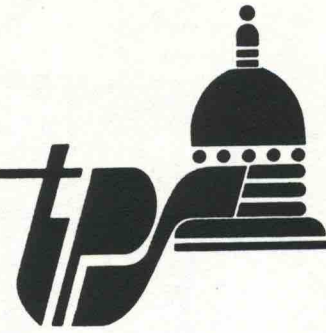


**TOPEKA PUBLIC SCHOOLS**



1983-84 DISTRICT NO. 501 CITIZENS ADVISORY COUNCIL

FINAL REPORT TO THE BOARD OF EDUCATION

Prepared by

Division of Community Relations

Mr. Forrest E. Slaughter, Assistant Superintendent

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**TOPEKA UNIFIED SCHOOL DISTRICT NO. 501**

### ACKNOWLEDGMENTS

The staff of the Division of Community Relations wishes to express sincere gratitude to the Board of Education of Unified School District No. 501 for its leadership, encouragement, and support for the continued involvement of our community in the improvement and expansion of equal educational opportunities for all children in the Topeka Public Schools.

Sincere appreciation is also extended to the members of the Council for their dedication and diligence in working cooperatively with and advising the Board on educational matters.

Special acknowledgments are extended to each of the building-level parent and high school student organizations and the various community agencies and organizations for their efforts, support, and cooperation. Finally, marked appreciation is extended to Dr. James M. Gray, Superintendent of Schools, and other administrative staff for their assistance and advice in the development of this report.



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**INTRODUCTION**

## INTRODUCTION

The 1983-84 District Citizens Advisory Council marked the tenth year of broad-based citizen participation in the educational processes of USD 501.

At the Orientation Workshop, Mr. Joe Douglas, Jr., Board of Education President, outlined the areas that the Board was asking the DCAC to study during the 1983-84 school year. These were as follows:

### DCAC Study Topics

1. Basic Skills/Curriculum Review
2. Community Communications
3. Community Survey
4. Computer-Assisted Instruction and Computer Literacy
5. Designated Middle School Programs/High School Lunch Hour
6. Excellence in Education
7. Long-Range Master Plan
8. Student Food Services
9. Textbook Review

### DCAC Participation in District Task Forces

#### Multicultural Education Task Force

The report that follows is the culmination of the reports and recommendations from the 1983-84 District Council. Also included is a description of the informational reports made to the DCAC, remarks by the DCAC Chairperson, and responses to the Report by the Board of Education and Administrative Staff.

REMARKS BY DISTRICT COUNCIL CHAIRPERSON





Dear Members of the USD 501 Board of Education:

The 1983-84 school year has been fun, challenging, informative, and at times, frustrating, disturbing, and grueling for the members of the District Citizens Advisory Council. The continuous participation of district parents, students, and civic members is an obvious dedication and commitment to the education of our children. All scheduled meetings, as well as called-meetings, were convened with quorums. Of those eligible, only two schools and three civic organizations were not represented.

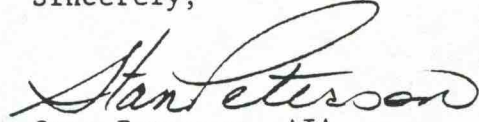
Nine topics presented by the Board and Administration were studied this year. All were important and pertinent to our children's education. Reports on these study items were developed and are included in this Final Report. Some studies were difficult with short time-lines: The High School Lunch Hour problem, the Excellence in Education study of A Nation at Risk Report, and Textbook reviews. Others were vague in intent and required imagination--Community Communications, Curriculum Review, Basic Skills, and Community Survey Issues. One study item, Long-Range Master Proposals, was quite controversial and time-consuming. The number of citizen-hours given to these studies and reports was staggering. It is the hope of this Council that the Board and Staff of USD 501 will listen to the suggestions and carry-through with the recommendations and thoughts.

There is a dire need for the Board of Education to act on these recommendations and to publicly acknowledge the involvement of the DCAC. There is a need for the Board to work more closely with and openly support the District Citizens Advisory Council. The group should be provided a Council Coordinator to assist the members in their efforts to fulfill the requests made by the Board and Administration.

This has been a difficult year for the office of Community Relations--DCAC's support. With the loss of one staff position, that of the DCAC Coordinator, a burden was placed on the remaining staff. Mr. Forrest Slaughter, Assistant Superintendent of Community Relations, made every effort to attend all committee meetings (some lasting until after midnight), all DCAC meetings, and many of the Board's public meetings. Mr. Slaughter and Joanne Edmonds, secretary, were the "work horses" this year, and every member of the DCAC thanks them for their work.

We hope you enjoy the Report. This has been a difficult but very informative year. There are several patrons of the District who now have a better understanding of USD 501 and how it operates. We have made several suggestions, some criticisms, and a few "Atta Boys," and believe that you, the Board, will listen. Thank you for this opportunity.

Sincerely,

A handwritten signature in cursive script that reads "Stan Peterson". The signature is written in dark ink and is positioned above the typed name.

Stan Peterson, AIA

Chairman

District Citizens Advisory Council

DISTRICT COUNCIL FINAL REPORTS

AND

RECOMMENDATIONS



# BASIC SKILLS/CURRICULUM REVIEW DOCUMENTATION COMMITTEE

## 1983-84 FINAL REPORT

### I. Scope and Mission:

The Basic Skills Committee was asked to review the instructional program relating to basic skills. This included reviewing the ITBS, SIBS, and CBE test results. The Curriculum Review part of the Committee was asked to review the District's efforts in curriculum documentation of elementary, middle, and high school programs.

### II. Method of Study:

The following information was reviewed:

1. Districtwide Student Achievement Assessments Booklet--Three-year comparison of the following:
  - a. Iowa Test of Basic Skills (ITBS)
  - b. Sequential Instruction in the Basic Skills Test (SIBS)
  - c. Competency-Based Education (CBE)
  - d. State Minimum Competency Tests
  - e. Test of Achievement and Proficiency (TAP)
2. Elementary, Middle, and High School Guides
3. Curriculum Review Activities Summary
4. Allocation of Instructional Time, Planning the Daily or Weekly Schedule Guide
5. Third-Year Implementation for the Middle School Report, May 1983.

The Committee also heard presentations on testing, scope and sequence, and curriculum development by Dr. Gary Livingston, Assistant Superintendent, Instructional Services.

III. Results of Study:

The Iowa Test of Basic Skills exams are commercially-developed, norm-referenced tests which are administered locally to kindergarten through seventh grade students. The ITBS assesses the basic skill areas of listening, word analysis, reading, language, work study, and mathematics, depending on the grade level.

The Sequential Instruction in the Basic Skills test was designed by USD 501 District personnel and will probably be abolished if the State mandates the CBE tests. The District prefers the SIBS because it appears to be more responsive to measuring students' specific needs. The District would like to test at each level to continuously monitor the progress of students. This would also help in matching textbooks with the objectives. However, with the current process of reviewing curriculum, the SIBS test is no longer applicable unless revised and updated.

The Competency-Based Education test has been a state-mandated exam that measures minimal competency. The percentages indicate those students who have met minimal competency. The minimum is based on state averages, rated by teachers, and coordinated by the University of Kansas.

The 1982-83 Results are as follows:

| <u>Grade</u> | <u>Reading*</u> | <u>Math*</u> |
|--------------|-----------------|--------------|
| 2            | 73%             |              |
| 4            | 57%             | 87%          |
| 6            | 60%             | 72%          |
| 8            | 80%             | 76%          |
| 11           | 80%             | 76%          |
|              |                 | 79%          |

\* Percentage Demonstrating Mastery of the Minimal Skills

The above results of the CBE test, compared to last year's test, indicates that while math scores have improved, reading scores have decreased. There has been dramatic improvement in the math scores since the first test was given. This has been accomplished through special projects to improve these scores. The Legislature has not mandated the CBE test, but is expected to do so next year.

The State Minimum Competency Test is criterion-referenced and is administered to all second, fourth, sixth, eighth, and eleventh grade students across the state of Kansas. It assesses the basic skills of reading and mathematics.



The Test of Achievement and Proficiency is a national, commercially-developed, norm-referenced test which is administered to USD 501 tenth-grade students. The test assesses the basic skill areas of reading, mathematics, written expression, and using sources of information.

IV. Recommendations:

1. The Committee recommends the District continue to develop and implement the following testing guidelines:
  - A. Students should be taught how to take tests.
  - B. Tests should be scheduled to disrupt school as little as possible and should be given at different times during the day to lessen the interference of a certain class study time (as when all tests are given during "second" hour).
  - C. Parents should be notified when the students will be tested.
  - D. Establish the amount of time spent in preparation and taking of tests.
2. Following an educational performance audit two years ago, the District began reviewing programs, curriculums, and monitoring procedures. A representative group of teachers studied specific subject areas and then submitted minimal objectives. These objectives were put in the form of a working draft to be used for a full school year. At the end of the year, the guides were reviewed, updated, and adopted on a scheduled basis, consistent with textbook adoptions. These guides should continue to be reviewed and updated every three-to-four years, along with textbook adoptions.

It was also noted that, by 1985, the Kansas State Department of Education will require all schools to have goals and objectives for all their courses. Parents should feel free to review these guides. They are available in elementary classrooms and have been used in parent/teacher conferences.

The Special Education curriculum is individually written for each child, as is the gifted program. These are state-mandated programs. We also recommend the review and updating of their curriculum every three-to-four years.



3. Composition skills should continue to be encouraged and emphasized at every grade level. All teachers should grade written assignments on mechanics as well as content.
4. We reviewed art and music in the elementary schools and found a minimal program. There is strong sentiment that the basic skills are most important, thus leaving little time for fine arts. The District assumes responsibility for basic skills. This currently leaves responsibility for fine arts to the parents. The Committee recommends that fine arts be studied and evaluated by a committee of the DCAC next year.
5. We support the District's position on the importance of the use of SIBS. We also support the continued use of the state CBE exam. We feel that national, state, and local testing gives a more accurate reflection of how USD 501 is meeting instructional objectives.
6. The District should continue to publicize the array of programs available. This publicity would make the patrons more aware of the programs and could strengthen the positive perceptions of the District. It would also help to inform new patrons of these programs.
7. The District should continue the Homework, Tutoring, and Counseling Centers that were established in 1983.
8. We recommend the development of a reading program, similar to the program that was developed for math, as a result of CBE test results.

V. Evaluation and Further Action:

The above recommendations, if implemented by the Board and Administration, should continue to be evaluated on a regular, ongoing basis.

We suggest the study of Basic Skills and Curriculum Development be continued by the 1984-85 DCAC. We also recommend that fine arts be studied and evaluated as a follow-up to this Committee's recommendations.

VI. Acknowledgments

We would like to thank Dr. Gary Livingston, Assistant Superintendent, Instructional Services; Forrest E. Slaughter, Assistant Superintendent,

Community Relations; and Dr. Michael D. Tribbey, Assistant Superintendent, Program Audit and Planning, for their presentations and help. We would also like to thank all teachers who worked so hard in developing the contents of the curriculum guides which we reviewed.

DCAC Basic Skills Committee

Janice Jones, Chairperson  
Diana Ellis, Secretary  
Van Chang  
Marilyn Cox  
Linda Kisner

# COMMUNITY COMMUNICATIONS COMMITTEE

## 1983-84 FINAL REPORT

### I. Committee Scope and/or Mission

The Community Communications Committee was assigned the responsibility of aiding in the development of various methods by which exposure of DCAC activities might be ensured and with reviewing the 1982-83 Committee's recommendations.

The Committee decided to focus on three areas for discussion and possible recommendations:

1. Redefine the role of the DCAC Alternate.
2. Develop ways for promoting DCAC.
3. Improve communication between the DCAC committees and the DCAC membership-as-a-whole.

### II. Method of Study

We reviewed the following material:

1. The 1982-83 Community Communications Committee's Final Report and recommendations.
2. Information concerning USD 501 in-house communication, i.e., from central office-to-attendance centers; from schools-to-parents; etc. District publicity through the media was presented by Barbara Kudlacek, Director of Communications.
3. The DCAC Constitution and By-Laws.

### III. Recommendations:

1. In February, we recommended to the Council that Article IV, Section 3, of the DCAC Constitution be amended to read as follows:

An alternate in attendance at regular Council meetings will have a vote in the absence of his/her regular representative.



An alternate may be a member of any committee, regardless of whether his/her representative is a member of said committee, and he/she will be allowed to vote as a member of the committee.

2. We recommend that the 1984-85 DCAC Chairperson appear on the early news programs of local TV stations to explain the purpose and workings of the DCAC.
3. We recommend that USD 501 attendance centers, in their newsletters to parents, print the names and telephone numbers of their respective school's DCAC representative and alternate. This information should be published monthly or quarterly. This is also recommended for all participating organizations.
4. We recommend that a DCAC newsletter be printed for distribution through the DCAC membership.
5. We recommend that committee progress reports given at each regular Council meeting be more informative. This will help the representatives/alternates become more knowledgeable about each committee. In turn, their reports to their respective groups will be more in line with the actual workings of the DCAC.

#### IV. Recommendations for Further Study

1. We recommend that Article IV, Section 4, of the DCAC Constitution be reviewed next year.

Based on the Board of Education's decision concerning the amendment to Article IV, Section 3, the review may not be necessary. Should there be increased participation by alternates--resulting in better attendance at regular Council meetings--our goal will be accomplished. However, if this does not increase attendance, then the amendment-change should be re-evaluated.

2. We recommend that further study be made concerning the methods or ways that DCAC representatives/alternates carry information back to their schools/organizations.

#### Community Communications Committee

Kenneth Oldridge, Chairperson      Sherri Kennedy  
Don Brentlinger                              Ben Scott  
Leslie Comer

## COMMUNITY SURVEY ISSUES COMMITTEE

### 1983-84 FINAL REPORT

In June, 1982, a survey was conducted to assess the community's attitudes toward the Topeka Public School system. The results were to be used for District planning. The survey provided information relative to how the schools were performing with regard to instructions, basic skills, philosophy, etc. In addition, problems were identified. Those problems were: 1) drug use; 2) lack of parental involvement; 3) low employee salaries; and 4) lack of discipline.

#### I. Scope and Mission

Examine appropriate roles parents, community agencies, and the community as-a-whole should play in addressing identified issues. Review what the District is currently doing in these areas to determine if concerns are perception or reality.

Study those issues identified in the 1982 community survey as major school concerns of the community.

#### II. Method of Study

1. Reviewed "Results of the 1982 Community Survey."
2. Reviewed Discipline Committee's 1980-81 Final Report.
3. Reviewed District's report of "Continuation of a Five-Year Study of Suspensions and Expulsions."
4. Presentations by principals representing elementary, middle, and high schools, addressing the problems identified in the survey.
5. Presentation by school liaison officers from the Topeka Police Department concerning drug and alcohol use by school-age children and the educational programs that are available to the District.
6. Reviewed information regarding teacher salaries.



### III. Results of Study

Information provided the Committee showed that USD 501 recognizes that problems do exist in at least some of the areas identified. All those concerned with education recognize the issues identified as problems; however, the overriding factor is the degree of the problem and the adverse effect it may have on the educational process.

#### 1. Drug Use

The consensus of the Committee is that even one incident of drug use represents a problem. The usage at school is very low. Most usage takes place at home or off the school grounds. The usage appears to be a reflection of the community.

Alcohol, because of its growing acceptance, is becoming more of a problem. Identifying usage symptoms and making locker-checks are some of the ways teachers and principals identify this problem and monitor changes in activity.

#### 2. Lack of Parental Involvement

Parental involvement in the schools is "up" by some measures, but "down" by others. Basically, those parents who need to be involved in their children's education are not. In general, the principals report an all-time high in parental involvement in school functions. The involvement is not broad-based, however. The public's perception appears to be based on misinformation or poor observations. Many of the parents and patrons fail to remember the degree to which they or their parents participated in school functions. In the past (and to a certain degree, today) the only contact a parent had with the school was when their child was in trouble. In actuality, today many parents make regular visits to the schools to check or discuss the progress of their children.

#### 3. Low Employee Salaries

Compared with the average salaries of the 306 school districts in Kansas, USD 501 teacher salaries are lower than the state median. The per capita income in Kansas ranks No. 16 among the other states. However, Kansas is ranked No. 36 in the average salary it pays its teachers.

Even though teacher salaries are lower than the national and state norms, the amount spent per pupil for education ranks "501" Nos. 17 and 3, respectively--well above the norms. In addition, the pupil/teacher ratio does not appear to be out-of-line with other districts of similar size.

#### 4. Lack of Discipline

Discipline is a problem that must be measured in degrees of severity. The suspension and expulsion data compiled by USD 501 reveals "fighting, unruly conduct, and failure to comply with reasonable requests" to be the most common reasons for disciplinary action.

Although 6.3 percent of the student population accounts for the total number of suspensions, a small number (2.2 percent) accounts for one-half of these suspensions. This shows that relatively few students account for most of the suspensions because they are "repeat" offenders. Although offenses are less severe, the number of incidents appear to remain the same or increase only slightly. Expectations in behavior appear to increase as improvements in behavior increase. The tendency is to administer the same punishment for lesser offenses.

Many of the discipline problems associated with middle schools have disappeared since the ninth grade was moved and a curriculum was developed for the middle school concept.

### IV. RECOMMENDATIONS

#### 1. Drug Use

The Committee recommends the continued education of the USD 501 staff in the identification of symptoms and problems associated with drug users. It also recommends that staff be provided the necessary protection from retaliatory actions for reporting drug and alcohol users. The staff should be educated in identifying problems or difficulties students may be experiencing, i.e., dealing with family divorces, illnesses, deaths, etc. Those students can be referred to outside counselors when necessary. As preventive measures, programs such as KDAD, SADD, and Get Set should be made available to students.



2. Lack of Parental Involvement

It was the consensus of the Committee that little can be done to increase parental involvement. The motivation for parents to become involved must come from themselves. It is our recommendation that the staff (administrator, principal, teacher--in that order) promote feelings of welcomeness to the parents.

3. Low Employee Salaries

The statistics reveal that USD 501 pays its teachers less than the state average and spends a smaller percentage of its budget on teacher salaries than the state average. The statistics also show that "501" administrators (principals and above) are paid at a much higher level than the state average.

"What's good for the goose is good for the gander" is an attitude not held by "501" administrators. The Committee is in agreement that those who come in closest contact with our children and their education --the teacher--should be paid fairly and be paid more. We strongly encourage USD 501 to adopt a salary schedule.

4. Lack of Discipline

Like an endemic disease, the lack of discipline is a part of the community that will persist at a tolerable level provided safeguards or precautions are followed. The Committee recommends that the District continue to monitor discipline problems through the continuation of its study of expulsions and suspensions. It also recommends that the parents be involved in the punishment or reprimand process, i.e., both parent and student visit with a counselor.

5. Further Study

Inasmuch as USD 501 provides a service to the public, the District should know what the public wants. Since there is only a very limited amount of competition in the forms of educational processes available to "501" parents, the District cannot judge its performance on public acceptance. Because of this, the District should continue to conduct opinion polls every five years to better respond to the desires and needs of the parents and the community-as-a-whole. Input from DCAC members should be used in the formulation of a new survey.

Community Survey Issues Committee

|                     |                |
|---------------------|----------------|
| Andy Gisi, Chairman | Sherri Kennedy |
| Les Comer           | Rick Roan      |
| Sharen Goodwin      | Ben Scott      |
| Bev Heinrich        |                |

## COMPUTER LITERACY COMMITTEE

### 1983-84 FINAL REPORT

This Committee was assigned the task of studying the District's efforts in instructional computing and computer literacy. It was asked to:

- 1) review the progress of the District's efforts for computer literacy among District students;
- 2) analyze results of newly-implemented computer lab program;
- and 3) review instructional computing task force report.

The members met with Dick Driver, Director of Curriculum Development in Instructional Computing. Members also attended and observed the computer lab while it was being used as an instructional tool; and we reviewed the following documents:

1982-83 DCAC Final Report

Computers in Instruction, a report of the Instructional Computing Advisory Council, April, 1983

Topeka Public Schools District Software Catalog,  
November, 1983

Instructional Computing Resource Guide for Elementary/Middle School, Minimal Instructional Objectives and Suggested Activities, Topeka Public Schools, Spring/Summer, 1983

Welcome to Logo, a Creative Learning Environment

Our Committee makes the following recommendations:

1. In order to remain aware and current with the existing level of computer literacy in the District, as well as determining the desired level of computer literacy, the Curriculum Guide should be reviewed and updated routinely and frequently.
2. We strongly recommend the implementation of an on-going monitoring system to ensure that each program objective is being met. We further recommend that the building principal be charged with the responsibility for this task.



3. The District should compile and disseminate to students, parents and patrons a list of terms used in relation to computers and computer literacy.
4. Due to the rapid increase in the number of computers available in the District, in-service training for teachers and administrators should be escalated and/or made available. This would ensure a more uniform distribution of instructional computing competency in the District.
5. Although we agree with the District's philosophy for instructional computing at all levels, we recommend there be investigation and review to determine if it is being met at the high school level.
6. An application/useage catalog should be developed to complement the software catalog. It should include such information as: 1) how the software can be used; 2) who is using it; 3) for what purpose it is being used; and 4) where it is being used.
7. Special emphasis should be given in 1984-85 to reviewing equipment suitability for specific educational uses in different subject areas and at different levels.

The Committee would like to commend the District for its activity in recent years in both hardware acquisition and instructional useage/development throughout the District. We were pleased to note that there is an on-going long-range planning process for instructional computing, and we feel this should be continued, with the involvement of the DCAC.

Although the Committee discussed and observed the computer lab, it did not have sufficient time to make a recommendation. The lab has not yet been in existence for a year, and a report by the Administration will be given to the Board on March 7, 1984. Those members who observed the lab felt that it was a valuable learning tool, and the Committee feels it should be included as a topic of study for 1984-85.

Computer Literacy Committee

Jan Masenthin, Chairperson  
 Van Chang  
 Tom Fisher  
 Sharen Goodwin  
 Steve Hawks  
 Beverley Heinrich  
 Ross Miller

Dale Oldham  
 Stan Peterson  
 Phyllis Smith  
 Mary Spurgeon  
 R. F. Tindall, Jr.  
 Gerald Wietharn

# DESIGNATED MIDDLE SCHOOL PROGRAMS/HIGH SCHOOL LUNCH HOUR COMMITTEE

## 1983-84 FINAL REPORT

### I. Scope and Mission:

- A. Review following middle school programs:
  - 1. Advisor Base
  - 2. Drug and Alcohol Programs
  - 3. Parenthood Education
  - 4. Curriculum Offerings at all schools
- B. Study high school program as it relates to the lunch hour.
- C. Other, as agreed by Committee.

### II. Method of Study:

The following information was obtained and reviewed:

Third Year Implementation for the Middle School,  
A Status Report, May, 1983

Program of Studies, Highland Park High, Topeka High,  
and Topeka West

Program of Studies, Chase, Eisenhower, French, Jardine,  
Landon, and Robinson Middle Schools

Interviews with each high school and middle school  
principal

Interviews with faculty and students from each  
high school

Interviews with Dr. Owen Henson, Associate Superintendent  
of Education Services; and Dr. Gary Livingston,  
Assistant Superintendent, Instruction Services.

### III. Results of Study and Recommendations:

In an interim report issued in January, 1984, the Committee and the DCAC made the following recommendations regarding the lunch periods at the high schools:

- A. Support the administrative change to increase the lunch periods by five minutes at Topeka High and Topeka West and add that time-extension to the end of the school day.



- B. Maintain the current policy of open-lunch periods at the three high schools.
  - C. Recommend that all secondary administrators communicate with students relative to issues of importance to the orderly operation of their attendance centers.
2. The following findings and recommendations are made relative to the broad operation and curricula at all middle schools:
- A. It was found that five middle schools currently operate Advisor Base for 20-35 minutes per day, even though it may not carry that label each day. One middle school appears to use the Advisory Base program similar to "homeroom" in years past, using five minutes per day for basically housekeeping and administrative chores.

Recommendation:

It is recommended that each middle school operate Advisor Base each day for 25-35 minutes, providing students opportunities to participate in intramurals, and having assemblies as part of the program. The balance of the program should be determined on a local attendance center option, but planned activities for each day should be scheduled for that designated time period. The Committee feels this provides a transition from elementary school recess to high school curriculum, as well as opportunities for interpersonal and intergenerational experiences.

- B. The science curriculum to be implemented in the 1984-85 school year is a step in the right direction, in the opinion of the Committee, and should be encouraged in every curriculum area where possible.
- C. The social studies curriculum needs to be addressed in a manner similar to the science curriculum. The Committee found a great disparity in the curricula between schools and feels this is detrimental to the students.

Recommendation:

It is recommended that the social studies curriculum encompass emphasis in only four areas: Kansas History (including Topeka), American History, Government, and Geography.

- D. The physical education and health education curricula were considered together due to the implications that could impact facilities with the implementation of a Long-Range Master Plan that would enlarge middle school attendance centers.

Recommendation:

It is recommended that physical education be taught for three semesters, with one semester of health education interspersed on a planned basis. The health education unit should include the following:

Substance Abuse (broad definition--not  
drug and alcohol abuse)  
Parenthood and Family Life Education  
Personal Hygiene  
CPR (8th grade only)

The course should be taught by faculty with preparation in the areas described. Physical education should emphasize lifetime activities as well as team sports without duplicating the excellent physical education programs at the high schools.

- E. The Committee feels that industrial arts and home economics courses are essential exploratory courses for middle school students.

Recommendation:

The Committee recommends a requirement for industrial arts and home economics courses at each middle school, with the possibility for an enhanced elective course if facilities permit.

- F. Elective courses should include art, instrumental and vocal music, and foreign language, in addition to enhanced courses for those interested in industrial arts and home economics. Additionally, there is an interest on the part of most Committee members to develop a course in the appreciation of art, architecture, and music, similar to that offered at Topeka West. This course should enhance and enrich the high school curriculum, not duplicate it.

- G. It is the finding of the Committee that the inclusion of business and consumer education courses in the middle school curriculum negatively impacts the teaching of these courses at the high school level.

Recommendation:

It is the recommendation of the Committee that business and consumer education courses not be taught at the middle school level as they appear to be nonproductive for students in later life.

- H. Proctor Program.

Recommendation:

Finally, the Committee recommends that the program labeled "Proctor" be eliminated at the middle school level as it is more important for students of this age to be in directed educational pursuits rather than being designated to run errands and perform menial clerical tasks, even though this might mean have District employees carry out those tasks.

- I. The Committee recommends that USD 501 require one semester of computer literacy at the middle school level.

V. Evaluation and Further Action:

These recommendations and issues should be evaluated on an ongoing basis, at two- or three-year intervals, for the purpose of monitoring the District's effectiveness in these areas, with particular attention being given to the middle school curriculum, its effectiveness and District-wide implementation.

This or a similar study might be initiated at a later date to include elementary and high school curricula in the same manner.

The Committee thanks Mr. Forrest Slaughter, Dr. Owen Henson, and Dr. Gary Livingston for their support and long hours in pursuing Committee requests.



The building administrators are also to be commended for their openness and helpfulness during these deliberations as the Committee's charges affected their attendance centers.

Designated Middle School Programs/High School Lunch Hour Committee

Darrel Walton, Chairman  
James Anguiano  
Cheryl Cairns  
Bob Duvall  
Nola Ellis  
Mildred Essman  
Lou Ann Godfrey

Sara Epperson  
Sara Greiner  
Susan Jordan  
Jan Masenthin  
Nancy Miller  
Ross Miller  
Tammy Neugebauer

Dale Oldham  
Rick Roan  
Fred Rookstool  
Patty Schmidt  
Ben Scott  
Gerald Wietharn  
Alice Wurtz

## EXCELLENCE IN EDUCATION COMMITTEE

### 1983-84 FINAL REPORT

The National Commission on Excellence in Education reported to the nation in April, 1983, in a report titled, A Nation at Risk: The Imperative for Educational Reform. The USD 501 Board of Education charged the District Citizens Advisory Council (DCAC) to consider the facts and recommendations of the report as they pertain to the Topeka Public Schools. After careful consideration, the DCAC reports to the Board of Education, patrons, parents, and students of USD 501 that our students and community are presently not at risk.

While no public agency or organization can state it is perfect in its operation, some meet their mandates better than others. It is the DCAC's perception that, for the most part, USD 501 meets its mandate far better than some other public agencies. This is not to imply in any manner that there is not room for improvement. We are in concurrence that the educational system is one of the causes of the deterioration of our society. We are concerned that USD 501 meets the mandate for teaching and providing leadership so our students are able to accept their roles and responsibilities for the society's civility, prosperity, and security. We encourage the District, its policymakers, patrons, and employees to demand the best effort and performance from all students, whether they are gifted or less able, affluent or disadvantaged, whether destined for college, the farm, or industry.

Our findings of fact and recommendations are based upon our best collective thinking regarding the optimum delivery of education and learning, and instilling the desire to think as individuals. We hope this will prepare all students to cope with the world around them in their future society, adequately armed to "Strive for Excellence."

#### I. Scope and Mission:

Study the National Commission on Excellence in Education Report--  
A Nation at Risk: The Imperative for Educational Reform.

#### II. Method of Study:

The following reports and information were used as a basis for this report:

1. A Nation at Risk
2. The Hunt Report

3. The Carnegie Report
4. Checklist for Excellence
5. Course-offering booklets for the three high schools
6. Third Year Implementation for the Middle School, presentation by Dr. Gary Livingston, Assistant Superintendent, Instruction Services
7. District's overview of the Nation at Risk report, presented by Dr. Owen Henson, Associate Superintendent, Education Services
8. New graduation requirements for the District, reported by Robert Jennings, Area A Director
9. House Concurrent Resolution No. 5019 concerning intellectually gifted children.

III. Results of Study:

By completing, discussing, and modifying the Checklist for Excellence, the Committee began its study of the Nation at Risk report.

Appendix A is the original Checklist.

Appendix B is the Committee's response and modification.

IV. Recommendations:

Each member of the DCAC and all patrons of the District should read the Nation at Risk report.

A. CONTENT:

Content...the very "stuff" of education, the curriculum. We applaud the District on its efforts in the last few years to update its curriculum by reviewing and establishing curriculum guidelines for all courses in USD 501.

We recommend the following minimum requirements for graduation:

| <u>Description</u>                  | <u>Minimum Requirements</u> |                             | <u>Committee's Recommendation</u> |
|-------------------------------------|-----------------------------|-----------------------------|-----------------------------------|
|                                     | <u>USD 501</u>              | <u>Years of *New Basics</u> |                                   |
| 1. English (Language Arts)          | 4                           | 4                           | 4                                 |
| 2. Mathematics                      | 2                           | 3                           | 3                                 |
| 3. Science                          | 2                           | 3                           | 3                                 |
| 4. Social Studies                   | 2-1/2                       | 3                           | 3                                 |
| 5. Computer Science                 | 0                           | 1/2                         | 1/2                               |
| 6. Foreign Language (college-bound) | 0                           | 2                           | 0                                 |

\* Nos. 1-5 are the "New Basics"



We dealt with the objectively measurable Checklist items and find the following:

Math - We feel a more practical math should be made available to those students who are college-bound.

Science - Science courses should reflect new discoveries and changing technology.

Social Studies - The requirements are weak. We would add World History to graduation requirements.

Computer Science - Students should be required to take a computer science course.

Foreign Language - This should not be a graduation requirement, but recommended for those students planning on attending college.

We should provide all secondary students with rigorous programs in subjects that advance students' personal, educational, and occupational goals. This should include the fine and performing arts, foreign language, and vocational education.

We believe Grades 1-8 curriculum should continue to be developed with more accountability, providing a sound base for study in English language development and writing, computational and problem-solving skills, science, social studies, and the arts.

The New Basics are of vital importance. College, apprenticeship programs, and Vo-Tech programs should be promoted after the basic requirements have been met.

B. STANDARDS AND EXPECTATIONS:

Grades generally reflect students' academic achievements. Standardized achievement testing programs should continue to be administered.

While course objectives are being met at minimum levels in USD 501, the District is currently establishing guidelines for all courses. Patrons should have input into these guidelines. In some cases, guidelines are established after a textbook is approved. Textbooks should be reviewed by teachers and administrators, with input from parents, when the curriculum guidelines are revised. They should meet the curriculum guidelines. Publishers should also be made

accountable for covering 100 percent of the information on standardized tests in their textbooks. Certified District personnel should evaluate and select all teaching materials to emphasize scholarship of production, clarity of presentation, and challenge of subject matter.

C. TIME:

USD 501 is addressing the homework question in a more positive way and the current policy should be continued. Homework is defined as work assigned by the teacher that the student has to complete on his own time. Study and work skills should be emphasized throughout a student's career. We recommend continuing the Homework Hotline, Homebound, tutoring, and counseling.

We recommend the school-day be extended to seven hours in the middle and high schools. The elementary schools should retain a six-hour day. The time available for learning should be expanded through better classroom management and organization.

USD 501 has a firm and fair code of conduct and should be enforced consistently. We support in-school suspensions; alternative classes, programs, or schools; and attendance policies with clear incentives and sanctions.

Placement, promotion, and graduation of students should be guided by academic progress--not age.

D. TEACHING:

Competent teachers should be attracted and retained to provide quality educational opportunities for all students. The District should provide incentives for professional growth of all employees. We are proud of the District's educators who provide their students with a competent foundation in the basics and enrich them with unique teaching styles.

We further recommend that an effort be made by USD 501 to provide a teaching career ladder, giving classroom teachers the economic and professional growth opportunities to remain in the classroom.

E. LEADERSHIP AND FISCAL SUPPORT:

We, as patrons of USD 501, accept the responsibility for holding educators and elected officials accountable for



the leadership necessary to reach the goals contained in the first four areas of this report.

The State and Federal governments should provide fiscal support for the mandates they levy.

V. Evaluation and Further Action:

We recommend the Nation at Risk report be made available-on-request to all District patrons.

Education is a participatory process involving educators and students. None of these groups can achieve success without the support of each of the other. Education is that one area of our life which can never rest on its laurels, but must continually check, re-check, and make improvements.

This Committee recommends to the Board of Education that in the future it consider this as a further study item for the DCAC.

Excellence in Education Committee

Ken Butts, Chairperson  
Van Chang  
Les Comer  
Diana Ellis  
Tom Fisher  
Lana Gordon  
Sharen Goodwin  
Jan Masenthin  
Richard Maxfield

Ken Oldridge  
Mary Spurgeon  
Darrel Walton  
Alice Wurtz  
Nancy Miller  
David VonFeldt  
Mary Greenburg  
Allen Davis



# A CHECKLIST FOR EXCELLENCE

For Use by School Boards, Administrators,  
Teachers, Students, and Citizens

drawn  
from

## A NATION AT RISK

The Report of the National Commission  
on Excellence in Education

*Have We  
Already  
Done This in  
Our District?*

Yes No

*If Not,  
Should We  
Do This in  
Our District?*

Yes No

### A. Content

- A 1. Made 4 years of English a high school graduation requirement.
- A 2. Ensured that the English curriculum equipped graduates to: (a) comprehend, interpret, evaluate, and use what they read; (b) write well-organized, effective papers; (c) listen effectively and communicate ideas intelligently; and (d) know our literary heritage and how it enhances imagination and understanding, and how it relates to the customs, ideas, and values of today's life and culture.
- A 3. Made at least 3 years of mathematics a high school graduation requirement.
- A 4. Ensured that the mathematics curriculum equipped graduates to: (a) understand geometric and algebraic concepts; (b) understand elementary probability and statistics; (c) apply mathematical concepts to everyday situations; and (d) estimate, approximate, measure, and test the accuracy of calculations.
- A 5. Established equally demanding mathematics curricula for those who do not plan to continue formal education immediately after high school.
- A 6. Made at least 3 years of science a high school graduation requirement.
- A 7. Ensured that the science curriculum equipped graduates to: (a) understand the concepts, laws, and processes of the physical and biological sciences; (b) use methods of scientific inquiry and reasoning; (c) apply scientific knowledge to everyday life; and (d) understand the social and environmental implications of scientific and technological development.
- A 8. Revised and updated all science courses to keep up with new discoveries and changing technologies.
- A 9. Made at least 3 years of social studies a high school graduation requirement.
- A 10. Ensured that the social studies curriculum equipped graduates to: (a) fix their place in the world; (b) understand the broad sweep of human history and the influence of ancient and contemporary ideas that have shaped our world; (c) understand the fundamental principles of government and how our political system functions; and (d) understand the difference between free and repressive societies.
- A 11. Made at least one-half a year of computer science a high school graduation requirement.
- A 12. Ensured that the computer science curriculum equipped graduates to: (a) understand the use of the computer as an information, computation, and communication device; (b) use the computer for the study of the other basics and for personal and work-related purposes; and (c) understand the history of computers, electronics, and related technologies.
- A 13. Made at least 2 years of foreign languages a high school graduation requirement for the district.
- A 14. Started foreign languages in the elementary grades, early enough to allow proficiency to be developed.
- A 15. Provided high school students with rigorous programs in subjects that advance students' intellectual, educational, and occupational goals, such as the fine and performing arts and vocational education.
- A 16. Developed a grade 1-8 curriculum which provides a sound base for study in English, mathematics, computational and problem-solving skills, science, social studies, and the arts.



Have We  
Already  
Done This in  
Our District?

If Not,  
Should We  
Do This in  
Our District?

Yes No Yes No

**B. Standards and Expectations**

- |                          |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B 1. Made grades accurately reflect students' academic achievement.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B 2. Established a standardized achievement testing program with tests given at transition points between levels of schooling, particularly between high school and college or work. Made sure the tests: (a) certify the student's credentials; (b) identify the need for remedial intervention; and (c) identify the opportunity for advanced or accelerated work. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B 3. Evaluated textbooks and other materials on their ability to present rigorous and challenging material clearly before adopting them.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B 4. Required publishers to furnish evaluation data on materials' effectiveness before adopting them.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B 5. Made sure textbooks and other materials reflect the most current applications of technology, the best scholarship, and research in learning and teaching before adopting them.  |

**C. Time**

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 1. Assigned more homework to high school students.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 2. Started teaching study and work skills in the early grades and continued through all the grades. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 3. Lengthened the school day to 7 hours.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 4. Lengthened the school year to 200-220 days.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 5. Increased instructional time by better classroom management and organization of the school day.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 6. Provided additional instructional time for slow or fast learners, if necessary.                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 7. Developed firm and fair codes of student conduct that are enforced consistently.                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 8. Provided alternative classes, programs, or schools for continually disruptive students.          |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 9. Adopted attendance policies with clear incentives and sanctions.                                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 10. Reduced administrative burdens on teachers.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | C 11. Based student placement, promotion, and graduation on academic progress — not age.              |

**D. Teaching**

- |                          |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D 1. Increased teachers' salaries to be professionally competitive and market sensitive.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D 2. Set teachers' salaries based on their performance.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D 3. Tied salary, promotion, tenure, and retention decisions to an evaluation system which includes peer review.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D 4. Adopted an 11-month contract for teachers to allow for curriculum and professional development and for programs for students with special needs.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D 5. Developed a career ladder for teachers, which distinguishes among beginning instructors, experienced teachers, and master teachers.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | D 6. Recruited outsiders — including recent graduates in mathematics and science, graduate students, and industrial and retired scientists — to make up for the shortage of mathematics and science teachers. |



# A CHECKLIST FOR EXCELLENCE

For Use by School Boards, Administrators,  
Teachers, Students, and Citizens

drawn  
from

# A NATION AT RISK

The Report of the National Commission  
on Excellence in Education

| Have We<br>Already<br>Done This in<br>Our District? |    | If Not,<br>Should We<br>Do This in<br>Our District? |    |
|---|----|---|----|
| Yes   | No | Yes   | No |

## A. Content

- |                                     |                                     |                                     |                                     |   |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 1. Made 4 years of English a high school graduation requirement.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 2. <u>Ensured</u> that the English curriculum equipped graduates to: (a) comprehend, interpret, evaluate, and use what they read; (b) write well-organized, effective papers; (c) listen effectively and draw ideas intelligently; and (d) know our literary heritage and how it enhances imagination and critical understanding, and how it relates to the customs, ideas, and values of today's life and culture.                                 |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 3. Made at least 3 years of mathematics a high school graduation requirement.   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 4. <u>Ensured</u> that the mathematics curriculum equipped graduates to: (a) understand geometric and algebraic concepts; (b) understand elementary probability and statistics; (c) apply mathematical concepts to everyday situations; and (d) estimate, approximate, measure, and test the accuracy of their calculations. <i>Especially when applied to special education and low-track students.</i>  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 5. Established <i>a more practical</i> mathematics curricula for those who do not plan to continue formal education immediately after high school.  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 6. Made at least 3 years of science a high school graduation requirement.   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 7. <u>Ensured</u> that the science curriculum equipped graduates to: (a) understand the concepts, laws, and processes of the physical and biological sciences; (b) use methods of scientific inquiry and reasoning; (c) apply scientific knowledge to everyday life; and (d) understand the social and environmental implications of scientific and technological development.  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 8. Revised and updated all science courses to keep up with new discoveries and changing technology.   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 9. Made at least 3 years of social studies a high school graduation requirement.  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 10. <u>Ensured</u> that the social studies curriculum equipped graduates to: (a) fix their places and possibilities within the larger social and cultural structure; (b) understand the broad sweep of both ancient and contemporary ideas that have shaped our world; (c) understand the fundamentals of how our economic system works and how our political system functions; and (d) grasp the difference between free and repressive societies. |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 11. Made at least one-half a year of computer science a high school graduation requirement.   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 12. <u>Ensured</u> that the computer science curriculum equipped graduates to: (a) understand the computer as an information, computation, and communication device.  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | A 13. Made at least 2 years of foreign languages a high school graduation requirement for the college-bound.  |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | A 14. Started foreign languages in the elementary grades, early enough to allow proficiency to be developed. <i>We feel the basics are more important.</i>  |
| <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 15. Provided <i>all secondary</i> students with rigorous programs in subjects that advance students' personal, educational, and occupational goals, such as the fine and performing arts, and vocational education. <i>Foreign language</i>   |
| <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | A 16. Developed a grade 1-8 curriculum <i>with more accountability</i> which provides a sound base for study in English language development and writing, computational and problem-solving skills, science, social studies, and the arts.  |



ave we ready one This in ur District? **Should We Do This in Our District?**

es No Yes No

**B. Standards and Expectations**

- B 1. Made grades accurately reflect students' academic achievement.
- B 2. Established a standardized achievement testing program with tests given at transition points between levels of schooling, particularly between high school and college or work. Made sure the tests: (a) certify the student's credentials; (b) identify the need for remedial intervention; and (c) identify the opportunity for advanced or accelerated work.
- B 3. Evaluated textbooks and other materials on their ability to present rigorous and challenging material clearly before adopting them.

- B 5. Made sure textbooks and other materials reflect the most current applications of technology, the best scholarship, and research in learning and teaching before adopting them.

*Certified district personnel shall evaluate and select all teaching materials for scholarship of production, clarity of presentation, and challenge of subject matter.*

**C. Time**

- C 1. *Encourage homework and continue the Board's homework policy. Homework is work assigned by the teacher that the student has to complete on his own time.*
- C 2. Started teaching study and work skills in the early grades and continued through all the grades.
- C 3. Lengthened the school day to 7 hours.
- C 4. Lengthened the school year to 200-220 days.
- C 5. Increased instructional time by better classroom management and organization of the school day.
- C 6. Provided additional instructional time for slow or fast learners, if necessary. *Recommend this be addressed more.*
- C 7. Developed firm and fair codes of student conduct and enforced *more* consistently.
- C 8. Provided alternative classes, programs, or schools for continually disruptive students.
- C 9. Adopted attendance policies with clear incentives and sanctions.
- C 10. Reduced administrative burdens on teachers.
- C 11. Based student placement, promotion, and graduation on academic progress — not age.

*Don't know*

**D. Teaching**

- D 1. Increased teachers' salaries to be professionally competitive and market sensitive.
- D 2. Set teachers' salaries based on their performance.
- D 3. Tied salary, promotion, tenure, and retention decisions to an evaluation system which includes peer review.
- D 4. Adopted an 11-month contract for teachers to allow for curriculum and professional development and for programs for students with special needs.
- D 5. Developed a career ladder for teachers, which distinguishes among beginning instructors, experienced teachers, and master teachers.
- D 6. Recruited outsiders — including recent graduates in mathematics and science, graduate students, and industrial and retired scientists — to make up for the shortage of mathematics and science teachers.

LONG-RANGE MASTER PLAN COMMITTEE

April 5, 1984

Topeka Board of Education  
USD 501 Administrative Center  
624 West 24 Street  
Topeka, Kansas 66611

Dear Members of the Board of Education:

At your request, the District Citizens Advisory Council has spent several weeks in concentrated study of the Board's Long-Range Master Proposals. Attached is the DCAC Long-Range Committee's final report.

The Committee's recommendations were presented to the Council at its April DCAC meeting. Following much discussion, a motion to accept the report failed on a 14-13-4 vote. It was then moved that the DCAC accept and submit the report to the Board of Education with a cover letter containing the original vote. This motion was seconded and carried.

The District Citizens Advisory Council herewith submits a Long-Range Master Proposals report without recommendation.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Stan Peterson', written in dark ink.

Stan Peterson  
Chairman  
District Citizens Advisory Council

je



## LONG-RANGE MASTER PLAN COMMITTEE

### 1983-84 FINAL REPORT

#### INTRODUCTION

The District Citizens Advisory Council (DCAC) welcomes the opportunity to respond to the proposals advanced by the USD 501 Board of Education. Given the background of the past and the discussions that have taken place since the release of the Board's proposals, it has become apparent that the community has some needs and desires that are not met by those proposals.

Public education must provide the best we can offer--given fiscal and legal restraints. While facilities, management services, finances, and personnel are needed, we must continually look to future opportunities and needs to ensure optimum performance for the persons primarily served--our children.

The children served are the most important element in planning for academic excellence. The second most important factor is the curriculum --including teaching, educational administration, design, implementing, and maintaining. Adhering to these basic precepts will provide all Topeka children an optimum education while giving the community the most cost-effective return for its educational tax dollar.

A long-range plan should be as farsighted as possible, given the limitations of time, experience, and ability of the planners and decision-makers to forecast the future. All assumptions, facts, recommendations, and observations in this document are made with the considerations and benefits of a five-to-seven-year period.

The several premises which follow are the basis for the recommendations contained in this report:

The DCAC perceives the community and patrons of USD 501 will demand increased accountability, efficiency, and economy in the future. While costs--such as energy expenses--will continue to rise, there will be no major shift in monies available to operate the District. Inflation will continue to rise at a 5% rate annually, with neither the federal nor state governments providing new monies in appreciable quantities; no major changes



are anticipated in budget limitations affecting school districts or collective bargaining laws.

The DCAC is also operating on the presumption that the property tax will continue to be the basic method of funding education; that the five-year four-mill capital fund levy should be maintained; the budget will need to be increased the maximum allowed by law; and employee salary improvements and fringe benefits will increase faster than budget increases. Facilities of the District will have to be maintained; and Central Services and the Special Services Department will remain at the current levels of operation.

The student population of USD 501 will decline at the middle and high school levels, with an increase at the elementary level, resulting in the overall net effect of stabilizing the school population through the end of the decade.

The DCAC hypotheses maintain elementary school enrollments in the 400-to-600 range with a pupil/teacher ratio (PTR) of 24:1; middle schools operating in the 600-to-800 range with a 25:1 PTR; and high schools remaining in the current configuration with a 27:1 PTR. Further, the DCAC believes all school boundaries should be coterminous along the high school boundaries, while remembering the commitment to racial balance. It is also believed that classes dealing with graduation requirements and/or the "New Basics" (as identified in the report of the Excellence in Education Committee) should not deviate from the noted PTR by more than +/- 20%.

Finally, the DCAC believes that the educational program should be of the highest quality, considering financial constraints. It should satisfy the needs of physically, psychologically, emotionally handicapped, and gifted students, as well as those students not identified in these categories. Uniformity of curriculum offerings is vital to the basic concepts of public education and should be monitored by the Central Administration and Board of Education. Continuity of curriculum from elementary-through-high school should be established and maintained. A crucial part of optimum curriculum and educational opportunities is attracting and maintaining competent employees at all levels of employment, which is key to the recommendations contained herein.

Given the above precepts, the DCAC can unequivocally say--WE WANT IT ALL...

The very best teachers  
Neighborhoods schools  
The best buildings and equipment  
Racial balance  
The best and most cost-effective administration  
The highest test scores  
...and the lowest taxes.

But is it realistic to expect it all? A more reasonable goal might be the very best education for our children that we can afford. We want them to have it, and feel they deserve it--our sons and daughters, our neighbor children, the kids in the next block, and the kids across town.

However, no plan will please everyone. The DCAC offers the very best plan that can be provided with approximately 2500 hours of concentrated effort. There is no one member of the Long-Range Master Plan Committee who can embrace every recommendation contained herein. However, this plan does provide the best opportunity for the most children, with the minimum amount of upheaval. On the positive side, there is, in the report, a major emphasis on improving curriculum and providing renewed emphasis on basic instruction.

This report was prepared with a broad-base of community involvement. The DCAC represents every attendance center and several ancillary community organizations concerned with the well-being of children and youth. Questions asked and statements made at public forums were considered. Taken into consideration with these were the fiscal strength and the future role of public education in the high-technology society that is upon us and our children. It is for the future of these children and, hopefully, their children, that some of these recommendations will find their way into a meaningful, workable plan for the future and continued progress of USD 501.

LONG-RANGE MASTER PLAN

1983-84 FINAL REPORT

The "Scope" of the Long-Range Master Plan Committee is as follows:

The Council members should review the Proposed Long-Range Master Plan for the District and make recommendations to the Board of Education.

Scope: Review Proposed Long-Range Master Plan for the District.



## CURRICULUM AND PROGRAM DEVELOPMENT

Providing students the opportunity for the very best education the District can afford should be the guiding motivation for each decision made in the planning process. The curriculum is the foundation of the educational process. To make this foundation strong, there has to be shared responsibility: teaching by the staff and learning by the student.

### Curriculum Guides

There is an ongoing process to develop, write, and review curriculum guides for each subject area being taught. This is a laudable effort which must be continued and periodically updated. The best feature is the involvement of teachers and administrators in the development of the curriculum that is taught. The process also ensures District-wide uniformity in establishing minimal objectives while allowing academic freedom. An efficient method of monitoring the teaching and learning of the District objectives must be established and continue to be a top priority.

### Curriculum Accountability

There should be a comfortable balance between central control and building-level autonomy to strengthen the curriculum and offer centralized support and resource help. Accountability for teaching "The New Basics" must begin in kindergarten and be maintained through the twelfth grade. Before any elementary student is enrolled in middle school, he/she must receive instruction in basic educational skills. We recommend no promotion or advancement for any student who has not demonstrated the ability to meet minimum requirements in the basics.

### Gifted Academy

The Committee recommends a task force study the benefits and affordability of an expanded "academy" concept for gifted, talented, and otherwise creative students before further development of such a plan.

### Alternative Education

### Adventure Center

### Environmental Education

During the life of the plan, a commitment to Alternative Education, the Adventure Center, and Environmental Education should be continued in the current or an improved form.

Program  
Duplication

One of the major concerns of the Committee, throughout the deliberations, was the apparent duplication of curriculum at various levels throughout the District. This is most visible in the auto mechanics courses offered in two high schools, which seem to duplicate the course at Kaw Valley Area Vo-Tech. The tendency seems to be to use specific curriculum materials and/or activities for enrichment or enhancement at lower educational levels than for which they were designed. Educational expertise available to the Committee leads us to believe this is to the detriment of such students. This is also a very expensive proposition--in some instances requiring duplication of teaching facilities.

The Committee recommends that the Board of Education make every effort during curriculum long-range planning to benefit students by alleviating program duplication and eliminating costly facilities.

Traveling  
Teachers

Every effort should be made to reduce the need for teachers traveling between schools.

Student  
Testing

The Committee recommends that USD 501 continue its commitment to standardized testing by using the Iowa Basic (ITBS) and Competency Based Education (CBE) tests (if required by the State), and use an updated, revised Sequential Instruction in the Basic Skills (SIBS) exam prepared by persons knowledgeable in the areas of standardized testing and the District's curriculum and goals.

If nothing else is made of the recommendations in this report, it is of utmost importance to consider the recommendations concerning curriculum because of its importance to the children of Topeka.



## PERSONNEL

After curriculum decisions are made and the content of teaching is decided, the most important factor is involving the people who deliver the curriculum and their support staff--administrative and non-certified. That teachers, support staff, and administrators are professionals is redundant.

### Communications

Communications between and among the District personnel, their individual schools, the central administration, the Board of Education, and the public are of primary importance and should be enhanced. Reasons for lack of communication are not one-sided.

### Advisory Council

To help overcome these communication barriers, we recommend that the Board of Education establish an attendance center teacher and support staff advisory council (similar to DCAC) to communicate directly with the Board on matters of common concern unrelated to negotiable items.

Council members would be selected from and by their respective building staff to meet monthly on their own time during the school year. The Council would be expected to provide input to the Board of Education on specific educational matters. At the onset of each school year, the Board would provide the Council with issues to study for the benefit of the District. The Council could, by a sixty percent vote of its membership, be eligible to vote and initiate studies of other educational items of concern.

### Accountability

Studies of educational systems revolve about the concepts of excellence and accountability. These should be realities and not perceptions. The Committee sees some degree of insurance for excellence and accountability in an evaluation process of the District and the people involved.

### Staff Evaluation

We recommend the Board of Education make a commitment to review the current evaluation procedure for all personnel, specifically the following:



1. Individual supervisors be held responsible for staff evaluations, with second-level supervisors being responsible for reviewing each evaluation and monitoring prescriptive action if any is noted.
2. Evaluations be prescriptive, not punitive.
3. A clear and unencumbered grievance review process be in place.
4. Evaluate all personnel.
5. All personnel positions be clearly defined in position descriptions.
6. Individual initiative of all personnel should be respected.
7. Any employee whose performance is below standards, as written in a position description, or whose presence is unnecessary for the educational process should be immediately terminated.

#### Training

It is essential to have a strong administration, from superintendent-to-building administrator, which can properly motivate, evaluate, and anticipate. The private sector has created excellent courses in management and personnel (including, but not limited to, personnel evaluation). We recommend the use of those resources of merit to train administrators in these processes and techniques. We particularly recommend using resources outside normal educational channels.

#### Affirmative Action

The Committee is aware of the District's sensitivity to minority percentages of students and personnel. While we support the District's affirmative action policy, we note there are at least three schools with no minority staff. This could be perceived as a failure of affirmative action in the placement of personnel. The Committee suggests the Board act to avoid even the appearance of impropriety.

#### Staff Development Academy

Salaries need to improve, and parents, patrons, and elected officials should work toward that goal. However,

benefits of employment should exceed a salary package. Therefore, the Committee strongly advocates a Staff Development Academy which shall:

1. Present job-related programs that interest, challenge, and recharge the skills and intellect of all District personnel.
2. Operate with the most possible convenience to achieve maximum attendance.
3. Provide incentives where applicable.

Teacher  
Retention

The Committee feels strongly that exceptional teachers should be provided every opportunity to remain in teaching positions. Recognition of expertise and/or other incentives should encourage teachers to remain in the classroom. The educational emphasis should be on teaching, personal involvement with students, and enhancing learning opportunities.

We recommend that minimum levels of competency be established for each position. Recognition of exceptional measurable achievement should include additional benefits.

## STUDENT SUPPORT SERVICES AND STAFF DEVELOPMENT

The area of Student Support Services and Staff Development provides advantages for children that can only benefit their education.

The recommendations of the Committee concerning the Staff Development Academy are contained in the Personnel section of this report. Any program that improves the skills of District employees benefits all students. Methods of measuring staff development results are needed.

We recommend a study be made to determine the goals of the Head Start program as they relate to location and staffing.

The Committee can see no educational benefit of the District entering into a preschool/day-care program.

Guidance Service personnel should be relieved of clerical and administrative duties that interfere with the utilization of their professional skills. The counseling ratio of 600:1 appears to be viable.

The Committee recommends the duties of the District's nursing staff be reviewed and defined. Particular attention should be paid to cost-effectiveness and the level of services expected by the District.

Health education should not be considered as a part of Health Services--it is curriculum.

The Committee recommends that all ancillary educational programs (those not directed at children) be self-supporting and be evaluated and designed to provide the necessary implementations that will meet District policies in these areas. This should include, but not be limited to, the following:

- Adult Basic Education
- Adult Enrichment Classes
- GED Testing
- GED Instruction
- English As a Second Language.

Staff  
Academy

Head Start

Preschool/  
Day-Care

Guidance  
Service

Nursing

Health  
Education

Ancillary  
Educational  
Programs



## ANCILLARY SERVICES

While not considered a primary function of the District, Ancillary Services plays an important part in the efficient and orderly operation of the system and thus contributes to providing better opportunities for each student.

EDP

The District's Management Services is generally effective. However, there are still several areas that could be improved or simplified, providing better, more cost-efficient operations.

The Committee found in the Board's proposals fifteen recommendations relating to electronic data processing (EDP) in various forms of systems and/or software implementation. It is necessary to provide additions to the existing software to maximize the functions for optimum operations and utilization of the systems available. Several functions that are currently processed by hand could be more efficiently provided in an EDP environment at minimal cost to the District.

Cost/Benefit  
Analysis

Every effort should be made to enhance the EDP environment and differentiate between main-frame and micro applications. We recommend that cost/benefit analysis be performed for each additional application. It is also important that a long-range EDP plan be written and monitored routinely considering the needs of the users and the fiscal restraints of a taxing entity.

Office  
Efficiency

The Committee recommends the District implement a plan for evaluating clerical and support services on a regular basis. Particular attention should be paid to office automation, "paperwork reduction," EDP, and efficient operation of all support-type services.

Inventory

We recommend that USD 501 commit to an ongoing effort to compile an inventory, including current legal descriptions, appraisals of all District property, and

capital equipment. This should include machines and operating systems needed for the efficient and orderly operation of the District--including, but not limited to, office equipment, audio-visual equipment, vehicles, plumbing, electrical and heating, ventilating and air-conditioning systems. The purpose of this inventory should be to set up a functioning amortization/replacement schedule for all capital equipment. This would ensure planning for replacement which could be accurately forecast and routinely implemented.

Laundry and  
Kitchen

The Committee recommends that the District study the proposed central laundry and central kitchen concepts, with particular attention being paid to fiscal implications and the efficiency of such operations.

All operating policies of the District should be reviewed on a routine basis, with any necessary changes being made.

Middle School  
Sports

We recommend the elimination of interschool competitive sports at the middle school-level, with the substitution of a strong intramural program. Fewer schools would make an interschool program less viable. This would also serve to reduce costs and reduce the opportunities for injury.

Transportation

The District's transportation policy should remain "as is"--elementary, one mile; and middle school, one and one-half miles.

## FACILITIES

### Priorities

Children give their schools a distinct life and personality. The classroom is the space in the school in which our children are educated. It is of primary importance that facilities be viewed relative to other priorities:

1. Our children's education and protection.
2. Best curriculum and programs affordable.
3. Best instructors we can afford.
4. The best and most efficient administration.
5. Efficient and program-oriented facilities.

### Life-Cycle

School buildings are learning spaces and must be sized and designed for the curriculum. Schools and/or additions should be built for a considered life-cycle. During the design phase, the Board of Education should establish the project's anticipated "maintained life." The reason for this is to control construction, maintenance, and remodeling expenses, minimizing future replacement or deterioration of facilities. Consideration should be given to future needs, energy consumption, and costs. New construction must also be responsive to program needs.

The life of facilities should be determined by a building inventory, as described in the 1982-83 DCAC Final Report (Attachment A). Remaining life is directly related to the amount of money available for maintenance, improvements, and operation. Most problems arising in older facilities relate to plumbing, electrical, heating, moisture protection, and ventilation. Malfunctions of these systems can close a facility, as happened in some USD 501 buildings this winter.

### Preventive Maintenance

Eventually all of the District's facilities will deteriorate to an unusable state unless maintained. Preventive maintenance prolongs life in a cost-effective manner. As more time and money are spent on repairs, less can be spent on preventive maintenance; the end result is classes will continue, but some buildings may close.



- Costs** The money required to renovate systems, remodel spaces, and provide additions for existing and future programs will eventually surpass the cost of new facilities.
- Conceptual/ Dimensional Spaces** We recommend an update of the "1978-79 Elementary School Facilities Standards Task Force Report," limited in scope to conceptual spaces. The dimensional spaces should be developed by a design team which will be involved in each specific building project. The team should include the building principal, a teacher, area director, related staff, and professional consultants.
- Analysis** The attached schedule is an analysis of space needs compared with existing spaces. Accurate costs will be possible only after consultants are retained. Preliminary estimates indicate a \$10-\$15 million capital outlay may be required at the elementary-middle school levels. This Plan reflects minimal expenditures at middle schools because they were upgraded during the last Long-Range Plan.
- Bond Issue** We recommend the Board of Education hire professional consultants to continue the process of developing master plans, specific preliminary plans, specifications, and relatively accurate cost estimates for physical changes at the three high schools. The Committee believes that with these project guidelines the Board can educate the community and propose for a vote a capital outlay bond to be issued to pay for the improvements to the high schools and be done immediately and not "as can." The cost of these changes and improvements would be in the neighborhood of \$15 million.
- Recommendations** As we considered the District's facilities, we concluded the Board of Education should:
- A. Adopt the DCAC Long-Range Master Plan as proposed.
  - B. Begin a building replacement cycle which would provide for replacing buildings when they reach a fiscally unsound state of maintenance and repair.
  - C. Replace buildings at the same location and not more than one new building every five years.

- D. Plan additions that relate to replacement so we do not have to replace five-year-old additions.
- E. Monitor adjacent properties for possible site expansions.
- F. Provide uniform equipment and furniture Districtwide.
- G. Freeze equipment and furniture purchases until inventories can be coordinated with planned facilities.
- H. Consider air-conditioning elementary and middle schools.
- I. Promote preventive maintenance by District staff.
- J. Provide adequate storm shelters in all attendance centers.
- K. Replace classroom/office building at Highland Park High School, with existing gyms to remain.
- L. Upgrade all plumbing, heating, and temperature control systems at Topeka High School.
- M. Close swimming pool at Topeka High School when maintenance is not cost-effective.
- N. Develop Topeka High School athletic field at Chandler site.
- O. Remove portables and construct new classroom unit at Topeka West High School.
- P. Provide bleachers and lights for athletic field at Topeka West High School.
- Q. Move Special Education Support Services to Quinton Heights Elementary School.
- R. Place Alternative Education/Adult Basic Education and Staff Academy at Randolph Elementary School.
- S. A Special Education facility task force should be established to determine space needs, and relevant information shall be included in all designs of additions and buildings.
- T. Investigate needs for Head Start Program prior to relocation.

- U. Dispose of all property not specifically designated for use.
- V. Work with planning commission, developers, and communities to get properties into use (even at below appraised value to get property back on tax rolls).



ATTACHMENT "A"

[Taken from 1982-83 DCAC FINAL REPORT, Facilities Sub-Committee, Pages 20-22.]

- E. Perhaps the most important conclusion made by our Committee is the recommendation that the Board of Education retain a consulting team. This team should be composed of professionals and include architects; mechanical, electrical and structural engineers; space planners; an appraiser; and estimators to work with a two-or-three person staff committee appointed by the Board. This team should be experienced in evaluating existing buildings and should be familiar with the buildings of USD 501.

The task of this team shall be to inventory every building and parcel of land currently owned by the District and prepare a written report that will provide the Board of Education with an overall view of the current physical condition and a five-to-seven year projected improvement vs. "usable life" conclusion with probable costs. The Long-Range Master Plan Committee is aware this report could be expensive, but it feels it is necessary.

This report should include, but not be limited to, the following:

A. Present Inventory

1. Sites (size, expansion, salability, future)
2. Buildings (existing conditions)
  - a. room sizes and possible layouts
  - b. current utilization (class size and other uses)
  - c. finishes, condition and availability of replacements of the finishes
  - d. age and condition of building and additions
  - e. analysis of mechanical, plumbing, and electrical systems
  - f. size of existing utilities and projected needs
  - g. age of systems and availability of replacement parts
  - h. analysis of existing roof (age of parts or whole, condition, type, insulation)
  - i. analysis of gutters, downspouts, roof drains

- j. exterior masonry and mortar condition
- k. window sizes, types, condition
- l. condition of concrete walks and other pavement
- m. condition of landscaping and plant materials
- n. condition of doors and hardware
- o. structural integrity

B. Buildings - Future Analysis

1. Cost analysis if building is brought up to current standards; addition or remodeling to equalize spaces; new center.
2. Feasibility for constructing addition to retain continuity.
3. Needs for next five-to-seven years.

C. Codes - Analysis on Practicality of Updating Buildings to Current Codes

D. Master Plans (Seven-to-Ten Year)

1. A new elementary center. (What is involved? What are the programs? Costs?)
2. A plan for each high school. (To attempt to provide equal programs and spaces)
3. A Middle School Master Plan relating to programs and spaces.

E. Other Buildings and Programs

1. Report shall recommend which centers could be used for purposes other than regular attendance centers.
2. Re-zoning possibilities
3. Possibility of Sale
4. Recommended community programs that could be placed in schools (open or closed).

This is only a partial list. The Final Report should be comprehensive, objective, and very thorough. It should be a tool that the Board can use to make its decisions based upon facts...

DCAC FACILITIES PROPOSAL

ESTIMATED ENROLLMENTS AND MINORITY PERCENTAGES

HIGH SCHOOLS (9-12)

| <u>School</u> | <u>Estimated Enrollment</u> | <u>Minority Percentage</u> |
|---------------|-----------------------------|----------------------------|
| Highland Park | 1,097                       | 42.1                       |
| Topeka High   | 1,431                       | 31.9                       |
| Topeka West   | 1,372                       | 5.5                        |

MIDDLE SCHOOLS (7-8)

| <u>School</u> | <u>Estimated Enrollment</u> | <u>Minority Percentage</u> |
|---------------|-----------------------------|----------------------------|
| Eisenhower    | 596                         | 36.9                       |
| French        | 656                         | 6.6                        |
| Jardine       | 747                         | 31.2                       |

ELEMENTARY SCHOOLS (K-6)

| <u>Schools</u>              | <u>Estimated Enrollment</u> | <u>Minority Percentage</u> |
|-----------------------------|-----------------------------|----------------------------|
| Bishop                      | 459                         | 8.4                        |
| Chase                       | 526                         | 19.0                       |
| Crestview                   | 489                         | 6.2                        |
| Gage                        | 513                         | 27.7                       |
| H.P. Central                | 579                         | 42.3                       |
| H.P. South                  | 579                         | 30.1                       |
| Hudson                      | 414                         | 47.6                       |
| Linn                        | 568                         | 34.8                       |
| McCarter                    | 459                         | 10.8                       |
| McClure                     | 412                         | 5.9                        |
| New School (Roosevelt Site) | 560                         | 38.8                       |
| Quincy                      | 511                         | 39.4                       |
| Robinson                    | 557                         | 20.6                       |
| Shaner or Avondale West     | 498                         | 19.1                       |
| Stout                       | 494                         | 34.8                       |
| Whitson                     | 513                         | 4.4                        |
|                             | 448                         |                            |



ATTENDANCE CENTERS CLOSED

Avondale East

Avondale West or Shaner

Belvoir

Highland Park North

Lafayette

Landon

Lowman Hill

Lundgren

McEachron

Potwin

Quinton Heights

Randolph

State Street

Sumner

## SUMMARY OF RECOMMENDATIONS

### Curriculum and Program Development

1. An efficient method of monitoring the teaching and learning of the District's objectives must be established and continue to be a top priority.
2. There should be a comfortable balance between central control and building-level autonomy to strengthen the curriculum and offer centralized support and resource help.
3. Accountability for teaching "The New Basics" must begin in kindergarten and be maintained through the twelfth grade.
4. Do not promote or allow any student to advance who has not demonstrated the ability to meet minimum requirements in the basics.
5. Study the benefits and affordability of an expanded "academy" concept by a task force for gifted, talented, and otherwise creative students before further development of such a plan.
6. During the life of the plan, a commitment to Alternative Education, the Adventure Center, and Environmental Education should be continued in the current or an improved form.
7. The Board of Education should make every effort during the curriculum long-range planning to benefit students by alleviating program duplication and eliminating costly duplicate facilities.
8. Every effort should be made to reduce the need for teachers traveling between schools.
9. USD 501 should continue its commitment to standardized testing.
10. The Board of Education should establish an attendance center teacher and support staff advisory council (similar to DCAC).
11. The Board of Education should review the current evaluation procedure for all personnel.

### Personnel

12. Use resources of merit to train administrators in personnel processes and techniques.
13. The Board of Education should act to avoid any appearance of impropriety in the implementation of the affirmative action plan.
14. Exceptional teachers should be provided every opportunity to remain in teaching positions.
15. Minimum levels of competency should be established for each staff position.
16. Study should be made of the Head Start program relative to location and staffing.
17. The District should not enter into any additional preschool/day-care program.
18. Guidance Service personnel should be relieved of clerical and administrative duties that interfere with the utilization of their professional skills.
19. The duties of the District's nursing staff need to be reviewed and defined.
20. All ancillary education programs must be self-supporting and evaluated and designed to meet District policies.
21. A cost/benefit analysis should be performed for each additional EDP application.
22. Implement a Long-Range EDP plan and routinely monitor the needs of the users and the fiscal restraints of a taxing entity.
23. Compile an inventory of all District property and capital equipment.
24. Study the proposed central laundry and central kitchen concepts.
25. All operating policies of the District should be reviewed on a routine basis, with any necessary changes being made.

Student Support  
Services and  
Staff Develop-  
ment

Ancillary  
Services



Facilities

26. Implement a plan for evaluating clerical and support services on a regular basis.
27. Eliminate interschool competitive sports at the middle school-level, with the substitution of a strong intramural program.
28. The District's transportation policy should not change.
29. The life of facilities should be determined by a building inventory, as described in the 1982-83 DCAC Final Report.
30. Update the "1978-79 Elementary School Facilities Standards Task Force Report."
31. Begin a building replacement cycle.
32. Replace buildings at the same location and not more than one new building every five years.
33. Plan additions that relate to replacement, i.e., do not replace five-year-old additions.
34. Monitor adjacent properties for possible site expansions.
35. Provide uniform equipment and furniture District-wide.
36. Freeze equipment and furniture purchases until inventories can be coordinated with planned facilities.
37. Consider air-conditioning elementary and middle schools.
38. Promote preventive maintenance by District staff.
39. Provide adequate storm shelters at all attendance centers.
40. Replace classroom/office building at Highland Park High School.
41. Upgrade all plumbing, heating, and temperature control systems at Topeka High School.

42. Close swimming pool at Topeka High School when indicated by maintenance.
43. Develop Topeka High School athletic field at Chandler site.
44. Remove portables and construct new classroom unit at Topeka West High School.
45. Provide bleachers and lights for athletic field at Topeka West High School.
46. Move Special Education Support Services to Quinton Heights Elementary School.
47. Place Alternative Education/Adult Basic Education and Staff Academy at Randolph Elementary School.
48. Sell all property not specifically designated for use.

## ACKNOWLEDGMENTS

The Committee thanks the District PTO's, PTA's, and patrons who provided input in this study. Additionally, we recognize the staff and Board members who gave their time and expertise in making this effort possible. We especially extend our appreciation to:

- Dr. James M. Gray, Superintendent
- Dr. Owen M. Henson, Associate Superintendent  
Education Services
- Dr. Don O'Neil, Associate Superintendent, Management  
Services
- Dr. Gary Livingston, Assistant Superintendent  
Instruction Services
- Dr. Michael Tribbey, Assistant Superintendent  
Program Audit and Planning Services
- Mr. Forrest E. Slaughter, Assistant Superintendent  
Community Relations
- Mr. Gerald Miller, Director, Demographic Services
- Mr. Bill Neff, Former DCAC Activities Coordinator
- Mrs. Joanne Edmonds, Secretary, Community Relations



LONG-RANGE MASTER PLAN COMMITTEE

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## GLOSSARY

- Ancillary Educational Programs - Adult Basic Education, Adult Enrichment Classes, GED Testing, GED Instruction, English as a second language, etc.
- Ancillary Services - EDP, laundry, kitchen, transportation, etc.
- Building Replacement Cycle - Planned schedule of replacement for educationally unusable, out-of-date, or financially impractical buildings.
- Centralized Services - Administration, maintenance, print shop, etc.
- Conceptual Space - Area described by philosophies and needs.
- Considered Life-Cycle - Professionally determined life expectancy of a building.
- Counseling Ratio - Number of students per counselor.
- Curriculum Guide - Curriculum goals and objectives written by teachers and administrators.
- Dimensional Space - Area, such as a classroom, of specific dimensions.
- Guidance Service Personnel - Social workers, psychologists, counselors, etc.
- Interschool Athletics - Competitive sports between schools.
- Intramural Athletics - Athletic programs involving competition within a school.
- Maintained Life - Actual length of time a building will remain usable if it receives proper maintenance.
- Minimal Objective - Minimum performance level related to an established goal measured by testing.
- The "New Basics" - English, Mathematics, Science, Social Studies, Computer Science.
- Preventive Maintenance - Maintenance of buildings and systems which prevents deterioration and prolongs usability.
- PTR (Pupil/Teacher Ratio) - Number of students per teacher in a regular classroom, excluding special education and support services personnel.
- Staff Academy - A center for the job-related training and enrichment of all District personnel.
- Student Support Services - Services provided by nurses, counselors, social workers, psychologists, etc.

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| SCHOOL                                  | ENROLLMENT<br>(Projected) | MINORITY<br>% | CLASSROOMS<br>(regular) | CLASSROOMS<br>(spec. ed.) <sup>③</sup> | CLASSROOMS<br>(specialty) | MEDIA CTR. | MULTI-PURPOSE<br>ROOM    | OFFICE<br>SPACES | PLAYGROUND<br>(site)     | STORM<br>SHELTER | NEW <sup>④</sup><br>CLASSROOMS |
|---|---------------------------|---------------|-------------------------|--|---------------------------|------------|--------------------------|------------------|--------------------------|------------------|--------------------------------|
| <u>ELEMENTARY</u>                       |                           |               |                         |  |                           |            |                          |                  |                          |                  |                                |
| BISHOP                                  | 459                       | 8.4           | 19                      | 0                                      | M,TW,TL                   | ADEQ       | ADEQ                     | ADEQ             | ADEQ                     | ADEQ             | 2+M                            |
| CHASE                                   | 526                       | 19.0          | 18                      | 3                                      | M,TW,TL,O                 | ADEQ       | ADEQ                     | ADEQ             | NEEDS EQUIP <sup>⑤</sup> | ADEQ             | 2                              |
| CRESTVIEW                               | 489                       | 6.2           | 20                      | 2                                      | TL                        | INADEQ     | ADEQ                     | ADEQ             | ADEQ                     | INADEQ           | 1+M+MC                         |
| GAGE <sup>①</sup>                       | 513                       | 27.7          | 13                      | 1                                      | TL                        | INADEQ     | INADEQ                   | ADEQ             | ADEQ                     | INADEQ           | MP+9+M                         |
| H.P. CENTRAL                            | 579                       | 42.3          | 16                      | 2                                      | TL,TW                     | INADEQ     | INADEQ                   | ADEQ             | ADEQ                     | ADEQ             | 9+MP+M                         |
| H.P. SOUTH                              | 414                       | 30.1          | 20                      | 4                                      | TL,TW,M                   | ADEQ       | ADEQ                     | ADEQ             | ADEQ                     | ADEQ             | NONE                           |
| HUDSON                                  | 568                       | 47.6          | 11                      | 0                                      | TL                        | INADEQ     | INADEQ                   | ADEQ             | ADEQ                     | INADEQ           | 13+MC+M                        |
| LINN                                    | 459                       | 34.8          | 15                      | 3                                      | TL,TW                     | INADEQ     | ADEQ                     | ADEQ             | ADEQ                     | ADEQ             | 5+MC+M                         |
| MCCARTER                                | 412                       | 10.8          | 18                      | 5                                      | TL,TW,M                   | ADEQ       | ADEQ                     | ADEQ             | ADEQ                     | ADEQ             | NONE                           |
| MCCLURE                                 | 560                       | 5.9           | 16                      | 4                                      | TL                        | ADEQ       | ADEQ                     | INADEQ           | ADEQ                     | INADEQ           | 8+M                            |
| QUINCY                                  | 557                       | 39.4          | 20                      | 4                                      | TL,TW                     | ADEQ       | ADEQ                     | ADEQ             | ADEQ                     | INADEQ           | 4+M                            |
| ROBINSON                                | 498                       | 20.6          | 24 <sup>⑦</sup>         | 5                                      | M,TL,TW,O                 | ADEQ       | NEEDS EQUIP <sup>⑤</sup> | INADEQ           | INADEQ                   | ADEQ             | NONE                           |
| ROOSEVELT SITE                          | 511                       | 38.8          |                         |  |                           |            |                          |                  |                          |                  | ALL NEW                        |
| SHANER or<br>AVONDALE WEST <sup>②</sup> | 494                       | 19.1          |                         |  |                           |            |                          |                  |                          |                  |                                |
| STOUT                                   | 513                       | 34.8          | 15                      | 2                                      | TW                        | INADEQ     | ADEQ                     | ADEQ             | ADEQ                     | INADEQ           | 7+MC+M                         |
| WHITSON                                 | 448                       | 4.4           | 21                      | 3                                      | M,TL,A,TW                 | ADEQ       | ADEQ                     | ADEQ             | ADEQ                     | INADEQ           | NONE                           |
| *****                                   |                           |               |                         |  |                           |            |                          |                  |                          |                  |                                |
| <u>MIDDLE</u>                           |                           |               |                         |  |                           |            |                          |                  |                          |                  |                                |
| EISENHOWER                              | 596                       | 36.9          | 30                      | 5                                      |                           | ADEQ       | ADEQ                     | ADEQ             | ADEQ                     | INADEQ           | NONE                           |
| FRENCH                                  | 656                       | 6.6           | 21                      | 5                                      |                           | ADEQ       | ADEQ                     | ADEQ             | ADEQ                     | ADEQ             | 6                              |
| JARDINE                                 | 748                       | 31.2          | 30                      | 4                                      |                           | ADEQ       | ADEQ                     | ADEQ             | ADEQ                     | INADEQ           | NONE                           |

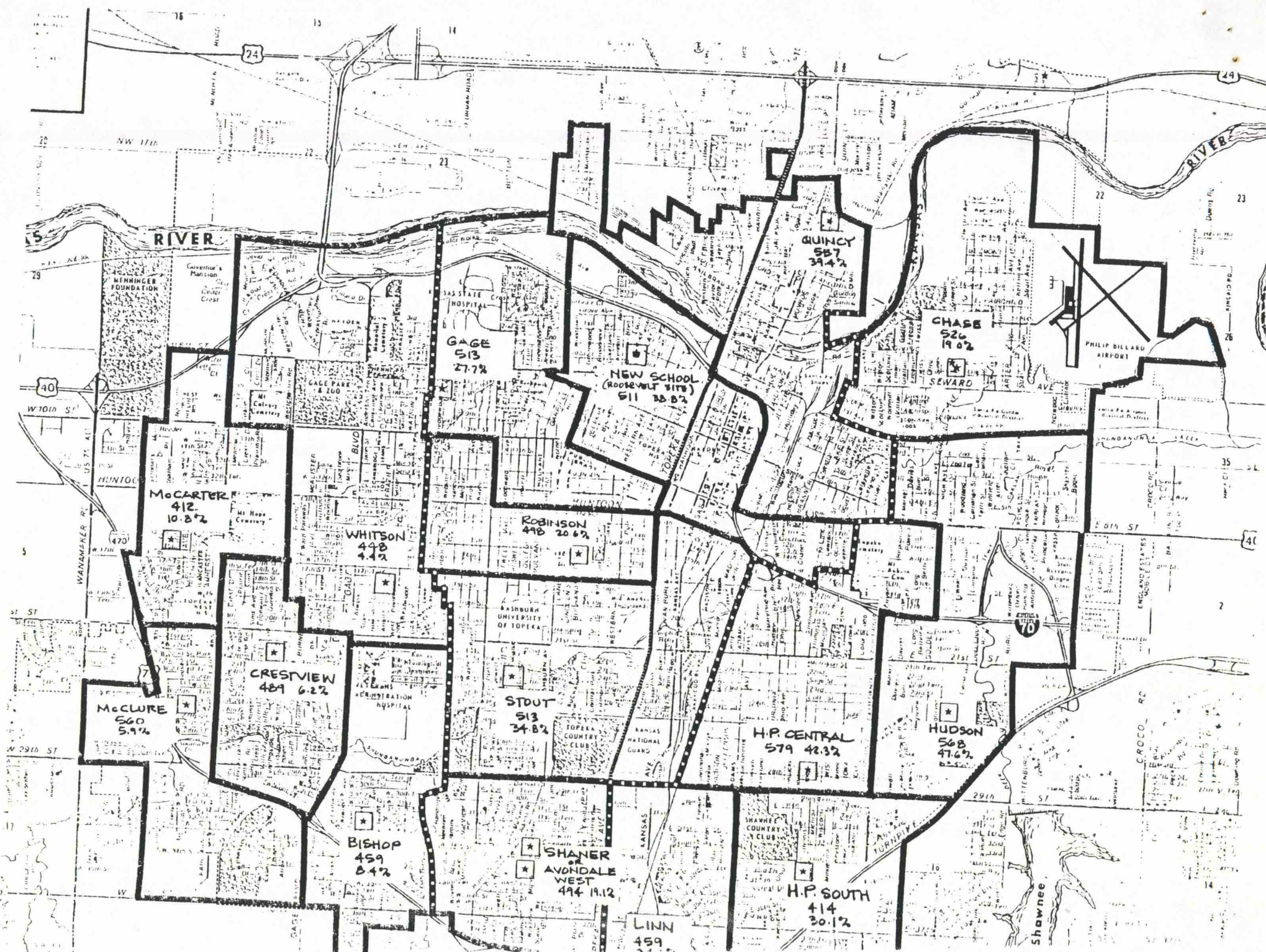
LEGEND

M.....Music  
 TW.....Teachers' Work  
 TL.....Teachers' Lounge  
 O.....Other  
 A.....Auditorium  
 MC.....Media Center  
 MP.....Multi-Purpose  
 SE.....Special Education<sup>③</sup>  
 ADEQ.....Adequate  
 INADEQ.....Inadequate

- ① Retained Professionals should coordinate "design team" efforts to either utilize existing building as basis and addition to be compatible or provide addition now with existing to be replaced under next plan (cost comparisons, space analysis, aesthetics, etc.).
- ② Retained Professionals should prepare "building inventories", cost analysis and space studies on both existing buildings, including required additions and recommend which is most economic and efficient.
- ③ Special Education needs and conceptual spaces determined by a Special Task Force. This process of determination should begin immediately as applicable to this plan.

- ④ Class Rooms and/or other spaces may be remodeled areas or new additions as determined by the "design team".
- ⑤ Equipment can be relocated from closed attendance centers.
- ⑥ Where new additions are recommended consideration should be given to storm shelters, where required.
- ⑦ Total Class Rooms includes cooking and two science Class Rooms - we recommend these be retained as is and not remodeled.





RIVER

**MCCARTER**  
412  
10.2%

**MCCLURE**  
560  
5.9%

**CRESTVIEW**  
489  
6.2%

**BISHOP**  
459  
8.4%

**GAGE**  
513  
27.7%

**ROBINSON**  
448  
20.6%

**STOUT**  
513  
24.8%

**SHANER**  
**AVONDALE WEST**  
494  
19.1%

**LINN**  
459

**NEW SCHOOL**  
(ROOSEVELT SITE)  
511  
25.8%

**QUINCY**  
587  
24.4%

**H.P. CENTRAL**  
579  
42.3%

**H.P. SOUTH**  
414  
20.1%

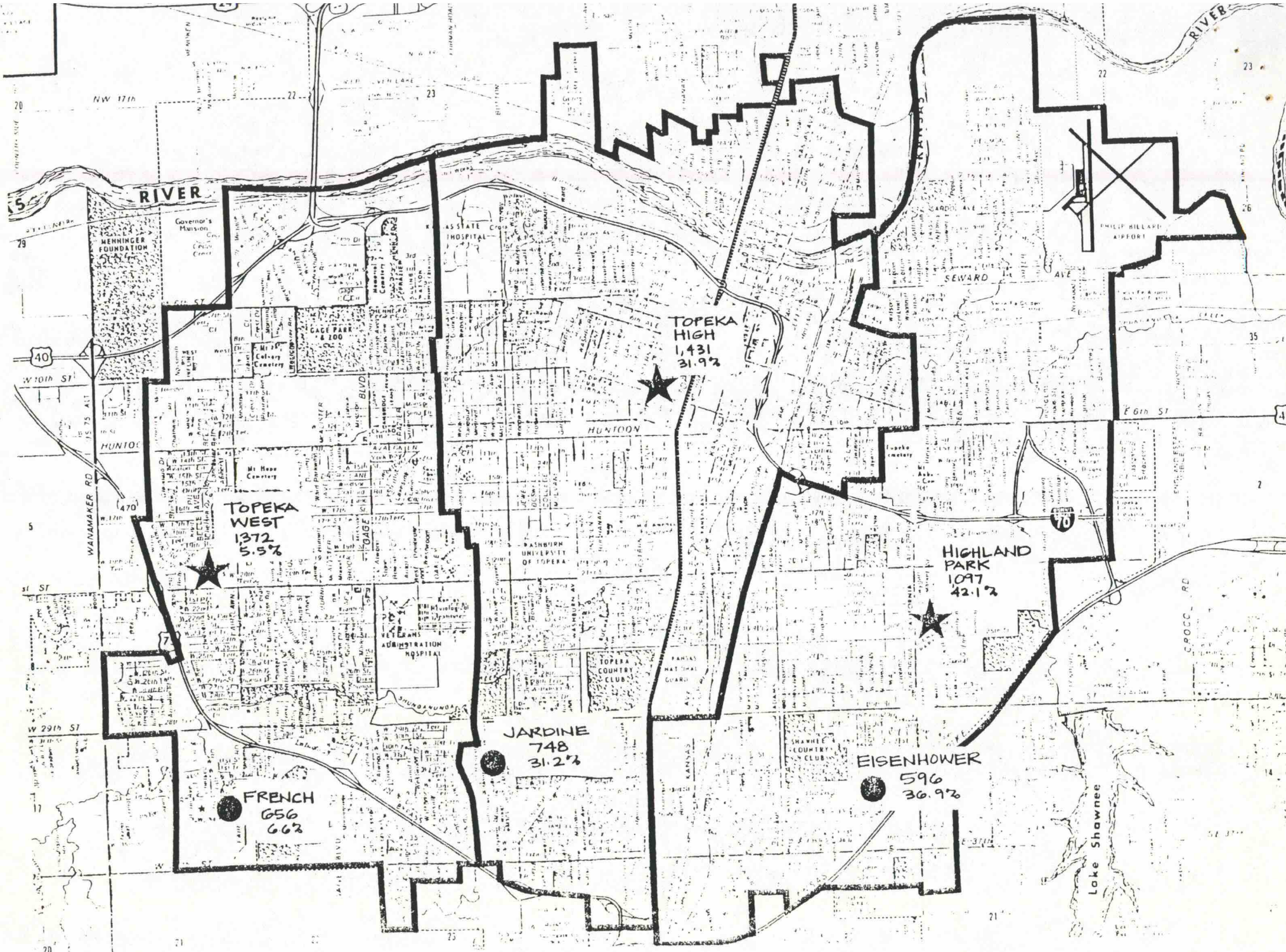
**CHASE**  
526  
19.0%

**HUDSON**  
568  
47.6%

**PHILIP BILLARD AIRPORT**

**SHAWNEE**





RIVER

WENNINGER FOUNDATION

Governor's Mansion

STATE HOSPITAL

GAGE PARK & 100

TOPEKA HIGH  
1,431  
31.9%

PHILIP HILLARI AIRPORT

SEWARD AVE

HW 40

W 10th St

TOPEKA WEST  
1372  
5.5%

HUNTOON

E 6th St

HW 40

HIGHLAND PARK  
1097  
42.1%

JARDINE  
748  
31.2%

WASHBURN UNIVERSITY OF TOPEKA

EISENHOWER  
596  
30.9%

FRENCH  
656  
66%

Lake Shawnee



MINORITY REPORT

April 2, 1984

TO: U.S.D. 501 Board of Education  
FROM: Sharon Efird, DCAC LRMPC Member *Sharon Efird*  
RE: DCAC Long-Range Master Plan Committee's 1983-84 Final Report

As a parent and representative of Stout Elementary School, I feel that neither the Board's two proposals nor the DCAC Long-Range Master Plan Committee's proposal meets the needs and desires of the community.

A fundamental concern is that coterminous boundaries will tend to perpetuate patterns of segregation in the community.

--Coterminous boundaries will maintain low minority enrollments at the elementary, middle and high school levels within the Topeka West area at the cost of closing 8 elementary schools in the Topeka High and Highland Park areas (and only 1 in the Topeka West area), thus destroying the concept of neighborhood schools in the community.

A second concern is that the proposed school size of 400-600 in the LRMPC proposal will not enhance curriculum offerings nor eliminate split classes.

--It is the teacher and not larger school size which makes the difference in quality of programs.

A third concern is that enrollment projections do not take into account differential patterns of growth over the next seven years for neighborhoods in the central and east areas of the community.

--If elementary level increases are not proportionately distributed in the west, central and east areas, then the central area could be short 14 classrooms and the east 9 classrooms by the 1988-89 school year.

The long-term disruption which all three proposals would cause in the community will affect the children primarily and their schools in ways never anticipated or addressed by the "long-range plans." Unfortunately, this insensitivity of the planners to human needs and desires detracts from positive recommendations made with regard to curriculum, personnel, and other matters.

## STUDENT FOOD SERVICES COMMITTEE

### 1983-84 FINAL REPORT

#### I. Committee Scope and/or Mission:

The Food Services Committee was assigned the responsibility of reviewing the District's Food Service Program for the 1983-84 school year. The scope for that review was all-inclusive and covered the costs of student meals, menus, preparation and delivery, pending and expected legislation, as well as verification process for free-and-reduced price meal applications.

#### II. Method of Study:

The Committee reviewed the following information:

1. The 1982-83 DCAC Final Report which contained informational references to the District's Food Service Program.
2. Topeka Public Schools' Food Service Program booklet, December 1983, and was presented to the Committee.
3. Discussed the Food Service Program with selected principals and Food Service Director and employees.
4. The Food Services Committee made visitations to several base kitchen operations as well as to an elementary school in review of the Food Service Program.

III. The Committee determined, after reviewing and evaluating the District's Food Service Program, that with the exception of a few isolated concerns from individual building levels, the overall Food Service operation was very successful. The greatest concern from the building level appeared to be the problem which developed from having a choice of entree items in elementary schools. Although the Food Service Program is very standardized across the District, individual building principals do and must have the flexibility to adjust the program to fit the needs of their particular schools and activities they have planned in the Food Services area.

There have been a number of people visiting the District's Food Service Program, including people from Denver and Washington, to review our verification process. The State Department did an Assessment Improvement and Monitoring System (AIMES) review. Both groups found the Program to be doing very well in all areas.



#### IV. Recommendations:

The following recommendations are made for the 1984-85 school year:

1. Review and evaluate school lunch prices and the Food Service Program's budget so that meals continue to be equitably priced, while striving to maintain a self-supporting District Food Service Program.
2. Review and evaluate the school lunch menus on a continuous basis so that meals are appealing to students-- attracting more of them to participate in the lunch program and encouraging less waste of food items.
3. Encourage continued innovation in the Food Service Program to stay abreast of the trends in the food service industry and to attract students to utilize the school lunch program.
4. Continue to monitor food preparation and delivery systems to ensure maintenance of a high-level quality of food in the school lunch program.
5. Encourage the administration to continue its verification procedures of free-and-reduced price meal applications submitted for the 1984-85 school year.
6. It is the opinion of the Committee that federal legislation during the 1984-85 school year could possibly jeopardize the Food Service Program, and we strongly urge the District Citizens Advisory Council to keep informed of pending legislation and make an asserted effort to have its feelings known by the appropriate legislative body.

#### V. Evaluation:

The Committee recommendations will be to continue to meet with the Director of Food Service, Food Service personnel, and principals, in regard to those issues directly related to the Food Service Program. The Committee commends the District on the quality of the program, which provides variety of the nutritional adequate and professionally-planned menus to meet the needs of the District's students.

#### VI. Further Action Needed:

The Food Services Committee should continue its study of the District's Food Service Program during the 1984-85 school year.

#### Food Service Committee

|                              |                |
|------------------------------|----------------|
| Lou Ann Godfrey, Chairperson | Fred Rookstool |
| Janice Jones                 | Phyllis Smith  |
| Nola Ellis                   | James Anguiano |
| Bobbie Massey                |                |



## TEXTBOOK REVIEW COMMITTEE

### 1983-84 FINAL REPORT

#### I. Committee Scope and/or Mission:

The Committee was assigned the responsibility of reviewing textbooks proposed for use in USD 501. Each member was permitted to select and review any, and as many of, the textbooks that time would permit for studying. The books made available for review were those remaining after the Subject Study and Selection Committee had narrowed-the-field of samples down to three-to-five publishers per subject.

#### II. Method of Review:

Textbooks scheduled for review were in the following subject areas:

|            |   |
|------------|---|
| Science    | Biology   |
| Literature | Spanish I and IV  |
| Business   | Yearbook  |
| Mythology  | Math (General, Geometry,<br>Algebra, Trigonometry,<br>and Calculus) |
| Health     |   |

Committee members selected and reviewed books from the subjects each felt capable of evaluating. General categories specified for evaluating each book were:

1. District Instructional Objectives for the Course
2. Illustrations
3. Content
4. Teacher's Guide
5. Activities and Questions
6. Attractive Art Work
7. Multicultural, Nonsexist Emphasis

#### III. Results of Reviews:

It was the consensus of the Committee that the categories specified for evaluation were too rudimentary. District

instructional objectives, if available, represented only the minimal level of performance expected in a course. The textbook used to teach these objectives is only one item in this pursuit. The members felt that more specific guidelines are needed for evaluating the books.

IV. Recommendations:

The following items should be packaged with the books to be reviewed:

1. Copies of respective textbook currently in use.
2. Copies of District's instructional objectives.
3. List of objectives and criteria developed by the Subject Study and Selection Committee for evaluating and elimination of books.
4. Evaluations and comments on books selected for use in the previous five-year review period.

V. Summary:

While items asked for in the recommendations are available upon request, the Committee felt that, due to the shortness of time allowed for reviewing books, these items should be in the room, along with the books to be reviewed, for simultaneous access. At the present time, copies of textbooks currently in use must be obtained from the book warehouse. Instructional objectives and criteria for evaluating textbooks must be obtained from the chairperson of each respective subject under study. We feel that having copies of the criteria used by the Subject Study and Selection Committee would avail us to the expertise we could use in guiding our review of the books.

VI. Further Action Needed:

1. The Committee requests feedback, in writing, as to the final textbooks selected.
2. For future textbook committees, it is felt that more direction as to the Committee's scope and mission should be undertaken by the Administration.

Textbook Review Committee

Donna Scott, Chairperson  
Bob Duvall  
Diana Ellis

Sara Epperson  
Tom Fisher  
Ben Scott

INFORMATIONAL REPORTS TO DCAC



## INFORMATIONAL REPORTS TO THE COUNCIL

The DCAC, in addition to being advisory to the Board, has a unique opportunity to become better informed about programs in the District. Following are brief summaries of presentations which were given by District staff to the DCAC as a whole:

### Orientation:

At the beginning of each school year, a workshop is conducted to acquaint members with the District, its programs and staff, and the roles and responsibilities of DCAC members. A highlight of the workshop was an address by Dr. Edward Greenwood, M.D., Consultant, Children's Services, Menninger Foundation. Dr. Greenwood shared his thoughts and observations about benefits derived by children, as well as the District, when parents and patrons are involved in the educational process.

### Community Relations Informational Goals

Mr. Forrest E. Slaughter, Assistant Superintendent of Community Relations, presented some 1983-84 goals of the DCAC, as recommended by the 1982-83 Final Report. These included the following:

1. Provide the DCAC information relative to the duties of the Board of Education and USD 501 Administration.
2. Make visitations to schools and Administrative Center to learn how USD 501 operates district-wide.

### Educational Legislation

Mr. Onan C. Burnett, Director of Governmental Affairs and a registered lobbyist for USD 501, presented thirteen issues that were proposed legislation for the 1984 state legislative session. Many of these were "off-shoots" of The Nation at Risk report.

### USD 501 Long-Range Master Plan Proposals

Mr. Ronald W. Hall, Vice-President of the Board of Education, explained that the proposed Plan is the result of a two-year study made by the

Board and Administration. The Plan included both a study of the USD 501 facilities and a "total educational" plan. He advised that the proposals were open to suggested modifications.

Dr. Michael Tribbey, Assistant Superintendent of Program Audit and Planning, presented an overview of the long-range master proposals. He advised that the proposals were based on eight general and twenty specific assumptions.

Ms. Mary Jo Bergkamp, Ms. Joyce Romero, Mr. Ronald F. Taylor, and Dr. Howard Ward, members of the Board of Education, also fielded questions during a Question/Answer period. It was emphasized that several public forums would be held regarding the proposals; and that the Board would welcome any suggestions that the Council or District patrons could provide.

#### Voting Rights of DCAC Alternates

Mr. Charles Henson, Board of Education Attorney, discussed the DCAC Constitution and By-Laws in relation to the role of the DCAC Alternate.

DCAC PARTICIPATION ON DISTRICT TASK FORCES



DCAC PARTICIPATION ON DISTRICT TASK FORCES

Multicultural Education: Janice Jones

1983-84 DCAC MEMBERSHIP

71

1983-84 DISTRICT NO. 501 CITIZENS ADVISORY COUNCIL

Stan Peterson  
Chairman

Andy Gisi  
First Vice-Chairman

Ken Butts  
Second Vice-Chairman

Lana Gordon  
Recording Secretary

Lou Ann Godfrey  
Corresponding Secretary

Darrel Walton  
Parliamentarian

HIGHLAND PARK HIGH SCHOOL

Bob Duvall, Representative  
Mildred Essman, Alternate  
James Anguiano, Student Representative  
Jared White, Student Alternate

TOPEKA HIGH SCHOOL

Jackie Wright, Representative  
Hervey Wright, Alternate  
Susan Jordan, Student Representative  
Tammy Neugebauer, Student Alternate

TOPEKA WEST HIGH SCHOOL

Don Brentlinger, Representative  
Sheryl D. Cairns, Alternate  
Stephen Smith, Student Representative  
Steve Gingerich, Student Alternate

CHASE MIDDLE SCHOOL

Albert Carrington, Representative  
Carol Laird, Alternate

EISENHOWER MIDDLE SCHOOL

Sarabeth Epperson, Representative  
Rosetta West, Alternate

FRENCH MIDDLE SCHOOL

Darrel Walton, Representative  
Judy Megibow, Alternate

JARDINE MIDDLE SCHOOL

Kathy Laughlin, Representative  
Sarah Greiner, Alternate

LONDON MIDDLE SCHOOL

Diana Ellis, Representative  
Ross Miller, Alternate

ROBINSON MIDDLE SCHOOL

Carolyn Davison, Representative

AVONDALE EAST ELEMENTARY SCHOOL

Teresa Plemons, Representative  
Sherman Ishman, Alternate



AVONDALE WEST ELEMENTARY SCHOOL

Sherri Kennedy, Representative  
Mike Reynolds, Alternate

BISHOP ELEMENTARY SCHOOL

Tom Fisher, Representative  
David VonFeldt, Alternate

CRESTVIEW ELEMENTARY SCHOOL

Jan Masenthin, Representative  
Sharen Goodwin, Alternate

GAGE ELEMENTARY SCHOOL

Ken Butts, Representative  
Richard Maxfield, Alternate

HIGHLAND PARK CENTRAL ELEMENTARY

Les Comer, Representative

HIGHLAND PARK SOUTH ELEMENTARY

Benny Scott, Representative  
Linda Stich, Alternate

HUDSON ELEMENTARY SCHOOL

Phyllis Smith, Representative  
Bobbie Massey, Alternate

LAFAYETTE ELEMENTARY SCHOOL

Fred Rookstool, Representative  
Sandy Tibbits, Alternate

LINN ELEMENTARY SCHOOL

Greg Buchanan, Representative  
Debbie McPherson, Alternate

LOWMAN HILL ELEMENTARY SCHOOL

Richard Roan, Representative  
Deborah Southerland, Alternate

LUNDGREN ELEMENTARY SCHOOL

Kenneth E. Oldridge, Representative  
David Dennison, Alternate

McCARTER ELEMENTARY SCHOOL

Van Chang, Representative  
Janet Kendall, Alternate

McCLURE ELEMENTARY SCHOOL

Lana Gordon, Representative

McEACHRON ELEMENTARY SCHOOL

Andy Gisi, Representative  
Gerald Behrens, Alternate

POTWIN ELEMENTARY SCHOOL

Tina Davis, Representative  
Roberta Monteith, Alternate

QUINCY ELEMENTARY SCHOOL

Linda Kisner, Representative  
Marilyn Cox, Alternate

QUINTON HEIGHTS ELEMENTARY SCHOOL

Janice Jones, Representative  
Donald Smith, Alternate

RANDOLPH ELEMENTARY SCHOOL

Steven Hawks, Representative  
Carol Vogel, Alternate

SHANER ELEMENTARY SCHOOL

Stan Peterson, Representative  
Gerald Wietharn, Alternate

STATE STREET ELEMENTARY SCHOOL

Lou Ann Godfrey, Representative  
Nola Ellis, Alternate

**STOUT ELEMENTARY SCHOOL**

Sharon Efird, Representative  
Nancy Miller, Alternate

**SUMNER ELEMENTARY SCHOOL**

Beverley Heinrich, Representative

**WHITSON ELEMENTARY SCHOOL**

Allen Davis, Representative  
Mary Greenberg, Alternate

**GREATER TOPEKA CHAMBER OF COMMERCE**

Dale Oldham, Representative  
Lois Hedrick, Alternate

**HEAD START**

Lana Balka, Representative  
Judith Ellis, Alternate

**INTERFAITH OF TOPEKA**

Robert Tindall, Jr., Representative

**JACK & JILL OF AMERICA, INC.**

Donna Scott, Representative  
Dixie Wilson, Alternate

**SPECIAL SERVICES COMMITTEE**

Mary Spurgeon, Representative  
Cindy Stevens, Alternate

RESPONSES

BY

BOARD OF EDUCATION AND ADMINISTRATIVE STAFF





April 25, 1983

MEMORANDUM

To: Members of District Citizens Advisory Council

From: Joe Douglas, Jr., President  
Topeka Board of Education

James M. Gray  
Superintendent of Schools

Subject: 1983-84 District Citizens Advisory Council's Final Report

The work of this year's District Citizens Advisory Council will have a significant impact on education in Topeka for years to come. The topics of study dealt with the broad spectrum of education, ranging from what long-range direction the District should take in curriculum and facilities to what the local response should be to the recent national reports on education.

The members of this year's council approached the challenges placed before it with an earnest and honest desire to fulfill them. That positive desire to make a significant contribution to the Board's decision-making process is evident in these various committee reports.

On behalf of the entire Board of Education and administrative staff, please accept our heartfelt thanks for your extensive, dedicated work in behalf of the students in the Topeka Public Schools.

JMG/BK:jl



May 9, 1984

To the Officers and Members of the 1983-84 District  
Citizens Advisory Council:

On behalf of the Community Relations' staff, I would like to  
express our sincere appreciation for the work the DCAC has done  
during the 1983-84 school year.

You are to be commended for your dedication and efforts in working  
with us in our mutual search for the ultimate in education for all  
of our children. Of utmost importance is the contribution you have  
made toward a continued positive rapport between our schools and  
community.

Such dedication is an example of a great sense of duty and  
obligation in providing maximum educational opportunities for all  
USD 501 students.

Forrest E. Slaughter  
Assistant Superintendent  
Community Relations

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ADMINISTRATIVE STAFF RESPONSES

TO

COMMITTEE FINAL REPORTS



ADMINISTRATIVE STAFF RESPONSES

TO

COMMITTEE FINAL REPORTS

BASIC SKILLS/CURRICULUM REVIEW:

The administration agrees with most of the recommendations included in the report of this committee. Emphasis was given to the importance of testing guidelines for parents. The committee recommended that students should be taught how to take tests and that tests should be scheduled so that school is disrupted as little as possible. The administration will continue to support this kind of emphasis in the testing program.

The committee indicated that the State Department will require all schools to have goals and objectives for the instructional program for 1985. The Topeka Public Schools is well ahead of that schedule and will have at least 90 percent of the curriculum documented by the summer of 1984.

The administration has plans to continue emphasis on composition skills at all grade levels.

The District has a strong program in elementary music and a somewhat lesser emphasis on art. The administration would support further study of the fine arts area by the DCAC.

The District has been uncertain as to how to proceed with criterion-referenced testing because of the fluctuation of the State Legislature on this issue. The recently adjourned session of the Legislature did pass a state competency testing program for grades 2, 4, 6, 8, and 10. The District will participate in this program and emphasize the instructional objectives included in the testing program.

The District has plans to continue the Homework, Tutoring and Counseling Centers which were established in 1983.

### COMMUNITY COMMUNICATIONS:

We concur with the committee's recommendations regarding efforts to further community awareness of DCAC recommendations, and steps have already been taken to implement recommendation No. 3 (names and telephone numbers of DCAC representatives and alternates be printed in their respective school newsletters). Recommendation No. 4 (a DCAC newsletter be printed for distribution through the DCAC membership) has financial implications which the Board of Education should consider, including the costs of printing, of personnel to prepare the newsletter, and of distribution, if mailed. Considering the fact that the general district community newsletter and staff to prepare it have been cut from previous budgets, the staff cannot recommend the addition of this cost, but would suggest as an alternative that reports of DCAC meetings would be appropriate items for building-level newsletters.

### COMMUNITY SURVEY ISSUES:

The staff concurs with recommendations 1, 2, 4, and 5 of this committee, and with the spirit of recommendation No. 3; that is, "that those who come in closest contact with our children and their education--the teacher--should be paid fairly and be paid more."

The committee, to our knowledge, received and reviewed no evidence to support the first statement in paragraph No. 2 of recommendation No. 3 ("What's good for the goose is good for the gander" is an attitude not held by "501" administrators...); and we suggest that editorial comments of this type detract rather than add to the credence of the report.

## DESIGNATED MIDDLE SCHOOL PROGRAMS/HIGH SCHOOL LUNCH HOUR:

Some of the recommendations of this committee were adopted during the current academic year. For example, the lunch hour at the senior high school level was expanded by five minutes. The middle schools will be making some minor alterations in the Advisor Base program for the 1984-85 school year. The social studies curriculum at grade seven does include the areas mentioned by the DCAC committee and further clarification of that curriculum will be developed.

The administration agrees with the inclusion of physical education and health education for seventh and eighth graders with CPR being offered at the eighth grade only. With the recent revision of the middle school science curriculum, one semester of health will be offered in all middle schools.

With the increased emphasis on the basics, the middle school principals will no doubt need to examine the exploratory offerings in all of the schools.

## EXCELLENCE IN EDUCATION:

The District will continue to review graduation requirements on an annual basis and will provide a comprehensive and balanced program for all students. The District continues to place emphasis on course and program objectives, the selection of textbooks, and the relationship of both of these to the testing program.

The DCAC Excellence in Education Committee recommended a seven-hour day for the middle and high schools and a six-hour day for elementary schools. This recommendation would cause considerable difficulty in negotiations since secondary teachers would then be working a longer day than elementary teachers. On a pilot-program basis, the high schools will be offering a zero hour during the 1984-85 school year.



LONG-RANGE MASTER PLAN:

Ancillary Services:

The District's current fixed assets system on land contains the date of purchase, original cost, and the county identification number. We also have property files containing the legal descriptions.

We question the need to spend many hours developing highly technical legal descriptions unless the Board of Education is considering the sale of property.

Appraisal of all property would prove a very costly method of determining the value of the District's buildings. Some years ago the INA Company conducted a survey and placed values on our buildings. Since that time we have upgraded these values annually in accordance with prevailing inflation rates. It should also be mentioned that we maintain the date of purchase, cost of building construction, and current replacement value for each building.

For the last several years we have spent a great deal of time establishing an inventory of capital equipment in the District. We also maintain the date of purchase, serial number (where appropriate), cost, and in many cases, replacement value.

Regarding kitchen facility concepts, "base kitchens" should remain open until they are no longer cost-effective to operate; at that time they should be closed. If and when we need to consolidate all our kitchen operations, we will review the situation at that time.

Many of the recommendations relative to data processing are already being done, e.g., the maintenance of a long-range data processing plan.

Concerning the recommendation to implement a plan for evaluating clerical and support services on a regular basis, the District has had a plan of evaluating clerical staff on a regular basis for the past fifteen years. Most recently we have reviewed with all classified staff the evaluation forms being used and have updated those. The previous date of revision on these forms was two years ago.

## LONG-RANGE MASTER PLAN:

### Curriculum and Program Development:

This subcommittee emphasized the strength of the School District in involving teachers in the development of the curriculum. The District will continue to emphasize curriculum monitoring. The District will continue its commitment to alternative education, the Adventure Center, and environmental education and will continue to study the concept of an academy for gifted and talented students.

Summary of Recommendations, No. 8: "Every effort should be made to reduce the need for teachers traveling between schools."

Response: Each year, as staffings are completed, the District monitors the situation regarding traveling teachers very closely. As the schools become smaller in size, the need for traveling teachers increases. Areas such as elementary physical education, music and art will continue to have traveling teachers unless a plan is adopted to increase the size of the elementary attendance centers.

### Facilities:

Most of the facilities recommendations appear to be feasible; however, if we had 16 elementary schools, three middle schools, and three high schools, it would require a cycle of 110 years to replace them if only one new facility is constructed every five years as recommended.

The staff does not consider Bishop or Whitson media centers adequate.

If Highland Park Central's multi-purpose room is inadequate, then we believe Bishop, Crestview, Linn, Quincy, and Stout are also inadequate.

We do not consider the office spaces at Crestview, Highland Park South, Hudson, Linn, Quincy, and Stout to be adequate; and we do not believe Robinson is inadequate.

We cannot agree with adequate ratings for the playground sites at Linn and Gage in view of the rather large additions noted.

The staff believes that both McClure and Quincy have adequate shelters.



LONG-RANGE MASTER PLAN:

Personnel:

Summary of Recommendations, Recommendation No. 10: "The Board of Education should establish an attendance center teacher and support staff advisory council (similar to DCAC)."

Response: The administration already meets regularly with teacher representatives by area quarterly and with other employees in committees. In addition, staff are heavily involved in other special topic and curriculum committees. The participants in the rap sessions are currently being asked to evaluate these, and the DCAC's recommendation will be taken into consideration as part of this review.

Recommendation No. 11: "The Board of Education should review the current evaluation procedure for all personnel."

Response: This year, the Personnel Department has reviewed the evaluation procedures for all classified staff and will make recommendations for changes in the Employee Handbook. Evaluation procedures for certified personnel must be negotiated.

Recommendation No. 12: "Use resources of merit to train administrators in Personnel processes and techniques."

Response: The District administrators are developing a merit plan in this current year.

Recommendation No. 13: "The Board of Education should act to avoid any appearance of impropriety in the implementation of the affirmative action plan."

Response: This District has had a continual program of Affirmative Action for the past nine years. We are the only District that publicly announces the results of our minority employment and actively works with community agencies for the hiring of the disadvantaged which includes the handicapped as well. Last year our employment protected classes rose significantly in the EEOC categories. With the continued decline in enrollment and increasing reduction of staff, this District has always maintained a twelve-plus (12+) percent of minority employment. This figure exceeds the number of minorities in the Standard Metropolitan statistical Area of Topeka.



## LONG-RANGE MASTER PLAN:

### Student Support Services and Staff Development:

This subcommittee recommended studying the Head Start program, especially as it relates to location and staff. If facilities become available, the Head Start program should probably be moved to a more adequate location at a future date.

The District will continue to place considerable emphasis on staff development for all of its employees.

## STUDENT FOOD SERVICE:

The report was written on a positive note and was complimentary to our Food Service Program. The recommendations were basically the same four as last year's, which include reviewing and evaluating the school lunch prices, menus; encouraging continuous innovation of the Food Service Program; and continuing to monitor the food preparation delivery systems.

Recommendation No. 5 is a new one this year, i.e., "Encourage the administration to continue its verification procedures of free-and-reduced price meal applications submitted for the 1984-85 school year." Federal law mandates that we verify at least three percent of the applications.

Recommendation No. 6 was to make the DCAC aware of the legislative changes which could affect the outcome of our Food Service Program. Legislation is something they should be aware of, not only in the Food Service Committee, but in all of the various committees, in order for them to make their opinions known to our legislators in Washington, D.C.

TEXTBOOK REVIEW:

The textbook reviews made by members of the committee were thorough and of excellent quality. They were an important consideration in the final recommendations made to the Board of Education for the textbooks to be adopted for the 1984-85 school year.

The staff appreciates the work of the DCAC Textbook Review Committee in the selection process for textbooks. Through this means we are able to secure community input regarding textbooks being considered for adoption.

The recommendations of the committee will be considered when revisions are made in the textbook selection process.

The committee recommended that current textbooks and instructional objectives be available for examination. We will attempt to have this information on display with the new adoptions next year.