and cooling tower.
9. French completed new sidewalk.
10. Sheldon installed new intercom.
11. Whitson improved play area and driveway.
12. Jardine improved driveway.
13. Crane boiler replacement - gas-oil with fuel oil storage.

Concluding Statement. The statistical and historical data relevant to existing buildings and sites has been reviewed in this section of the report as a means of informing the reader of our status quo. The data indicates that the downward enrollment trend in the schools of the district has relieved the classroom congestion indicated in the 1969 Projection of Building and Site Needs Study. This relief is due to two factors, decreasing elementary enrollments and new or expanded facilities in our junior and senior high schools. Only Avondale East, Bishop, McClure, Quinton Heights, McEachron, Eisenhower, Jardine, and Topeka High School appear to have enrollments near their intended capacities. Several schools are considerably below their estimated capacities and could handle more students should it become necessary to shift boundaries for effecting greater balance in enrollments. It should be pointed out, however, that special education will require approximately 27 additional classrooms between now and July 1, 1974, if the district is to meet the mandate of the 1969 special education statutes.

If the present downward enrollment trend prevails for the next several years, it appears that the district may be able to phase out some of the older and less functional facilities and can replace or remodel other needed facilities with a minimal financial effort when compared to predicted needs projected in 1969. The appropriate time for formulating and implementing an orderly, long-range capital improvements program that phases out worn-out, nonfunctional facilities, upgrades or replaces needed facilities, and establishes a preventive maintenance program appears to be now.

A P P E N D I X B

ENROLLMENT DATA

APPENDIX B

ENROLLMENT DATA

by Gerald Miller, Director of Pupil Accounting

Introductory Statement. Enrollment data is presented as an integral part of this report for purpose of cross-referencing and in support of projects. Chart I shows that births within the Topeka school district have ranged from a high of 3495 in 1959, to a low of 2075 in 1967, and are presently stabilized at approximately 2400. Any child who attains the age of five years on or before the first day of September of any school year is eligible to enter kindergarten in Topeka Public Schools. Even though a child is not required to attend school until he is seven years old, most children are enrolled in kindergarten when they qualify under the minimum age requirements, (i.e., 5 years of age on or before September 1).

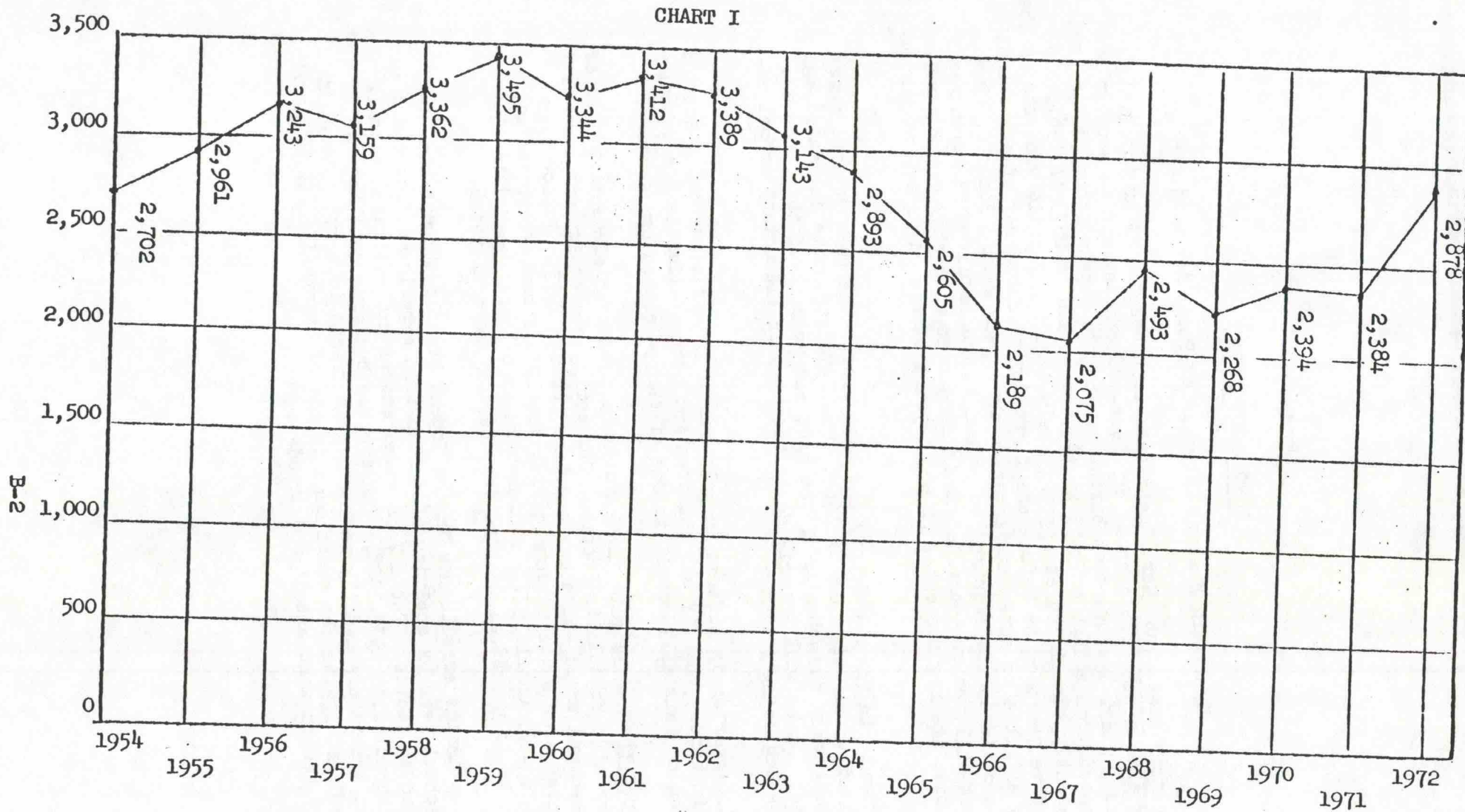
The birthrate in Shawnee County has been erratic the past several years and reached an all time low in 1967. The 1972 birthrate increased again to approximately the average of the past ten years. If this increase continues, Topeka will experience an increase in elementary school enrollments beginning in 1977.

Since kindergarten is offered in only one of Topeka's parochial schools (Topeka Lutheran), nearly all children who become eligible for school attendance do initially enroll in one of our 34 elementary schools.

Charts II, III, and IV plot the enrollment trends in elementary, junior, and senior high schools in Topeka. Currently, elementary enrollments show a downward trend which may continue through 1973. Junior high enrollments reached the maximum during the 1970 school year, and will decline steadily until 1977. Senior high enrollments peaked in 1970 and appear to be in a gradual decline for the next several years.

Table IV estimates enrollments in the Topeka Schools through the 1977-78 school year by applying a continuation experience factor and an average growth factor. Table V provides actual and estimated enrollments by school from 1972-1978, with average building enrollments. Enrollment trends are usually reflective of trends in birth rates. By comparing Chart I with the enrollment trends of Charts II, III, IV, and V, one may see to what extent the trends agree.



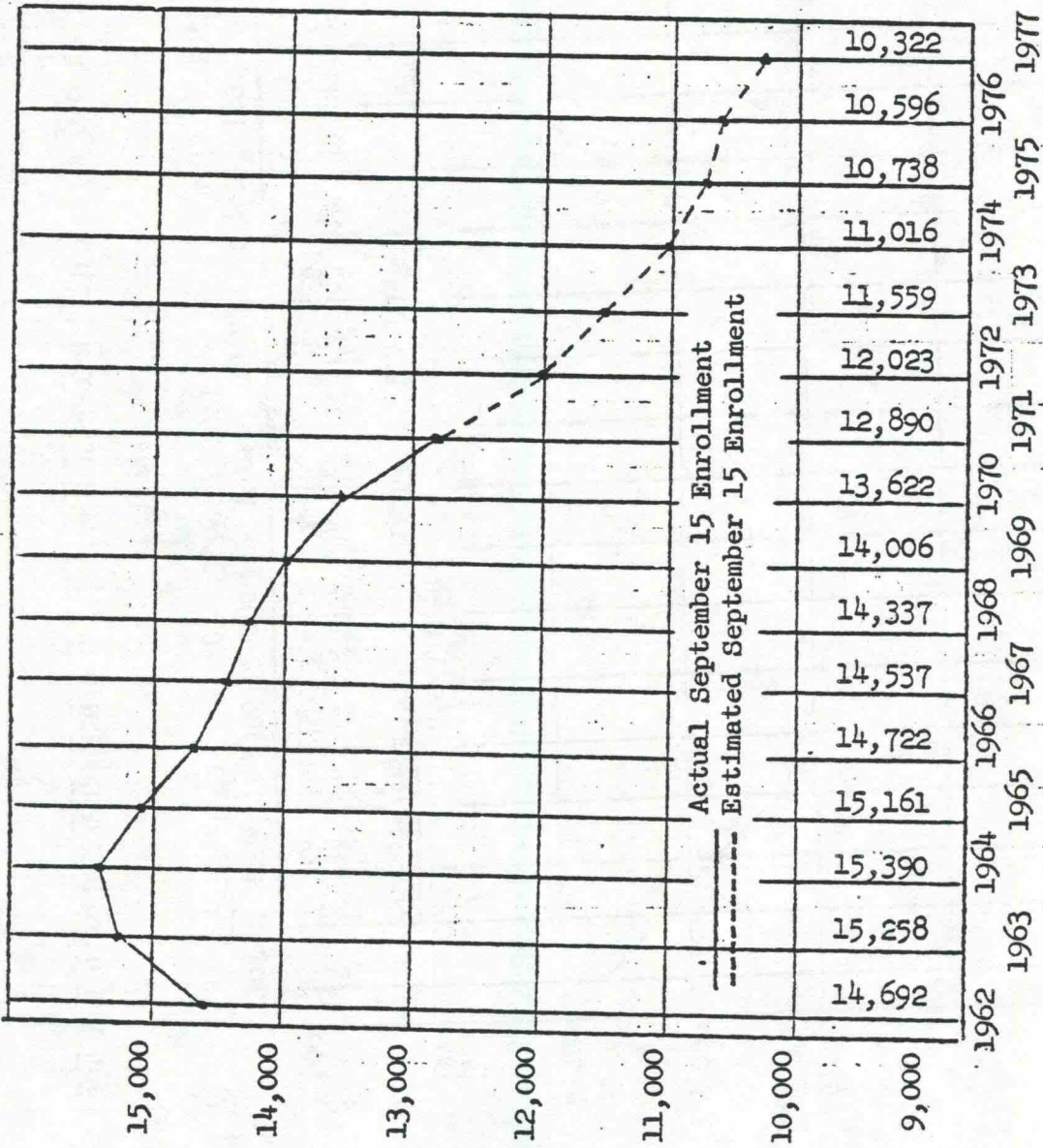


B I R T H S R E C O R D E D I N U N I F I E D S C H O O L D I S T R I C T # 5 0 1

Source: Clerk of the City of Topeka

by Gerald A. Miller, May, 1973

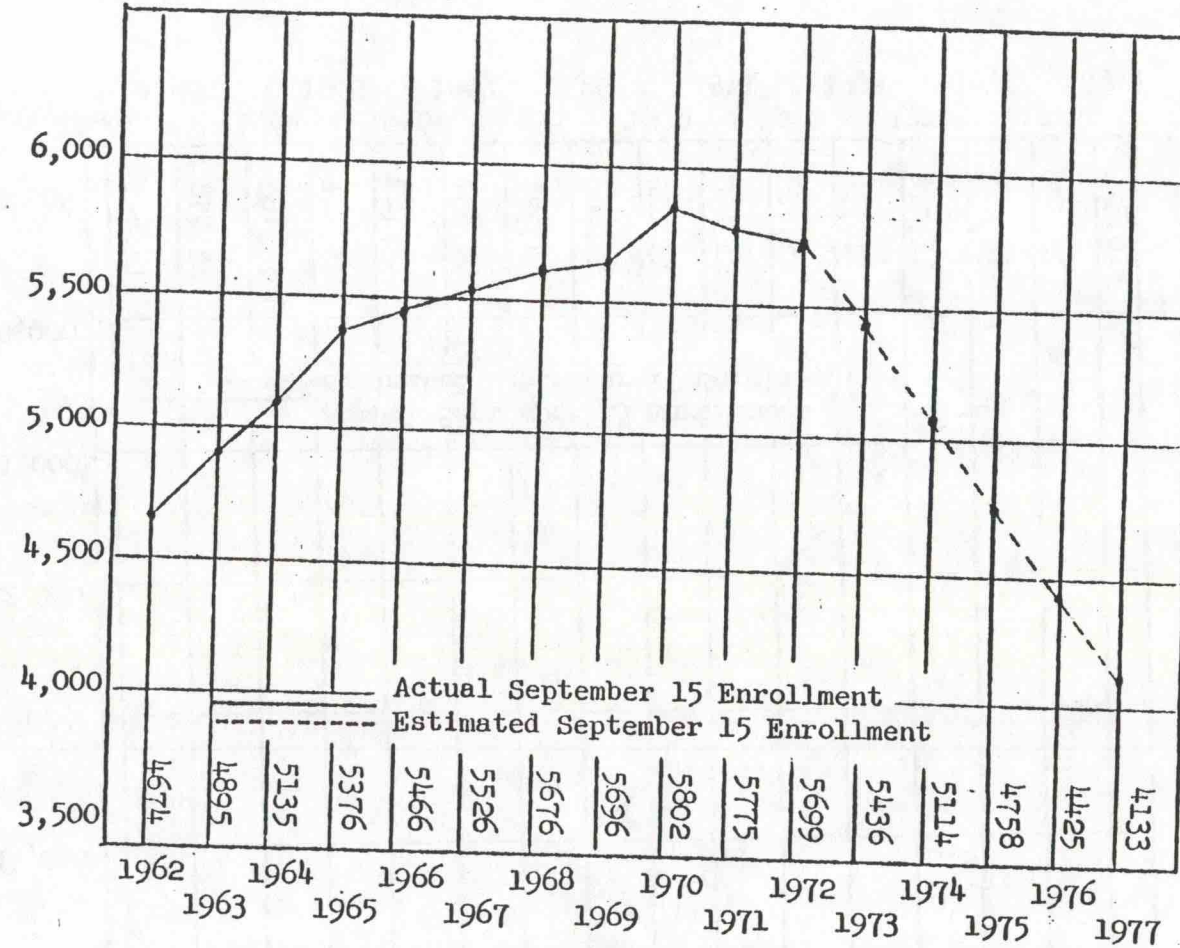
CHART II



ELEMENTARY SCHOOL ENROLLMENTS IN USD. # 501

by Gerald A. Miller, May, 1973

CHART III

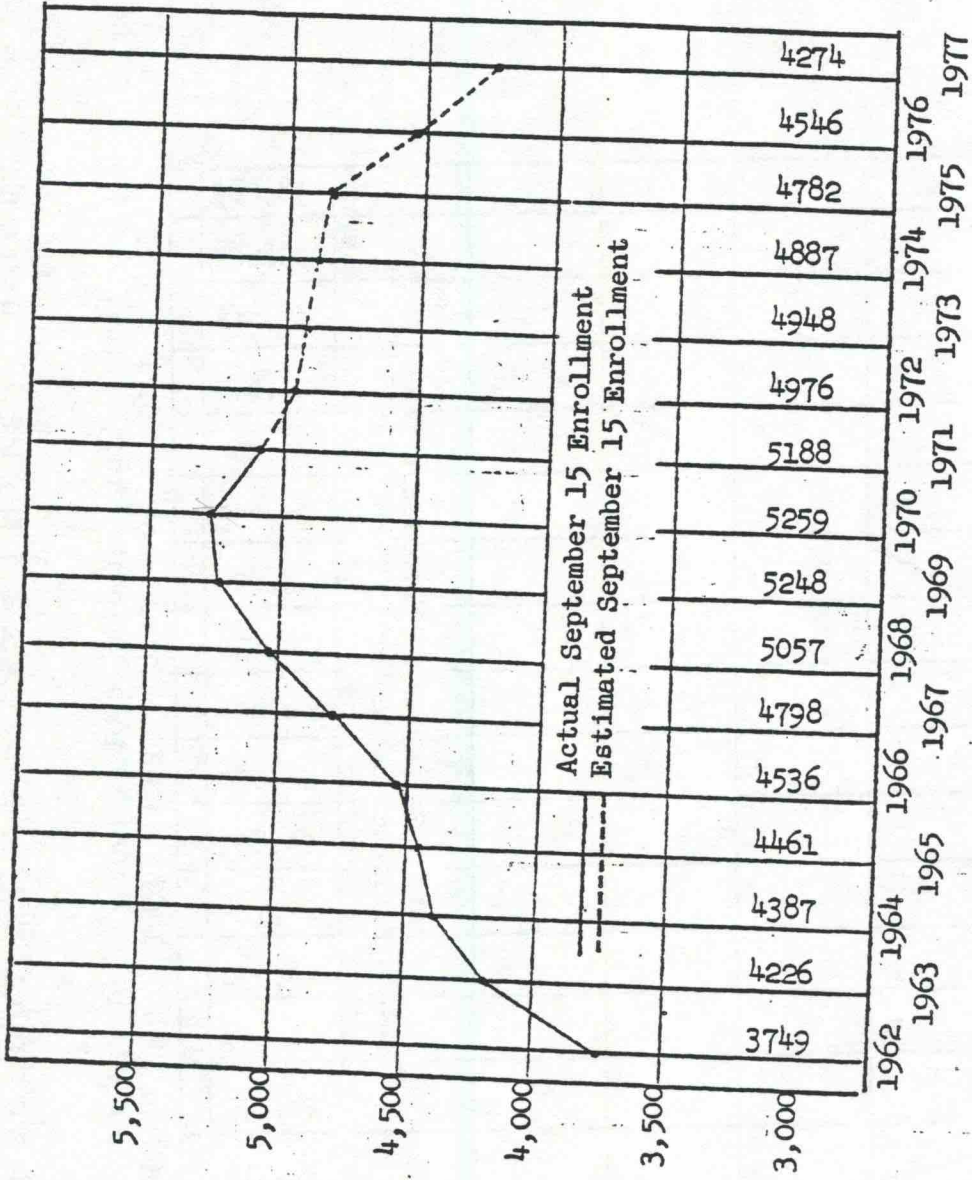


B-4

JUNIOR HIGH ENROLLMENTS IN USD . # 501

by Gerald A. Miller, May, 1973

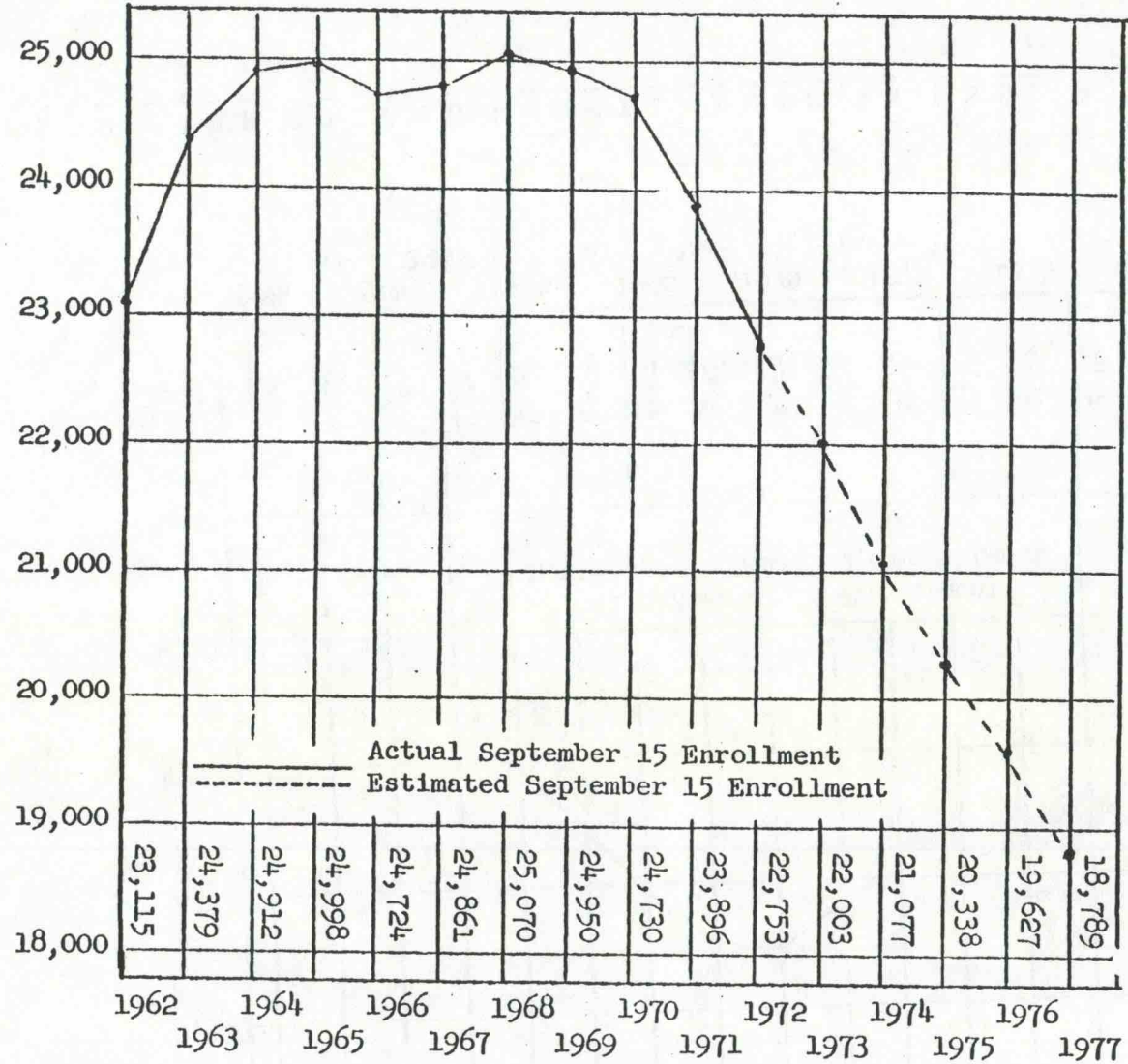
CHART IV



SENIOR HIGH SCHOOL ENROLLMENTS IN USD. #501

by Gerald A. Miller, May, 1973

CHART V



TOTAL SCHOOL ENROLLMENTS (K - 12) IN USD. # 501

by Gerald A. Miller, May, 1973

TABLE IV

SUMMARY OF ESTIMATED ENROLLMENTS  
BY GRADE LEVELS FOR THE YEARS  
1973--1978

GRADE LEVEL	ACTUAL 9-15-71	ACTUAL 9-15-72	73-74	74-75	75-76	76-77	77-78
KDGN	(1872)	(1726)	1951	1795	1874	1889	1717
FIRST	(1806)	(1640)	1512	1709	1573	1642	1655
SECOND	(1723)	(1676)	1522	1403	1586	1460	1524
THIRD	(1751)	(1616)	1572	1428	1316	1488	1369
FOURTH	(1832)	(1657)	1529	1488	1351	1245	1408
FIFTH	(1812)	(1730)	1565	1444	1405	1276	1176
SIXTH	(1876)	(1736)	1658	1499	1383	1346	1223
SEVENTH	(1929)	(1808)	1673	1598	1445	1333	1297
EIGHTH	(1886)	(1871)	1754	1623	1550	1402	1293
NINTH	(1851)	(1874)	1859	1743	1613	1540	1393
TENTH	(1833)	(1749)	1771	1757	1647	1524	1455
ELEVENTH	(1674)	(1699)	1621	1642	1629	1527	1413
TWELFTH	(1624)	(1459)	1481	1413	1431	1420	1331
Reg. K-6	(12672)	(11781)	11309	10766	10488	10346	10072
SP ED	218	242	250	250	250	250	250
TOTAL							
K-6	(12890)	(12023)	11559	11016	10738	10596	10322
REG. 7-9	(5666)	(5553)	5286	4964	4608	4275	3983
SP ED	109	146	150	150	150	150	150
TOTAL							
7-9	(5775)	(5699)	5436	5114	4758	4425	4133
REG. 10-12	(5131)	(4907)	4873	4812	4707	4471	4199
SP ED	57	69	75	75	75	75	75
TOTAL							
10-12	(5188)	(4976)	4948	4887	4782	4546	4274
SP ED							
CAPPER FDN.	43	55	60	60	60	60	60
REG. K-12	(23469)	(22241)	21468	20542	19803	19092	18254
SP ED	427	512	535	535	535	535	535
TOTAL							
K-12	(23896)	(22753)	22003	21077	20338	19627	18789

SUMMARY AND COMPARISON OF ACTUAL SCHOOL ENROLLMENTS ON  
 SEPT. 15 FROM 1963-1972 & ESTIMATED ENROLLMENTS FOR 1973-78  
 Prepared by Gerald A. Miller-Dir. of Pupil Accounting  
 April 30, 1973

TABLE V

Elementary Schools	Actual 1972--73	Data for school years 63-72			Estimated Enrollments for School Years 1973-78				
		Min. Enr.	Max. Enr.	Ave. Enr.	1973 1974	1974 1975	1975 1976	1976 1977	1977 1978
Avondale East	524	524	905	611.5	548	522	509	502	488
Avondale S. W.	349	349	489	443.9	335	319	311	307	299
Avondale West	478	413	655	556.4	436	416	405	399	389
Belvoir	290	290	518	404.8	279	266	259	256	249
Bishop	553	371	553	485.9	543	517	503	497	483
Central Park	342	339	449	387.3	349	334	326	322	314
Clay	178	178	268	213.4	165	158	154	152	149
Crestview	450	430	634	529.7	454	432	421	416	405
Gage	385	385	441	412.6	366	349	340	335	326
Grant	195	195	412	308.7	194	186	181	179	175
H. P. Central	505	505	708	636.2	457	436	425	420	410
H. P. North	397	397	612	519.1	385	366	357	352	342
H. P. South	538	524	631	584.1	504	480	468	462	450
Hudson	303	145	390	283.3	298	284	277	273	266
Lafayette	452	452	640	528.1	476	454	443	437	426

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TABLE V (Continued)  
 SUMMARY AND COMPARISON OF ACTUAL SCHOOL ENROLLMENTS ON  
 SEPT. 15 FROM 1963-1972 & ESTIMATED ENROLLMENTS FOR 1973-78  
 Prepared by Gerald A. Miller-Dir. of Pupil Accounting  
 April 30, 1973

Elementary Schools	Actual 1972--73	Data for school years 63-72			Estimated Enrollments for School Years 1973-78				
		Min. Enr.	Max. Enr.	Ave. Enr.	1973 1974	1974 1975	1975 1976	1976 1977	1977 1978
Linn	328	323	419	384.3	297	283	276	272	265
Lowman Hill	333	333	460	403.7	311	297	289	285	278
Lundgren	294	294	446	395.0	285	272	265	261	255
McCarter	470	470	588	545.5	444	424	413	407	397
McClure	443	443	554	501.1	428	407	396	391	381
McEachron	513	414	638	508.1	498	474	462	456	444
Monroe	155	102	243	191.3	135	128	125	123	120
Parkdale	288	288	538	392.9	266	255	249	246	240
Polk	169	169	284	212.4	147	140	136	134	131
Potwin	314	314	435	378.3	297	283	276	272	265
Quincy	263	263	410	347.1	257	244	238	235	229
Quinton Hgts.	190	190	329	274.5	180	171	167	165	160
Randolph	452	452	528	499.0	426	406	395	390	380
Rice	215	215	378	313.0	212	201	196	193	188
Sheldon	285	285	346	312.3	262	250	244	241	235

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TABLE V (Continued)

SUMMARY AND COMPARISON OF ACTUAL SCHOOL ENROLLMENTS ON  
 SEPT. 15 FROM 1963-1972 & ESTIMATED ENROLLMENTS FOR 1973-78  
 Prepared by Gerald A. Miller-Dir. of Pupil Accounting  
 April 30, 1973

Elementary Schools	Actual 1972--73	Data for school years 63-72			Estimated Enrollments for School Years 1973-78				
		Min. Enr.	Max. Enr.	Ave. Enr.	1973 1974	1974 1975	1975 1976	1976 1977	1977 1978
State Street	462	462	616	554.1	443	421	411	406	393
Stout	317	310	486	380.8	332	318	311	307	300
Sumner	258	258	318	297.7	247	235	229	226	220
Whitson	335	335	508	428.9	303	288	281	277	270
<b>TOTAL ELEMENTARY</b>	<b>12,023</b>				<b>11,559</b>	<b>11,016</b>	<b>10,738</b>	<b>10,596</b>	<b>10,322</b>

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TABLE V (Continued)  
 SUMMARY AND COMPARISON OF ACTUAL SCHOOL ENROLLMENTS ON  
 SEPT. 15 FROM 1963-1972 & ESTIMATED ENROLLMENTS FOR 1973-78  
 Prepared by Gerald A. Miller-Dir. of Pupil Accounting  
 April 30, 1973

Junior High Schools	Actual 1972--73	Data for school years 63-72			Estimated Enrollments for School Years 1973-78					
		Min. Enr.	Max. Enr.	Ave. Enr.	1973 1974	1974 1975	1975 1976	1976 1977	1977 1978	
Boswell	537	496	580	550.8	541	509	473	440	410	
Capper	451	449	641	553.2	398	376	353	331	312	
Crane	305	305	382	342.3	273	256	238	221	206	
Curtis	222	213	317	261.9	213	201	187	174	163	
East Topeka	507	507	567	539.3	454	427	397	370	345	
Eisenhower	722	374	748	560.1	722	680	632	588	549	
French	480	439	480	456.3	450	423	394	366	341	
H. P. Jr. Hi.	453	453	555	498.5	438	412	383	356	333	
Holliday	438	385	438	408.3	419	394	367	341	318	
Jardine	683	656	930	780.9	653	613	569	528	492	
Landon	419	232	553	395.6	399	375	350	325	305	
Roosevelt	482	441	515	476.8	476	448	415	385	359	
<b>TOTAL JUNIOR HIGH</b>	<b>5699</b>				<b>5436</b>	<b>5114</b>	<b>4758</b>	<b>4425</b>	<b>4133</b>	

SUMMARY AND COMPARISON OF ACTUAL SCHOOL ENROLLMENTS ON  
 SEPT. 15 FROM 1963-72 & ESTIMATED ENROLLMENTS FOR 1973-78  
 Prepared by Gerald A. Miller-Dir. of Pupil Accounting  
 April 30, 1973

TABLE V (Continued)

Senior High Schools	Actual 1972--73	Data for school years 63-72			Estimated Enrollments for School Years 1973-78				
		Min. Enr.	Max. Enr.	Ave. Enr.	1973 1974	1974 1975	1975 1976	1976 1977	1977 1978
Highland Park	1412	997	1484	1287.2	1419	1401	1372	1304	1227
Topeka High	2024	2024	2189	2110.1	2096	2070	2026	1926	1811
Topeka West	1540	1095	1634	1416.3	1433	1416	1384	1316	1236
<b>TOTAL SENIOR HIGH</b>	<b>4976</b>				<b>4948</b>	<b>4887</b>	<b>4782</b>	<b>4546</b>	<b>4274</b>
<b>DISTRICT SUB-TOTAL</b>	<b>22,698</b>				<b>21,943</b>	<b>21,017</b>	<b>20,278</b>	<b>19,567</b>	<b>18,729</b>
Capper Foundation	55				60	60	60	60	60
<b>GRAND TOTAL</b>	<b>22,753</b>				<b>22,003</b>	<b>21,077</b>	<b>20,338</b>	<b>19,627</b>	<b>18,789</b>

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Concluding Statement. During the period from 1971 through 1983, it appears that the elementary schools will experience their smallest enrollment during the years from 1973-74 through 1975-76 and will gradually increase through the 1982-83 school year. Junior high enrollment peaked during the 1972-73 school year, will gradually decline through 1980-81, and then the enrollment should begin another upward trend. Senior high schools apparently peaked in 1970-71 and enrollments will gradually decline through 1982-83. These observations of enrollment trends assume that Topoka's growth will be orderly, that parochial schools will continue to enroll a comparable number of pupils to their present enrollments, and that current district boundaries will remain unchanged.

These enrollment trends should free some regular classroom space during the ten-year period studied which may be used for other purposes such as meeting the special education mandate or for enlarging media centers. Table V projected enrollments for each building during the same time period. This table shows that enrollments in some buildings will remain reasonably stable, some will gradually decline, and others will fluctuate from year to year. These variations will limit the availability of rooms in some needed areas of the city for special education programs, other supportive services, or expansion of media centers. One must conclude that our staff and board must determine what programs should have priority in the use of facilities.

A P P E N D I X C  
REVIEW OF PREVIOUS STUDIES

## APPENDIX C

### REVIEW OF PREVIOUS STUDIES

Introductory Statement. During the past five years, the Topeka Unified School District has conducted several studies of its building and site needs and of other special needs of the district. The specific studies summarized or included in this section are: Shawnee County Educational Master Plan; Topeka High School Master Plan; The Topeka Junior High Schools Study; A Study of the Centralization of Administrative, Shop, and Warehouse Facilities; The Long-Range Building Needs Report by Citizens Advisory Committee; Special Study and Five-Year Projection of Media Center Facilities; Blacktop Needs and Priorities; Special Services Needs Study; and The Staff Needs Assessment Survey.

The primary purposes for including a review of these studies have been to provide in-depth background material for this report, to consolidate findings of previous studies, and to acquaint the reader with the scope of specialized studies undertaken by the district in its effort to develop a sound capital improvements program. Topeka Unified School District has an investment of approximately 52 million dollars in its buildings and grounds. Such an investment demands that a thorough review of needs and requests for improvements be made as a prelude to the development of a long-range capital improvements program which can be financed with a minimal burden on patrons. Each of the studies reviewed is treated as a separate entity in order that each can be more clearly identified.

#### Shawnee County Educational Master Plan by Kiene and Bradley

Introductory Statement. In 1969, the Topeka Unified School District cooperated with three other Shawnee County school districts by engaging the architectural firm of Kiene and Bradley to make a long-range study of the needs of the five school districts. The Shawnee County Educational Master Plan first looked at the economy and population growth, as well as the general characteristics of the Topeka Metropolitan area. Secondly, each of the five districts was studied as a separate entity as to population growth, enrollment trends, and potential future problems.

#### Conclusions and Recommendations

1. The most important basic industry of Topeka Metropolitan Area is governmental agencies. The work force associated with governmental activities is expected to increase from 13,850 in 1967 to 16,250 in 1980.
2. Topeka Metropolitan Area does have a healthy diversified economy which will be experiencing a steady growth in the years to come.
3. Since 1950, the population of the Topeka Metropolitan Area has grown at a more rapid rate than at any time since 1890.

4. Birth rates are declining for all ages of women and the process is nationwide. The death rate on the other hand has stayed somewhat constant the last seven years.
5. Predicts there will be 15,000 more women of child-bearing age (15 to 44 years) in Shawnee County by 1980 than there were in 1960, a trend toward earlier marriages, and smaller families, but birthrate will increase due to increase in number of families.
6. The 1980 population of Shawnee County can vary from 190,000 to 200,000 with 198,000 being the most likely figure.
7. Predicted a decreasing elementary school enrollment will occur due to the decreasing birthrate and continued out-migration of young parents to areas outside the Topeka school district during the seventies.
8. Predicts junior high enrollment will peak in 1974-75 and show a slight decrease during the next ten-year period.
9. Predicted high school enrollments will steadily increase to 1980 and show a slight decline thereafter.
10. A total school enrollment of 26,706 by 1980 is predicted and a decline again by 1990.
11. All five Shawnee County school districts need to cooperate in order to analyze and study common problems and needs.
12. Many of the problems of the Topeka School District as well as the others are related to existing boundaries.
13. The following are some problem areas that need to be worked out between the Topeka School District and various other school districts, where boundary changes seem to be advisable.
  - a. North Topeka. There are problems here relating to political, economic, social and geographical areas requiring the attention of the two school boards involved, but for the present we feel that at least two changes should be made. The area between the Kansas River on the east and the Topeka School District should be turned over to the Topeka School District. Secondly, the area north of Potwin, on the north side of the Kansas River should become part of Seaman School District.
  - b. Southeast Topeka. The section of the Highland Park South attendance area that is south of the turnpike should be turned over to Shawnee Heights.
  - c. Greensboro. Topeka should consider transferring this area to Washburn Rural School District because of its distance from Topeka schools.

- 
- d. Southwest Topeka. The area bounded by 29th and 37th Streets and Fairlawn Avenue and Wanamaker Road constitutes an ideal neighborhood, requiring a centrally located elementary and junior high school. This area should be turned over in its entirety to the Topeka School District or to Washburn Rural.
14. Junior Highs. Most in central area of city are old and deteriorating. According to national standards, Topeka should only require seven to nine junior high schools.
15. Elementary Schools. In most instances, the older schools are in the central area of the city, are in need of repair, have limited size, and limited attendance areas. National standards recommend elementary schools of 300-600 enrollment.
16. Community School Centers. Seek ways of better utilizing schools as community centers. Schools can be used year-round and day and night for all kinds of activities in a neighborhood.



Topeka High School Master Plan  
by Williamson and Associates

Introductory Statement. The Topeka Board of Education authorized the architectural firm of Williamson & Associates to make a detailed study of Topeka High School for the purpose of determining what remodeling is needed for modernizing and refurbishing the school. The study assumed that the building would remain in use as an attendance center for at least twenty more years and that any remodeling suggested should be within the existing exterior walls. The recommendations of the study were reported in nineteen phases ranging in estimated 1967 construction costs from \$38,000 to \$275,000 for each phase. The following phases are not listed in any suggested order of priority for undertaking, and if the work has already been undertaken it is so indicated.

Table VI - Projected Work for Topeka High School by Phases

<u>Phase</u>	<u>Description of Work</u>	<u>Estimated Cost</u>	<u>Progress</u>
1	Install new gym floor, main gym, and architectural and lighting of swimming pool.	\$55,064	Completed, Summer, 1968.
2	Modernize locker rooms and biology dept.	229,000	Completed, Summer, 1969.
3	Southwest wing (3 floors) area 23,960 sq. ft.	224,460	
4	Southeast Wing (3 floors), area- 21,200 sq. ft.	245,400	
5	South Central area (3 floors), area 27,270 sq. ft.	275,450	Partially done (Physics & chem. Summer, 1972.)
6	Area west of west light court (3 floors) area 18,600 sq. ft.	200,600	
7	Central Core, (first floor) area 18,750 sq. ft.	185,950	
8	Area around east light court (2nd & 3rd floors) area - 16,340 sq. ft.	184,450	
9	Area above cafeteria (2nd & 3rd floor) area-8,940 sq. ft.	86,590	
10	Area north of auditorium (1st floor), area north of central area (2nd floor), area north of auditorium (3rd floor) 26,885 sq. ft.	265,410	

TABLE VI (Continued)

<u>Phase</u>	<u>Description of Work</u>	<u>Estimated Cost</u>	<u>Progress</u>
11	Industrial Arts area (1st floor) 10,470 sq. ft.	\$90,370	
12	Main gym and vestibule (1st floor) plus girls gym (2nd floor) and remaining P.E. areas 2nd floor, 29,700 sq. ft.	247,300	
13	Auditorium & mezzanine, 14,000 sq. ft.	105,000	Switchboard and stage floor re- placement, 1973
14	Chiller & cooler tower, mechanical	39,700	
15	Clean & repair exterior masonry	38,000	West, South, & East sides, 1973
16	Construct additional P.E. facility-20,000 sq. ft.	400,000	
17	Construct additional industrial arts facility (area 10,000 sq. ft.).	200,000	
18	Construct additional on site paved parking for 100 cars and drive.	50,000	
19	Replace exterior wood double hung windows with new windows and re- move all exterior windows and close openings, girls gym and light courts.	34,570	
Addi- tional items recom- mended.	Boiler and auxillary equipment	105,000	Completed summer, 1970.
	Fire alarm system	2,500	Completed, 1971.
	Main electrical switchboard	14,000	Completed summer, 1969.
	Intercom system	14,500	Completed, 1971.
	Total all work	\$ 3,009,350	

The reader should note that part of the work in certain suggested phases has already been done. Five "little school" offices were developed in 1971 and the building was completely repainted during the 1970-71 school year. Approximately one-half of the hallways and stairwells were repaired and repainted following the 1972 fire. A review of the work suggested in the Master Plan should be made and a revised plan for future remodeling of Topeka High should be developed.

The Topeka Junior High Schools Study

by

Kansas State University - College of Education  
Center of Extended Services and Studies

Introductory Statement. Prior to the 1969 Projection of Building and Site needs, the Highland Park and East Topeka Junior Highs were considered as the top replacement priorities among the district's eleven junior high schools. In the 1969 study, it was suggested that a thorough study of the total junior high system be made. This recommendation was based on the fact that eight of the eleven junior high buildings were among the oldest attendance centers operated by the district, that most of these buildings had lost their functionality, that the small enrollments in several junior highs restricted the program offered, and that most junior high sites were too small. The need for a thorough study of our junior highs had also been alluded to in the Shawnee County Educational Master Plan Report.

In the fall of 1969, the Topeka Board of Education selected Kansas State University's Center of Extended Services and Studies to conduct a study of the district's junior high schools. The study included an appraisal of the curriculum and program, a demographic study of the community and school populations, a study of the utilization of existing junior high facilities, and a study of the junior high sites. The architectural and engineering firm of Van Doren, Hazard, Stallings, and Schnacke was employed as consultants to the project for the purpose of analyzing each junior high facility as to its physical condition and adaptability to remodeling and expansion. The findings of the architectural study are also incorporated in the report prepared by Kansas State University and the district also received a separate report from the architectural firm which gives a complete physical analysis of each building.

Although the Kansas State Study makes many recommendations for curriculum changes and the demographic make-up of the school population, only those recommendations having a direct bearing on our building and site needs are made a part of this report.

Conclusions and Recommendations.

1. It is recommended that all junior high schools seek accreditation by the North Central Association. (This is included because the inadequacy of some of our facilities make accreditation questionable.)
2. The exploratory role of the junior high school is hampered by inadequate facilities and small attendance centers which restrict flexibility.
3. The preferred student body size for the junior high school is in the 500-750 range as determined by community, student, and staff surveys (nationally recognized enrollment ranges for junior highs are 600-900 pupils).
4. The preferred class size is 21-30 students although approximately a third of the respondents indicated a preference for 10-20 students

in a class. (As determined by community, student and staff surveys).

5. Parents are willing to accept longer walking distances to schools than are students.
6. Both parents and students feel that students should attend school with others who are from different backgrounds. This should not be interpreted as a mandate for bussing or school integration, however.
7. The school should lead the community in promoting culturally different student bodies.
8. A program of site procurement should be implemented as soon as possible. Such a program should be directed toward obtaining options on or developing procedures for purchase of sites or additions to sites which would be large enough to accommodate a full program for an attendance center which can house 750 students.
9. In recognition of trends and location of population growth; responses by parents and students; and needs for program improvements, the following program of site procurement, remodeling and new construction should be implemented:

A. By 1971-72.

- (1) Boswell Junior High School. Purchase land to extend site to standard size and develop plans for use of total site. Begin plans to replace original building and an addition to bring school to 750 capacity.
- (2) Capper Junior High School.
- (3) Crane Junior High School.
- (4) Curtis Junior High School. Maintain as an isolated small junior high school until the District boundary is adjusted to eliminate the attendance area or until it expands to increase size of school.
- (5) East Topeka Junior High School. Plan to phase out as an attendance center and explore possibilities of use of building as a community center.
- (6) Eisenhower Junior High School. Adjust attendance area to maintain a maximum student population of 750.
- (7) Highland Park Junior High School. Plan to phase out as an attendance center, raze building, and develop site for elementary playground.
- (8) Holliday Junior High School. Plan to phase out as an attendance center, work to close street, raze building and develop site for elementary playground.

- (9) Jardine Junior High School.
- (10) Landon Junior High School. Purchase land to extend site to standard size and develop plans for use of total site. Begin plans for addition to bring school to 750 student capacity.
- (11) Roosevelt Junior High School
- (12) French Junior High School. Purchase land to extend site to standard size and develop plans for use of total site. Begin plans for addition to bring school to 750 student capacity.
- (13) New Junior High School No. 1. Purchase land to provide site for 750 student capacity junior high school. Locate site in northeast segment of the East Topeka attendance area. Plan and let contracts for new junior high school.
- (14) New Junior High School No. 2. Purchase land to provide site for 750 student capacity junior high school. Locate site about midway between Roosevelt and East Topeka schools. Begin plans for a new junior high school.
- (15) Whitson Elementary School. Maintain as an elementary attendance center and housing for special education personnel.

B. By 1975-76.

- (1) Boswell Junior High School. Complete site development and construct replacement and addition. Adjust attendance area to accommodate replacement construction.
- (2) Capper Junior High School. Plan to phase out as an attendance unit for junior high school. Coordinate with attendance area adjustments for other junior high schools adjacent.
- (3) Crane Junior High School. Plan to phase out as an attendance unit for junior high school. Coordinate with attendance area adjustments for other junior high schools adjacent.
- (4) Curtis Junior High School.
- (5) East Topeka Junior High School. Complete phase out of use as a junior high school attendance center.
- (6) Eisenhower Junior High School. Purchase land to extend site to standard size and develop plans for use of total site.

- (7) Highland Park Junior High School. Complete phase out, raze building, and develop elementary playground.
  - (8) Holliday Junior High School. Complete phase out, raze building, and close street, and develop elementary playground addition.
  - (9) Jardine Junior High School. Adjust attendance area to maintain a maximum student population of 750. Phase out use of portable classrooms.
  - (10) Landon Junior High School. Complete site development and construct addition.
  - (11) Roosevelt Junior High School. Plan to phase out as an attendance unit for junior high school. Coordinate with attendance area adjustments for other junior high schools adjacent.
  - (12) French Junior High School. Complete site development and construct addition.
  - (13) New Junior High School No. 1. Complete construction and occupy new school. Define attendance area to maintain student population of 750.
  - (14) New Junior High School No. 2. Begin construction of new junior high school.
  - (15) Whitson Elementary School. Begin plans to move special education personnel to Central Office complex.
- C. By 1979-80.
- (1) Boswell Junior High School. Occupy addition and adjust attendance area to maintain student population of 750.
  - (2) Capper Junior High School. Complete phase out and dispose of building and site.
  - (3) Crane Junior High School. Complete phase out and dispose of building and site.
  - (4) Curtis Junior High School. Assess feasibility of incorporating attendance area with New Junior High No. 2.
  - (5) East Topeka Junior High School.
  - (6) Eisenhower Junior High School. Complete site developments.
  - (7) Highland Park Junior High.
  - (8) Holliday Junior High School.

- (9) Jardine Junior High School.
  - (10) Landon Junior High School. Occupy addition and adjust attendance area to maintain student population of 750. Phase out use of portable classrooms.
  - (11) Roosevelt Junior High School. Complete phase out and dispose of building and site.
  - (12) French Junior High School. Occupy addition and adjust attendance area to maintain student population of 750.
  - (13) New Junior High School No. 1.
  - (14) New Junior High School No. 2. Occupy new building. Define attendance area to maintain student population of 750.
  - (15) Whitson Elementary School. Complete relocation of special education personnel.
11. Preceding the development of plans for each project (whether new structure or remodeling) education specifications should be developed which define space, space relationships and specific requirements. Such specifications should be developed through community, parent, student, faculty and administrative cooperation.
  12. All remodeling and new construction (additions and new units) should be planned and built to provide maximum flexibility. This is of utmost importance in light of emerging patterns of staff utilization and current emphasis on individualizing instruction.
  13. As the patterns of staff utilization and individualized instruction are translated into practice -- these patterns should be paralleled by extensive inservice education and development of the staff as well as through explanation to and education of the public immediately affected by such practice.
  14. All construction of additions and new buildings should recognize, in the planning stage, the Civil Defense shelter requirements. Where possible, remodeling should also include the development of acceptable shelters.
  15. As new attendance units are occupied attendance area boundaries should be adjusted to make sure that pupil stations in all units are optimally utilized.
  16. Careful and constant analysis of the location, composition and extent of population growth and movement should be used as a guide for revision and extension of planning needs as suggested in this report.
  17. If conditions or actions occur in the District which change or invalidate the assumptions upon which the general recommendations are based, the recommendations should be restudied and revised in the light of these changes.

The foregoing recommendations were based on several assumptions formulated by the study group. In order to give more meaning and validity to the recommendations, the assumptions made by Kansas State are included in this report:

#### ASSUMPTIONS

1. District population growth will be gradual to 1979 or 1980. Beginning with 1973-74 through 1978-79 junior high school enrollments will show a decrease each year. A slight increase in pupil population will begin with the 1979-80 school year and is projected to continue, at least, through 1980-81. Attendance areas as now described will experience losses in junior high school enrollments over the 10-year period.
2. The changes in the socio-economic composition of the District as identified in the factors used to project junior high school pupil populations will continue to influence population change to the same degree during the 10-year period.
3. The existing district boundaries will be maintained and the land area enclosed by these boundaries will not change.
4. School organization will continue to follow the 7-9 grades pattern now represented in all of the District's junior high schools.
5. Curriculum reorganization and improvement will be designed to accept the limits of the junior high school which includes grades 7-9.
6. Flexibility in rescheduling and grouping of students is accepted but with a basic pupil-teacher ratio of 30-1 as a maximum.
7. The District accepts the standard of junior high school attendance centers which will house 750 students. The construction of new units and the remodeling and replacement of existing units will be designed to meet this standard.
8. The development of Unified District No. 501 recognizes the need for extending special education and the use of specialized instructional and administrative personnel.
9. Flexibility within facilities to allow for varied instructional practices will guide District action in planning for remodeling and for new junior high school units.
10. The District is committed to a program of site procurement and development and building planning and construction to meet the needs of a junior high school population which is mobile and which has equal educational opportunity available.

Projected estimated costs for implementing the recommendations of the Kansas State study were also made. (See Table VII, p. C-12)



Table VII  
1970 Estimated Cost for Implementing  
K-State Report Recommendations

<u>School</u>	<u>Project</u>	<u>Estimated Cost</u>	<u>Total Estimated Cost</u>
Boswell	Purchase 21 acres (5 blocks)	\$1,300,000	
	Site Development, Clear Site of Homes	400,000	
	Demolish original 1923 building	20,000	
	Construct 55,000 sq. ft. addition	<u>1,100,000</u>	\$2,820,000
Landon	Purchase 13 acres	\$ 91,000	
	Complete Site Development	10,000	
	Construct 20,000 sq. ft. addition	<u>400,000</u>	501,000
French	Purchase 8 acres	\$ 56,000	
	Complete Site Development	10,000	
	Construct 20,000 sq. ft. addition	<u>400,000</u>	466,000
New Junior High No. 1 (East Side)	Purchase 25 acres	\$ 125,000	
New Junior High No. 2 (Downtown)	Purchase 25 acres	2,650,000	
	Cost to clear buildings for both sites	650,000	
	Construct 2 new 75,000 sq. ft. buildings	<u>3,000,000</u>	6,425,000
Eisenhower	Purchase 8 acres	\$ 40,000	
	Develop site	<u>10,000</u>	50,000
Highland Park	Demolish existing buildings & develop into elementary school playground	<u>\$ 45,000</u>	45,000
Holliday	Demolish existing building & develop into an elementary playground	<u>\$ 40,000</u>	40,000
<u>Total Estimated Cost for Recommended Projects*</u>			<u>\$ 10,347,000</u>

\*NOTE: ESTIMATED TOTAL COSTS DO NOT INCLUDE:

1. UPGRADING FACILITIES FROM NOW TO 1975-76 AT:

East Topeka, Highland Park, and Holliday.

2. UPGRADING FACILITIES FROM NOW TO 1979-80 AT:

Boswell, Capper, Crane, Curtis, Eisenhower, Jardine, Landon, Roosevelt, and French.

3. CREDITS FOR DISPOSING OF BUILDINGS AND SITES AT:

Capper, 1979-80; Crane, 1979-80; East Topeka, 1975-76; Roosevelt, 1979-80.

A STUDY FOR THE CENTRALIZATION OF  
ADMINISTRATIVE, SHOP, AND WAREHOUSE FACILITIES  
by Van Doren, Hazard, Stallings, and Schnacke

Introductory Statement. In the fall of 1971, the Topeka Board of Education employed the architectural and engineering firm of Van Doren, Hazard, Stallings, and Schnacke to make a study of the district's administrative, shop, and warehousing facilities. These functions are currently housed and performed in thirteen separate locations. This study was consummated with the belief that centralizing these operations would effect economy and greater efficiency for the district.

Briefly stated, the primary objectives of the study were to determine space requirements for the construction of a new administrative, shop, and warehouse building or buildings, to identify a suitable site, to determine potential costs, and to suggest possible means for financing the facilities on a time-placed priority basis. An analysis of existing facilities being used indicates:

1. Administrative personnel are located not only in the administration building, but in Clay, Van Buren, Whitson, and Central Park Schools.
2. Shop facilities and equipment are located at Garfield, Highland Park Junior High, Highland Park High, and McKinley schools, as well as the Menninger school site.
3. Warehouse facilities are located primarily at McKinley and Buchanan, but available space is also used in other buildings throughout the city. Food supplies are stored in Buchanan, the three high schools, State Street, and Rice Elementary schools, and additional space for dry and cold storage is rented periodically at three different locations.

Table VIII analyzes the present space, estimated future needs and the current housing of personnel within these spaces.

TABLE VIII

ANALYSIS OF FLOOR SPACE AND THE HOUSING OF EXISTING PERSONNEL (District Offices)

Space and Location	Number of Employees	Floor Space	
		Existing Sq. Ft.	Needed Sq. Ft.
<u>Administration Space</u>			
Administration Building (415 W. 8th)	74	16,000	23,600
Instructional Resource Cen. (1601 Van Buren)	48	13,300	9,300
Special Education (Whitson)	44	9,200	12,000
Reading Clinic (Central Park)	7	2,000	
Food Service Office (Clay)	3	700	500
Miscellaneous Space Allow.			<u>4,800</u>
Total--Administration	176	41,200	50,200
<u>Shop Space</u>			
Garfield Building	55	30,000	45,000
Kitchen Building (Highland Park Junior)		3,600	
Quonset Hut (HPHS)		1,200	
Menninger Site		600	
Total--Shop	55	35,400	45,000
<u>Warehouse Space</u>			
Stockroom (Buchanan)	3	11,600	15,800
Warehouse (McKinley)		20,300	15,000
Food Storage			5,400
Miscellaneous Space			600
Total--Warehouse	3	31,900	36,800
Totals	234	108,500	132,000

The facilities now being used, the lack of space to unify related functions within a department or between departments, the structural limitations of many of the buildings, and the consequent scattering of operations are resulting in a multitude of problems. These lead to inefficiencies in use of personnel, loss of time, lack of coordination, and increases in cost. In addition, the opportunity to explore potential benefits of quantity purchasing has been virtually impossible since adequate storage space is not available. Specific functional problems noted during observation of various operations may be stated as follows:

1. Scattered location of department personnel requires frequent meet-

ings, telephone calls, and travel between buildings, resulting in duplication of personnel, responsibilities and equipment and reduction of coordination in operations.

2. Stored materials require frequent handling and transporting within storage buildings, between storage buildings and distribution center, and between distribution center and destination.
3. Inadequate dock areas cause inefficiency and loss of time in handling materials.
4. Lack of refrigeration and freezer facilities requires dependence on commercial service and prevents quantity purchasing.
5. Lack of adequate work space in the maintenance shop results in loss of time, restricts maintenance capability, and, on occasion, requires "farming out" of work at commercial rates.
6. Inadequate temperature and moisture control in storage and warehouse areas results in some loss or damage to merchandise.
7. Salvage and repair of damaged equipment is delayed because of inadequate repair space and separation of work area from salvage storage.
8. Layout and structural limitations of existing buildings reduce effective use of space and discourage use of modern handling equipment.
9. Lack of adequate parking space dictates conference scheduling and time limitations for meetings.

In order to achieve the maximum advantages possible through unification of the administrative, shop, and warehouse functions at a single location, it follows that the site selected must have characteristics which will support and enhance the total concept. It appears therefore that each potential site must be weighed according to its location with respect to major trafficways, existing school buildings in the district, and projected growth patterns of the city. The site must be large enough also to allow construction of the initial facility and required yard areas with adequate space for expansion. It appears, therefore, that a site of approximately 6 acres should be established as part of the required criteria. Consideration should be given to the use of sites already owned by the district, including those now occupied by administrative, shop and warehouse functions. Of all the sites presently owned by the school district, it appears the Quinton Heights site is the most acceptable site to consider. Other sites not owned by the school district should be considered prior to final selection of a new administrative, shop and warehouse facility site.

For purposes of establishing the potential cost of a central facility, certain assumptions have been made regarding quality level and nature of the structural system. It has been assumed that the building will be constructed with reinforced concrete foundations and floor slabs, steel frame structural system and exterior walls of masonry or insulated metal wall panels. Interior walls would be primarily masonry and vinyl-covered gypsum board with other finish treatment in special areas as desired. Ceilings in office areas

would be lay-in acoustical tile and floors would be covered in finished areas with carpet and vinyl-asbestos tile. Environmental conditioning would be provided by means of multi-zone hot and chilled water system with moisture control where required.

ESTIMATED COSTS

a. Administrative Offices	50,200 S.F. @ \$25/S.F.	\$1,255,000
b. Shop Space	45,000 S.F. @ \$12/S.F.	520,000
c. Warehouse Space	36,800 S.F. @ \$10/S.F.	<u>368,000</u>
Estimated Building Cost (Including Architect's Fees)		\$2,143,000
d. Estimated loose equipment needs: 10% of office cost		<u>125,500</u>
TOTAL ESTIMATED COSTS		\$2,268,500

Alternatives to be considered for reducing the cost of a new administrative, shop and warehouse facility, should include reduction of floor space that would not reduce the functional operation of the facility.

To further reduce the total cost of a new facility, consideration should be given to disposing of the existing property currently housing administrative, shop and warehouse facilities. The sale of these properties would not only serve to reduce new building costs, but would increase the city's real estate tax base by returning these properties to the tax rolls.

SUMMARY OF THE  
LONG-RANGE BUILDING NEEDS REPORT  
by Citizens Advisory Committee  
1972

Introductory Statement. In the fall of 1970, the Topeka Board of Education authorized the appointment of a Citizens Advisory Committee to study the long-range building and site needs of the district. Various community organizations were asked to nominate persons who would be representative of the community's social, economic, ethnic, and racial makeup to serve on this committee. Although one hundred ten persons were nominated, appointed, and attended at least one meeting, the bulk of the committee's work was carried out by forty to fifty members.

Subcommittees were formed to study four areas defined by the advisory committee. These areas were: (1) new sites and facilities, (2) existing building needs and priorities, (3) population trends and finance, and (4) educational concepts. The sixty-seven page report prepared for the Board of Education includes the individual reports of findings and recommendations of each subcommittee with the exception of the population trends and finance committee. The information prepared by this group was utilized by the other groups in the preparation of their reports.

Population Trends and Finance

Recommendations:

1. The needs of this system are great enough that every effort should be made to provide the money necessary to bring all facilities up to approved school standards.

Educational Concepts  
(In order of priority)

Recommendations:

1. Elementary schools should require the following: music, art, creative dramatics, dance, language arts, math, outdoor education, physical education, reading, science, and social studies. Team teaching, expertise from the community, hiring and/or relocating teachers proficient in the various areas, will help achieve better distribution of skills throughout the schools. Media centers should be expanded where necessary to correlate with the above curriculum.
2. Remedial reading should be given at the first indication that a student is having trouble, which should be determined in the first or second grades.
3. History of various cultures, especially black, Mexican-American, Indian, should be included as part of the social studies curriculum beginning in the fifth grade.
4. Community School Concept - In the future design and construction of school facilities every effort should be made to include all necessary services offered by other agencies in the community. This would include education, recreation, library, health, fire and police. Each agency

should be involved in the planning as well as the financial cost of the total plant. All of the agencies will use the building concurrently.

5. Use existing buildings during non-school hours, provide facilities for neighborhood recreational and intellectual pursuits, begin in all buildings where feasible, and utilize an advisory board to work with the program coordinator at each center to determine the type of programs needed to best meet the requirements of the area. In the future the program should be expanded so at least some facilities are available on a 24-hour basis to correspond to the various working situations.
6. It is recommended that letter grading be eliminated and in its place more parent-teacher conferences and correspondence be instituted.
7. To increase student awareness, it is recommended that a centralized transportation system be established by and within the school district to provide field trip transportation for teachers and students in the elementary schools.
8. In the construction of new school buildings and the remodeling of existing facilities, team teaching through the open concept plan should be promoted where possible to foster flexibility in teaching and the maximum use of staff differentiation. In the present buildings where it is not possible to move walls, consideration should be given to moving students and teachers within the structures.
9. It is necessary that schools be of sufficient size to insure a well-balanced teaching staff at each facility. It is recommended that those facilities whose population is below or above the accepted range be phased out or adjusted.
10. A pilot program should be started consisting of a twelve-month school year for a selected elementary or junior high school in the district. The schedule suggested for consideration is similar to that undertaken in St. Charles County, Missouri, or the 9-3 plan. The basic aim of this plan is not to save money--the prime objective is to improve the learning process for all USD 501 youngsters. This committee feels that the long vacations (provided by the existing system) may do more harm than good to a child's continuous learning process. The shorter vacation periods included in the 9-3 plan should eliminate the lapse of continuous learning experienced now.

#### New Sites and Facilities

##### Assumptions:

Recommendations of this committee were based on the following assumptions:

1. The boundaries of USD 501 will remain fixed in their present locations.
2. The schools will continue to operate on their present nine-month term.
3. Junior high schools will continue to include only grades 7 through 9.

4. The pupil population will be as shown by the map and figures supplied by the Population and Finance Study Committee, as adjusted by this committee.
5. The basic pupil-to-teacher ratio should not exceed 30 to 1.
6. The maximum enrollment at any attendance center would be 750 and the minimum enrollment 500, with enrollment of each center being determined through consideration of the following factors: pupil population density, maximum travel distance of 1.5 miles, and special needs of pupils in attendance areas.
7. Possibility of having to accommodate pupils from the parochial schools.
8. The cost per pupil of a small school is greater than that of a large school.
9. An adequate site size may be less than the state recommended size of 20 acres plus one acre for each 100 students.

Recommendations:

1. The committee recommends that by 1980 the number of junior high schools in the district be reduced to eight.
2. Boswell: Expand site by acquiring at least one more block of residential property and closing street. This would bring the site area from 3.36 acres to approximately eight acres. Alterations and additions to the building must be made to bring it to a student capacity of 700.
3. East Topeka: Raze Parkdale Elementary School and build a new East Topeka Junior High School on the Parkdale-Chandler Field site. Convert the present East Topeka Junior High building into an elementary school.

The new building should have a student capacity of 600 to 650.

Alternate Recommendation: Expand by acquiring one block either to the east or west of the present site (west would be preferable) and closing the street, producing an area of 6.5 acres.

4. Eisenhower: No additions necessary to site or buildings.
5. French: No additions necessary to site. Construct additions to provide student capacity of 650 to 750.
6. Holliday: Expand the site by acquiring the three residential properties at the south end of the block. Consider closing Division Street so that the Holliday site is joined to the Holliday Athletic Field and the adjacent State Street Elementary School. This would give a combined size of approximately 17 acres for the two schools.
7. Jardine: No additions required to site or buildings.
8. Landon: Present site is adequate. Expand building to provide a student capacity of 550. The use of the courtyard area for some of the required expansion is suggested.



9. Roosevelt: Expand to Clay Street, giving a site size of approximately 5.5 acres. Additions are required to bring the building to a student capacity of 550.
10. The following schools would be closed as junior high attendance centers.
 

Capper: The attendance area of Capper would be absorbed by French, Landon, and Boswell. The use of Capper as an administrative building is suggested.

Crane: Crane would no longer be required and the building and site could be disposed of.

Curtis: The Curtis attendance area would be divided between Roosevelt and Holliday. The building and site could be disposed of.

Highland Park: This attendance area would be divided between Eisenhower and East Topeka Junior High. The building would be razed and the site added to the Highland Park Central Elementary School site.
11. Site size for individual schools must be determined by considering both the needs of the school and the cost of acquiring additional land.
12. The Curtis area should be served by the Logan Junior High School, either by expanding the boundaries of District 501 to include Logan or by joining the Curtis area onto the Seaman district.

#### Existing Building Needs and Priorities

This committee toured all facilities utilized by the school district and made recommendations based on their observations. An attempt was also made to establish priorities for carrying out the recommendations. Work on facilities was grouped from Priority I (highest) to Priority VI (lowest) and by instructional levels.

#### Elementary

##### Priority I:

Parkdale: The school is old (1924) and has very poor facilities for the number of students it serves. We recommend this building be replaced.

Monroe: This school is old (1926) with many maintenance problems. It is recommended that the school attendance boundaries be expanded so future justification can be made if consolidation of several areas becomes necessary.

Rice: Major repair and revamping inside and out should put this school in good shape.

State Street: The school is overcrowded and has need for more classrooms. Special attention to better use of space and an exterminator is needed for termites and bugs. This school mainly needs some major remodeling and maintenance.

Randolph: This building is old (1927) with small classrooms and no space to expand. The recommendation is to raze the present building when a new facility can be provided south of the existing building.

Priority II:

Belvoir: The classrooms are adequate except for Rooms 100, 102, and 104 which are too small. We recommend that the old part be remodeled to eliminate many problems listed in the complete report on the school.

Avondale West: Repairs to the building and new desks are needed. At the time of our inspection, an exterminator was needed to control the cockroach problem.

Clay: This school is in good shape with the exception of the floors. The building is old (1926), but the structure is sound. The plumbing is in bad need of repair. We recommend that if enrollment trends show a constant situation similar to the present time, the existing building should be replaced or remodeled if the space is available to enlarge the facilities. The school should be closed if the population trends show a considerable decrease in students to be assigned to Gage, Potwin, Lowman Hill, and Sumner Schools.

Priority III:

Hudson: More space is needed for this school. We recommend that a wing be added to include a media center, cafeteria, classrooms, and a teachers' lounge.

Polk: This building is too small and built in the wrong place which limits expansion possibilities.

Lafayette: This school is in good condition, but very overcrowded. More classrooms are a must when money is available.

Avondale Southwest: No major problems here, but a few areas do need improvement.

Sumner: The building is in good shape for its age (36 years). There are a few problems to be solved when money is available.

Priority IV:

Highland Park North, Quinton Heights, Grant, Avondale East: All of these schools are in relatively good shape. All need some repair and have some minor problems, but none that cannot be delayed for a while.

Gage: This school is old (1926), but still in good shape. It is the recommendation of this committee that the entire building be remodeled and modernized.

Priorities V and VI:

The schools in these priority areas are fairly new and in good condition. For more detailed information regarding each school, see the reports on these schools.

## Junior High

### Priority I:

Highland Park Junior High: The new section is in good shape, but the old part is in great need of improvement. The old section should be replaced as soon as possible with space for future expansion.

Curtis Junior High: Phase out this building and assign the students to other schools.

### Priority II:

Roosevelt: The school is in good shape and the classrooms are adequate, but the gym and locker rooms are very poor. The old gym should be converted to classrooms and a new gym built on the site.

Holliday: The number of classrooms is not adequate for the enrollment. Special facilities are not provided for music, home economics, and practical arts. New rooms are also needed for physical education, science, and industrial arts. Three houses on the school ground should be purchased to make room for an addition.

### Priority III:

Boswell: The school is in good shape except for a few maintenance problems and the site is too small.

Crane: This old building is not in too bad shape, but could use more classrooms for classes they cannot now offer. The homes on the north part of the block should be purchased and a new gym and industrial arts section built there.

East Topeka: The school is in good shape, but a few things are needed.

Capper: The school is very adequate with a few minor maintenance problems.

### Priority IV:

Landon, Eisenhower, Jardine and French: These are all new schools and have very few problems.

## High Schools

The three high schools in USD 501 offer adequate facilities for the most part. Topeka High School shows the greatest need for structural changes to improve the quality and quantity of the course offerings. For the most part, the educational needs of the senior high level students are being met quite well.

## Administration

In the original Administration Building (415 W. 8th), practically all offices are overcrowded either with equipment or personnel. There is an overflow of administration offices housed in the Van Buren building which will soon become overcrowded. Special education facilities are housed in the Whitson Elementary School.

If all administration offices were housed in one building of adequate size (with allowance for future expansion), it would save time and cost of transportation in going to different buildings for information and conferences. There should also be a place large enough for the public to attend Board Meetings. The Board this year has been meeting at different schools, but this means a lot of material and equipment must be moved to each meeting.

There is inadequate parking for anyone having business at the administration offices during the day. The only parking available is on a very busy street and is usually full.

#### Shop and Warehouse

The shop and maintenance supplies are housed in the old Garfield Building (1887); and a building that has been built to the east where maintenance trucks and food trucks are kept at night and for repairs.

Garfield and McKinley are a discredit to our school system and should be disposed of as soon as possible.

We feel that time and money could be saved in the long run if all shop maintenance, storage and warehouse facilities were in one central location of adequate size. We also believe more money should be allotted for maintenance so our buildings can be kept in good shape at all times, instead of waiting until they need a major overhaul.

#### Kaw AVTS

The vocational school is in good condition, but it is not adequate for the area it serves. There are more students wanting to attend vocational school than there are places. More vocations are needed for girls. There is also a need for some vocational training in jobs that do not require high skills for those unable to learn a highly skilled trade.

USD 501 Board of Education and all other school districts using the Kaw-AVTS should apply to the state to enlarge our vocational school, or build more schools like this one.

Summary. This report contained individual building evaluations which surveyed such items as: background information, classrooms, administrative space, special facilities, services, and site and playground. In most instances, specific recommendations for each school were made by the committee. Only the general recommendations made by the Citizens Advisory Committee concerning the overall needs of the district have been included in this report.

Special Study and Five-Year Projection  
of  
Media Center Facilities

by  
Myrna Bump  
April 1972

"The process of education is essentially creative. It employs the intellectual, physical, and social skills of pupils in a learning process which begins with a clear enunciation of desirable human values as expressed in attitudes and actions of students... The educational experiences which will be most helpful must be identified, and the most effective tools and materials located. The pupil will...need to develop a spirit of inquiry, self-motivation, self-discipline, and self-evaluation. He will need to master knowledge and to develop skills. Ultimately he must communicate his ideas with his fellows. In this entire process the media program, its staff, and its center play vital roles. Media convey information, affect staff, and its center play vital roles. Media convey information, affect the message, control what is learned, and establish the learning environment. They will help to determine what the pupil sees and what his attitude will be toward the world in which he lives.

"The resources and services of the media center are a fundamental part of this educational process. One important aspect is that of enabling students and teachers to make a multimedia or intermedia approach to and use of materials in a unified media program.

"The media program is indispensable in the educational programs that now stress individualization, inquiry, and independent learning for students... In some schools, two-fifths or more of the student's time may be devoted to this type of learning.

"The services and facilities of the media program give the student opportunities to create and produce materials. In some instances these activities have afforded the student his first experience of success and accomplishment."<sup>1</sup>

During the past few years some facility improvement has been made in several Topeka school media centers.

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<sup>1</sup>American Library Association and the National Education Association, Standards for School Media Programs (Chicago and Washington, D.C., 1969), p. 1-3.

Table IX  
 MEDIA CENTER<sup>2</sup> FACILITY IMPROVEMENT  
 SINCE THE 1969 PROJECTION OF BUILDING AND SITE NEEDS:

ELEMENTARY	
Clay	Newly painted; carpeting; additional shelving; media center moved from second floor to extra large room on first floor, formerly used to house the district AV center.
Crestview	Moved the media center to a kindergarten room used only half days; additional shelving.
Grant	Removal of a wall between two classrooms; carpeting (Title I).
Lafayette	Removal of a wall between two classrooms; some tile patching (Tile in the two classrooms is a different color); added four student carrels; additional shelving.
Lundgren	Removed wall between two classrooms; carpeting (Title I).
McClure	Removal of the wall between two classrooms; carpeting (purchased by PTA); additional shelving.
Potwin	Adding a permanent wall between the AV center and the gym; carpeting of AV center. (by PTA).
Sheldon	Moved the media center into a kindergarten room used only half days; shelving all right.
Whitson	Removal of part of the wall between two classrooms; additional shelving; tile patching.
<b>Junior Highs</b>	
Landon	No facility remodeling. A room adjacent to the present media center is used as an AV center, student production center, and equipment check-out.
Eisenhower, Jar- dine, Boswell, Holliday, East Topeka, Roosevelt.	Free-standing shelving added.
<b>Senior Highs</b>	
Highland Park High	Removal of wall between present reference room and a small classroom; addition of back-issue magazine storage and checkout area within the newly acquired classroom space just mentioned; additional shelving.

<sup>2</sup>Media Center - A learning center in a school where a full range of print and audiovisual media, necessary equipment, and services for media specialists are accessible to students and teachers." Ibid., p.xv.

ELEMENTARY MEDIA CENTER REMODELING -- FIVE-YEAR PLAN

The Topeka Library Supervisor recommends a minimum of 2,000 sq. ft. for an elementary media center of 250 or more enrollment, which would keep a center operable for five to seven years. At that time at least twice that amount of space would be needed. Not included in the 2,000 sq. ft. are conference rooms, processing rooms, audiovisual equipment storage, magazine storage, small group listening and viewing.

Due to the fact that Special Education classes, Head Start, Follow Through and other special classes may be moved in any one year, consideration was not necessarily given to space available at the present time.

Recommendations for media center remodeling for elementary schools were based primarily on the following:

- (1) enrollment of the school
- (2) size of the media center's collections
- (3) the philosophy of the media specialist presently employed in the school
- (4) interest by the principal, staff and community in expanded media center services
- (5) use of the media center taken from circulation statistics

Those schools with only one classroom for a media center are inoperable as a true media center. Schools listed below have only one classroom, although the rooms at Sheldon, Crestview, Rice and Belvoir are slightly larger than the regular classroom.

Table X  
FIVE-YEAR PROJECTION FOR UPDATING ELEMENTARY MEDIA CENTERS

Suggested Year for Updating Facilities	Schools
1972-73	Avondale Southwest, Quincy, Highland Park North, McEachron
1973-74	Hudson, Avondale West, Linn, Highland Park South
1974-75	Lowman Hill, Belvoir, Quinton Heights
1975-76	Polk, Rice
1976-77	Sheldon, Crestview

JUNIOR HIGH MEDIA CENTER REMODELING -- FIVE-YEAR PLAN

Junior high schools need 6,000-6,500 sq. ft. for a media center, including conference rooms, a processing room, a workroom, etc. Larger schools need more space. The following five-year plan gives the amount of space recommended for each junior high school, according to the new Standards for School Media Programs.

On the whole junior high media centers need more work than either the elementary or senior high school media centers. French Junior High School is the exception, at the present.

In most junior high media centers the facilities are small. Storage space for materials and equipment are totally inadequate. Work space is inadequate or non-existent in nearly every school. Space for individual and small group work is limited.

Capper Junior High media center barely has room to seat one class, with tables, chairs, and shelving being impossibly close.

Table XI  
FIVE-YEAR PROJECTION FOR UPDATING JUNIOR HIGH MEDIA CENTERS

Suggested Year for Updating Facilities	School	Present Size Sq. Ft.	Need Sq. Ft. <sup>3</sup>
1972-73	Capper	987	6500
	Roosevelt	1320	6100
1973-74	Jardine	1786	9000
	Eisenhower	1786	9000
1974-75	Landon	1500	6500
	East Topeka	1584	6500
1975-76	Curtis	1452	6100
	Boswell	1566	6500

<sup>3</sup>Ibid., p. 40



Blacktop Needs and Priorities

by  
Dr. Quentin Groves  
1972

This report is an updating of the 1969 needs study of playgrounds, driveways and parking lots. This study includes a listing of the work completed between 1969 and 1972, a priority listing of schools needing larger playgrounds with recommended size, a listing of areas needing repair and other work desired but not given a priority.

Table XII  
PROJECTED BLACKTOP NEEDS AND WORK COMPLETED IN THE LAST FIVE YEARS

Blacktop Work Completed, 1969-1972

Highland Park North	Whitson Playground
Quinton Heights	Highland Park High Track and
Avondale East	Tennis Courts
Belvoir	State Street
Rice	Randolph

Priority Listing of Schools Needing Larger Playgrounds

Avondale SW	4800 sq. ft.	McEachron	6000 sq. ft.
Avondale West	2800 sq. ft.	Curtis	10000 sq. ft.
Potwin	600 sq. ft.	Eisenhower	10000 sq. ft.
Parkdale	5250 sq. ft.	Jardine	10000 sq. ft.
Stout	15272 sq. ft.	Holliday	5000 sq. ft.
Boswell	4000 sq. ft.	Polk	4800 sq. ft.
Crestview	4800 sq. ft.	East Topeka	Tennis Courts

Priority Listing of Playgrounds Needing Repair

McCarter	Rice	Roosevelt
Potwin	Stout	Crestview
McEachron	Boswell	Gage
Lundgren	Highland Park Junior	
Parkdale	Jardine	

Other Work Needed but not Given Priority

Hudson -- 3000 sq. ft.	Capper
Lafayette -- Playground Grading	Gage Parking Lot
TWHS -- Track and Tennis Courts	Polk Parking Lot
THS -- Track and Tennis Courts	Whitson Parking Lot
Boswell	Sumner Parking Lot

Special Services Needs Study

by  
W. I. Green  
1972

Based upon a recent study done by Dr. Roe L. Johns, University of Florida, "Future Directions for School Financing," the following incidence figures were given as exemplary nationwide:

EMR	Educable Mentally Retarded	1.3%	of School Population
TMR	Trainable Mentally Retarded	.25%	of School Population
Speech		3.6%	of School Population
Phys.			
Hdk.	Physically Handicapped	.21%	of School Population
NI-L/D	Neurologically Impaired- Learning Disabilities	1.12%	of School Population
ED	Emotionally Disturbed	2%	of School Population
MH	Multiple Handicapped	.7%	of School Population

When the above incidence percentages are applied to an estimated 24,000 pupil population, it appears that Unified School District 501 should make provision for meeting the needs of special education eligible pupils on the following basis:

Table XIII - Estimated Number of Pupils Needing Special Education

Program	Current Enrollment	Range of Incidence		Estimated Number of Pupils Not Currently Served
		Low	High	
EMR	304	312	343	8 - 39
TMR	54	60	66	6 - 12
Speech/ Speech Impaired	533	864	950	331 - 417
Phys. Hdk. (Capper)	47	96	106	16 - 26
(USD 501)	33			
NI- L/D	217	279	307	62 - 90
ED (Includes State Hospital)	290	490	528	200 - 238
MH	83	168	185	85 - 102

The legislative mandate requires that school districts provide services for the EMR, TMR, most Physically Handicapped and some Multiple Handicapped. At present, our schedule is well on time toward providing those services to all by the 1974-1975 school year.

Special services funds are derived from three categories: (approx.)

a. General Fund	Salaries (\$847,592)	Other (\$54,000)
b. 1971 Appeal	(\$ 95,000)	(\$35,000)
c. Title I	(\$105,000)	(\$30,000)

To present a reasonable estimate of projected needs, the following assumptions must be made:

1. The school population will remain relatively stable.
2. Incidence rates of exceptionalities are fairly standard.
3. Classroom and office space can be made available.
4. Referrals continue at essentially the same rate..

It was projected in 1969 that a psychological staff of nine (9) persons would be essential by 1974. The department is approaching that number, but the major emphasis should shift to more teacher-principal assistance. This would require an additional five (5) staff psychologists.

Eleven professional staff, two secretaries, and fifteen interns (psychologist) are now provided the department through Title I funds which have made it possible for the department to keep pace with the needs with only minimal general fund expenditures.

It is not clear under the special education statute whether Learning Disabilities are included under the mandate or not. The State Board of Education will probably rule on whether Learning Disabilities is mandated under "Developmentally Disabled" (now it includes EMR, TMR, Cerebral Palsy, and epilepsy) at their June, 1972, meeting. If it is included in the mandate, then an additional six classes will be needed immediately, with two more each following year until a maximum of twenty is reached.

Transportation continues to be a nagging headache!! We have explored the feasibility of a lease-purchase agreement with auto dealers in Topeka. We can probably devise a system whereby we could use van-type vehicles as feeders to larger buses and provide more economical, but less convenient, service. Still, transportation will remain a sizeable budget item, and close cooperation with the Department of Operation and Maintenance will be essential.

Parent groups and State Department officials are emphasizing advantages of cooperative programs. Legislation has definitely made this kind of an arrangement an attractive one. We have done preliminary studies and can point out several distinct advantages to District No. 501 if they choose to be the "sponsoring" district. These studies can be presented at a later date.

The Topeka Association for Retarded Children is interested in seeing all trainable classes housed at one location. Such an arrangement could provide better services through more concentrated efforts and possibly at a reduced cost. The association and our department both support this concept and respectfully request the use of any school building phased out as a regular attendance center.

For the school year 1972-73, we will add three (3) teachers, EMR; one (1) teacher, TMR; two (2) psychologists; two (2) speech clinicians; and two (2) teachers of brain damaged under our Special Education budget. A request for three (3) teachers of Learning Disabilities to be paid from the general fund has also been made.

In 1973-74, we have projected a need for two (2) psychologists, one (1) social worker, one (1) homebound teacher, one (1) teacher of orthopedically handicapped, and two (2) EMR.

Currently, plans have been made to integrate the special reading program and reading clinic with the Special Services Department for the purpose of effecting better coordination and more concentrated services for pupils experiencing reading problems. The need for facilities in this program merger will be presented at a later date as a more definitive program is developed.

Table XIV shows the present staffing of the Special Services Department and projects the additional staffing needs through the 1974-75 school year. The additional staffing will be needed if the mandate of the special education statute is fulfilled.

TABLE XIV

Present and Projected Staff Needs of Special Services Department  
1971-1975

	<u>1971-</u> <u>1972</u>	<u>1972-</u> <u>1973</u>	<u>1973-</u> <u>1975</u>	<u>Increase from</u> <u>71-72 to 74-75</u>
Psychologists	5	7	9	4
Social Workers	5	5	7	2
Speech Clinicians	10	11	13	3
Special Teachers				
Educable Mentally Retarded				
Level I	5	6	8	3
Level II	7	7	8	1
Level III	7	8	8	1
Level IV	6	7	8	2
EMR/ED	11	14	17	6
Trainable Mentally Retarded				
Level I	1	1	2	1
Level II	1	1	2	1
Level IIIA	0	1	1	1
Level IIIB	1	1	1	0
Level IIIC	1	1	2	1
Level IVD	1	1	1	0
Learning Disabilities and	11½	13½	16	4½
Neurologically Impaired	3	5	6	3
Emotionally Disturbed	6	8	8	2
Physically Handicapped	1	1	2	1
Administrative Staff	4	4	6	2
Itinerant Teacher	2	3	3	1
Vision	2	2	2	0
Hard of Hearing	2	2	2	0
Orthopedically Handicapped	6	7	7	1
Special Reading Teachers and				
Clinical Personnel	33	33	33	0
Totals	<u>131½</u>	<u>149½</u>	<u>172</u>	<u>40½</u>

NOTE: It appears that office space will be needed for nine additional persons by 1975. Additionally, classroom space will be needed to house approximately 30 special education classes and work space will be needed for clinicians, psychologists, etc., within the various buildings served. Decreasing elementary enrollments will free some classroom space for these programs, but it is not likely that all can be accommodated within existing facilities.

Staff Needs Assessment Survey

Facilities Needs Summary  
1972

In January, 1972, a survey of district needs was conducted. Each principal, supervisor, department head, or program director was asked to submit an assessment of problems and concerns they had in their particular area of program responsibility as to facilities, equipment, supplies, materials, instructional programs, personnel, and student oriented problems and concerns. It was suggested that each staff member responsible for submitting the report involve other staff members, students, and patrons when deemed appropriate. Only the assessment of the needs for facilities or their improvement are included in this report as all needs are summarized in a separate document. It should be pointed out that the need for improved facilities may be reported more than once in Table XVI. For example, the need for an improved art laboratory may have been listed by both the building principal and the art supervisor. This section of the Needs Assessment Study is included in this report to further substantiate the findings of other studies and to also show that users of facilities may see their needs differently than do others.

Table XV assigns a code number to each school or program for the purpose of tabulating survey results in a more concise manner. Table XVI classifies the various needs reported and tabulates the frequency a given need was identified on a systemwide basis. For example, forty principals or program directors indicated a need for more or better classroom space. To identify the schools or programs listing such a need, it is necessary for the reader to translate the school or program code number from Table XV.

TABLE XV  
School or Program Code Assignment for Program Assessment Analysis

School Code	School	Supervisors and Program Directors	Codes	Depts.	Codes
01	Highland Park High	Art	047	Research-D.P	0010
02	Topeka High	Business Education	053	Gaston	
03	Topeka West High	Federal Programs	060		
		Follow Through	061	Business	0020
04	Boswell	Foreign Language	046	Warner	
05	Capper	Guidance	071		
06	Crane	Health, P.E.		O & M	0040
07	Curtis	Athletics	072	Clark	
08	East Topeka	Home Economics	081		
09	Eisenhower	Language Arts	068	AVTS	0050
23	French	Mathematics	067		
10	Highland Park Jr.	Media Center	058		
11	Holliday	Music	065	Personnel	0060
12	Jardine	Reading Clinic	041		
13	Landon	Science	078		
14	Roosevelt	Social Studies	091	Instruction	0070
		Special Services	010	Nelson	
15	Avondale East				
16	Avondale Southwest				
17	Avondale West				
18	Belvoir				
19	Bishop				
20	Central Park				
21	Clay				
22	Crestview				
24	Gage				
25	Grant				
26	Highland Park Central				
27	Highland Park North				
28	Highland Park South				
29	Hudson				
30	Lafayette				
31	Linn				
32	Lowman Hill				
33	Lundgren				
35	McCarter				
36	McClure				
37	McEachron				
38	Monroe				
39	Parkdale				
40	Polk				
41	Potwin				
42	Quincy				
43	Quinton Heights				
44	Randolph				
45	Rice				
46	Sheldon				
47	State Street				
48	Stout				
49	Sumner				
50	Whitson				

TABLE XVI

Need for Facilities Summary as Identified by Staff

Need Identification	School or Program Reporting	Frequency of Response
More Classroom/Program Space	078-091-010-09-48-04-05 06-09-23-12-14-15-16-18-19- 24-29-37-47-047-052-061-081- 068-058-18-27-30-31-32-39- 41-42-46-49-046-041-0070	40
More Storage Area	05-07-09-11-15-078-0020-17- 24-27-28-30-38-40-047-060- 046-072-081-068-058-041	22
Update Electrical Facilities and Improve Lighting	06-09-11-17-21-24-40-44-47- 060-068-058-05-25-30-38-41- 091	18
Blacktop and Improve Playgrounds	16-17-22-25-28-30-33-37-39- 40-41-48-50	13
Need Regulation of Heat and Ventilation	07-09-14-18-065-21-26-29-44- 091	10
Inadequate Restrooms	09-10-16-17-21-30-33-37-42- 060	10
Improved Parking Lot (better lighting)	09-27-40-43-50	5
Inadequate Auditorium	03-04-49-33-068	5
Complete and More Efficient Air Conditioning	13-18-26-081-09	5
More Building Maintenance	04-24-44-041-09	5
Inadequate Space for Physical Education and Athletics	10-11-32-072-08	5
Better Acoustics	25-44-065	3
Improve Kitchen Area and Facilities	17-18-081	3
More Office Space	071-060-0070	3
Need Tornado Shelter	15-46-48	3
Need More Drinking Fountains	16-22-17	3
Improve Teachers' Lounge	17-48-071	3
Need Tennis Court Maintenance	03-09-072	3
Renovate Home Economics Lab.	01-07-081	3



TABLE XVI (Continued)

Need Identification	School or Program Reporting	Frequency of Response
Desks Need to be Replace	17-38	2
Adequately Sized Sinks in every Classroom	22-047	2
Remodel Art and Music Rooms	07-09	2
A Second Telephone Line for Schools	19-28	2
Inadequate Lunchroom Space	28-30	2
Improve Vocal-Instrumental Facilities	01-065	2
Need Intercom System	39	1
Need Hot Lunch Program	48	1
Carpeting for Media Center	50	1
Mobile Van (Federal Projects) Needs to be in a Garage for Safety	060	1
Sun Glare Needs to be Corrected	067	1
Chalkboard Space is Inadequate	067	1
Need Transportation of Pupils	010	1
Adequate Spec. Educ. Classroom Assignment	010	1
Outside Building Cleaned	08	1
Need Coatracks in all Classrooms	09	1
Need Workroom for Teachers	09	1
Sidewalk Completion	23	1
Audio Visual Shades for Classrooms	091	1
More Elementary Science Facilities	17-18	2
Refinishing of Woodwork	22	1
Enclosed Walkway between Classroom and Office Units	041	1
Renovate Auto and Metal Shops	01	1
Replace Glass for Safety	13	1
Remove Annexes	13	1
Increase Bldg. Area, add Gym & Shops	06-0040	2
Inadequate Stockroom	0020	1

TABLE XVI (Continued)

Need Identification	School or Program Reporting	Frequency Of Response
Food Service Office should be in same Location as Business Office	0020	1
Blacktop Play Area is Safety Hazard in Snow and Ice	42	1
Every Room Should Have Typewriter	18	1

TABLE XVII

Items from 1972 Health Dept. Report for Inclusion in Priority List

School	Ventilation	Other
Crane Jr. High	Gym ventilation improvement Shop - dust removal equipment locker room ventilation	Replace floor type urinals; inadequate gym locker facilities
Curtis Jr. High	Dust removal equip. - Shop	
East Topeka Jr. High	Dust removal equip. - Shop Additional ventilation - Metal Exhaust ventilation paint area Additional ventilation - Shower & locker rooms	2nd exit - girl's lock- er room; replace shower & locker room facilities
Eisenhower Jr. High	Additional ventilation - Shower & locker rooms; dust removing equip. - Wood shop	No toilet facilities "C" bldg.
French Jr. High	Dust removing equip. - Wood Shop	
H.P. Jr. High	Dust removal equip. - Wood Shop Shower & locker room ventilation Nurses room toilet ventilation	Lighting - Old part of bldg.; addl. toilet room facilities; replace boys shower & locker rooms
Holliday Jr. High	Additional ventilation - shower & locker rooms; shop exhaust system for fumes & dust removal system	Replace floor type urinals; fence E. & W. boundaries; handrail steps - outside; enlarge locker rooms
Jardine Jr. High	Additional ventilation - shower & locker rooms; dust removal equip. - shop	No toilet facilities "C" bldg.
Landon Jr. High	Dust removal equip. - shop	Toilet facilities portables
Boswell Jr. High	Dust removal equip. - shop Exhaust vent. - shop; ventila- tion - shower & locker rooms	
Capper Jr. High	Dust removal equip. - shop	Lighting - old part Toilet rooms, annexes
Highland Park High	Additional ventilation, property room	
Monroe	Ventilation in toilet rooms Ventilation in nurses toilet	Boundary fence
Parkdale		Additional storage space; replace floor urinals

TABLE XVII (Continued)

School	Ventilation	Other
Polk		Hot water to all classroom lavatories
Potwin	Additional ventilation lounge	Relighting
Quinton Hts.		Improve lighting
Randolph	Ventilation- Teacher's lounge & toilet room 102	
Roosevelt Jr. High	Ventilation Boys' & Girls' locker rooms; ventilation - toilet rooms	Replace floor urinals
Sheldon		Hot water to all classroom lavatories
Avondale Southwest	Ventilation in kitchen	Hot water to classroom lavatories; fencing grounds; lighting classrooms
State Street	Ventilation kitchen	Replace floor urinals; fence N & E boundaries; toilets annexes
Sumner		Handrail - exterior
Gage		Replace floor urinals; Fence N & W side
Grant		Replace floor urinals
Belvoir		Lighting old part bldg.
Clay	Teacher's toilet room venting	
Lowman Hill		Hot water to classroom lavatories
H.P. North	Ventilation - kitchen	Hot water to all classroom lavatories
H.P. South		Hot water to all classroom lavatories
Hudson	Ventilation nurses room & teacher's lounge	Toilets in annexes
Lafayette		Hot water to lavatories in classrooms; addl. toilet facilities; toilets in annexes

TABLE XVII (Continued)

School	Ventilation	Other
Lundgren		Water pressure should be improved
McCarter		Fencing; classroom lighting; hot water to lavatories
McEachron		Toilet rooms for annexes
Topeka High School		Replace floor type urinals; Enlarge industrial arts; 3 rooms lighting improvement
Topeka West High		Toilets in annexes
Avondale West	Ventilation teacher's lounge Ventilation toilet room 106	Additional toilet room facilities
Whitson		Additional storage space

NOTE: Reports also covers housekeeping at time of inspection. Request for screens on all windows. Double roller window shades at all windows requested. Request for dark woodwork to be painted light color and squeaky floors repaired.

TABLE XVIII

Items for Possible Inclusion in Priority Listing Taken from City Fire Department Building Inspection Report of Nov. 2, 1971:

- East Topeka Jr. High - - - Provide second exit from girls locker room, located on 2nd Floor.
- Eisenhower Jr. High - - -\*Provide alternate exit from auditorium directly to outside. (Route to existing back exits across stage)
- Jardine Jr. High - - -\*Provide alternate exit from auditorium directly to outside. (Route to existing back exits across stage)

NOTE: Maintenance items listed in inspection report are taken care of by work orders to Shop, and housekeeping items are referred back to school by memo from O & M Department.

\*Plan for these two schools was approved by State Architect and City of Topeka Building Department. Question of code interpretation.

Summary. A review of the foregoing studies indicates that the Topeka Unified School District has many capital improvement needs. These needs vary from minor improvements such as resurfacing or enlarging a playground to the building of new schools. Several studies have suggested that such factors as enrollment trends, age and condition of buildings, size of schools, attendance areas desired, adequacy of sites, functionality of building for desired programs, school integration, cost of remodeling vs. new construction, and money available for improvements should be considered when setting priorities. There seems to be agreement that the junior highs are in greatest need of upgrading or replacement. Several studies have suggested that consolidation of small attendance areas and district boundary adjustments for isolated areas should be considered as a means for effecting economy in the overall program.

In conclusion, these studies show that Topeka Unified School District capital improvements needs consist of items which may be classified as emergency maintenance, regular maintenance, remodeling and refurbishing, and replacement or new construction. These cannot be met in the immediate future with existing funds, but rather, will require a long-range improvement program financed by sources of funds other than the special 4-mill capital outlay levy.

Appendix D of this report presents a financial overview.

A P P E N D I X D  
FINANCIAL OVERVIEW

## APPENDIX D

### FINANCIAL OVERVIEW

Introductory Statement. The growing reluctance of taxpayers to approve school levies and school bond elections throughout the United States has seriously jeopardized capital improvement programs. School bond elections have been the principal source of funds used by school districts for financing new buildings and for undertaking major restoration of worn-out facilities. The Topeka Public Schools have also felt the tax dollar pinch.

The last bond election conducted by the Topeka Public Schools was in 1961. Funds obtained from this bond election, and supplemented with the special building fund levy, have been used to construct twelve new buildings, several major additions, and to do considerable remodeling. In spite of this herculean effort to keep pace, Topeka still operates many marginal school facilities, which are rapidly losing their worth and functionality, because of the district's inability to carry on a sound program of preventive maintenance. Since the district has not had adequate financing for establishing an orderly, long-range capital improvements program, it has been necessary to meet housing needs and do emergency maintenance as a given crisis demanded. The residue of the 1961 bond issue has been virtually depleted, and less than \$112,000 remain from the four mill special building fund levy that was bonded against in January, 1970. The total of these two funds must finance all capital improvements projects and take care of any emergencies that may develop between now and January, 1975, unless the district seeks additional funds through either a bond election or other sources.

The school district owns approximately 497 acres of land at 58 different site locations. There are 65 permanent buildings and 32 portable classrooms, which are valued at approximately 51.5 million dollars located on these sites. An investment of this size demands that a sound program of maintenance and an orderly plan for replacement of worn-out facilities be implemented. If one permanent structure was replaced each year, it would require 65 years to complete the cycle, providing no additional facilities were required to meet enrollment increases. Normally, the functional life of a school building has been approximately fifty years.

Statistics presented in Appendix B of this report indicated that downward enrollment trends and new construction have, to some extent, alleviated a critical housing need and have provided the district greater flexibility for planning and implementing a long-range capital improvements program. It is the purpose of this section of the report to review our financial status and to suggest alternatives for future financing of the capital improvements programs.



TABLE XIX  
 UNIFIED SCHOOL DISTRICT NO. 501  
 BUILDING FUNDS  
 June 30, 1973

	<u>Capital Outlay Fund</u>	<u>1969 Bond Proceeds Fund</u>	<u>Total Building Funds</u>
Treasurer's Cash Balance 6-30-73	\$156,134.43	\$239,822.59	\$395,957.02
Deduct:			
1972 Orders		5,509.50	5,509.50
1972-73 Orders	<u>9,442.69</u>	<u>93,180.30</u>	<u>102,622.99</u>
Unencumbered Cash 6-30-73	\$146,691.74	\$141,132.79	\$287,824.53
Deduct Requirements to Complete Projects Now Under Construction or in Planning Stage:			
Topeka High School Exterior Building Renovation	\$	\$ 52,000.00	\$ 52,000.00
Topeka High School Stage Floor and Switchboard	<u>                    </u>	<u>60,000.00</u>	<u>60,000.00</u>
Sub-Total	\$	\$112,000.00	\$112,000.00
Deduct: Estimated Cost of Projects Rated by Capital Outlay Committee as Top Priority Projects:			
Major Emergency Replacements for Two Years @ \$60,000 per year			<u>\$120,000.00</u>
Remaining Balance			\$ 55,824.53

The above figures do not reflect approximately \$400,000 which we have anticipated as revenue to the Capital Outlay Fund for the 1973-74 fiscal year.

Table XIX reviews the status of our building funds as of June 30, 1973. As of this date, \$146,691.74 remain in the Capital Outlay Fund (residue from the 1961 bond election), and only \$112,000 remains from the 1969 Bond Proceeds Fund (funds obtained from bonding against four mill special building fund levy). This means the district has approximately \$175,824.55 available for all capital improvement projects and to meet emergencies. Since the amount available is insufficient to fund any major projects reviewed by the Capital Improvement Committee, the committee has recommended using this money only to meet emergencies and to step-up maintenance of facilities until January, 1975, when the district again becomes eligible to levy the four mill special building fund. Approximately 175 requests for capital improvements ranging from minor refurbishing to building replacement have been submitted to the committee for consideration during the past three years. Approximately twenty-five of these projects were actually undertaken. Consequently, it appears the district should seek other funds if it desires to have modern, functional facilities; and also desires to keep them properly maintained.

Possible Future Sources of Funds. Kansas school districts have several sources of funds for capital improvements or for meeting unforeseen occurrences. Each statute possesses merit, was designed to serve a specific need, and each has limitations. A brief discussion of each source follows:

1. No-fund warrants for Emergencies (79-2939). This statute provides a means whereby a district may exceed its budget to cover expenses caused by an unforeseen occurrence or emergency which could not be anticipated at the time the budget was prepared. Extensive loss due to vandalism or emergency boiler replacement are examples of unforeseen emergencies which could not be anticipated when budget was made that would qualify for issuance of no-fund warrants. No-fund warrants do require the approval of the State Board of Tax Appeals and must be paid back with interest during the next budgeting year.

Advantages: May be used to meet emergencies, are reasonably easy to secure, avoids deficit spending, and negates the need for making unanticipated cuts in other budgetary accounts.

Disadvantages: Must be issued for a specific purpose, requires approval of Board of Tax Appeals, must be paid back in next taxable budget year, carries current loan interest rates, and there is an amount limitation.

2. General Obligation Bonds Without Election (72-6761). A Board of Education may issue, without an election, but with written approval of the State Board of Education, bonds to pay for needed repairs on school buildings or to construct, or acquire buildings to be used for school purposes or equipment or to purchase school buses, in amount not to exceed \$20,000. The aggregate amount outstanding at any time shall not exceed 7% of the assessed valuation of the district.

Advantages: May be initiated at any time, does not require retirement of previous issue first unless amount exceeds statutory limitations, issues only require approval of state board of education, is not subject to bonded indebtedness limitations or counted against determining said limits. (Cannot exceed \$20,000 at any one time).

Disadvantages: \$20,000 limit relegates use to small projects and issue requires a new resolution subject to state board approval.

NOTE: Our Board of Education passed a resolution to issue \$20,000 in general obligation bonds in the April 3, 1972, meeting. It has also reissued these bonds in the spring of 1973.

3. Capital Outlay Levy, Fund and Bonds (72-8801 through 72-8811)  
The board of education of any school district may make an annual tax levy for a period not to exceed five (5) years in an amount not to exceed four (4) mills, upon the assessed taxable tangible property in such school district. This authority requires a board resolution which is subject to an opposition petition for an election signed by at least 10% of the qualified electors. This statute provides a bonding privilege against the last four years of the five-year period, and is the procedure adopted by the board for obtaining funds under this statute during the five-year period, 1969-1974. If this resolution is extended for another five years after expiration of the first five-year period, the estimated funds available, based on the current estimate of assessed valuation for the district would be:

- A. Capital Outlay Fund (Pay-as-you-go basis). The annual four mill levy against the current estimated assessed valuation of the district (\$226,000,000) would produce an annual revenue of \$904,000. The pay-as-you-go plan is presented for information and comparison only.

Advantages: Avoids payment of interests. Could sustain a program of building renovation, catch-up maintenance, some remodeling, and some major additions.

Disadvantages: Provides an inadequate fund for replacing old facilities. Would need to choose between doing several small projects or holding back funds until adequate money was available for constructing a new building. Delays catching up with our building needs. If cost of construction continues to rise, the amount of money available for our total needs would be reduced materially. Under present statute, our district is not eligible to utilize the pay-as-you-go privilege, but must bond against the four mill levy.

TABLE XX

Four Mill Capital Outlay FundProjection of When Funds Will Become Available  
Between January, 1975, and January, 1979

Assumptions: Estimated assessed valuation of district for 1972 is \$220,000,000. It is assumed that the valuation would increase approximately \$1,000,000 per year due to new construction. Therefore, the estimated assessed valuation for each of the five years (1975-1980) is: 1974-\$222,000,000; 1975-\$223,000,000; 1976-\$224,000,000; 1977-\$225,000,000; 1978-\$226,000,000; 1979-\$227,000,000. Past experience has shown that an allowance of 3% should be deducted for delinquent taxes. (This example was based on \$220,000 assessed valuation and any future use would be projected on a revised assessed valuation).

<u>Computation for Tax Year</u>	<u>Date Funds Expected</u>	<u>Estimated Funds</u>	<u>Cumulative Total</u>
1975 Estimate of Tax Collection from 4-mill levy 68% of 885,336	3/1/75	602,028	
1975 32% of 885,336	9/1/75	283,308	1975-885,336
1976 68% of 889,324	3/1/76	604,740	
1976 32% of 889,324	9/1/76	284,584	1976-889,324
1977 68% of 893,312	3/1/77	607,452	
1977 32% of 893,312	9/1/77	285,860	1977-893,312
1978 68% of 897,300	3/1/78	610,164	
1978 32% of 897,300	9/1/78	287,136	1978-897,300
1979 68% of 901,288	3/1/79	612,876	
1979 32% of 901,288	9/1/79	288,412	1979-901,288
Total for Five-year Period			\$ 4,466,560

Table XX indicates \$4,466,560 would be made available to the district for capital improvements projects if the four mill special capital outlay levy was extended for another five-year period. Sixty-eight percent of the first year's levy (1975) would be received about March 1, 1975, and the balance of the first year's levy would be distributed about September 1, 1975. Two payments distributed on the above percentages would be received each of the remaining four years of the five-year resolution period (1975-79).

Adv

TABLE XXI

Exercising Bonding Privilege of Four Mill  
Local Outlay Fund for Five Year Period, 1975-1979

Estimated Time for Marketing Bonds: January, 1975.  
Estimated average interest rate: 4%

C. Amount of Bond Issue:

223,000,000 x 4 mills x 5 years:	4,460,000
Interest Requirement Estimated:	535,000
Net Available for Bond Issue:	<u>3,925,000</u>

D. First Interest Payment: March, 1976.

E. First Principal Payment: September 1, 1976.

F. Interest Due March 1 and September 1, each year of five - year period.

G. Bond and Interest Requirements:

<u>Due Date</u>	<u>Principal</u>	<u>Interest</u>	<u>Total for Calendar Year</u>
3-1-76		157,000	
9-1-76	785,000	78,500	1,020,500
3-1-77		62,800	
9-1-77	785,000	62,800	910,600
3-1-78		47,100	
9-1-78	785,000	47,100	879,200
3-1-79		31,400	
9-1-79	785,000	31,400	847,800
3-1-80		15,700	
9-1-80	785,000	15,700	816,400

H. Estimated Taxable Tangible Property and Levy Requirement:

<u>Year</u>	<u>Valuation</u>	<u>Levy in Mills</u>
1975	223,000,000	4.58
1976	224,000,000	4.07
1977	225,000,000	3.91
1978	226,000,000	3.76
1979	227,000,000	3.60

Note: It may be necessary to reduce the amount for which bonds can be issued in order to reduce the levy to less than four mills in any given year. The statute is unclear on this issue and needs further interpretation.

TABLE XXII

Summary of Available Funds for Period,  
January, 1975 through December, 1979  
 (Showing Dates When Funds Become Available  
 from 4 mill Special Capital Outlay Fund Levy)

<u>Estimated Tax Collections</u>	A <u>Pay-As-You-Go</u>	B <u>Bond Privilege</u>
a. 3-1-75	\$602,028	
b. 9-1-75	283,308	
c. 3-1-76	604,740	
d. 9-1-76	284,584	
e. 3-1-77	607,452	
f. 9-1-77	285,860	
g. 3-1-78	610,164	
h. 9-1-78	287,136	
i. 3-1-79	612,876	
j. 9-1-79	288,412	
<u>Proceeds from Sale of Bonds</u> (available, January, 1975)	_____	\$3,925,000
<u>Total Funds Available During</u> <u>Period</u>	\$4,466,560	\$3,925,000

NOTE: The difference in the amount of funds available under these two plans is \$549,500. Interest paid on bonds sold under bonding privilege is the primary reason for difference, but this difference could easily be offset by building costs if costs continue to rise as experienced in recent years. Under the existing statute, our district is not eligible to use the pay-as-you-go privilege. A change in the statute would be necessary for us to levy the 4 mills on a year-to-year basis.

4. General Obligation Bonds Requiring An Election (72-6761).  
 A board of education has authority to submit to the electors the question of issuing general obligation bonds for purchasing sites, to construct or make improvements and to equip buildings, or to purchase school buses, and upon the affirmative vote of the majority of those voting, the board shall be authorized to issue such bonds. The aggregate amount of bonds outstanding at any time (exclusive of bonds specifically exempt from statutory limitations) shall not exceed seven percent (7%) of the assessed valuation of tangible taxable property within the district. A board of education may exceed the seven percent limitation by petitioning the state board of education for permission. If approved, a board may exceed the limitation to the extent authorized by the state board. Based on the current estimated assessed valuation (\$220,000,000), the Topeka Unified School District could seek voter approval to issue \$15,400,000 in bonds less current bonds outstanding.

ages: If a successful bond election was held for the amount indicated above, our district could take a giant stride toward "catching up" with our building and site needs. A bond election appears to be the only way for the district to secure adequate financing for its capital improvements program. Issuance of bonds amortizes the cost of improvements and replacements over a twenty-year period, which requires two generations of school patrons to share in the cost of good schools rather than placing the full burden on one patron group as is the case with the pay-as-you-go philosophy.

Disadvantages: Requires voter approval and the current chances for a successful election appear very doubtful. Interest paid on bonds over the twenty-year period does increase the tax burden for property owners, but some saving in building costs could offset the interest factor if current upward trend in building costs continues.

Table XXII shows the effect that two different bond issues would have on the district's tax levy. Part A projects a bond issue of ten million dollars at an estimated interest rate of four percent, which would require an average annual tax levy of 3.117 mills to retire the issue in twenty years. The annual tax levy would range from a low of 1.818 mills to a high of 4.045 mills.

The suggested twenty million dollar bond issue shown in Part B would be amortized over a twenty-year period and would require an estimated average tax rate of 6.472 mills to retire it. The estimated interest rate on such an issue of this size would be 4.5%. The tax rate would vary from a low of 4.091 mills to a high of 8.534 mills. This size of bond issue would require prior approval of the state board of education before the question could be submitted to the voters. The size of bond issues projected in Table XXII are not intended to be suggestive of a recommended bond election proposal, but rather to demonstrate the effect that two bond issues would have on the property tax rate and the estimated amount of interest the district would pay on the bonds. The actual size of a bond election proposal should be determined from the capital improvements priorities set by the board of education for the district and the extent that other sources of building funds are utilized.

TABLE XXIII

Schedule of Maturities and Interest Costs of a Bond Issue

June 1972

Part A-Amount of Bond Issue: \$10,000,000  
 Maturity Period: 20 years  
 Estimated Interest Rate: 4%  
 Estimated Average Tax Levy: 3.117 mills

<u>Principal Due</u>	<u>Interest Due</u>	<u>Total</u>	<u>Estimated Tax Levy* (mills)</u>
	\$200,000		
\$ 500,000	200,000	\$400,000	1.818
	200,000		
500,000	190,000	890,000	4.045
	190,000		
500,000	180,000	870,000	3.955
	180,000		
500,000	170,000	850,000	3.864
	170,000		
500,000	160,000	830,000	3.773
	160,000		
500,000	150,000	810,000	3.682
	150,000		
500,000	140,000	790,000	3.591
	140,000		
500,000	130,000	770,000	3.500
	130,000		
500,000	120,000	750,000	3.409
	120,000		
500,000	110,000	730,000	3.318
	110,000		
500,000	100,000	710,000	3.227
	100,000		
500,000	90,000	690,000	3.136
	90,000		
500,000	80,000	670,000	3.045
	80,000		
500,000	70,000	650,000	2.955
	70,000		
500,000	60,000	630,000	2.864
	60,000		
500,000	50,000	610,000	2.773
	50,000		
500,000	40,000	590,000	2.682
	40,000		
500,000	30,000	570,000	2.591
	30,000		
500,000	20,000	550,000	2.500
	20,000		
500,000	10,000	530,000	2.409
	10,000		
<u>500,000</u>	<u>10,000</u>	<u>530,000</u>	<u>2.318</u>
\$10,000,000	\$4,400,000	\$14,400,000	

\*Based on Estimated Evaluation \$220,000,000



Part B - Amount of Bond Issue - \$20,000,000  
Maturity Period - 20 years  
Estimated Interest Rate - 4.5%  
Estimated Average Tax Rate - 6.472 mills

<u>Principal</u>	<u>Interest Due</u>	<u>Total</u>	<u>Estimated Tax Levy* (mills)</u>
1,000,000	\$450,000	\$ 900,000	4.091
1,000,000	450,000		
	427,500	1,877,500	8.534
1,000,000	427,500		
	405,000	1,832,500	8.330
1,000,000	405,000		
	382,500	1,787,500	8.125
1,000,000	382,500		
	360,000	1,742,500	7.920
1,000,000	360,000		
	337,500	1,697,500	7.716
1,000,000	337,500		
	315,000	1,652,500	7.511
1,000,000	315,000		
	292,500	1,607,500	7.307
1,000,000	292,500		
	270,000	1,562,500	7.102
1,000,000	270,000		
	247,500	1,517,500	6.898
1,000,000	247,500		
	225,000	1,472,500	6.693
1,000,000	225,000		
	202,500	1,427,500	6.489
1,000,000	202,500		
	180,000	1,382,500	6.284
1,000,000	180,000		
	157,500	1,337,500	6.080
1,000,000	157,500		
	135,000	1,292,500	5.875
1,000,000	135,000		
	112,500	1,247,500	5.670
1,000,000	112,500		
	90,000	1,202,500	5.466
1,000,000	90,000		
	67,500	1,157,500	5.261
1,000,000	67,500		
	45,000	1,112,500	5.057
1,000,000	45,000		
	22,500	1,067,500	4.852
1,000,000	22,500	1,022,500	4.648
<u>20,000,000</u>	<u>\$9,900,000</u>	<u>\$29,900,000</u>	

\*Based on Estimated Evaluation \$220,000,000

5. Revenue Bonds Issued Through a Public Building Commission  
(KSA12-1757 to 12-1768)

Under this act, the city would, by ordinance, create a Public Building Commission for the purpose of acquiring sites, constructing, equipping, and furnishing a building or buildings for lease to the school district. The commission would issue revenue bonds to finance the building and the school district leases the building from the commission with lease payments used to retire bonds.

Advantages: Does not require an election, bonds may be amortized over fifty years, financial obligation under the lease is specifically exempt from the cash basis law, and revenue bonds do not count against statutory limits of general obligation bonds.

Disadvantages: Creates another agency that has quasi-authority invested in the operation of the schools, appears the use of this authority would be limited to district offices, shops and warehousing and could not be used for building school attendance centers.

6. Sale of Unused Properties. Our district currently has several properties that are not used for school purposes. These include the unused portion of 23rd and Tyler site (Quinton Heights hill), 8th and Morningside (Menninger), elementary site (33rd and Chelsea, French School site), and another elementary site at 37th and Atwood. These sites contain approximately 42.024 acres of land. The decreasing enrollment trend may make it possible for us to phase out some of our smaller and older facilities, which would make these properties also available for sale.

Advantages: Places these properties back on tax rolls, would make more building funds available without requiring patron approval, and the sale of these properties also would effect considerable savings in maintenance.

Disadvantages: Sites were purchased because of anticipated needs and for the most part are located in areas where additional growth can occur. Land values continue to increase. It would appear wise to retain these properties until it is definitely determined they are not needed for school purposes as their worth is not likely to depreciate.

Concluding Statement. Various sources of building funds have been discussed in this section, but no attempt has been made to select the methods we should employ in financing our capital improvements program. The committee, however, has attempted to identify some advantages, disadvantages, and limitations connected with each financial approach.

The primary sources of building funds is through the issuance of general obligation bonds approved by a majority of the eligible voters of the district. A second major source requires issuing general obligation bonds against the special four mill capital outlay fund. This approach does not require voter approval, but it will not produce the total revenue required to meet our capital improvements program needs.

The issuance of revenue bonds by a public building fund commission would make it possible for the district to lease better district offices, shops and warehousing and eventually gain ownership of them. Other sources of funds reviewed are too insignificant for consideration as a primary source of building funds, but certainly these could be used to supplement other funds. The committee recommends to the board of education that a long-range building program be adopted which:

1. Establishes immediate priorities.
2. Establishes a long-range, orderly replacement and updating program.
3. Catches up our maintenance program where emphasis can be given to preventive rather than emergency maintenance of facilities.
4. Utilizes the various sources of building funds identified and discussed in this section of the report.

The Capital Improvements Committee further recommends that a bond election be held to give the patrons of the district an opportunity to express what they want in the way of school facilities. A successful bond election would reflect a desire for quality schools and a willingness to pay for them while an unfavorable vote would indicate a desire to maintain the status quo. An election would, in effect, give impetus to a long-range orderly replacement program of worn-out facilities, or it would limit our future efforts to primarily maintaining existing facilities. The election is needed, then, to help us define our program.