

Long-Range Master Proposals





January 4, 1984

To: Members of the District Citizens Advisory Council and the
Community of Topeka

The attached document contains two long-range master proposals for your review and recommendation. The proposals are the result of much study, discussion, consideration, and debate by the Board during the past two years.

It is requested that the DCAC develop recommendations concerning the attached proposals and present them to the Board no later than March 7, 1984. During the period of time between now and March 7, the Board will schedule and conduct meetings with the schools affected by the proposals in order to receive community response. A proposed long-range master plan will then be developed and presented on May 2, 1984, after your recommendations and community response are received and assessed. Final action on the proposed plan is scheduled for May 16, 1984.

Your assistance with this important task is appreciated. We await your response.

Sincerely,

Joe Douglas, Jr.
President, Board of Education

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LONG-RANGE
MASTER PROPOSALS

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INTRODUCTION

The following pages describe proposals related to a long-range master plan for the Topeka Public Schools which are the result of much study, discussion, debate, and consideration by the Board of Education during the past two years. It is the Board's desire that the proposals receive serious review and consideration by the District Citizens Advisory Council and the community.

All of the proposals described are based upon the assumptions listed in Section 3 and would contribute toward the attainment of the twenty-one established long-range district goals contained in Section 2.

The proposals are divided into three major areas: facilities, education, and management (sections 4, 5, and 6 respectively). The facilities proposals are sub-divided into Plan N and Plan X with specific information for each. The education and management proposals are sub-divided organizationally and would complement either of the facilities alternatives.

Section 7 of the document contains a schedule for the adoption of a long-range master plan for the Topeka Public Schools.

The appendixes (Section 8) contain pertinent information upon which the proposals were developed.

LONG-RANGE DISTRICT GOALS

All of the proposals described in this document would contribute toward the achievement of the established long-range goals for the district. Those twenty-one goals follow and are described in more detail in the pamphlet, 21 Steps Toward the 21st Century--A Pathway for Excellence in Education.

1. Provide educational experiences in the basic skills which prepare students to function effectively in contemporary society.
2. Increase financial resources available to the district and establish processes which more effectively allocate all available resources.
3. Improve the overall quality and quantity of information for decision-making in the district.
4. Improve community support for the Topeka Public Schools through meaningful community involvement and communications.
5. Establish long-range planning as a routine administrative function for all departments and divisions of the district.
6. Improve present curricula and instructional techniques and provide additional curricula and instructional techniques designed specifically to meet the needs of the college-bound student and the vocational-technical student as well as the student who plans to seek employment immediately after graduation.
7. Maintain a favorable student-staff ratio throughout the district.
8. Conduct the recruitment, employment, training, and promotion of all employees consistent with the district's established affirmative action plan.
9. Maintain neighborhood schools where economically and educationally feasible to do so.

LONG-RANGE MASTER PLAN

General Assumptions

1. For the coming five to seven years the average annual rate of inflation will be five percent.
2. No significant changes in the method for financing public education in the State of Kansas will occur during the next five to seven years; and no significant increases in budget limitation will be passed by the State Legislature.
3. No substantial revisions will be made in existing collective bargaining laws during the next five to seven years.
4. The amount of federal funds available for the financing of public education will continue at current levels during the next five to seven years.
5. Public demands for increased accountability by the public schools and for greater efficiency and economy in the operation of the public schools will be greater in the future than in the past.
6. A scarcity of qualified teaching personnel, especially in certain key areas such as industrial arts, mathematics, science, and special education, will continue during the next five to seven years.
7. The cost of energy will continue to increase during the next five to seven years.
8. Because of current and projected improvements in information technology, both the quality and quantity of information will continue to increase significantly during the next five to seven years.

Assumptions Specific to the Topeka Public Schools

1. Total enrollment should decline through the mid 1980s with elementary level enrollment stabilizing during the mid 1980s and secondary level enrollment (especially at the high school level) continuing to decline through the mid to late 1980s. Enrollments in the Head Start and Special Education programs should remain at current levels or lower through the mid 1980s if no significant changes in federal legislation occur.

General Assumptions (Continued)

2. Ideally, elementary schools should have enrollments of at least 500 students; middle schools should have enrollments of at least 900 students; and high schools should have enrollments of at least 1500 students, for the most effective and efficient operation. However, since it would not appear to be feasible to establish the ideal enrollment levels in the district's schools during the next five to seven years the following goals appear to be achievable: elementary schools--at least 400 students; middle schools--at least 500 students (650 students for three grades); and high schools--at least 1,200 students.
3. Where it is both educationally and economically feasible to do so, neighborhood elementary schools should be maintained.
4. Coterminous elementary-middle-high school attendance boundaries should be established and/or maintained when possible.
5. No significant revisions of existing Board of Education policy will be adopted during the next five to seven years.
6. All actions by the Board of Education and administration of the Topeka Public Schools should improve the percentage of minority student enrollment of individual learning centers so that no center has a minority student enrollment greater than 50 percent.
7. Professional staff to student ratios in the Topeka Public Schools should be established and maintained at educationally and fiscally sound levels during the next five to seven years.
8. The local property tax will continue to be the primary source of funding for the Topeka Public Schools during the next five to seven years.
9. Employees with a high level of competency should be attracted and maintained at all levels of employment during the next five to seven years.

General Assumptions (Continued)

10. The five-year, four-mill capital outlay fund levy will be renewed when the present levy terminates.
11. Continuity and comparability of curricula between the three levels of instruction--high school, middle school, and elementary--should be established and maintained.
12. The community of Topeka expects a comprehensive public educational program of the highest quality which satisfies the learning needs of physically, psychologically, and emotionally handicapped students as well as the learning needs of both regular and gifted students.
13. No additional professional personnel will be required by the Special Services Department during the next five to seven years--current staffing levels are sufficient.
14. Some reductions in existing specialized educational offerings will be necessary during the next five to seven years, while some additional offerings may be necessary.
15. Annual employee salary improvements and fringe benefit packages will increase in excess of annual allowable budget increases during the next five to seven years.
16. It will be necessary to increase the budget the maximum allowed by law annually during the next five to seven years.
17. The costs of certain budget expenditure categories such as utilities (energy) will continue to increase at a rate greater than the allowable annual increase in budget.
18. Centralized services of the district will remain at current levels during the next five to seven years.
19. Every effort will be made by the district to assimilate any necessary staff reductions by attrition.
20. The facilities of the Topeka Public Schools will continue to be improved through renovation and new construction during the next five to seven years.

FOUR MIDDLE SCHOOLS PLAN N

(K-5, 6-8)

1984-85

1. Complete plans and let bids for construction of the new elementary school on the Chase site (\$2,200,000).
2. Complete plans and let bids for an eighteen-classroom/multipurpose room addition and general remodeling of Hudson Elementary School (\$1,200,000).
3. Complete an eighteen-classroom addition and general remodeling of Landon Middle School (\$1,200,000).
4. Complete a six-classroom/commons area addition, move the media center to the old commons area, do some interior remodeling, and air condition Jardine Middle School (\$800,000).
5. Complete a two-classroom/commons area addition, move the media center to the old commons area, do some interior remodeling, and air condition Eisenhower Middle School (\$600,000).
6. Complete a fourteen-classroom addition to replace the annex at Highland Park Central Elementary School (\$800,000).
7. Complete a two-classroom/multipurpose room addition, movement of the media center, and interior remodeling of Stout Elementary School (\$400,000).
8. Complete the construction of a twelve-classroom/media center addition to Linn Elementary School (\$800,000).
9. Close French and Robinson middle schools and Avondale East, Highland Park North, McEachron, Quinton Heights, and Shaner elementary schools at the end of the school year.

\$ 8,000,000

Four Middle Schools Plan N (Continued)

1985-86

1. Complete construction of the new elementary school and the addition to and remodeling of Hudson Elementary School.
2. Complete a four-classroom addition and interior remodeling of French School (\$300,000).
3. Complete a four-classroom/multipurpose room addition and interior remodeling of Bishop Elementary School (\$400,000).
4. Complete the remodeling of Robinson School for the Academy/Adventure Center (\$100,000).
5. Complete a two-classroom addition to McCarter Elementary School (\$100,000).
6. Complete a six-classroom addition to McClure Elementary School (\$300,000).
7. Move the sixth grade to the middle schools at the end of the school year.
8. Close Avondale West, Belvoir, Crestview, Highland Park South, Lafayette, Lundgren, and State Street elementary schools and move the Adventure Center to Robinson at the end of the school year.

\$ 1,200,000

1986-87.

No construction.

1987-88

1. Complete plans and let bids for the construction of the new elementary school on the Roosevelt site.

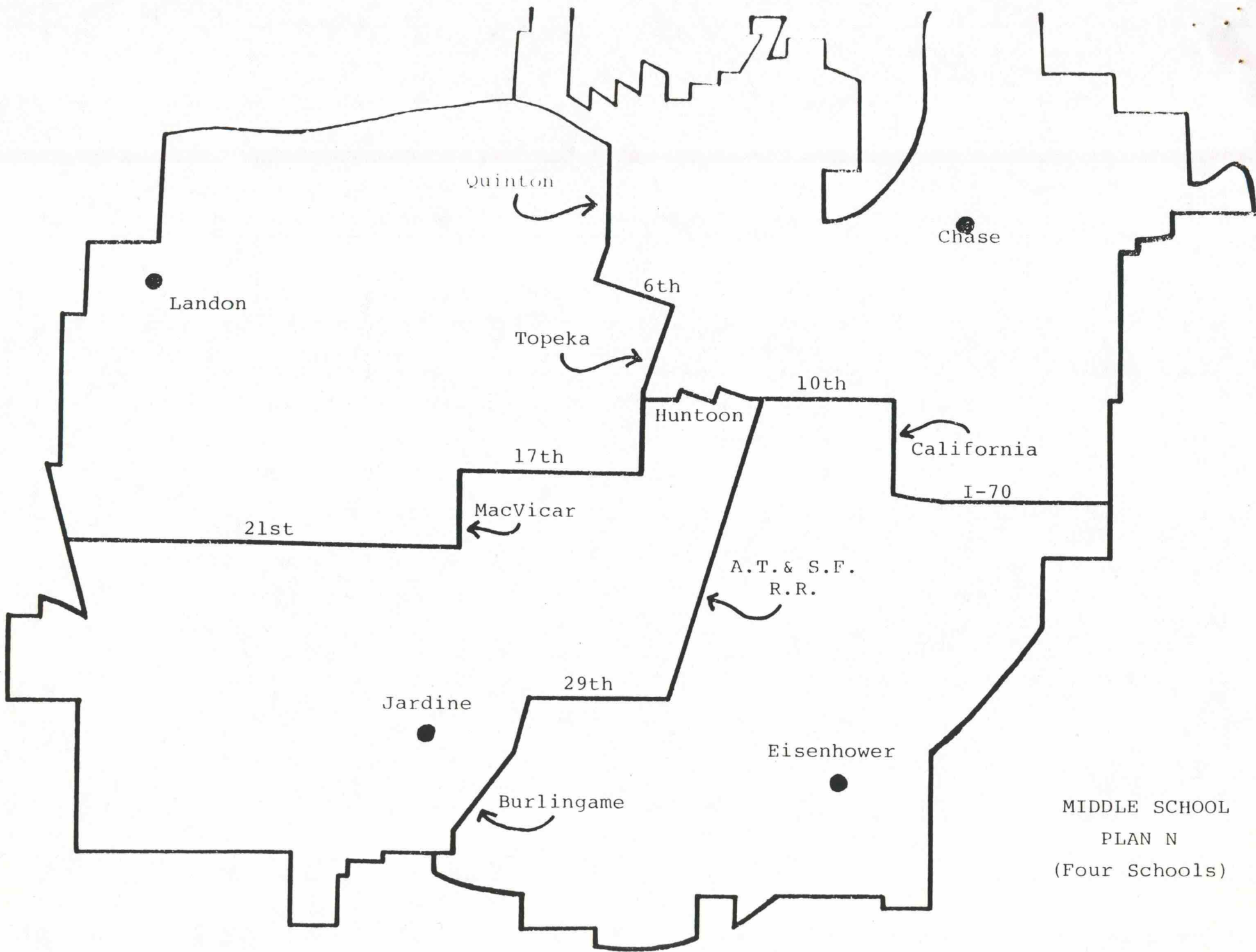
\$ 2,500,000

Four Middle Schools Plan N (Continued)

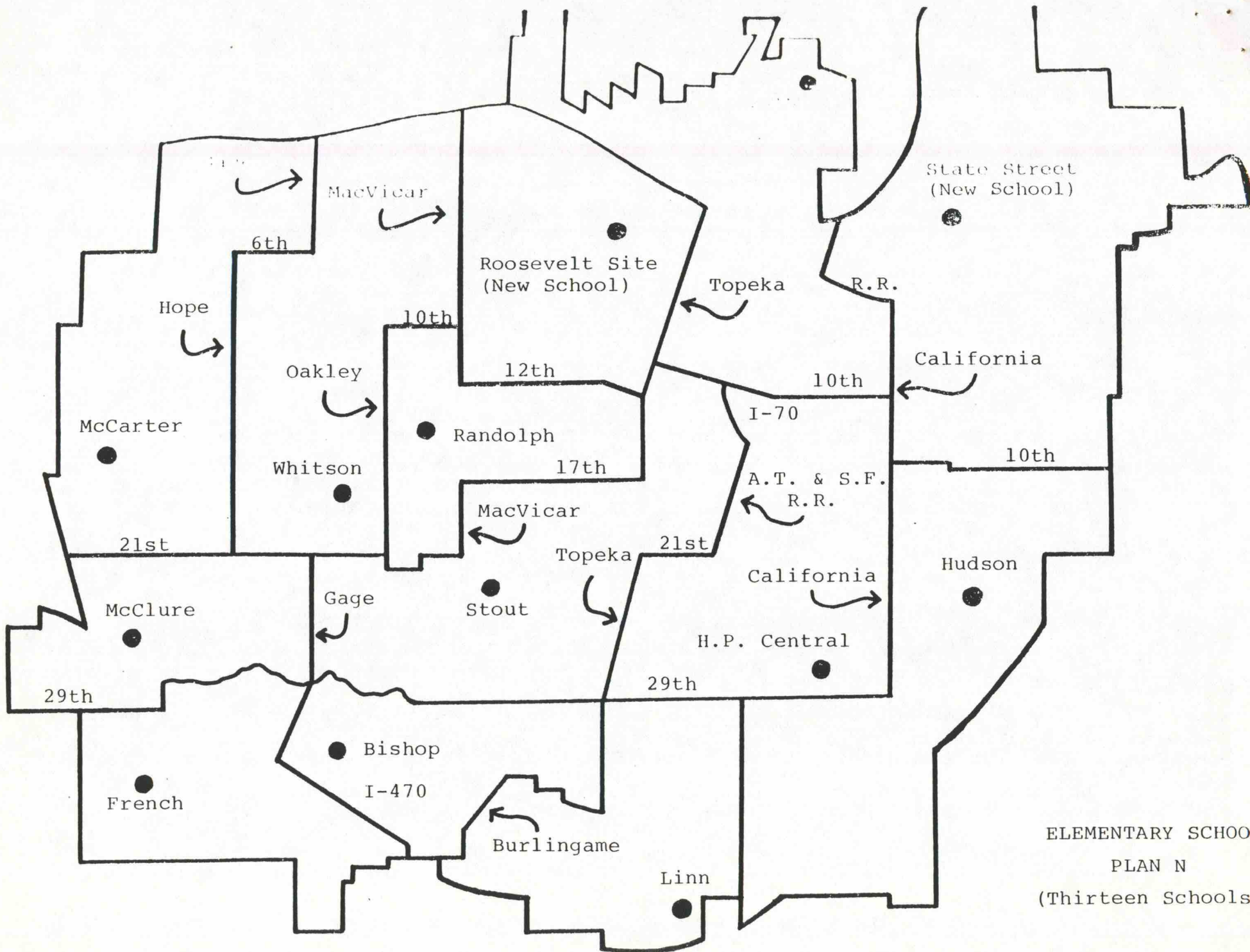
1988-89

1. Complete a four-classroom addition to Quincy Elementary School (\$200,000).
2. Complete a six-classroom/media center addition and general remodeling of Randolph Elementary School (\$1,000,000).
3. Complete a media center addition and interior remodeling of Whitson Elementary School (\$300,000).
4. Close Gage, Lowman Hill, Potwin, and Sumner elementary schools at the end of the school year.

	<u>\$ 1,500,000</u>
GRAND TOTAL	<u><u>\$13,200,000</u></u>



MIDDLE SCHOOL
PLAN N
(Four Schools)



ELEMENTARY SCHOOL
 PLAN N
 (Thirteen Schools)

ESTIMATED ENROLLMENTS AND MINORITY PERCENTAGES

PLAN N

Middle Schools

<u>Facility/Site</u>	<u>Estimated 6-8 Enrollment</u>	<u>Minority Percentage</u>
Chase	575	38.8
Eisenhower	732	37.8
Gardine	858	12.2
London	835	16.9

Elementary Schools

<u>Facility/Site</u>	<u>Estimated K-5 Enrollment</u>	<u>Minority Percentage</u>
Bishop	509	11.5
French	510	9.8
M. P. Central	596	44.1
Hudson	691	41.3
Lincoln	575	31.2
McLarner	475	9.1
McClure	484	4.3
Lincoln	512	38.7
Lincoln	553	21.1
Roosevelt (NS)	628	26.1
State Street (NS)	717	28.2
Lincoln	348	41.6
Hudson	402	4.9

ESTIMATED ANNUAL OPERATING COSTS*

PLAN N

Category	Actual 1983-84	Plan N	Difference
<u>Middle Schools</u>			
Certified Staff	\$3,481,738	\$3,718,162	+ \$ 236,424
Classified Staff	426,992	367,041	- 59,951
Utilities	372,384	234,011	- 138,373
Supplies, etc.	68,404	131,987	+ 63,583
Sub-total	4,349,518	4,451,201	+ 101,683
<u>Elementary Schools</u>			
Certified Staff	\$9,048,865	\$7,698,610	- \$1,350,255
Classified Staff	1,007,719	596,605	- 411,114
Utilities	664,560	486,872	- 177,688
Supplies, etc.	274,552	240,893	- 33,659
Sub-total	10,995,696	9,022,980	- 1,972,716
<u>Central Services</u>			
Food Services			- \$ 99,186
Maintenance/Operation			- 208,400
Central Office			- 574,576
Sub-total			- 882,162
<u>Transportation</u>			
Regular	\$ 336,600	\$ 829,890	+ \$ 493,290
Activities	67,269	119,738	+ 52,469
State Reimbursement (Net.)	- 0 -	- 54,000	- 54,000
Sub-total	403,869	895,628	+ 491,759
NET CHANGE			- \$2,261,436

* Estimates are based upon 1983-84 costs; and no adjustments for inflation have been made.

POSSIBLE USES/DISPOSITION OF CLOSED FACILITIES

PLAN N

<u>Facility</u>	<u>Disposition</u>
Avondale East	Sell
Avondale West	Sell
Belvoir	Sell
Crestview	District use
Gage	Sell
H. P. North	Sell
H. P. South	Sell school and retain remainder of site
Lafayette	Head Start
Lowman Hill	Sell
Lundgren	District use
McEachron	District use
Polk	Sell
Potwin	Sell
Quinton Heights	Special Education Resource Center
Robinson	Academy/Adventure Center
Shaner	District use
Sheldon	Sell
State Street	Raze building and replace with an activities field
Sumner	Sell
Topeka Education Center (Capper)	Sell

THREE MIDDLE SCHOOLS PLAN X

(K-6, 7-8)

1984-85

1. Complete plans and let bids for construction of the new middle school on the Roosevelt site (\$5,000,000).
2. Complete a commons area addition, move the media center to the old commons area, do some interior remodeling, and air condition Jardine Middle School (\$800,000).
3. Complete a media center addition and interior remodeling of Whitson Elementary School (\$300,000).
4. Complete a six-classroom/commons addition, move the media center to the old commons area, do some interior remodeling, and air condition Eisenhower School (\$600,000).
5. Complete a twelve-classroom addition and interior remodeling of Chase School (\$600,000).
6. Complete a six-classroom addition and interior remodeling of French School (\$400,000).
7. Complete a six-classroom/multipurpose room addition and interior remodeling of Stout Elementary School (\$600,000).
8. Close Chase, Eisenhower, French and Landon middle schools and Belvoir, Hudson, Highland Park South, Lafayette, Lundgren, McEachron and State Street elementary schools at the end of the school year.

\$ 8,300,0001985-86

1. Complete the construction of a sixteen-classroom addition to replace the old annex building at Highland Park Central Elementary School (\$900,000).
2. Complete the construction of the new middle school.

Three Middle Schools Plan X (Continued)

3. Close Highland Park North and Quinton Heights elementary schools at the end of the school year.

\$ 900,000

1986-87

1. Complete a six-classroom/multipurpose room addition and interior remodeling of Bishop Elementary School (\$600,000).
2. Complete the construction of a sixteen-classroom/media center addition and interior remodeling of Linn Elementary School (\$1,000,000).
3. Close Avondale East, Avondale West, and Shaner elementary schools at the end of the school year.

\$ 1,600,000

1987-88

No construction.

1988-89

1. Complete plans and let bids for the construction of the new elementary school on the northern section of the Gage site.

\$ 2,500,000

1989-90

1. Complete an eight-classroom addition to Quincy Elementary School (\$400,000).
2. Complete the construction of a ten-classroom/media center addition and general interior remodeling of Randolph Elementary School (\$1,200,000).

Three Middle Schools Plan X (Continued)

3. Complete the construction of the new elementary school.
4. Close Gage, Lowman Hill, Potwin, and Sumner elementary schools at the end of the school year.

\$ 1,600,000

1990-91

1. Complete the construction of an eight-classroom addition to McClure Elementary School (\$400,000).
2. Complete the construction of a two-classroom addition to McCarter Elementary School (\$100,000).
3. Close Crestview Elementary School at the end of the school year.

\$ 500,000

GRAND TOTAL

\$15,400,000

UNITED SCHOOL DISTRICT NO. 501

Roosevelt Site
●
(New School)

Huntoon

10th/6th

← Gage

17th

●
Robinson

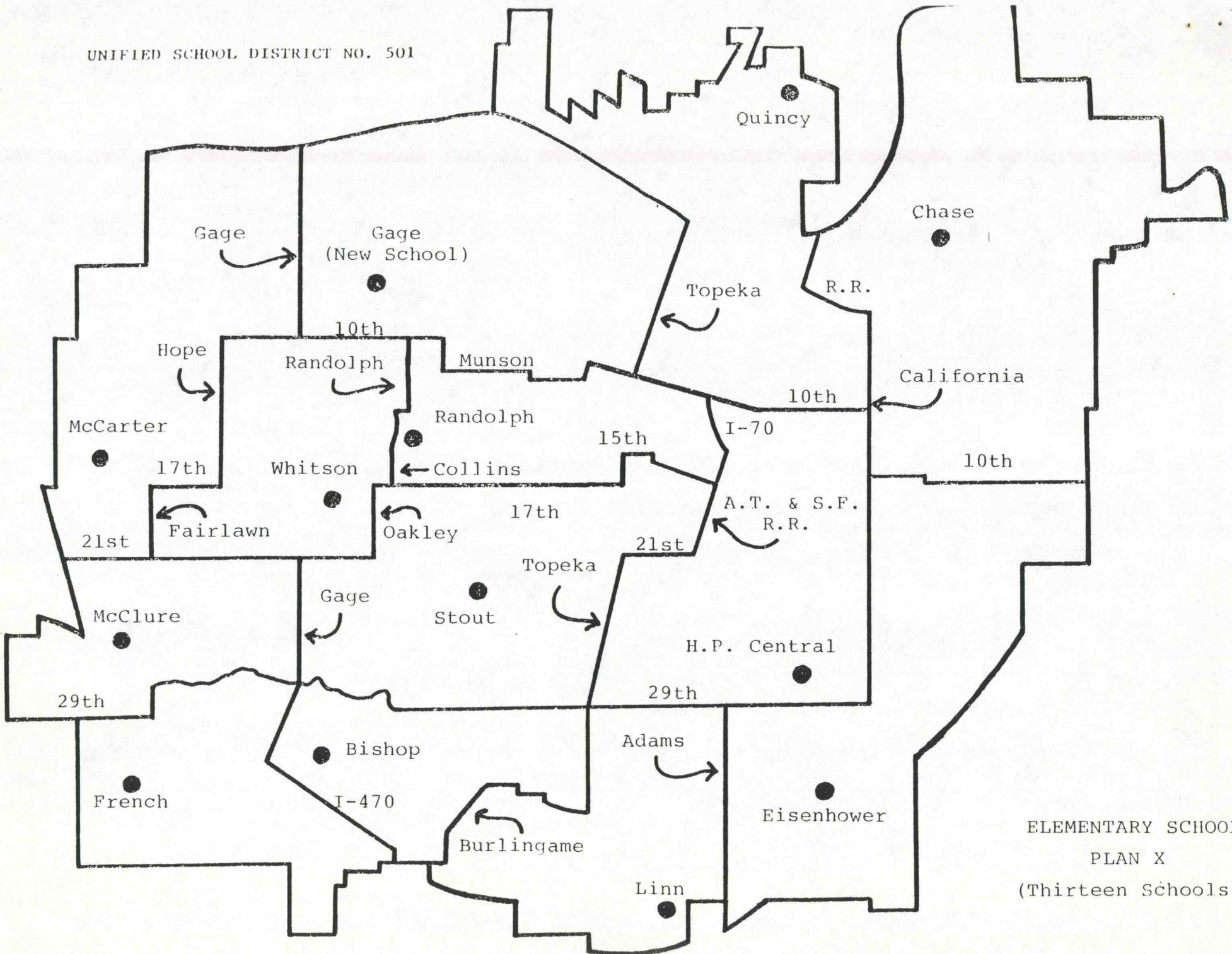
21st

←
A.T. & S.F.
R.R.

29th

●
Jardine

MIDDLE SCHOOL
PLAN X
(Three Schools)



ELEMENTARY SCHOOL
PLAN X
(Thirteen Schools)

ESTIMATED ENROLLMENTS AND MINORITY PERCENTAGES

PLAN X

Middle Schools

<u>Facility/Site</u>	<u>Estimated 7-8 Enrollment</u>	<u>Minority Percentage</u>
Jardine	691	22.3
Robinson	658	25.4
Roosevelt	651	27.0

Elementary Schools

<u>Facility/Site</u>	<u>Estimated K-6 Enrollment</u>	<u>Minority Percentage</u>
Bishop	584	11.5
Chase	817	28.2
Eisenhower	788	41.3
French	581	9.8
Gage (NS)	823	20.8
H. P. Central	679	44.1
Linn	661	31.2
McCarter	469	10.4
McClure	550	4.3
Quincy	583	38.7
Randolph	651	30.5
Stout	404	31.5
Whitson	410	3.5

ESTIMATED ANNUAL OPERATING COSTS*

PLAN X

<u>Category</u>	<u>Actual 1983-84</u>	<u>Plan X</u>	<u>Difference</u>
<u>Middle Schools</u>			
Certified Staff	\$3,481,738	\$2,534,568	- \$ 947,170
Classified Staff	426,992	292,449	- 134,543
Utilities	372,384	169,769	- 202,615
Supplies	68,404	89,520	+ 21,116
Sub-total	4,349,518	3,086,306	- 1,263,212
<u>Elementary Schools</u>			
Certified Staff	\$9,048,865	\$8,523,056	- \$ 525,809
Classified Staff	1,007,719	608,352	- 399,367
Utilities	664,560	587,295	- 77,265
Supplies, etc.	274,552	275,530	+ 978
Sub-total	10,995,696	9,994,233	- 1,001,463
<u>Central Services</u>			
Food Services			- \$ 99,186
Maintenance/Operation			- 208,400
Central Office			- 574,576
Sub-total			- 882,162
<u>Transportation</u>			
Regular	\$ 336,600	\$ 966,960	+ \$ 630,360
Activities	67,269	87,449	+ 20,180
State Reimbursement (est.)	- 0 -	- 135,000	- 135,000
Sub-total	403,869	919,409	+ 515,540
NET CHANGE			<u>- \$2,631,297</u>

*All estimates are based upon 1983-84 costs; and no adjustments for inflation have been made.

POSSIBLE USES/DISPOSITION OF CLOSED FACILITIES

PLAN X

<u>Facility</u>	<u>Disposition</u>
Avondale East	Sell
Avondale West	Sell
Belvoir	Sell
Chandler Field	District use or sell
Crestview	District use
Gage	Raze building and develop site
H. P. North	Sell
H. P. South	Sell school and retain remainder of site
Hudson	District use or sell
Lafayette	Head Start
Landon	Sell
Lowman Hill	Sell
Lundgren	District use
McEachron	District use
Polk	Sell
Potwin	Sell
Quinton Heights	Special Education Resource Center
Shaner	District use
Sheldon	Sell
State Street	Raze building and retain site
Sumner	Sell
Topeka Education Center (Capper)	Sell

EDUCATION

1984-85 (continued)

12. Begin planning staff development and information activities related to transfer of sixth grade students to the middle level (if the adopted grade configuration is K-5 and 6-8).
13. Continue to review high school programs and graduation requirements.

1985-86

1. Continue curriculum review and documentation cycle for elementary, middle, and high school programs.
2. Continue to pilot working draft syllabi at the elementary, middle, and high school levels.
3. Continue implementation of district curriculum documents at the elementary, middle, and high school levels.
4. Appoint program and curriculum development task forces to design modifications necessary for a K-5 or K-6 elementary program format.
5. Appoint program and curriculum development task forces to design modifications necessary for a 6-8 or 7-8 middle-level format (basic skills, electives, sixth grade program, and advisor base).
6. Appoint task forces to develop program guidelines for extracurricular programs at the middle level to include sixth graders (if the adopted grade configuration is K-5 and 6-8).
7. Appoint a task force to develop curriculum and program guidelines for special education programs for a 6-8 or 7-8 middle-level format.
8. Appoint a task force to study the transition requirements (logistics) for changing to a K-5 and 6-8 program format (to include parents, teachers, and administrators).

EDUCATION

1985-86 (continued)

9. Implement pilot Gifted Academy Program for grades seven and eight.
10. Appoint task force to review delivery of ancillary special services (psychologists, social workers, speech pathologists, etc.).
11. Appoint task force to review program and curriculum modifications necessary for Special Education Co-op.
12. Prepare an overview document and make presentation to Education Services regarding task force activities and recommendations for program changes related to the transition of sixth graders to a middle-level program.
13. Begin staff development activities related to transfer of sixth grade students to middle school (if the decision is made to adopt a K-5 and 6-8 grade-level program).
14. Provide elementary and middle school informational meetings for parents, students, and teachers regarding program changes.
15. Continue to review high school programs and graduation requirements.

1986-87

1. Complete final activities (summer) to ensure smooth transition of sixth grade program to middle school (if transferred).
2. Conduct parent and student information meetings at the elementary and middle schools related to program modifications.
3. Provide fall staff development and departmental meetings on curriculum modifications.
4. Implement K-5 elementary program at district attendance centers (if the adopted grade configuration is K-5 and 6-8).
5. Implement 6-8 middle-level program in district

EDUCATION

1986-87 (continued)

- attendance centers (if the adopted grade configuration is K-5 and 6-8).
6. Implement Gifted Academy program for grades 6, 7, and 8 (if the adopted grade configuration is K-5 and 6-8).
 7. Review programs available at the elementary level for talented and gifted students.
 8. Continue curriculum review and documentation cycle.
 9. Continue implementation of district curriculum documents.
 10. Implement recommended modifications for delivery of special services' ancillary programs.
 11. Implement recommended modifications for Special Education Cooperative programs.
 12. Monitor throughout the school year implementation of revised elementary and middle-level programs.
 13. Appoint task force to review program effectiveness of new grade-level configuration (contingent on 6th grade transfer).
 14. Review opportunities available to talented and gifted students at the high school level.
 15. Continue to review high school programs and graduation requirements.

1987-88

1. Continue curriculum review and documentation cycle for elementary, middle, and high school programs.
2. Continue implementation of district curriculum documents at the elementary, middle, and high school levels.
3. Review the recently implemented K-5 program and make recommendations for appropriate modifications (if 6th grade is transferred).

EDUCATION

1987-88 (continued)

4. Review the recently implemented 6-8 middle-level program and make recommendations for appropriate modifications (if 6th grade is transferred).
5. Review the music and extracurricular programs at the middle level for appropriateness and comparability.
6. Review and make modifications to the middle-level Gifted Academy Program.
7. Review Special Education Programs at the elementary and middle levels to ensure appropriate educational experiences.
8. Evaluate effectiveness of the delivery of special education ancillary services at the elementary and middle school levels.
9. Review staff development needs at the elementary and middle levels.
10. Continue to review high school programs and graduation requirements.

1988-89

1. Continue curriculum review and documentation cycle for elementary, middle, and high school programs.
2. Continue implementation of district curriculum documents at the elementary, middle, and high school levels.
3. Design and implement an internal educational performance audit of the district's instructional programs--
 - curriculum documentation
 - curriculum monitoring
 - new grade-level configuration
 - testing program
 - support and ancillary services
4. Review extracurricular programs at the middle and high school levels.
5. Evaluate the Department of Special Services and programs provided exceptional children.

EDUCATION
1988-89 (continued)

6. Continue to review high school programs and graduation requirements.
7. Develop recommendations for staff development based on results of internal educational performance audit.

EDUCATION

Student Support Services and Staff Development1984-85

1. Appoint a task force to review proposal for Staff Development Academy for all personnel in USD 501.
2. Prepare overview document and make presentation to Education Services Division regarding program suggestions for proposed Staff Development Academy.
3. Initiate planning for staff development activities related to the transfer of sixth grade students to the middle level. (If the adopted grade configuration is K-5, 6-8, 9-12).
4. Appoint a task force to study the feasibility of improved facilities for Head Start in light of possible available locations.
5. Appoint a task force to study the feasibility of establishing a self-supporting preschool/day care program.
6. Study the feasibility of changing the organizational structure and concepts of Guidance Services at the high schools for more efficient and effective delivery of services and utilization of counselor time, energy, and expertise and delivery of services.
7. Form a task force to study anticipated impact on expected outcomes for Guidance Services.
8. Study recommendations pertaining to counselor-pupil ratios, service delivery and expected outcomes.
9. Evaluate adequacy of present health room facilities and equipment K-8.
10. Evaluate current programs in school health.
11. Make a cost effectiveness study of nursing services - current and potential (depending upon possible K-5/6-8 configuration).

Education
1984-85 (continued)

12. Establish a committee to review the following adult education programs and the improvement of facilities and location(s):
 - a. Adult Basic Education
 - b. Adult Enrichment Classes
 - c. GED Testing
 - d. GED Instruction
 - e. English As A Second Language

1985-86

1. Appoint task forces from various employee groups to develop needs assessments and program guidelines for staff development activities for their respective areas.
2. Implement Staff Development Academy for all personnel in USD 501.
3. Implement staff development activities related to the transfer of sixth grade students to the middle level. (If the adopted grade configuration is K-5, 6-8, 9-12).
4. Appoint a task force to develop recommendations for administrative relationships between Head Start and a self-supportive preschool program.
5. Study the feasibility of changing the organizational structure and concepts of Guidance Services at the middle schools and elementary schools.
6. Implement changes in the organizational structure and concepts of Guidance Services at the high schools.
7. Study the feasibility of developing a parenting component for a self-sustaining preschool program.
8. Develop a parenting component to preschool program designed to improve parenting and also facilitate interaction between parents and teachers - school and home.
9. Implement recommendations pertaining to Guidance Services delivery configuration.

Education
1985-86 (continued)

10. Determine the feasibility of establishing a parent education program with a person to coordinate activities which may include developing materials for parents to use with their children at home, parenting skills building sessions, craft making, meetings with school staff, etc., day or night.
11. Plan delivery of nursing services for specific needs in accordance with normal growth and development.
12. Design and modify educational programs for the following areas:
 - a. Adult Basic Education
 - b. Adult Enrichment Classes
 - c. GED Testing
 - d. GED Instruction
 - e. English As A Second Language (Adult program)
 - f. Summer School (Enrichment, Remedial)
13. Clarify relationships between the Summer School (enrichment programs) and the Academy for Gifted Students.

1986-87

1. Evaluate Staff Development Academy program.
2. Evaluate Staff Development activities related to the transfer of sixth grade students to the middle level. (If the adopted grade configuration is K-5, 6-8, 9-12).
3. Implement moving of Head Start to improved facilities.
4. Implement self-supporting preschool program for children not in Head Start.
5. Implement changes in the organizational structure and concepts of Guidance Services at the middle and elementary schools.
6. Implement a parenting component to preschool program.

Education
1986-87 (continued)

7. Evaluate changes and refine the Guidance Services delivery configuration.
8. Implement the parent education program.
9. Evaluate modified nursing services and revise where indicated.
10. Implement the educational programs designed for:
 - a. Adult Basic Education
 - b. Adult Enrichment Classes
 - c. GED Testing
 - d. GED Instruction
 - e. English As A Second Language (Adult Program)
 - f. Summer School (Enrichment/Remediation)

1987-88

1. Review/revise/maintain Staff Development Academy Services.
2. Evaluate self-supporting preschool program for children not in Head Start.
3. Evaluate and recommend changes for the parenting component to preschool program.
4. Maintain Guidance Services delivery configuration.
5. Evaluate and revise the parent education program.
6. Evaluate the following educational programs:
 - a. Adult Basic Education
 - b. Adult Enrichment Classes
 - c. GED Testing
 - d. GED Instruction
 - e. English As A Second Language (Adult Program)
 - f. Summer School (Enrichment/Remediation)

Education

1988-89

1. Review/revise/maintain self-supporting preschool program for children not in Head Start.
2. Expand programs for parents through the primary grades.
3. Maintain the parent education program.
4. Review and revise/maintain the following programs:
 - a. Adult Basic Education
 - b. Adult Enrichment Classes
 - c. GED Testing
 - d. GED Instruction
 - e. English As A Second Language
 - f. Summer School (Enrichment/Remediation)

EDUCATION

Kaw Area Vocational-Technical School

1984-85

1. Continue curriculum review
2. Study the feasibility of establishing special education component on Kaw AVTS campus
3. Study the feasibility of microfilming student records
4. Develop General Craft Advisory Committee
5. Study the feasibility of establishing scholarships for vocational students
6. Develop and implement word processing
7. Do a self-study evaluation of all vocational programs

1985-86

1. Continue review and update curriculum
2. Expand current curriculum offerings
3. Continue to revise and upgrade data processing capabilities
4. Evaluate the auto mechanic program objectives
5. Follow up on recommendations program evaluation
6. Continue to develop General Craft Advisory Committee

1986-87

1. Evaluate the special vocational programs
2. Continue to review vocational curriculum
3. Review and update five-year cooperative agreement
4. Review facilities needs
5. Develop a recruitment program for students

Kaw Area Vocational-Technical School (Continued)

6. Continue to be aware of expanding and new industry needs

1987-88

1. Review staff and curriculum needs
2. Continue review of facilities needs
3. Continue to update curriculum offerings
4. Continue recruitment program for students
5. Continue to meet the needs of business and industry as it relates to training

1988-89

1. Develop a staff development program
2. Continue to update vocational curriculum
3. Develop a public awareness program
4. Review curriculum as it relates to competency base

EDUCATIONAL PROGRAM BENEFITS
RESULTING FROM CONSOLIDATION OF SCHOOLS

1. All elementary schools will be staffed with at least a full-time physical education teacher.
2. All elementary schools will be staffed with at least a full-time music teacher.
3. All elementary schools will be staffed with a full-time librarian.
4. Counselors will be assigned on an approximate 600-1 ratio in the elementary schools.
5. Elementary and middle schools with increased numbers of students permit greater flexibility in regard to all staff assignments. For example, an elementary school of approximately 500 will usually have three sections at each grade level.
6. Schools with increased numbers of students will allow more opportunities for handicapped students to attend school in their own attendance center, and self-contained rooms for handicapped can acquire more permanent locations.
7. Mainstreaming of special education students is enhanced by larger elementary and secondary schools.
8. Elementary and middle schools will have improved racial balance.
9. Elementary and middle schools with greater numbers of students than present will permit more appropriate and flexible grouping for instruction.
10. Elementary and secondary schools with larger populations decrease the number of traveling staff and permit their more efficient use; i.e., speech therapists, gifted facilitators, psychologists, social workers, remedial reading teachers, etc.
11. More students will be eligible for transportation.
12. Attendance centers with a greater number of students than present will have improved physical facilities.

Educational Program Benefits
Resulting from Consolidation
of Schools (Continued)

13. Current average class size of 24-1 will be maintained.
14. The administrative costs (including salaries, equipment, and supplies) will be significantly reduced with fewer attendance units.
15. All elementary attendance centers with an enrollment of 550 or more will require a smaller percentage of combination rooms.
16. The District will continue to progress toward the goal of air conditioning all of the schools.
17. Improved media centers should be implemented in all schools to include not only adequate space but also an improved collection of print and nonprint materials. The result will be a better research potential for students at all levels.
18. Adequate physical education facilities will be provided at all schools.
19. The curriculum offerings and the coordination of curriculum for elementary and middle schools will be improved with larger attendance centers.
 - a. An expanded science program at the middle school level will be provided.
 - b. Foreign language offerings can be expanded at the middle school.
 - c. Programs for the academically talented will be enhanced at both the elementary and middle school levels.
 - d. The program of computer literacy in elementary and middle schools will become more feasible with additional laboratory equipment becoming available in each school.
20. The District will continue its efforts toward providing modern copiers for instructional use in every school.
21. Financial stability of the district would be maintained and additional funds for the improvement of employee salaries would be available.

MANAGEMENT

Ancillary Services1984-85

1. Complete a long-range office automation plan and begin its implementation.
2. Coordinate a one-year update of the adopted long-range master plan.
3. Establish a central district laundry for all schools and facilities.
4. Develop and implement, on the mainframe computer, U.S. Census interface software and graphic software packages for generating student residence locator maps.
5. Initiate and maintain a district statistical handbook to improve the overall quality, quantity, and consistency of information.
6. Revise the district's standardized testing program consistent with the previous year's task force recommendations.
7. Complete an extensive revision of the district's criterion-referenced testing program.
8. Conduct at least three instructional program evaluations consistent with the established cycle for program evaluations.
9. Review the district's energy conservation program and revise if necessary.
10. Implement an online general ledger/budget development system for the Business Office.
11. Develop legal descriptions for new school attendance areas consistent with the adopted long-range master plan and secure Board approval.
12. Implement an online system of computer-assisted instruction.

Management-Ancillary Services (Continued)

13. Develop and distribute a testing pamphlet for parents and students which describes the district's testing program and the reasons for and uses of each test.
14. Complete the installation of a financial monitoring software package for the food-service program.
15. Implement a fringe benefit/position control software package on the mainframe computer.
16. Develop and begin the implementation of data base interface capabilities for computer-managed instruction, the district's criterion-referenced testing program (SIBS), and the student information system.
17. Develop and implement a general purpose, user-facility, interactive software package for the on-line, ad hoc inquiry of any district data base.
18. Revise and refine the acquisition, processing, and assembly of student information components required to compile the district state aid enrollment, racial inventory, and ADA/ADM reports.

1985-86

1. Expand the equipment maintenance program in the areas of air conditioning/heating and small machines/printing equipment.
2. Continue implementation of the long-range office automation plan.
3. Coordinate a one-year update of the adopted long-range master plan.
4. Expand the district statistical handbook to include additional information.
5. Review the student enrollment, transfer, and tuition policies and propose any necessary revisions.

Management-Ancillary Services (Continued)

6. Conduct at least three instructional program evaluations consistent with the established cycle of program evaluations.
7. Develop bid specifications, re-bid, and award a new three-year contract for student transportation.
8. Develop legal descriptions for new school attendance areas consistent with the adopted long-range master plan and secure Board approval.
9. Provide transportation for additional students in conformance with the adopted long-range master plan.
10. Implement an automated media services information system.
11. Review and refine the process for approving and completing minor facilities improvements projects.
12. Implement an automated records control system at the Administrative Center.
13. Establish procedures for student accounting and reporting to maximize the acquisition of financial resources from local, State, and Federal agencies.
14. Develop and implement optical scanning of selected payroll, health, and special education information for data entry.
15. Review and update the district's criterion-referenced testing program.
16. Develop and implement an automated student transcript generation system, including cumulative GPA (grade point average).

1986-87

1. Coordinate a one-year update of the adopted long-range master plan.
2. Continue implementation of the long-range office automation plan.
3. Conduct at least three instructional program evaluations consistent with the established cycle of program evaluations.

Management-Ancillary Services (Continued)

4. Begin the design of a central district food service kitchen.
5. Develop legal descriptions for new school attendance areas consistent with the adopted long-range master plan and secure Board approval.
6. Provide transportation for additional students in conformance with the adopted long-range master plan.
7. Implement the first year of the new three-year student transportation contract.
8. Implement an online career guidance information system.
9. Implement a direct payroll deposit system.
10. Develop and implement an automated position applicant flow-charting system.

1987-88

1. Coordinate a one-year update of the adopted long-range master plan.
2. Complete implementation of the long-range office automation plan.
3. Conduct at least three instructional program evaluations consistent with the established cycle of program evaluations.
4. Develop legal descriptions for new school attendance areas consistent with the adopted long-range master plan and secure Board approval.
5. Provide transportation for additional students in conformance with the adopted long-range master plan.
6. Review and refine the student information system to provide a broader range and greater depth of information for decision-making.
7. Review, revise, and reaffirm the district's energy conservation program.

Management-Ancillary Services (Continued)

8. Develop and implement an employee absence reporting system, including the capability of reporting trends.

1988-89

1. Coordinate a one-year update of the adopted long-range master plan.
2. Conduct at least three instructional program evaluations consistent with the established cycle of program evaluations.
3. Develop legal descriptions for new school attendance areas consistent with the adopted long-range master plan and secure Board approval.
4. Provide transportation for additional students in conformance with the adopted long-range master plan.
5. Design and coordinate, in cooperation with the Education Division, a performance audit of the district's total educational program.
6. Review the district's testing program and revise, if necessary.

MANAGEMENT SERVICES

Personnel

1984-85

1. Continue to develop and implement a plan to adjust total District staff commensurate with the needs of the Board of Education long-range master plan.
2. Continue to review past staffing practices and consider possible alternatives for future staffing.
3. Continue to meet with employee groups and assess needs.
4. Continue to develop procedures for staffing of District programs to be included in any long-range District planning proposal.
5. Continue to identify data, i.e., salaries, positions, places to contact, that will be useful in developing a District-wide comparison and status review.
6. Continue to review District staff positions.
7. Continue to review District staffing to determine areas where minority positions are below District goals.
8. Continue to set recruiting schedule to include the recruitment of minority staff.
9. Continue to implement the employee recruitment and training program consistent with the District's established Affirmative Action Plan.
10. Plan staff reassignment activities related to transfer of students.
11. Continue to study staffing implications required by new curriculum modifications.
12. Develop a plan to staff gifted academy at the middle level commensurate with curriculum and program specifications.
13. Prepare a preliminary staffing document reflecting staffing needs commensurate with proposed program and organizational modifications.

1984-85 continued

14. Improve salaries of employees, taking into consideration the availability of applicants, District programs, and financial resources.
15. Complete first year staffing based on Board adopted long-range master plan.

1985-86

1. Continue to develop and implement a plan to adjust total District staff commensurate with the needs of the Board of Education long-range master plan.
2. Continue to review past staffing practices and consider possible alternatives for future staffing.
3. Continue to meet with employee groups and assess needs.
4. Continue to develop procedures for staffing of District programs to be included in any long-range District planning proposal.
5. Continue to identify data, i.e., salaries, positions, places to contact, that will be useful in developing a District-wide comparison and status review.
6. Continue to review District staff positions.
7. Continue to review District staffing to determine areas where minority positions are below District goals.
8. Continue to set recruiting schedule to include the recruitment of minority staff.
9. Continue to implement the employee recruitment and training program consistent with the District's established Affirmative Action Plan.
10. Continue to plan staff reassignment activities related to transfer of sixth grade students to the middle level.
11. Continue to study staffing implications required by new curriculum modifications.

1985-86 continued

12. Implement staffing plan for gifted academy at the middle level commensurate with curriculum and program specifications.
13. Prepare a preliminary staffing document reflecting proposed program and organizational modifications to include guidelines for staffing.
 - a) Extracurricular programs at the middle level to include sixth grades.
 - b) Special Education programs at the middle level to include sixth grades.
 - c) Special Services (psychologists, social workers, speech pathologists, etc.).
 - d) Special Education Coop.
14. Improve salaries of employees, taking into consideration the availability of applicants, District programs, and financial resources.
15. Complete second year staffing based on Board adopted long-range master plan.

1986-87

1. Continue to develop and implement a plan to adjust total District staff commensurate with the needs of the Board of Education long-range master plan.
2. Continue to review past staffing practices and consider possible alternatives for future staffing.
3. Continue to meet with employee groups and assess needs.
4. Continue to develop procedures for staffing of District programs to be included in any long-range District planning proposal.
5. Continue to identify data, i.e., salaries, positions, places to contact, that will be useful in developing a District-wide comparison and status review.
6. Continue to review District staff positions.
7. Continue to review District staffing to determine areas where minority positions are below District goals.

1986-87 continued

8. Continue to set recruiting schedule to include the recruitment of minority staff.
9. Continue to implement the employee recruitment and training program consistent with the District's established Affirmative Action Plan.
10. Implement staff reassignment activities related to the transfer of sixth grade students to the middle level.
11. Continue to study staffing implications required by new curriculum modifications.
12. Implement guidelines for staffing.
 - a) Extracurricular programs at the middle level to include sixth grades.
 - b) Special Education programs at the middle level to include sixth grades.
 - c) Special Services (psychologists, social workers, speech pathologists, etc.).
 - d) Special Education Coop.
13. Assess staff reassignment procedures.
14. Improve salaries of employees, taking into consideration the availability of applicants, District programs, and financial resources.
15. Complete third year staffing based on Board adopted long-range master plan.

1987-88

1. Continue to develop and implement a plan to adjust total District staff commensurate with the needs of the Board of Education long-range master plan.
2. Continue to review past staffing practices and consider possible alternatives for future staffing.
3. Continue to meet with employee groups and assess needs.
4. Continue to develop procedures for staffing of District programs to be included in any long-range District planning proposal.

1987-88 continued

- 5. Continue to identify data, i.e., salaries, positions, places to contact, that will be useful in developing a District-wide comparison and status review.
- 6. Continue to review District staff positions.
- 7. Continue to review District staffing to determine areas where minority positions are below District goals.
- 8. Continue to set recruiting schedule to include the recruitment of minority staff.
- 9. Continue to implement the employee recruitment and training program consistent with the District's established Affirmative Action Plan.
- 10. Continue to study staffing implications required by new curriculum modifications.
- 11. Review guidelines for staffing.
 - a) Extracurricular programs at the middle level to include sixth grades.
 - b) Special Education programs at the middle level to include sixth grades.
 - c) Special Services (psychologists, social workers, speech pathologists, etc.).
 - d) Special Education Coop.
- 12. Review staffing needs of recently implemented K-5 elementary and 6-8 middle level program.
- 13. Improve salaries of employees, taking into consideration the availability of applicants, District programs, and financial resources.
- 14. Complete fourth year staffing based on Board adopted long-range master plan.

1988-89

- 1. Continue to develop and implement a plan to adjust total District staff commensurate with the needs of the Board of Education long-range master plan.
- 2. Continue to review past staffing practices and consider possible alternatives for future staffing.

1988-89 continued

3. Continue to meet with employee groups and assess needs.
4. Continue to develop procedures for staffing of District programs to be included in any long-range District planning proposal.
5. Continue to identify data, i.e., salaries, positions, places to contact, that will be useful in developing a District-wide comparison and status review.
6. Continue to review District staff positions.
7. Continue to review District staffing to determine areas where minority positions are below District goals.
8. Continue to set recruiting schedule to include the recruitment of minority staff.
9. Continue to implement the employee recruitment and training program consistent with the District's established Affirmative Action Plan.
10. Design and implement an evaluation of effectiveness of staffing guidelines regarding:
 - a) Extracurricular programs at the middle level including sixth grades.
 - b) Special Education programs at the middle level including sixth grades.
 - c) Special Services (psychologists, social workers, speech pathologists, etc.).
 - d) Special Education Coop.
11. Improve salaries of employees, taking into consideration the availability of applicants, District programs, and financial resources.
12. Complete fifth year staffing based on Board adopted long-range master plan.

APPENDIXES

SCHEDULE FOR THE ADOPTION OF A
LONG-RANGE MASTER PLAN

<u>Scheduled Completion Date</u>	<u>Task/Activity</u>	<u>Person(s) Responsible</u>
January 4, 1984	1. Present proposed long-range master proposals to community.	Board and Administrative Staff
January 9, 1984	2. Present proposed long-range master proposals to the DCAC.	Board and Administrative Staff
March 7, 1984	3. Solicit response from affected schools and community.	Board and Administrative Staff
March 7, 1984	4. Submit DCAC recommendations to the Board.	DCAC
May 2, 1984	5. Present proposed long-range master plan to public.	Board and Administrative Staff
May 16, 1984	6. Adopt long-range master plan.	Board

NUMBER OF BIRTHS IN USD 501 BY SCHOOL YEAR
1964-65 THROUGH 1982-83

<u>School Year*</u> <u>of Birth</u>	<u>Number of Births</u>	<u>School Year</u> <u>Births will Enroll</u> <u>in Kindergarten</u>
1964-65	2,701	1970-71
1965-66	2,329	1971-72
1966-67	2,081	1972-73
1967-68	2,427	1973-74
1968-69	2,264	1974-75
1969-70	2,394	1975-76
1970-71	2,404	1976-77
1971-72	2,110	1977-78
1972-73	1,866	1978-79
1973-74	1,625	1979-80
1974-75	1,714	1980-81
1975-76	1,643	1981-82
1976-77	1,772	1982-83
1977-78	1,826	1983-84
1978-79	1,843	1984-85
1979-80	2,079	1985-86
1980-81	1,891	1986-87
1981-82	1,855	1987-88
1982-83	1,916	1988-89

*September 1 through August 31



PRELIMINARY
ENROLLMENT SUMMARY

September 15, 1983

ELEMENTARY TOTALS							SUB TOTAL	SP ED	GRAND TOTAL
K	1	2	3	4	5	6			
1264	1148	1085	1065	1020	1007	979	7568	366	7934

MIDDLE SCHOOL TOTALS				SUB TOTAL	SP ED	GRAND TOTAL
		7	8			
		1151	1126	2277	113	2390

SENIOR HIGH TOTALS					SUB TOTAL	SP ED	GRAND TOTAL	
		9	10	11				12
		1134	1099	1061	985	4279	67	4346

OTHER SPECIAL EDUCATION FACILITIES.....

Capital City - Residents	138
Capital City - Day School	87
Capper Foundation	51
Topeka Education Center	60
Shawnee County Youth Center	12
Menninger Pre-School	14
	<u>362</u>

SUMMARY TOTALS			GRAND TOTAL	
		K - 12		Sp. Ed.
		14124	908	15032

Head Start (Pre-school) Enrollment 266

Prepared by:
Gerald A. Miller
Dir. of Demographic Services

SCHOOL NAME AND NUMBER	K	1	2	3	4	5	6	K-6	SP ED	GRAND TOTAL
01 - AVONDALE EAST	50	41	33	38	41	31	32	266	23	289
07 - AVONDALE WEST	51	43	32	33	37	31	36	263	16	279
10 - BELVOIR	36	20	33	18	30	25	23	185	18	203
13 - BISHOP	46	48	51	57	54	53	49	358	8	366
19 - CRESTVIEW	54	39	51	49	43	42	43	321	32	353
22 - GAGE	38	44	22	45	28	26	37	240	19	259
25 - H.P. CENTRAL	39	49	44	34	38	33	44	281	34	315
28 - H.P. NORTH	46	57	42	47	34	35	36	297	22	319
31 - H.P. SOUTH	58	50	51	52	53	51	43	358	26	384
34 - HUDSON	47	42	35	26	31	31	18	230		230
37 - LAFAYETTE	77	70	58	73	49	46	48	421	19	440
40 - LINN	21	26	24	25	25	25	21	167	13	180
43 - LOWMAN HILL	68	51	47	45	34	59	33	337		337
47 - LUNDGREN	40	38	21	36	25	33	27	220		220
50 - MC CARTER	63	49	61	51	54	51	48	377	6	383
53 - MC CLURE	40	41	60	49	59	52	38	339	11	350
56 - MC EACHRON	44	42	56	34	43	45	52	316	10	326
62 - POTWIN	34	32	23	21	26	29	37	202	12	214
65 - QUINCY	42	52	40	47	31	39	42	293	33	326
68 - QUINTON HEIGHTS	50	42	49	39	27	36	32	275		275
71 - RANDOLPH	79	60	60	49	57	50	50	405		405
76 - SHANER	54	37	37	33	38	36	42	277	11	288
77 - STATE STREET	31	37	41	42	50	32	40	273	4	277
80 - STOUT	55	52	38	47	37	42	34	305		305
83 - SUMNER	61	41	46	35	38	30	33	284		284
86 - WHITSON	40	45	30	40	38	44	41	278	49	327
TOTAL ELEMENTARY	1264	1148	1085	1065	1020	1007	979	7568	366	7934

Preliminary September 15, 1983

SCHOOL NAME AND NUMBER	7	8	7 & 8 TOTAL	SP ED	GRAND TOTAL
302 - CHASE	168	171	339	22	361
307 - EISENHOWER	275	271	546	37	583
310 - FRENCH	163	165	328		328
319 - JARDINE	172	175	347	19	366
322 - LANDON	140	128	268	7	275
324 - ROBINSON	233	216	449	28	477
TOTAL MIDDLE SCHOOLS	1151	1126	2277	113	2390

SCHOOL NAME AND NUMBER	9	10	11	12	9--12 TOTAL	SP ED	GRAND TOTAL
201 - HIGHLAND PARK HIGH	321	305	339	272	1237	29	1256
204 - TOPEKA HIGH	433	408	371	370	1582	38	1620
207 - TOPEKA WEST	380	386	351	343	1460		1460
TOTAL SENIOR HIGH	1134	1099	1061	985	4279	67	4346

Preliminary September 15, 1983

SCHOOL NAME AND NUMBER	9	10	11	12	SUB TOTAL	SP ED	GRAND TOTAL
201 - HIGHLAND PARK HIGH							
I	110	111	98	93	412	10	422
II	109	100	116	91	416	12	428
III	102	94	125	88	409	7	416
TOTAL HIGHLAND PARK HIGH	321	305	339	272	1237	29	1266
204 - TOPEKA HIGH							
I	152	132	141	127	552	12	564
II	134	132	114	122	502	15	517
III	147	144	116	121	528	11	539
TOTAL TOPEKA HIGH	433	408	371	370	1582	38	1620
207 - TOPEKA WEST HIGH							
I	121	140	113	114	488		488
II	119	113	117	126	475		475
III	140	133	121	103	497		497
TOTAL TOPEKA WEST HIGH	380	386	351	343	1460		1460
TOTAL SENIOR HIGH SCHOOLS	1134	1099	1061	985	4279	67	4346

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

Page 1 of 12

SCHOOL	TOTAL ENROLLMENT	CAUCASIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
AVONDALE EAST									
Male	145	95	47	3	-	-	-	50	
Female	145	87	54	3	1	-	-	58	
Total	290	182	101	6	1	-	-	108	37.24
AVONDALE WEST									
Male	132	102	15	3	1	11	-	30	
Female	147	123	12	3	2	7	-	24	
Total	279	225	27	6	3	18	-	54	19.35
BELVOIR									
Male	122	50	63	3	3	3	-	72	
Female	81	32	44	4	1	-	-	49	
Total	203	82	107	7	4	3	-	121	59.61
BISHOP									
Male	177	160	8	5	1	3	-	17	
Female	189	169	6	9	1	4	-	20	
Total	366	329	14	14	2	7	-	37	10.11
CRESTVIEW									
Male	179	169	3	1	3	3	-	10	
Female	174	167	2	2	3	-	-	7	
Total	353	336	5	3	6	3	-	17	4.82
GAGE									
Male	138	125	6	3	3	1	-	13	
Female	128	120	4	-	1	3	-	8	
Total	266	245	10	3	4	4	-	21	7.89

RACIAL INVENTORY FOR USD # 501 STUDENTS
September 15, 1983

SCHOOL		TOTAL ENROLL- MENT	CAU- CAUSIAN	NEGRO or BLACK	SPANISH SURNAME or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
H. P. CENTRAL										
	Male	162	118	40	2	2	-	-	44	
	Female	153	106	42	3	2	-	-	47	
	Total	315	224	82	5	4	-	-	91	28.89
H. P. NORTH										
	Male	164	65	85	13	1	-	-	99	
	Female	155	56	89	9	1	-	-	99	
	Total	319	121	174	22	2	-	-	198	62.07
H. P. SOUTH										
	Male	195	136	46	13	-	-	-	59	
	Female	189	140	33	15	1	-	-	49	
	Total	384	276	79	28	1	-	-	108	28.13
HUDSON										
	Male	111	54	47	5	2	3	-	57	
	Female	118	70	38	7	-	3	-	48	
	Total	229	124	85	12	2	6	-	105	45.85
LAFAYETTE										
	Male	241	108	104	26	2	1	-	133	
	Female	199	86	83	24	6	-	-	113	
	Total	440	194	187	50	8	1	-	246	55.91
LINN										
	Male	85	58	24	2	1	-	-	27	
	Female	95	66	25	2	2	-	-	29	
	Total	180	124	49	4	3	-	-	56	31.11

RACIAL INVENTORY FOR USD # 501 STUDENTS
September 15, 1983

SCHOOL		TOTAL ENROLL- MENT	CAU- CAUSIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
LOWMAN HILL	Male	169	104	56	5	4	-	-	65	
	Female	168	99	61	7	-	1	-	69	
	Total	337	203	117	12	4	1	-	134	39.76
LUNDGREN	Male	122	105	1	9	4	3	-	17	
	Female	101	80	5	11	2	3	-	21	
	Total	223	185	6	20	6	6	-	38	17.04
MC CARTER	Male	197	184	9	1	-	3	-	13	
	Female	186	172	9	4	-	1	-	14	
	Total	383	356	18	5	-	4	-	27	7.05
MC CLURE	Male	164	158	4	2	-	-	-	6	
	Female	186	176	5	3	1	1	-	10	
	Total	350	334	9	5	1	1	-	16	4.57
MC EACHRON	Male	166	148	10	5	-	3	-	18	
	Female	160	148	9	3	-	-	-	12	
	Total	326	296	19	8	-	3	-	30	9.20
POTWIN	Male	115	111	3	-	-	1	-	4	
	Female	100	95	3	1	1	-	-	5	
	Total	215	206	6	1	1	1	-	9	4.19

RACIAL INVENTORY FOR USD # 501 STUDENTS
September 15, 1983

SCHOOL		TOTAL ENROLL- MENT	CAU- CAUSIAN	NEGRO or BLACK	SPANISH SURNAME or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
QUINCY									27	
	Male	159	132	10	10	7	-	-	33	
	Female	165	132	13	11	8	1	-	60	18.52
	Total	324	264	23	21	15	1	-		
QUINTON HEIGHTS									68	
	Male	139	71	62	3	2	1	-	83	
	Female	137	54	72	7	4	-	-	151	54.71
	Total	276	125	134	10	6	1	-		
RANDOLPH									34	
	Male	197	163	22	6	3	3	-	26	
	Female	208	182	15	9	-	2	-	60	14.81
	Total	405	345	37	15	3	5	-		
SHANER									24	
	Male	140	116	15	3	4	2	-	33	
	Female	148	115	26	4	2	1	-	57	19.79
	Total	288	231	41	7	6	3	-		
STATE STREET									30	
	Male	143	113	5	22	3	-	-	40	
	Female	136	96	5	31	4	-	-	70	25.09
	Total	279	209	10	53	7	-	-		
STOUT									35	
	Male	151	116	30	3	1	1	-	40	
	Female	154	114	35	4	-	1	-	75	24.59
	Total	305	230	65	-	1	2	-		

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

Page 5 of 12

SCHOOL		TOTAL ENROLLMENT	CAUCASIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
SUMNER									44	
	Male	125	81	30	8	6	-	-	50	
	Female	160	110	27	13	9	1	-	94	32.98
	Total	285	191	57	21	15	1	-		
WHITSON									18	
	Male	174	156	11	4	1	2	-	14	
	Female	164	150	7	4	2	1	-	32	9.47
	Total	338	306	18	8	3	3	-		
ELEMENTARY TOTAL									1014	
	Male	4012	2998	756	160	54	44	-	1001	
	Female	3946	2945	724	193	54	30	-	2015	25.32
	Sub-Total	7958	5943	1480	353	108	74	-		
POLK - HEAD START									69	
	Male	140	71	49	14	5	1	-	78	
	Female	121	43	61	12	5	-	-	147	56.32
	Total	261	114	110	26	10	1	-		
ELEMENTARY GRAND TOTAL *									1083	
	Male	4152	3069	805	174	59	45	-	1079	
	Female	4067	2988	785	205	59	30	-	2162	26.30
	Total	8219	6057	1590	379	118	75	-		
ELEMENTARY RACIAL PERCENTAGE									26.08	
	Male	100.00	73.92	19.14	4.19	1.42	1.08	-	26.53	
	Female	100.00	73.74	19.38	5.04	1.45	0.74	-	26.30	
	Total	100.00	73.70	19.26	4.61	1.44	0.91	-		

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

Page 6 of 12

SCHOOL		TOTAL ENROLL- MENT	CAU- CAUSIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
CHASE										
	Male	188	125	24	36	3	-	-	63	
	Female	173	117	26	27	2	1	-	56	
	Total	361	242	50	63	5	1	-	119	32.96
EISENHOWER										
	Male	306	183	107	13	2	1	-	123	
	Female	275	156	100	17	-	2	-	119	
	Total	581	339	207	30	2	3	-	242	41.65
FRENCH										
	Male	172	162	6	2	1	1	-	10	
	Female	156	146	7	3	-	-	-	10	
	Total	328	308	13	5	1	1	-	20	6.10
JARDINE										
	Male	174	145	20	5	3	1	-	29	
	Female	193	170	15	3	3	2	-	23	
	Total	367	315	35	8	6	3	-	52	14.17
LANDON										
	Male	151	141	4	4	1	1	-	10	
	Female	124	117	2	3	1	1	-	7	
	Total	275	258	6	7	2	2	-	17	6.18
ROBINSON										
	Male	261	193	49	11	-	1	-	65	
	Female	217	148	36	9	2	1	-	69	
	Total	478	341	105	20	10	2	-	137	28.66

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

SCHOOL	TOTAL ENROLLMENT	CAUCASIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
MIDDLE SCHOOL TOTALS									
Male	1252	949	210	71	17	5	-	303	
Female	1138	854	206	62	9	7	-	284	
Total	2390	1803	416	133	26	12	-	587	24.56
MIDDLE SCHOOL RACIAL PERCENTAGE									
Male	100.00	75.80	16.77	5.67	1.36	0.40	-	24.20	
Female	100.00	75.04	18.10	5.45	0.79	0.62	-	24.96	
Total	100.00	75.44	17.41	5.56	1.09	0.50	-	24.56	

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

SCHOOL	TOTAL ENROLLMENT	CAUCASIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
<u>HIGHLAND PARK HIGH</u>									
Male	667	394	195	64	8	6	-	273	
Female	600	369	176	50	3	6	-	234	
Total	1271	763	371	114	11	12	-	508	39.97
<u>TOPEKA HIGH</u>									
Male	804	535	176	65	14	14	-	269	
Female	800	551	166	55	19	9	-	249	
Total	1604	1086	342	120	33	23	-	518	32.2%
<u>TOPEKA WEST</u>									
Male	745	701	21	10	6	7	-	44	
Female	715	662	25	16	1	11	-	53	
Total	1460	1363	46	26	7	18	-	97	6.64
<u>SR. HIGH GRAND TOTAL</u>									
Male	2216	1630	394	139	28	27	-	586	
Female	2119	1582	367	121	23	26	-	537	
Total	4335	3212	759	260	51	53	-	1123	25.91
<u>SR. HIGH RACIAL PERCENTAGE</u>									
Male	100.00	73.56	17.69	6.27	1.26	1.22	-	26.44	
Female	100.00	74.66	17.32	5.71	1.08	1.23	-	25.35	
Total	100.00	74.09	17.51	6.00	1.18	1.22	-	25.91	

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

SCHOOL	TOTAL ENROLLMENT	CAUCASIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
SHAWNEE CO. SP. ED. COOP *									
TOPEKA ED. CENTER									
Male	35	31	3	-	-	1	-	4	
Female	27	19	4	4	-	-	-	8	
Total	62	50	7	4	-	1	-	12	19.35
CAPPER FOUNDATION									
Male	27	21	3	1	1	1	-	6	
Female	24	24	-	-	-	-	-	-	
Total	51	45	3	1	1	1	-	6	11.76
SHAWNEE CO. SP. ED. COOP TOTALS									
Male	62	52	6	1	1	2	-	10	
Female	51	43	4	4	-	-	-	8	
Total	113	95	10	5	1	2	-	18	15.93
SP. ED. COOP RACIAL PERCENTAGE									
Male	100.00	83.87	9.68	1.61	1.61	3.23	-	16.13	
Female	100.00	84.31	7.84	7.84	-	-	-	15.69	
Total	100.00	84.08	8.85	4.42	0.88	1.77	-	15.93	

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

SCHOOL	TOTAL ENROLLMENT	CAUCASIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
CAPITAL CITY SCHOOLS									
DAY SCHOOL									
Male	63	46	12	3	-	-	2	17	
Female	28	19	5	2	1	-	1	9	
Total	91	65	17	5	1	-	3	26	28.57
RESIDENTS									
Male	55	48	6	1	-	-	-	7	
Female	27	19	3	3	1	-	1	8	
Total	82	67	9	4	1	-	1	15	18.29
CAPITAL CITY TOTALS									
Male	118	94	18	4	-	-	2	24	
Female	55	38	8	5	2	-	2	17	
Total	173	132	26	9	2	-	4	41	23.70
CAPITAL CITY RACIAL PERCENTAGE									
Male	100.00	79.66	15.25	3.39	-	-	1.69	20.34	
Female	100.00	69.09	14.55	9.09	1.82	-	1.82	30.91	
Total	100.00	76.30	15.03	5.20	1.16	-	2.31	23.70	

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

SCHOOL	TOTAL ENROLLMENT	CAUCASIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
OTHER SPECIAL ED PROGRAMS									
SHAWNEE CO. YOUTH CENTER								2	
Male	10	8	2	-	-	-	-	1	
Female	2	1	1	-	-	-	-	3	25.00
Total	12	9	3	-	-	-	-		
YOUTH CENTER RACIAL PERCENTAGE								20.00	
Male	100.00	80.00	20.00	-	-	-	-	50.00	
Female	100.00	50.00	50.00	-	-	-	-	25.00	
Total	100.00	75.00	25.00	-	-	-	-		
* TOP. ASSN. OF RET. CHILDREN									
Male									
Female									
Total									
T A R C RACIAL PERCENTAGE									
Male									
Female									
Total									
* PRE-SCH. PSA DAY TR'MT. CTR.									
Male	15	12	-	2	1	-	-	3	
Female	7	6	-	-	-	-	1	1	
Total	22	18	-	2	1	-	1	4	18.18
PRE-SCH. PSA DAY TR'MT. CTR. RACIAL %								20.00	
Male	100.00	80.00	-	13.33	6.67	-	-	14.29	14.29
Female	100.00	85.71	-	-	-	-	-	4.55	18.18
Total	100.00	81.82	-	9.09	4.55	-	-		
OTHER SP. ED. PROGRAMS									
Male	25	20	2	2	1	-	-	5	
Female	9	7	1	-	-	-	1	2	
Total	34	27	3	2	1	-	1	7	20.59
RACIAL PERCENTAGE-OTHER SP. ED.								20.00	
Male	100.00	80.00	8.00	8.00	4.00	-	-	11.11	22.22
Female	100.00	77.78	11.11	-	-	-	-	2.94	20.59
Total	100.00	79.41	8.83	5.88	2.94	-	-		

RACIAL INVENTORY FOR USD # 501 STUDENTS

September 15, 1983

SCHOOL		TOTAL ENROLLMENT	CAUCASIAN	NEGRO or BLACK	SPANISH SURNAMED or HISPANIC	AMERICAN INDIAN	ORIENTAL or ASIAN AMERICAN	OTHER	TOTAL MINORITY GROUP	MINORITY %
ELEMENTARY *	Male	4152	3069	805	174	59	45	-	1083	
	Female	4067	2988	785	205	59	30	-	1079	
	Total	8219	5067	1590	379	118	75	-	2162	26.30
MIDDLE SCHOOLS	Male	1252	949	210	71	17	5	-	303	
	Female	1138	854	206	62	9	7	-	284	
	Total	2390	1803	416	133	26	12	-	587	24.56
SENIOR HIGH SCHOOL	Male	2216	1630	392	139	28	27	-	586	
	Female	2119	1582	367	121	23	26	-	537	
	Total	4335	3212	759	260	51	53	-	1123	25.91
SP. ED. COOP *	Male	62	52	6	1	1	2	-	10	
	Female	51	43	4	4	-	-	-	8	
	Total	113	95	10	5	1	2	-	18	15.93
CAPITAL CITY	Male	118	94	18	4	-	-	2	24	
	Female	55	38	8	5	2	-	2	17	
	Total	173	132	26	9	2	-	4	41	23.70
OTHER SP. ED. PROGRAMS *	Male	25	20	2	2	1	-	-	5	
	Female	9	7	1	-	-	-	1	2	
	Total	34	27	3	2	1	-	1	7	20.59
GRAND TOTAL - All District Programs		*Includes pre-school students in Special Education and Headstart.								
	Male	7825	5814	1433	379	106	79	2	2011	
	Female	7439	5512	1371	379	93	63	3	1927	
	Total	15264	11326	2804	788	199	142	5	3938	25.80
TOTAL RACIAL PERCENTAGES										
	Male	100.00	74.30	18.31	5.00	1.35	1.01	0.03	25.70	
	Female	100.00	74.09	18.43	5.34	1.25	0.85	0.04	25.91	
	Total	100.00	74.20	18.37	5.17	1.30	0.93	0.03	25.80	

Report compiled by Gerald A. Miller, Dir. of Demographic Services - USD 501-Topeka Public Schools - 624 West 24th Street - Topeka, Ks. 66611

PAST AND PROJECTED SEPTEMBER 15 REGULAR INSTRUCTIONAL PROGRAM HEAD COUNT ENROLLMENTS*
 BY SCHOOL YEAR AND GRADE LEVEL FOR UNIFIED SCHOOL DISTRICT NO. 501

Grade	Actual					Projected				
	1979-80	1980-81	1981-82	1982-83	1983-84**	1984-85	1985-86	1986-87	1987-88	1988-89
K	1,212	1,230	1,196	1,140	1,264	1,279	1,442	1,312	1,287	1,329
1	1,189	1,189	1,176	1,134	1,148	1,206	1,220	1,376	1,251	1,228
2	1,096	1,125	1,106	1,117	1,085	1,090	1,145	1,158	1,307	1,189
3	1,277	1,062	1,094	1,080	1,065	1,043	1,048	1,101	1,114	1,256
4	1,222	1,266	1,034	1,070	1,020	1,040	1,018	1,023	1,075	1,087
5	1,178	1,202	1,196	998	1,007	979	998	978	983	1,032
6	1,160	1,161	1,165	1,190	979	990	963	981	961	966
Total	8,334	8,235	7,967	7,729	7,568	7,627	7,834	7,929	7,978	8,087
7	1,098	1,143	1,144	1,166	1,151	965	976	949	967	947
8	1,173	1,081	1,126	1,137	1,126	1,132	949	959	933	951
Total	2,271	2,224	2,270	2,303	2,277	2,097	1,925	1,908	1,900	1,898
9	1,302	1,155	1,120	1,157	1,134	1,128	1,133	950	961	934
10	1,241	1,282	1,161	1,069	1,099	1,090	1,084	1,089	913	923
11	1,253	1,182	1,196	1,141	1,061	1,053	1,044	1,038	1,044	875
12	1,176	1,095	1,005	1,051	985	932	925	917	912	917
Total	4,972	4,714	4,482	4,418	4,279	4,203	4,186	3,994	3,830	3,649
Total	15,577	15,173	14,719	14,450	14,124	13,927	13,945	13,831	13,708	13,634

*Excluding Head Start and Special Education students.

**Preaudited enrollment of September 15, 1983.

ESTIMATED MAXIMUM INSTRUCTIONAL CAPACITIES*
OF USD 501 MIDDLE AND ELEMENTARY SCHOOLS

Middle Schools

Chase	552**
Eisenhower	672**
French	552**
Jardine	696**
Landon	432**
Robinson	672**
	3,576

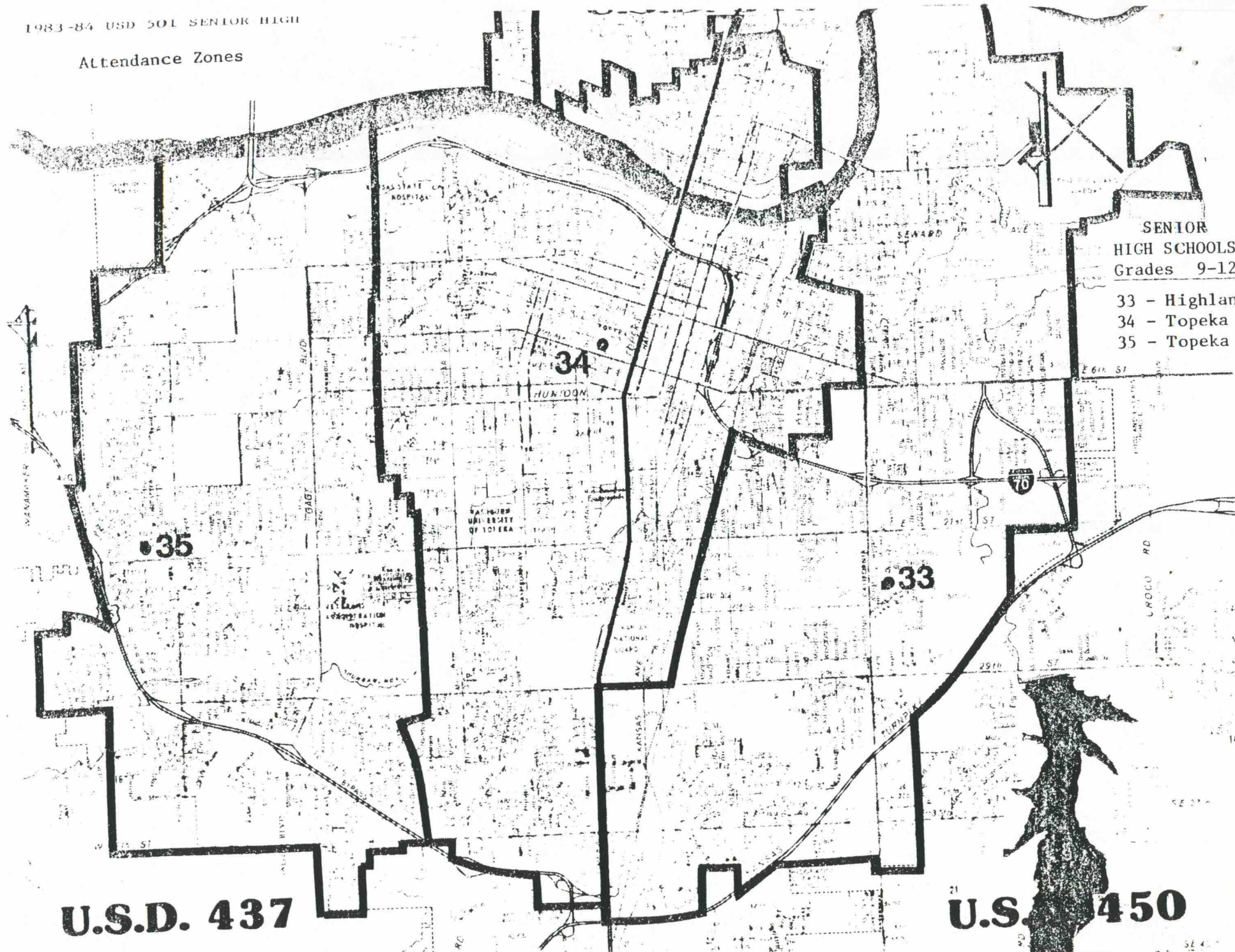
Elementary Schools

Avondale East	456
Avondale West	384
Belvoir	336
Bishop	432
Crestview	456
Gage	312
H. P. Central	576
H. P. North	408
H. P. South	504
Hudson	240
Lafayette	504
Linn	312
Lowman Hill	336
Lundgren	360
McCarter	432
McClure	384
McEachron	360
Potwin	264
Quincy	432
Quinton Heights	264
Randolph	408
Shaner	336
State Street	336
Stout	312
Sumner	264
Whitson	480
	9,888

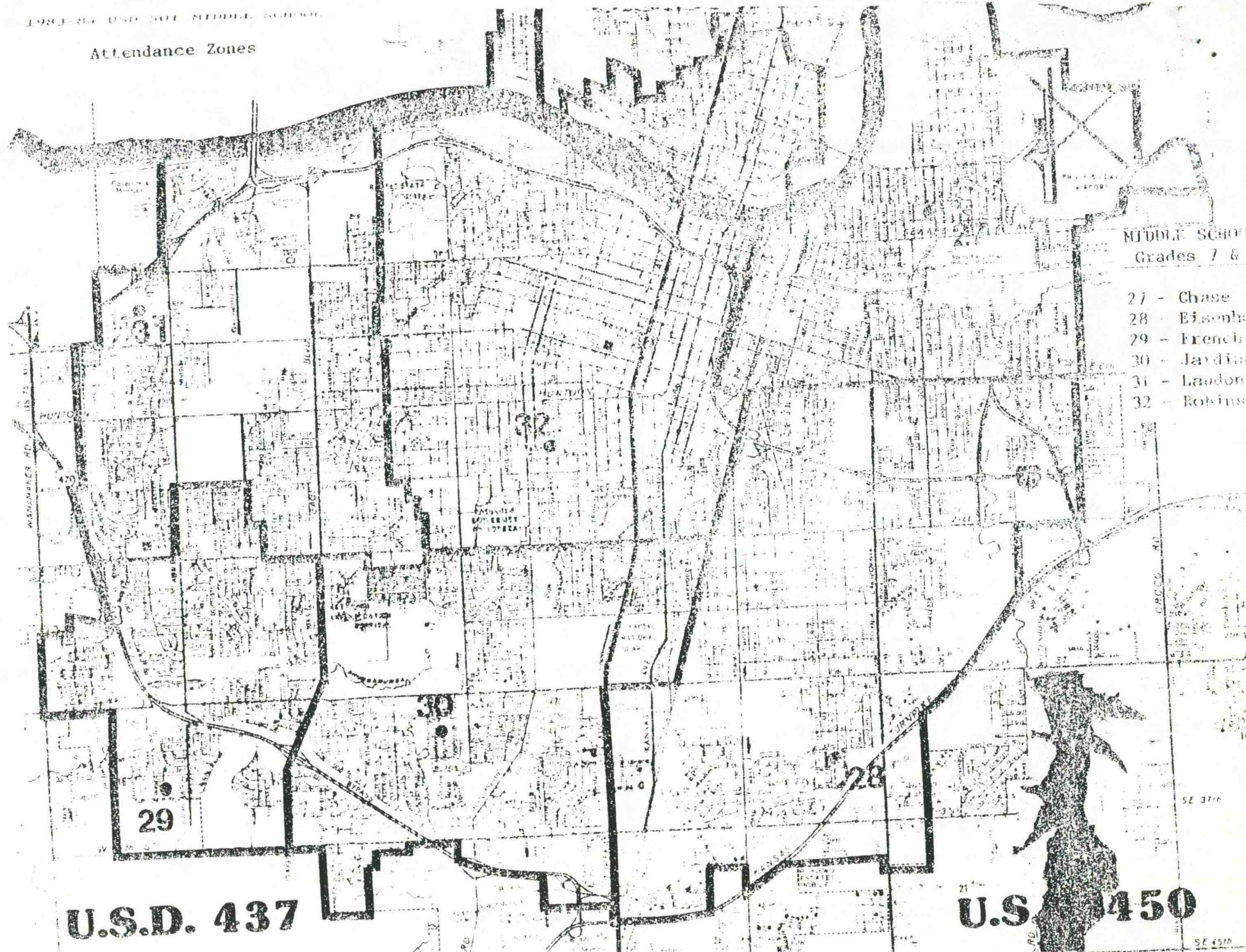
* Capacities are based upon 24 students per classroom or instructional area, include regular classroom or instructional areas presently occupied by special education, and reserve one regular-size classroom at the elementary level for music. Not included are media center or commons area spaces or portable classrooms.

** Two instructional spaces were included for all middle school gymnasiums, including the Central Park Community Center owned by the City of Topeka.

Attendance Zones



Attendance Zones

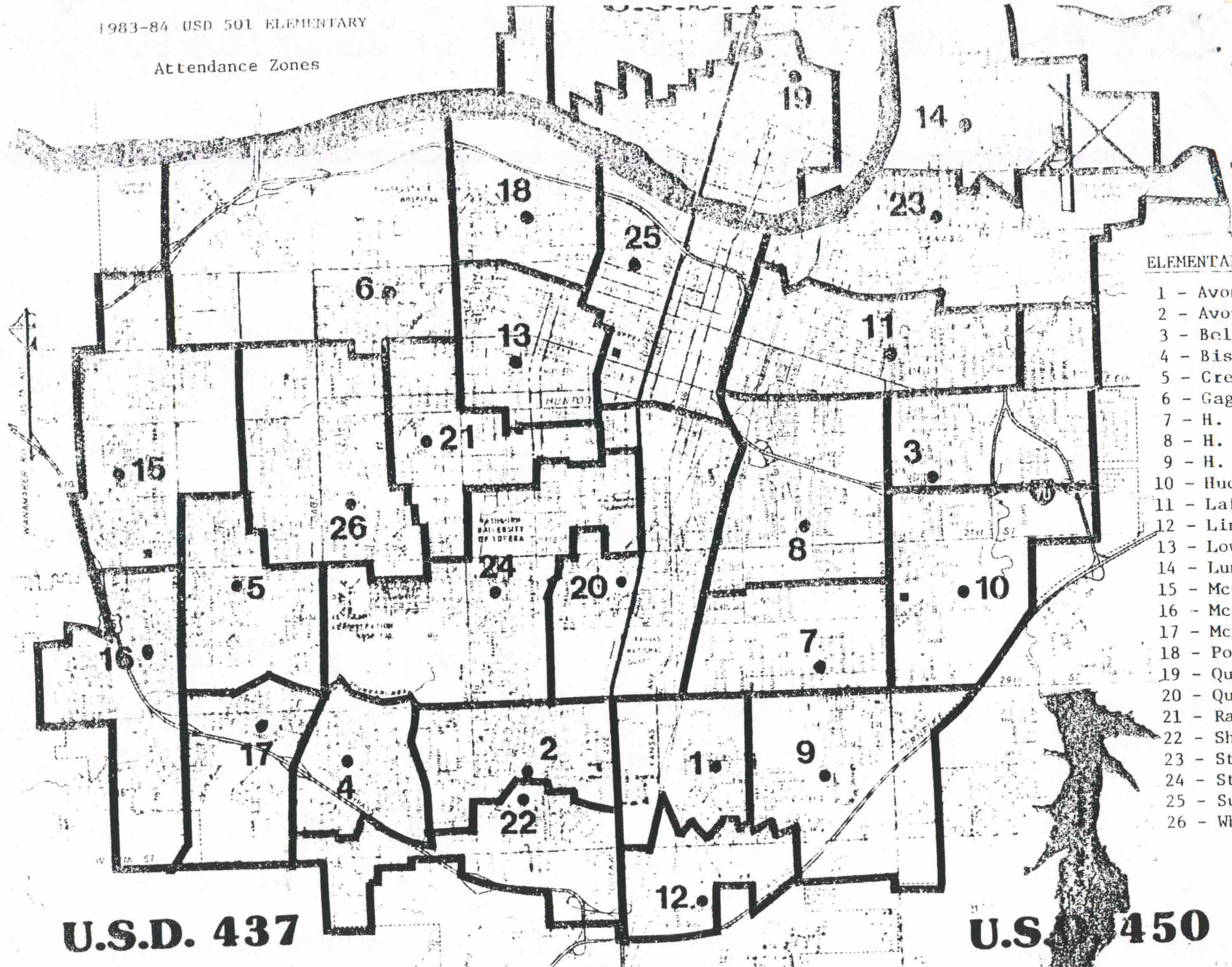


- MIDDLE SCHOOL
Grades 7 & 8
- 27 - Chase
 - 28 - Eisenhower
 - 29 - French
 - 30 - Javits
 - 31 - Landon
 - 32 - Robinson

U.S.D. 437

U.S. 450

Attendance Zones



ELEMENTARY

- 1 - Avondal
- 2 - Avondal
- 3 - Belvoir
- 4 - Bishop
- 5 - Crestvi
- 6 - Gage
- 7 - H. P. C
- 8 - H. P. M
- 9 - H. P. S
- 10 - Hudson
- 11 - Lafayet
- 12 - Linn
- 13 - Lowman
- 14 - Lundgr
- 15 - McCart
- 16 - McClur
- 17 - McEach
- 18 - Potwin
- 19 - Quincy
- 20 - Quinto
- 21 - Randol
- 22 - Shane
- 23 - State
- 24 - Stout
- 25 - Sumne
- 26 - Whits

U.S.D. 437

U.S. 450

STUDENT TRANSPORTATION

I. Regular Students

Transportation shall be provided at District expense for those students who meet the following criterion:

Whose residence is one (1) mile for elementary and one and one-half (1 1/2) miles for middle school students by the most direct, commonly used streets from their place of residence to the attendance center designated for that location.

The intent to provide transportation shall mean free access to vehicles on routes from within one-fourth (1/4) mile of the residence to the assigned attendance center prior to the take-up of normal class schedules and again to return after normal school dismissal.

In defining most direct, commonly used streets to determine distance, provisions will be made to alter the distance interpretation to account for severe physical hazards.

The privilege of free transportation is contingent on reasonable behavior by the student and will be withdrawn, as necessary, to correct behavioral problems.

Students not meeting the distance criterion may arrange to purchase transportation on regular route buses under contract to the School District. Arrangements and payment for this service shall be made directly with the school bus contractor. The District will negotiate with the contractor to determine a set charge for this service and will approve service only as space is available on regular routes. Priority assignment, if necessary, will be determined by the greater distance from the attendance center. No cost will accrue to the District as a result of this service.

II. Special Education Students

Students diagnosed as exceptional will be provided transportation as required by State and Federal statute.