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ABSTRACT

The plan described in this report delineates present and future plant (site and building) needs for the period 1971-1991 in the Wichita school district. The optimum situation is discussed in terms of districtwide goals and objectives as set out by a study committee; then these statements are translated into standards for plan development. Background information on the demographic and economic setting of the study, as well as the established growth policies for the metropolitan area are presented. Total enrollments for the district and their geographic distribution to 1986 are projected. Documentation of the evaluation of existing plants precedes a synthesis of previous projections, analysis, and standards into a body of recommendations on physical facilities and related facets of the public school operation. Components of the recommendations concern site acquisition and enlargement; new buildings, building additions and improvements; and abandonments, reuses, and razings, as well as attendance area and district boundary revisions and consolidation. The estimated costs of the proposals, their priorities, and proposed financing methods are also given. In the final chapter the financial impact of the recommended expenditure on the mill levy is investigated. (Author/MLF)

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CHAPTER 1

SUMMARY

ABSTRACT OF SCHOOL FACILITIES PLAN

The School Facilities Plan was initiated in October 1968 by a nine member study committee composed of Wichita Public School System administrators and principals and Metropolitan Planning Department staff. A year later a preliminary draft of the report plan was finished and presentations of the draft were made to various groups including the Board of Education and the Wichita-Sedgwick County Metropolitan Area Planning Commission. Delays in the preparation of a final document have been caused by several more pressing short-range problems. In the interim, however. the preliminary draft has been utilized as a management tool in an unofficial manner and various steps have been taken to implement portions of the plan. In its present form the plan has been updated to reflect recent Board policy decisions as well as demographic and economic changes occurring within the community in the past two years.

The plan represents a broad statement of intentions with regard to the physical housing of public education for Unified School District No. 259 (USD 259). Although it is modifiable, a definite commitment is implied. For maximum effectiveness the adoption of the plan and any amendments thereafter should be recognized as policy statements of the Board of Education.

The plan has the purpose of delineating present and future plant (site and building) needs for the period 1971-1991. To do this the optimum situation had to be determined and then the present physical facilities had to be evaluated in those terms.

The optimum situation is discussed in terms of district-wide goals and objectives as set out by the study committee; then these statements are translated into standards for plan development. Some major findings which were derived from a comparison of the standards to an evaluation of existing physical facilities are as follows:

1) Lack of permanent facilities remains a major problem at all grade levels. Over 350 portable units, some almost twenty years old, are being used for educational purposes.

2) At the senior high level there are 2800 more pupils than

there are permanent classroom spaces available. In other words, over 100 additional classrooms are needed at this level.

3) Nearly one-third of all plants are so physically and/or educationally obsolete that abandonment or replacement rather than renovation is necessary.

4) The excessive number of small elementary or kindergarten through grade six (K-6) attendance centers causes high maintenance, operating and staffing costs and results in poor cost/benefit ratios. Many educators feel that if elementary attendance centers are to effectively utilize the facilities and staff needed for contemporary educational programs they should have pupil capacities within a range of 600 and 1200. If USD 259 were to establish attendance centers at the mid-point of this range (900 pupils), then the number of K-6 attendance centers would be reduced by 50%.

5) Although most schools constructed since 1940 have nearly adequate sites, many pre-war schools have extremely limited sites and therefore playgrounds are much too small. For the district as a whole there are approximately 430 acres devoted to K-6 sites. If the standard of ten acres plus one acre for each 100 pupils at each of the elementary sites were realized the site acreage would be trebled. Four of the junior high school sites are less than 15% of the standard recommended size. As a result, physical education programs are severely limited. At the senior high school level only North has significant program limitations because of site size.

6) Another objective set down was to have racially balanced enrollments. (Balance here means that the proportion of black to white in each school would correspond to the District's overall black to white composition with a variance of 50%). However, because of the segregated residential areas in combination with the placement of schools according to the neighborhood school concept, only 30 of 112 attendance centers in May 1970 had racially balanced enrollments.

The above statements reflect present inadequacies and problems. In order to plan for future needs the number and geographic distribution of K-12 pupil enrollments through 1986 was projected. Then, an evaluation of how well the existing stock of

physical plants will serve the projected enrollment needs was undertaken.

The enrollment projections indicate that K-12 enrollments for all of Sedgwick County and USD 259 will remain below the 1970 levels until 1986. This projection is based on the assumption that the declining birth rates of the past eight years will level off and gradually, but undramatically, increase in the next ten years. Also, it assumes that the average and immigration rates in Wichita from 1957 to 1970 will be typical of these rates for the next ten years. The distribution of these pupils is important and land use trends indicate that there will be fewer pupils in the core and "near core" areas of the city as well as along major transportation corridors.

Some of the long and short range actions proposed as a result of the analytic surveys and analyses - the delineation of standards, the projection of future enrollments and the evaluation of existing facilities - are as follows:

- Negotiation of perimeter boundary changes with Valley Center, Maize, Goddard, Andover and Haysville USD's.
- Acquisition of five elementary school sites and one junior high school site.
- Major expansion of sites at nine elementary schools, three junior high schools and at one senior high school.
- Major building expansion, upgrading and/or renovation at forty elementary schools, eight junior high schools and five senior high schools.
- Construct seven new elementary schools, two new junior high schools and two new senior high schools.
- Within the twenty year planning period abandon thirty-two buildings as elementary attendance centers, four junior high attendance centers and two buildings as senior high attendance centers. One major result of this action would be a (net) reduction of the number of public K-12 attendance centers from 112 in 1970 to 84 by 1990.

A tabular listing of school facility needs is given in Table 1A. Costs and timing are also projected.

FACILITY	CRITICAL NEEDS, IMMEDIATE ACTION		ACTION IN 1 - 5 YEARS		ACTION IN 5 - 15 YEARS		ACTION WHEN POSSIBLE, BEYOND 15 YEARS		NO ACTION
GENERAL									
Central Administration	Site Acquisition	$ 200,000	Planning	$ 200,000	Construction 134,000 sq. ft. @ $40; Equipment, fare, Parking & land	$ 5,400,000; $ 1,600,000	—	—	—
Plant Facilities Supply and Distribution	10 acres Site Acquisition	$ 150,000	Planning & Construction (net costs)	$1,000,000	—	—	—	—	—
Transportation	—	—	—	—	—	—	Garage & Paving; Buses--200 @ $7,500; Site--20 acres @ $2,000	$ 350,000; $ 1,500,000; $ 40,000	—
Miscellaneous & Portable Relocation	Small Projects	$ 800,000	Small Projects	$ 2 500,000	Small Projects	$ 5,000,000	—	—	—
Food Services	—	—	Planning	$ 100,000	Construction of [illegible]	$ 1 500,000	—	—	—
Emergency Reserve and Site Acquisition	—	$ 100,000	—	$ 500,000	—	[illegible]	—	—	—
Outdoor Recreation Center	—	—	—	—	Pla[illegible]		Site--160 acres @ $500; Construction (RR & Shelter)	$ 80,000; 50,000	—
SENIOR HIGH SCHOOLS									
East	—	—	Renovation	$ 500,000	Addi[illegible]	[illegible]000	Convert to Community College	—	—
Heights	Pave Parking Lots	$ 175,000	Planning for Gymnasium	$ 25,000	Constru[illegible]	[illegible] 000	Convert to Junior High School	—	—
North	—	—	Expand Site; Addition & Renovation (Library, Showers, Classrooms)	$ 100,000; $ 1,000,000	—	—	—	—	—
South	—	—	Pave Parking Lot; Addition (Library & Office)	$ 150,000; $ 350,000	—	—	—	—	—
Southeast	—	—	—	—	—	—	—	—	x
West	—	—	Addition (Library)	$ 350,000	—	—	—	—	—
Northwest Secondary School Complex	—	—	Phase I (1,000 Pupils)	$12,000,000	Phase II (1,500 Pupils)	$ 8,000,000	—	—	—
New Northeast Senior High School (2,000 Capacity)	—	—	—	—	—	—	Construction 350,000 sq. ft. @ $25	$ 9,000,000	—
Vocational-Technical Center	—	—	Planning (High Rise)	—	Construction	—	—	—	—
JUNIOR HIGH SCHOOLS									
Allison	—	—	Renovation & Addition	$ 250,000	—	—	Abandon	Revenue from Sale	—
Brooks	—	—	Renovation (Expand Lib.)	$ 50,000	—	—	—	—	—
Coleman	Sell 20 Acres	Revenue from Sale	—	—	—	—	—	—	—
Curtis	—	—	—	—	—	—	—	—	x
Hadley	—	—	Renovation (Expand Lib.)	$ 50,000	—	—	—	—	—
Hamilton	—	—	Expand Site; Renovation & Addition	$ 100,000; $ 250,000	—	—	Abandon	Revenue from Sale	—
Horace Mann	—	—	Expand Site; Renovation & Addition	$ 100,000; $ 250,000	—	—	Abandon	Revenue from Sale	—
Jardine	—	—	—	—	—	—	—	—	
Marshall	—	—	Planning (Gym Enlargement & 6 Classrooms)	$ 25,000	Construction & Occupancy	$ 400,000	—	—	—
Mayberry	—	—	—	—	—	—	—	—	x
Mead	—	—	—	—	—	—	—	—	
Pleasant Valley	Addition & Renovation 68,000 sq. ft. @ $30; Other Improvements	$ 2,100,000	—	—	—	—	—	—	—
Robinson	Expand Site (Underground Drainage)	$ 100,000	Planning (Cafeteria, Gym, Library)	$ 25,000	Construction	$ 400,000	—	—	—
Roosevelt	—	—	Addition & Renovation, (Gym and Library)	$ 350,000	Addition (Cafeteria & Gym)	$ 750,000	Convert to Community College	—	—
Truesdell	—	—	—	—	Addition (Library)	$ 300,000	—	—	—
Madonna	Purchase	$1,050,000	—	—	—	—	—	—	—
New Junior High School--Southwest (1,250 Capacity)	—	—	—	—	—	—	Construction 130,000 sq. ft.	$ 3,000,000	—
ELEMENTARY SCHOOLS									
Adams	—	—	—	—	—	—	—	—	x
Alcott	—	—	—	—	Abandon	Revenue from Sale	—	—	—
Allen	—	—	—	—	Abandon	Revenue from Sale	—	—	—
Arkansas avenue	—	—	Heating Renovation; Expand Site	$ 130,000; $ 15,000	—	—	—	—	—
Benton	—	—	Expand Site	$ 15,000	Addition & Renovation (Library & 4 Classrooms)	$ 350,000	—	—	—
Black	—	—	Addition (Multiple Purpose and 7 Classrooms)	$ 500,000	—	—	—	—	—
Booth	—	—	—	—	Addition (Library, M.P., and 9 Classrooms)	$ 625,000	—	—	—
Bridgeport	—	—	—	—	Abandon	Revenue from Sale	—	—	—
Brookside	Abandon (rese)	—	—	—	—	—	—	—	—
Bryant	—	—	Addition (11 Classrooms & M.P.)	$ 525,000	—	—	—	—	—
Buckner	—	—	Addition (11 Classrooms & M.P.)	$ 535,000	—	—	—	—	—
Caldwell	—	—	—	—	—	—	—	—	x
Carter	—	—	Addition (4 Classrooms M.P., Lib.)	$ 475,000	—	—	—	—	—
Cessna	—	—	—	—	—	—	—	—	x
Chisholm	—	—	—	—	Abandon	Revenue from Sale	—	—	—
Chisholm Trail	—	—	—	—	Renovation	$ 50,000	—	—	—
Clark	—	—	—	—	Addition (2 Classrooms, M.P., Lib.)	$ 420,000	—	—	—
Cleaveland	—	—	Addition (15 Classrooms Lib.)	$ 750,000	—	—	—	—	—
Cloud	—	—	Addition, Site Expansion; Renovation (45,000 sq. ft.)	$ 400,000 (net cost)	—	—	—	—	—
College Hill	—	—	Expand Site (1 acres)	$ 102,000	New Building (700 Capacity 52,000 sq. ft.)	$ 1,400,000	—	—	—
Dodge	—	—	—	—	Addition (14 Classrooms, M.P., Lib.)	$ 1,100,000	—	—	—
Dunbar	Abandon	[illegible]	—	—	—	—	—	—	—
Earhart	—	—	Site Expansion & Building Renovation	$ 50,000	—	—	—	—	—
Enterprise	—	—	—	—	Abandon	Revenue from Sale	—	—	—
Eureka	Abandon	Revenue from Sale	—	—	—	—	—	—	—
Fabrique	—	—	—	—	Addition (2 Classrooms, M.P., Lib.)	$ 400,000	—	—	—
Fairmount	Abandon (rese)	Possible Site Return; Other Investments, [illegible]	—	—	—	—	—	—	—
Field	—	—	Addition & Renovation (3 Classrooms); Site Acquisition	$ 160,000; $ 40,000	Addition (Library)	$ 150,000	—	—	—
Finn	—	—	Replacement (Combine with [illegible] & Ward)	—	—	—	—	—	—

ELEMENTARY SCHOOLS (Cont'd)	CRITICAL NEEDS, IMMEDIATE ACTION		ACTION IN 1 - 5 YEARS		ACTION IN 5 - 15 YEARS		ACTION WHEN POSSIBLE, BEYOND 15 YEARS		NO ACTION
ranklin			Site Acquisition (4 Improved Properties, close Texas)	$ 35,000	Addition & Renovation (5 Classrooms)	$ 200,000			—
unat m			Renovation (Boiler Room & Classroom Lighting)	$ 50,000			Abandon	Revenue from Sale	—
ardiner			Expand Site (2 acres)	$ 70,000	Addition (M.P., Lib.)	$ 225,000			—
arrison					Addition (M.P., 2 Classrooms)	$ 200,000			—
reiffenstein					Abandon	Revenue from Sale			—
riffith					Addition (Library, 4 Classrooms)	$ 300,000			—
artle							Addition (Library, 3 Classrooms)	$ 280,000	—
arry Street					Abandon	Revenue from Sale			—
yde			Expand Site (1 or 2 properties)	$ 20,000					—
ngalls									x
rving			Addition (4 Classrooms, M.P., Lib.) Expand Site	$					—
ealy	Abandon	[illegible]							—
efferson					Addition (... Classrooms)	$ 250,000			—
ellogg					Abandon	Revenue from Sale			—
elly									x
ensler									x
istler					Abandon (Dependent on planning of NE Circum.)				—
night					Addition (2 Classrooms, Library)	$ 150,000			—
awrence			Addition (4 Classrooms, M.P., Lib.)	$ 600,000					—
evy	abandon	Convert to Social Education Center							—
incoln			Expand Site (2 acres)	$ 70,000	Addition (8 Classrooms, Library)	$ 275,000			—
ittle	Abandon	[illegible]							—
ongfellow			Expand Site (2 acres)	$ 70,000	Addition (2 Classrooms, M.P., Lib.)	$ 400,000			—
inwood			Expand site (2 acres)	$ 70,000	New Building (800 Capacity)	$ 1,300,000			—
'Ouverture									—
owell	Abandon (sale)	Possible reuse by other Governmental Agency							x
MacArthur			Replacement (700 capacity)	$ 1,500,000					—
Martin			Abandon	Revenue from Sale or Use by Park Board					—
Martinson					Abandon	Revenue from Sale			—
McCollom					Addition (8 Classrooms)	$ 200,000			—
McCormick					Abandon	Retain 1890 sand stone structure, raze remaining facilities			—
McLean					Addition (4 Classrooms, M.P., Lib.)	$ 450,000			—
Meridian							Abandon	Revenue from sale	—
Minneha									x
Mueller					Addition (Library)	$ 125,000			—
Munger					Abandon	Revenue from sale			—
Murdock							Abandon	Revenue from sale	—
N. Pleasant Valley			Expand Site (5 acres @ $3,000)	$ 15,000	Addition (2 Classrooms, Library)	$ 250,000			—
O K			Addition (8 Classrooms)	$ 250,000					—
Park			Site Acquisition	Park Board Exchange	New Building (Combine with Riverside)	$ 600,000			—
Payne									x
Peterson			Addition (6 Classrooms)	$ 200,000					—
Price							Addition (2 Classrooms, Library, Office Remodel)	$ 250,000	—
Riverside			Site Acquisition	Park Board Exchange	New Building (Combine with Park)	$ 600,000			—
Riverview			Expand site	$ 60,000	Renovation	$ 100,000			—
Rogers			Replace (see MacArthur)						—
Schweiter					Possible Reactivation as Elementary School				—
Seltzer					Addition (6 Classrooms, Lib., Off.)	$ 350,000			—
Sim									x
South Hillside					Abandon	Revenue from Sale			—
S. Pleasant Valley			Expand Site	$ 35,000					—
Sowers					Addition (7 Classrooms, M.P., Lib.)	$ 500,000			—
Stanley					Addition (13 Classrooms, M.P., Lib.)	$ 800,000			—
Stearman					Addition (20 Classrooms, Library)	$ 850,000			—
Sunnyside					Possible Abandonment				—
Waco			Replacement (Combine with Cloud & Finn)						—
Washington					Renovation	$ 120,000			—
Wells							Addition (8 Classrooms)	$ 250,000	—
White							Addition (8 Classrooms)	$ 250,000	—
Willard	Abandon	Convert to Metro High School							—
Wilson					Addition (10 Classrooms, M.P., Lib.)	$ 525,000			—
Woodland			Renovation (Classrooms & Restrooms)	$ 75,000	Addition (3 Classrooms & M.P.) Expand Site (2 acres)	$ 250,000 $ 70,000			—
Woodman									x
New School (North of Kensler)			Site Acquisition (20 acres @ $2,000)	$ 40,000					—
New School (47th Street South and Seneca)			Site Acquisition (20 acres)	$ 50,000	New Building	$ 1,500,000			—
New School (40th Street South and West)					Site Acquisition (20 acres)	$ 50,000			—
New School (25th Street North and Rock Road)							Construction (800 Capacity)	$ 1,250,000	—
New School (Bel Aire)			Site Acquisition (20 acres)	$ 60,000	New Building	$ 1,250,000			—
TOTALS		$ 4,675,000		$27,170,000		$ 43,135,000		$ 16,300,000	

GRAND TOTAL $91,480,000

Introduction

CHAPTER 2

INTRODUCTION

Education locally and nationwide is presently being affected by several important trends. Among these are: 1) the increasing complexity of local, national and world citizenship; 2) the increasing pressure to utilize the public educational system as a primary channel through which to implement social change; and 3) the growing awareness that a wider variety of educational programs is necessary if students with diverse, individual abilities are to attain educational and productive excellence. Such trends have and are continuing to place additional demands upon school systems for expanded and more flexible academic and non-academic programs, additional professional staff and assistants, extended use of new educational technology, preschool experience, transportation and physical facilities.

Although it appears the Wichita Public School System (USD 259) enrollments have reached a temporary peak, school plant needs will continue to remain critical throughout the district in all organizational levels unless substantial capital investments are made. The backlog of facility needs (which has developed since the last voter approved and legally valid bond election in 1958), the physical and educational obsolescence of plants and the trends noted above require that facilities receive attention, even as enrollments slightly decline.

The actions required now and in the next twenty years to adequately house the educational programs of USD 259 are the subject of this plan. It is part of a continuing planning program designed to provide a broad range of needed public facilities in a systematic and efficient manner.

THE METROPOLITAN AREA PLANNING COMMISSION AND SCHOOL FACILITY PLANNING

In the development of a school plan as an element of the Community Facilities Plan, investigations and proposals made by the Metropolitan Area Planning Commission (MAPC), as a minimum, should identify a general pattern of school sites and facility requirements as they relate to other physical design proposals and particularly to the residential areas within the total planning area.

Planning for school facilities necessarily involves the application of an educator's point of view and more specifically, a full understanding of educational objectives and Board of Education policies as they relate to the total educational process. The city planner must consider, along with the school administrator, criteria such as equal educational opportunity, curriculum, personnel requirements and budgetary limitations in developing the physical facility plan.

Moreover, both the city planner and the school administrator must be concerned with pupil transportation and the use of school

buses or special transit to extend attendance areas of schools beyond the traditional walking distance or service radii. Relative to the establishment of attendance areas, the MAPC can provide useful information to school authorities. This would include the anticipated densities and demographic characteristics of future population groups for various areas within the total planning area. While the final policy of determining attendance areas lies with the Board of Education, the Planning Commission can provide information useful to such decision making.

It is obvious that education objectives and both Board and Administrative policies as these relate to the planning process will dictate variations in any "standard" approach to school planning. This places a premium on a process in which school authorities share in the planning.

Finally, as a practical matter, it must be recognized that any plans for school facilities must be implemented by the school authorities. Therefore, it is necessary and desirable that school authorities participate in the planning process, particularly at critical points along the way. This has been accomplished and should increase the likelihood that this plan will be carried out.

LEGAL BASIS FOR SCHOOL PLANNING

Under the provisions of existing statutes, the MAPC may plan for educational facilities and may aid in the implementation of

those plans within its area of jurisdiction. This prerogative lies in the following language from the Kansas Statutes Annotated (KSA) 12-717 relating to the joint planning of cities and counties.

> KSA 12-717. Area planning by certain political subdivisions; purpose of metropolitan or regional commission; plans and recommendations. The general purpose of a metropolitan or regional planning commission shall be to make those studies and plans for the development of the metropolitan area or region that will guide the unified development of the area, that will eliminate planning duplication and promote economy and efficiency in the coordinated development of the area and the general welfare and prosperity of its people. The metropolitan or regional commission shall make a plan or plans for development of the area, which may include but shall not be limited to recommendations for principal highways, bridges, airports, parks and recreational areas, schools and public institutions,* and public utilities.
>
> Any metropolitan or regional plan so developed shall be based on studies of physical, social, economic, and governmental conditions and trends. The plans and its recommendations may in whole or in part be adopted by the governing bodies of the cooperating cities and counties as the general plans of such cities and counties. The metropolitan or regional planning commission may also assist the cities and counties within its area of jurisdiction in carrying out a regional plan or plans developed by the commission, and the metropolitan or regional planning commission may also assist any planning commission, board or agency of the cooperating cities or counties in the preparation or effectuation of local plans and planning consistent with the program of the metropolitan or regional planning agency.

As cited below Kansas statutes also authorize the governing body of Wichita through action of the MAPC to regulate the use of some buildings within its jurisdiction.

KSA 12-707. Zones or districts; regulation and restrictions.

*Underscoring added

> The governing body of any city is hereby authorized by ordinance to divide such city into zones, or districts, and regulate and restrict the location and use of buildings and the uses of the land within each district or zone. Such zones or districts may be created for the purpose of restricting the use of buildings and land located within the same for dwellings, business, industry, conservation, flood plain or for other purposes deemed necessary.* The use of buildings and land and the regulations and restrictions upon the use of the same shall be uniform as to each zone or district but the uses and regulations and restrictions in anyone zone or district may differ from those in other zones or districts.

Unlike the joint city-county planning law, no specific reference is made to school buildings and one should not infer that the references to location and use of buildings applies to school situations. Similarly, for the area outside of Wichita City limits, but within the three mile jurisdictional ring, KSA 19-2928 as amended also places limitations on MAPC's role in school planning. This section states:

> KSA 19-2928. Zoning regulations; purpose and type. For the purposes of promoting health, safety, morals, comfort or the general welfare, the county commissioners are empowered to regulate and restrict the height, number of stories and size of buildings, the minimum size of residences, the percentage of lots that may be occupied, the size of yards, courts and other open spaces, the density of population, the location and use of buildings,* structures and land for industry, trade, residence or other purposes, the use of land located in areas designated as flood plains and may prohibit additions, alterations or remodeling of buildings or structures in such a way as to avoid or evade the restrictions and limitations lawfully imposed under these sections.

In summary, it appears that planning for public schools is within the area of jurisdiction of the MAPC. There appears also to be no authority to regulate the location of schools through

*Underscoring added

zoning. This latter statement should not be allowed to leave the impression, however, that there is no relationship between MAPC's zoning policies and other regulatory activities and school location. To a significant extent, zoning can prevent commercial and/or industrial intrusion into a neighborhood, and thereby favorably affect the function of school facilities, the ease with which children may walk to school, the quality of the environment and its desirability as a location in which to teach.

Also if the residential character of an area can be preserved, enrollment and building capacity can be matched, thereby protecting the public investment. Conversely, if residential uses (particularly mobile homes) are excluded from industrially or commercially zoned areas, school facilities will not be required on what may be a short term and therefore uneconomical basis.

One must conclude, then, that the school planning efforts of the Board of Education of USD 259 and the MAPC have minimal legal relationships but important practical relationships; and that school facilities planning as a function of the MAPC is advisory in nature.

CONTENTS OF THE STUDY

This plan, as mentioned above, has the intent of delineating future school site and building needs. In order to methodically approach this problem the following steps have been undertaken and are documented herein:

1) Chapter Two has the purpose of describing the problem to which the study is addressed. Moreover, it establishes the goals, objectives, and assumptions which underlie the study.

2) Chapter Three has the purpose of relating to the reader background information on the demographic and economic setting of the study, as well as the established growth policies for the Metropolitan area. More specifically Chapter Three has the purpose of projecting total enrollments for USD 259 and their geographic distribution to 1986.

3) Chapter Four has the purpose of translating the goals and objectives set out in Chapter Two into a set of plant development standards applicable to USD 259.

4) Before recommendations on plant needs could be made it was necessary to take stock of the existing plants. The documentation of this evaluation is related in Chapter Five entitled "School Plant Inventory and Evaluation".

5) Chapter Six represents a synthesis of previous projections, analysis, and standards into a body of recommendations on physical facilities and related facets of the public school operation. Basic components of this chapter consist of recommendations on site acquisition and enlargement; new buildings, building additions and improvements; and abandonments, reuses, razings, as well as attendance area and district boundary revisions and consolidation. The estimated costs of the proposals, their priorities and proposed financing methods are also given.

6) In the final chapter (Chapter Seven) the financial impact of the recommended expenditure on the mill levy is investigated.

GOAL, OBJECTIVES AND ASSUMPTIONS

Goal: To provide school facilities for the K-12 educational processes of the Wichita Public School system which can best contribute to intellectual, self, citizenship, cultural and vocational development of all pupils.

Objectives:

1) Relate school construction and capital improvements to the policies and projected plans of the City Commission, Urban Renewal Agency, State and Federal highway plans, city code

enforcement programs and the policies of the Metropolitan Area Planning Commission so that the quality of life in the community can be most efficiently improved.

2) Provide for school buildings and sites which will have a positive effect on the renewal or development of desirable adjacent land uses.

3) Foster and promote intergroup acceptance.

4) Promote racially balanced school enrollments.

5) Guide the selection of school sites in advance of development, thereby increasing choices among sites, minimizing land costs, enabling the acquisition of larger sites and aiding the implementation of the area's comprehensive plan.

6) Utilize the existing physical plants to the fullest extent possible constrained only by the condition that such utilization should not conflict with previous and subsequent objectives.

7) Expand community usage of school plants.

8) Relate physical facility planning in USD 259 to other area unified school districts' and paraochial schools' planning efforts.

9) Develop an organizational pattern of 6-3-3 throughout the Metropolitan Area with potential to move to organization patterns which may include pre-elementary post-secondary levels and/or an ungraded system.

10) Create special educational and cultural opportunities in areas where such opportunities tend to be presently unavailable.

11) Provide for safe and efficient access between school and residence.

Assumptions:

1) Other adopted components of the area's comprehensive plan will be implemented.

2) The population projection as developed in the MAPD report "Population Forecast to 1990" will be realized, i.e., the

population of Sedgwick County will reach 376,000 by 1975; 419,000 by 1980; and 457,000 by 1985.

3) Enrollment projections based on birth rates, survival and grade-retention ratios and trends in the age-sex composition of the population are appropriate.

4) Public schools will educate approximately 95% of the school enrollment (elementary and secondary) within the Metropolitan Area.

5) The Federal government and especially the courts will continue to advocate and implement equal opportunity in education.

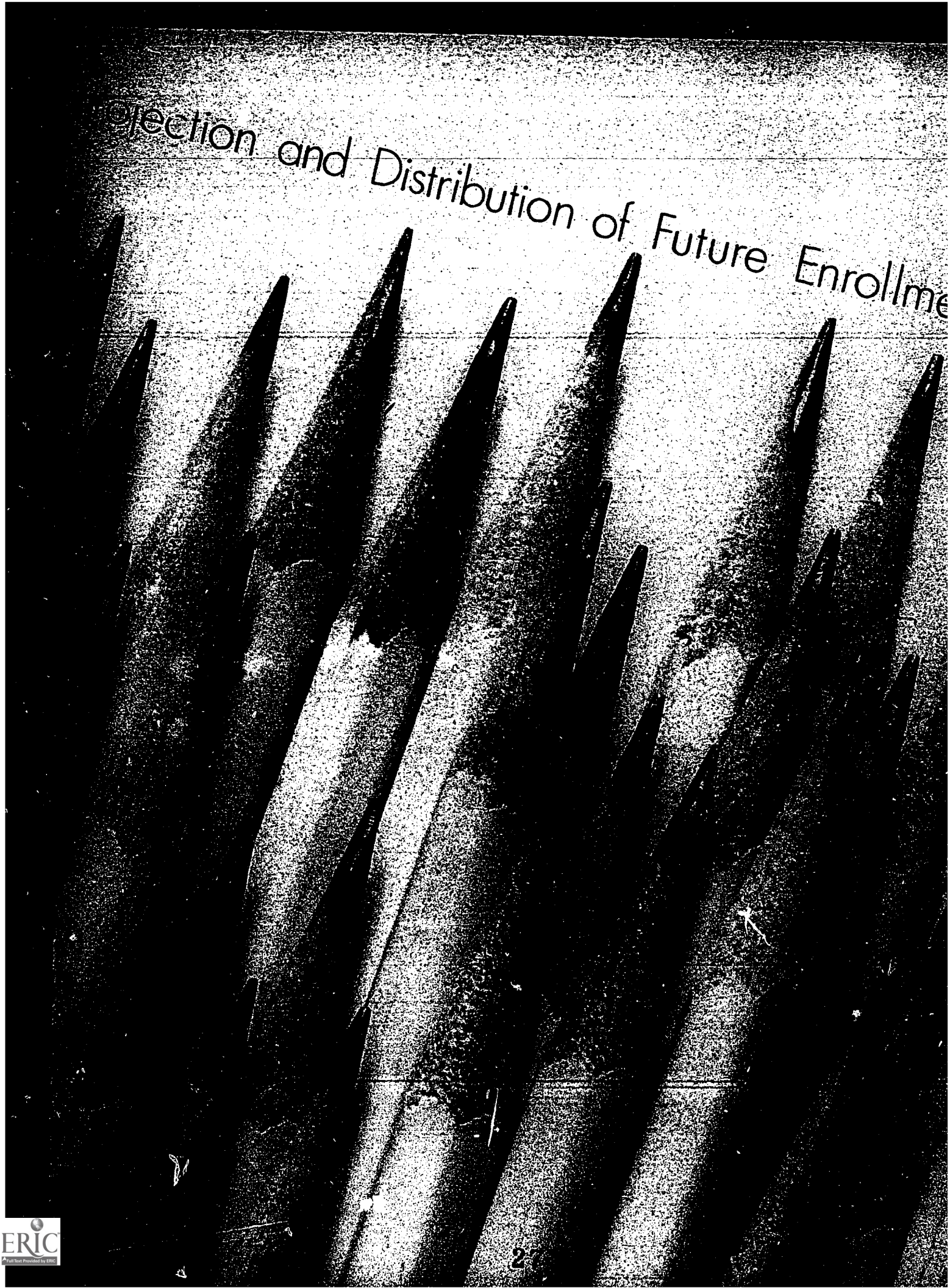
6) Placement of school facilities will be determined primarily as a response to the geographic distribution of the school age population, except where such responses lead to a school with a student body composed predominately of a minority group.

7) Because of financial restrictions the school system will continue to adjust to change in an incremental manner, gradually adding to and subtracting from the existing physical plants.

8) The present trend toward larger elementary attendance centers will continue.

9) The boundaries of the unified school districts in Sedgwick County will be revisable when and if it is shown that inefficiencies in transportation, education programs or financing exist as a result of these boundaries.

10) Utilize adminstrative techniques, such as the expanded school day, to gain the greatest usage of existing permanent facilities.


lection and Distribution of Future Enrollme

CHAPTER 3

PROJECTION AND DISTRIBUTION OF FUTURE ENROLLMENTS

The scope of this Chapter is to 1) project the Wichita Public School System (USD 259) enrollments to 1986 - a time span which is adequate for a planning period of 20 years; and 2) indicate which attendance areas within USD 259 will be declining, which will be stable, and which will be growing in enrollments from 1970 to 1976 and from 1976 to 1986. The following is a discussion of the methods and assumptions used in obtaining these projections and the findings.

PROJECTION METHODOLOGY

Numerical population change in the community is the most obvious case of changing school enrollments. In 1886 the public school enrollment in Wichita, a city of approximately 35,000 population, was 1,962 pupils or 5.6% of the city's population. As of September, 1970, there were approximately 300,000 people within USD 259 and 63,811 pupils. About 21% of the population were public school pupils.

The above school enrollment-to-population percentages indicate that factors other than population increase affect the school enrollment. Historically, the most important factor has been the decision that children between the ages of seven and sixteen should attend accredited schools. The popularity of

kindergarten, the practice of beginning the first grade as a six-year-old rather than at age seven and the present social and economic pressures to gain a high school diploma are also major factors.

Other variables which affect the percentage of the population attending public schools are less visible. Age-sex characteristics of the population, birth rates, socio-economic levels, availability of pre-school programs, parochial and private schools in the community and the quality of the public system are some of the underlying determinants. To project school enrollments it is necessary to apply these factors to a forecast of the total population.

After consideration of the several alternative methods of deriving school enrollments from total population forecasts the survival and grade retention ratio method was selected. This method is appropriate for areas which are expected to experience a steady rate of population change without wide fluctuation in migration. Although occurrences in 1970 and early 1971 might indicate that such an assumption is without basis in Wichita, there remains the fact of greater economic diversity locally and the probability that over the longer period, with which this study deals, such an assumption on migration can be made.

Some difficulty in applying the survival and retention method

to USD 259 was caused by unification of school districts in Sedgwick County. Since the boundaries of USD 259 had been enlarged in this process, most of the growth in "district" enrollment was due to territorial gain. In fact, almost all of the "growth" occurring between 1960 and 1966, from 55,788 to 70,051 pupils, can be attributed to the annexation of other districts. Because enrollment projections by survival and retention ratios would be skewed by this annexation action, Sedgwick County rather than the school district was chosen as the base area for forecasting purposes. The total projected enrollment for the County was then apportioned to all districts in the County, holding 1970-71 school district boundaries constant.

Application of Survival and Retention Ratios

The use of survival ratios to forecast future public school enrollment requires data on enrollments in grade one for previous years and births six years earlier. The base period used for figuring survival ratios was fourteen years. The annual number of resident births in Sedgwick County from 1951 to 1964 were recorded (see Appendix A). The enrollment in the first grade for each year 1957 through 1970 was listed beside the births six years earlier.

A survival ratio was calculated for the number of pupils enrolled in grade one to the number born six years earlier.

For all public school districts in Sedgwick County, for a period of school years from 1957-58 to 1970-71, the average survival ratio for first grade pupils was 85.6. In other words for every 100 births in the county, 85.6 survived to enter the first grade six years later. By applying this average survival ratio to annual resident births from 1965 through 1970, future enrollments in the first grade for 1971-72 through the 1976-77 school year were projected.

Grade retention ratios were then employed for projecting grades two through twelve. These ratios are calculated by dividing the number of pupils which were in grade "x" by the number who were in grade "x-1" the previous year. Just as done with the survival ratios. these retention ratios were also averaged for the fourteen year base period. As shown in Appendix A, the average retention ratio for first-graders moving into the second grade a year later was 94.3. In other words, for all of Sedgwick County, from 1957-58 to 1970 94.3% of the number of pupils in the first grade entered the second grade a year later. This same method was used to derive retention ratios for the number of third grade pupils moving into the fourth grade one year later, fourth graders into the fifth grade, etc.

From annual birth data through 1970, first grade enrollments through the 1976-1977 school year can be projected. In order to project enrollments past 1976-1977, it was necessary to project births.

In recent years the Sedgwick County birth rate (births/1000

population) and the fertility rate (births/1000 women age 15-44) have both dropped considerably. From 1946 to 1960 (the baby boom period) the average birth rate was approximately 29. Since 1960 there has been a continual decline to the 1970 level of 19 births per one thousand population. If the 1946 to 1960 rate had been experienced in 1970 there would have been approximately 3000 more resident births in Sedgwick County than were recorded. This decline in birth rates is expected to continue to cause a reduction in the number of boys and girls in Sedgwick County school systems.

From 1960 to 1970 the fertility rate (number of births/1000 women age 15-44) in the City of Wichita dropped from 117 births to 81 births. For whites the decrease was from 112 to 76 for this period and for non-whites the drop in fertility rate was from 170 to 121. The fertility rate figures indicate that the age-sex composition of the population is probably less important to the recent drop in number of births than are current attitudes toward large families and the advanced medical means now available to plan family size. If this reasoning is correct, the large number of young women (the post war babies) now moving into the normally highly fertile 15-24 age group should cause only a gradual increase in the number of Sedgwick County births over existing levels. For several years this low level of births (when compared to the 1950's) will continue to result in decreased school enrollments.

The forecast for births in Sedgwick County was accomplished by applying projected birth rates (based on the previously mentioned assumptions and age-sex compostion) to the population of the County as projected and documented in the report "Population Forecast to 1990".[1] These projections are shown graphically in Figure 3.1. The number of births and the rates are also shown in the second column of Appendix A. As indicated in Figure 3.1, the number of births in the County will not reach the previous 1957 high of 10,456 until 1980.

By applying the average survival ratios for the past fourteen years to projected births, grade one enrollments from 1977-78 to 1987-88 were obtained. Application of successive grade retention ratios to grades 2-12 then gives total grade 1-12 enrollments for the County to 1987-88. As shown in Appendix A, County enrollments will drop, as they have the past three years until 1980-81. The trend then reverses and 1-12 enrollment total by 1987 have returned to just above the present level. A continuation of this increase for a period after 1987 is projected.

DISTRIBUTION OF PROJECTED ENROLLMENTS

To determine school needs to 1976 and 1986 it is necessary to break down the Sedgwick County projections into small

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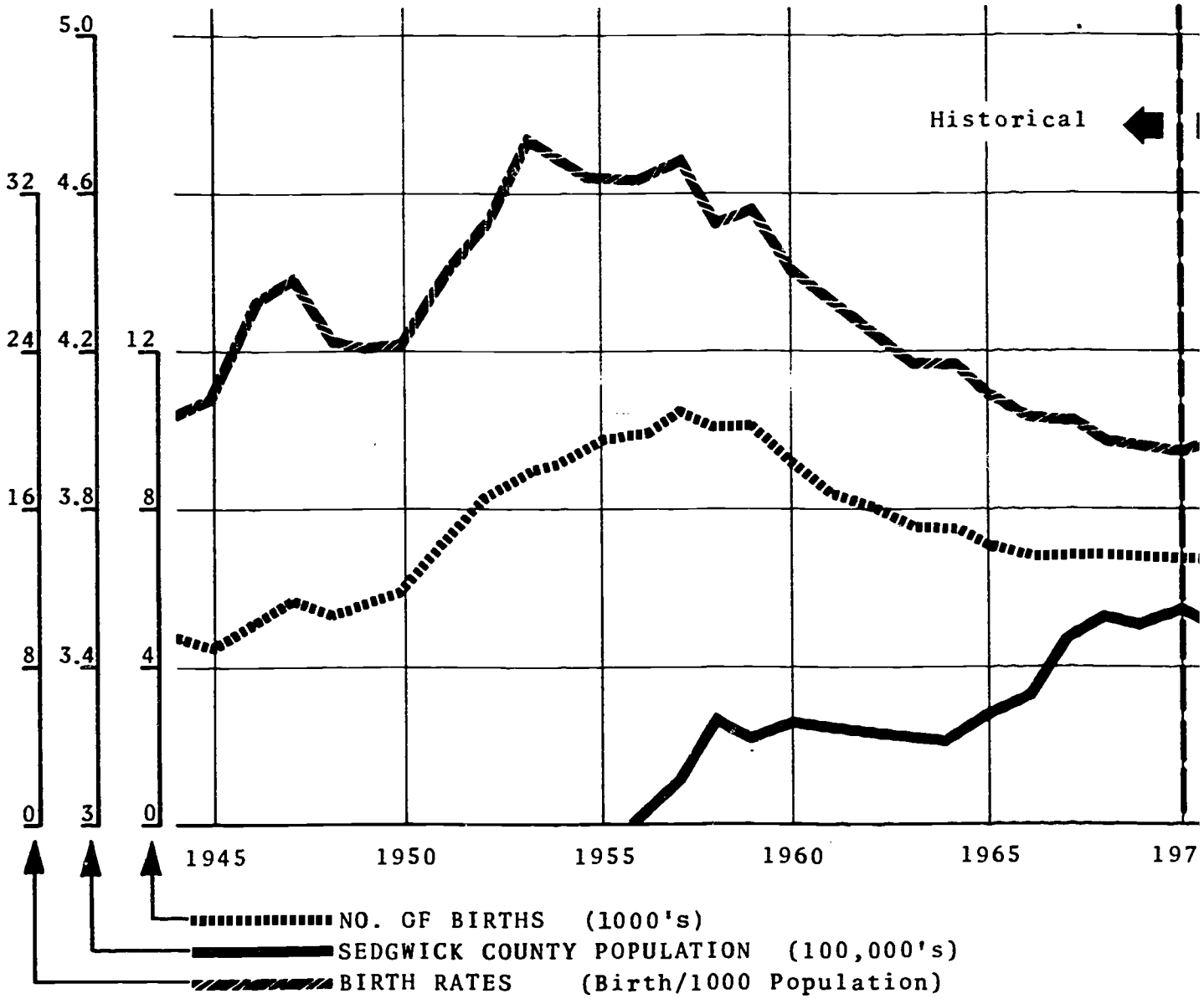
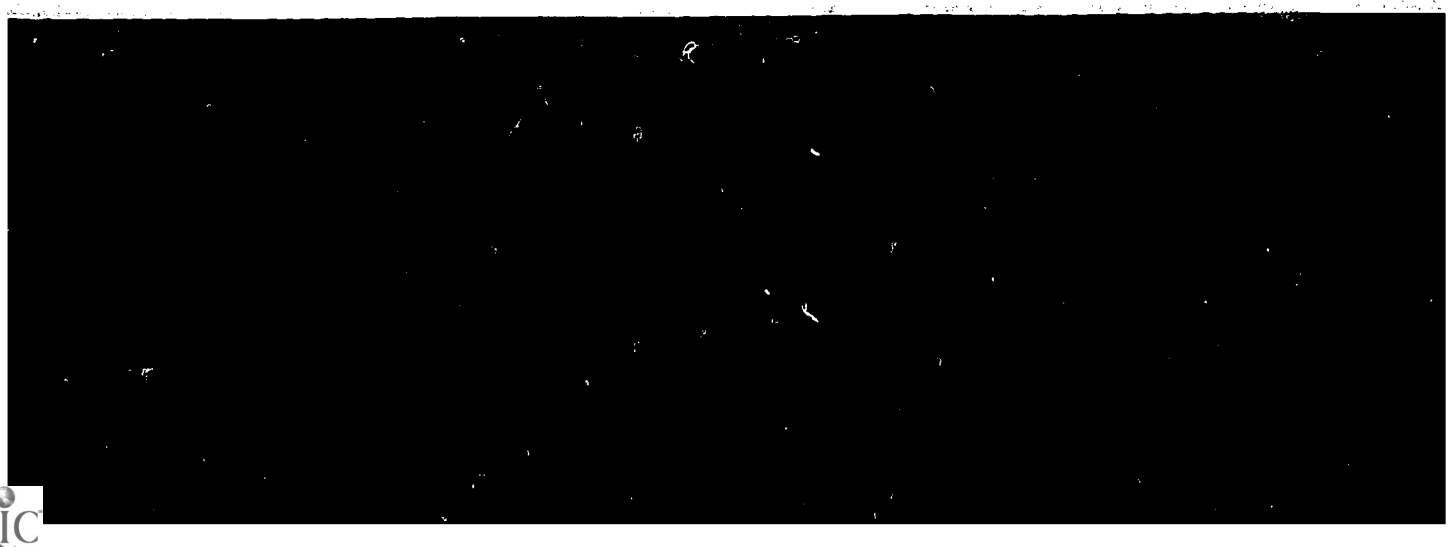
[1]Wichita/Sedgwick County Metropolitan Area Planning Department, Population Forecast to 1990, p. 13, May 1970.

FIGURE 3.1 POPULATION CHARACTERISTICS OF SEDGWICK COUNTY 1945-1980



Source: Kansas State Board of Agriculture (Populat
Sedgwick County Health Department (Birth R
MAPD, Population Forecast to 1990, 1970 (P



geographic units. This was done in two phases. First, the enrollment was broken down into sub-areas according to 1970 school district boundaries. Then for USD 259, projections for 1976 and 1986 were distributed among 1970-71 K-12 attendance areas. It was decided that projecting a precise number of pupils for each attendance area five and fifteen years in advance was presumptious considering the number of interacting variables involved, therefore, projections for the various attendance areas are given in terms of five ranges of percent change.

Distribution by District

Apportioning the 1976 county enrollment among the ten major districts within the County was accomplished by the following process:

1) The number and age of preschoolers for Districts 260-268 in each district was noted from the 1969 Sedgwick County Assessor's enumeration data.[2]

2) The preschoolers and existing pupils in each county U.S.D except USD 259 were projected through grades 1-12 using 100% survival and retention ratios.[3] This procedure gave the

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[2]Similar data from the 1971 Sedgwick County Assessor's enumeration is now available. A check of the changes that have occurred since 1969 has shown that they are of such a minor nature that their introduction into a revised projection is unworthy of the effort required.

[3]The survival and retention ratios used for projecting enrollments for USD 26-268 were 100%, but these ratios for the whole County were less than 100%. This means that USD 259 absorbs all of the losses in enrollment as a cohort moves through successive grades. Because the enrollment of USD 259 is

expected number of pupils in each grade for each USD 260-268 for each year through 1976.[4]

3) The number of pupils in each grade in districts 260-268 for each year 1970-1976 were then added.

4) By subtracting the by-grade enrollments for USD 260-268 from the County total, the number of USD 259 pupils in each grade to 1976 were attained (see Table 3.A).

The 1981 and 1986 grade level enrollments for USD 259 were derived by multiplying the 1981 and 1986 grade level enrollments for the County by a percentage factor. The factor was established by averaging the portion of the County enrollment USD 259 had contributed in the previous years 1970-1976.

As shown in Table 3.A the K-12 enrollments for the County and USD 259 are expected to remain at levels below the existing K-12 levels until 1986. Figure 3.2 relates the projected enrollments for the three organizational levels, as well as historical data. The following comments emphasize what is seen graphically in Figure 3.2

- As a result of the sharp deline in births from 1960 through 1966 and the plateauing of births since 1967, the number of elementary school children is expected to drop until 1975.

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approximately 80% of the total County enrollment, this assumption is not likely to result in a significant discrepancy. Another factor reducing the potential error caused by this simplification is that couples with children have a tendency to move to suburban areas, thereby causing USD 259 to lose children of school age to other districts. This phenomenon increases the retention ratios of USD 259.

[4]The number of preschoolers as of January 1, 1969 was used to project first grade enrollments to 1975. The average number of first grade pupils from 1974-1975 were used as estimates of the 1976 first grade enrollments.

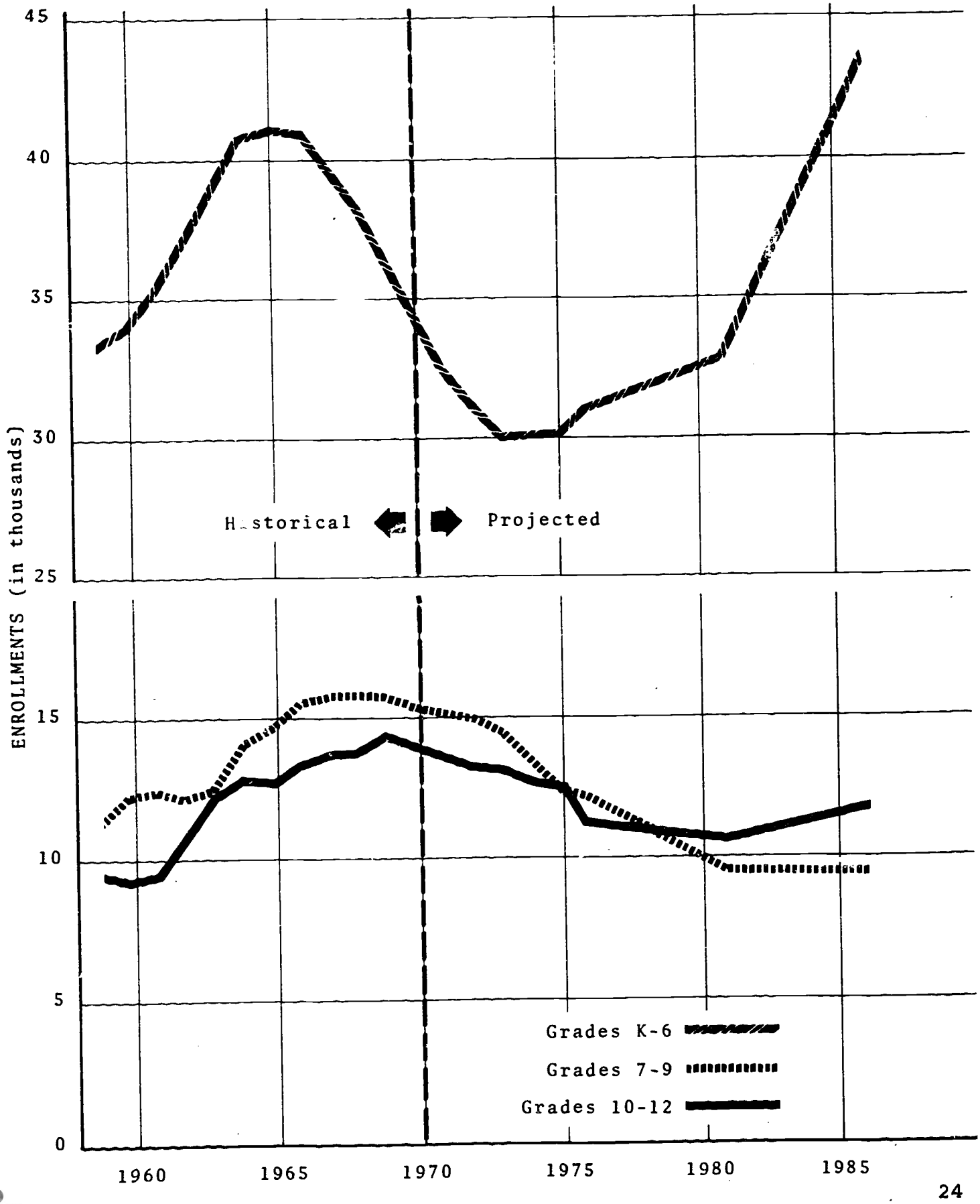
PROJECTED ENROLLMENTS - U.S.D. NO. 259 - 1971-76, 1981 AND 1986 TABLE 3A

USD 259

		GRADES																
Unit	K*	1	2	3	4	5	6	Total 1-6	7	8	9	Total 7-9	10	11	12	Total 9-12	TOTAL 1-12	Total K-12
County		5861	6092	6162	6299	6698	6768	37,880	6614	6736	6785	20,135	6371	6128	5412	17,911	75,926	
60-268		1246	1370	1360	1432	1512	1589	8,509	1524	1570	1679	4,773	1381	1306	1195	3,882	17,164	
)259	5049	4615	4722	4802	4867	5186	5179	29,371	5090	5166	5106	15,362	4990	4822	4217	14,029	58,762	63,811
County		6151	5527	5818	5848	6123	6524	35,991	6822	6515	6581	19,918	6866	5734	5404	18,004	73,913	
60-268		1376	1246	1370	1360	1432	1512	8,296	1589	1524	1570	4,683	1679	1381	1306	4,366	17,345	
259	5079	4775	4281	4448	4488	4691	5012	27,695	5233	4991	5011	15,235	5187	4353	4098	13,638	56,568	61,647
County		5950	5800	5278	5556	5684	5963	34,231	6576	6720	6365	19,661	6660	6179	5057	17,896	71,798	
60-268		1175	1376	1246	1370	1360	1432	7,959	1512	1589	1524	4,625	1570	1679	1381	4,630	17,214	
259	5137	4775	4424	4032	4186	4324	4531	26,272	5064	5131	4841	15,036	5090	4500	3676	13,266	54,574	59,711
County		5929	5611	5539	5040	5400	5536	33,955	6010	6477	6565	19,052	6441	5994	5450	17,885	70,892	
60-268		1100	1175	1376	1246	1370	1360	7,627	1432	1512	1589	4,533	1524	1570	1679	4,773	17,833	
259	5311	4829	4436	4165	3794	4030	4176	25,428	4578	4965	4976	14,519	4917	4424	3771	13,112	53,059	58,370
County		5936	5591	5358	5290	4899	5260	32,334	5580	5919	6328	17,827	6643	5497	5286	17,426	67,587	
60-268		944	1100	1175	1376	1246	1370	7,211	1360	1432	1512	4,304	1589	1524	1570	4,683	16,198	
259	5669	4992	4491	4183	3914	3653	3890	25,123	4220	4487	4816	13,523	5054	3973	3716	12,743	51,389	57,058
County		5989	5598	5339	5116	5142	4772	31,956	5302	5496	5782	16,580	6404	5979	4848	17,231	65,767	
60-268		660	944	1100	1175	1376	1246	6,501	1370	1360	1432	4,162	1512	1589	1524	4,625	15,288	
259	5434	5329	4654	4239	3941	3766	3526	25,455	3932	4136	4350	12,418	4892	4390	3324	12,606	50,479	55,913
County		5914	5648	5346	5099	4973	5008	31,988	4810	5222	5370	15,402	5851	5764	5273	16,888	64,278	
60-268		806	660	944	1100	1175	1376	6,061	1246	1370	1360	3,976	1432	1512	1589	4,533	14,570	
259	5197	5108	4988	4402	3999	3798	3632	25,927	3564	3852	4010	11,426	4419	4252	3684	12,355	49,708	54,905
D 259																		
ounty		.82	.80	.78	.76	.75	.75		.76	.76	.75		.76	.74	.72			
County		6976	6330	5807	5337	4980	4815	34,245	4910	4799	4683	14,392	4754	4424	3719	12,897	61,534	
60-268		1209	1266	1278	1281	1245	1204	7,483	1178	1152	1171	3,501	1141	1151	1041	3,333	14,317	
259	6401	5767	5064	4529	4056	3735	3611	26,762	3732	3647	3512	10,891	3613	3273	2678	9,564	47,217	53,618
County		9450	8367	7486	6710	6522	5680	44,215	5510	5214	4902	15,626	4762	4254	3795	12,811	72,652	
60-268		1701	1674	1647	1610	1630	1420	9,682	1322	1288	1226	3,836	1143	1106	1063	3,312	16,830	
259	8760	7749	6693	5839	5100	4892	4260	34,533	4188	3962	3676	11,790	3619	3148	2732	9,499	55,822	64,582

arten enrollment in year "x" equals $\frac{\text{1st grade enrollment in year "x + 1"}}{.94}$ as based on recent retention ratios.

FIGURE 3.2 ENROLLMENT CHANGES BY ORGANIZATIONAL LEVEL 1959-1986



- A drop of over 5.000 pupils from the 1970 level is seen for grades 1-6 by 1974.

- As the number of births gradually increases again through the seventies. the projected elementary school enrollments show increases from 1975 to 1986 and by 1985 are near to the 1966 high of 35,000.

- Junior high school enrollments are projected to remain near 15.000 pupils until 1973 and drop off to less than 12,000 by 1976.

- As the small number in yearly birth groups (cohorts) of the early 1960's enter this level, this organizational level should continue to lose enrollments to under 11,000 by 1981. A slight upturn to just under 12,000 is seen by 1985.

- Children born in 1953, the highest birth rate experienced in the Wichita-Sedgwick County area in the last four decades, entered their senior year in 1970. School facilities at the senior high level felt the full force of this statistic as the 14.000 pupil enrollments surpassed capacity by nearly 3,000 pupils.

- The number of annual births reached a peak in 1957. As the large number in cohorts of the mid-to-late fifties move into the senior high schools extra-capacital levels of enrollment (13,000) are expected to persist through 1976.

- As the small number in birth cohorts of the 1960's enter senior high school starting in 1975, the enrollments begin a sharp decline until 1981 and then maintain a level at about 9,500 pupils through 1986.

Distribution by Attendance Areas with USD 259

Enrollment projections for the district as a whole are valuable in that they give a broad indication of the adequacy of existing facilities to serve future needs. Moreover, district-wide projections indicate timing and the organizational level at which facility expansion will be needed. In order to be used as an input in determining the placement of new school plants,

as well as the replacement and abandoning of old plants, however, these enrollments must also be distributed geographically within USD 259.

The unit used in distributing the projected enrollment was the 1970-71 attendance areas of the elementary schools. These areas have relatively stable boundaries.[5] Also they are the areas to which many enrollment statistics conform. These two attributes were useful in distributing future school-age populations because past trends could be identified as is shown in Columns 2-8 of Table 3.B.

In addition to the recent trends in school populations of attendance areas, trends and projections of total population patterns for USD 259 have also been utilized in distributing future elementary school enrollments. The trends and projections on the direction of total population change expected are given in Columns 9 and 10 of Table 3.B and are categorized according to whether the total population is expected to increase, be stable or decrease for the two time spans. The conclusions drawn were based upon projected new residential development as found in the MAPC report 1990 Land Use Projections and Preliminary Development Plan (see Figure 3.3) and upon judgments by

[5]Of the ninety-one attendance areas, twenty-seven had had their boundaries changed from 1963 to 1970. Most of the changes involved less than 10% of the original attendance area.

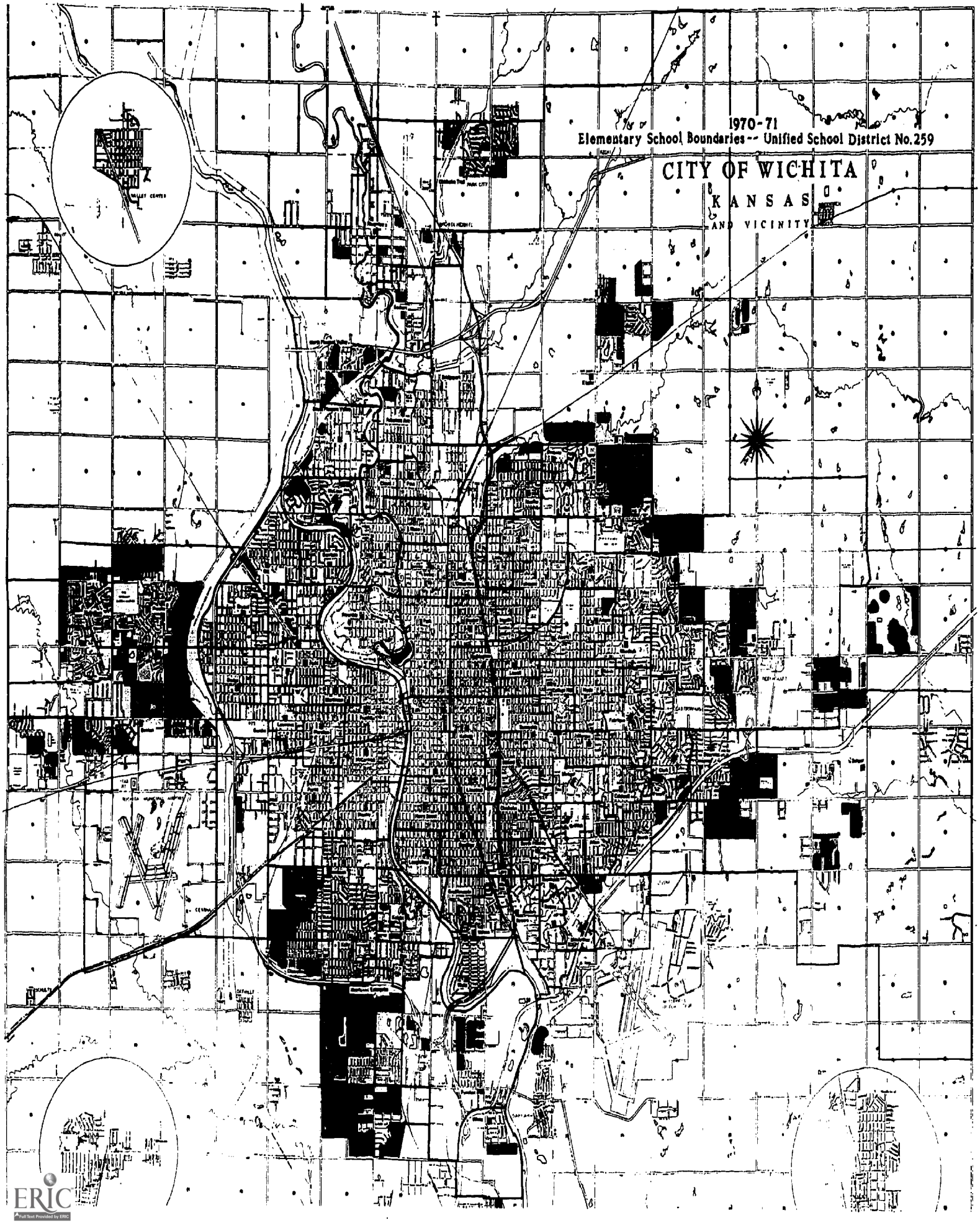
MAPD staff as to the population trends in existing neighborhoods. The degree of commercialization, industrialization, age and condition of housing and proximity to existing or planned thorofares were among the factors considered in making the judgments on population trends in neighborhoods.

Columns 12 and 13 of Tables 3.B relate the expected percent change in elementary school enrollments. The 1976 projections represent change from 1970 resident attendance numbers. For example, the number of children age 5-11 living in the Adams attendance area and attending Adams school is not expected to change appreciably from 1970 to 1976 or from 1976 to 1986 and the resident enrollment in 1976 should be in the range of the 1970 enrollment $\pm$ 5% or between 255 and 281 pupils.

Because the probability of unforeseeable changes increases with increase in time spans, the 1986 projections are less definitive. Again looking at the Adams example, the 1986 enrollment is expected to be stable when compared with the 1976 enrollment or equal to the 1976 enrollment range $\pm$ 5%. Since the 1976 enrollment is expected to lie between 255 and 281 pupils the 1985 enrollment will be in the range of 242(255-5%) to 295(281+5%).

Figures 3.4 and 3.5 give the geographical pattern of the projected changes in elementary school enrollment for 1976 and 1986 respectively. As might be expected, center city or core area schools are seen as losing enrollment whereas the outlying areas

FIGURE 3.3 RESIDENTIAL GROWTH AREAS RELATED TO 1970-71 ELEMENTARY SCHOOL BOUNDARIES (BASED ON THE MAPC REPORT) (1990 LAND USE PROJECTIONS AND PRELIMINARY DEVELOPMENT PLAN)



show gains. An analysis of enrollment changes during the period 1963-1970 indicates this tendency. Enrollment changes were listed for twenty-seven elementary schools partially or totally within a two mile radius of Douglas and Broadway, in other words, the core area schools. Another list of enrollment changes was made of the twenty-three outlying schools - those partially or totally outside a four mile radius of the same intersection. For schools within the two mile radius the number of resident enrollees decreased by 28% in the seven year period, whereas, for those schools lying outside the four mile radius enrollments showed an 8% increase.

Another generality describing elementary enrollment changes for USD 259 is that losses tend to correspond to the major highway and railway orientations, i.e., north-south along US 81, the mainline tracks, and the soon to be completed Interstate 35W and east-west along US 54. These corridors correlate with low and decreasing numbers of elementary school children for two basic reasons. First of all, these routes tend to attract commercial and industrial land uses which require good access, thereby displacing residential land uses. Secondly, since these routes have been in existence for some time, the residential development which is adjacent to them is generally quite old. Such housing has a low contribution factor of school age children per dwelling unit and per land unit.

1976, 1986 PROJECTIONS FOR ELEMENTARY SCHOOL ENROLLMENTS (ASSUMING FIXED 1970 ATTENDANCE AREAS)

TABLE 3B

Column 1		2	3	4	5	6	7	8	9	10	11	12				13	
ELEMENTARY SCHOOL ATTENDANCE AREA	Capacity	1963 TOTAL ENROLLMENT	1970 TOTAL ENROLLMENT	CHANGE IN ATTENDANCE AREA 1963 to 1970	CHANGE IN SPECIAL EDUCATION PUPILS (1963-1970 total)	OTHER PUPILS BUSSED IN (1970)	OTHER PUPILS BUSSED OUT (1970)	1970 RESIDENT ENROLLMENT	DIRECTION OF RESIDENTIAL POPULATION 1970-1976*	DIRECTION OF RESIDENTIAL POPULATION 1976-1986*	1970 CLASSROOM SUFFICIENCY	1976 ATTENDANCE AREA ENROLLMENT COMPARED TO 1970* Low proj-classrm suffi.		High proj-classrm suffi	Low proj-classrm suffi.		1986 ATTENDANCE AREA ENROLLMENT COMPARED TO 1976* High proj-classrm suffi.
ADAMS	350	296	307		-	39	-	268	S	g	+3	+4	S	+2	+5	S	+1
ALCOTT	250	312	292		-	-	-	292	S	S	-2	-1	S	-3	+1	S	-4
ALLEN	325	432	362		-22 to 38	-	-	324	S	S	0	+1	S	-1	+3	S	-3
ARKANSAS AVENUE	700	*oos	578		+38 to 38	32	1	518	S	g	+7	+9	S	+5	+11	S	+3
BENTON	350	341	373	+	-	8	3	368	G	G	-1	-4	G	-11	-15	G	-34
BLACK	300	531	470		-6 to 69	29	1	429	g	S	-5	-3	S	-7	-5	g	-10
BOOTH	350	404	321		-	27	1	295	g	S	+2	+3	S	+1	+4	S	0
BRIDGEPORT	450	261	229	+	+93 to 93	-	-	136	d	d	+13	+15	D	+14	+17	D	+15
BROOKSIDE	450	432	248		-	-	-	248	d	S	+8	+10	d	+9	+11	S	+8
BYRANT	350	646	556		-	-	3	559	S	S	-8	-4	d	-6	-5	g	-10
BUCKNER	325	428	464	+	-	-	6	458	g	g	-5	-7	g	-9	-12	G	-18
CALDWELL	550	528	355		-	24	1	332	S	S	+9	+11	d	+10	+12	S	-18
CARTER	300	392	284		-	31	-	253	S	S	+2	+5	d	+4	+4	g	+2
CESSNA	550	375	517	+	-	-	-	517	g	G	+1	-1	g	-3	-9	G	-18
CHISHOLM	325	337	278		-	-	-	278	S	S	+2	+4	d	+3	+5	S	+2
CHISHOLM TRAIL	750	577	710	+	-	19	6	697	g	g	+2	+1	S	-1	-1	G	-6
CLARK	350	367	338	+	-	-	4	342	g	S	0	+2	S	-1	0	g	-6
[illegible]LAND	400	382	391	-	-	-	1	292	g	S	0	+2	S	-1	-1	G	-4

1976, 1986 PROJECTIONS FOR ELEMENTARY SCHOOL ENROLLMENTS (ASSUMING FIXED 1970 ATTENDANCE AREAS)

TABLE 3B (CONT'D)

Column 1	2	3	4	5	6	7	8	9	10	11	12			13		
ELEMENTARY SCHOOL ATTENDANCE AREA	Capacity	1963 TOTAL ENROLLMENT	1970 TOTAL ENROLLMENT	CHANGE IN ATTENDANCE AREA 1963 to 1970	CHANGE IN SPECIAL EDUCATION PUPILS (1963-1970 total)	OTHER PUPILS BUSSED IN (1970)	OTHER PUPILS BUSSED OUT (1970)	1970 RESIDENT ENROLLMENT	DIRECTION OF RESIDENTIAL POPULATION 1970-1976*	DIRECTION OF RESIDENTIAL POPULATION 1976-1986*	1970 CLASSROOM SUFFICIENCY			1976 ATTENDANCE AREA ENROLLMENT COMPARED TO 1970*		
											Low proj-classrm suffi.		High-proj-classrm suffi.	Low proj-classrm suffi.		High proj-classrm suffi.
CLOUD	375	589	452		+39 to 39	33	-	380	S	S	0	+3	d	+1	+4	S	0
COLLEGE HILL	325	483	414		-	21	4	397	S	S	-1	0	d	-1	-1	g	-4
DODGE	475	665	424		+16 to 16	-	4	412	S	S	+3	+4	S	+1	+3	g	-3
DUNBAR	400	616	245	-	-	-	13	258	d	d	+6	+8	d	+7	+11	D	+9
EARHART	275	262	200		-	13	2	189	S	S	+3	+4	S	+3	+4	g	+1
ENTERPRISE	625	643	675	+	+41 to 41	-	-	634	g	g	0	-3	g	-5	-5	G	-15
EUREKA	300	275	250		+15 to 45	-	-	205	d	d	+4	+5	d	+5	+6	S	+4
FABRIQUE	325	300	281	+	+7 to 37	30	-	212	S	S	+5	+5	S	+4	+5	g	+2
FAIRMOUNT	225	729	498		-55 to 20	-	120	598	S	S	-11	-10	d	-13	-6	d	-10
FIELD	275	350	242		-	9	-	233	S	S	+2	+3	S	+2	+3	S	0
FINN	225	462	199		-30 to 0	-	-	199	S	S	+1	+3	d	+2	+5	S	+1
FRANKLIN	400	443	346		-15 to 0	-	1	347	d	D	+2	+5	d	+4	+7	D	+5
FUNSTON	475	381 in'64	328	*oos	-	-	-	328	g	g	+6	+7	S	+4	+6	g	+1
GARDINER	475	551	425		-	14	1	412	S	S	+3	+6	d	+4	+7	S	+3
GARRISON	325	360	283		-	28	4	259	S	S	+3	+4	S	+2	+3	G	-1
GREIFFENSTEIN	350	364	278		-	-	-	278	S	S	+3	+5	d	+4	+6	S	+3
GRIFFITH	350	338	271		-	56	3	218	S	S	+5	+6	S	+4	+7	S	+4
	375	396	372		-	19	3	356	g	g	+1	+2	S	-1	+1	g	-4

1976, 1986 PROJECTIONS FOR ELEMENTARY SCHOOL ENROLLMENTS (ASSUMING FIXED 1970 ATTENDANCE AREAS)

TABLE 3B (CONT'D)

Column 1		2	3	4	5	6	7	8	9	10	11	12			13		
ELEMENTARY SCHOOL ATTENDANCE AREA	Capacity	1963 TOTAL ENROLLMENT	1970 TOTAL ENROLLMENT	CHANGE IN ATTENDANCE AREA 1963 to 1970	CHANGE IN SPECIAL EDUCATION PUPILS (1963-1970 total)	OTHER PUPILS BUSSED IN (1970)	OTHER PUPILS BUSSED OUT (1970)	1970 RESIDENT ENROLLMENT	DIRECTION OF RESIDENTIAL POPULATION 1970-1976*	DIRECTION OF RESIDENTIAL POPULATION 1976-1986*	1970 CLASSROOM SUFFICIENCY	Low proj-classrm suffi. ENROLLMENT COMPARED TO 1970*		High proj-classrm suffi. 1976 ATTENDANCE AREA	Low proj-classrm suffi.		High proj-classrm suffi. 1986 ATTENDANCE AREA ENROLLMENT COMPARED TO 1976*
HARRY	400	467	373		-30 to 0	-	1	374	S	d	+1	+4	d	+3	+5	S	+1
HYDE	425	426	345		-	18	5	332	S	S	+4	+6	d	+5	+5	g	+3
INGALLS	825	1,075	583		-15 to 0	-	86	669	d	S	+6	+13	d	+10	+16	d	+12
IRVING	350	519	358		-	-	-	358	d	d	0	+3	d	+1	+4	S	0
ISELY	375	652	609	+	-15 to 0	-	123	732	S	S	-14	-11	S	-17	-6	d	-14
JEFFERSON	375	341	260		+23 to 23	50	-	187	S	S	+8	+8	S	+7	+9	S	+6
KELLOGG	325	321	284		-	33	2	253	d	d	+3	+5	d	+4	+7	D	+5
KELLY	750	930	844	= =	-2 to 6	-	3	841	S	S	-4	+10	D	+4	+10	d	+6
KENSLER	950	586	908	+	-	-	2	807	G	G	+6	+3	g	-1	-5	G	-16
KISTLER	200	296	327	= =	-	-	-	327	g	G	-5	-5	g	-8	-9	G	-32
KNIGHT	350	456	398	+	-	30	1	369	g	S	-1	+1	S	-2	-1	g	-5
LAWRENCE	350	289	220		-	36	-	184	S	S	+7	+8	S	+6	+6	G	-2
LEVY	350	300	202	-	+31 to 31	-	-	171	d	d	+7	+7	d	+6	+7	S	+6
LINCOLN	300	347	304	+	-11 to 19	-	-	285	d	d	+1	+3	d	+2	+5	d	+4
LINWOOD	325	301	267	-	-	-	1	268	S	S	+2	+3	S	+1	+4	S	0
LITTLE	325	676	372		-	-	62	434	S	S	-4	-1	d	-3	0	S	-1
LONGFELLOW	350	457	338		-15 to 0	9	-	327	S	S	+1	+4	D	+2	+3	G	0
URE	425	404	374	+	-15 to 0	96	34	312	d	d	+4	+6	S	+3	+8	d	+5

1976, 1986 PROJECTIONS FOR ELEMENTARY SCHOOL ENROLLMENTS (ASSUMING FIXED 1970 ATTENDANCE AREAS)

TABLE 3B (CONT'D)

Column 1	2	3	4	5	6	7	8	9	10	11	12			13		
ELEMENTARY SCHOOL ATTENDANCE AREA	Capacity	1963 TOTAL ENROLLMENT	1970 TOTAL ENROLLMENT	CHANGE IN ATTENDANCE AREA 1963 to 1970	CHANGE IN SPECIAL EDUCATION PUPILS (1963-1970 total)	OTHER PUPILS BUSSED IN (1970)	OTHER PUPILS BUSSED OUT (1970)	1970 RESIDENT ENROLLMENT	DIRECTION OF RESIDENTIAL POPULATION 1970-1976*	DIRECTION OF RESIDENTIAL POPULATION 1976-1986*	1970 CLASSROOM SUFFICIENCY	High proj-classrm suffi. 1976 ATTENDANCE AREA ENROLLMENT COMPARED TO 1970*		Low proj-classrm suffi.	High proj-classrm suffi. 1986 ATTENDANCE AREA ENROLLMENT COMPARED TO 1976*	Low proj-classrm suffi.
LOWELL	325	316	280		-	-	9	289	d	d	+1	+3	S	0	+4	S	-1
MACARTHUR	775	426	280	+	+26 to 91	-	-	189	d	S	+23	+25	d	+24	+26	S	+24
MARTIN	175	272	356	-	-5 to 0	-	-	356	g	G	-7	-5	g	-6	-8	G	-19
MARTINSON	325	331	265		-	17	-	248	d	S	+3	+5	d	+4	+6	S	+3
MCCOLLOM	650	433	624		-	-	2	626	g	g	+1	-2	g	-4	-4	g	-7
MCCORMICK	325	448	308		-	29	2	281	d	d	+2	+4	d	+3	+5	S	+2
MCLEAN	325	490	405	= =	+62 to 62	21	-	322	g	S	0	+1	S	-1	-1	G	-5
MERIDIAN	325	334	280		-	-	2	282	S	d	+2	+4	d	+3	+5	S	+2
MINNEHA	825	397 in'65	668	+	+75 to 75	120	1	474	g	G	+14	+10	G	+8	+6	G	-15
MUELLER	925	709	730	+	+36 to 36	-	612	1,378	g	g	-18	-7	d	-13	+3	D	-2
MUNGER	350	452	293		+34 to 34	-	-	259	d	d	+4	+6	d	+5	+7	S	+4
MURDOCK	350	260	313	= =	+72 to 72	-	2	239	S	S	+4	+6	D	+5	+7	S	+5
N.P.V.	275	152 in'64	203	*oos	-	16	-	187	g	g	+4	+3	g	+2	+1	G	-9
OK	375	599	598		-	44	2	556	g	S	-7	-5	S	-9	-7	g	-15
PARK	350	469	217	+	-	-	4	221	G	S	+5	+6	S	+4	+5	g	+2
PAYNE	575	609	426		-15 to 0	32	2	396	S	S	+7	+9	S	+6	+7	G	+2
PETERSON	425	538	470	= =	-	24	1	447	g	g	-1	+1	S	-3	-2	G	-7
PRICE	350	352	352	+	-	-	-	352	g	S	0	+1	S	-1	0	g	-5

1976, 1986 PROJECTIONS FOR ELEMENTARY SCHOOL ENROLLMENTS
(ASSUMING FIXED 1970 ATTENDANCE AREAS)

TABLE 3B
(CONT'D)

n 1		2	3	4	5	6	7	8	9	10	11	12				13		
NTARY L DANCE	Capacity	1963 TOTAL ENROLLMENT	1970 TOTAL ENROLLMENT	CHANGE IN ATTENDANCE AREA 1963 to 1970	CHANGE IN SPECIAL EDUCATION PUPILS (1963-1970 total)	OTHER PUPILS BUSSED IN (1970)	OTHER PUPILS BUSSED OUT (1970)	1970 RESIDENT ENROLLMENT	DIRECTION OF RESIDENTIAL POPULATION 1970-1976*	DIRECTION OF RESIDENTIAL POPULATION 1976-1986*	1970 CLASSROOM SUFFICIENCY	Low proj-classrm suffi. TO 1970*		High proj-classrm suffi. 1976 ATTENDANCE AREA ENROLLMENT COMPARED		Low proj-classrm suffi.		High proj-classrm suffi. 1986 ATTENDANCE AREA ENROLLMENT COMPARED TO 1976*
DE	350	378	282	-	-	-	-	282	S	S	+3	+4	S	+2		+3	g	-1
EW	450	415	328	+	-	-	3	331	S	g	+5	+6	S	+3		+7	S	+2
	675	460	386		-	-	-	386	S	D	+12	+13	S	+10		+15	S	+8
	300	-	241	*oos	-	-	1	242	g	G	+2	0	G	-3		-2	G	-16
	425	468	359	+	-	22	-	337	S	S	+4	+5	S	+2		+6	S	+1
ILLSIDE	200	426	298		-28 to 72	-	1	226	S	S	-1	+1	d	0		0	g	-2
.	325	-	306	*oos	-	-	2	308	g	S	+1	+2	S	-1		+1	g	-4
	300	416	326	-	-	32	3	297	S	S	0	+1	S	-1		+2	S	-2
	300	574	401		-23 to 92	-	3	312	S	S	0	+2	d	+1		+3	S	0
N	400	434	468	-	-	-	-	468	g	S	-3	-5	g	-6		-3	S	-9
DE	425	440	372		-	7	2	367	d	d	+3	+5	d	+4		+5	d	+8
	350	414	298		-	-	-	298	S	S	+2	+4	d	+3		+4	g	+1
TON	575	400	249		-20 to 40	-	-	209	d	d	+15	+16	d	+15		+18	d	+16
	350	341	276		-	17	1	260	S	S	+4	+5	S	+3		+4	g	0
	325	-	279	*oos	-	-	-	279	S	g	+2	+3	S	+1		+2	g	-2

Column 1		2	3	4	5	6	7	8	9	10	11	12			13		
ELEMENTARY SCHOOL ATTENDANCE AREA	Capacity	1963 TOTAL ENROLLMENT	1970 TOTAL ENROLLMENT	CHANGE IN ATTENDANCE AREA 1963 to 1970	CHANGE IN SPECIAL EDUCATION PUPILS (1963-1970 total)	OTHER PUPILS BUSSED IN (1970)	OTHER PUPILS BUSSED OUT (1970)	1970 RESIDENT ENROLLMENT	DIRECTION OF RESIDENTIAL POPULATION 1970-1976 *	DIRECTION OF RESIDENTIAL POPULATION 1976-1986 *	1970 CLASSROOM SUFFICIENCY	1976 ATTENDANCE AREA ENROLLMENT COMPARED TO 1970 * Low classrm suffi.		High proj-classrm suffi.	Low proj-classrm suffi.	1986 ATTENDANCE AREA ENROLLMENT COMPARED TO 1976 *	High proj-classrm suffi.
WILLARD	300	291	193		-	55	-	138	d	d	+6	+8	d	+7	+9	d	+8
WILSON	325	335	238		-	-	-	238	S	S	+3	+4	S	+3	+4	g	0
WOODLAND	375	421	366		+22 to 22	-	1	345	S	S	+1	+3	S	0	+1	g	-3
WOODMAN	1,200	1,258	1,183		-	-	3	1,186	S	S	+1	+10	d	+5	+18	d	+10

*KEY TO ABBREVIATIONS

D Decrease in total population or resident enrollees of over 20% in period noted.

d Decrease in total population or resident enrollees of from - 10 to -20%.

S Stable total population or resident enrollees , -10% to +10%.

g Increase in total population or resident enrollees of from 10% to 20%.

G Increase in total population or resident enrollees of over 20%.

oos Out of System.

FIGURE 3.4 1970-1976 PROJECTED CHANGES IN ELEMENTARY SCHOOL ENROLLMENTS

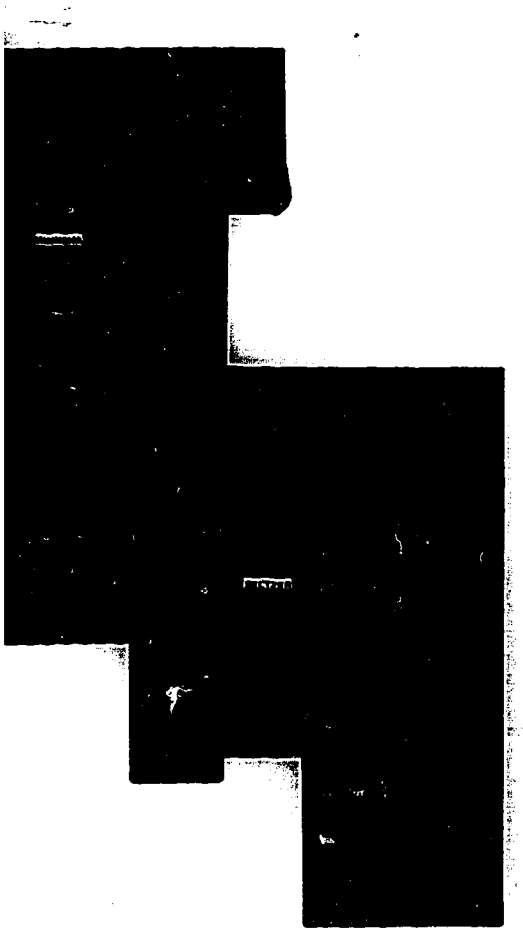
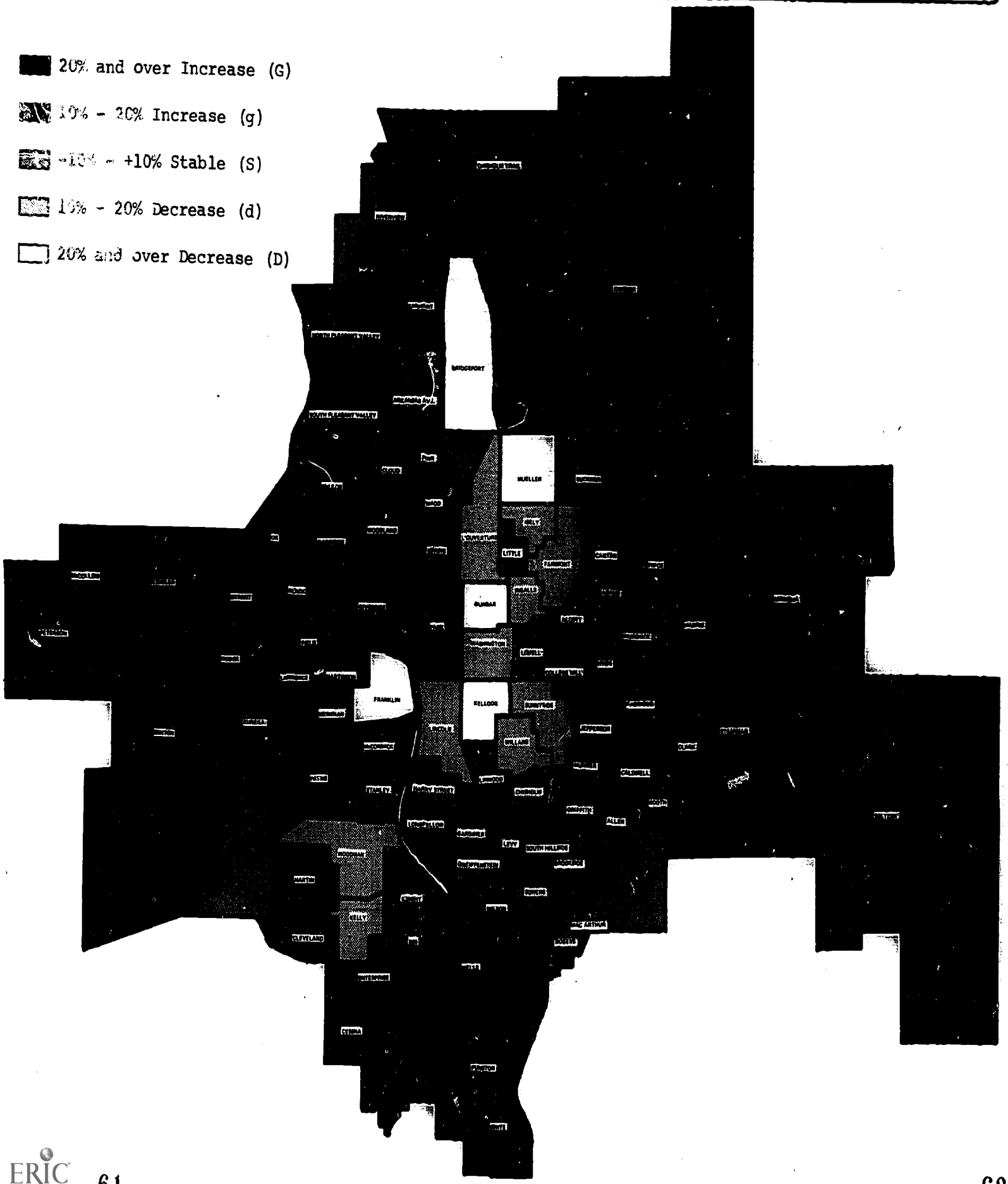


FIGURE 3.5 1976-1986 PROJECTED CHANGES IN ELEMENTARY SCHOOL ENROLLMENTS



Still another general trend was noted by analyzing the changes in enrollments between 1963-1970 for twenty-one elementary schools which can be geographically classified as far north, far east, far south and far west. All twenty-one schools are outside the four mile radius from Broadway and Douglas. The following findings give some indication, then, of the basic thrusts of peripheral growth over the past seven years:

- Far north elementary schools had a 6% decline in enrollments between 1963-1970;
- Far east elementary schools had a 7% increase in enrollments between 1963-1970;
- Far south elementary schools had a 9% increase in enrollments between 1963-1970; and
- Far west elementary schools had a 19% increase in enrollments between 1963-1970.

The geographic distribution of junior high school pupils was derived from the projected changes in their feeder schools as shown in Table 3.C. Successively, the distribution of senior high pupils was deduced from patterns projected for their contributing junior high schools as shown in Table 3.D. Figures 3.6 - 3.9 graphically depict the projected changes in junior and senior high school enrollments from 1970 to 1976 and from 1976 to 1986.

Column 1	2	3	4	5	6	7	8	9	10			11		
JUNIOR HIGH SCHOOL ATTENDANCE AREA	Capacity	1963 TOTAL ENROLLMENT	1970 TOTAL ENROLLMENT	CHANGE IN ATTENDANCE AREA 1963 to 1970	1970 RESIDENT ENROLLMENT OF CONTRIBUTING ELEMENTARY SCHOOLS COMPARED TO 1963 RESIDENT ENROLLMENT	1970 RESIDENT ENROLLMENT	DIRECTION OF RESIDENTIAL POPULATION 1970-1976*	DIRECTION OF RESIDENTIAL POPULATION 1976-1986*	1970 CLASSROOM SUFFICIENCY	Low Proj-classrm suffi. ENROLLMENT COMPARED TO 1970*		High Proj-classrm suffi. 1976 ATTENDANCE AREA ENROLLMENT COMPARED TO 1970*	Low Proj-classrm suffi. 1986 ATTENDANCE AREA ENROLLMENT COMPARED TO 1976*		High Proj-classrm suffi.
ALLISON	787	641	923	+	D	785	d	D	0	+13	D	+6	+16	d	+9
BROOKS	775	826	942	-	S	847	g	G	-3	+1	S	-6	-7	g	-14
COLEMAN	1,275	-	1,038	+	S	897	g	G	+15	+19	S	+11	+15	G	0
CURTIS	1,475	1,127	1,235	-	D	1,041	S	S	+17	+30	D	+26	+33	S	+22
HADLEY	875	950	1,478	- -	g	1,379	g	G	-20	-26	g	-31	-37	G	-51
HAMILTON	687	831	865	= =	d	725	S	d	-2	-6	D	+3	+10	d	+5
HORACE MANN	662	780	595		D	562	S	d	+4	+13	D	+8	+16	d	+10
JARDINE	800	773	846	-	D	750	S	S	+2	+12	D	+9	+14	S	+7
MARSHALL	625	817	956		D	878	S	S	-10	-3	d	-7	0	S	-10
MAYBERRY	775	811	1,042	+	D	920	g	G	-6	+2	D	-2	-1	g	-9
MEAD	800	776	885	+	D	776	S	S	+1	+12	D	+7	+14	S	+8
P. VALLEY	712	-	912	n.c.	d	857	S	g	-5	+2	d	-7	-2	g	-9
ROBINSON	700	940	748	-	d	667	S	S	+1	+7	d	+4	+8	S	+3
ROOSEVELT	750	1,018	687		D	661	D	D	+4	+12	D	+9	+13	D	+7
TRUESDELL	1,750	1,480	2,157	= =	S	1,999	G	G	-9	-1	S	-16	-8	g	-34
ASSIGNED ATTENDANCE AREA					d	1,591	d	d	-64	(-51)	d	(-58)	-45	S	-63

FIGURE 5.6 1970-1976 PROJECTED CHANGES IN JUNIOR HIGH SCHOOL ENROLLMENTS

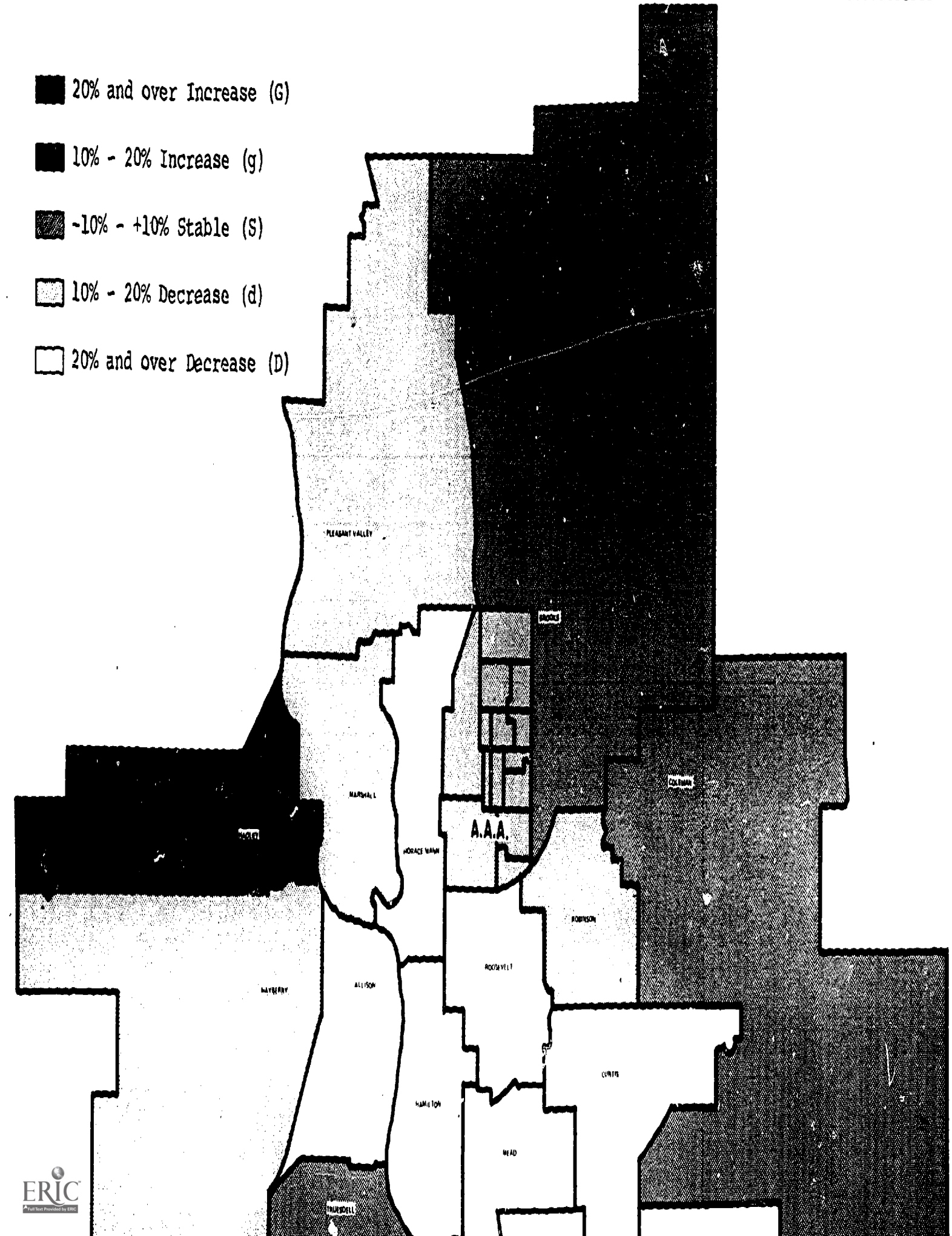
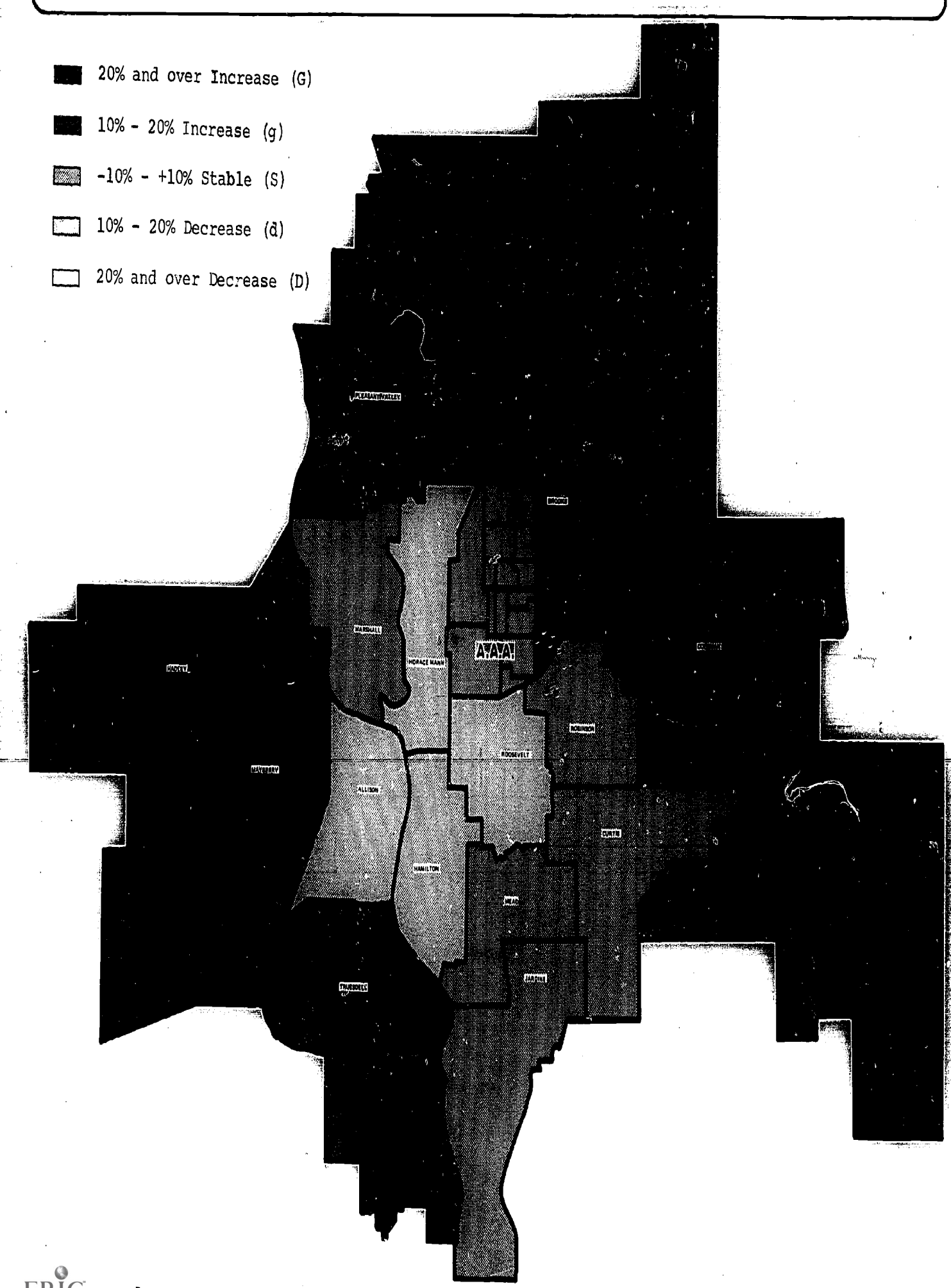
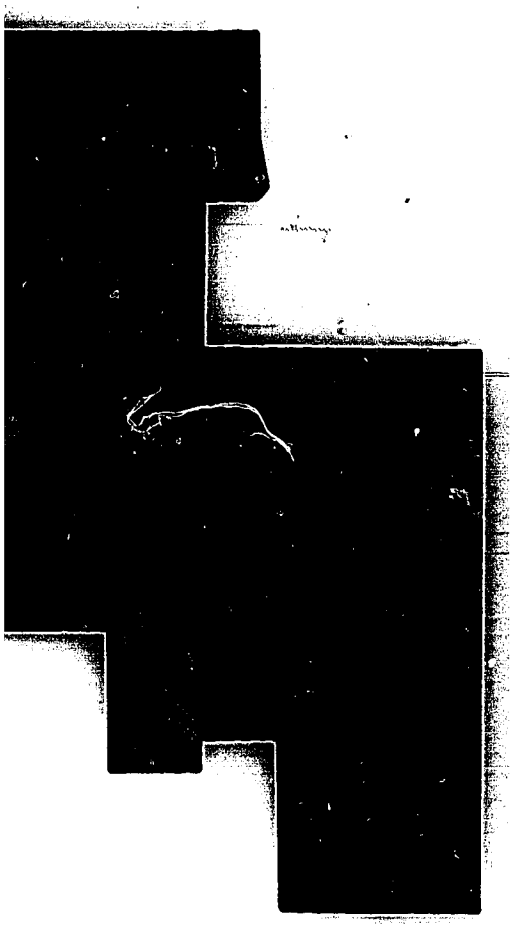


FIGURE 3.7 1970-1980 PROJECTED CHANGES IN JUNIOR HIGH SCHOOL ENROLLMENTS



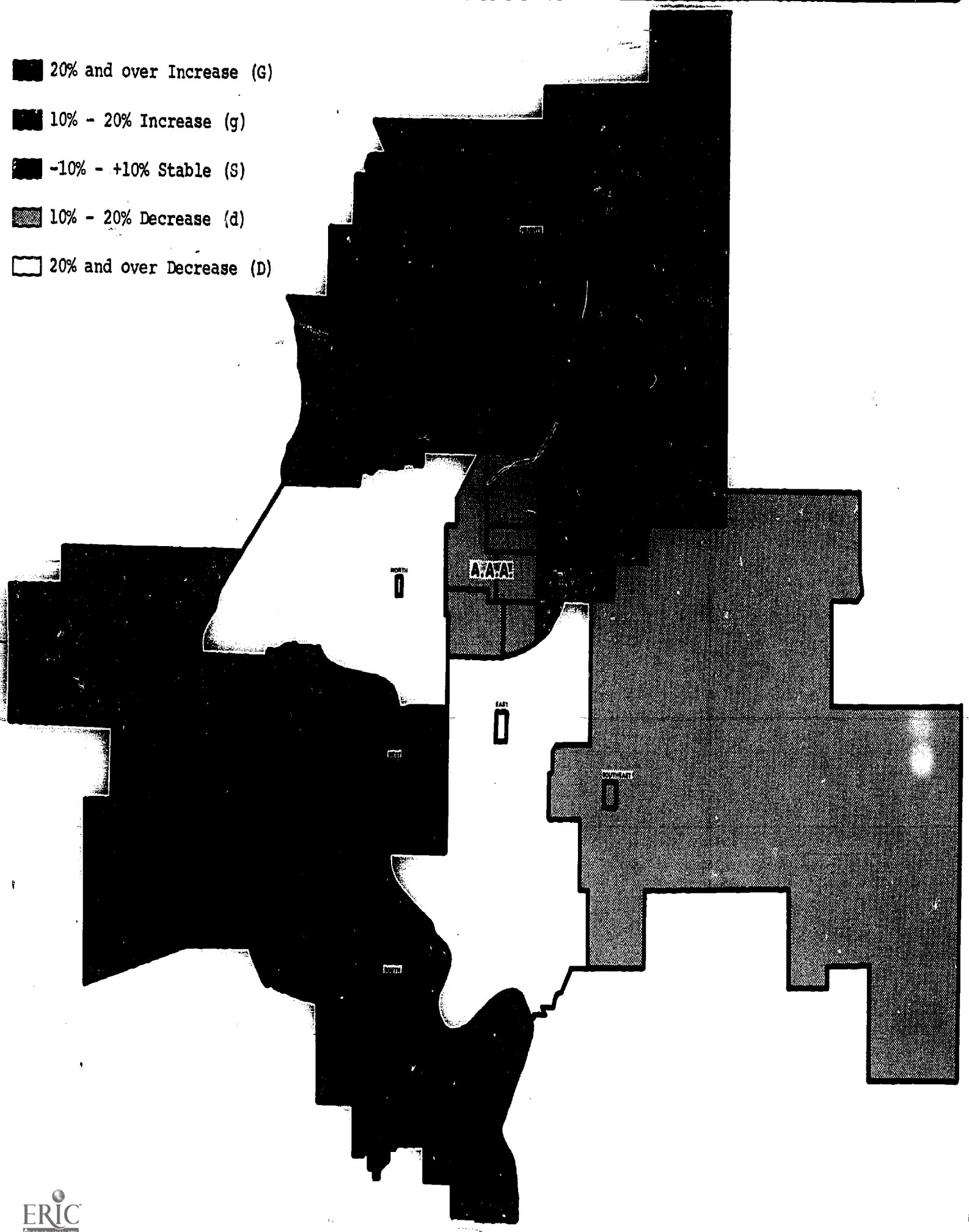


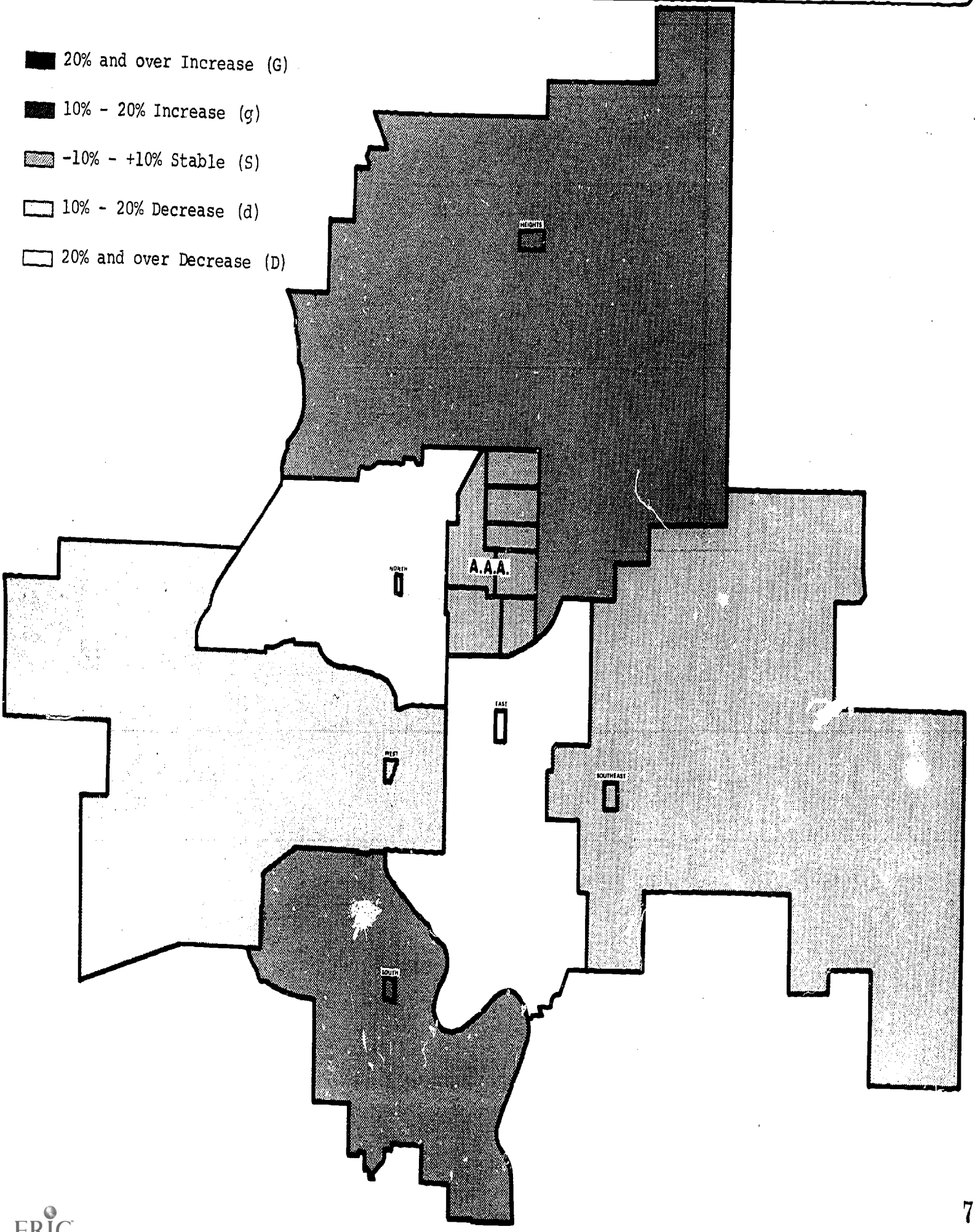
Column 1	2	3	4	5	6	7	8	9	10			11		
SENIOR HIGH SCHOOL ATTENDANCE AREA	Capacity	1963 TOTAL ENROLLMENT	1970 TOTAL ENROLLMENT	CHANGE IN ATTENDANCE AREA	1970 RESIDENT ENROLLMENT OF CONTRIBUTING ELEMENTARY SCHOOLS COMPARED TO 1963 RESIDENT ENROLLMENT	1970 RESIDENT ENROLLMENT	DIRECTION OF RESIDENTIAL POPULATION 1976-1986*	DIRECTION OF RESIDENTIAL POPULATION 1976-1986*	1970 classroom sufficiency	Low proj-classrm suffi. TO 1970* ENROLLMENT COMPARED 1976 ATTENDANCE AREA	High proj-classrm suffi.	Low proj-classrm suffi. 1986 ENROLLMENT COMPARED TO 1976*		High proj-classrm suffi.
EAST	2500	3037	2515	-	D	2414	d	d	+3	+23	D +13	+38	D	+22
HEIGHTS	1225	999	1668	+	S	1529	S	g	-12	-6	S -18		S	-25
NORTH	1600	2075	2302	+	D	2122	S	s	-21	+13	D -4	+23	D	+3
SOUTH	1800	2037	2427	=/+	S	2256	S	g	-18	-9	S -27	-1	S	-37
SOUTHEAST	2350	2044	2537	+	d	2335	S	g	+1	+21	d +10	+34	d	+18
WEST	1700	1888	2527	+	d	2365	S	g	-27	-17	S -36	0	d	-31
A.A.A.	0	-	-	-	d	955	S	d	-38	-31	d -34	-25	d	-31

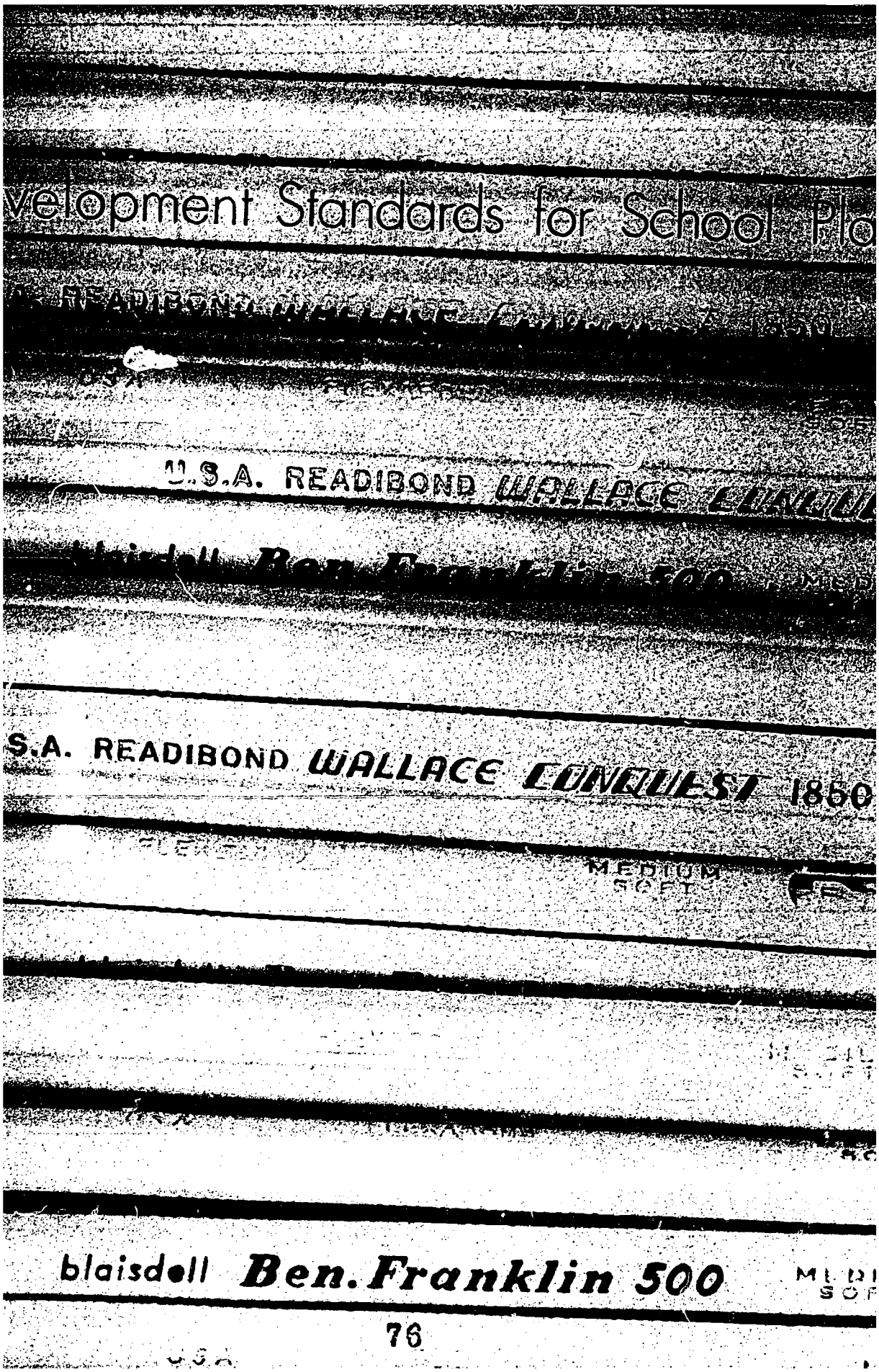
*KEY TO ABBREVIATIONS

D Decrease in total population or resident enrollees of over 20% in period noted.
d Decrease in total population or resident enrollees of from - 10 to -20%.
S Stable total population or resident enrollees, -10% to +10%.
g Increase in total population or resident enrollees of from 10% to 20%.
G Increase in total population or resident enrollees of over 20%.
Out of System.
A.A.A. Assigned attendance area.

FIGURE 3.8 1970-1976 PROJECTED CHANGES IN SENIOR HIGH SCHOOL ENROLLMENTS




20% and over Increase (G)
10% - 20% Increase (g)
-10% - +10% Stable (S)
10% - 20% Decrease (d)
20% and over Decrease (D)
HEIGHTS
A.A.A.
NORTH
EAST
WEST
SOUTHEAST
SOUTH


velopment Standards for School Pla
U.S.A. READIBOND WALLACE
S.A. READIBOND WALLACE CONQUEST 1850
MEDIUM
SOFT
blaisdell Ben. Franklin 500

CHAPTER 4

DEVELOPMENT STANDARDS FOR SCHOOL PLANTS

INTRODUCTION

The impact of physical facilities on educational achievement is a matter of deep concern to citizens and educators alike. An important report from the U.S. Office of Education states that there are three prime factors in the school which affects achievement: the quality of teachers, the attitudes and aspirations of the pupil and his peers, and the physical facilities. Of the three factors, the research undertaken indicated that the physical facilities had less bearing on achievement than the other two prime factors.[6] The conclusion to be drawn from the research is not that efforts should be concentrated on the other two factors to the exclusion of physical environment, but rather that a total approach is called for.

The purpose of this chapter is as follows:

1) To analyze the traditional school-community relationship embodied in the neighborhood-school concept.

2) To propose a set of development standards for USD 259 which describe the desirable physical relationships between school plants and the community.

3) To propose a set of development standards which describe the desirable physical elements making up the school plant and their interrelationships.

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[6]James Coleman, et al., "How Important is Integration?", U.S. Office of Education, 1965.

THE TRADITIONAL SCHOOL-COMMUNITY RELATIONSHIP

Probably no concept dealing with the relationship between school and community has gained more acceptance that the neighborhood-school concept. Since 1929, city planners have advocated the neighborhood unit (the attendance area for the neighborhood school) as a basic unit for city organization; school authorities have utilized the concept as a method of organizing school systems; and citizens, realizing the convenience and amount of local involvement the concept affords, have often been enthusiastic backers.

Several variations of the neighborhood school concept exist. One interpretation consists of the following principles:[7] 1) elementary schools should be within easy walking distance of the home - approximately one-half mile; 2) no heavily traveled streets should have to be crossed in going to school; 3) the land uses within the one-half mile of the school should be residential and have a density that will support an elementary school with an enrollment of approximately 600 pupils (these figures vary widely among theorists); 4) two contiguous elementary school units will support a junior high school and 5) four of the elementary school units and two of the junior high school units compose the attendand area of a senior high school. This arrangement makes the

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[7]Arthur B. Gallion and Simon Eisner, The Urban Pattern, Princeton, New Jersey, 1963. pp. 251-254.

maximum walking distance to a senior high school one mile and permits children to go through twelve years of school as a group.

With various modifications such a pattern of organization based on the neighborhood school conept has been followed in USD 259. Jacque Stringer writing in the June 29, 1969 Wichita Eagle and Beacon, notes two of the most significant exceptions.

> "In 1914 the Board of Education began transporting Nego children living in white districts to segregated schools.
>
> This transportation of Negro children at public expense continued through the year 1951-52 year.
>
> The policy of segregation was abandoned in March 1952, when the school board voted to allow children to attend the schools in the districts in which they lived. Now many are bused to other districts where racial unbalance exists."

Another exception has been caused by the type and density of residential development in Wichita. Because of the predominance of single-family units, residential densities are low and the number of pupils within the "easy" walking distance of elementary schools has been considerably below 600. As a result elementary schools tend to be small and four or more, rather than two, elementary school attendance areas feed into a junior high school attendance area. Correspondingly, senior high school attendance areas and walking distances for both junior and senior high schools geographically exceed those recommended in the standard neighborhood-school proposal.

When originally proposed, the neighborhood-school concept was a practical guideline in sizing schools, in the geographic

placement of attendance centers and in grade level organization. In recent years, however, some searching questions have been raised about the concept. The Supreme Court decisions of 1954 and 1971, civil rights movement and Act of 1964 and disenchantment with traditional educational processes have given impetus to this reevaluation effort. Alternatives to the traditional school-neighborhood relationship are being proposed. A brief summation of the arguments for and against the neighborhood school as well as other alternatives which may prove more viable for USD 259 are given below.

Positive Attributes of the Neighborhood School

The purposes behind the neighborhood school are: 1) to provide the safest, fastest, most economical means of transporting the child from home to school; 2) to provide the child with a school that is close enough that he can walk home for lunch; 3) to keep the physical size of the elementary school plant from overwhelming youngsters by keeping it small; 4) to give the child a feeling of security by putting the school in a familiar environment; and 5) to gain parent and child involvement.

These objectives which underlie the neighborhood school concept are certainly commendable. But have they been realized? For the most part it can be reasoned that all objectives of the neighborhood school have met with a measure of success. The objective of safe, fast and economical access to school, for

instance, has been achieved through the neighborhood school concept in many applications. Several arguments can be cited, however, which qualify the successes. First, the neighborhood schools near the core area of larger cities or near major employment or commercial centers may be separated from their contributing attendance areas by busy trafficways. Such a condition can exist even for the smallest core area elementary school, because it is here that one finds converging arterial streets and a low density of school-age children; the latter which requires an expanded attendance area crossing more busy streets. In such instances, the small neighborhood school and its short, safe walk to school without crossing a major thorofare is all but impossible to obtain.

Another circumstance which reduces the likelihood of establishing a permanent neighborhood school attendance area which is free of major thorofares is enrollment population shifts. Since school age populations for various neighborhoods tend to go in cycles, adjustments in the size of attendance areas must be made if school plants are to be efficiently utilized. These adjustments may move the attendance area boundary off a major thorofare, causing at least some children to then cross a highly traveled street. This problem is not necessarily peculiar to inner city areas.

Walking home to lunch is made possible by the neighborhood

school. But the necessity or desirability of this objective is now being questioned. Before 1950, when few mothers worked outside the home, going home for lunch was a reasonable method of saving money on facilities and of saving families the higher cost of school-prepared lunches. Now, however, many mothers are in the work force or simply do not want their day broken up. Neither is it now necessary for children to spend 15-20 minutes walking home when a lunch can be easily prepacked and carried to school in the morning, or more easily prepared at an individual school or in a central facility and transported to the school.

Also for most families the cost of hot lunches at school is no longer a problem, and for those families for whom it might be government programs are available. Moreover, the children in the latter category often need the nourishing food that may only be provided in a school lunch program.

The objective of giving the young child a comfortable and secure experience in school has also been realized through application of the neighborhood school concept. Small schools in familar surroundings, i.e. his neighborhood, have undoubtedly made the transition from the home environment to a home-school environment less traumatic. It would appear, however, that many of the advantages of small schools can be designed into larger schools by subdividing buildings and their sites for usage by

smaller groups to which the child can relate. Also rural school children have nearly always (especially since unification) gone to school outside of their immediate environment and no ill effects have been noted. Admittedly, the rural environment is less complex with fewer opportunities for loss of orientation and frustration, but the opportunity to contend with at least a limited number of such problems can be an advantage for the urban child.

The remaining primary objective of the small neighborhood school is to gain parent and pupil involvement. Is it attained? According to several research projects it is. Wright and Willems in separate studies show that a positive relationship between small school size and the amount of parent/pupil involvement in school activities.[8] In their studies it was found that the number of persons available to carry on school functions significantly affected the percentage of the parents and pupils which performed duties and got involved. In small schools a higher percentage of the parents and pupils were needed to man the activities. The talented, the average and the marginal chipped in, whereas, larger schools have a much reduced rate of

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[8] Wright, Herbert. Recording and Analyzing Child Behavior. New York: Harper & Row, 1967.
Willems, Edwin. "Sense of Obligation to High School Activities as Related to School Scope and Marginality of Student". Child Development, December, 1967, 38 No. 4, 1247-1260.

participation from parents and pupils with marginal abilities.

Of all the aspects considered, therefore, what may be referred to as the participatory, obligatory, and/or involvemental aspects of the small neighborhood school probably have been the most valuable.

Negative Consequences of the Neighborhood School

If basically commendable objectives behind the neighborhood school have, to some degree been attained, so have certain negative spinoffs occurred. One of the negative consequences of the neighborhood school is that its small size places limitations on curriculum offerings and specialized staff positions. A study by the Wichita Public School System in 1967, for instance, indicates eighteen specific activities under the categories of organization, administration, instruction and/or curriculum in which greater efficiencies could be realized in larger 1200 pupil elementary schools (see Appendix B). At present approximately two-thirds of the elementary schools in Wichita enroll under 400 pupils.

Advocates of the neighborhood school often counter this limitation of small schools with the argument that large elementary schools tend to be instruments of conformity and bureaucratic rigidity. In answer to such contentions, however, it must be realized that whereas rigid conformity is a possibility in both the small and large elementary school, the larger school,

at a minimum permits flexible scheduling, expanded curriculum and individual ability development. In the case of the small elementary school such opportunities are hardly an option. Here, there exists innate limitations on both the range of educational opportunities and the full development of individual abilities and interests.

Another adverse consequence of the neighborhood school is the tendency for lower-income, core-area residents, black and white, to be served by the less desirable school plants. Since school plants and other community facilities are built in conjunction with residential development, housing and community facilities become obsolete concurrently. This unfortunately means that children who reside in inferior, usually older housing in squalid environments are also the ones most likely to attend schools which are educationally obsolete. Rather than giving these children from low-income families school facilities which could partially compensate for other disadvantages they incur, the neighborhood school concept tends to further disadvantage them.

As a method of spatially distributing school plant facilities to serve residential areas, the neighborhood school concept again has shortcomings. Operating as they do with limited resources, Boards of Education must endeavor to utilize school facilities efficiently. To do this a balance of classrooms or

square footage of building space and designed pupil enrollment should be maintained. The maintenance of a capacity/enrollment balance in small attendance areas is difficult because the area is likely to be more homogeneous in housing characteristics and family composition. This condition often results in consistent changes in household contribution rates throughout the attendance area. In larger attendance areas the type, age and condition of housing among subareas will vary considerably and the changes in enrollment from the combination of subareas tend to be offsetting.

Racial and cultural isolation is another more basic negative consequence of the neighborhood school. The need for exchange is noted by John Holt as follows:

> "It is for the sake of our white children, not our blacks, that we most need integration. Racism, at least in this country, at least so far, is a disease of white men, not of black. Since the disease is one that, if it runs long enough, will destroy our freedom and, by leading us into race war, perhaps our lives, we must cure ourselves of it, and there is not way to do that but to make sure that all white children, as they grow up, come into frequent and prolonged contact with blacks."[9]

Others contend that black children are also negatively affected by the segregated school. It is said to represent separateness and non-acceptance to older minority-group members and can quickly introduce such ideas to younger children.

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[9]John Holt, Social Policies for America in the Seventies: Nine Divergent Views. 1969.

While it can be rationally argued that small schools are intended to be neutral with regard to minority/majority enrollment composition, i.e., several elementary schools which are now composed of 90% black children were originally totally white, the result is that the small school is biased toward an imbalanced racial situation.

By its nature of being small, the neighborhood school can have its racial composition greatly altered by a relatively small number of young minority group families moving into the neighborhodd. In a society characterized by high residential turnover rates, an apprehension often develops about the school and the panicked vision of an all non-white school becomes a self-fulfilling prophecy. For a larger attendance area, one with less homogeneous housing, racial balance is more probable.

School plant utilization is also inevitably affected as a school's composition becomes non-white. Usually it is the younger and larger member non-white family that replaces the older and smaller member white family. As a result of the age differences and also fertility rate disparities school populations burgeon. The new occupants of the same number of residences may contribute double the number of pupils as the previous occupants causing extensive overcrowding. Although portable classrooms have given some latitude in school plant utilization the basic core facilities and/or site are incapable of handling a doubling in enrollment.

Yet another disadvantage of the neighborhood school is its tendency to group families of a narrow socio-economic strata. In so doing children of consistently low or high aspiration levels are likely to be isolated from one another. Considering the research findings that one of the major factors influencing educational achievement is the aspirations level of peer groups, many educators think it highly illogical to concentrate pupils who have low aspiration levels. Yet this is what often happens when attendance centers are drawn on the basis of a small residential area of similar socio-economic character.

ADAPTING THE NEIGHBORHOOD SCHOOL CONCEPT TO USD 259

As a standard which is used to guide site selection and to set the size of schools and the composition of student bodies, the neighborhood school concept is not totally acceptable. In recognition of this position and the stated policy of the Board of Education to comply with the Civil Rights Act of 1964, the following development principles pertaining to the relationship between community and school are recommended.

Geographic Size of Attendance Area

In general, the use of the traditional walking distance as the determinant of attendance area size should be subjugated to other more substantive critera.

Larger attendance areas for elementary schools should be

encouraged. Whereas this will increase walking distances and/or transportation costs, many of the positive attributes of the neighborhood school can still be retained and a better administrative unit, an enriched curriculum, and a more specialized staff will be possible. A larger area is also more likely to include a more heterogeneous socio-economic student body. Where lunchroom facilities are provided and therefore only one school trip per day is required, the maximum walking distance should be one and one-quarter miles. In elementary schools with no lunchrooms, attendance areas of three-quarters of a mile in radius is the recommended maximum unless transportation is provided.

At the junior and senior high school levels walking distance as a criterion for delineating attendance areas is even less valid than at the elementary school level. At the higher levels public mass transit usage and/or student operated automobiles become feasible. Nevertheless, recommended maximum walking distances for junior and senior high schools are one and one-half and two miles respectively. Travel time for these levels whether pedestrian or vehicular should not exceed forty-five minutes.

Attendance Center Enrollment Standards

Excessive enrollments at any organizational level are undesirable when they result in overcrowded facilities, poor neighborhood relationships, but most importantly when the sense of

parent/pupil participation is lost. It is quite possible, in this context, that an elementary school with 400 pupils could be excessive and one with 1,000 would not be. The key to making any school desirable lies not in its size, but in the quantity and design of facilities and administrative policies governing their use.

For most applications the elementary attendance centers should be within the 600-1200 pupil range. In some instances, however, even this size of elementary attendance center may be too small to meet the social and educational responsibilities. Recent proposals for education parks indicate that several multiples of the 1200 pupil unit may have valid but limited applications. In recognition of the potential for negative consequences, such super attendance centers must be carefully planned with organized subdivisions and many behavior settings which induce parent-pupil involvement. The school-within-a-school concept in which the basic unit of from 600-1200 pupils is a viable guideline.

The recommended size for junior high schools is a minimum of 900 pupils and a maximum of 1400 pupils. Again these figures represent an optimum range of sizes. An enrollment of less than 900 reduces opportunity to provide the desirable specialization in curriculum or creates inefficiencies in utilization of staff and of the school plant where such specialization is implemented for a small student body.

In the case of senior high schools, the recommended optimum range of enrollment is from 1800 to 3000 pupils. Opinions concerning the optimum size vary, but again seem to hinge on the quality and quantity of facilities provided. If a senior high school is properly planned to accommodate an enrollment of 3000, then this is satisfactory. On the other hand, if the school is designed for 1800 pupils and 2000 attend, then an enrollment of 2000 is too large. The lower size limit is a result of the desire to keep all senior high schools comprehensive in their educational programs.

Location of Schools

Another important purpose of this report is to make recommendations on the timing and location for new site acquisitions. Many considerations are a part of the site acquisition process, the most obvious of which are residential growth patterns, street and utility systems, the availability of suitable land, and the relationship of the proposed site to other school plants.

As mentioned previously, one inadequacy of the neighborhood school has been its tendency to perpetuate school segregation. The placement and upgrading of elementary school plants should anticipate the geographic distribution of future school age populations; however, where such a principle results in a segregated, minority group student body exceptions should be made.

Agreement between the Park Board and the Board of Education

should be reached as to location, development and use of park and school properties. The joint development of neighborhood parks with elementary schools and junior high schools is recommended. Where suitable land for park purposes exists near potential school sites, land acquisition should include a tract large enough for both functions. Acquiring land in large tracts reduces the unit cost and aids coordinated site planning.

Other economies can also be realized by joint development. The more active play areas, which are a necessary part of the separate neighborhood park and the school plant need not be duplicated when neighborhood parks are placed adjacent to elementary schools or junior high schools. The net result is that less land acquisition is necessary (up to as much as 3-5 acres).

The location of elementary schools on collector streets (streets not carrying through traffic) away from arterials but within the arterial grid system (one-square-mile sections) is also recommended. This eliminates the concentration of children adjacent to high-volume streets and aids traffic flow; reduces the probability of vehicle pedestrian accidents; and provides greater safety while buses or automobiles are being loaded and unloaded.

Junior and senior high schools should be located on collector streets near arterials. Where possible the vehicle entrances and exits should be connected to collector streets which have

direct access to both east-west and north-south arterials. If it is necessary that egress and access be directly off an arterial high type entrances and exits should be provided. For example, left turn bays, exclusive right turn lanes, adequate turning radii and possibly even signals may be required in order to maintain traffic flows on the arterials and to exit school parking lots rapidly and safely.

Senior high schools may be placed next to natural barriers provided that good access can be attained. Often the barriers can provide buffers between school activities (football fields, physical education, parking, etc.) and residential areas.

Upon request the Wichita-Sedgwick County Metropolitan Area Planning Department will aid the Board of Education for Unified School District 259 in their selection of proposed school sites. An evaluation sheet has been prepared for this purpose and is included in Appendix C.

Provisions have also been included in the Subdivision Regulations for Wichita and the unincorporated area of Sedgwick County which may aid the Board of Education in school site acquisition. Under Article 7-105 of this document the Planning Commission may require of a residential land subdivider that he offer to sell land to various interested public bodies or preserve it for future sale. In Chapter Six of this report various school sites are proposed for acquistion in areas of expected residential

development. In these instances, as well as where unanticipated residential growth occurs, the above subdivision provisions may be of benefit.

INTERNAL RELATIONSHIPS: THE SCHOOL BUILDING AND ITS SITE

Development standards also involve criteria on the size and internal arrangement of basic school plant elements which are the building(s), parking and service areas, landscaped grounds, and the recreational/physical education area. Provisions for the health and safety of the pupils and teachers are basic considerations in school plant design, whereas other factors, such as variety of room sizes, flexibility of arrangements, lighting levels, size of site, arrangement of activities on the site and provision for auxiliary facilities are primary in meeting the needs of the educational program.

As these programs have evolved, the development of sites and the design of schools have also gradually changed to reflect the educational programs offered. Historically, sites and buildings have evolved through several stages. Years ago, even though land was inexpensive, many districts bought small sites. The pre-1930 elementary schools of SD 259 seem to follow this pattern. Presently, eighteen of these old elementary schools are on sites so small that it is nearly impossible to provide more than a modest amount of space for outdoor activities. The typical building of this era is a two-or three-story brick

masonry building with high concrete block or stone foundation, inside are dreary, cramped and inflexible classrooms.

Few schools were constructed locally in the 1930's or early 1940's. After World War II a new type of school building appeared. The trend was toward single story "finger plan" schools. Also during this period schools were expanding their programs to include more services and broader curricula. Specially designed rooms such as libraries, auditoriums, multi-purpose rooms and adminstrative quarters were included in many schools. Outdoor facilities were required for physical education programs which were expanded during this period. One or more of these factors: the need for oudoor playgounds and more parking space; the tendency toward larger enrollments (in elementary schools); and the need to maintain site flexibility resulted in the need for larger sites all levels.

In the past decade the rigid organization of the school with the classroom as a self-contained instructional unit has been attacked by educators and architects as being educationally disfunctional. Buildings are sought which offer flexibility in the arrangement of interior spaces for large group lectures, team teaching, and small group discussions, as well as regular classroom instruction.

Moreover, with the refinements in year-around air-conditioning and lighting techniques, the "finger plan", which was

partially aimed at providing natural ventilation and light, also became technically outmoded. These latter demands do not require additional site acreage over the finger plan and can usually be arranged more compactly. The resultant economies in land utilization and construction costs of the newer, more compact building discount the costs of year-around air-conditioning schools, especially in highly urbanized areas where land and building labor costs are high.

Space Standards for School Buildings

The space required by pupils varies with school level. Since contemporary school planning has broken away from the "egg crate" type of space organization, it is recommended that the following figures should be utilized: In the case of elementary schools 30 square feet per pupil for classroom plus 75 square feet per pupil for non-classroom spaces (circulation resource centers, offices, etc.) is the recommended standard. For junior and senior high schools 30 square feet per pupil for classroom space plus 100 square feet for non-classroom space is desirable. The additional 25 square feet in junior and senior high schools reflects the lower user intensity for such facilities as shops, home economics rooms, auditoriums, etc.

At all organizational levels the "standard" classroom size should be 900 square feet or above.

Factors other than the spatial needs and arrangement of

spaces are of concern to the school project planner. These factors, such as building orientation, construction materials, lighting methods, acoustical treatment, etc., are discussed by consultants and school officials in light of the special circumstances that may exist and cannot be reduced to standards.

School Site Size Requirements

The school site is no longer just a parcel of land upon which to erect school buildings. It has become one of the basic tools in the educational process. How the site is developed determines to some extent the efficiency of teaching, administrative, and custodial efforts. Properly developed, the school site can also complement and supplement other community facilities.

One of the most important characteristics of a good school site is its size. Of the factors influencing land needs, the physical education program is the major determinant. Site sizes now considered minimum are several times larger than those formerly acceptable. Since 1940, only three elementary schools have been built on sites less than three acres. Since 1955, eighteen of the nineteen elementary schools constructed have been built on sites of ten acres or more. At a minimum the elementary site size should be ten acres, plus one additional acre for each 100 pupils of anticipated maximum enrollment. A school for an enrollment of 900 would then be built on a minimum of

nineteen acres. Additional land should be purchased if economically feasible.

Junior high school sites have also increased in size in recent years. Of the four junior high school built before 1930, three sites are less than four acres in size. Sites developed since 1955 have all been ten acres or larger and three of the five are twenty acres or larger. This practice should be continued and the minimum site size should be twenty acres plus one additional acre for each 100 students.

Site sizes for senior high schools are proportionately greater per student than for junior high schools, primarily because of the increased need for parking and for more physical education facilities, including the possibility of competitive athletic fields. To the end that educational programs should not be limited by an inadequate site size it is suggested that senior high school sites should consist of 50 acres plus one additional acre per 100 pupils. For example, eightly acres land would be required for a student body of 3,000 pupils.

Four major categories of land use will commonly occupy the school site: the building proper, the developed grounds, the physical education and recreational facilities, and the parking and circulation spaces. The spatial requirements for the latter three categories are presented below since building needs have been previously discussed.

Developed Ground Standards and Setbacks

Developed grounds can be defined as the space occupied by the building and adjacent grounds (walkways, landscaping, courtyards and lawn areas). Areas not included in the developed grounds area but likely to be a part of the school site then include physical education facilities, parking and drives.

One measure which prescribes an appropriate balance between the area occupied by the building and the area devoted to adjacent grounds is the $\frac{\text{building area}}{\text{developed grounds}}$ ratio. If this ratio is small (little building coverage and large lawn), the original improvement costs and maintenance costs for landscaping will be a burden. If, on the other hand, the building occupies nearly all of the developed grounds (high-ratio) the site will usually be esthetically sterile, filled with asphalt or so close to the street that traffic noises will be disturbing. From an analysis of sites considered to have a good building area to development area ratio, it is recommended that a ratio from 1:2 to 1:3 be implemented.

The placement of the building relative to the street serving it is also important. If a school must be placed on or near a heavily traveled street, it would be desirable to use a high proportion of the developed grounds area to buffer the school from the street. An example of this occurs at Heights. A contrasting example is Eureka Elementary School, which abuts West Street.

Setbacks along arterials should be 120' or more, whereas 80' setbacks along lower classes of streets are recommended.

Parking and Loading Standards

Parking and loading standards necessarily hinge on transportation policies and size of attendance areas and centers. Normally, however, six types of vehicular parking are required near the school. They include parking spaces for:

- Pupils, teachers, and other school staff who regularly drive;
- Parents, salemen, and other visitors;
- Groups attending school functions;
- Parents who wish to "pick up" or "leave off" their children;
- "Trailer" classrooms for special education uses; and
- Buses

City code parking requirements for senior high schools include one parking space (300 square feet) for every four pupils plus one space for each full-time staff member. The pupil parking should be reasonably convenient, but not at the "front door" or arranged in such a way that the building appears to be sitting in a nest of cars. Visitor's parking should represent approximately 2% of the total spaces and should be readily apparent and properly designated.

It is often not economically feasible to provide parking for infrequent high attendance events. By the arrangement of access drives and well-sodded and drained areas, however, it may be possible to supplement regular parking spaces.

For junior high and elementary school one space for each

teacher and staff member is recommended. Even though 14-year olds can legally drive to school, parking should not be provided for pupils at the junior high level. Furthermore, it is recommended that driver qualification requirements in Kansas be upgraded by raising the minimum driving age to 16- or 18-year olds. Local school officials should support this change.

Where pupils are provided bus transportation, docking provisions should be included in site development. Pedestrian traffic, and traffic from pupil and staff parking areas as well as vehicular traffic on adjacent streets should not be in conflict with the loading operation.

Physical Education and Recreation Space Needs

The above development standards specify the spaces required for three of the four major categories of land uses on a school site. The fourth category, which is devoted to physical education facilities, can be adequately placed on that portion of the site not utilized by the building, the grounds adjacent to the building or the parking lots. The basic site size advocated is also large enough to allow for some unavoidable inefficiencies in laying out these use categories and to allow for service and parking lot access drives.

SUMMARY OF STANDARDS

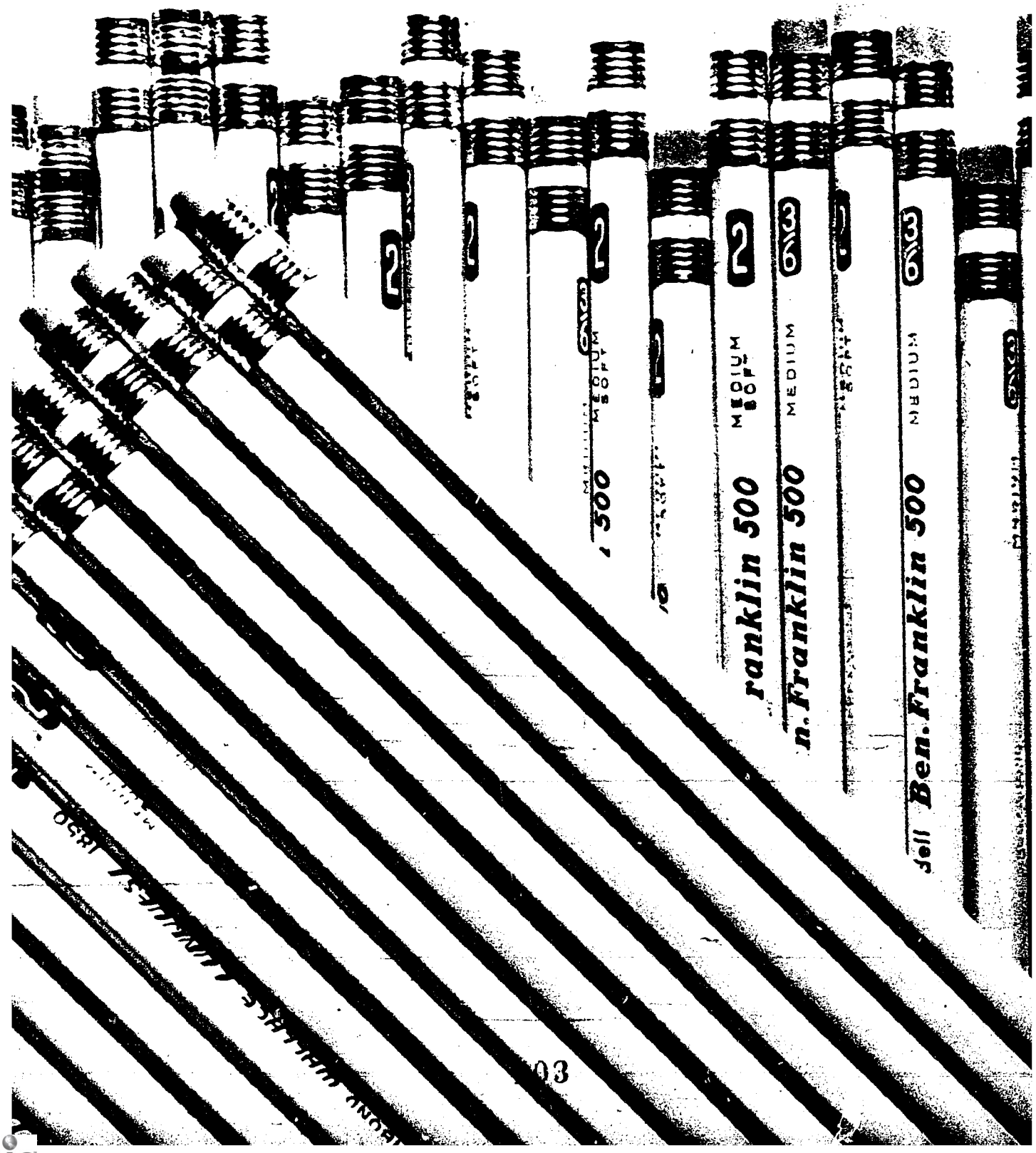
A summary of the standards for elementary, junior and senior high schools is given in Table 4A.

SUMMARY OF STANDARDS — TABLE 4A

ITEM	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
1. Maximum walking distance in developed areas	3/4 mi. radius when no lunchrm. is provided; 1¼ mi. radius w/lunchrm.	1½ mi. radius	2 mile radius
2. Enrollment: minimum-maximum	600-1200 or multiple units thereof with joint-use of some central facilities under the school-within a school concept.	900-1400	1800-3000
3. Location of plant with respect to the following: a. school age population*	geographic center	geographic center	geographic center
b. parks	adjacent when suitable land exists	same as elementary	-----
c. street	on collectors away from arterials	on collectors near arterials	on collectors w/direct access to arterials
d. barriers (rivers, freeways, etc.	use barrier as boundary except where this causes racial isolation	same as elementary	use natural barriers as buffers
4. Spatial requirements for buildings	classroom space of 30 sq. ft./pupil plus 75 sq. ft/ pupil for non-classrm space	classrm. space of 30 sq. ft./ pupil plus 100 sq. ft. for non-cl. rm.	same for junior highs
5. Classroom size	various sizes for lectures, small group discussion and standard 900 sq.ft. cl.rm.	same	same
6. Site size (minimums)	10 acres + 1 additional acre for each 100 pupils	20 acres + 1 per 100 pupils	50 acres + 1 per 100 pupils
7. Developed grounds	building area to building area plus adjacent grounds ratio - 1:2 to 1:3	same	same
8. Setbacks: arterials, collectors or local	120' 80'	same as elementary	same
9. Parking	1.5 spaces (300 sq.ft./ space for each teacher and staff member	same as elementary	1 sp./4 students + 1 sp for ea. staff member

*Except where such policy creates segregated minority enrollments

School Plant Inventory and Evaluation



CHAPTER 5

SCHOOL PLANT INVENTORY AND EVALUATION

INTRODUCTION

In order to project school plant needs for USD 259 three kinds of data are required.

Projection as to the number and location of the pupils to be served must be undertaken as was done in Chapter Three. Goals and standards for physical facilities must be identified. Chapters Two and Four deal with this aspect. This chapter's purpose is to relay information, both evaluative and descriptive, about the existing physical facilities in USD 259. These chapters will then result in the identification of needs and the formulation of a School Facilities Recommendations presented in Chapter Six and as summarized in Chapter One, Table 1.A.

The plant evaluations recorded here do not necessarily reflect upon the architect, the writer of the educational specifications, or those presently responsible for the school plants. Many factors may cause a low rating. Among them are changes in educational philosophies and innovations in educational hardware. Also transformations in the physical and social setting of the plant, as well as natural deterioration through use and weathering are other important, but nearly uncontrollable, factors affecting a school plant's worth.

Factors which affect a plant's value, such as quality of

materials and construction, building design and placement on its site, location and size of site, and educational facilities provided, are more controllable. The object, however, is not to condemn but to point out strengths and weaknesses in particular plants. The evaluations and ratings may then form one basis upon which to make sound recommendations to upgrade, expand, maintain or abandon particular physical plants within USD 259.

EVALUATION AND INVENTORY METHODOLOGY

Several techniques are available for the purpose of evaluating school plants. The best possible approach would involve a committee of experts who use, maintain, administer and design school plants. This group would evaluate plants on the basis of appropriate standards and discuss their findings, thereby coming to some consensus on the merits of each plant.

The evaluative technique used in this study was conditioned by the element of time. It was simply unfeasible to form such a committee to survey the 123 attendance centers in the district.

In lieu of the ideal survey procedure, one committee member field surveyed the physical plants of USD 259. This member worked with the evaluative instrument approved by an advisory committee, talked with principals, teachers and custodians about their facilities, and then rated each plant according to the scorecard's criteria and weighted point system. The ratings were then reviewed and adjusted by the advisory committee.

THE USE AND CONTENT OF THE EVALUATIVE INSTRUMENT

Of the several scorecards which can be used for evaluative purposes the committee favored one developed by C. W. Odell, a professor of education at the University of Illinois. (See Appendix D for examples of both the elementary and secondary school plant scorecards). In certain instances the criteria as set down by Odell did not agree with committee views. Therefore, the scorecard was not used ver batim.

Odell warns that no formal scorecard can be totally adequate. He states that while objectivity is a primary goal of any kind of evaluation, it is an elusive quality. The use of his score-card, nevertheless, surely increased the objectivity of the rating process over what would have been expected without such concrete guidelines.

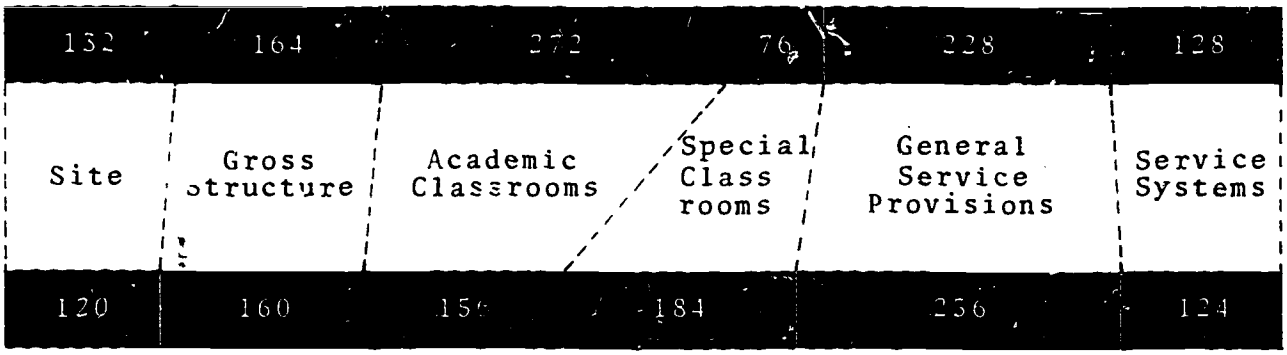
Another possible shortcoming of a scorecard such as Odell's lies in interpretation of the scores. In almost all instances the higher score a plant received, the better that plant is serving its educational function. As Odell points out, however, a building might be totally deficient in a feature, which even if all other criteria were perfectly fulfilled would render it useless. Such a building would receive a very high but somewhat deceiving score.

The Odell scorecard has six categories, each of which is composed of numerous criteria for evaluating certain aspects

of a school plant. The six major categories and the respective weighting of these categories as applied to elementary and secondary plants are as follows: site (132 and 120 points), gross structure (164 and 160 points), academic classroom (272 and 156 points), special classrooms (76 and 184 points), general service provisions (228 and 256 points) and service systems (128 and 124 points) with a total possible score for the perfect plant of 1000 points.

EVALUATION CATEGORIES

Elementary



Secondary

A manual by Odell, which was used in conjunction with the scorecard, discusses the various evaluative criteria in detail. To further understanding of the meaning of the six evaluative categories and how they vary according to organizational level, a brief discussion of each follows.

Site

The site category includes an evaluation of the location of the site, its physical features and improvements. As was stated

in Chapter Four, criteria for the geographic placement of plants differs from the various organizational levels. Elementary schools should be away from major arter[illegible] pr[illegible]rably on a collector street (a street which fu[illegible]lect traffic from local streets and deliver it directly to arterial streets), whereas junior high school and senior high school sites are appropriately near or immediately adjacent to arterials. The location in all cases should be centrally positioned relative to its attendance area and should be in a primarily residential area. The location of schools should facilitate flexibility in attendance area boundary delineation and should take pedestrian barriers into account.

Also the size of the site and its utility as measured by its topography, shape of site (length vs. width), surface condition, landscaping and man-made improvements to the site were used in the evaluative process.

Gross Structure

Included in the gross structure category are such variables as orientation, architectural style, educational plan, external structure and internal structure.

Orientation as a component of gross structure evaluation is important in most of the plants because they rely on prevailing winds for ventilation. Although flourescent electric lighting has reduced the importance of daylight as a determinant of

building orientation, this remains a consideration to the extent that some rooms such as art and biology require certain daylight conditions. Also excessive uncontrollable amounts of sunlight should be guarded against. Other factors such as topography, the street system and a building's relationship to other structures should be reflected in its orientation.

Architectural style and educational plan are two interrelated qualities of the gross structure which were evaluated. Design which best facilitates today's education program in an esthetically dignified and inspiring manner is the desirable standard. Flexibility, expansibility and economy were also important aspects of gross structure evaluation. Economy of space utilization is lacking in many older structures for several reasons: The educational programs have changed; enrollments in the area have dropped; the original design subordinated interior space relationship and needs to exterior artchitectural treatment; and/or capacity miscalculations. Under the last category would fall the large restrooms, which in some elementary buildings have as many as 26 water closets and urinals for a school of 200-300 pupils.

Another measure of the gross structure is the adequacy of the external structure. Maintenance costs, temperature control, water control, fire-proofing and structural condition - as they pertain to exterior walls, roofs, the chimney, entrances, windows and height of building - were considered.

The final "measuring stick" of the gross structure component is the character of the internal structure, i.e., the stairways, corridors, lobbies, vestibules, walls and basements. Again maintenance and operating costs were important. Supervision, safety, circulation, lighting appearance, sound control and utility to the educational program were some primary considerations against which these internal elements were weighed.

Academic Classrooms

The third major evaluative category in the Odell system is the academic classroom. The weighting of this category, 272 points for elementary schools and 156 for secondary schools, reflects the position that the academic classroom is a more basic unit in the elementary school than it is in the junior high school or the senior high school. Construction and equipment are the two major subcategories. Construction involves such classroom attributes as size, shape, light provision and control mechanisms, floors, walls and ceiling, doors, color schemes, chalkboards, bulletin boards and storage spaces.

Classroom equipment, the other subcategory of the academic classroom category, includes sinks, toilets, desks, chairs, tables, filing cabinets, etc. and the adaptability of this equipment to varying educational purposes. Can it be arranged for small group activities, cleared for games or art or other special purposes? Can it be oriented in a number of ways, or

must the "front" always remain fixed? Does glare or direct sunlight preclude alternative arrangements? If the latter two qualities describe the classroom, it is less than a optimum classroom.

Special Classrooms

Under the special classroom category the evaluation undertaken included the following spaces: Industrial arts, home economics, business science, language laboratories, music, and arts and crafts. For grades K-6, however, the evaluation was based only on the criteria of space for music and facilities for arts/crafts and science.

The elementary schools which were rated best in this category were the plants which originally housed grades K-8 and had specially constructed science, art and music rooms. Some elementary schools have facilities, not rooms, which encourage interest in art and science. Such facilities as sinks in classrooms, large classrooms with adequate storage, kilns, worktables and aquariums are of this type. Other elementary schools, through lack of such facilities or lack of good access to them (up or down three flights of stairs to sinks and kilns), discourage science and art activities and were rated accordingly.

Special music rooms are also important to vocal and/or instrumental music opportunities at elementary schools as well as at secondary schools. Although an elementary school music

teacher may satisfactorily hold music in a regular but somewhat acoustically isolated classroom, if no single room is consistently available the inconvenience of this approach adversely affects the program. Materials must then be transported from room to room or from floor to floor and diagrams or instruction written on chalkboards must be transcribed numerous times. The time available for effective teaching is reduced significantly.

At the secondary school level, music rooms should be more sophisticated in their acoustical treatment. Also separate spaces easily accessible to the auditorium are required for instrumental and vocal music. Storage for instruments, small practice rooms, a music library and an office are desirable.

General Service Provisions

The general service component of the total plant evaluation is second only to the academic classroom category in importance at the elementary school level and is of foremost importance at the secondary school level. The general service provisions are those facilities which supplement and complement the regular classroom unit and are indispensible to its functioning. For elementary schools this category is subdivided into the follow-ing parts:

- Auditorium
- Physical education facilities
- Library
- Cafeteria

- Audio/visual facilities
- Community facilities (meeting rooms with auxilary spaces)
- Kindergarten
- Administrative suite
- Teachers' rooms
- Health suite
- Custodians' facilities
- Storage provisions

At the secondary schools the general service provision category obviously does not include kindergartens but adds pupils rooms or lounges and study halls. Also, the extent of these facilities is of course more elaborate at the junior high school than at the elementary school, and is still more inclusive at the senior high school.

The evaluations of the elementary schools were made on the basis that it is desirable to have space which would function for the above purposes. At this level, for instance, a well designed multi-purpose space was evaluated in terms of its utility as an auditorium, physical education facility, community facility, audio/visual facility and quite often as a lunchroom. Elementary schools which have separate spaces for these various activities, however, often have increased convenience, fewer scheduling conflicts and of course have a greater pupil capacity. Accordingly, these schools may receive higher scores.

Lunchroom facilities are desirable. Even though the local system is set up on a neighborhood-school basis, which enables children to go home for lunch, a minimum of approximately one-third of the elementary school pupils at all schools stay and

eat their lunches at school. Considering that most elementary schools have no hot lunch program and/or lunchroom space (factors which tend to discourage eating lunches at school) this apparent need for lunchrooms and food service is significant.

At all levels, the library or instructional materials center should be the focal point of the plant. The evaluation of this component was based on such factors as its size and location; the arrangement and adequacy of storage for materials, the availability of pupil and staff workspace; and the visual attractiveness and comfort of the center.

Audio-visual facilities evaluation includes not only the films, records, tapes and their projectors and players, but also the availability of showing and previewing rooms, storage, overhead projectors and screens, and electrical outlets. Whether or not a plant had an intercommunication system was also taken into account.

Kindergartens are also included under the general service category at the elementary level. Unlike the secondary classroom, the degree to which a kindergarten room is self-sufficient is a key to quality. Does it have its own entrance, restrooms, sinks and play spaces both indoors and outdoors? Attractiveness and comfort (especially warm floors) are also important because the kindergarten experience is a child's first contact with public education. The physical setting should aid the teacher in making the initial contact a pleasant experience.

Administrative office space usually consists of the general office/reception room, principal's office, supply room, book storage, vault and possibly an assistant principal's office, counselor's office and conference rooms. The total amount of space devoted to administration is dependent on school size and type of program, but certainly the individual offices have a minimum size requirement, probably of about 150 square feet. Less space makes the office almost unusable for parent/student conferences.

Adminstrative office space should be readily accessible to those it serves and probably near the front lobby of the building for control purposes.

A primary objective for the other administrative spaces is an arrangement which allows efficiency in record keeping and processing; which separates pupil, teacher and visitor traffic in and out of the office; and one which prevents congestion. In addition, a counselor's office should afford audio and if possible visual privacy.

Besides the storage space for teaching materials in the administrative area, teachers should also have a workroom and a lounge with restrooms. A kitchenette and some sound separation within the lounge, if the lounge and workroom are combined, are desirable features. The sound separation should provide opportunity for lesson preparations in one area and conversation in another area.

The health suite should provide facilities for care of sudden illness, for medical and dental examinations and perhaps the counseling office(s). A waiting room, dressing cubicles, nurse's office, storage, toilet, lavatory and shower facilities are the standards against which the health suite in each elementary school were evaluated. In terms of location, there are advantages to having it next to the administrative offices, the physical education offices and/or the main entry of the building. Also, a space 22 feet in lenth for testing vision should be available.

The evaluation of custodial facilities, as a measure of general service provisions, were based on the availability of electrical outlets, storage space for supplies and whether or not the custodian has an office, lavatory and workshop.

Storage provisions easily accessible for all floors or wings of a building should aid the operating efficiency and prevent the cluttering of a school plant. Too much closet or storage space in the proper location (near where the equipment and supplies are used) is an improbable finding.

Service Systems

The final plant evaluation category is service systems. This group includes the provisions for air-conditioning, lighting, water supply and toilets, fire protection, the electrical system, the cleaning system and mechanical services.

Adequacy of the air conditioning (heating and cooling) provided in a plant was partially based on economy of operation; the extent to which fresh, properly tempered air is delivered throughout the plant; and the extent to which individual room controls were provided. Other evaluative criteria were safety (based on pupil exposure to high temperature surfaces and number of direct-fired heating sources), evenness of temperature, noise level, appearance and location of air-conditioning units.

Artificial lighting should be glare-free (well diffused) and of the proper brightness for the task undertaken. Modern type flourescent lighting with egg-crate type diffuser generally meets the classroom requirement best. Exterior night lighting which discourages vandalism and lights the building in an attractive manner was also used as an evaluative criterion.

Water supply as a part of the service systems category includes maintenance, plumbing, fountains, lavatories and sinks.

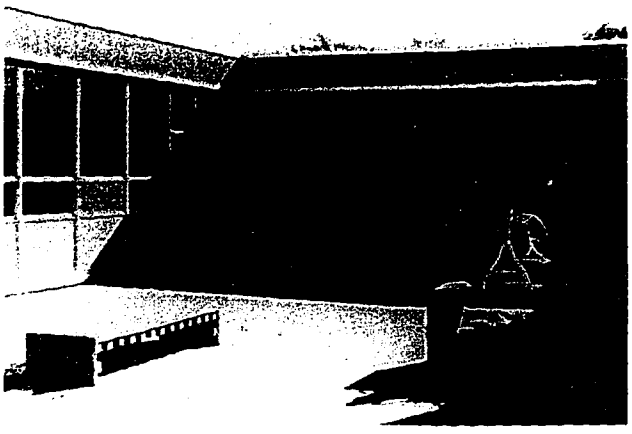
The location and adequacy of toilet facilities were also considered as a part of the service systems. Convenience and cleanliness of the toilet facilities were of primary concern. Cleanliness is not necessarily just a measure of maintenance efforts but also reflects upon the materials and construction. Impervious materials are of paramount importance to sanitary conditions. Wooden toilet seats, unpainted concrete floors,

cracked porcelain fixtures and rusted partition walls are some of the conditions which prevent restroom cleanliness. Restrooms should be located on each floor of a multi-story building and stall arrangements should be easy to supervise. Positive ventilation should also be provided. Toilet fixtures should be the seat flush type, at least at secondary levels.

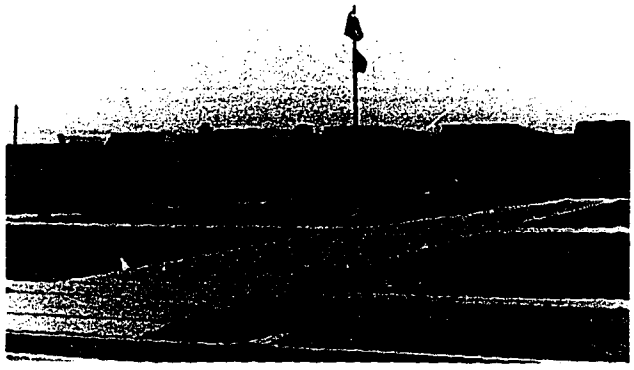
Fire protection was evaluated on the basis of type of construction, equipment, extent of fire hazards and type of escape exits in the building.

Electrical systems (telephones, clocks, and electrical power provisions), cleaning systems (both equipment and ease of use) and mechanical services (elevators, waste chutes and disposal, dumbwaiters and provisions for the disabled such as ramps) make up the remaining evaluative criteria for service systems.

Qualities of Good Attendance Centers



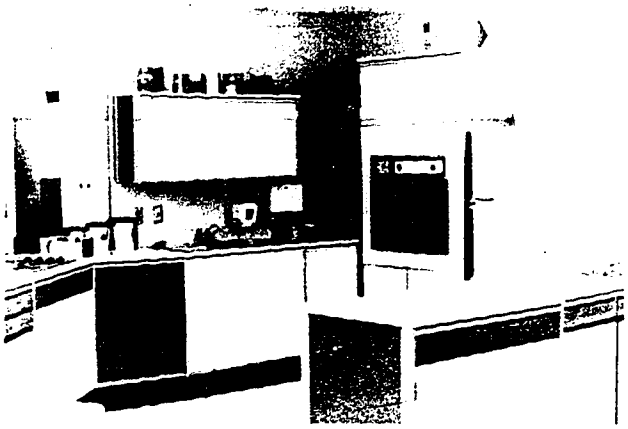
Simple amenities, such as a sunlit courtyard

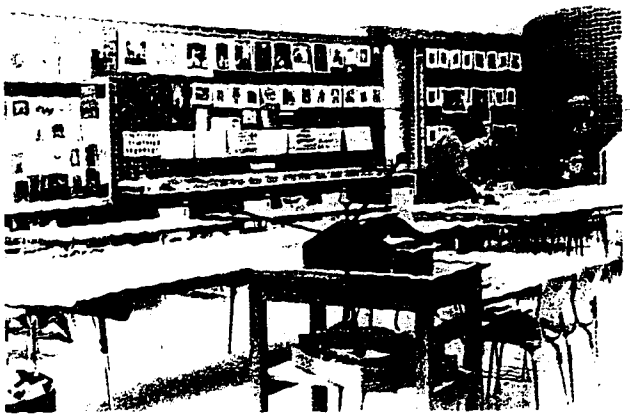


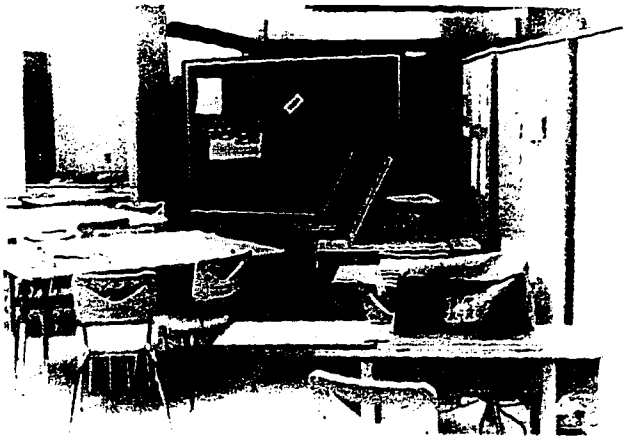
...simple, pleasing appearing building

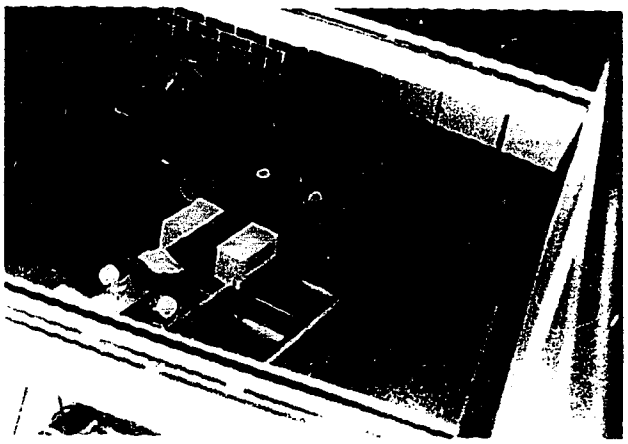
...sizeable, well sodded playground but unattractive utilities

...year around air-conditioning allows greater use





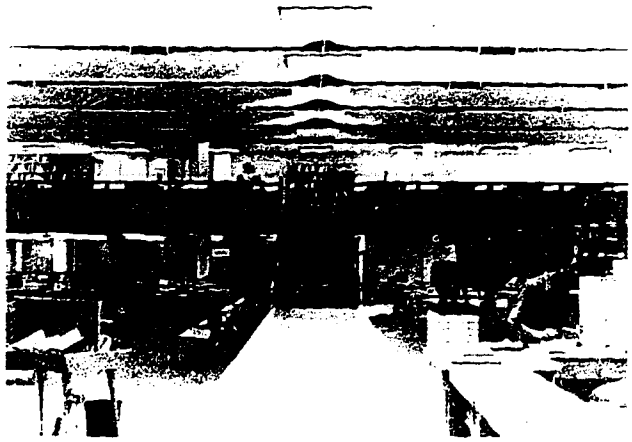




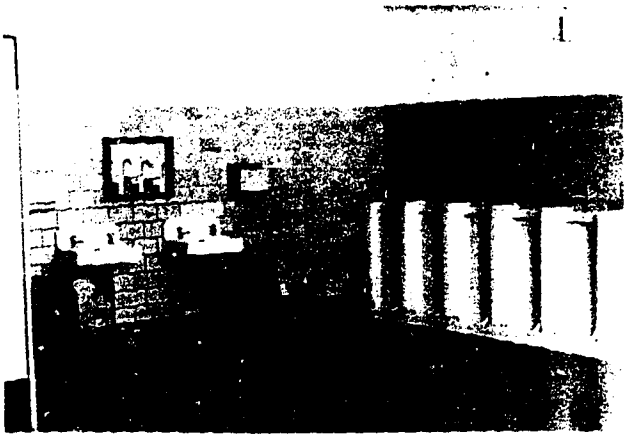
...special classrooms which compliment and support academic development

...adequate work and storage space

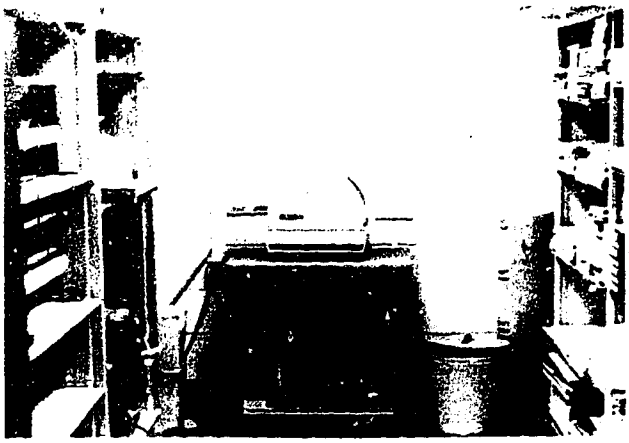
...controllable lighting, adequate storage, and useable wall space



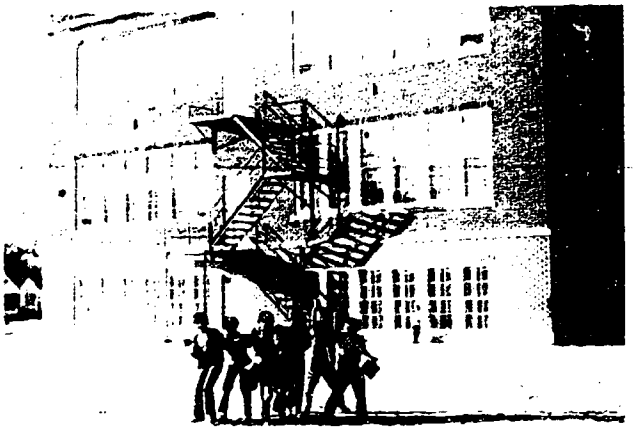
...appropriate general service facilities such as libraries, audio-visual facilities, storage provisions



...low space utilization



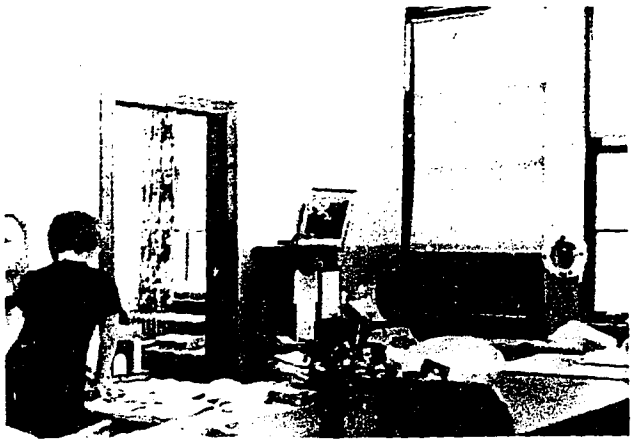
...no or small work rooms



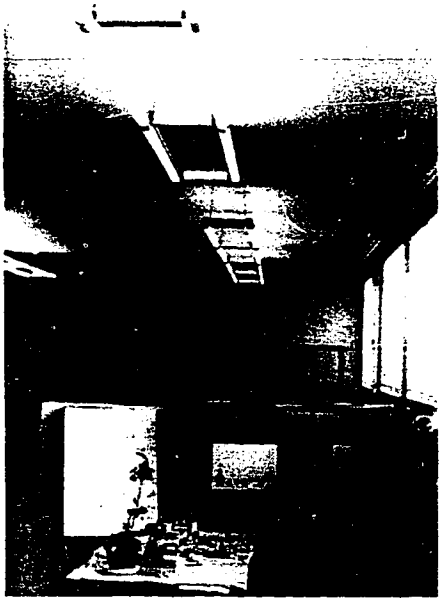
...fair-weather-only fire escapes

...uncontrollable natural lighting

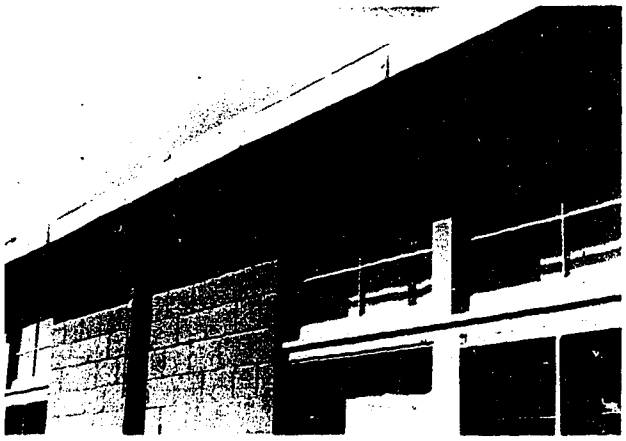
...elementary located on major thoroughfare and in a commercial area

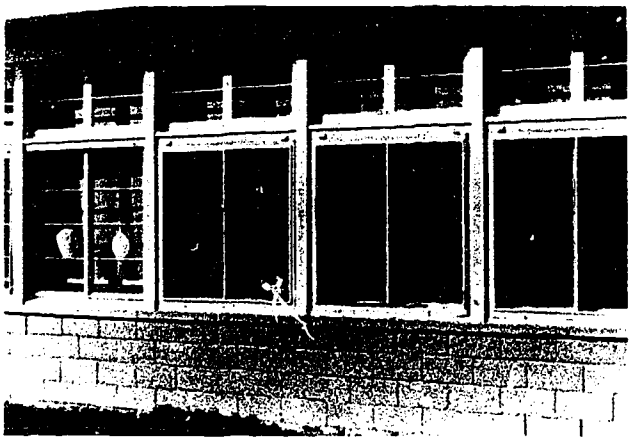


...small, difficult to organize administrative offices



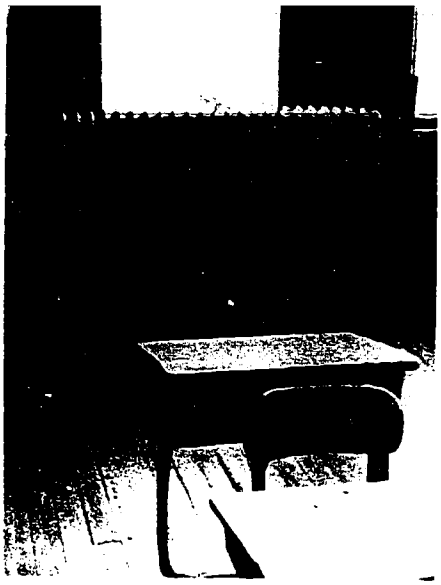
...low brightness, uneven artificial lighting



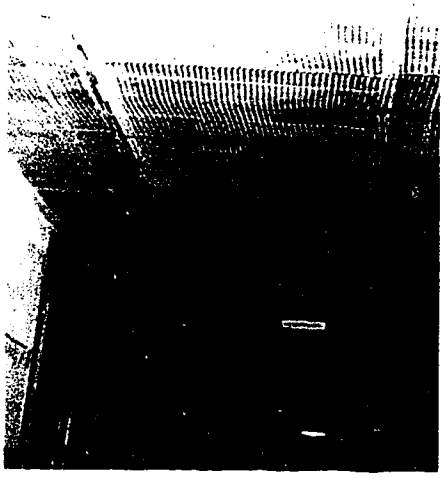


...inferior original exterior construction with high maintenance costs

...conflicts in site usage-parking, deliveries, physical education and classrooms utilize same area. Also, supervision/ vandalism problem is caused by secluded areas between building wings.

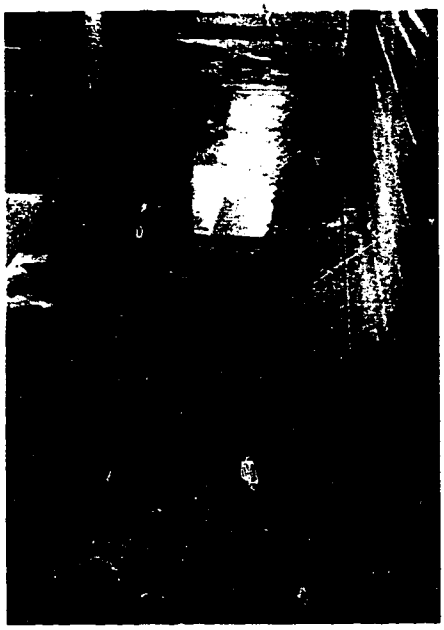


...exposed heating sources and worn, squeaky floors



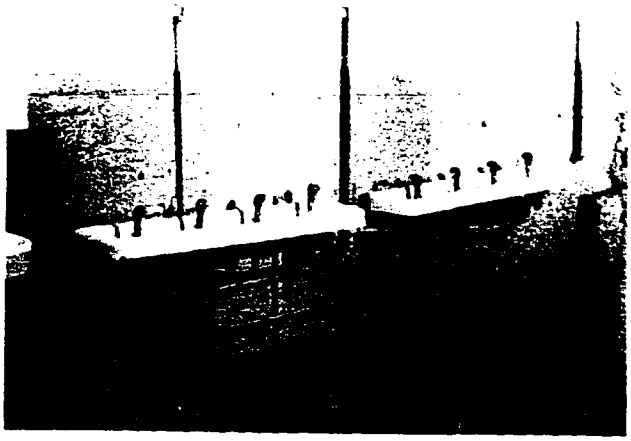
...dreary corridors

...lack of physical education facilities (more watching than participation)

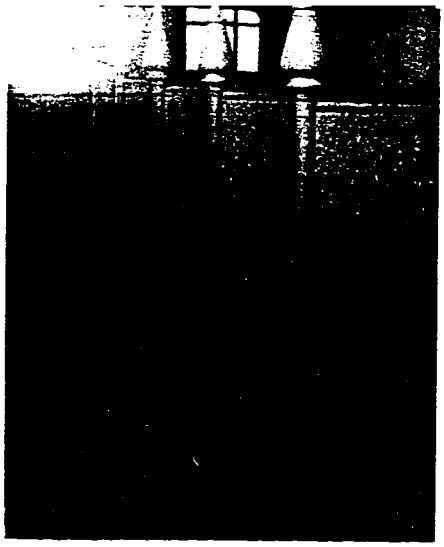


...substandard shower facilities

...incompatible land uses

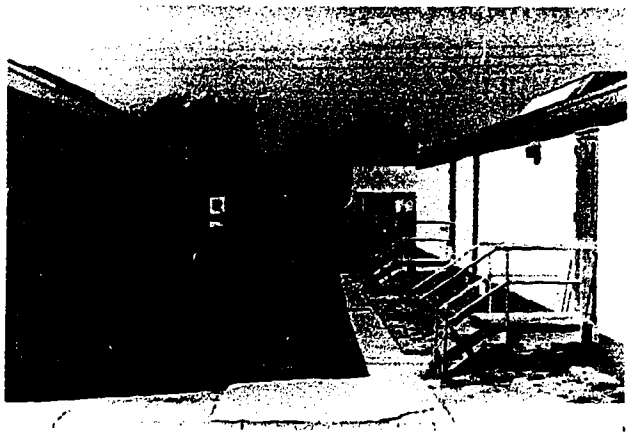


...antiquated plumbing, pervious floors and walls



...lack of adequate core facilities such as libraries

...portable crowded, and poorly drained sites



...lack of permanent classroom space and poor residence to school, building relationship

...site split by a street, adjacent to railroad trackage

EXPLANATION AND CONTENTS OF EVALUATIVE GRAPHS

The following pages of this chapter graphically depict the evaluation of the 123 elementary, junior high and senior high school plants in USD 259. Typically, an evaluative summary of three to five schools is display on each figure. The elementary schools are grouped by geographic area as shown in Figure 5.1. As shown in the upper portion of Figure 5.3, the basic data of enrollment, capacity, original construction date and the acreage of site is also given.

Below this data is plotted the scores received by a school for each of six scorecard categories along with its total accumulative score (far right). The shaded area signifies the median and below scores for elementary schools. In the case of secondary plants, average and below scores are shaded.

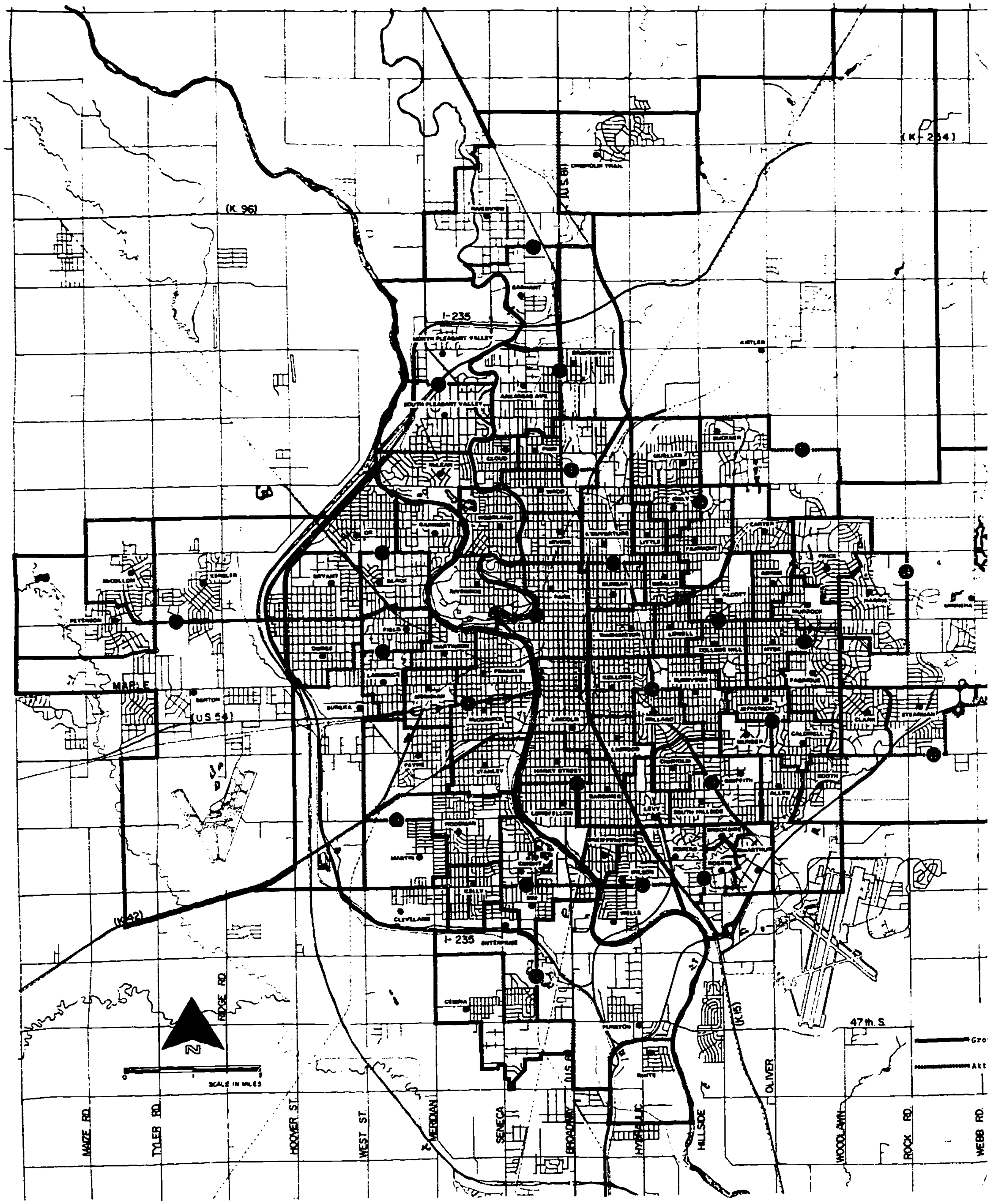
Plotting of the scores was done in the following manner. The range of scores experienced in each organizational level of USD 259 plants, rather than the absolute limits of each evaluative category, were used as the extreme points on the graph. These ranges are noted in parenthesis beside each category. For instance, the low and high scores given elementary sites were 27 and 107 respectively, whereas, zero and 132 points were theoretically possible. Therefore, in the site column, the lower boundary of the graph represents the 27 points and the upper boundary the 107 points experienced. The tick marks between the extremes

give increments of change with units noted below each column. The first tick mark above the lower limit of the site category then represents 27 (lower limit) plus 10 or 37 points. The other five columns of scorecard categories are similarly arranged.

The last column entitled accumulative evaluation gives the theoretically possible scores, rather than the range of those experienced. It should be noted that the four equal divisions of this scale correspond to the four different types of condition and are not equal in point spread (0-500 is only ¼ of the total scale for instance). Interpretations of the accummulative scores are given at the far right.

In addition to the overall facility evaluation at all organizational levels, there is included at the junior and senior high levels a graphic description of building crowding (Figures 5.29 and 5.35).

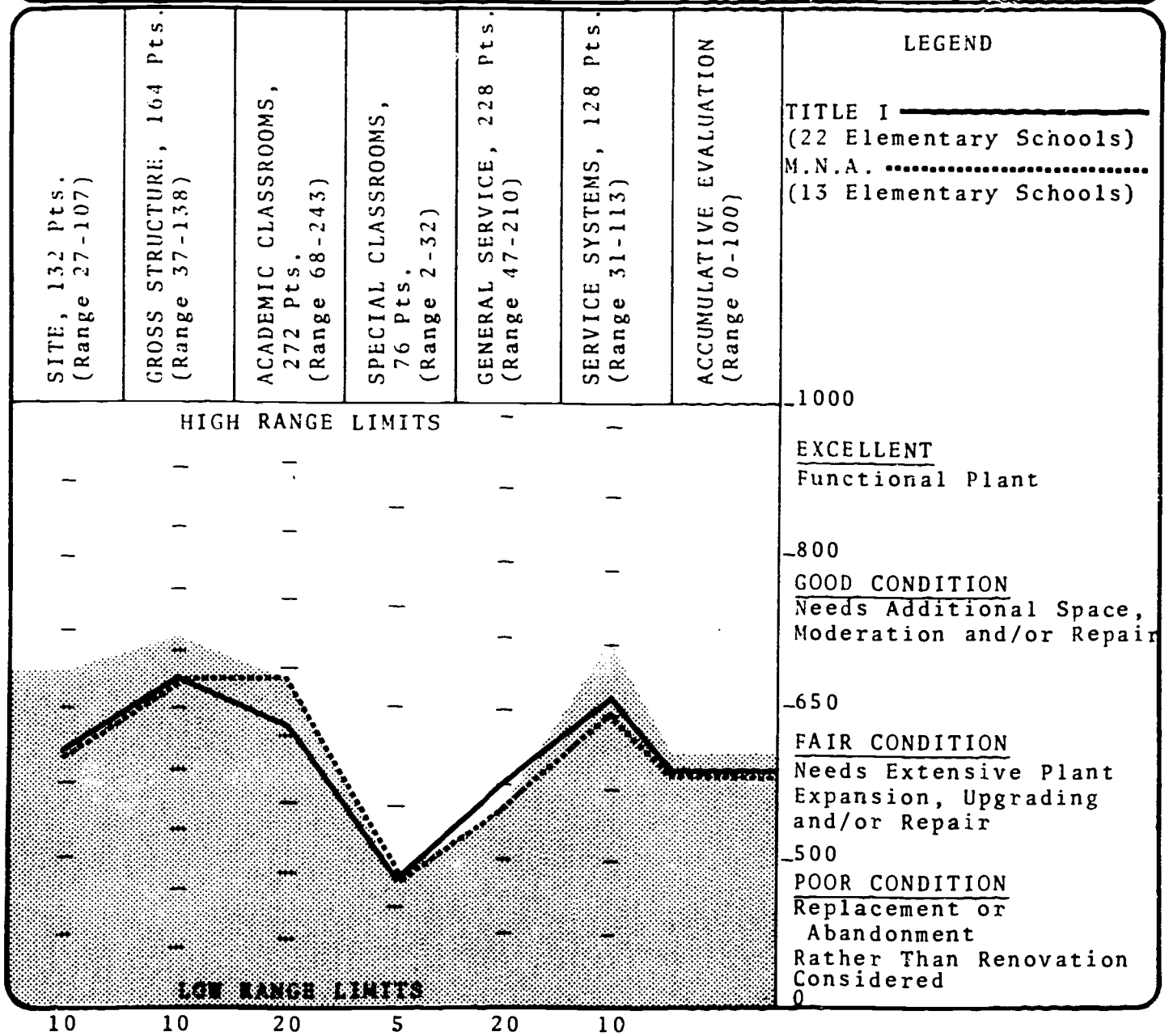
AN EVALUATION AND INVENTORY OF
ELEMENTARY SCHOOL ATTENDANCE CENTERS



(K-254)
(K 96)
I-235
MAPLE
(US 54)
(K 42)
(K 15)
47th S.
RIDGE RD.
SCALE IN MILES
MAIZE RD.
TYLER RD.
HOOVER ST.
WEST ST.
MERIDIAN
SENECA
BROADWAY
HYDRAULIC
HILLSIDE
OLIVER
WOODLAWN
ROCK RD.
WEBB RD.

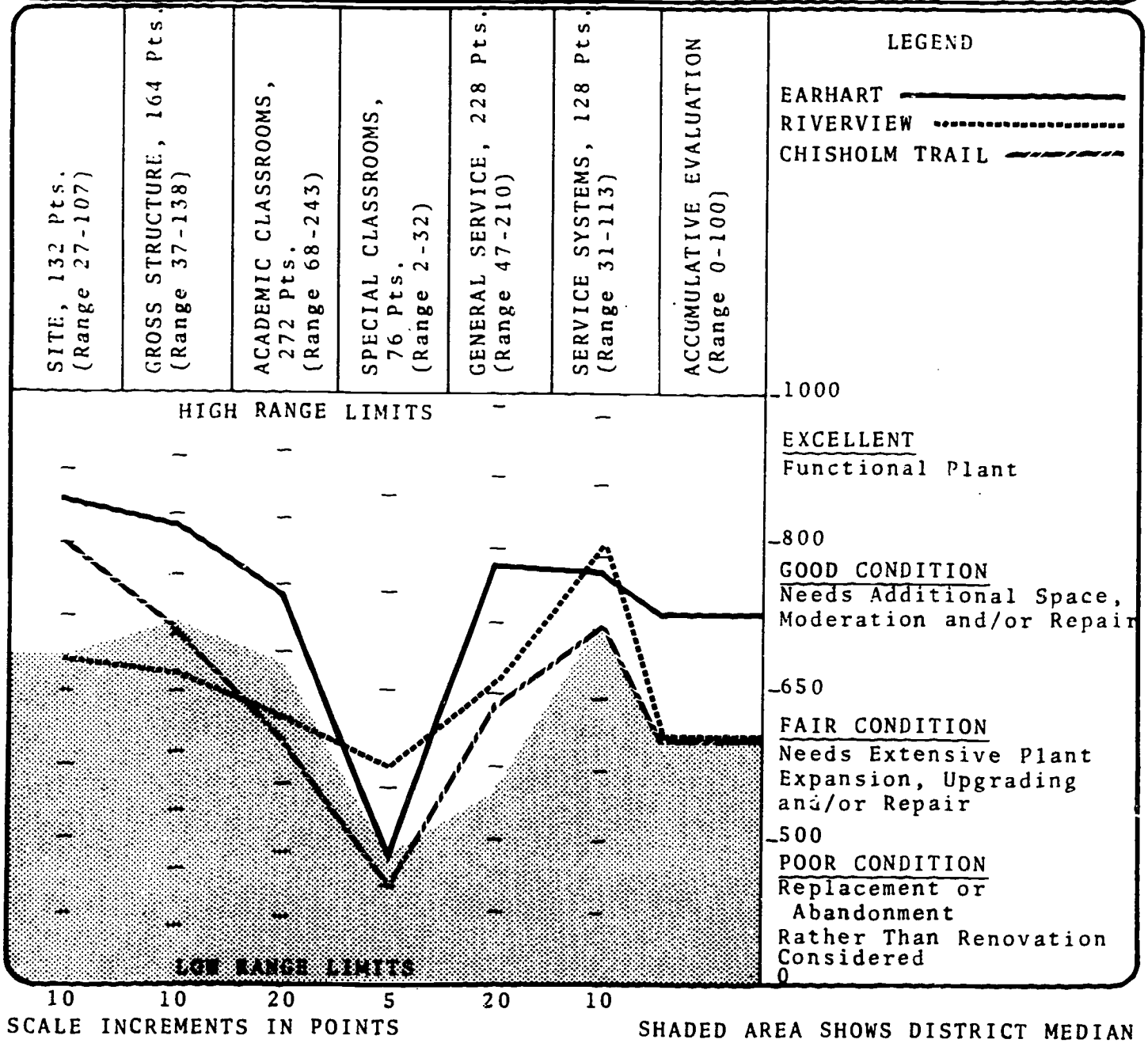
TITLE 1 AND MODEL NEIGHBORHOOD AREA
ELEMENTARY SCHOOLS

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE



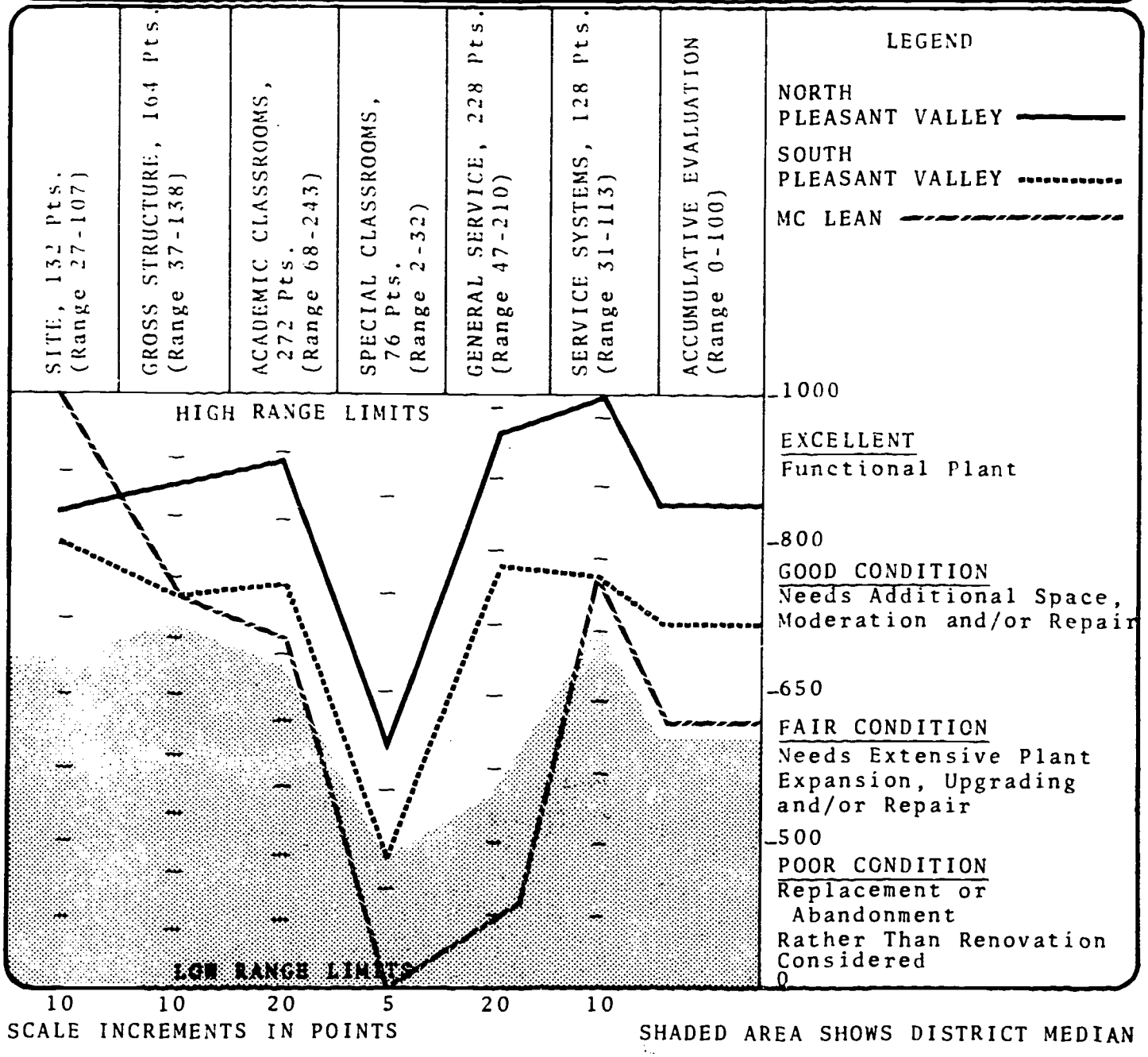
GROUP #1, NORTH CENTRAL PLANTS: EARHART, RIVERVIEW AND CHISHOLM TRAIL

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
EARHART	200	275	1952	10.8
RIVERVIEW	328	450	1948	12.1
CHISHOLM TRAIL	710	750	1956	15.6



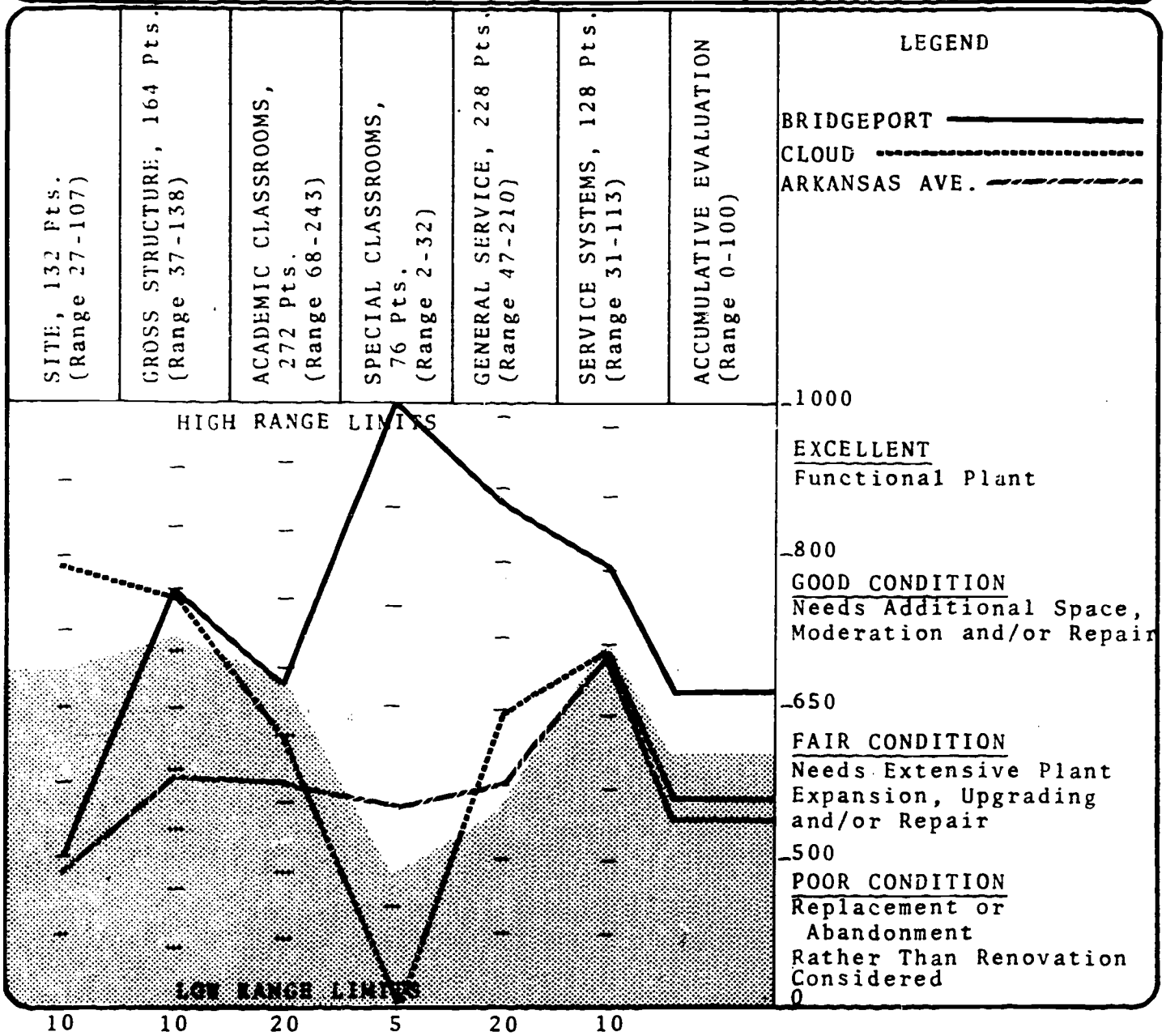
GROUP #2, NORTHWEST PLANTS:
NORTH PLEASANT VALLEY, SOUTH PLEASANT VALLEY AND MC LEAN

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
N. PLEASANT VALLEY	203	275	1959	5.0
S. PLEASANT VALLEY	306	325	1949	5.0
MC LEAN	405	350	1955	6.0



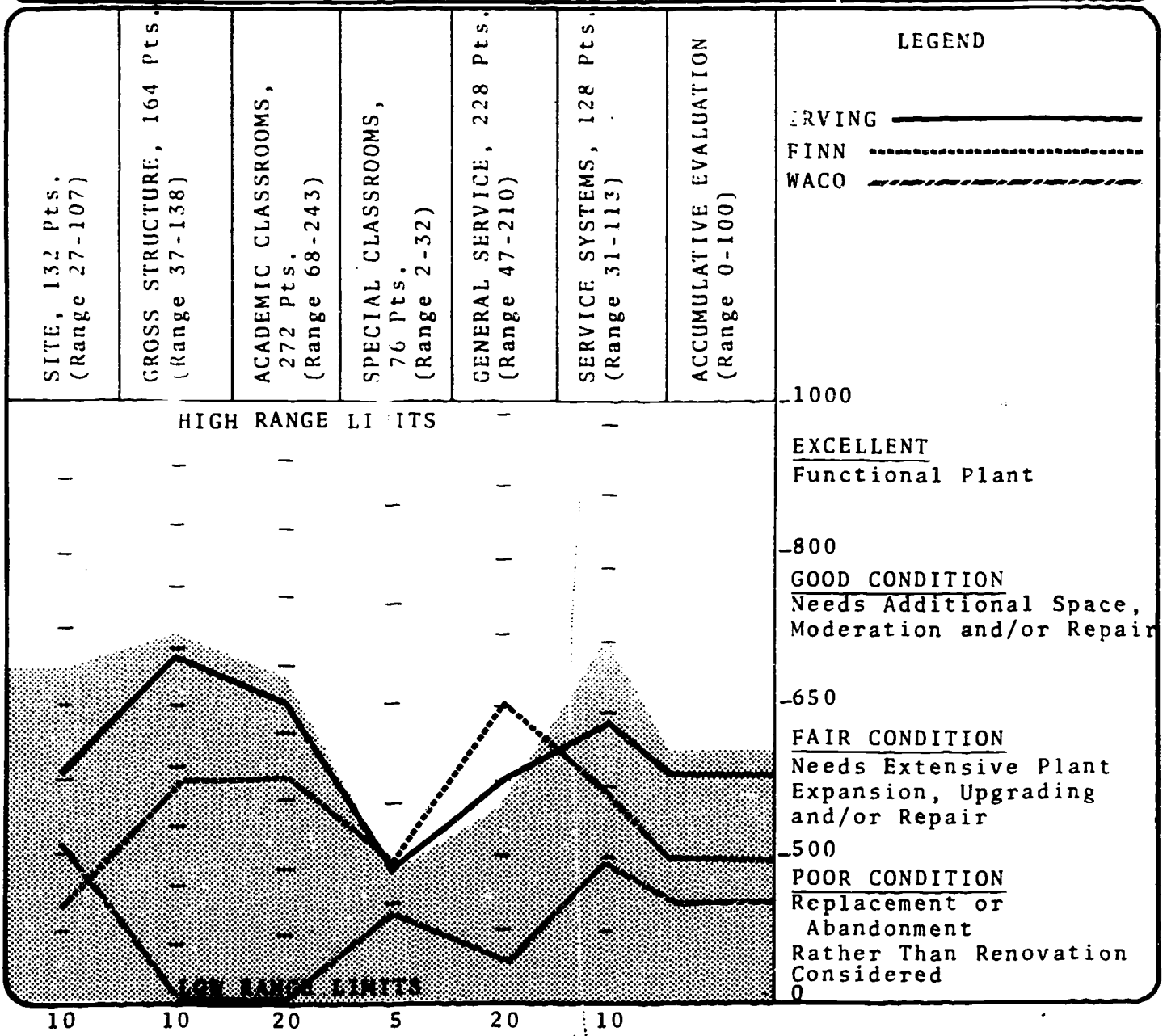
GROUP #3, NORTH CENTRAL PLANTS: BRIDGEPORT, CLOUD, AND ARKANSAS AVENUE

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
BRIDGEPORT	229	450	1912	3.4
CLOUD	452	375	1954	6.6
ARKANSAS AVENUE	578	700	1923	7.0



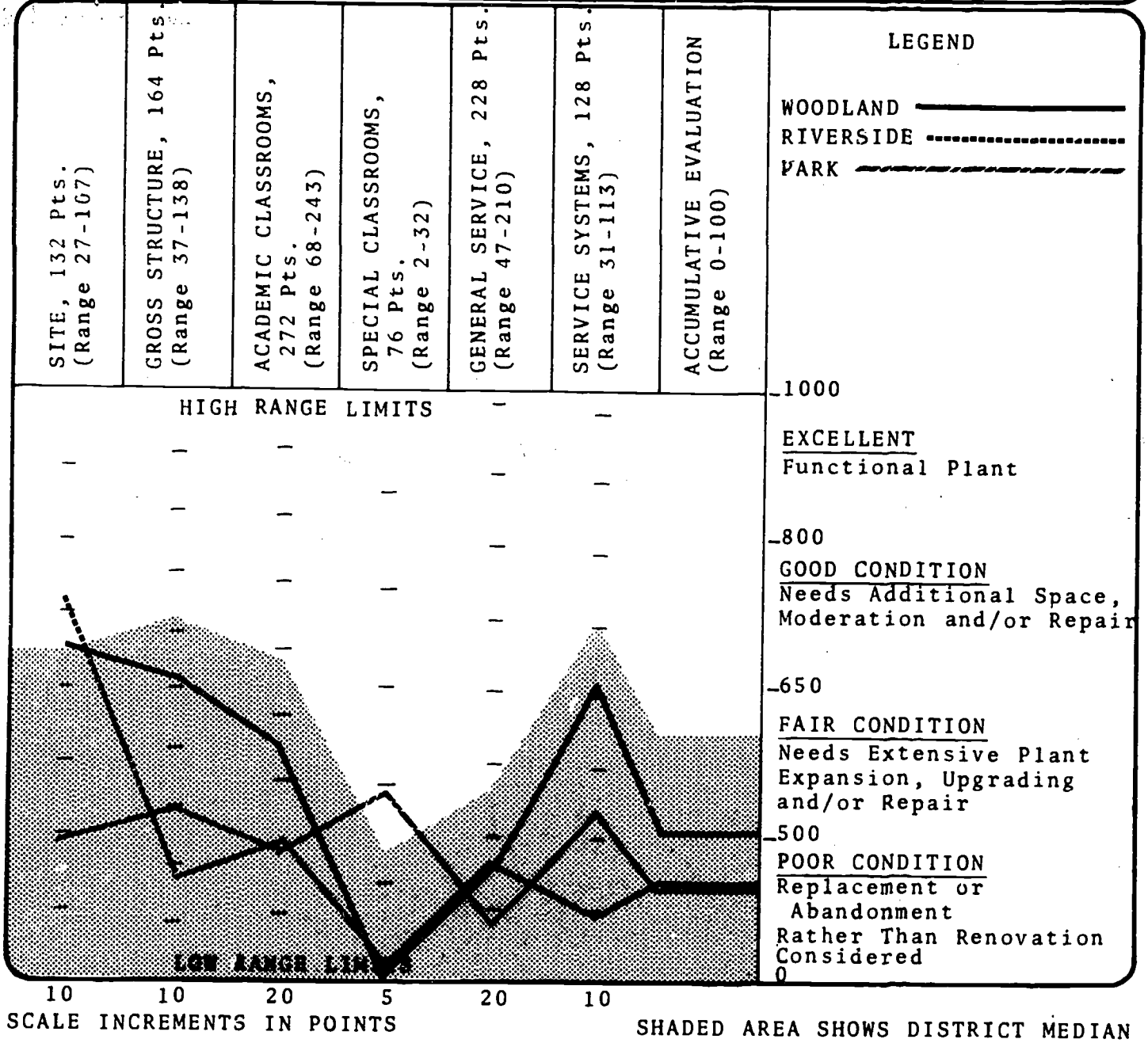
GROUP #4, NORTH CENTRAL PLANTS:
IRVING, FINN AND WACO

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
IRVING	358	330	1941	2.2
FINN	199	225	1930	2.2
WACO	298	350	1907	2.8



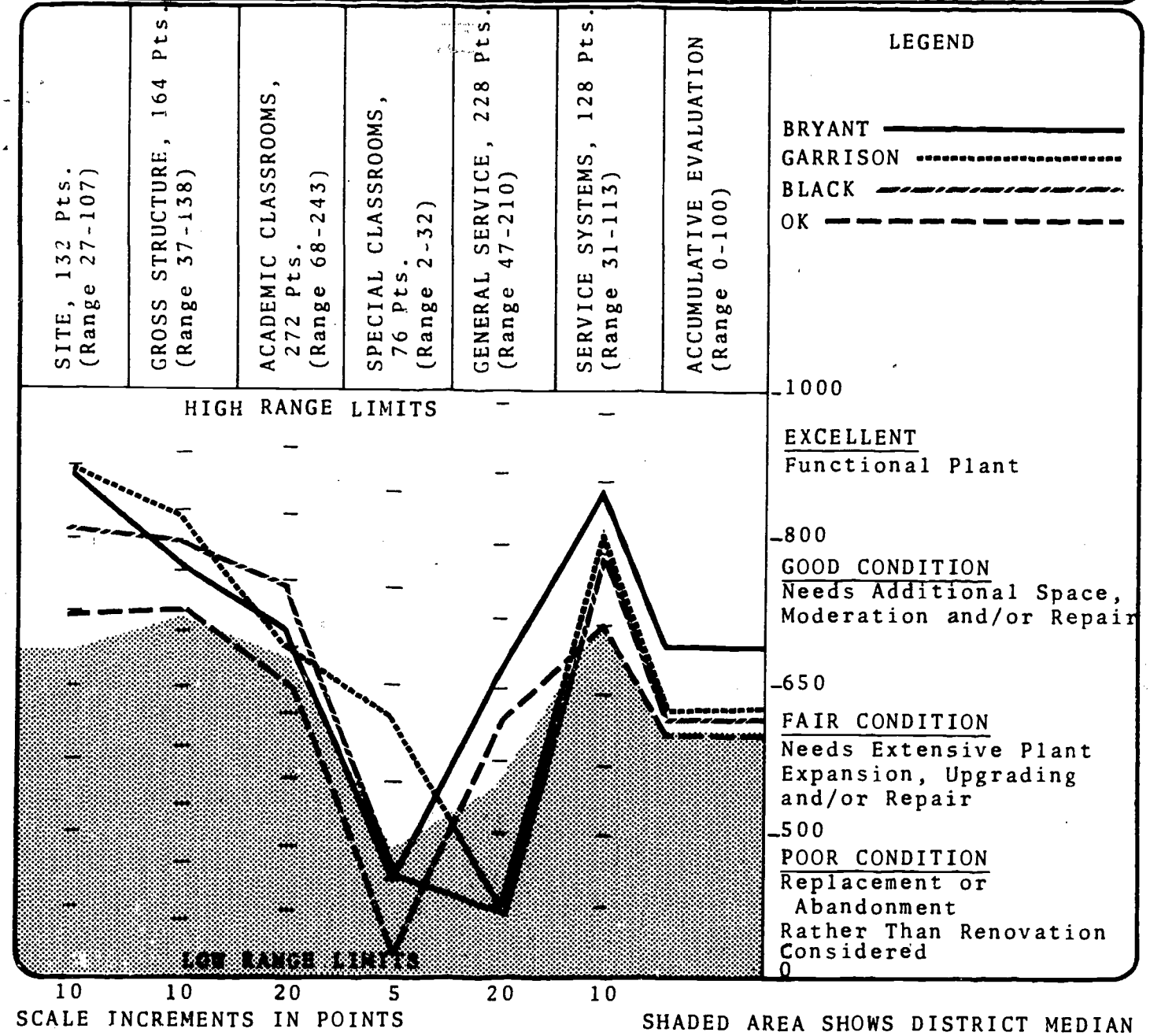
GROUP #5, CENTRAL PLANTS: WOODLAND, RIVERSIDE AND PARK

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
WOODLAND	366	425	1920	2.1
RIVERSIDE	282	350	1910	1.6
PARK	217	350	1922	213



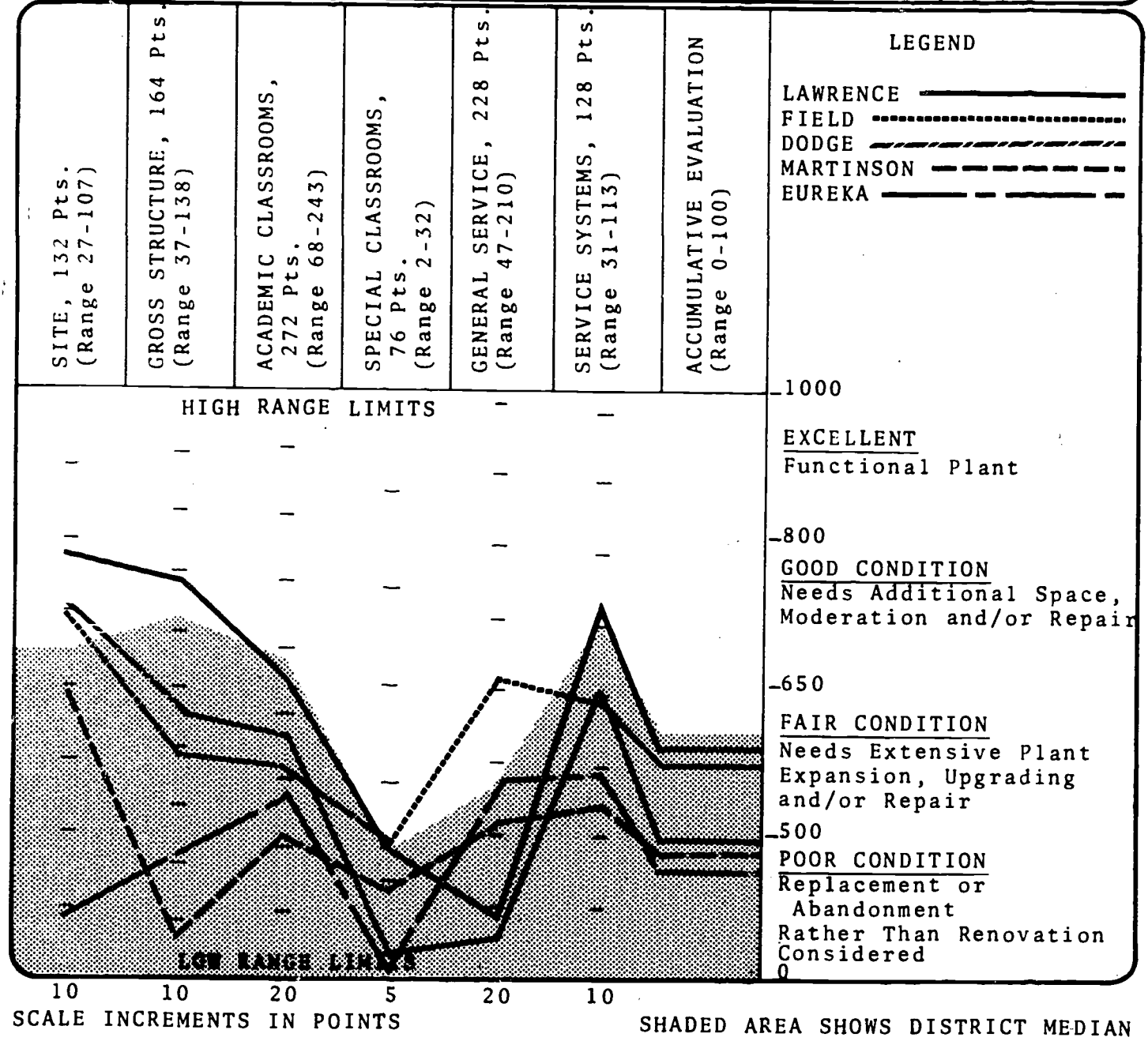
GROUP #6, NORTHWEST PLANTS: BRYANT, GARRISON, BLACK AND OK

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
BRYANT	556	350	1957	7.0
GARRISON	283	325	1954	6.1
BLACK	470	300	1954	6.4
OK	598	375	1929	6.3



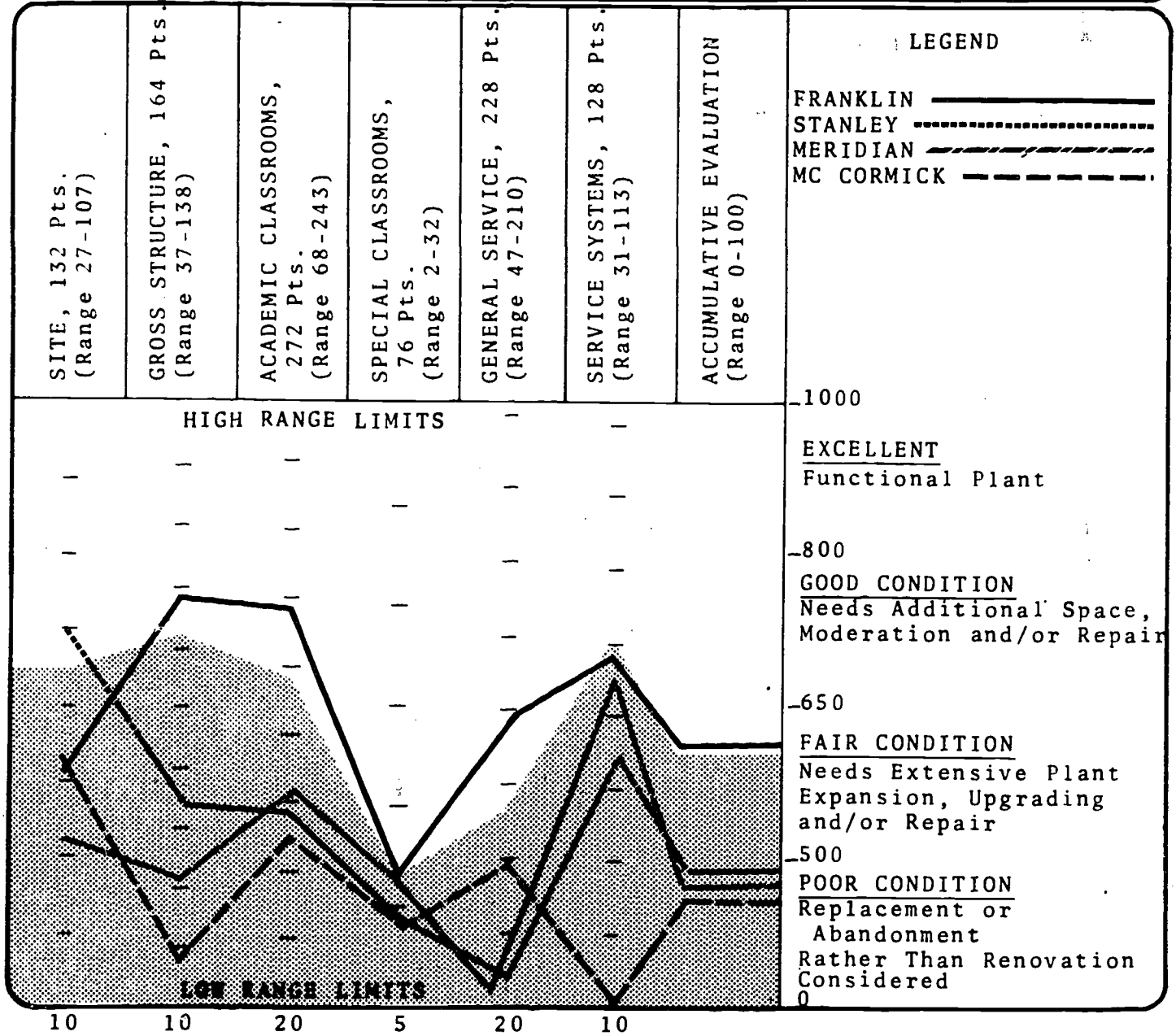
GROUP #7, WEST PLANTS:
LAWRENCE, FIELD, DODGE, MARTINSON AND EUREKA

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
LAWRENCE	220	350	1953	6.0
FIELD	242	275	1938	3.7
DODGE	424	475	1940	6.3
MARTINSON	265	325	1910	1.5
EUREKA	250	300	1930	6.6



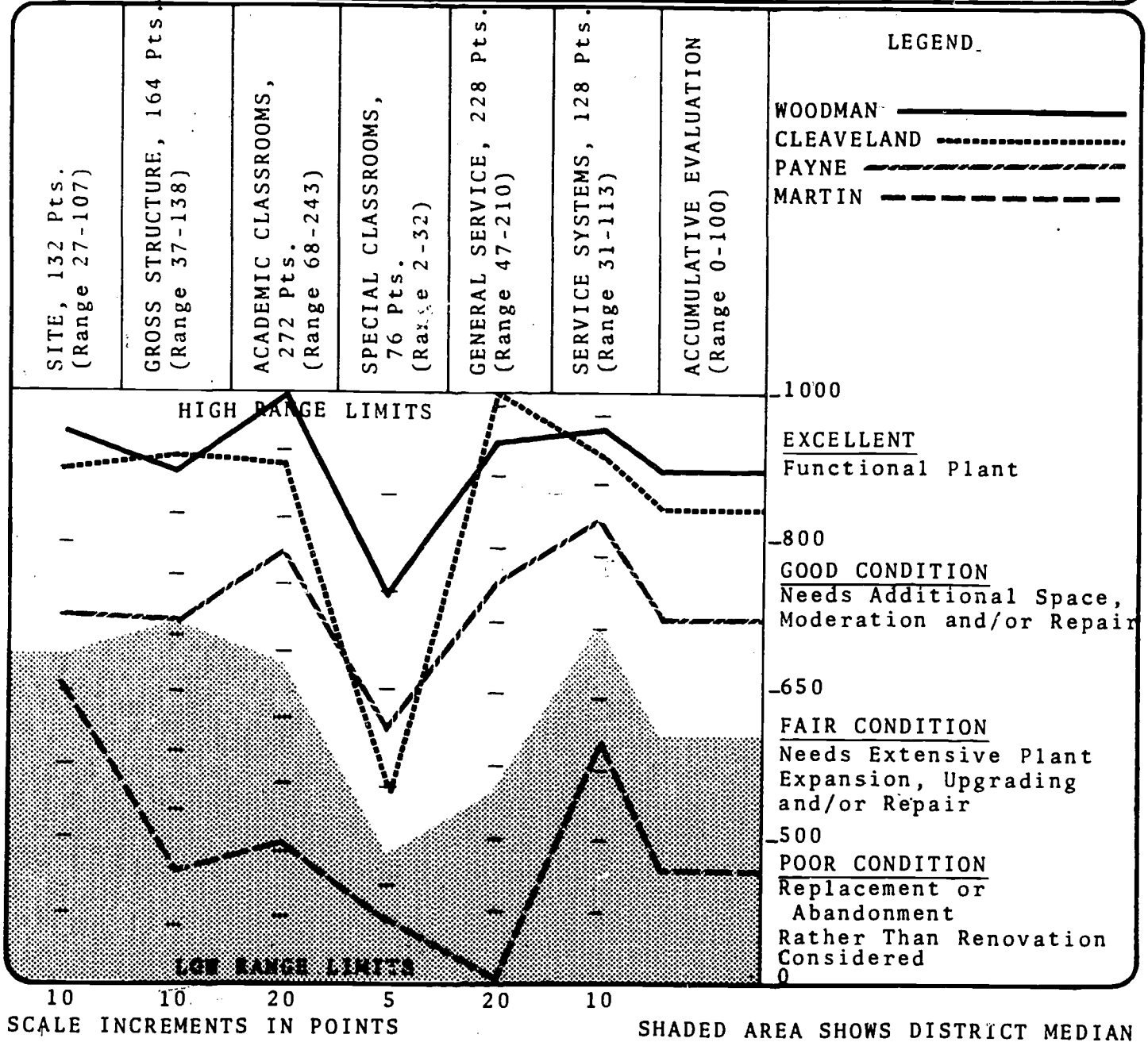
GROUP #8, CENTRAL PLANTS:
FRANKLIN, STANLEY, MERIDIAN AND MC CORMICK

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
FRANKLIN	346	400	1941	1.7
STANLEY	401	325	1930	4.1
MERIDIAN	280	325	1924	2.1
MC CORMICK	308	325	1890	1.6



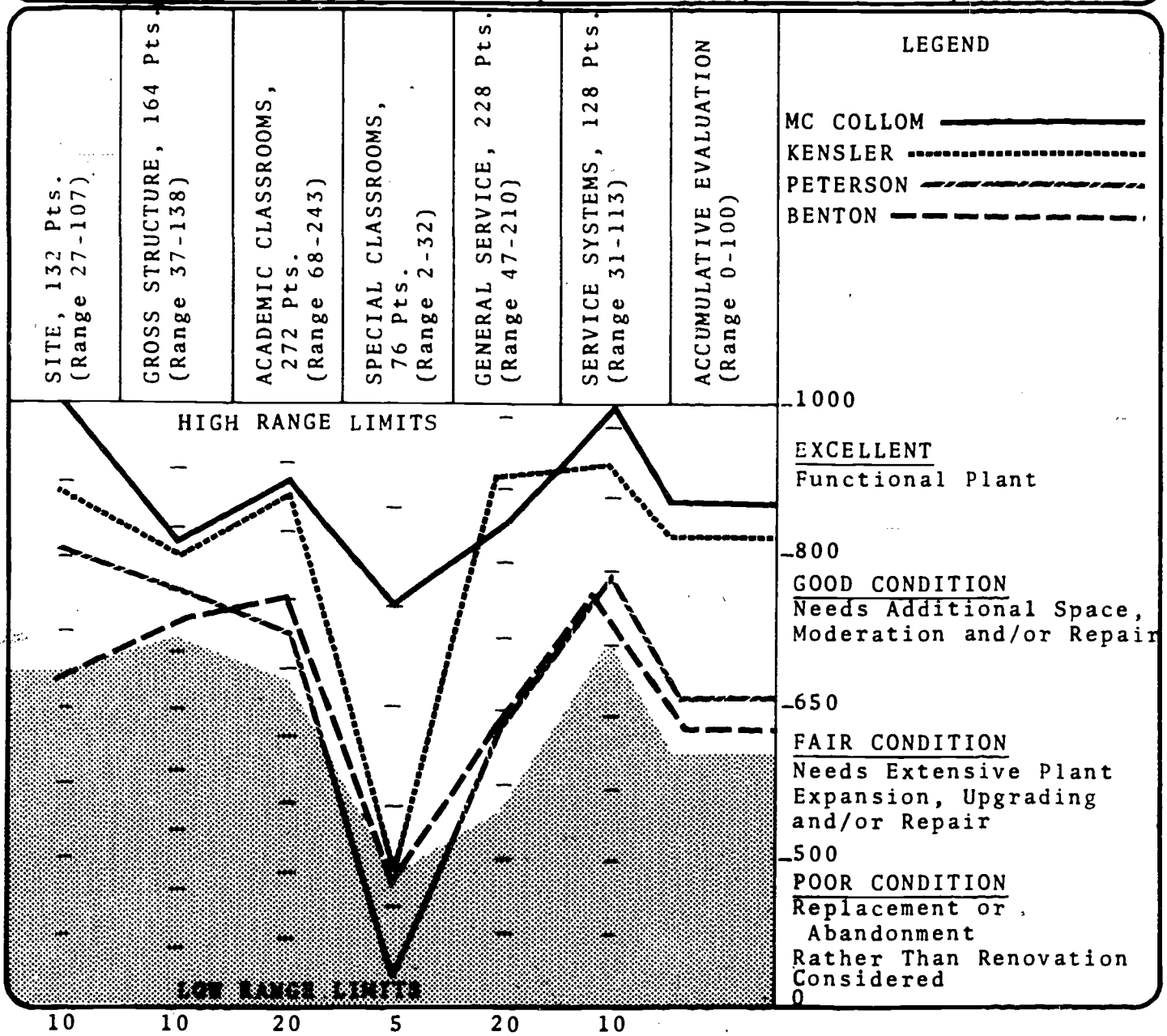
GROUP #9, SOUTHWEST PLANTS:
WOODMAN, CLEAVELAND, PAYNE AND MARTIN

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
WOODMAN	1183	1200	1962	16.7
CLEAVELAND	391	375	1962	12.9
PAYNE	426	575	1954	6.9
MARTIN	356	175	1955	10.2



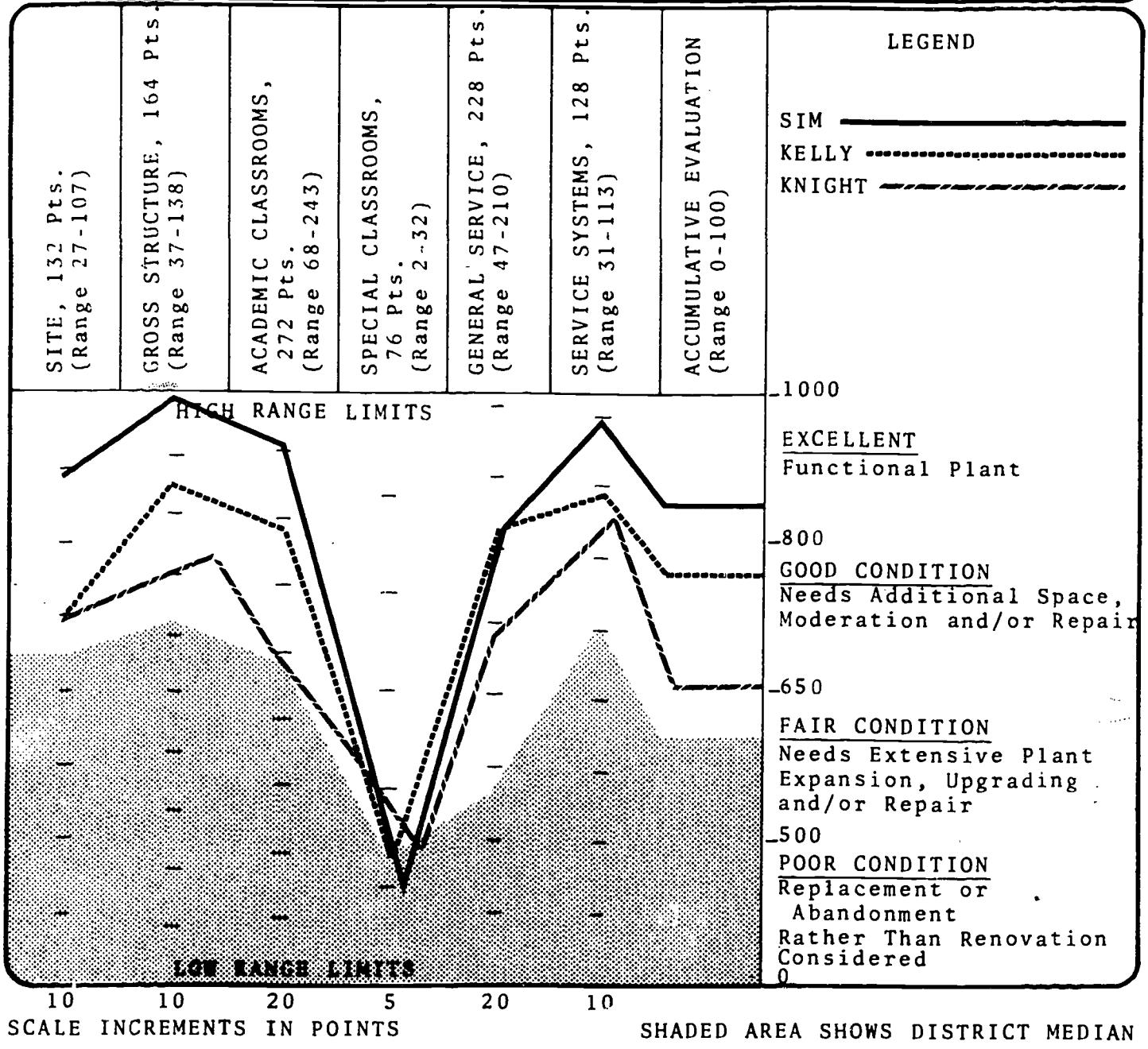
GROUP #10, WEST PLANTS:
MC COLLOM, KENSLER, PETERSON AND BENTON

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
MC COLLOM	624	650	1960	7.4
KENSLER	809	950	1957	8.7
PETERSON	470	425	1957	4.7
BENTON	373	350	1957	8.1



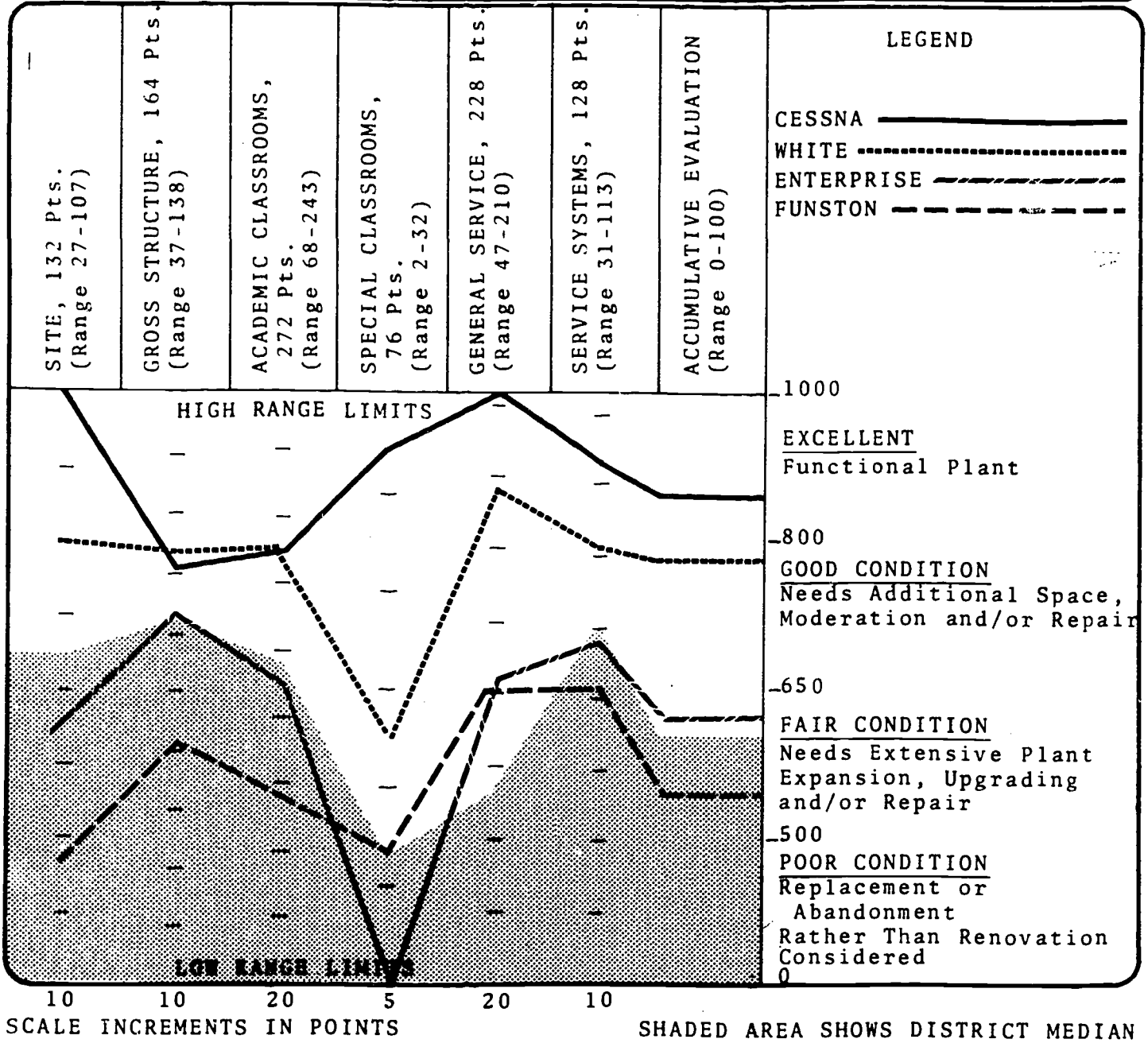
GROUP #11, SOUTH CENTRAL PLANTS: SIM, KELLY AND KNIGHT

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
SIM	359	425	1961	6.0
KELLY	844	750	1957	4.8
KNIGHT	398	350	1957	6.3



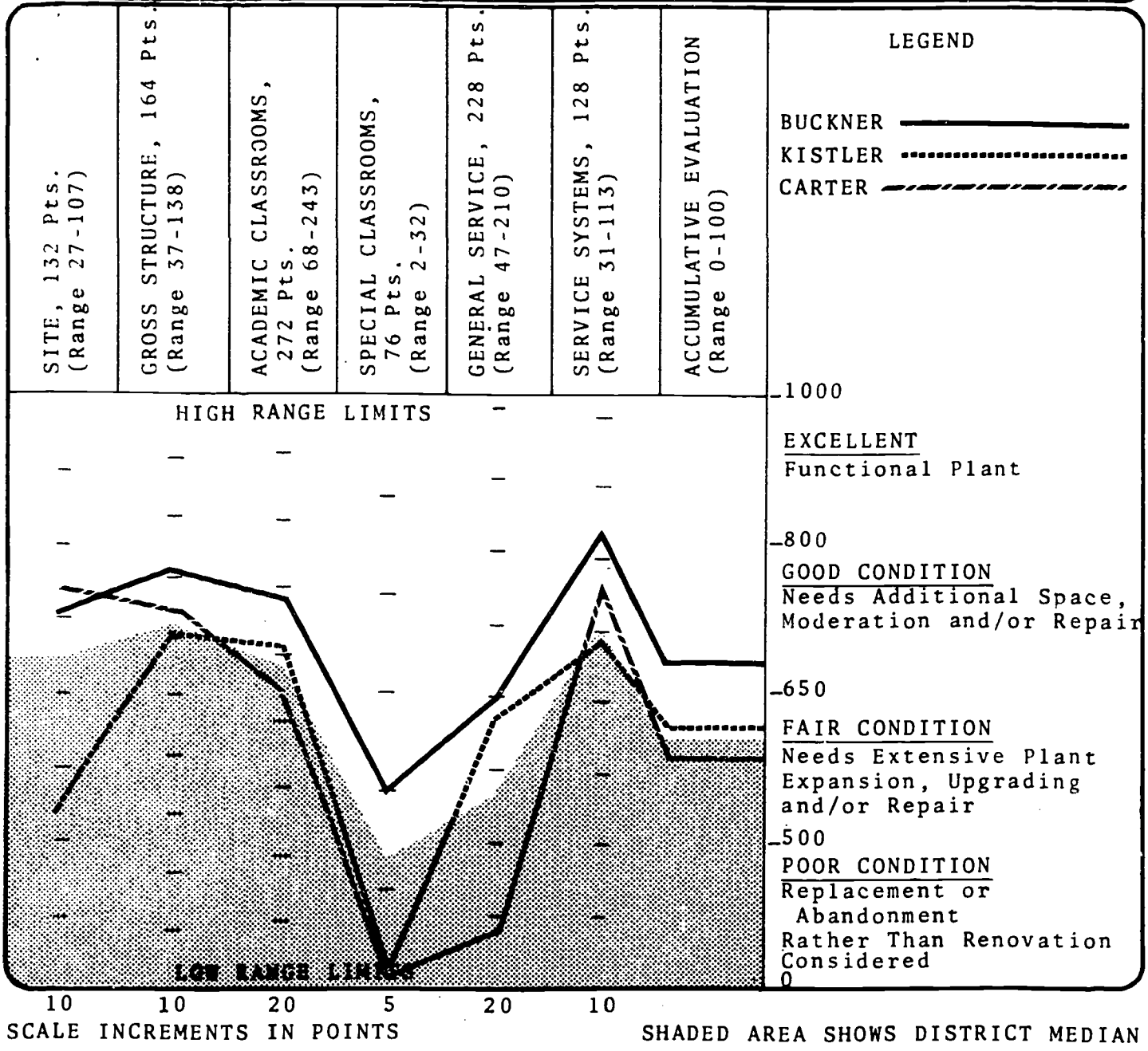
GROUP #12, SOUTH CENTRAL PLANTS: CESSNA, WHITE, ENTERPRISE AND FUNSTON

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
CESSNA	517	575	1961	18.5
WHITE	279	325	1957	6.0
ENTERPRISE	675	625	1896	10.2
FUNSTON	328	475	1924	7.5



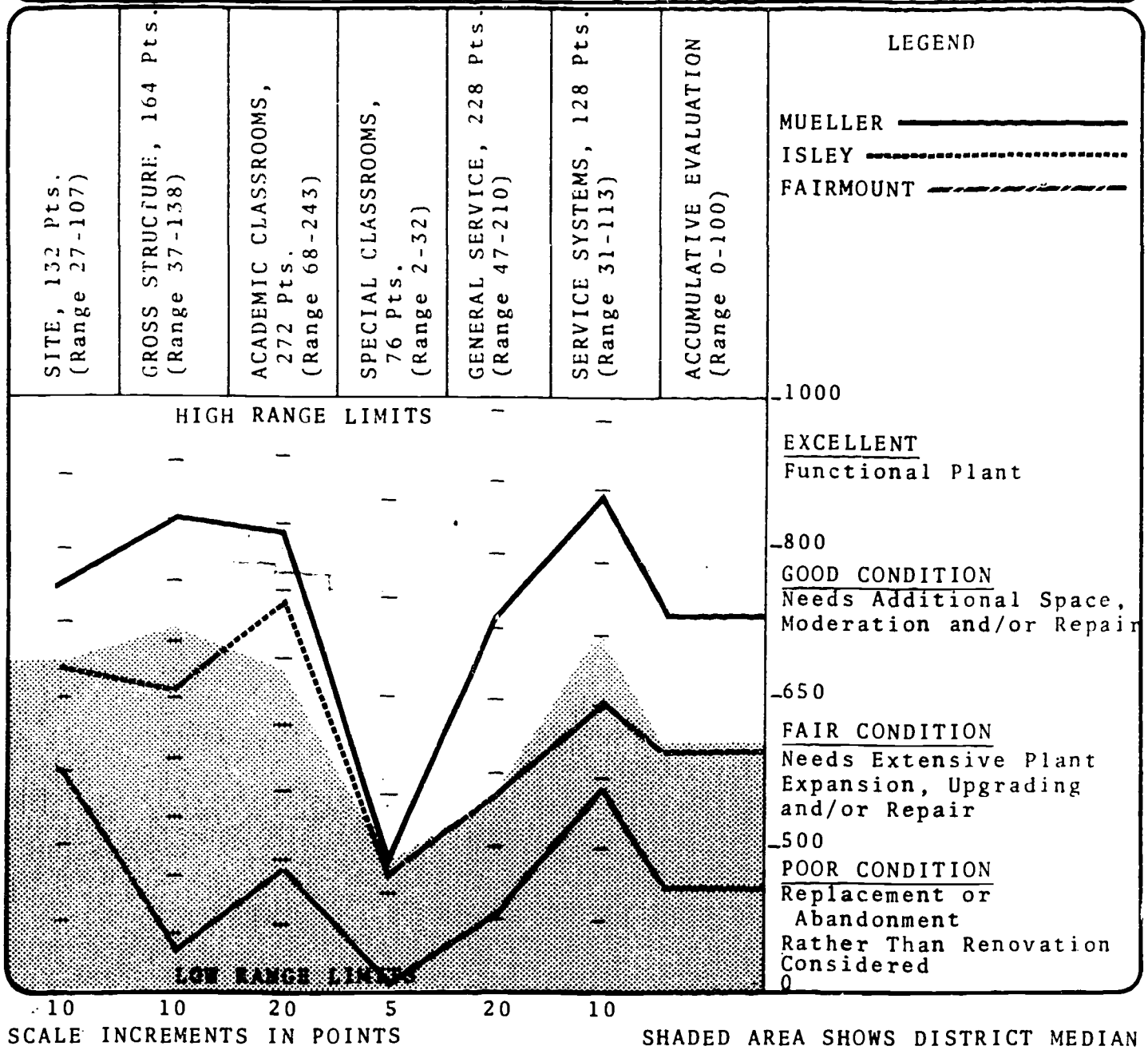
GROUP #13, NORTHEAST PLANTS: BUCKNER, KISTLER AND CARTER

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
BUCKNER	464	325	1956	6.0
KISTLER	327	200	1952	4.6
CARTER	284	300	1950	5.9



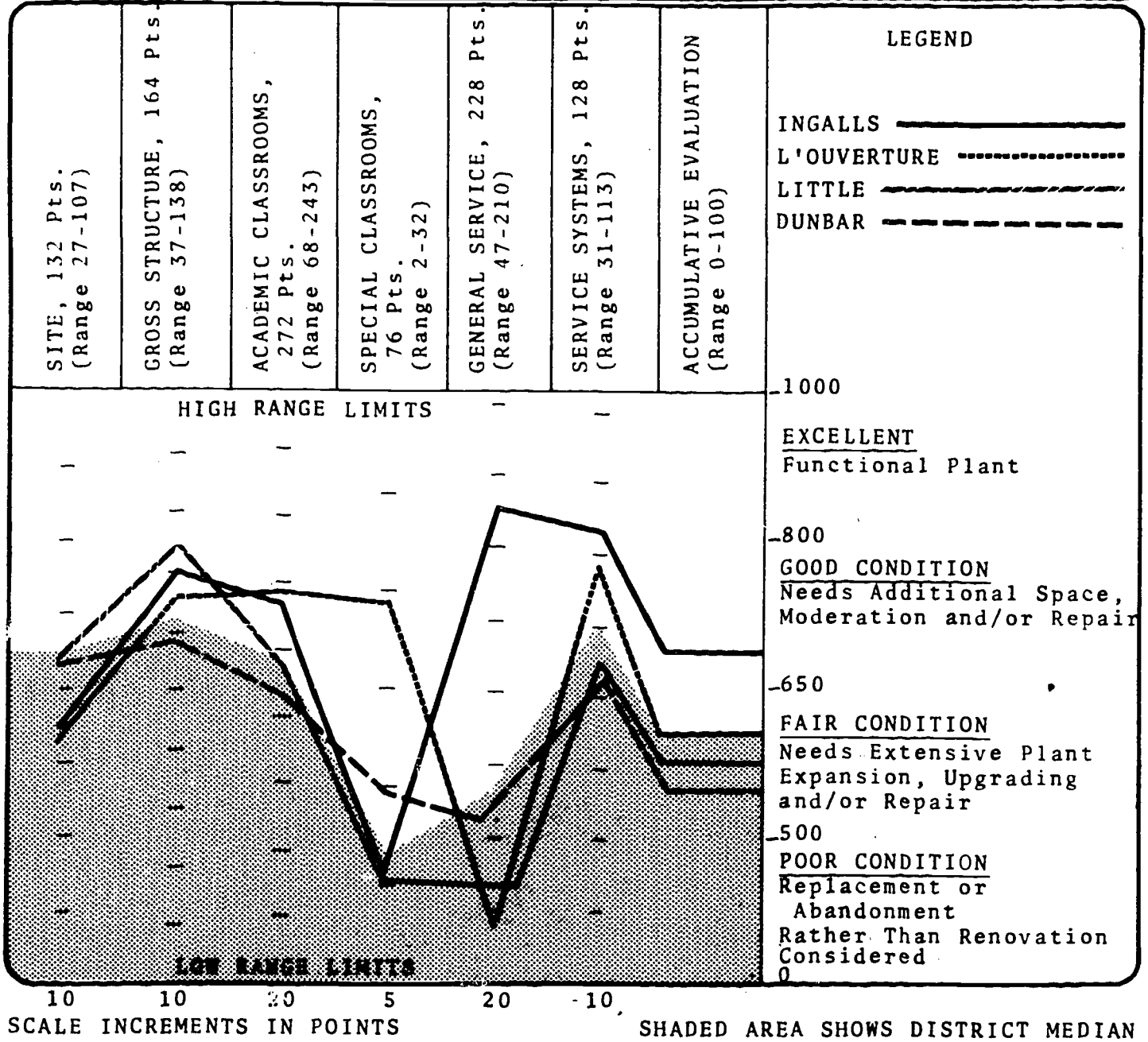
GROUP #14, NORTHEAST PLANTS: MUELLER, ISELY, AND FAIRMOUNT

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
MUELLER	730	925	1952	4.2
ISLEY	609	375	1949	11.8
FAIRMOUNT	498	225	1913	3.7



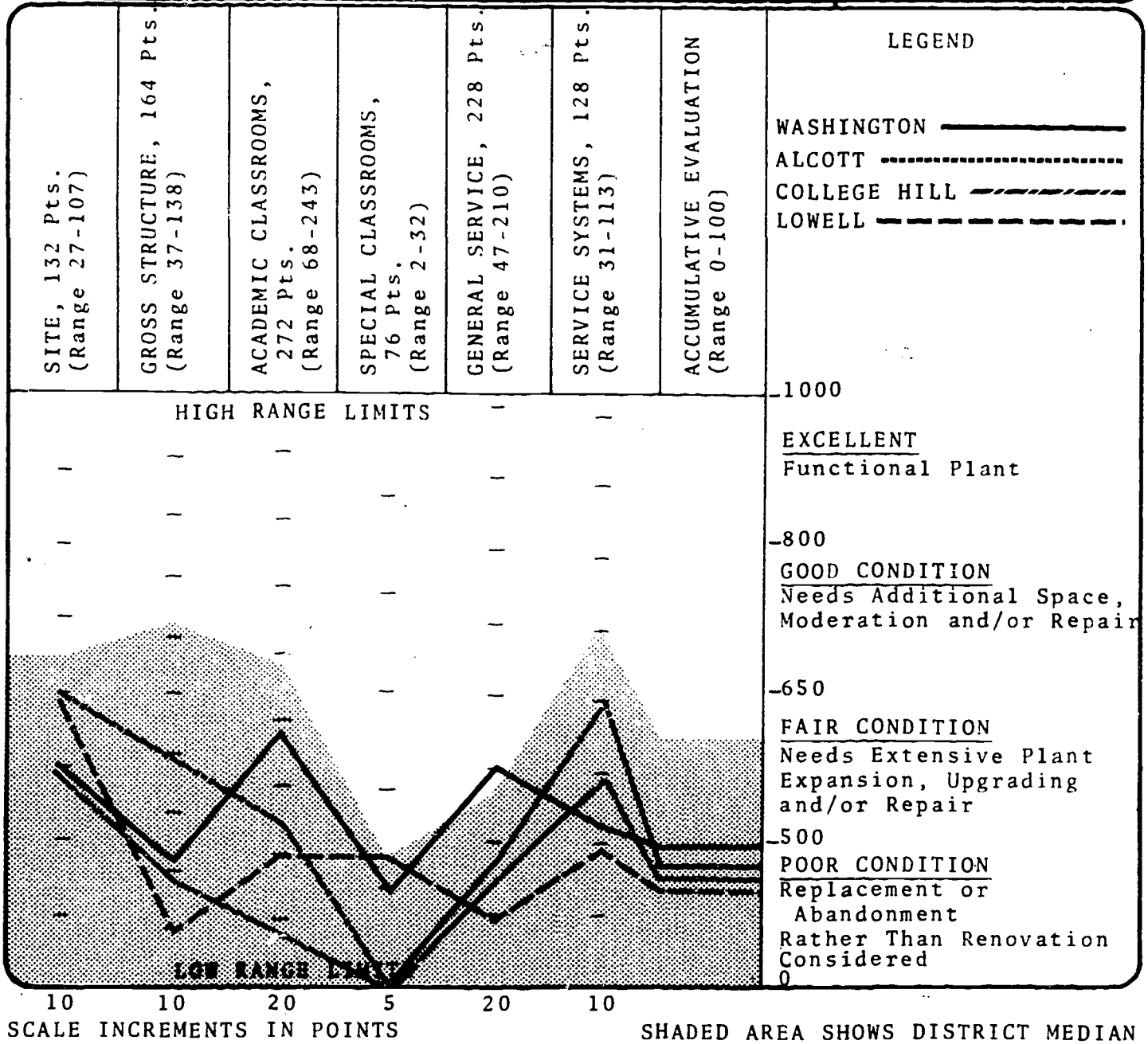
GROUP #15, NORTH CENTRAL PLANTS: INGALLS, L'OUVERTURE, LITTLE AND DUNBAR

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
INGALLS	583	825	1927	4.1
L'OUVERTURE	374	425	1951	3.9
LITTLE	372	325	1954	4.1
DUNBAR	245	400	1950	3.3



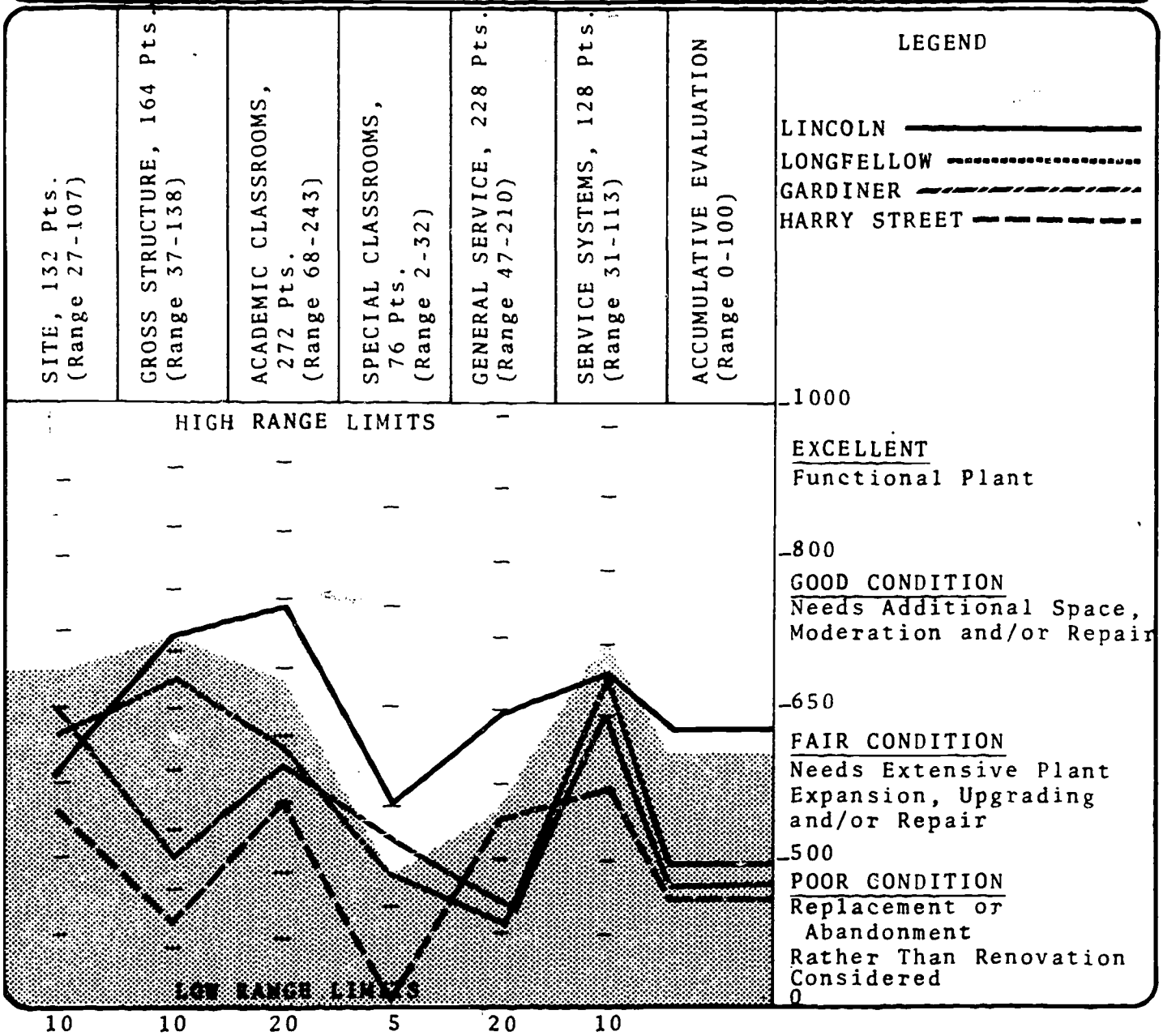
GROUP #16, EAST CENTRAL PLANTS: WASHINGTON, ALCOTT, COLLEGE HILL AND LOWELL

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
WASHINGTON	249	575	1920	3.7
ALCOTT	292	250	1926	2.1
COLLEGE HILL	414	325	1914	3.2
LOWELL	280	325	1910	2.7



GROUP #17, SOUTH CENTRAL PLANTS:
LINCOLN, LONGFELLOW, GARDINER AND HARRY STREET

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
LINCOLN	304	300	1938	2.0
LONGFELLOW	338	375	1930	2.2
GARDINER	425	475	1925	2.5
HARRY STREET	375	400	1922	2.1



GROUP #18, EAST CENTRAL PLANTS: KELLOGG, WILLARD, LINWOOD, AND SUNNYSIDE

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
KELLOGG	284	350	1941	2.2
WILLARD	193	300	1927	2.1
LINWOOD	267	325	1910	1.5
SUNNYSIDE	732	425	1917	4.4

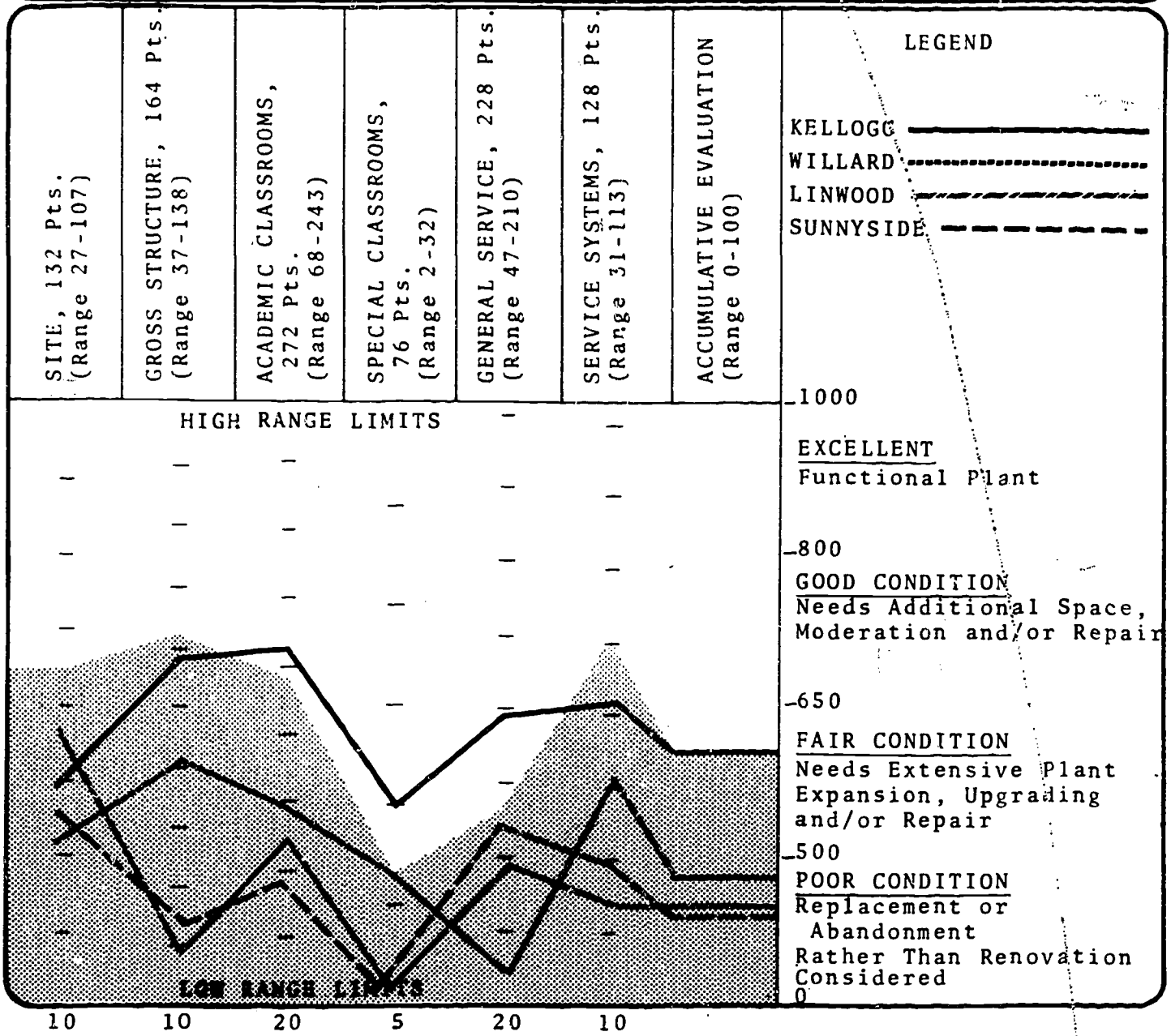


FIGURE 5.21

GROUP #19, SOUTHEAST PLANTS: GRIFFITH, LEVY, SOUTH HILLSIDE AND CHISHOLM

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
GRIFFITH	271	375	1958	5.2
LEVY	202	350	1952	6.0
SOUTH HILLSIDE	298	200	1946	6.8
CHISHOLM	278	325	1949	4.5

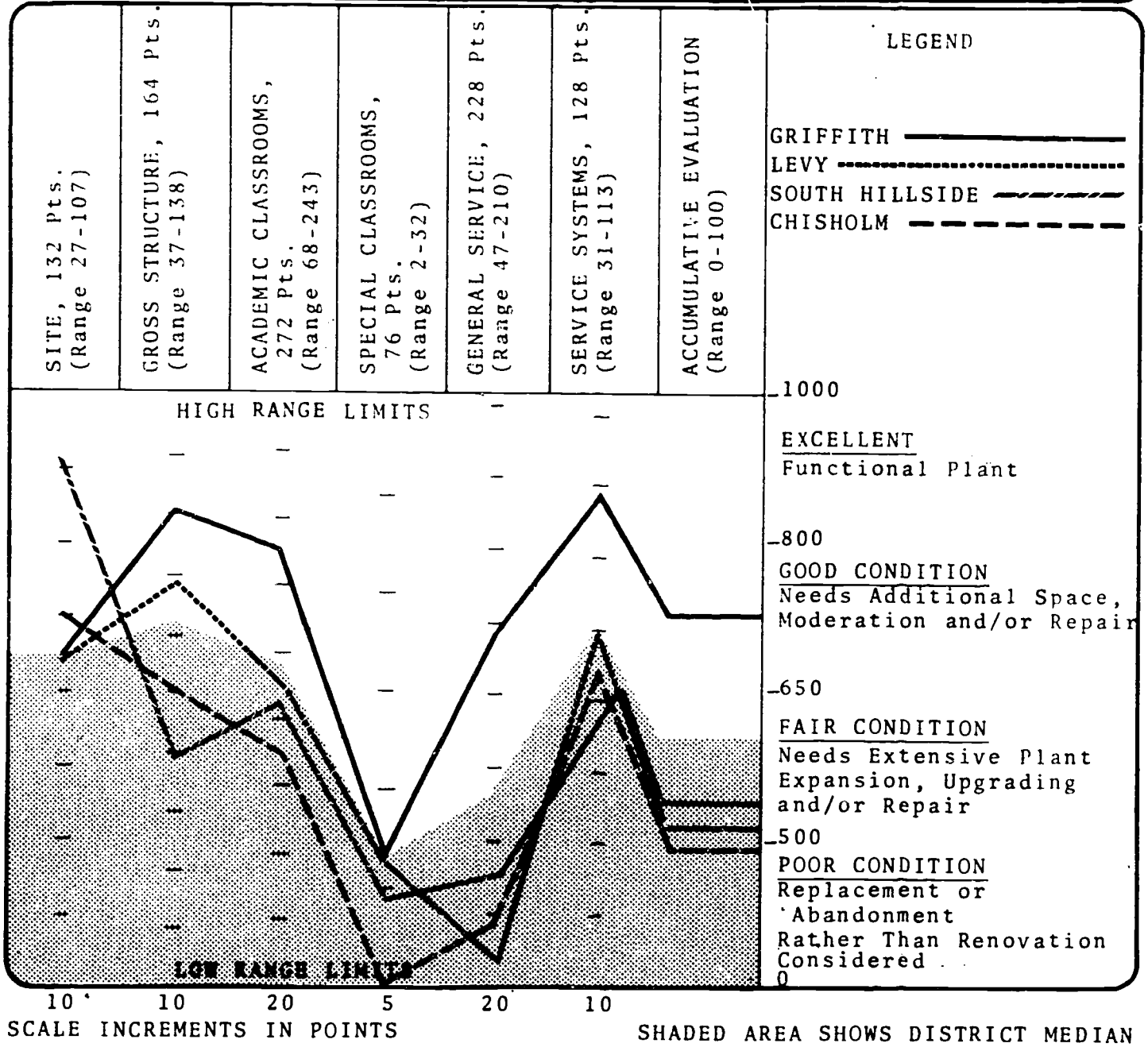


FIGURE 5.22

GROUP #20, SOUTH PLANTS: WELLS, WILSON AND GREIFFENSTEIN

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
WELLS	276	325	1956	9.0
WILSON	238	350	1954	6.0
GREIFFENSTEIN	278	350	1950	6.4

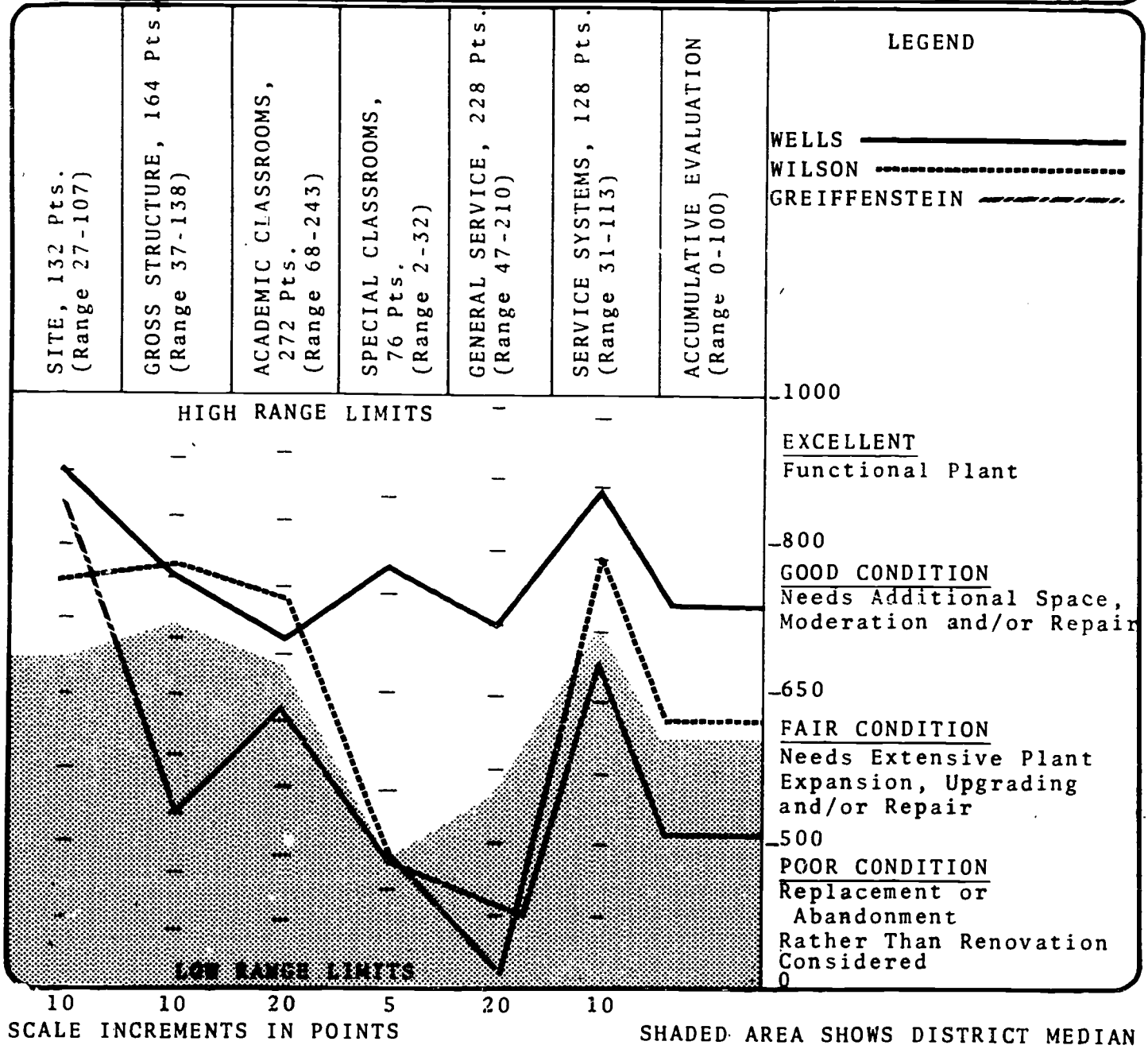


FIGURE 5.23

GROUP #21, SOUTHEAST PLANTS: SOWERS, MAC ARTHUR, ROGERS AND BROOKSIDE

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
SOWERS	326	325	1953	6.0
MAC ARTHUR	280	775	1943	8.5
ROGERS	386	675	1943	6.3
BROOKSIDE	248	450	1943	4.2

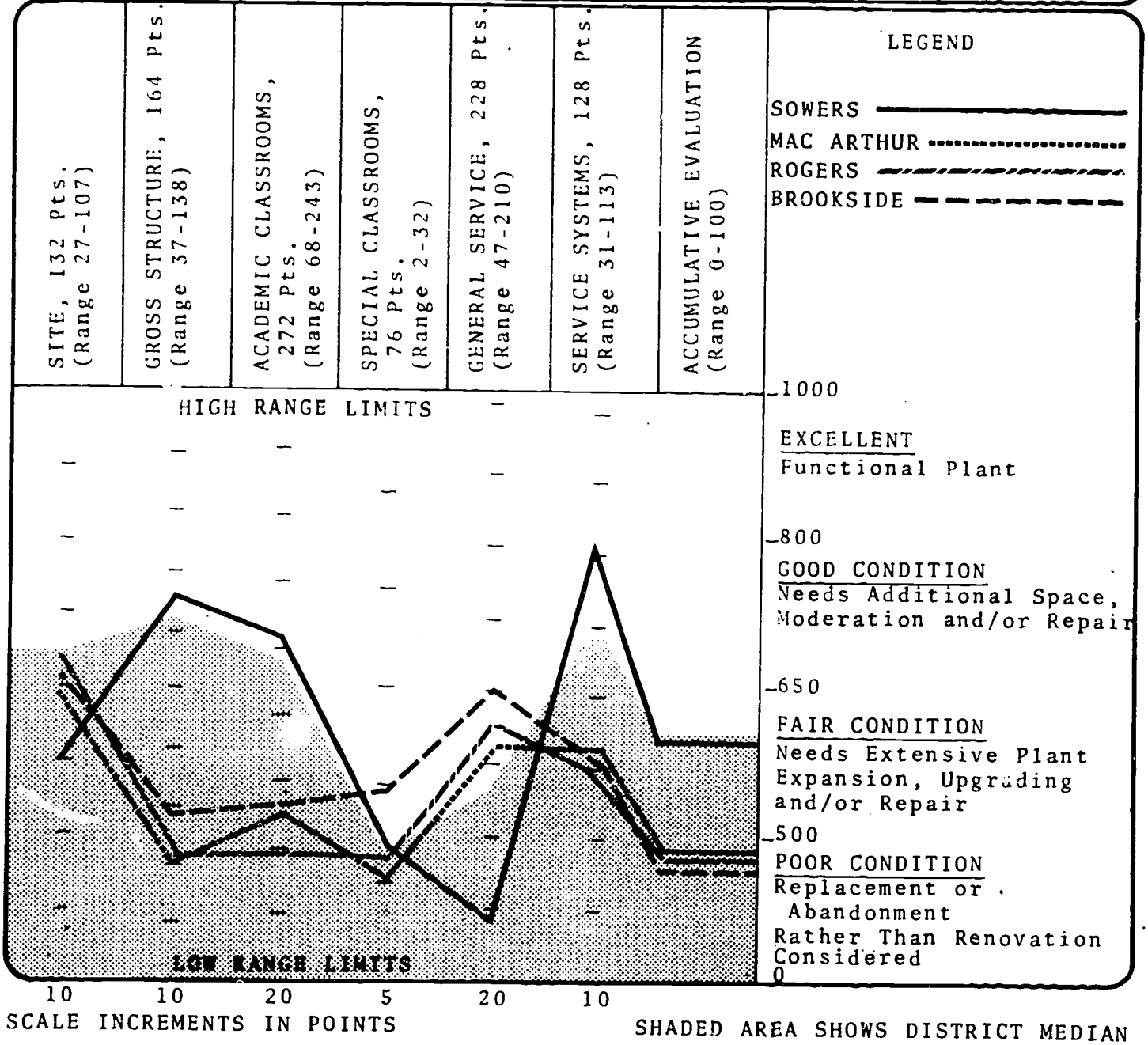


FIGURE 5.24

GROUP #22, EAST PLANTS: ADAMS, FABRIQUE, MURDOCK, AND HYDE

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
ADAMS	307	350	1948	4.9
FABRIQUE	281	325	1951	5.0
MURDOCK	313	350	1952	7.5
HYDE	345	425	1930	2.2

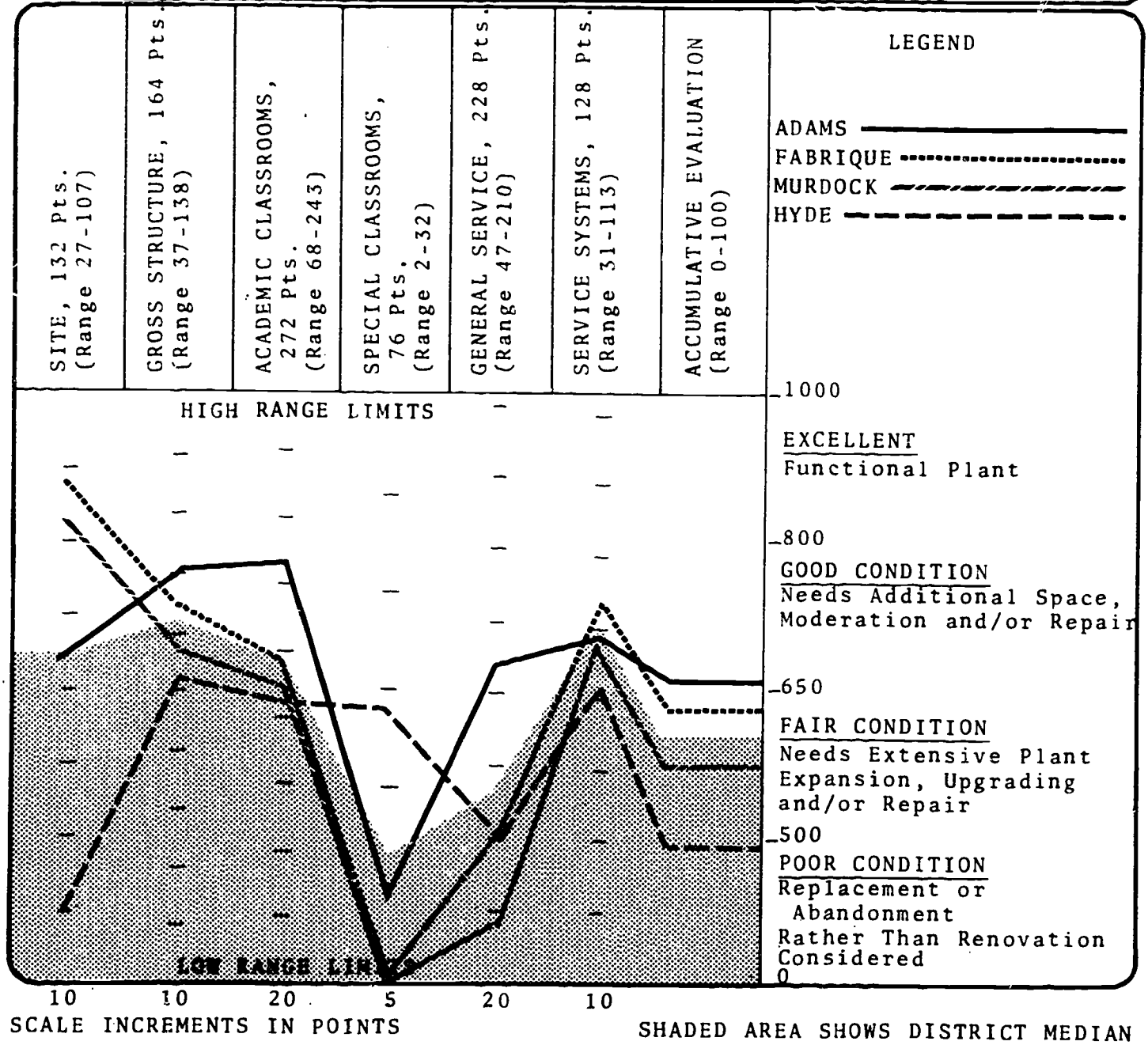


FIGURE 5.25

GROUP #23, SOUTHEAST PLANTS: CALDWELL, BOOTH, JEFFERSON, MUNGER AND ALLEN

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
CALDWELL	355	550	1951	6.0
BOOTH	321	350	1954	5.2
JEFFERSON	260	400	1942	6.2
MUNGER	293	350	1951	4.4
ALLEN	362	325	1948	5.9

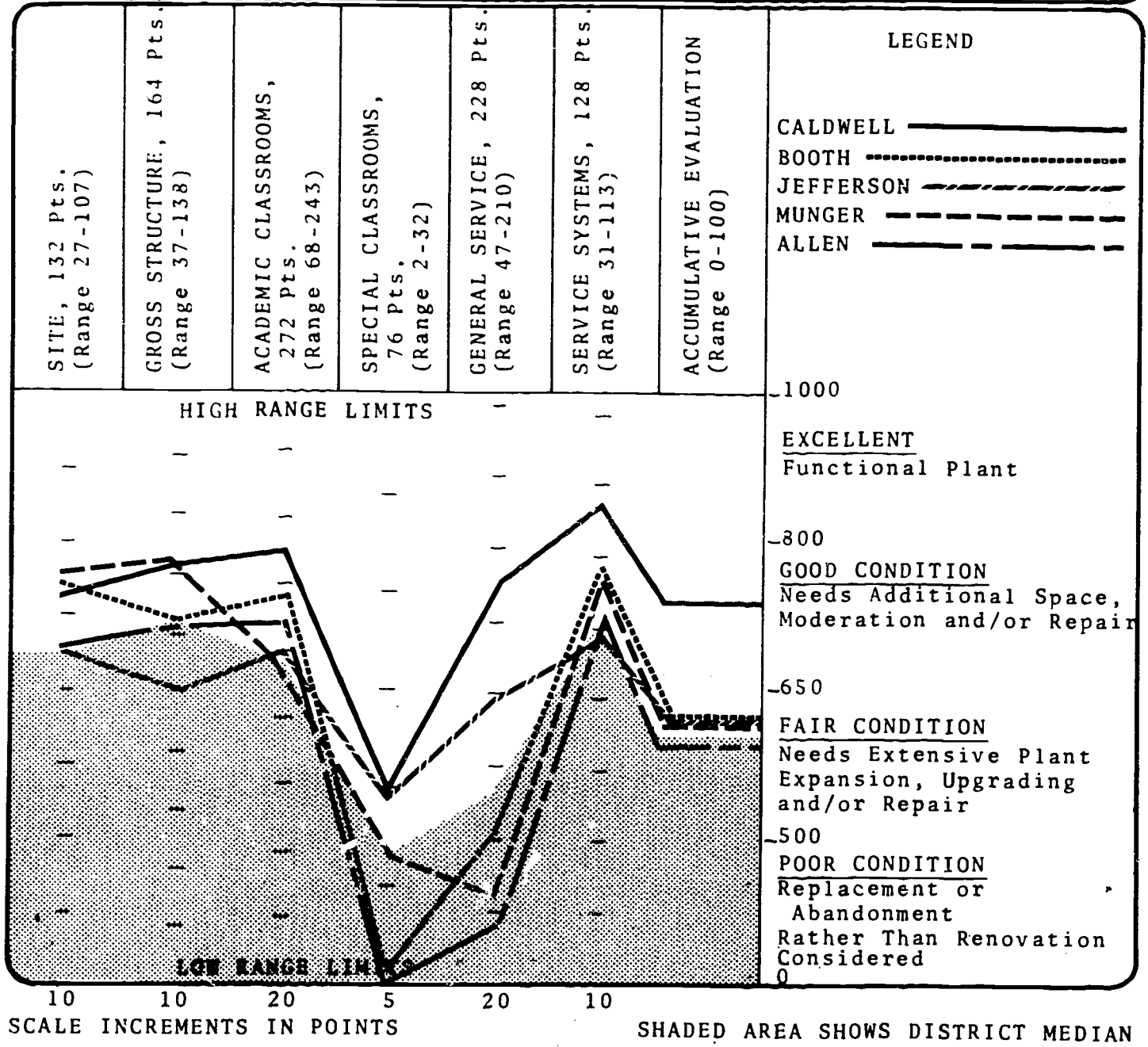


FIGURE 5.26

GROUP #24, EAST PLANTS: MINNEHA, PRICE AND HARRIS

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
MINNEHA	668	825	1949	16.0
PRICE	352	375	1957	6.5
HARRIS	372	375	1956	10.7

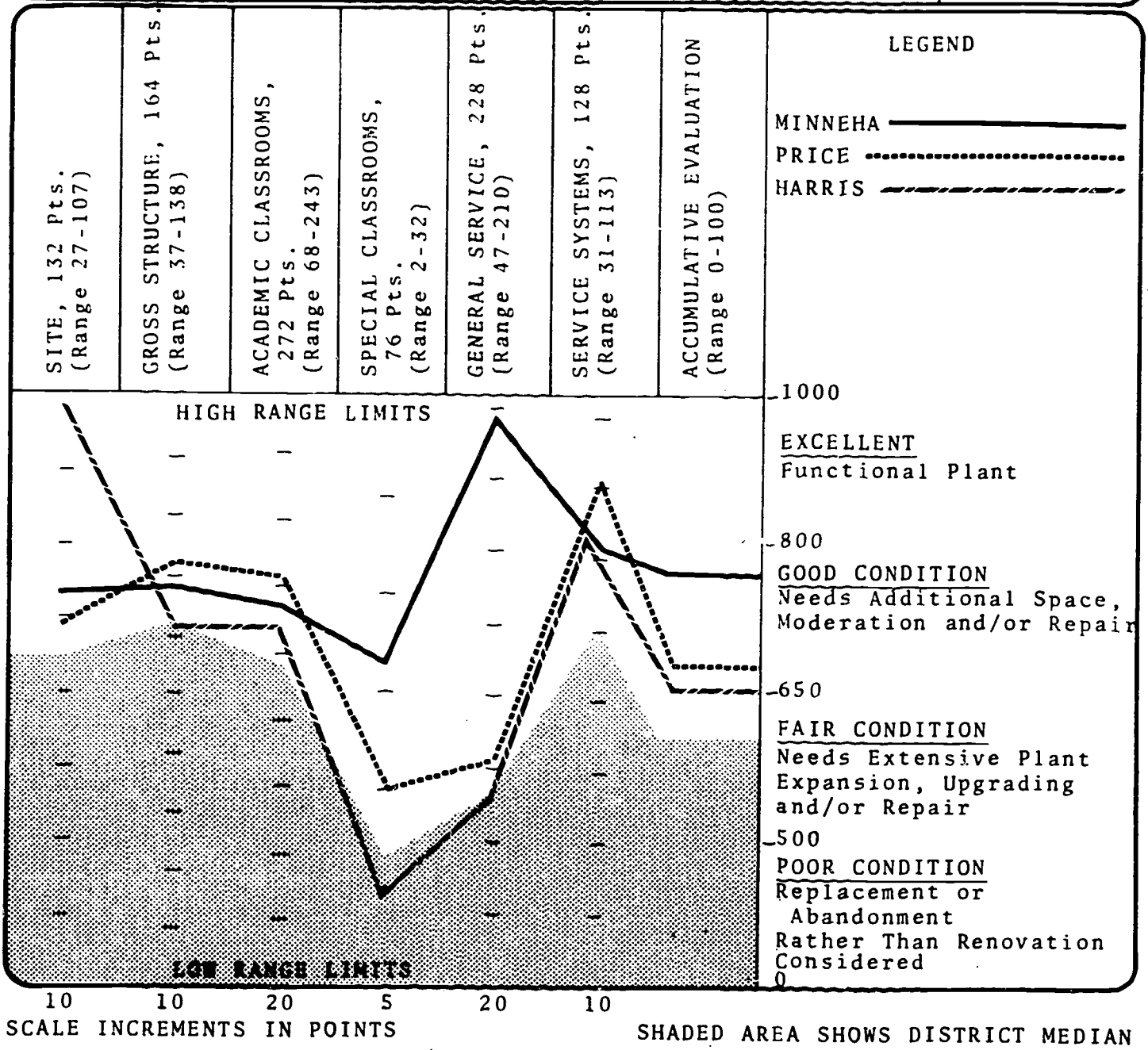
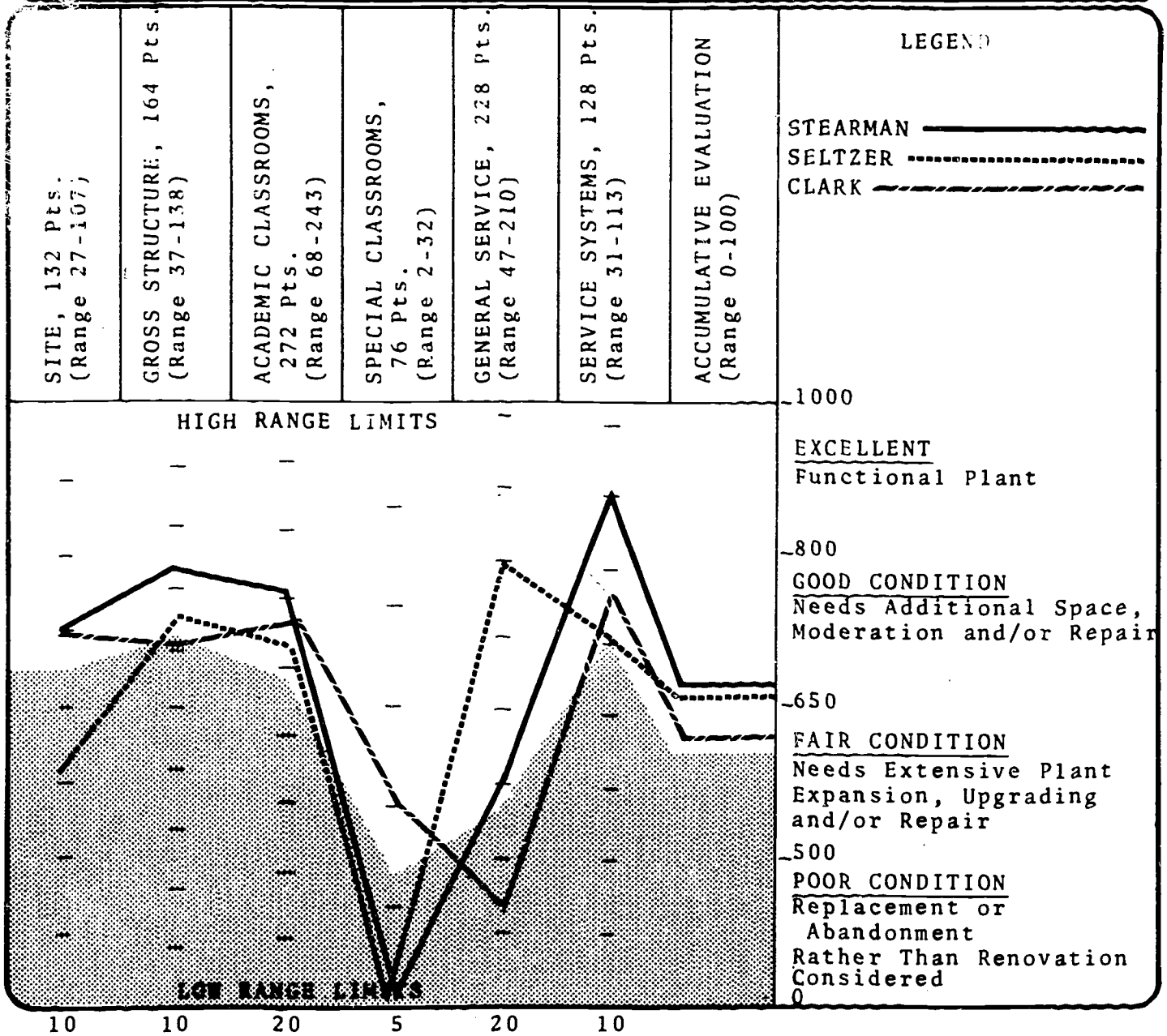


FIGURE 5.27

GROUP #25, EAST PLANTS: STEARMAN, SELTZER AND CLARK

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
STEARMAN	468	400	1956	6.0
SELTZER	241	300	1953	9.6
CLARK	338	350	1953	6.1



Overview

Overcrowding of permanent buildings and sites continues to be a major problem. Over 350 portable units (classrooms and toilet units) are on elementary school sites. Virtually all of these are presently used for school purposes.

General service facilities - assembly space, physical education spaces, rooms for audio/visual activities for large and small groups, vocal and instrumental music rooms, instructional materials centers, cafeterias and storage provision - are high priority needs at a number of plants.

The above inadequacies are often combined with a small site which simply cannot accommodate the permanent buildings, the inefficient-space-using portables and the amount of desirable play space.

Moreover, many plants in USD 259 are educationally obsolete and several are physically obsolete.

Of the ninety-one elementary schools in use in 1970-71, twenty-seven received scores of below 500 and are classified as in poor condition. Replacement or abandonment, rather than renovation, of this group of plants should be considered. Because of special conditions, such as changing enrollments, other elementary plants should also be seriously considered for abandonment within the planning period. An observation of some importance is that those schools which received poor ratings tend to

have smaller than average enrollments averaging 362 pupils as opposed to a district wide average enrollment-per-elementary-plant of 424 pupils. Thus, the adverse conditions affect fewer pupils than might otherwise be expected.

Plants receiving scores of 500 to 649 are described as being in fair conditions. This category means that these plants, if they are to remain as attendance centers, need extensive renovation, plant expansion and/or major repairs. Thirty-six elementary schools are so classified. In some instances, plants in this category should also be considered for abandonment.

For those schools receiving a rating of good condition, only moderate improvements are needed, such as additional space in certain areas, modernization and/or repair, to bring them up to the functionally excellent category. Twenty-one elementary schools were evaluated as good plants. (650-799 points)

Even the functionally excellent plants can be improved. They represent, however, the best plant that can be expected given financial and technological limitations and fast changing educational programs. Of the ninety-one elementary plants in USD 259, only seven recieved the excellent rating.

Possibly the most disturbing situation is not the condition of individual plants per se. The problem is rather with the numerous small capacity elementary school attendance centers throughout the city. The Wichita public school system is

atypical in terms of average size of elementary schools when compared to other large city school systems. In 1955-56, for instance, cities with over 25,000 population had an average elementary school size of 576 pupils or approximately 125 pupils per facility more than Wichita experienced in 1970. Noting that the trend here and elsewhere in the past fourteen years has been toward larger elementary schools this statistic is even more significant. As compared to the standard only twelve elementary school attendance centers have a designed capacity for more than 600 students - the minimum enrollment level which many educators feel can provide an efficient, functional utilization of the facilities and personnel needed in contemporary education. If USD 259 were to provide attendance centers with a designed capacity of 900 students (median number of the 600 to 1200 pupil range established in Chapter Four), the number of centers would be reduced by 55% or from the 91 units in use in 1970-71 to 42. Such a drastic reduction may be unreasonable. If so, what numerical reduction then may be more practical? This question is explored in Chapter Six.

Another general conclusion of the evaluations is that many of the elementary plants gained through unification are somewhat favored by the scorecard. This group of schools (approximately twenty-five plants can be so classified) differ from most other elementary plants in the district in the following ways:

1) Their sites are larger, reflecting their suburban locations and lower land values.

2) They generally have lunchroom facilities or some space that serves the multi-purpose of eating space, physical education and assembly room. Again this characterizes their rural setting (originally at least) and the concommittant necessity of eating lunches at school because of time/distance relationship between home and school.

3) These twenty-five plants tend to have higher building maintenance and operating costs due to primarily to the low cost of the original construction. This aspect of the Odell rating system has little weight, however, in the overall evaluation.

4) Many of the plants were K-8 attendance centers. As a consequence they have special classrooms (music rooms, science rooms and arts and crafts rooms) and extensive physical education facilities.

AN EVALUATION AND INVENTORY OF JUNIOR HIGH SCHOOL ATTENDANCE CENTERS

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FIGURE 5.28 INDEX TO JUNIOR HIGH SCHOOLS EVALUATIVE GROUPINGS

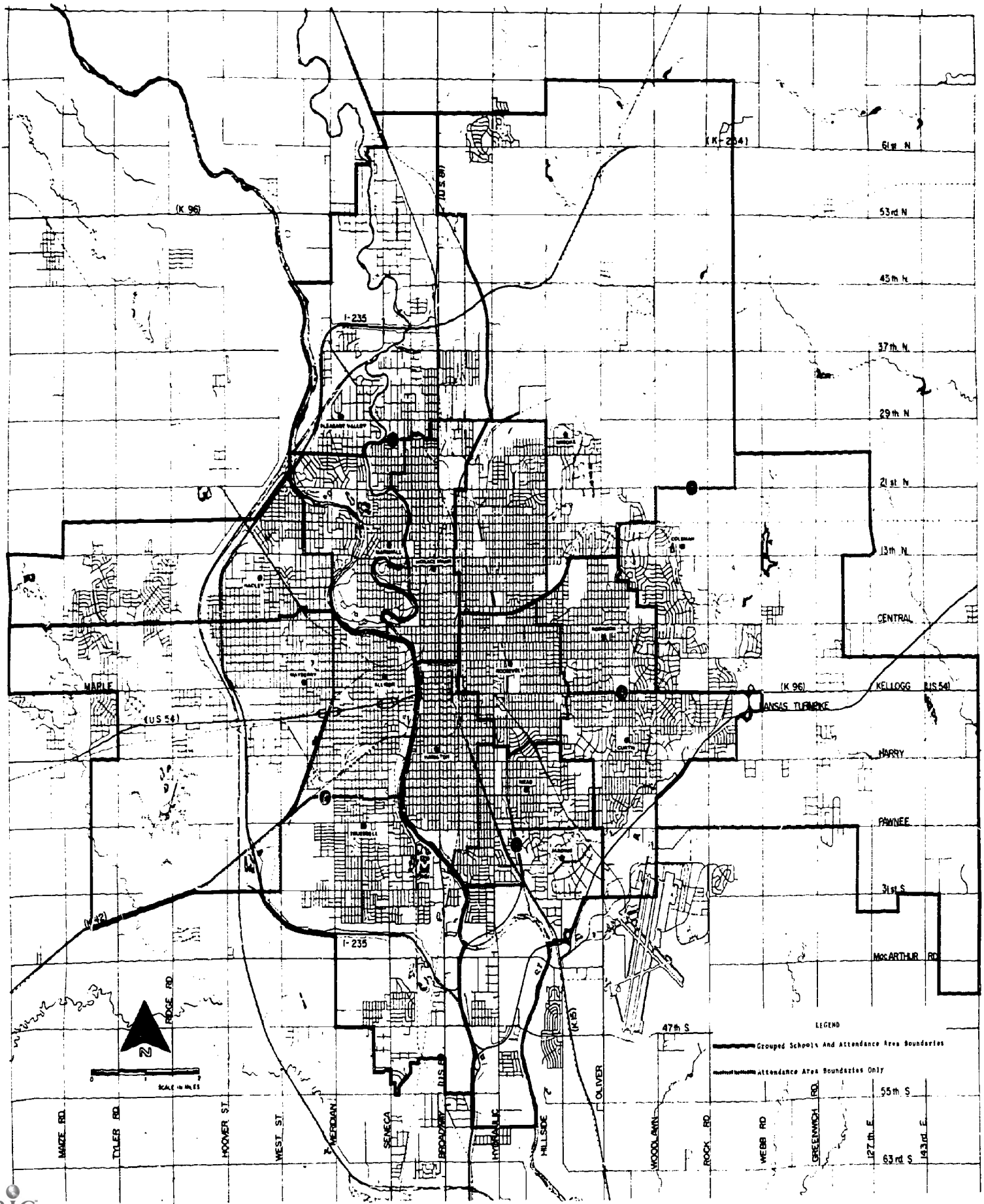


FIGURE 5.29 PERMANENT BUILDING AREA PER PUPIL - JUNIOR HIGHS, 1970

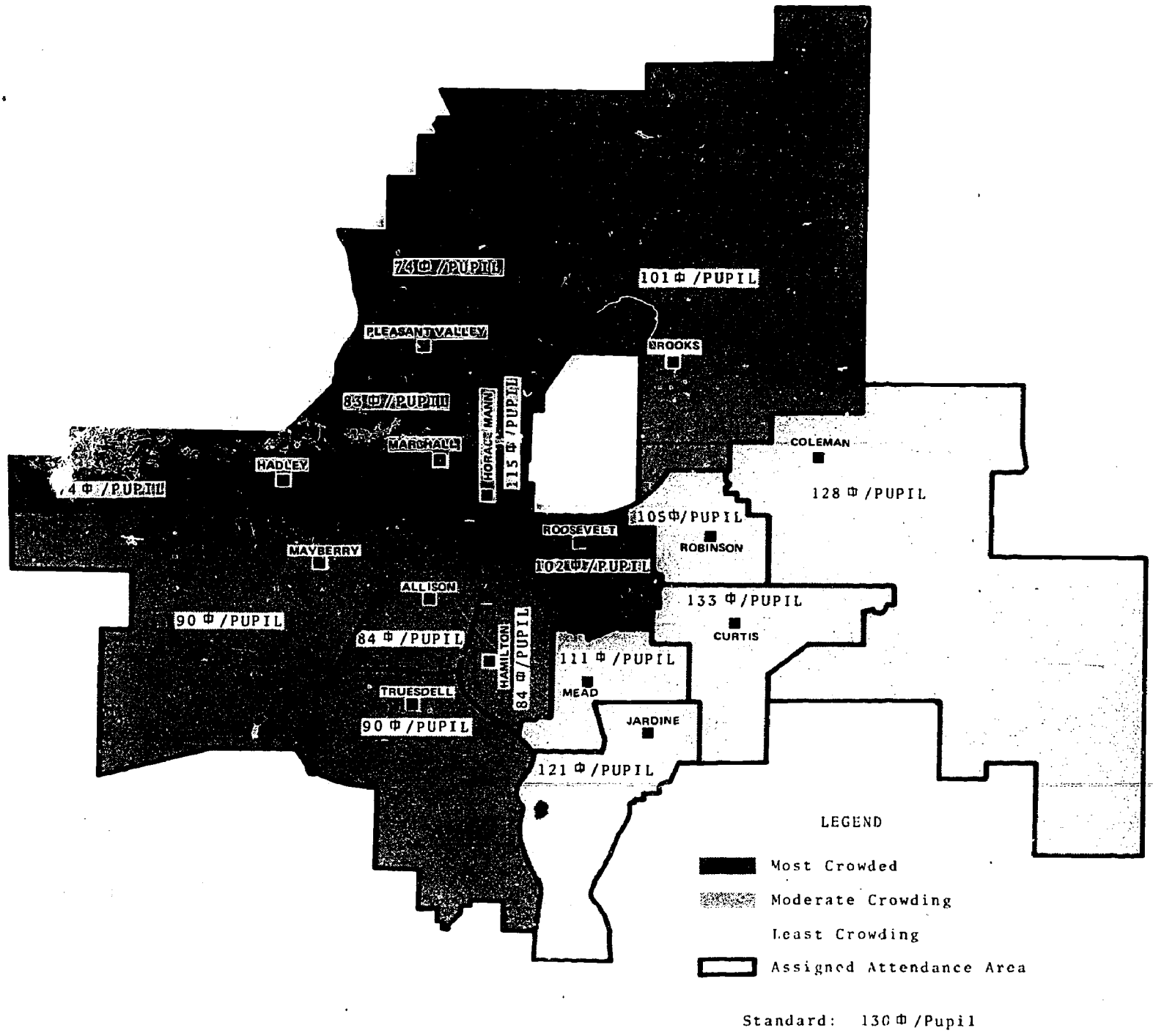


FIGURE 5.30

GROUP #1, NORTHWEST PLANTS: HADLEY, MARSHALL, PLEASANT VALLEY AND HORACE MANN

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
HADLEY	1478	875	1958	20.0
MARSHALL	956	625	1939	4.1
PLEASANT VALLEY	912	712	1955	11.9
HORACE MANN	595	662	1918	3.0

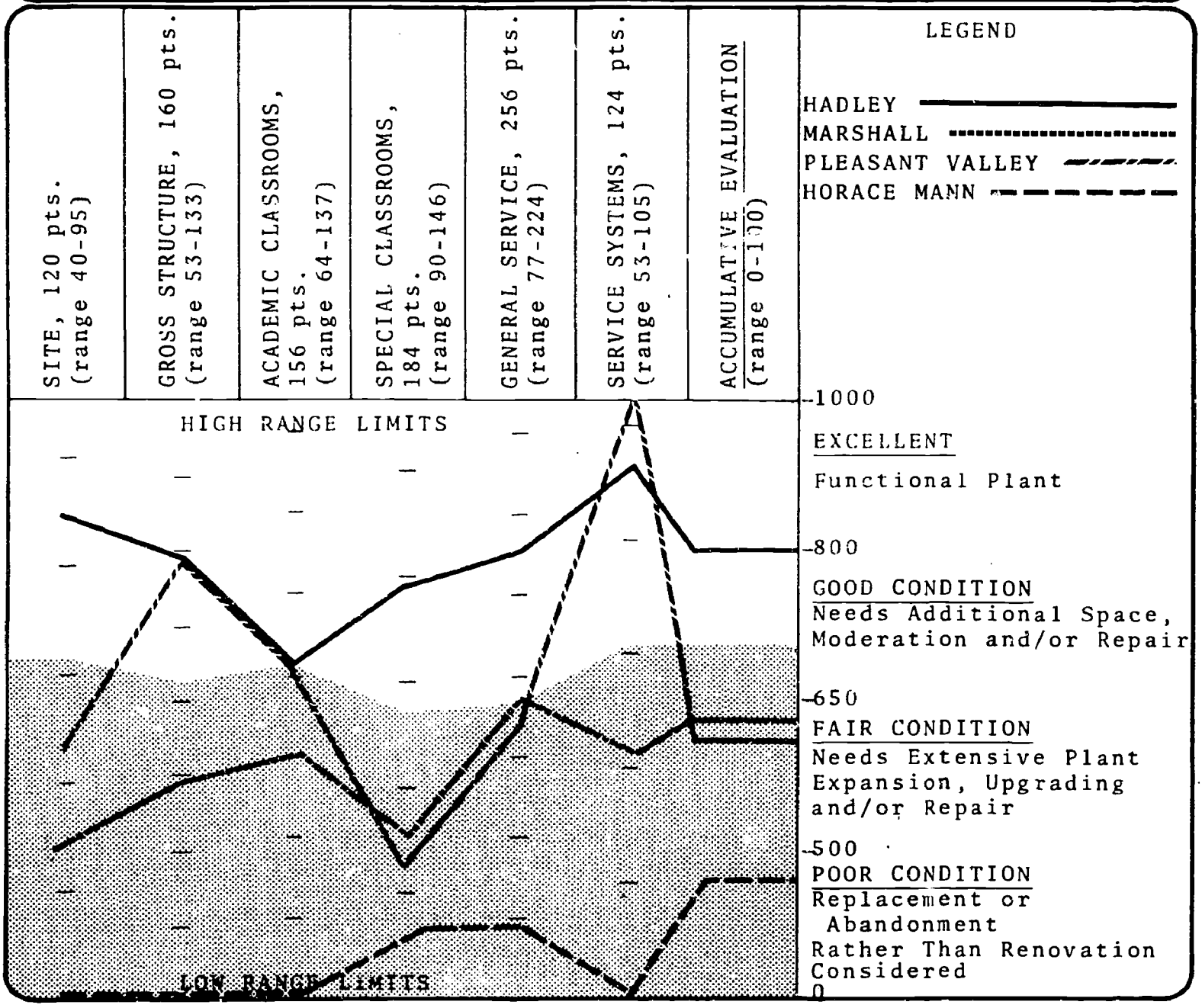


FIGURE 5.31

GROUP #2, SOUTHWEST PLANTS: MAYBERRY, TRUESDELL AND ALLISON

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
MAYBERRY	1042	775	1955	13.8
TRUESDELL	2157	1750	1956	26.0
ALLISON	923	787	1921	3.7

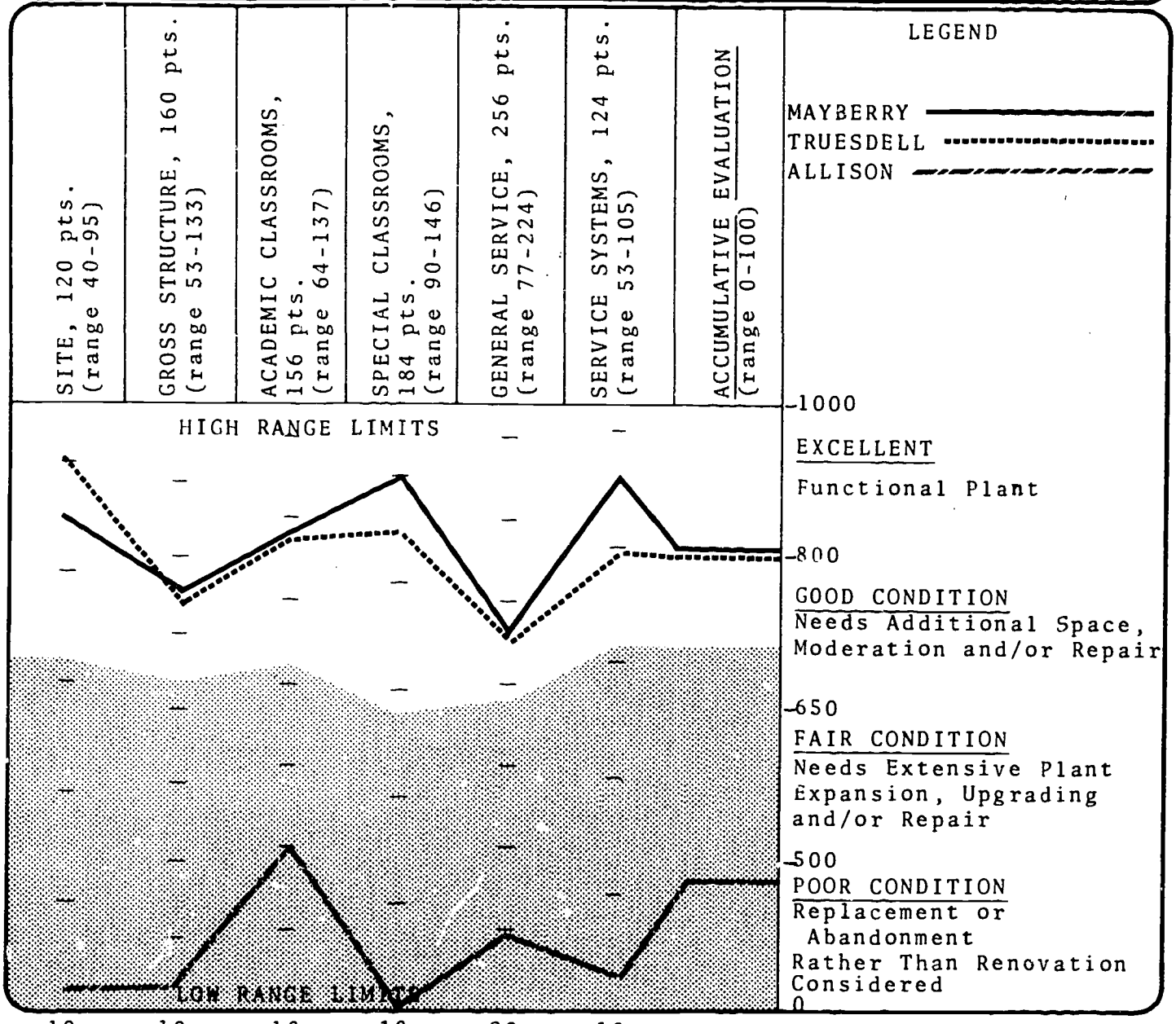


FIGURE 5.32

GROUP #3, SOUTHEAST PLANTS: JARDINE, MEAD AND HAMILTON

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
JARDINE	846	800	1958	11.1
MEAD	885	800	1952	13.3
HAMILTON	865	687	1919	3.2

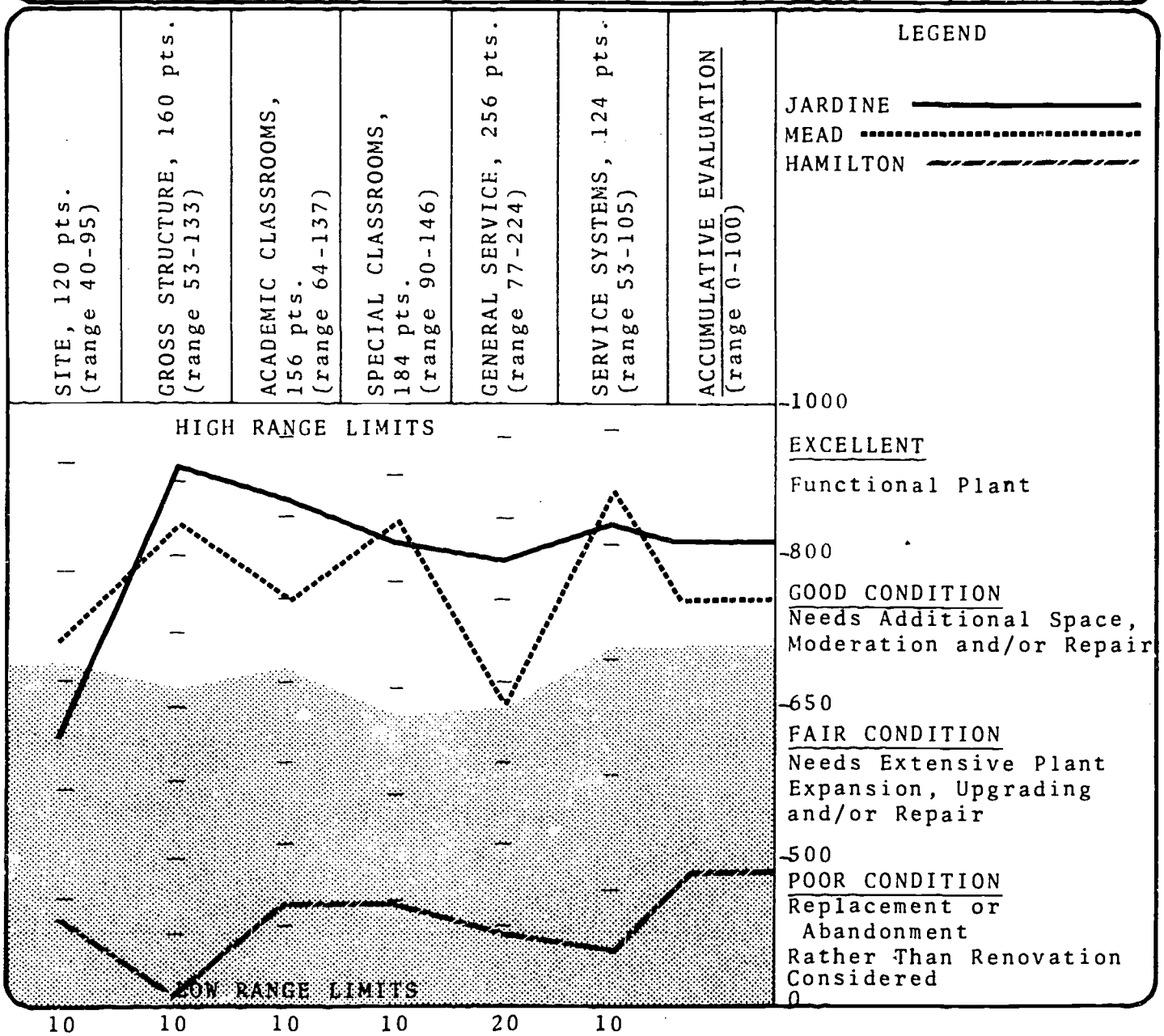


FIGURE 5.33

GROUP #4, EAST PLANTS: CURTIS, ROBINSON AND ROOSEVELT

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
CURTIS	1235	1475	1953	18.0
ROBINSON	748	700	1932	6.2
ROOSEVELT	687	750	1921	15.0

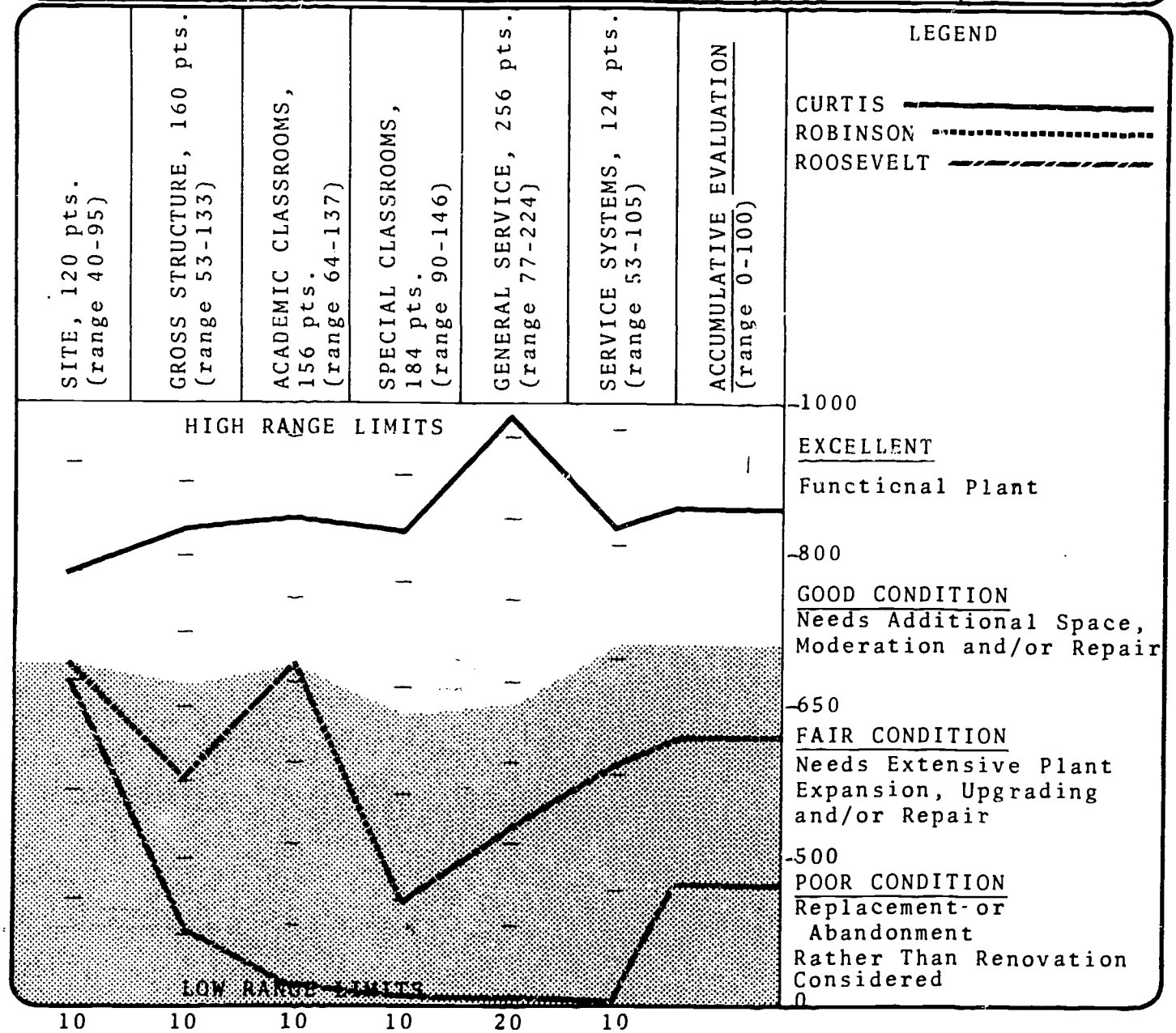
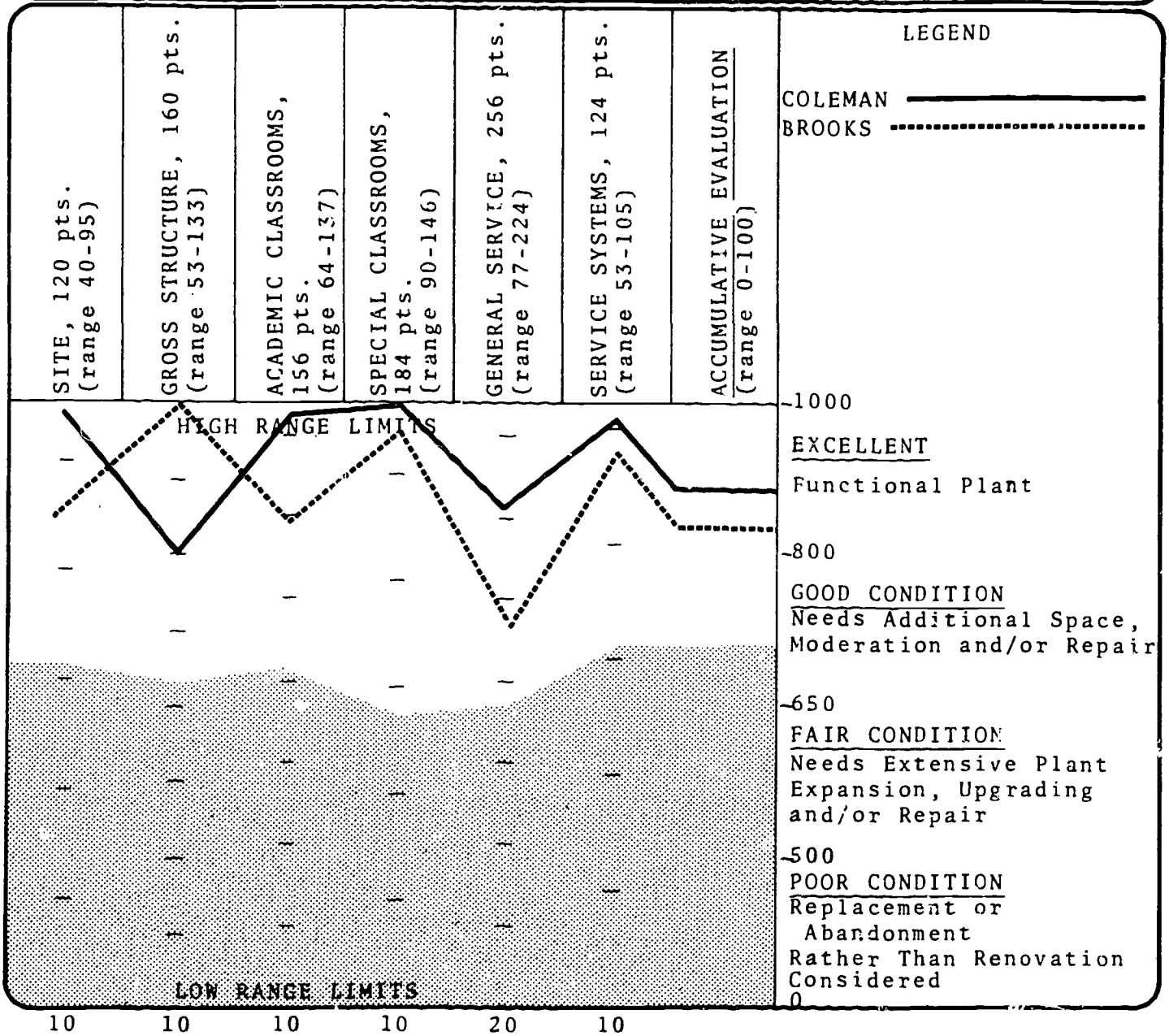


FIGURE 5.34

GROUP #5, NORTHEAST PLANTS: COLEMAN AND BROOKS

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
COLEMAN	1038	1275	1966	97.2
BROOKS	942	775	1958	18.8



Overview

Seventy portable classrooms are presently utilized on nine of the fifteen junior high school sites. Several buildings are operating at over one hundred and fifty percent of optimum capacity. All but four junior high schools are over capacity and for the district there are nearly two-thousand more pupils in grades seven to nine than there are available permanent classroom spaces.

Another indicator of the crowded situation is given by the building area per pupil ratio. As established in Chapter Four this ratio for secondary schools should be 130 square feet per pupil. As shown in Figure 5.29 the fifteen junior high schools reveals that for 1970-71 only Curtis and Coleman are totally adequate and several are severely crowded. For instance, Hadley, Marshall, Pleasant Valley, Hamiltion and Allison Junior High Schools had less than 85 square feet per pupil for their respective enrollments in 1970-71 school year.

Other than lack of classroom space, the average junior high school is generally in good condition and needs only additional plant space (building and/or site), space modification and/or repairs to make it an excellent plant.

Four of the fifteen junior high school plants were rated as being in poor condition. These facilities thereby represent a significant disadvantage to education achievement for those

attending who represent over twenty-percent of the pupils in grades seven through nine.

Three of the four lowest rated junior high schools and one other junior high school are on sites of less than four acres. This is less than 15% of optimum site acreage. Such small sites place severe limitations on physical education programs. Also there is the likelihood of strained relationships between adjacent residents and the schools because of the playground noise levels, traffic congestion and lack of on-site-parking at such sites. Moreover, on a small site it is virtually impossible to maintain a grass cover or shrubbery. This condition often results in excessive amounts of dust from playground areas and a severe appearing structure.

AN EVALUATION AND INVENTORY OF SENIOR HIGH SCHOOL ATTENDANCE CENTERS

FIGURE 5.35 PERMANENT BUILDING AREA PER PUPIL - SENIOR HIGHS, 1970

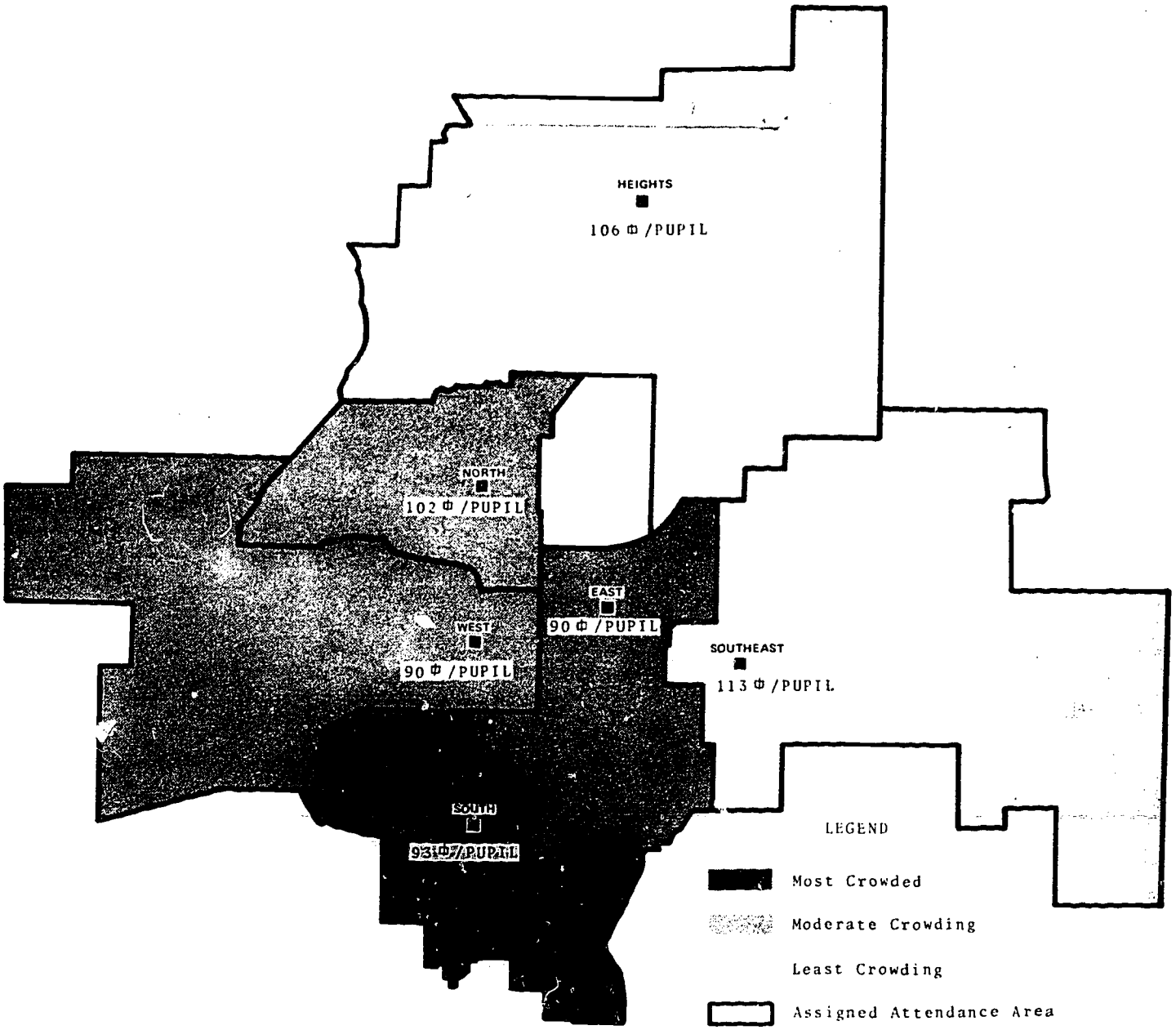


FIGURE 5.36

SENIOR HIGH SCHOOL PLANTS: SOUTHEAST, HEIGHTS AND EAST

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
SOUTHEAST	2537	2350	1957	36.0
HEIGHTS	1668	1225	1961	78.0
EAST	2515	2100	1923	55.7

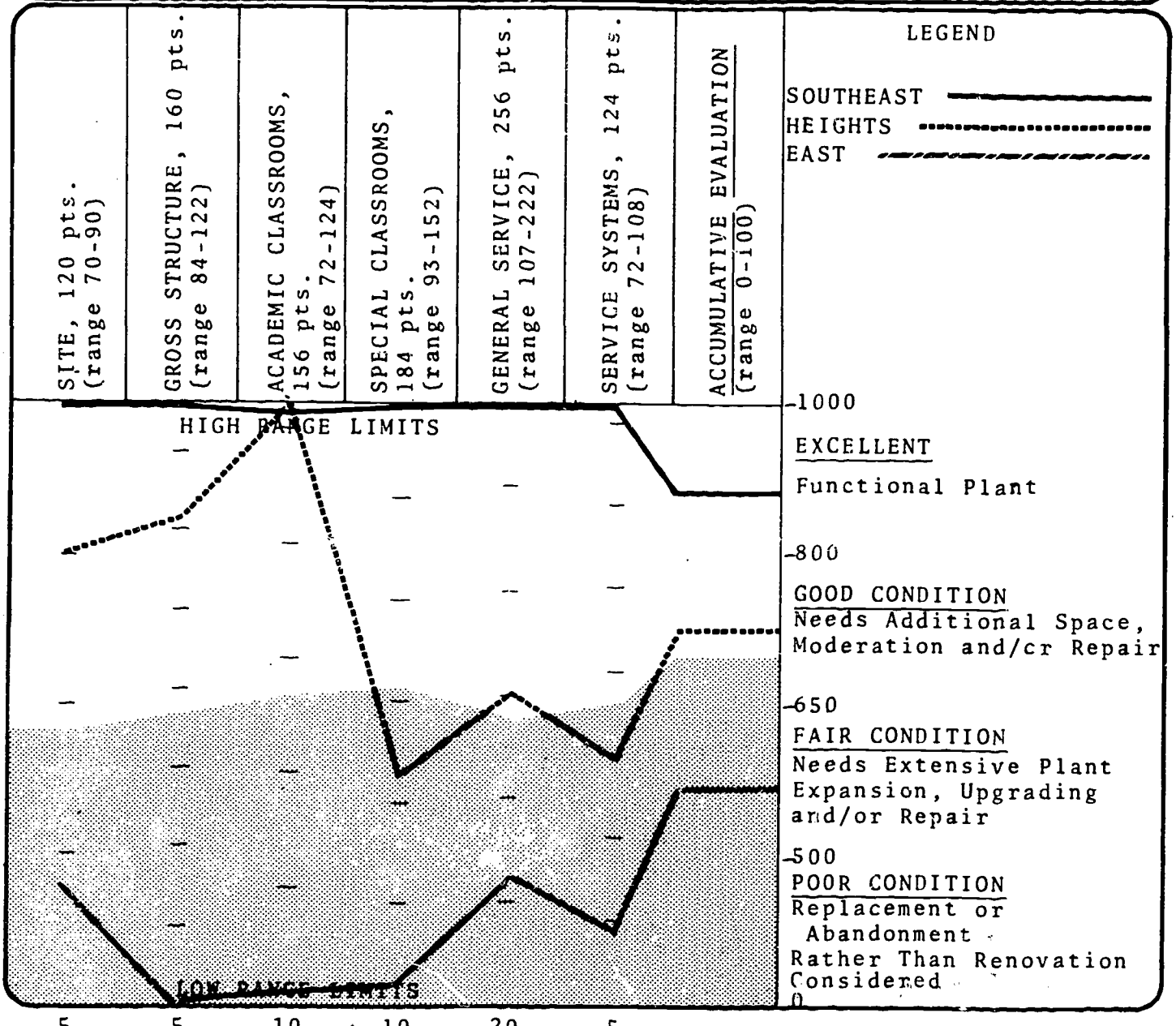
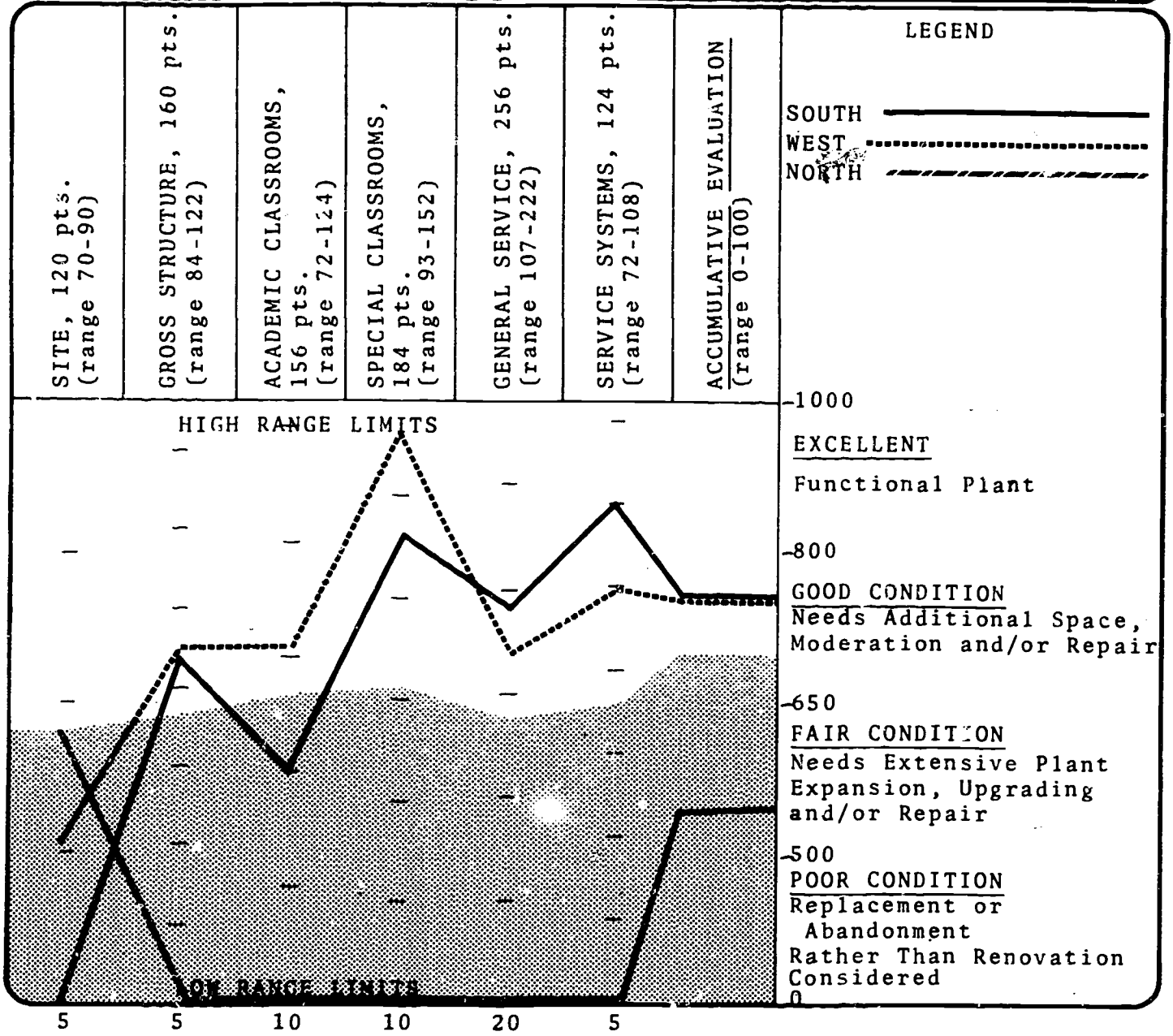


FIGURE 5.37

SENIOR HIGH SCHOOL PLANTS: SOUTH, WEST AND NORTH

SCHOOL	7/15/70 ENROLLMENT	CAPACITY	CONSTRUCTION DATE	SITE ACREAGE
SOUTH	2427	1800	1959	51.8
WEST	2527	1700	1953	35.0
NORTH	2302	1600	1929	22.4



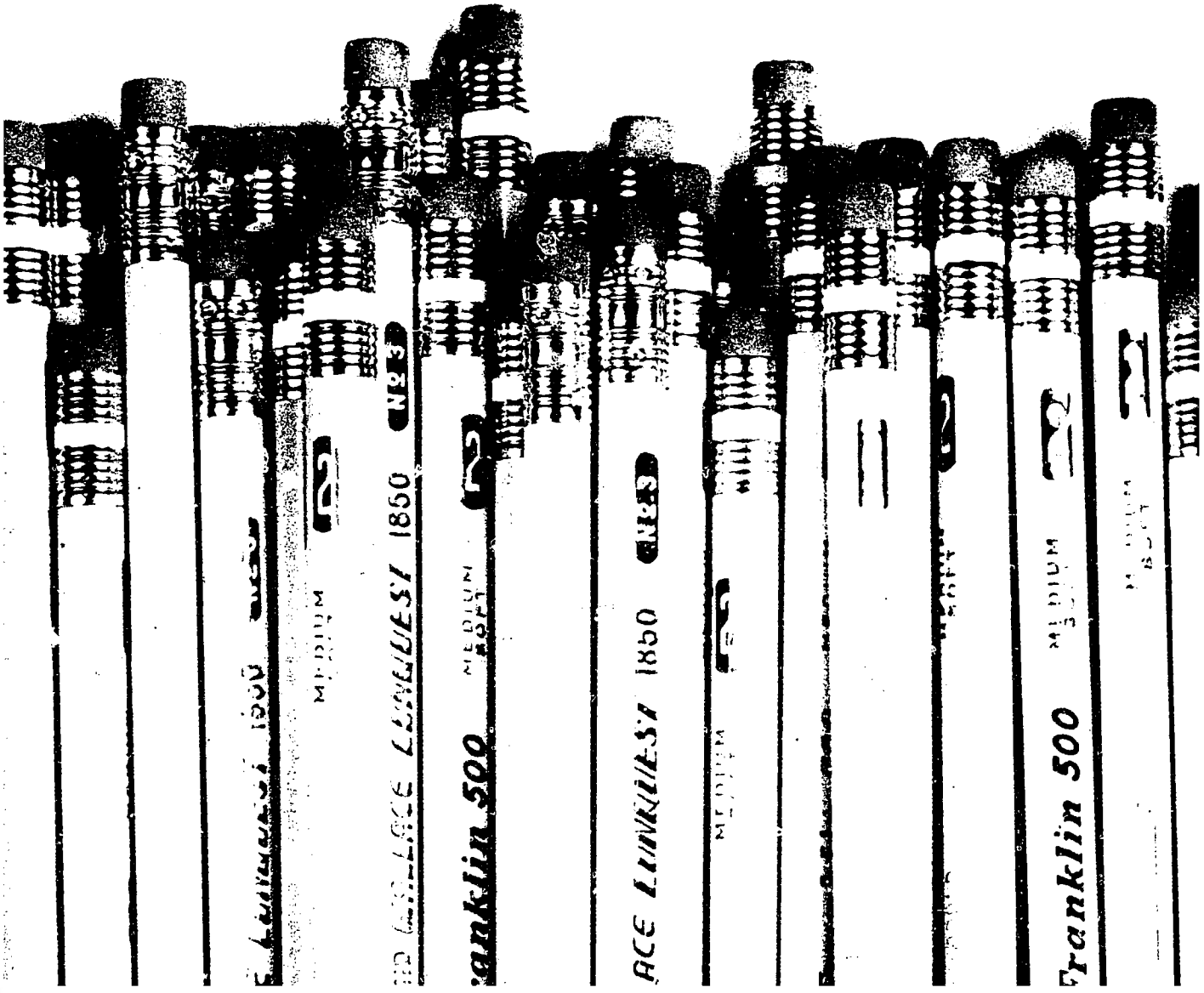
Overview

As is the case at other grade organizational levels, the age of the building is a fair indicator of the plant condition at the senior high school level. Although no senior high school received a rating of poor, the two plants which received the fair rating are the two oldest senior high plants in the district. These plants, East and North, were respectively constructed in the years 1923 and 1929. The average expected life span for a well constructed school plant is approximately fifty years. One plant was rated as an excellent functional plant and three plants were classified as in good condition.

Another similarity with the other grade organizational levels is that the senior high school plants also remain crowded. In the permanent facilities there is a capacity of 11,175 pupils in grades 10-12. As of September 15, 1970, there were 13,984 in these facilities. This means that there are over 2800 more pupils than there is permanent classroom space available. In other words, overall, the facilities are operating at over 125 percent of capacity. All senior high schools are operating at more than permanent classroom capacity and West and North were near 150% capacity. This situation is also documented in terms of building area per pupil, as shown in Figure 5.35. At West, South and East the per pupil space is approximately 70 percent the standard. Under such conditions the likelihood of control problems are increased.

Of the six high school sites, only Heights is of standard size. Of the remaining five sites, however, only North's 22.4 acres is so small that it severely limits the educational program or adversely affects the compatibility of the senior high school and nearby residents.

School Plant Recommendations 1971-198



CHAPTER 6

SCHOOL PLANT RECOMMENDATIONS 1971-1986

INTRODUCTION

This section of the school facilities plan has the purpose of relating previous facts, projections, analysis and planning objectives into a body of recommendations concerned with the physical facilities of Unified School District No. 259. In previous chapters, goals, objectives and standards were defined which, if fulfilled, should enhance educational quality and equality while efficiently using the public education tax dollar.

The planning procedure has also included projections of the future population, the future land use in the community, as well as projections of the future K-12 enrollments through 1986 and the enrollment trends in various geographic subdivisions of the district.

These considerations along with information on the adequacy of the existing attendance centers is the basis for proposals contained in this Chapter. The proposals are couched in the economic realities of the district patron's ability to pay while attempting to prevent and/or ameliorate false economies.

A SUMMARY OF RECOMMENDATIONS 1971-1986

Whereas most needs are peculiar to individual plants, several are generic in nature. These recommendations which apply to several attendance centers are listed below.

1. Planning for school plants is inextricably involved in the issues surrounding homogeneous vs heterogeneous racial and/or economic level enrollment composition. Recent events have led to the adoption of methods of racially integrating the attendance centers of USD 259. It is recommended and assumed that the present integration procedures or improvements thereto be implemented on a long term basis. The development of an integrated school system in the immediate future can only be achieved through the transportation means as is now proposed. In the long run, however, it is recommended that the ill effects of racial and economically segregated schools be overcome and the positive attributes of the neighborhood school be preserved by the following methods:

   a. All elementary schools in the district including those in the near northeast sector of the district should be brought up to a respectable standard or abandoned as attendance centers. Instructional materials centers, multi-purpose rooms, larger playgrounds, expanded administrative and special service areas are needed almost without exception.

   b. The capacity of a school should not be increased unless it aids the racial and/or economic balance of the "neighborhood" pupil population.

   c. In elementary schools which are becoming racially segregated, a balance at or below 25% black to 75% white should be maintained. With this as a long-term policy, racial housing turnovers are less likely to occur and transportation can be minimized.

   d. The elementary schools which are suitable for use as long term attendance centers should be integrated by the transportation of both black and white pupils until integration in the "neighborhood" occurs.

   e. To aid in the accomplishment of "d" an expanded program of city-wide housing integration, low income housing construction and the city's new open housing ordinance should be rigidly enforced.

2. Year-around, multiple-agency school plant usage is encouraged. The increasing number of recreation, special education, summer enrichment, preschool and regular summer programs have already indicated this trend and need. Many schools, however, still house activities primarily on a nine-month basis. The

need for community facilities and lack of funds for them necessitate the duplicate or triplicate use of existing and proposed school plants for library, recreation as well as school purposes. Administrative efforts and cooperation on the part of the various Boards and Agencies' staff a prerequisite to the expanded use of these basic public facilities.

3. Portable classrooms are a necessary adjunct to permanent facilities. They provide enrollment flexibility as neighborhoods go through resident age cycles. Portables are, however, invariably visually objectionable. They result in administrative, custodial, and teaching inconvenience, if not problems; and they limit playground space at some schools to an intolerable degree for the teaching space provided. It is recommended that as enrollments decrease, portables be removed.

   Moreover, it is also recommended that at attendance centers where projected resident enrollment for the planning period exceeds permanent classroom capacity by more than 25%, or a minimum of 75 pupils, additional classrooms be provided and that portables be removed. Priority should be given to those school which are in need of numerous permanent classrooms, (six or more). This is basically an economic consideration related to decreasing per unit costs as the total number of units increases. Also, consideration should be given to the imposition that the portables place on the playground space and the racial and economic makeup of the attendance area in the setting of priorities (see statement 1.b).

4. Year-around air conditioning of all new and existing schools is recommended. Funding priorities should be given to new school construction, schools which have poor natural ventilation, ones which house summer programs, those which are being expanded and/or to those schools which are most adaptable to the installation of central air-conditioning. The logic is to get the most air-conditioning for the funds which may be available.

5. Many schools have lighting systems which are now obsolete. The old style single-pin low brightness flourescent fixtures should be replaced. Also, the installation and improvement of intercommunication systems at several secondary schools as well as at the larger elementary schools is recommended.

6. A new emphasis on site landscaping and beautification is

recommended. Proper landscaping and outdoor lighting not only adds esthetic value and builds neighborhood pride in schools but also reduces building maintenance and vandalism.

7. Improved or new counseling, conference and health care facilities, especially at the elementary school level, are recommended. HUD's Neighborhood Facilities Program which includes up to 75% federal aid should be considered among potential funding sources.

8. Lunchroom facilities are desirable. Even though the system is set upon a a neighborhood-school basis, so that elementary-age children may go home for lunch, a minimum of approximately one-third of the elementary school pupils at all schools eat their lunches at school. Considering that most elementary schools have no hot lunch program and/or lunchroom space (which tends to discourage eating lunches at school) this apparent need for lunchrooms is significant.

9. The trend to provide more pupil bus transportation at the expense of the public and parochial school systems along with the low utilization of the public transit system suggests that joint use of equipment and personnel may be feasible. It is therefore recommended that a committee be appointed by the Board of Education, the Wichita Metropolitan Transit Authority and the Catholic Dioceses to study the feasibility of such joint arrangements.

Site Acquisition Recommendations

1. At the elementary school level, it is recommended that five new sites be acquired. One of the sites recommended for acquisition is needed to serve two existing but consolidated attendance centers, Riverside/Park. (Sites for other consolidated elementary schools generally consist of existing sites or of expanded existing sites.) The other four sites would serve new attendance areas in new residential developments.

2. Major land acquisition programs (over $50,000) are recommended at nine existing elementary schools. These nine are substantially below the standard. Many other elementary school sites are also substandard in size and require some site expansion.

3. At the junior high school level one new site is recommended

for acquisition to serve a new attendance area mostly south of I-235; unless boundary changes with Haysville could make the use of Campus feasible.

4. The sites at Robinson, Horace Mann and Hamilton Junior High schools should be expanded.

5. Since the BOE presently owns 160 acres for the proposed Northwest Senior High School and 80 acres for the recommended Northeast Senior High School no additional new sites are required at the senior high school level.

6. Additional land should be acquired to expand the North High School site. East High School playfield space taken by street and highway construction is to be replaced by removing the Plant Facilities Operation from the site.

7. Proposed new construction and abandonments would reduce the total number of K-12 attendance centers by 1990 to sixty-three elementary schools, fourteen junior high schools and six senior high schools, a reduction of twenty-nine attendance centers.

8. Abandoned plants, in most instances, should be converted to open space and park type use and the buildings should be razed. Fifty percent federal aid is available for such projects.

Construction Recommendations

1. Major building upgrading and/or expansion (over $100,000) is recommended at forty elementary schools, eight junior high schools and at five senior high schools.

2. Eleven new buildings are proposed (replacements and new attendance centers) for the planning period. Included are seven elementary schools, two junior high schools and two senior high schools.

Abandonment and Conversion Recommendations

1. It is recommended that as many as thirty-two existing elementary schools be abandoned as regular elementary attendance centers in the next twenty years. Considering proposed new plants and abandonments, there would be sixty-three elementary

attendance centers in 1986 as opposed to the ninety-one at present. Average K-6 enrollments would be approximately 700 pupils rather than the 1970 average of 378 pupils per attendance center.

2. The amortization of the proposed interim building improvements at Horace Mann, Hamilton and Allison Junior High Schools in action year 1-5 can be easily realized in a maximum of 10 years. By the end of the Planning period they are recommended for abandonment as junior high attendance centers.

3. Wichita High School Heights should be converted into a junior high attendance center.

4. Convert Wichita High School East and Roosevelt Junior High to a Community College complex.

Specific Plant Recommendations

Recommendations for all organizational levels, beginning with elementary schools, junior high schools and then senior high schools will be made. The order of plant recommendations are consistent with the evaluative groupings presented in Chapter Five.

Figures (maps) and written comments are used to relay information on plant recommendations. The figures give broad plant and specific attendance area recommendations. On pages (legends on the figures explain the symbols used) following each figure (or map) are the written plant recommendations.

The written recommendations are accompanied by a series of columns which give the name of a school, its present pupil capacity, its classroom sufficiency for five time periods, plant condition and the priority and costs of each recommendation.

Classroom sufficiency means the classroom surplus or deficiency that a school has for its enrollment, based on 25 pupils per classroom. Therefore, in the case of Earhart (page 129) the 1970 classroom sufficiency rating is +3 because the official September 1970 enrollment was 189 and its capacity 275 pupils. (it should be noted that the classroom sufficiency figures are in terms of resident pupils, those pupils living in an attendance area.)

Given in the fourth and fifth columns are the ranges of classroom sufficiencies for 1976 and 1986. Again, as an example, the Earhart attendance area is expected to have a relatively stable demand for classroom space by 1986. If the low projection for 1986 is realized, there will be an excess of four classrooms (+4); if the high projection is realized then the building will have an excess of one classroom (+1).

Plant descriptions and scores as reviewed in Chapter Five are given in the sixth column.

As shown in the last column each recommendation is given a priority and thereby a timing schedule. The definitions of priorities are given below.

Priority 1 - Critical plant needs. Corrective measures should be undertaken immediately.

Priority 2 - Urgent plant needs requiring attention in the period 1972-1976.

Priority 3 - Projected plant improvements for the period 1976-1986.

Priority 4 - Desirable changes which should be undertaken when opportunity arises or beyond 15 years.

As indicated the various recommendations carry into 1990. It should be noted that any one recommendation and its priority is interrelated with other recommendations and priorities. What is proposed at one school often has side effects on other schools and particularly in adjacent attendance centers. It is advocated that these recommendations be annually updated and included in the annual budget according to the priority schedule.

Cost estimates are also given in the last column. It should be noted, however, that individual parts of major projects and minor projects are not itemized. Instead totals for major facility improvements and a yearly allocation to what is called a Miscellaneous and Portable Relocation category is used. Please refer to Table 1.A, School Facility Needs, in Chapter One.

ELEMENTARY SCHOOL ATTENDANCE CENTER
RECOMMENDATIONS

FIGURE 6.1 INDEX TO ELEMENTARY SCHOOLS RECOMMENDATION GROUPINGS

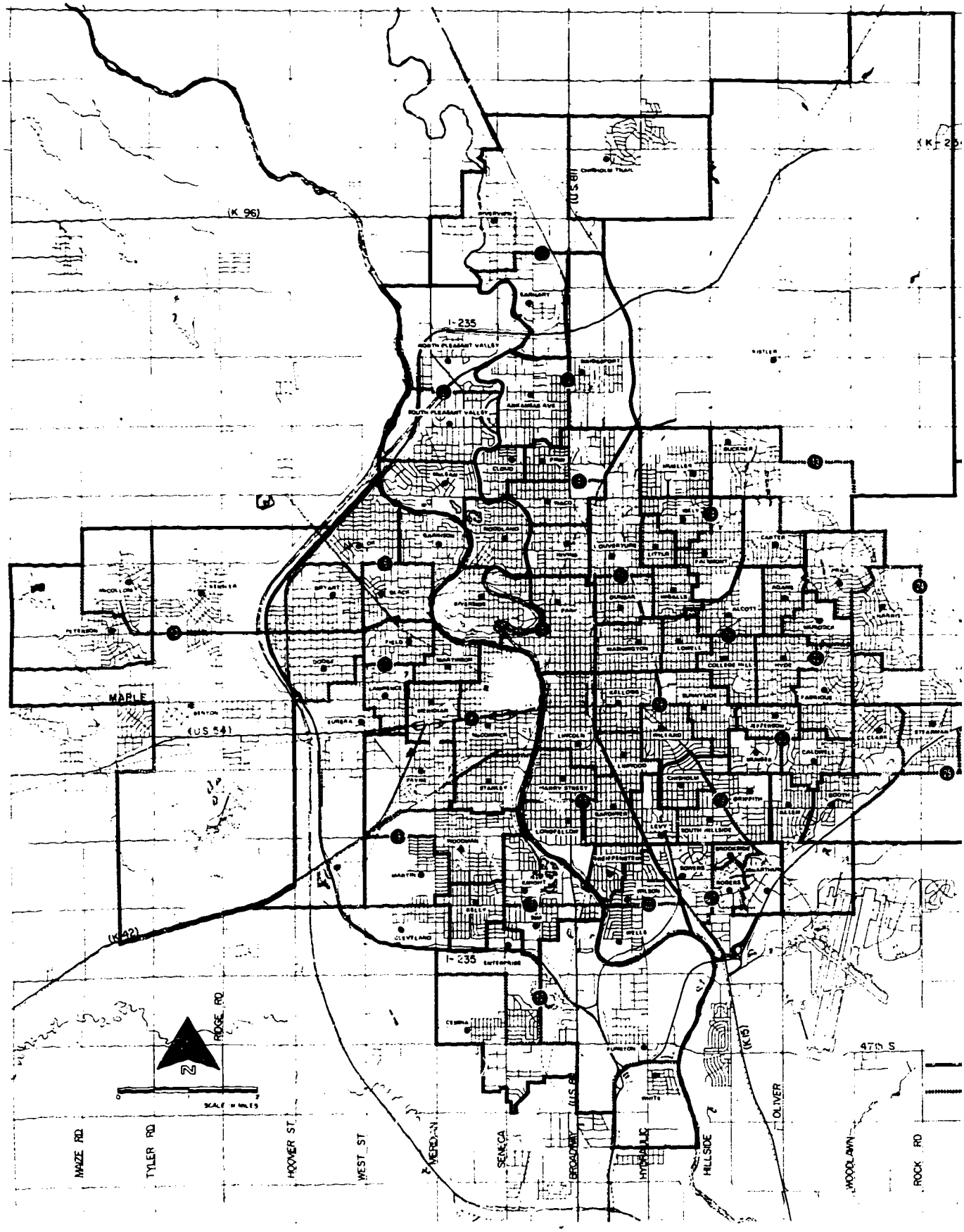
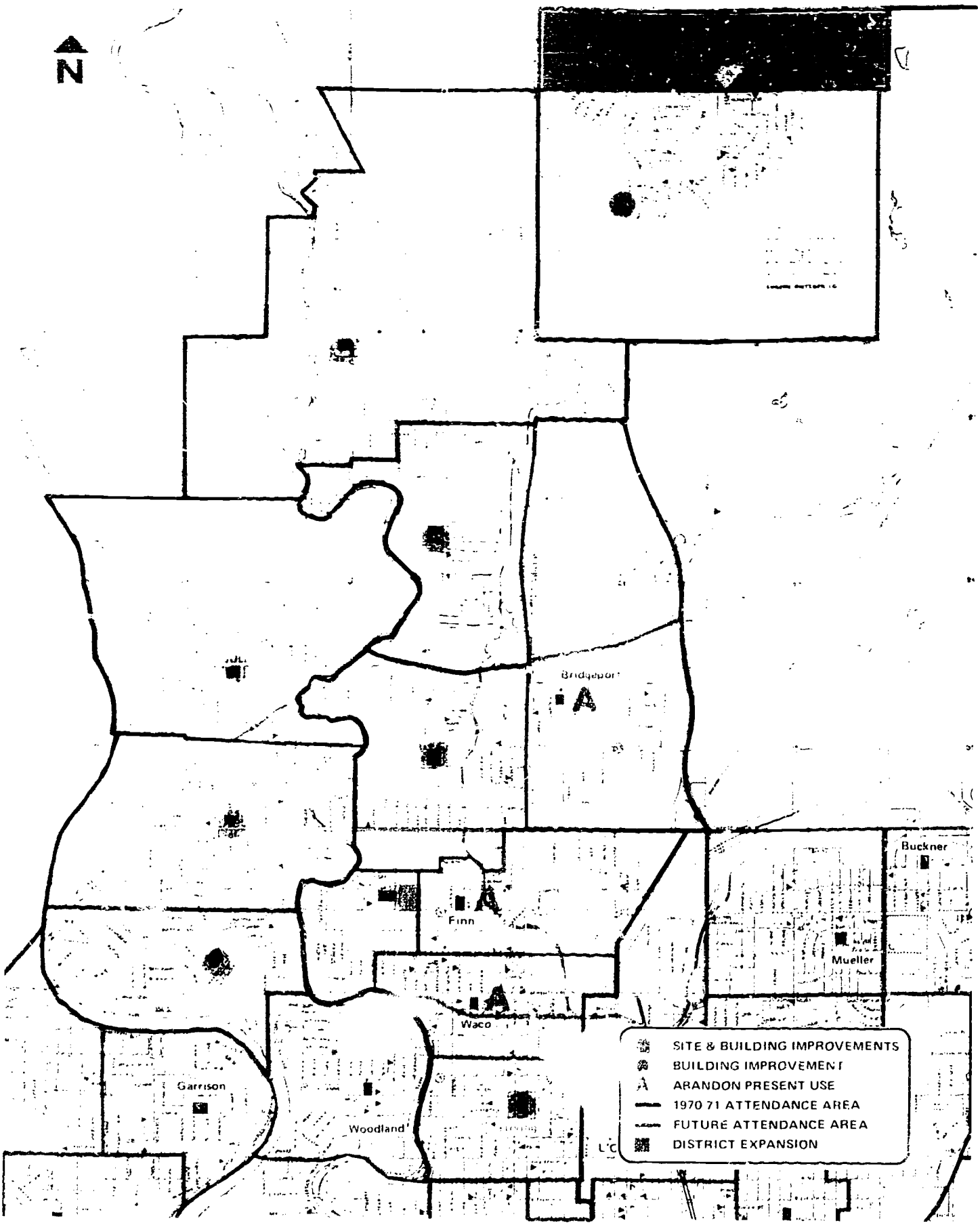


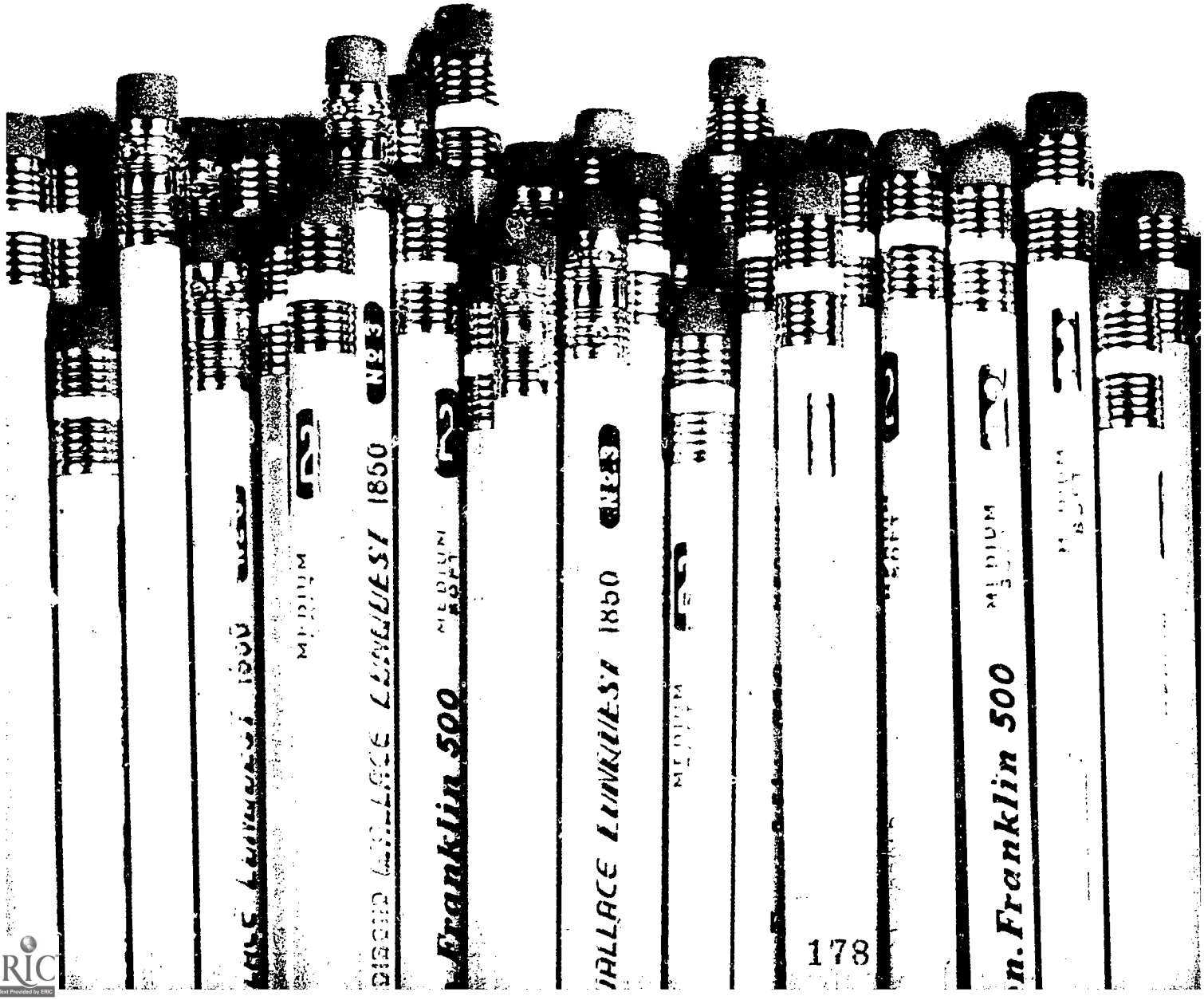
FIGURE 6.2 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR ELEMENTARY SCHOOLS IN GROUPS 1, 2, 3 AND 4



GROUP #1: EARHART, RIVERVIEW AND CHISHOLM TRAIL

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1976	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY	COST
EARHART	275	+3	+4	+3	+4	+1	Good 722		
Recommendations									
A. Remodel restrooms, expand teacher's workroom (next to restrooms) to include lounge and expand site.								2	50M
B. Pave and landscape parking area and acquire City water and sewerage service.								4	
RIVERVIEW	450	+5	+6	+3	+7	+2	Fair 603		
Recommendations:									
A. Replace deteriorated soffits and facia								1	
B. Expand site, pave parking areas and provide sidewalks from parking to building.								2	60M
C. Upgrade classrooms and restrooms, retile gymnasium/lunchroom area and add acoustical treatment to classrooms and corridors.								3	100M
CHISHOLM TRAIL	750	+2	+1	-1	-1	-6	Fair 603		
Recommendations:									
A. Construct enclosed passageway between the two buildings. Shore up the south building to avoid further structural deterioration and improve related problems in heating supply system.								1	
B. Remodel restrooms. Provide additional hard surfaced play area west of and between the two buildings.								2	
C. Upgrade classrooms (acoustical tile, cabinets, bulletin boards, etc.).								3	50M
D. A district boundary change should be considered which would include all of Park City area as indicated. If this is accomplished there will be a need for instructional materials center, music room and additional permanent classrooms. (Return library space back to classrooms.)								4	
E. Provide paved parking area north of north buildings: landscape site.								4	

School Plant Recommendations 1971-1986



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RECOMMENDATIONS

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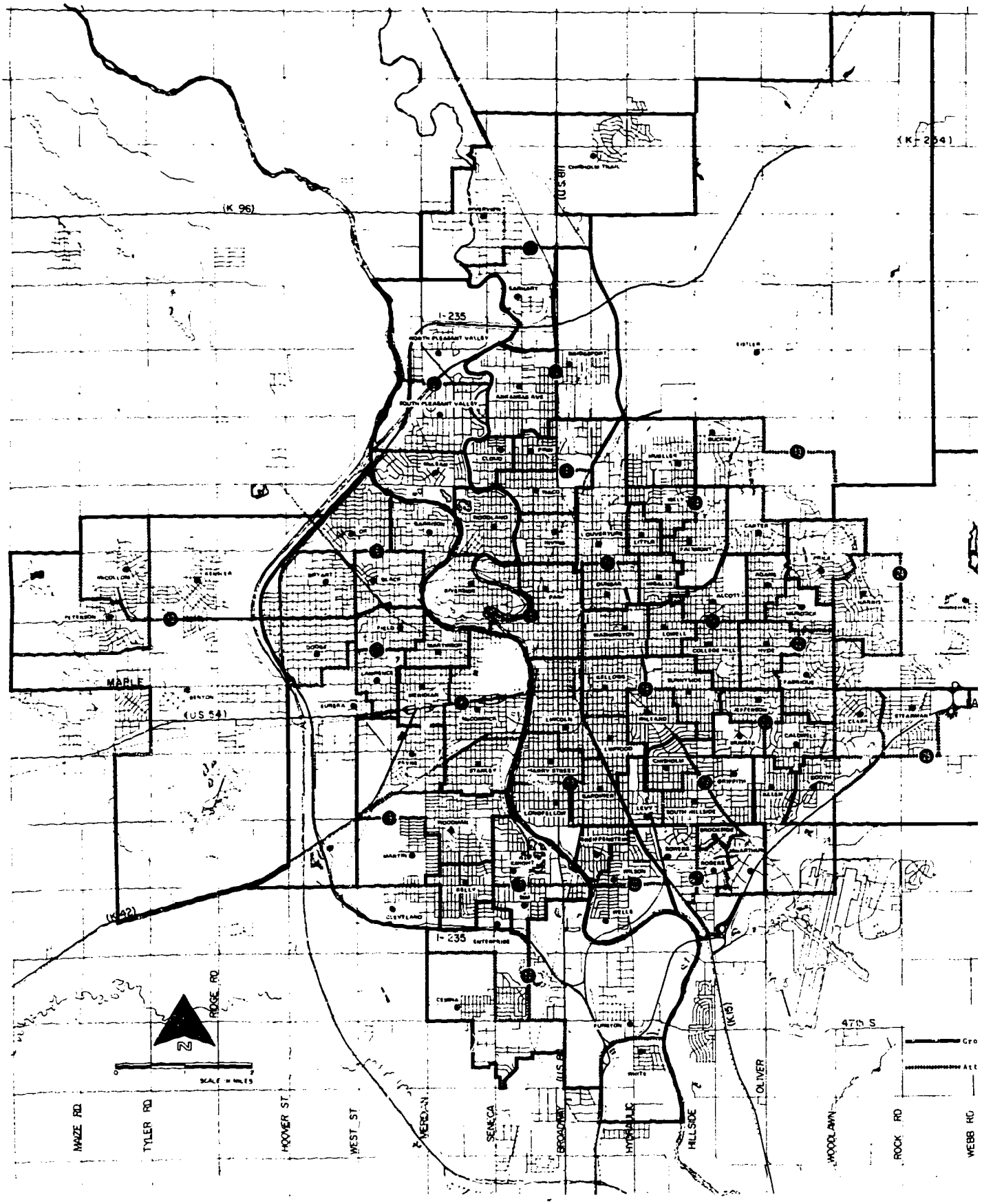

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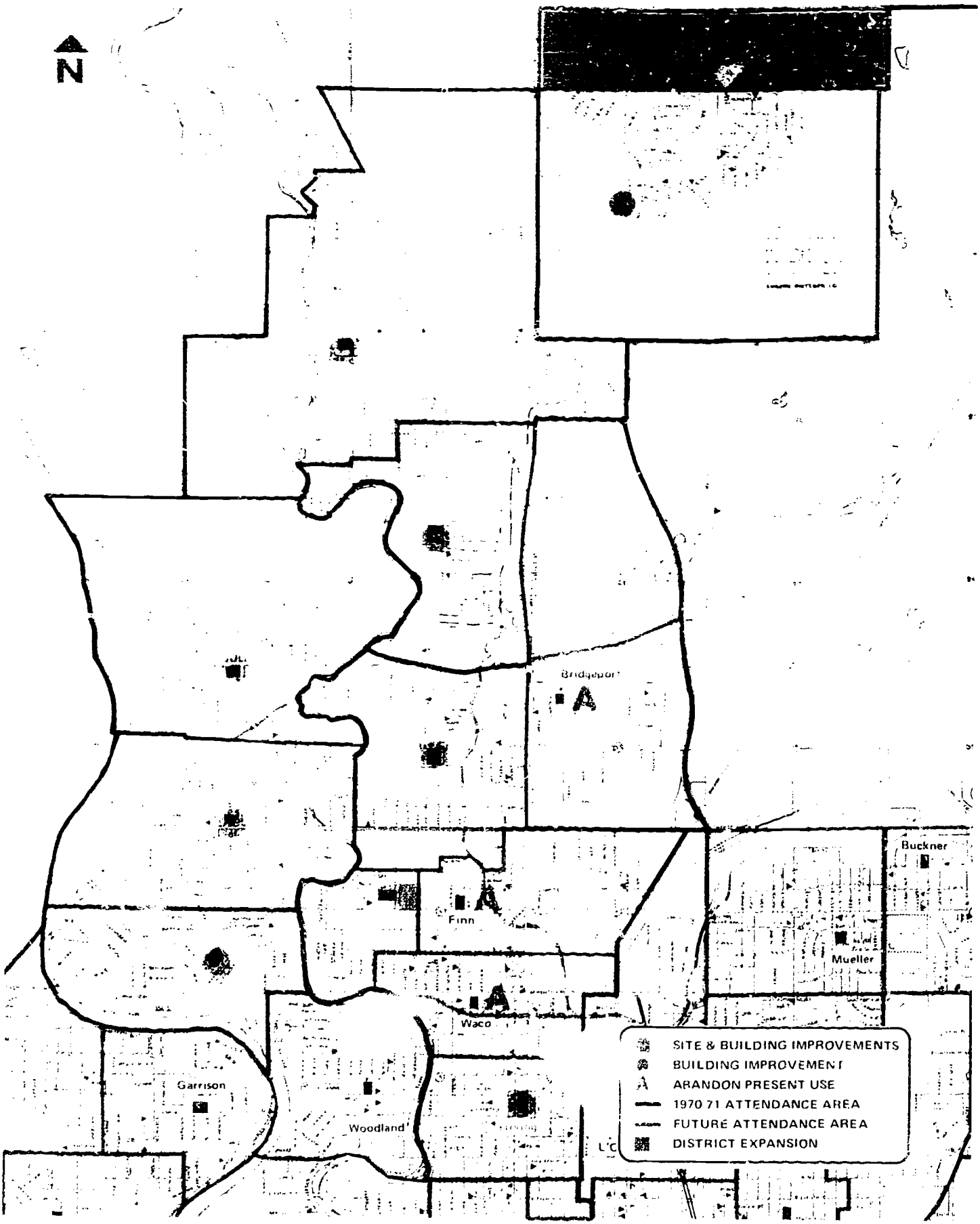

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Recommendations								
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B. Pave and landscape parking area and acquire City water and sewerage service.								4
RIVERVIEW	450	+5	+6	+3	+7	+2	Fair 603	
Recommendations:								
A. Replace deteriorated soffits and facia								1
B. Expand site, pave parking areas and provide sidewalks from parking to building.								2 60M
C. Upgrade classrooms and restrooms, retile gymnasium/lunchroom area and add acoustical treatment to classrooms and corridors.								3 100M
CHISHOLM TRAIL	750	+2	+1	-1	-1	-6	Fair 603	
Recommendations:								
A. Construct enclosed passageway between the two buildings. Shore up the south building to avoid further structural deterioration and improve related problems in heating supply system.								1
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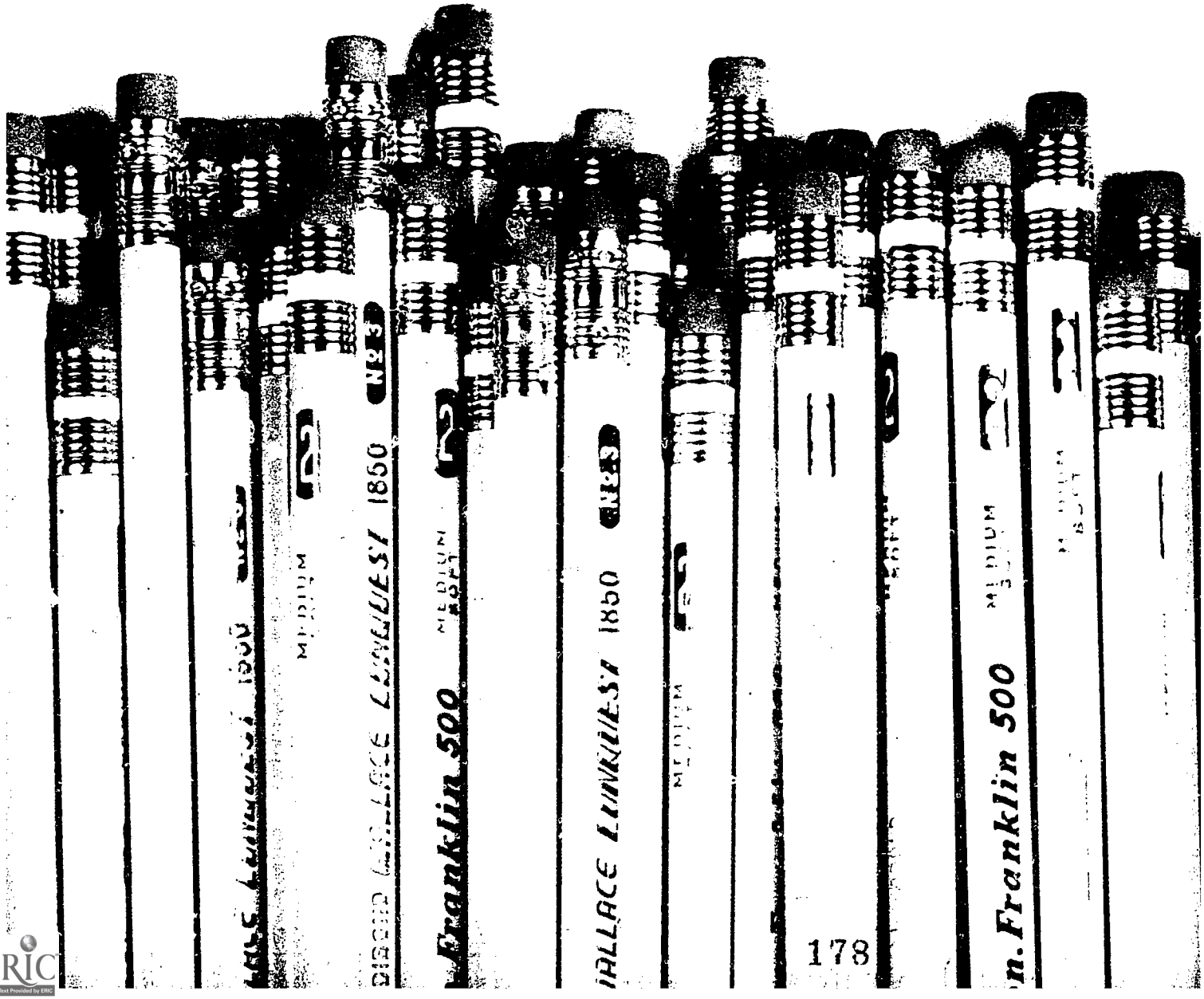
E. Provide paved parking area north of north buildings: landscape site.								4

School Plant Recommendations 1971-1986



CHAPTER 6

SCHOOL PLANT RECOMMENDATIONS 1971-1986

INTRODUCTION

This section of the school facilities plan has the purpose of relating previous facts, projections, analysis and planning objectives into a body of recommendations concerned with the physical facilities of Unified School District No. 259. In previous chapters, goals, objectives and standards were defined which, if fulfilled, should enhance educational quality and equality while efficiently using the public education tax dollar.

The planning procedure has also included projections of the future population, the future land use in the community, as well as projections of the future K-12 enrollments through 1986 and the enrollment trends in various geographic subdivisions of the district.

These considerations along with information on the adequacy of the existing attendance centers is the basis for proposals contained in this Chapter. The proposals are couched in the economic realities of the district patron's ability to pay while attempting to prevent and/or ameliorate false economies.

A SUMMARY OF RECOMMENDATIONS 1971-1986

Whereas most needs are peculiar to individual plants, several are generic in nature. These recommendations which apply to several attendance centers are listed below.

1. Planning for school plants is inextricably involved in the issues surrounding homogeneous vs heterogeneous racial and/or economic level enrollment composition. Recent events have led to the adoption of methods of racially integrating the attendance centers of USD 259. It is recommended and assumed that the present integration procedures or improvements thereto be implemented on a long term basis. The development of an integrated school system in the immediate future can only be achieved through the transportation means as is now proposed. In the long run, however, it is recommended that the ill effects of racial and economically segregated schools be overcome and the positive attributes of the neighborhood school be preserved by the following methods:

   a. All elementary schools in the district including those in the near northeast sector of the district should be brought up to a respectable standard or abandoned as attendance centers. Instructional materials centers, multi-purpose rooms, larger playgrounds, expanded administrative and special service areas are needed almost without exception.

   b. The capacity of a school should not be increased unless it aids the racial and/or economic balance of the "neighborhood" pupil population.

   c. In elementary schools which are becoming racially segregated, a balance at or below 25% black to 75% white should be maintained. With this as a long-term policy, racial housing turnovers are less likely to occur and transportation can be minimized.

   d. The elementary schools which are suitable for use as long term attendance centers should be integrated by the transportation of both black and white pupils until integration in the "neighborhood" occurs.

   e. To aid in the accomplishment of "d" an expanded program of city-wide housing integration, low income housing construction and the city's new open housing ordinance should be rigidly enforced.

2. Year-around, multiple-agency school plant usage is encouraged. The increasing number of recreation, special education, summer enrichment, preschool and regular summer programs have already indicated this trend and need. Many schools, however, still house activities primarily on a nine-month basis. The

need for community facilities and lack of funds for them necessitate the duplicate or triplicate use of existing and proposed school plants for library, recreation as well as school purposes. Administrative efforts and cooperation on the part of the various Boards and Agencies' staff a prerequisite to the expanded use of these basic public facilities.

3. Portable classrooms are a necessary adjunct to permanent facilities. They provide enrollment flexibility as neighborhoods go through resident age cycles. Portables are, however, invariably visually objectionable. They result in administrative, custodial, and teaching inconvenience, if not problems; and they limit playground space at some schools to an intolerable degree for the teaching space provided. It is recommended that as enrollments decrease, portables be removed.

   Moreover, it is also recommended that at attendance centers where projected resident enrollment for the planning period exceeds permanent classroom capacity by more than 25%, or a minimum of 75 pupils, additional classrooms be provided and that portables be removed. Priority should be given to those school which are in need of numerous permanent classrooms, (six or more). This is basically an economic consideration related to decreasing per unit costs as the total number of units increases. Also, consideration should be given to the imposition that the portables place on the playground space and the racial and economic makeup of the attendance area in the setting of priorities (see statement 1.b).

4. Year-around air conditioning of all new and existing schools is recommended. Funding priorities should be given to new school construction, schools which have poor natural ventilation, ones which house summer programs, those which are being expanded and/or to those schools which are most adaptable to the installation of central air-conditioning. The logic is to get the most air-conditioning for the funds which may be available.

5. Many schools have lighting systems which are now obsolete. The old style single-pin low brightness flourescent fixtures should be replaced. Also, the installation and improvement of intercommunication systems at several secondary schools as well as at the larger elementary schools is recommended.

6. A new emphasis on site landscaping and beautification is

recommended. Proper landscaping and outdoor lighting not only adds esthetic value and builds neighborhood pride in schools but also reduces building maintenance and vandalism.

7. Improved or new counseling, conference and health care facilities, especially at the elementary school level, are recommended. HUD's Neighborhood Facilities Program which includes up to 75% federal aid should be considered among potential funding sources.

8. Lunchroom facilities are desirable. Even though the system is set upon a a neighborhood-school basis, so that elementary-age children may go home for lunch, a minimum of approximately one-third of the elementary school pupils at all schools eat their lunches at school. Considering that most elementary schools have no hot lunch program and/or lunchroom space (which tends to discourage eating lunches at school) this apparent need for lunchrooms is significant.

9. The trend to provide more pupil bus transportation at the expense of the public and parochial school systems along with the low utilization of the public transit system suggests that joint use of equipment and personnel may be feasible. It is therefore recommended that a committee be appointed by the Board of Education, the Wichita Metropolitan Transit Authority and the Catholic Dioceses to study the feasibility of such joint arrangements.

Site Acquisition Recommendations

1. At the elementary school level, it is recommended that five new sites be acquired. One of the sites recommended for acquisition is needed to serve two existing but consolidated attendance centers, Riverside/Park. (Sites for other consolidated elementary schools generally consist of existing sites or of expanded existing sites.) The other four sites would serve new attendance areas in new residential developments.

2. Major land acquisition programs (over $50,000) are recommended at nine existing elementary schools. These nine are substantially below the standard. Many other elementary school sites are also substandard in size and require some site expansion.

3. At the junior high school level one new site is recommended

for acquisition to serve a new attendance area mostly south of I-235; unless boundary changes with Haysville could make the use of Campus feasible.

4. The sites at Robinson, Horace Mann and Hamilton Junior High schools should be expanded.

5. Since the BOE presently owns 160 acres for the proposed Northwest Senior High School and 80 acres for the recommended Northeast Senior High School no additional new sites are required at the senior high school level.

6. Additional land should be acquired to expand the North High School site. East High School playfield space taken by street and highway construction is to be replaced by removing the Plant Facilities Operation from the site.

7. Proposed new construction and abandonments would reduce the total number of K-12 attendance centers by 1990 to sixty-three elementary schools, fourteen junior high schools and six senior high schools, a reduction of twenty-nine attendance centers.

8. Abandoned plants, in most instances, should be converted to open space and park type use and the buildings should be razed. Fifty percent federal aid is available for such projects.

Construction Recommendations

1. Major building upgrading and/or expansion (over $100,000) is recommended at forty elementary schools, eight junior high schools and at five senior high schools.

2. Eleven new buildings are proposed (replacements and new attendance centers) for the planning period. Included are seven elementary schools, two junior high schools and two senior high schools.

Abandonment and Conversion Recommendations

1. It is recommended that as many as thirty-two existing elementary schools be abandoned as regular elementary attendance centers in the next twenty years. Considering proposed new plants and abandonments, there would be sixty-three elementary

attendance centers in 1986 as opposed to the ninety-one at present. Average K-6 enrollments would be approximately 700 pupils rather than the 1970 average of 378 pupils per attendance center.

2. The amortization of the proposed interim building improvements at Horace Mann, Hamilton and Allison Junior High Schools in action year 1-5 can be easily realized in a maximum of 10 years. By the end of the Planning period they are recommended for abandonment as junior high attendance centers.

3. Wichita High School Heights should be converted into a junior high attendance center.

4. Convert Wichita High School East and Roosevelt Junior High to a Community College complex.

Specific Plant Recommendations

Recommendations for all organizational levels, beginning with elementary schools, junior high schools and then senior high schools will be made. The order of plant recommendations are consistent with the evaluative groupings presented in Chapter Five.

Figures (maps) and written comments are used to relay information on plant recommendations. The figures give broad plant and specific attendance area recommendations. On pages (legends on the figures explain the symbols used) following each figure (or map) are the written plant recommendations.

The written recommendations are accompanied by a series of columns which give the name of a school, its present pupil capacity, its classroom sufficiency for five time periods, plant condition and the priority and costs of each recommendation.

Classroom sufficiency means the classroom surplus or deficiency that a school has for its enrollment, based on 25 pupils per classroom. Therefore, in the case of Earhart (page 129) the 1970 classroom sufficiency rating is +3 because the official September 1970 enrollment was 189 and its capacity 275 pupils. (it should be noted that the classroom sufficiency figures are in terms of resident pupils, those pupils living in an attendance area.)

Given in the fourth and fifth columns are the ranges of classroom sufficiencies for 1976 and 1986. Again, as an example, the Earhart attendance area is expected to have a relatively stable demand for classroom space by 1986. If the low projection for 1986 is realized, there will be an excess of four classrooms (+4); if the high projection is realized then the building will have an excess of one classroom (+1).

Plant descriptions and scores as reviewed in Chapter Five are given in the sixth column.

As shown in the last column each recommendation is given a priority and thereby a timing schedule. The definitions of priorities are given below.

Priority 1 - Critical plant needs. Corrective measures should be undertaken immediately.

Priority 2 - Urgent plant needs requiring attention in the period 1972-1976.

Priority 3 - Projected plant improvements for the period 1976-1986.

Priority 4 - Desirable changes which should be undertaken when opportunity arises or beyond 15 years.

As indicated the various recommendations carry into 1990. It should be noted that any one recommendation and its priority is interrelated with other recommendations and priorities. What is proposed at one school often has side effects on other schools and particularly in adjacent attendance centers. It is advocated that these recommendations be annually updated and included in the annual budget according to the priority schedule.

Cost estimates are also given in the last column. It should be noted, however, that individual parts of major projects and minor projects are not itemized. Instead totals for major facility improvements and a yearly allocation to what is called a Miscellaneous and Portable Relocation category is used. Please refer to Table 1.A, School Facility Needs, in Chapter One.

ELEMENTARY SCHOOL ATTENDANCE CENTER
RECOMMENDATIONS

FIGURE 6.1 INDEX TO ELEMENTARY SCHOOLS RECOMMENDATION GROUPINGS

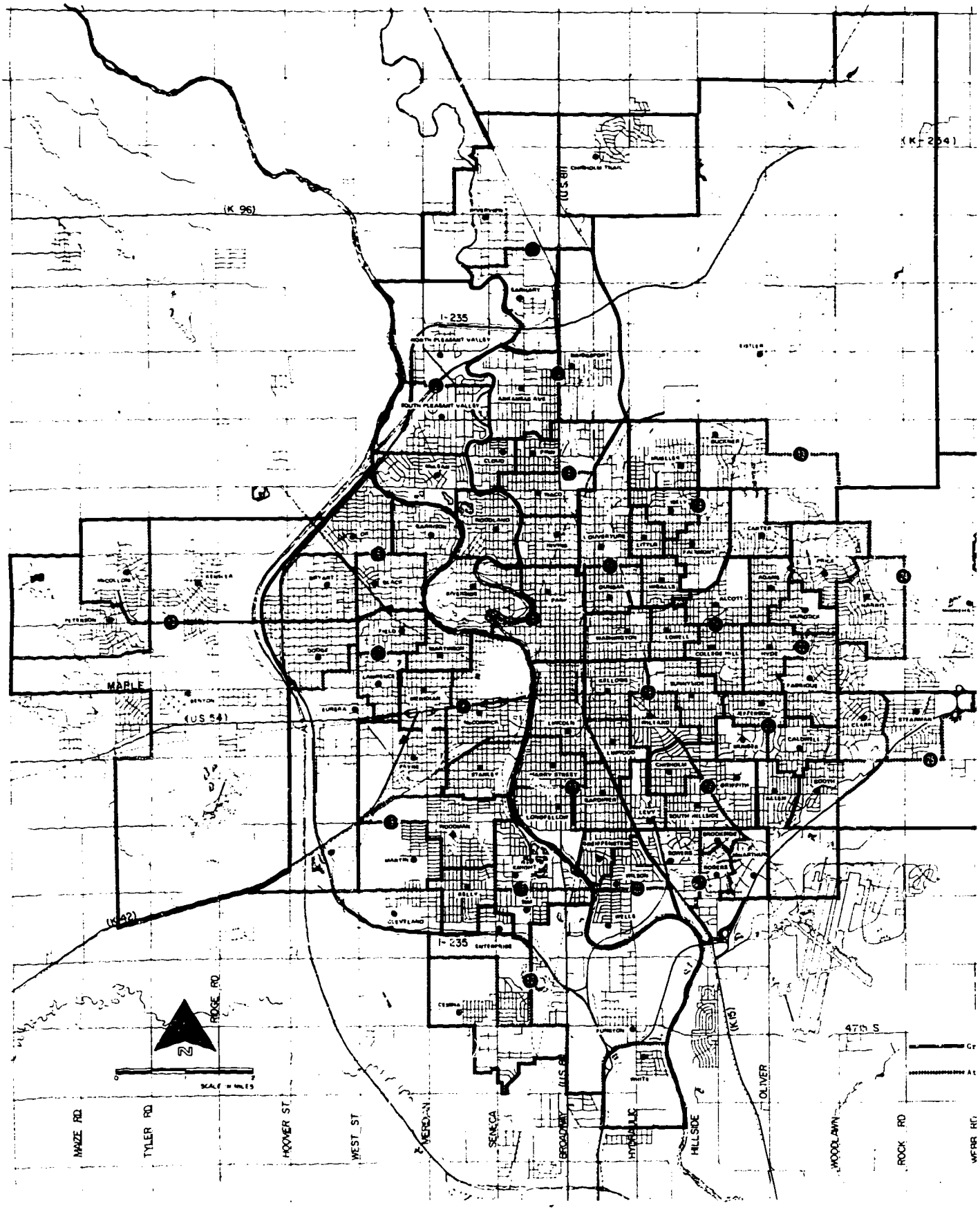
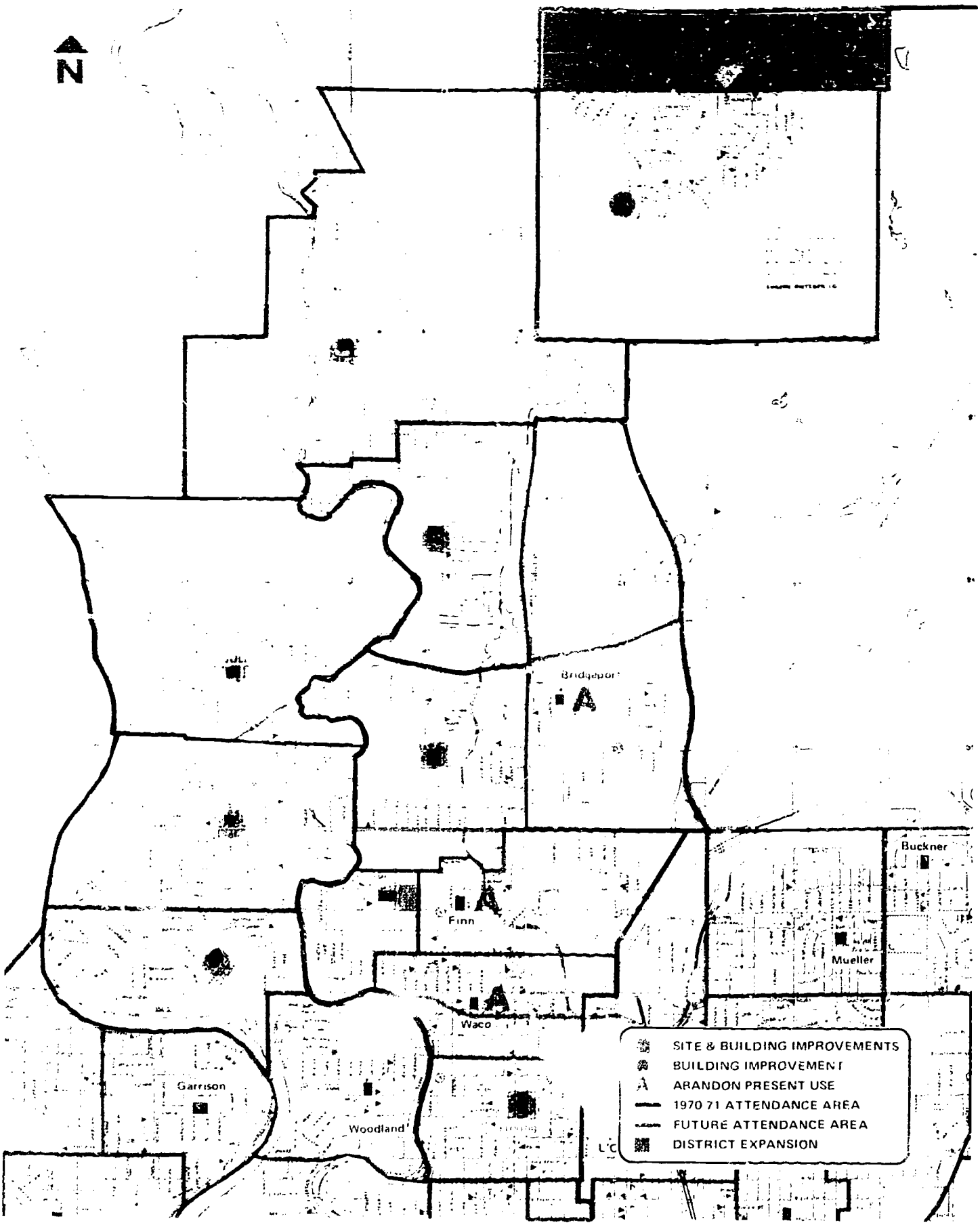


FIGURE 6.2 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR ELEMENTARY SCHOOLS IN GROUPS 1, 2, 3 AND 4



GROUP #1: EARHART, RIVERVIEW AND CHISHOLM TRAIL

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1976	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY	COST
EARHART	275	+3	+4	+3	+4	+1	Good 722		
Recommendations									
A. Remodel restrooms, expand teacher's workroom (next to restrooms) to include lounge and expand site.								2	50M
B. Pave and landscape parking area and acquire City water and sewerage service.								4	
RIVERVIEW	450	+5	+6	+3	+7	+2	Fair 603		
Recommendations:									
A. Replace deteriorated soffits and facia								1	
B. Expand site, pave parking areas and provide sidewalks from parking to building.								2	60M
C. Upgrade classrooms and restrooms, retile gymnasium/lunchroom area and add acoustical treatment to classrooms and corridors.								3	100M
CHISHOLM TRAIL	750	+2	+1	-1	-1	-6	Fair 603		
Recommendations:									
A. Construct enclosed passageway between the two buildings. Shore up the south building to avoid further structural deterioration and improve related problems in heating supply system.								1	
B. Remodel restrooms. Provide additional hard surfaced play area west of and between the two buildings.								2	
C. Upgrade classrooms (acoustical tile, cabinets, bulletin boards, etc.).								3	50M
D. A district boundary change should be considered which would include all of Park City area as indicated. If this is accomplished there will be a need for instructional materials center, music room and additional permanent classrooms. (Return library space back to classrooms.)								4	
E. Provide paved parking area north of north buildings: landscape site.								4	

GROUP #2: N. PLEASANT VALLEY, S. PLEASANT VALLEY AND MC LEAN

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST	
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.			
NORTH PLEASANT VALLEY	250	+4	+3	+2	+1	-9	Excellent 845		
Recommendations:									
A. Expand site.								2	15M
B. Revise attendance area boundaries to include only that area presently in attendance area which is north of the flood control structure. Add instructional materials center and two classrooms.								3	250M
SOUTH PLEASANT VALLEY	325	+1	+2	-1	+1	-4	Good 717		
Recommendations:									
A. Additional acreage should be acquired which will make the site a more utilizable shape.								2	35M
B. Remodel interior (minor).								2	
C. Revise attendance area boundaries to include area south of flood control structure presently in N.P.V.'s area.								3	
MCLEAN	350	0	+1	-1	-1	-5	Fair 604		
Recommendations:									
A. Modify adminstrative space arrangement.								2	
B. Increase by four the number of permanent class-rooms, this is especially important if special education program is to be continued here. Also, construct multiple purpose room and libary.								3	450M

GROUP #3: BRIDGEPORT, CLOUD AND ARKANSAS AVENUE

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
BRIDGEPORT	450	+13	+15	+14	+17	+15	Good 671	

Recommendations:

Abandon Bridgeport as an elementary attendance center. Reuse plant for industrial related purposes. Revise attendance areas of Earhart and Arkansas Avenue to absorb Bridgeport area. — 3

CLOUD	400	0	+3	+1	+4	0	Fair 555	

Recommendations:

Expand pupil capacity to 1100-1200 and consolidate Finn, Cloud and Waco attendance areas. — 1,300M

Expand site to east and coordinate school expansion with Evergreen Park facilities. — 1 (400M net cost)

ARKANSAS AVENUE	700	+7	+9	+5	+11	+3	Fair 533	

Recommendations:

A. Renovate building. The ceilings, heating system and restrooms are major areas of concern. — 2 — 100M

B. Expand site acreage to south. — 2 — 15M

C. Upgrade site, by introducing landscaping, sidewalks, hard surface play area, curbing and night lighting. — 2

C. Renovate exterior with new windows and brick cleaning. — 4

GROUP #4: IRVING, FINN AND WACO

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
IRVING	350	0	+3	+1	+4	0	Fair 552	

Recommendations:

A. Expand site. — 2 — 70M

B. Construct an addition with six permanent classrooms, library and multi-purpose room. Rearrange interior and portico spaces into more functional manner and include storage space. Lower ceiling and relight classrooms. — 2 — 250M

C. Maintain balanced racial compostion. Extend attendance area north. — 1

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
FINN	225	+1	+3	+2	+5	+1	Poor 485	

Recommendations:

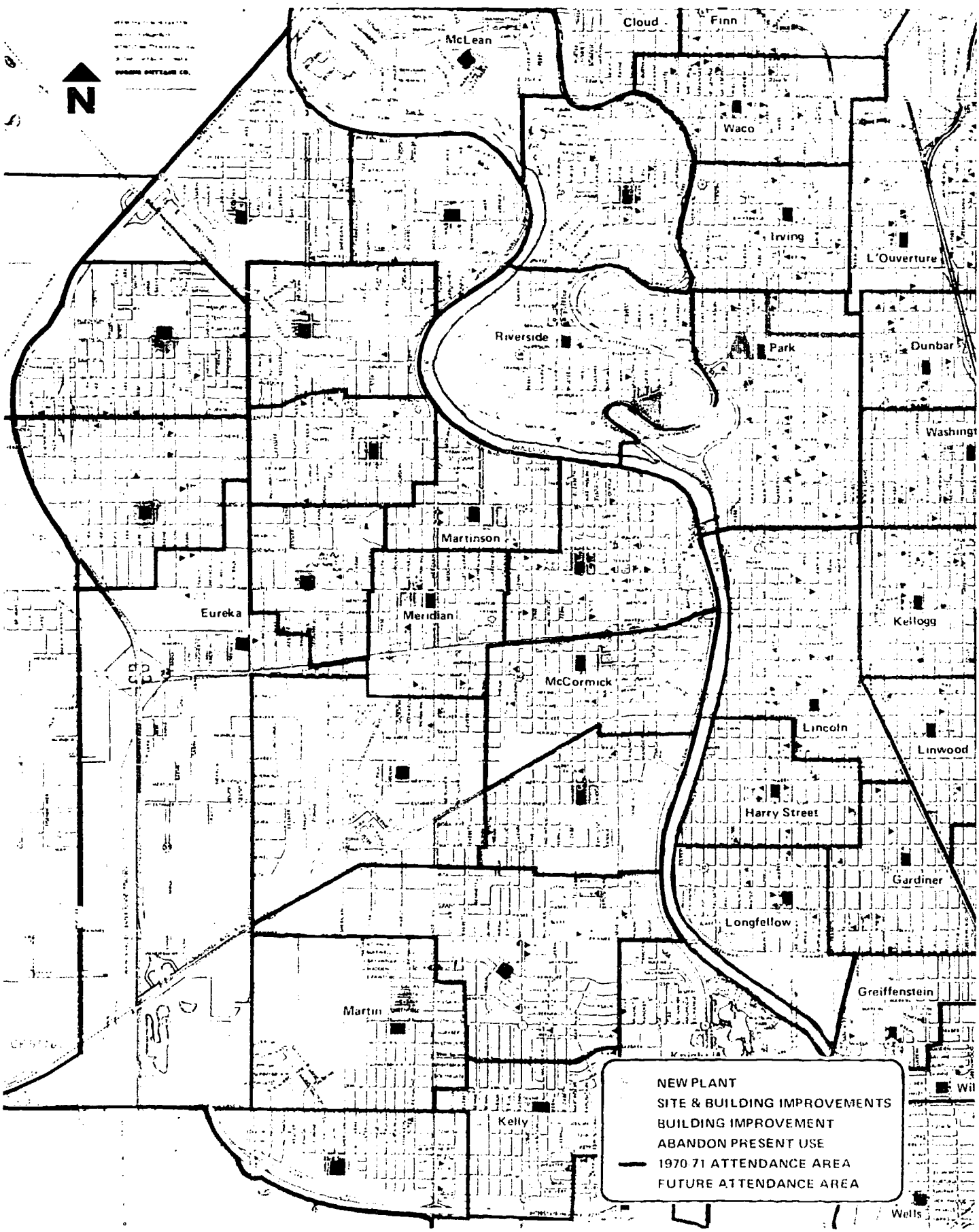
Abandon as elementary attendance center. Consolidate with Waco and Cloud at Cloud site. Reuse site for neighborhood park. — 1

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
WACO	350	+2	+4	+3	+4	+1	Poor 322	

Recommendations:

Abandon as elementary attendance center. Consolidate Waco with Finn and/or Cloud as proposed above. Reuse site for park and limited commercial uses. — 1

FIGURE 6.3 BASIC PLANT RECOMMENDATION AND 1986 ATTENDANCE AREA FOR ELEMENTARY SCHOOLS IN GROUPS 5, 6, 7, 8 AND 9



GROUP #5: WOODLAND, RIVERSIDE AND PARK

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST	
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.			
WOODLAND	375	+1	+3	0	+1	-3	Fair 501		
Recommendations:									
A. Renovate classrooms adding shelving and acoustical tile. Upgrade restrooms (relighting, impervious surfaces and ventilation needed).								2	75M
B. Install floor covering in corridors, resurface stairs and upgrade heating system.								2	
C. Construct multi-purpose room and three classrooms.								3	250M
D. Expand utility of site by removing portables, adding hard surface play area and 60° parking bays along east side of site for staff parking. Expand very small site by acquisition of properties to north.								3	70M
RIVERSIDE	350	+3	+4	+2	+3	-1	Poor 405		
PARK	350	+5	+6	+4	+5	+2	Poor 389		
Recommendations for Riverside and Park									
A. Replace both schools as elementary attendance centers with a new 500-600 capacity plant to serve both attendance areas at the central location.								3	600M
B. The Riverside site should become a park and commercial reuse of the Park site is recommended.								2	

GROUP #6: BRYANT, GARRISON, BLACK AND OK

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
BYRANT	350	-8	-4	-6	-5	-10	Good 688	

Recommendations:

Construct 11 additional classrooms and multi-purpose area to bring capacity to 600. Restructure present multi-purpose space into adminstrative, teachers' work and special services rooms. Change use of present office space from administrative to library workroom, storage and offices, audio/visual equipment storage. Improve site drainage. — 2 — 225M

GARRISON	325	+3	+4	+2	+3	-1	Fair 612	

Recommendations:

Construct multi-purpose room and two classrooms. Upgrade kindergarten facilities. Regrade site for better drainage, pave parking area and provide more landscaping. — 3 — 200M

BLACK	300	-5	-3	-7	-5	-10	Fair 608	

Recommendations:

A. Expand teachers' workroom and lounge and administrative space. — 1

B. Construct seven additional permanent classrooms and multi-purpose room. Relight corridors. Improve site drainage and screen the parking area in front of building with landscaping. — 2 — 500M

OK	325	-7	-5	-9	-7	-15	Fair 581	

Recommendations:

A. Add eight permanent classrooms. Revise heating system to provide ventilation. Provide hard-surface play area south of building. — 2 — 250M

B. Revise attendance area boundary between Garrison and OK.

GROUP #7: LAWRENCE, FIELD, DODGE, MARTINSON AND EUREKA

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1975 Low Proj.	1975 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
LAWRENCE	350	+7	+8	+6	+6	-2	Fair 560	

Recommendations:

Construct four additional permanent classrooms and revise attendance area. With the cooperation of Park and Library Boards construct multi-purpose unit, consisting of school instructional materials center/branch library, physical education/recreation center. Ventilate restrooms and resurface floors. Pave and landscape parking area. 2 600M

FIELD	275	+2	+3	+2	+3	0	Poor 486	

Recommendations:

A. Upgrade classrooms, particularly ones in new addition. Install unit ventilators in original building's classrooms. Construct three classrooms off the single-loaded southwest corridor. 2 160M

B. Regrade site for better drainage, resod areas in front lawn. Provide 60° angle parking bays along east and west edge of site. Acquire property north of Newell between Clayton and Custer for additional playground. 2 40M

C. Construct library. 3 150M

D. Sandblast exterior of building. 4

DODGE	475	+3	+4	+1	+3	-3	Poor 486	

Recommendations:

Thoroughly refurbish the interior and exterior of the existing structures. Join the two buildings. Construct a centrally positioned instructional materials center, and a multi-purpose room. Also construct 18 additional classrooms. Site development should be coordinated with the Park area development to the west. Upgrade site by installing curbs, sidewalks, storm drainage and landscaping. 3 1,100M

GROUP #7 (CONT'D)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.		
MARTINSON	375	+3	+5	+4	+6	+3	Poor 514	
Recommendations: Abandon plant and restructure adjacent attendance areas. Reuse of site should be for park purposes.								3
EUREKA	300	+4	+5	+5	+6	+4	Poor 375	
Recommendations: A. An old building in an area of increased commercial activity, located on a heavily traveled arterial and with few children close by, this plant should be abandoned. Restructure adjacent attendance areas.								1
B. Site should go to commercial use once community facilities are provided at the Dodge School Kiwanis Park area.								4

GROUP #8: FRANKLIN, STANLEY, MERIDIAN AND MCCORMICK

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
FRANKLIN	400	+2	+5	+4	+7	+5	Fair 612	

Recommendations:

A. Request vacation of Texas Avenue just north of Franklin site and acquire additional properties in block north and construct 60° parking bays. — 2 — 35M

B. Consolidate a portion of the Meridian and Martinson attendance areas with Franklin's. — 3

C. Construct five additional classrooms to accommodate consolidation. Addition should preserve what limited play area exists. Expand administrative offices possibly by remodeling 1st floor boy's restroom space and making the large girl's restroom into two restrooms. — 3 — 200M

STANLEY	325	0	+2	+1	+3	0	Poor 396	

Recommendations:

A. Construct 13 additional classrooms to bring Stanley to 650 capacity. Construct multi-purpose room and library. Place addition so that maximum playground remains. Renovate existing facility, including floor coverings. Expand attendance area. — 3 — 800M

B. Request vacation of Esthner in front of school; tie school and Aley park sites together. Relocate City sewer. — 3

MERIDIAN	325	+2	+4	+3	+5	+2	Poor 414	

Recommendations:

A. Abandon as elementary attendance center. Revise attendance area. — 4

B. Reuse of site for commercial and/or park use is recommended. — 4

GROUP #8 (CONT'D)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.		
MCCORMICK	325	+2	+4	+3	+5	+2	Poor 378	

Recommendations:

Abandon as elementary attendance center and preserve original structure as historic landmark consisting of an educational museum and related park. Consolidate McCormick attendance area with that of Stanley Elementary. 3

GROUP #9: WOODMAN, CLEAVELAND, MARTIN AND PAYNE

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY	COST
WOODMAN	1200	+1	+3	0	+1	-3	Excellent 888		
CLEAVELAND	400	0	+2	-1	-1	-4	Excellent 827		
MARTIN	175	-7	-5	-6	-8	-19	Poor 246		

Recommendations for Woodman, Cleaveland and Martin:

A. Add 15 classrooms to Cleaveland and expand library. — 2 — 750M

B. Abandon Martin Elementary as an attendance center. Reuse site for park purposes. — 2

C. Place the north one-half of the Martin attendance area and the area east of Meridian in the Woodman attendance area and the south one-half of Martin's attendance area in Cleaveland's attendance area. — 2

PAYNE	575	+7	+9	+6	+7	+2	Good 720		

Recommendations:

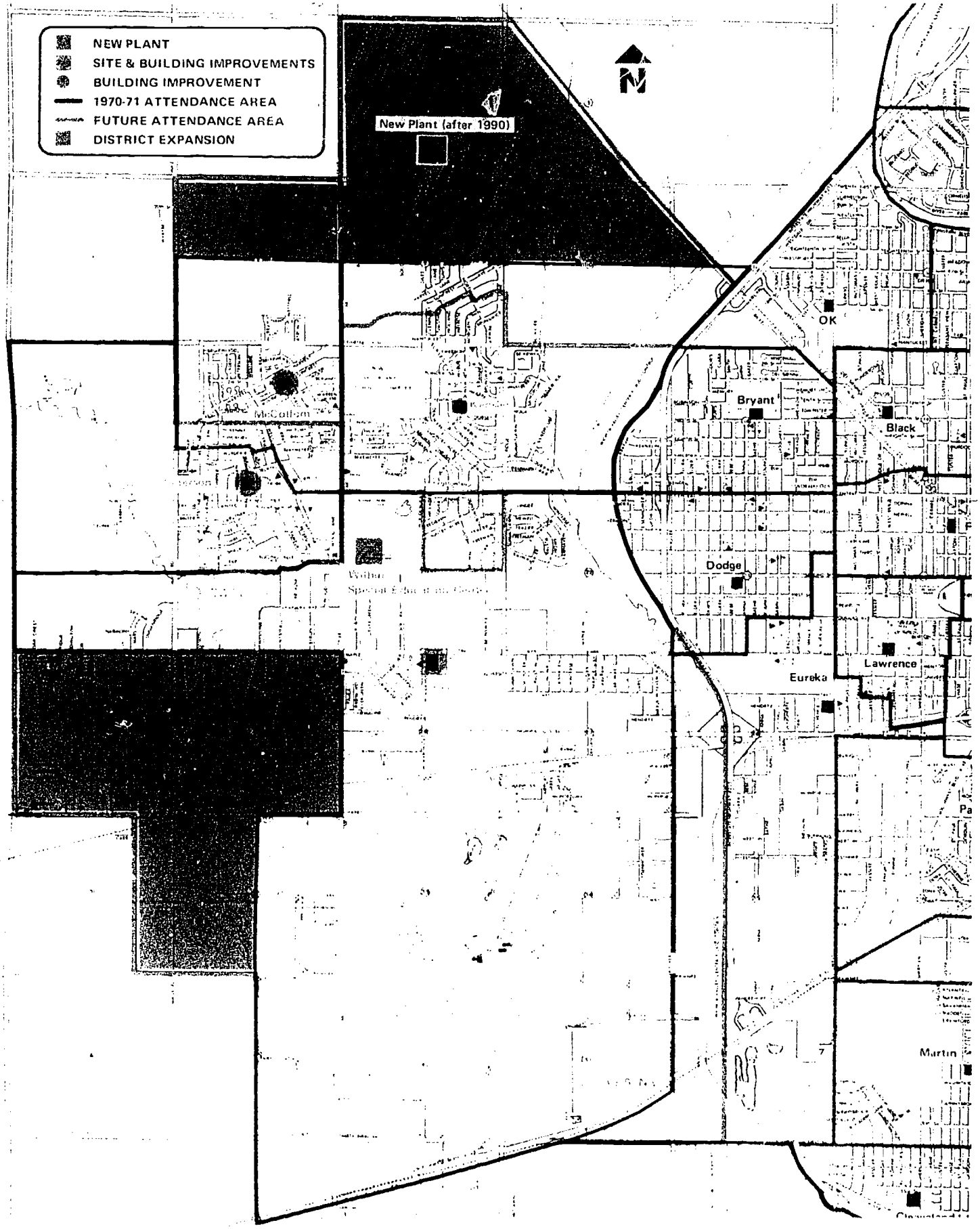
A. Encourage property owners to petition for paving and curbing Edwards Street east of school. Landscape front lawn and pave parking area. If property owners will not aid B.O.E. in paving street, City of Wichita should. — 4

B. Revise attendance area. — 4

GROUP #10 : MCCOLLOM, KENSLER, PETERSON, BENTON, NEW SCHOOL & WILBUR

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
MCCOLLOM	950	+1	-2	-4	-4	-7	Excellent 845	
Recommendations:								
A. Regrade area north of addition for better drainage.								2
B. Move southern boundary of attendance area northward to relieve expected overcrowding by 1976.								2
C. Construct 8 additional classrooms needed for residential growth and for possible expanded USD 259 district above 17th.								3 200M
KENSLER	950	+6	+3	-1	-5	-16	Excellent 816	
Recommendations:								
A. Revise attendance area.								4
B. Landscape site.								3
PETERSON	425	-1	+1	-3	-2	-7	Good 655	
Recommendations:								
A. Construct 6 additional permanent classrooms. Remodel restrooms. Expand administrative office area and teacher's work/lounge space and provide additional storage space. Second kindergarten room needs additional shelving. Provide underground storm drainage, landscape lawn area next to Central and add sidewalks to site.								2 200M
B. Upgrade heating system.								2
BENTON	350	-1	-4	-11	-15	-34	Fair 636	
Recommendations:								
A. Obtain city water and sewer service.								1
B. Acquire additional land east of Present B.O.E. property.								2 15M
C. Increase capacity at Benton to 500 by the addition of 4 classrooms, a library and an expanded administrative area. Provide underground storm drainage along Woodchuck and landscape site. Replace heating and ventilating system.								3 350M

FIGURE 6.4 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREA FOR GROUP 10



SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY			PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj. / High Proj.	1986 Low Proj. / High Proj.		

BENTON (Recommendations cont'd)

D. Consider a boundary change between USD's 259 and 265 (Goddard) which will facilitate building utilization and service area efficiently for both districts. 4

NEW SCHOOL

Recommendations

A. Acquire site for an elementary school approximately 2 miles north of Kensler contingent upon following recommendation. 4 40M

B. Consider revising district boundary between USD 259 and USD 266 (Maize). 2

WILBUR

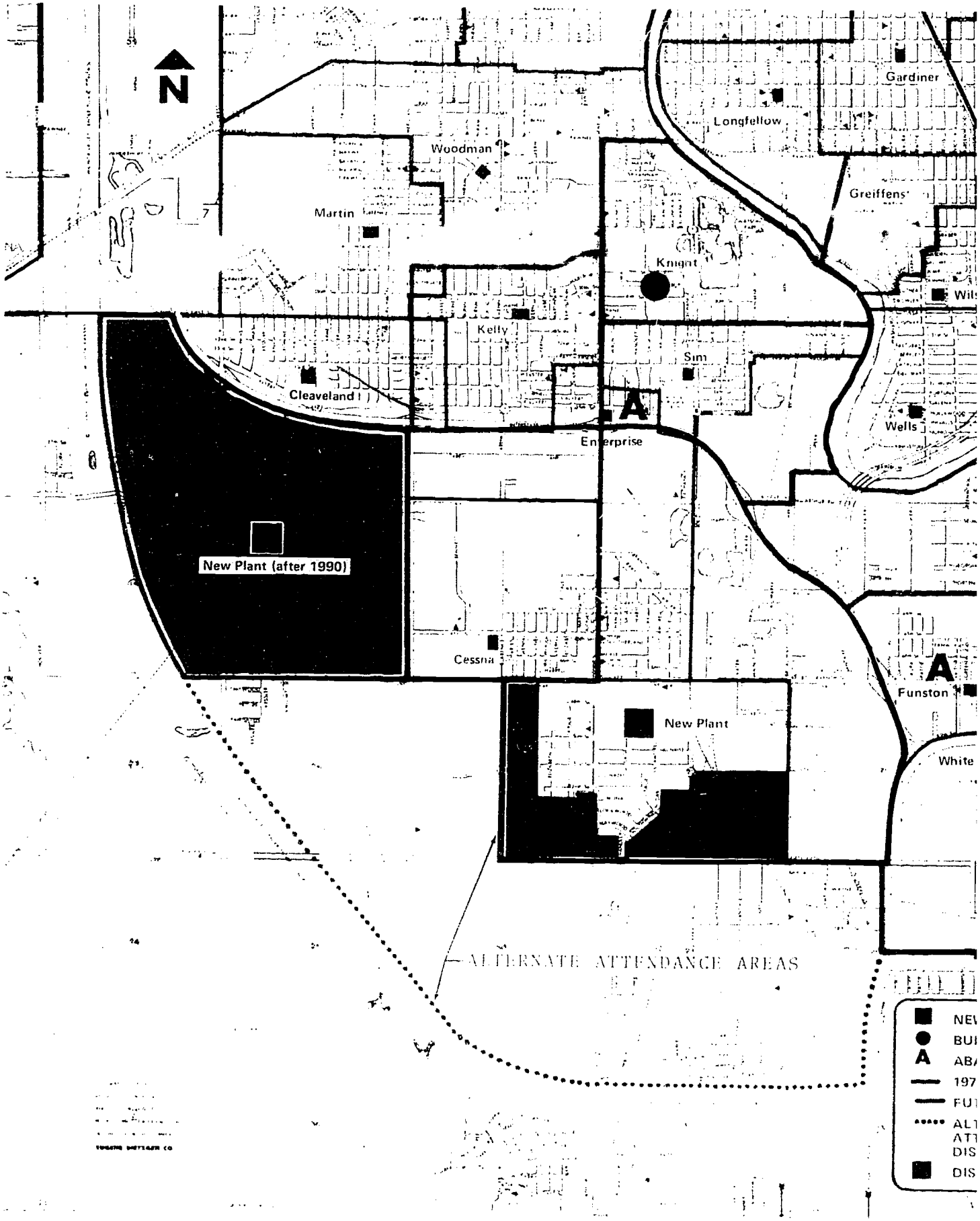
Recommendations:

A 1500 capacity junior high school attendance center to serve the area west of the Floodway is a definite present and long term need. Two options are available. Either the Northwest complex now planned to include a junior high component should be built or the recently acquired Wilbur Junior High should be expanded in terms of core and classroom space into a standard attendance center. Should the population of the area west of the Floodway expand rapidly in the next five years the construction of the Northwest Junior High School is recommended. Wilbur's use would then be changed to that of a special education facility or an upper elementary middle school attendance center.

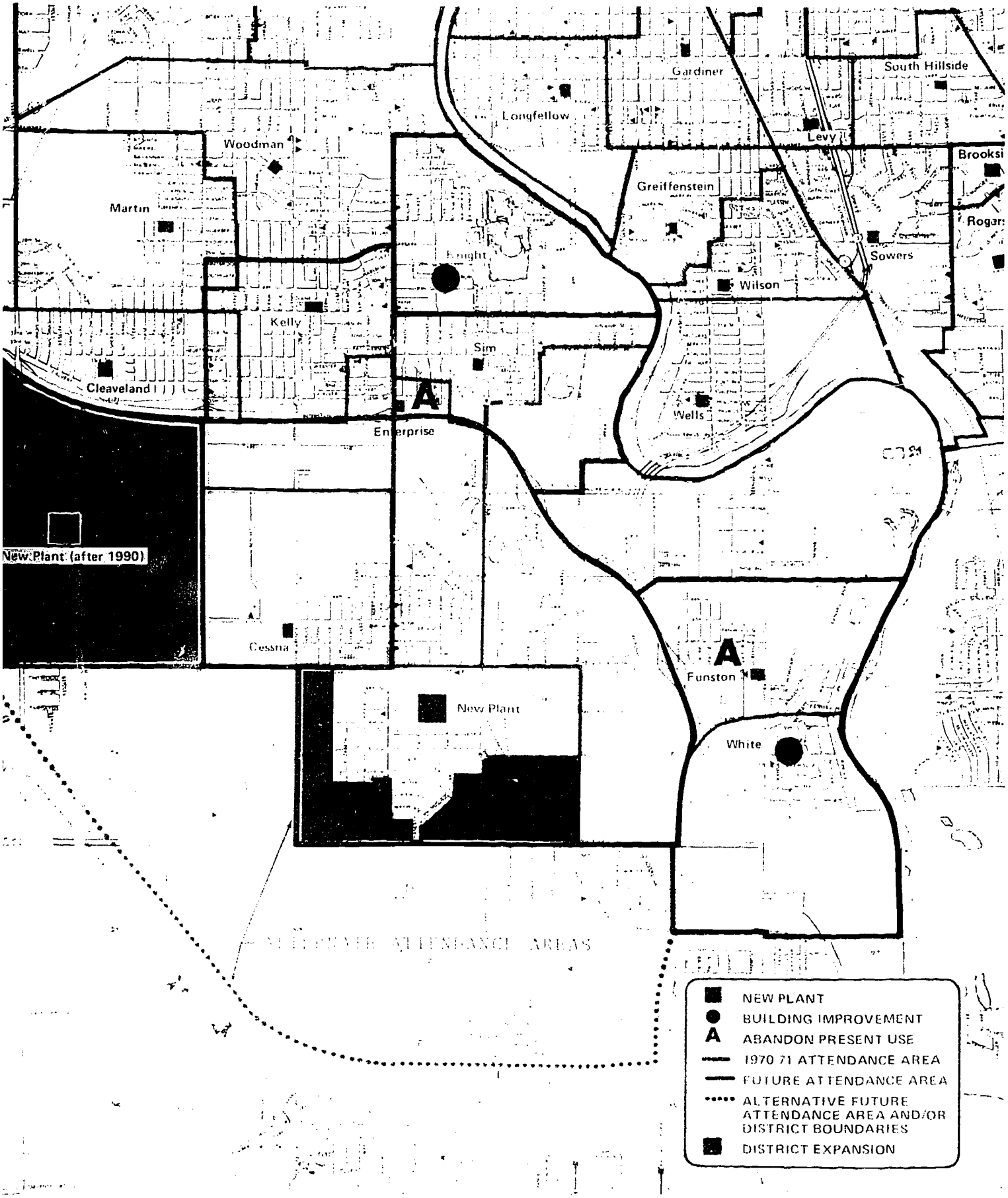
GROUP #11: SIM, KELLY AND KNIGHT

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.		
SIM	425	+4	+5	+2	+6		Excellent 850	
Recommendations:								
Revise attendance area boundaries.								4
KELLY	750	-4	+10	+4	+10	+6	Good 767	
Recommendations:								
A. Resod and landscape lawn.								2
B. Regrade site for better drainage and provide hard surface play area.								4
C. Remove portables if enrollment continues to drop as projected; site is needed for play area								4
KNIGHT	350	-1	+1	-2	-1	-5	Good 671	
Recommendations:								
A. Return library to classroom use (2 rooms) and expand original library northward into courtyard. If resident enrollment significantly passes 400 level revise attendance area by including north portion Knight attendance area in Woodman attendance area. Because of orientation and design this building is not easily expandable.								3 150M
B. Pave parking areas and landscape front lawn.								4

FIGURE 6.5 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR ELS GROUPS 11 AND 12



ASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR ELEMENTARY SCHOOLS IN ROUPS 11 AND 12



GROUP #12: CESSNA, WHITE, ENTERPRISE AND FUNSTON

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
CESSNA	550	+1	-1	-3	-9	-18	Excellent 838	

NEW PLANT (47th AND OSAGE)
NEW PLANT (OATVILLE)

Recommendations:

The need for expansion of Cessna Elementary is directly related to any future boundary changes between USD 259 and 261 (Haysville). Recommended for consideration is the alternative shown by solid line in Figure 6.5. Another boundary alternative is shown as a dotted line in that same Figure.

A.	Utilize the excellent Cessna facility - as is - revising only its attendance area boundaries.		
B.	Acquire a new school site to the southeast of Cessna Elementary.	2	50M
C.	Construct new facility on site.	3	1,500M
D.	Acquire another new school site between Cessna Elementary and Oatville. Build this facility as resident population necessitates.	3	50M

WHITE	325	+2	+3	+1	+2	-2	Good 325	

Recommendations:

A.	Plant has good core facilities that could easily accommodate more classrooms. Consolidation of Funston into White attendance area late in planning period should be proceeded by construction of 8 additional classrooms	4	250M
B.	Install sidewalk along north and south side of site.	4	

ENTERPRISE	625	0	-3	-5	-5	-15	Fair 592	

Recommendations:

A.	Abandon as elementary attendance center and redistribute attendance area between Sim, Kelly, Cessna and new far-south elementary school.	3	
B.	Reuse site for parking and access to a proposed South High Stadium from Seneca.	3	

GROUP #12 (CONT'D)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
FUNSTON	475	+6	+7	+4	+6	+1	Fair 541	

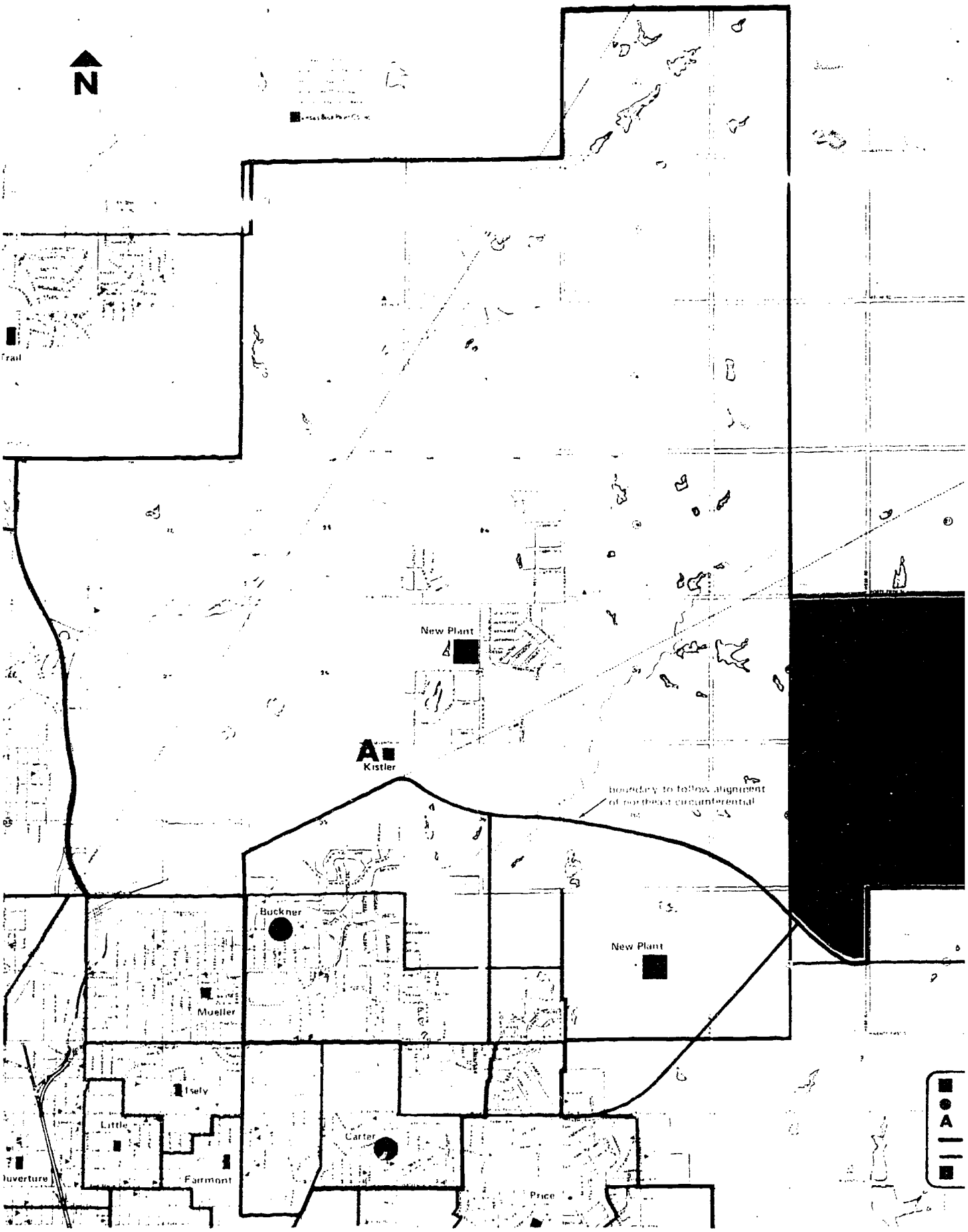
Recommendations:

A. Obtain city sewer hookup. 1

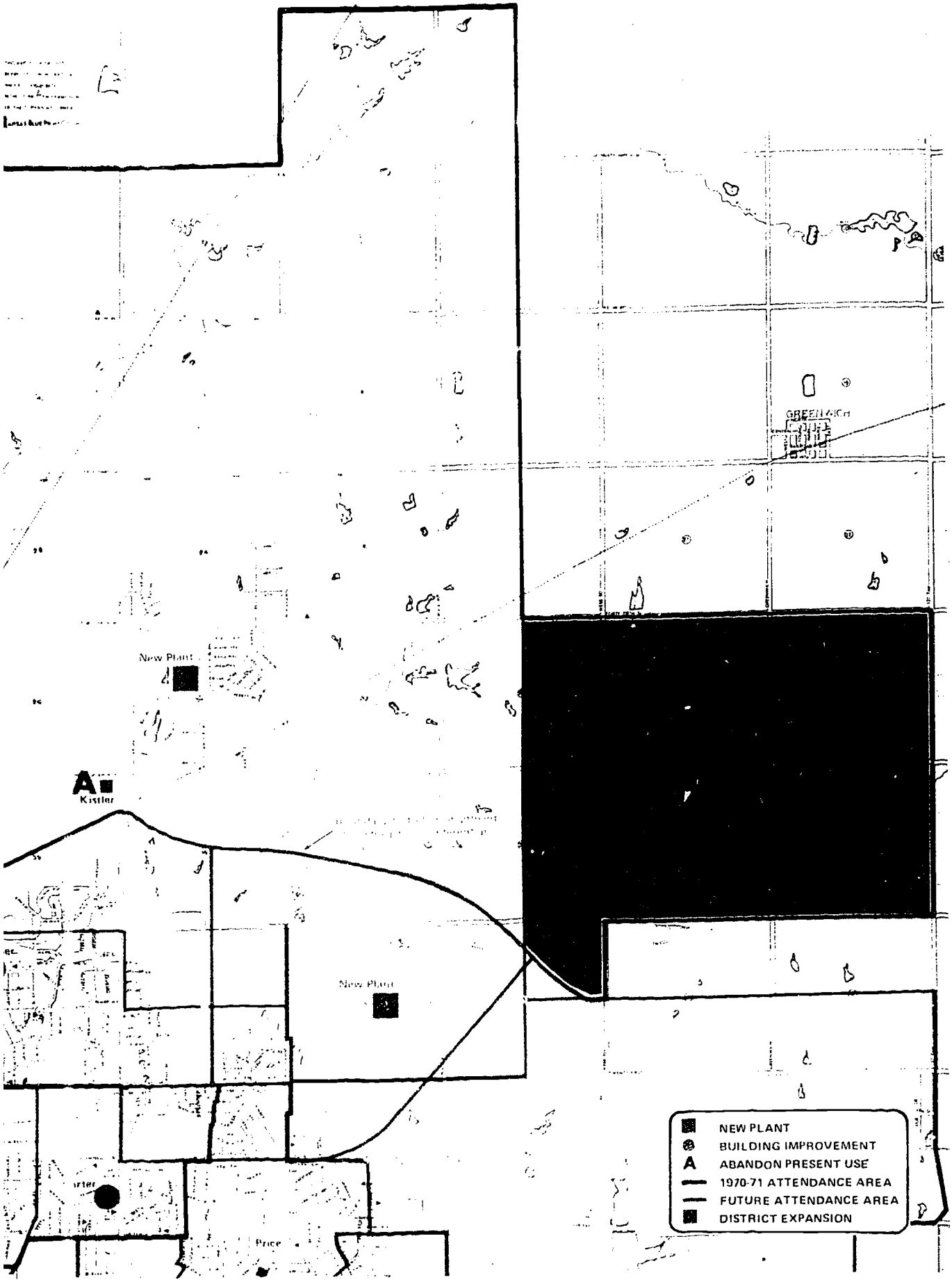
B. Renovate interior of older section and boiler room; landscape grounds in front of school and encourage city to install underground storm drainage and curbing along 47th Street. 2 50M

C. Abandon when Wells and White Elementaries are expanded. 4

FIGURE 6.6 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR EL
IN GROUP 13



ANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR ELEMENTARY SCHOOLS
13



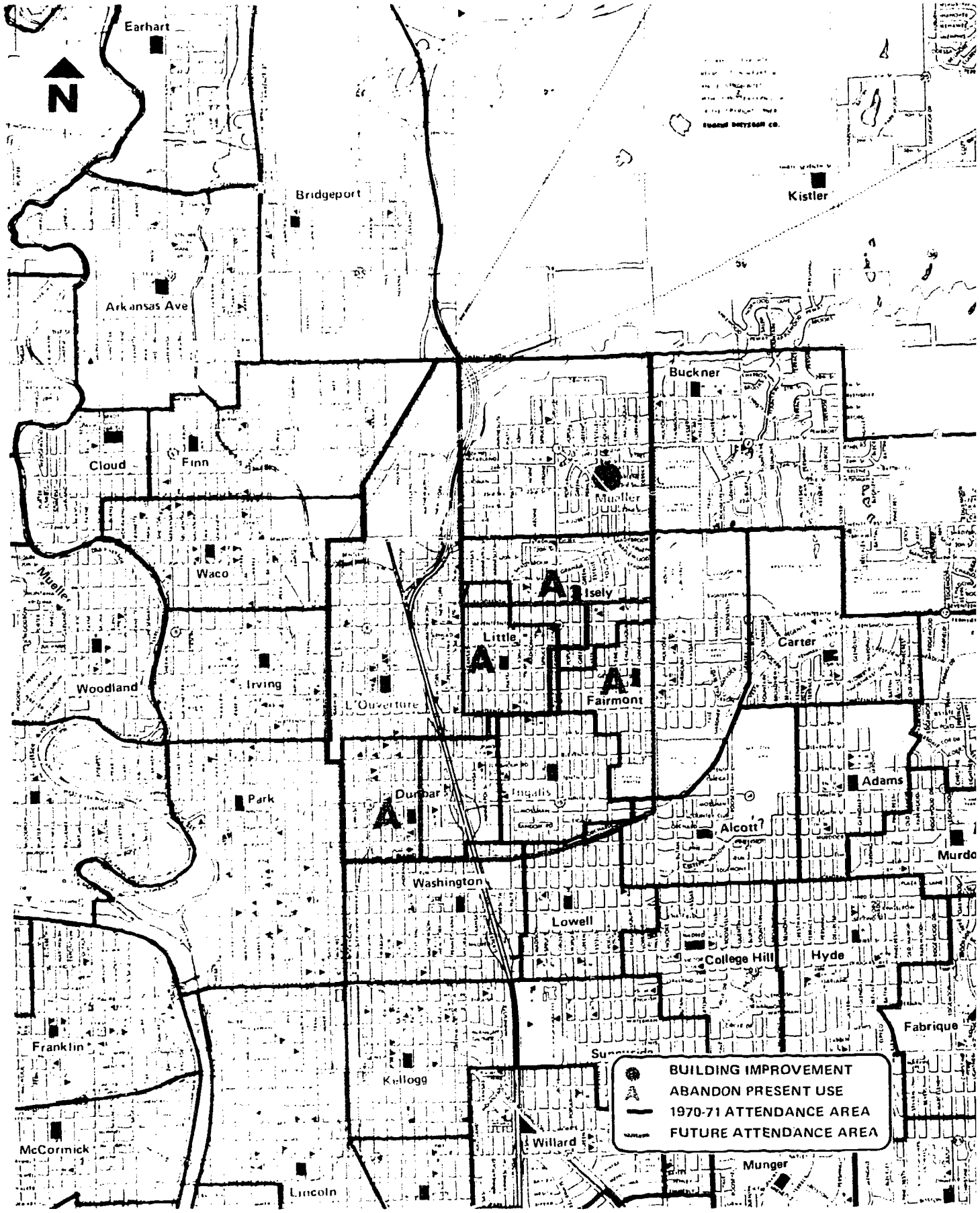
GROUP #13: BUCKNER, KISTLER AND CARTER

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
BUCKNER	325	-5	-7	-9	-12	-18	Good 679	
Recommendations:								Long term policy
A. Maintain balanced racial composition.								
B. If the maintenance of racial balance can be aided by revising attendance area boundaries proceed as shown in Figure 6.6.								2
C. Construct multi-purpose room. Expand administrative and special services area. Construct 11 additional classrooms to bring capacity to 600 level. Pave parking area and landscape grounds.								2 525M
KISTLER	200	-5	-5	-8	-9	-32	Fair 593	
NEW PLANT (Bel Aire)								
NEW PLANT (BOE property north of 25th and West of Rock Road)								
Recommendations for Kistler and New Plants								
A. Dependent upon location of Northeast Circumferential, abandon Kistler as elementary attendance center. Reuse site for industrial purposes.								4
B. Attendance area to be served by expanded Buckner and two new plants, one in Bel Aire addition and another on BOE property west of Rock Road at 25th Street.								4
C. Acquire 15 acre site in Bel Aire area.								2 60M
D. Construct Bel Aire facility.								3 1,250M
E. Construct far-northeast facility								4 1,250M
CARTER	300	+2	+5	+4	+4	+2	Fair 563	
Recommendations:								Long term policy
A. Maintain balanced racial composition.								
B. Construct 4 additional classrooms. Expand administrative/special services area. Construct multi-purpose space and library. Return present library to classrooms. Improve heating system. Revise attendance area.								2 475M

GROUP #14: MUELLER, ISELY AND FAIRMOUNT

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
MUELLER	925	-18	-7	-13	+3	-2	Good 729	
Recommendations:								
A. Expand administrative office and special services area. Upgrade restrooms in original wing. Provide hard surface play area, install night lighting and pave parking area and complete landscaping of grounds.								2
B. Change use of small library to music and/or other special classroom use and construct instructional materials center.								3 125M
C. Achieve and maintain a racially balanced enrollment composition.								1
ISELY	375	-14	-11	-17	-6	-14	Fair 576	
Recommendations:								
A. Abandon as elementary attendance center. Use for community purposes.								1
B. Remove portables.								2
FAIRMOUNT	225	-11	-10	-13	-6	-10	Poor 374	
Recommendations:								
A. Abandon as elementary attendance center.								1
B. Raze building and reuse site for park purposes.								2

FIGURE 6.7 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR ELEMENTARY SCHOOLS IN GROUPS 14 AND 15



GROUP #15: INGALLS, L'OUVERTURE, LITTLE AND DUNBAR

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
INGALLS	825	+6	+13	+10	+16	+12	Good 690	

Recommendations:

A. Achieve and maintain racially balanced enrollment composition. 1

B. Increase utility of existing site by removing portables and providing a hard surfaced play area. 1

C. Request vacation of Spruce Street from 10th Street to 11st Street and acquire additional properties in the block west of Ingalls. This effort should be coordinated with Model Cities' park proposals. 2

D. Landscape parking strip along Grove and 10th Streets. 4

L'OUVERTURE	925	+4	+6	+3	+8	+5	Fair 574	

Recommendations:

A. Achieve and maintain racially balanced enrollment composition. 1

B. Expand office, lounge areas and renovate hallways (lighting and tile). 2

LITTLE	325	-4	-1	-3	0	-1	Fair 573	

Recommendations:

Abandon as elementary attendance center and consider reuse for preschool center. 1

DUNBAR	400	-6	+8	+7	+11	+9	Fair 560	

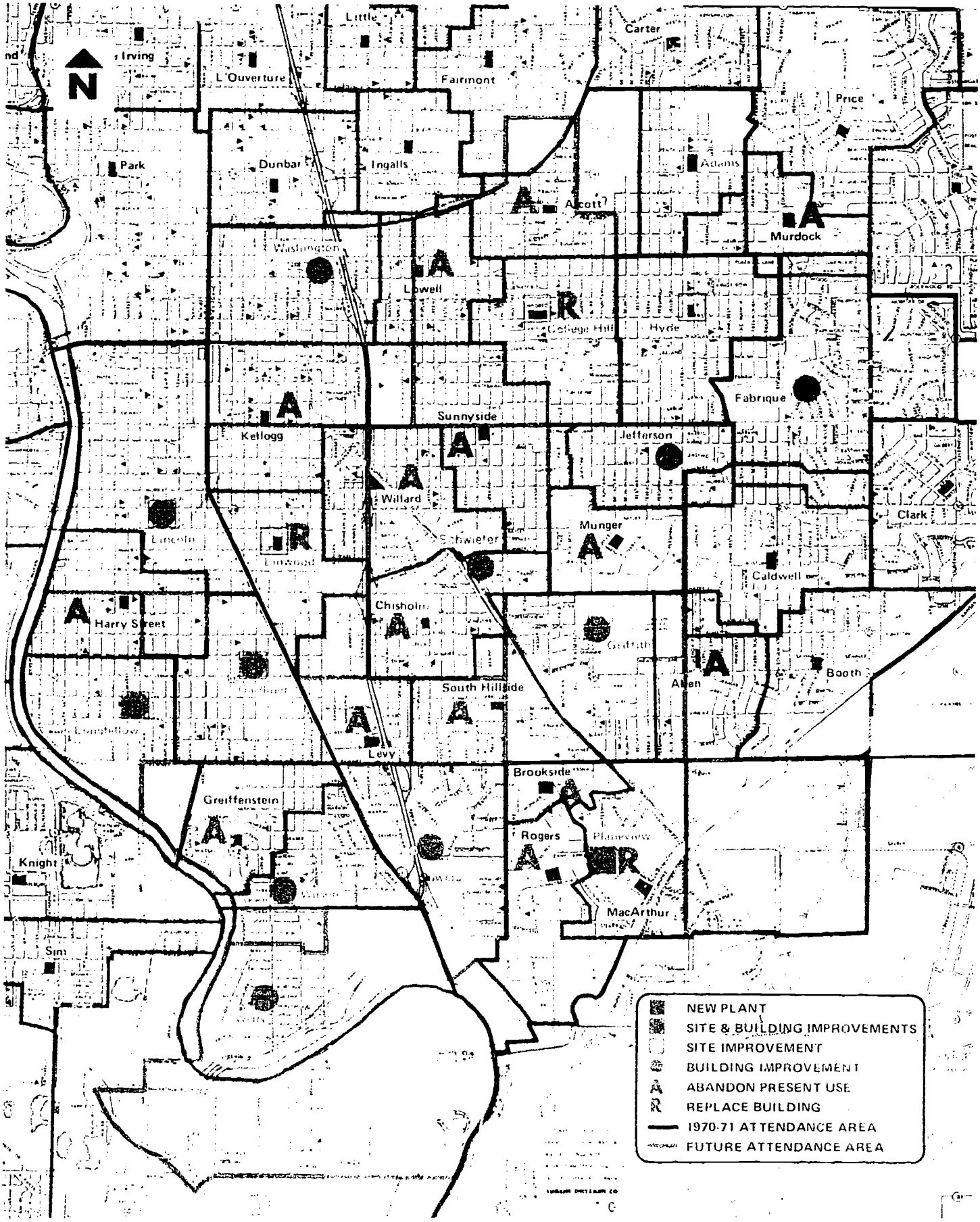
Recommendations:

Abandon Dunbar as elementary attendance center. Reuse as a center for adult education. 1

GROUP #16: WASHINGTON, ALCOTT, COLLEGE HILL AND LOWELL

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
WASHINGTON	575	+15	+16	+15	+18	+16	Poor 475	
Recommendations:								Long term policy
A. Maintain racially balanced enrollment composition.								
B. Thoroughly renovate this building's classrooms, hallway and lunchroom. Floors, ceilings, windows need attention. Consider air conditioning.								3 120M
ALCOTT	250	+3	+4	+2	+5	+1	Poor 457	
Recommendations:								Long term policy
A. Maintain racially balanced enrollment composition.								
B. Abandon as elementary attendance center. Reuse of site should be for park purposes.								3
COLLEGE HILL	325	-1	0	-11	-1	-4	Poor 429	
Recommendations:								
A. Expand site by three acres.								2 100M
B. Replace existing 1914 structure with new 700 capacity elementary school.								3 1,400M
C. Revise attendance area to include portions of Hyde, Alcott and Sunnyside.								3
LOWELL	325	-1	0	-1	-1	-4	Poor 378	
Recommendations:								
Abandon this 1910 structure. Reuse of site should be for park purposes.								1

FIGURE 6.8 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR ELEMENTARY SCHOOLS IN GROUPS 16, 17, 18, 19, 20, 21, 22 & 23



GROUP #17: LINCOLN, LONGFELLOW, GARDINER AND HARRY STREET

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY	COST
LINCOLN	300	+1	+3	+2	+5	+4	Fair 512		
Recommendations:									
A. Acquire additional 2 acres of site.								2	70M
B. Increase materials and equipment storage, especially on 1st floor. Restrooms are excessive in size (800 square feet) and could be pared down to include needed storage. Add lavatories to restrooms.								2	
C. Construct addition to existing facility which would include classrooms, library and administrative office/special services suite on ground level. Expand attendance area upon completion of above addition.								3	275M
LONGFELLOW	375	+1	+4	+2	+3	0	Poor 495		
Recommendations:									
A. Upgrade classrooms throughout building (heating, cabinets, acoustical tile, etc.).								2	
B. Enlarge extremely small site by 2 acres. Hard surface the play area. Construct 60° parking bay along Clark St. Landscape grounds.								2	70M
C. Expand and consolidate administrative office and special studies. Construct addition consisting of multi-purpose room, library and two permanent classrooms.								3	400M
GARDINER	475	+3	+6	+4	+7	+3	Poor 457		
Recommendations:									
A. Close off one set of stairs next to main entry; use vacated stairway for office expansion on second floor and storage on first floor.								2	
B. Enlarge site by two acres, add landscaping, enlarge surface play area, and install 60° parking bays and sidewalk along Laura Street.								2	70M
C. Return library to classrooms and construct addition with library and multi-purpose room. Upgrade classrooms.								3	200M

GROUP #17 (CONT'D)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.		
HARRY STREET	400	+1	+4	+3	+5	+1	Poor 435	

Recommendations:

Abandon as an elementary attendance center. Reuse of site should be for commercial purposes. 3

GROUP #18: KELLOGG, WILLARD, LINWOOD, SCHWEITER AND SUNNYSIDE

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY	COST
KELLOGG	350	+3	+5	+4	+7	+5	Fair 587		
Recommendations: Abandon as elementary attendance center. Commercial reuse of site.								3	
WILLARD	300	+6	+8	+7	+9	+8	Poor 418		
Recommendations: Abandon as elementary attendance center. Reuse as special secondary school.								1	
LINWOOD	325	+2	+3	+1	+4	0	Poor 400		
Recommendations: A. Enlarge site, install 60° parking bay and sidewalk along Lulu Avenue and landscape grounds. (Anticipate future building - recommendation B.)								2	70M
B. Replace 60-year old structure with new K-6 elementary attendance center with capacity for 600 pupils at present Linwood site.								3	1,300M
SCHWEITER									
Recommendations: Reinstate Schweiter as an elementary attendance center if and when Sunnyside is abandoned. The location of the Schweiter facility is excellent for an attendance area to the southeast of Kellogg and I-35W. Some expansion of the building will be required.								3	
SUNNYSIDE	425	+3	+5	+4	+5	+8	Poor 394		
Recommendations: A. Consider abandonment of the 52-year old structure; divide site for park and commercial reuse.								3	
B. In the interim period, before abandonment, minor interior renovation should be carried out.								2	

GROUP #19: GRIFFITH, LEVY, SOUTH HILLSIDE AND CHISHOLM

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
GRIFFITH	375	+5	+6	+4	+7	+4	Good 717	
Recommendations: Construct an addition consisting of a library and 4 classrooms.								3 300M
LEVY	350	+7	+7	+6	+7	+6	Fair 537	
Recommendations: Abandon Levy as an elementary attendance center and reuse for Special Education Center.								1
SOUTH HILLSIDE	200	-1	+1	0	0	-2	Fair 527	
Recommendations: Abandon South Hillside as elementary attendance center. Residential reuse.								
CHISHOLM	325	+2	+1	-1	-1	-6	Poor 494	
Recommendations: A. Return present library to classroom use and combine two centrally positioned classrooms for library purposes.								1
B. Combine two classrooms on southwest wing into multi-purpose space and storage room.								1
C. Abandon Chisholm as an elementary attendance center; reuse site for park purposes.								3

GROUP #20: WELLS, WILSON AND GREIFFENSTEIN

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
WELLS	325	+4	+5	+3	+4	0	Good 726	

Recommendations:

A. Upgrade site by landscaping and hard surfacing park and play area. — 2

B. Construct 8 additional classrooms and expand attendance area southward at time of Funston's closing. — 4 — 250M

WILSON	350	+3	+4	+3	+4	0	Fair 590	

Recommendations:

A. Move library from present small classroom to large classroom until recommendation C is implemented. — 1

B. Improve heating system. — 1

C. Construct major addition consisting of multi-purpose room. instructional materials center, expand present office/special services area and add 10 additional classrooms. — 3 — 525M

D. Expand Wilson attendance area boundaries upon completion of addition and in accordance with Wells' and Greiffenstein recommendations. — 4

GREIFFEN-STEIN	350	+3	+5	+4	+6	+3	Fair 519	

Recommendations:

A. Upgrade restrooms (include additional lavatories) and corridors. — 1

B. Expand office area and include teachers' lounge/workspace. Provide north entry through present teachers' lounge and install sidewalks from entry to Larkin Drive. — 2

C. Abandon as elementary attendance center. Reuse site for park purposes. — 3

GROUP #21: SOWERS, MACARTHUR, RODGERS AND BROOKSIDE

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
SOWERS	325	0	+1	-1	+2	-2	Fair 559	

Recommendations:

A. Expand special service facilities and provide more functional office arrangement. — 2

B. Construct a library and multi-purpose room. Upgrade kindergarten and classrooms. Relight corridors. Construct 7 additional classrooms prior to the abandonment of South Hillside. — 3 — 500M

C. Landscape grounds (school has high visibility from Canal Route). Pave parking area and install night lighting. Expand school site to include adjacent park land. — 4

MACARTHUR	775	+23	+25	+24	+26	+24	Poor 473	
RODGERS	675	+12	+13	+10	+15	+8	Poor 468	
BROOKSIDE	450	+8	+10	+9	+11	+8	Poor 456	

Recommendations for MacArthur, Rodgers and Brookside:

Replace existing Planeview elementary attendance centers with one 700-800 pupil capacity plant. Reuse sites for park purposes or housing development resources in conjunction with needed rehabilitation program for the area. — 2 — 1,500M

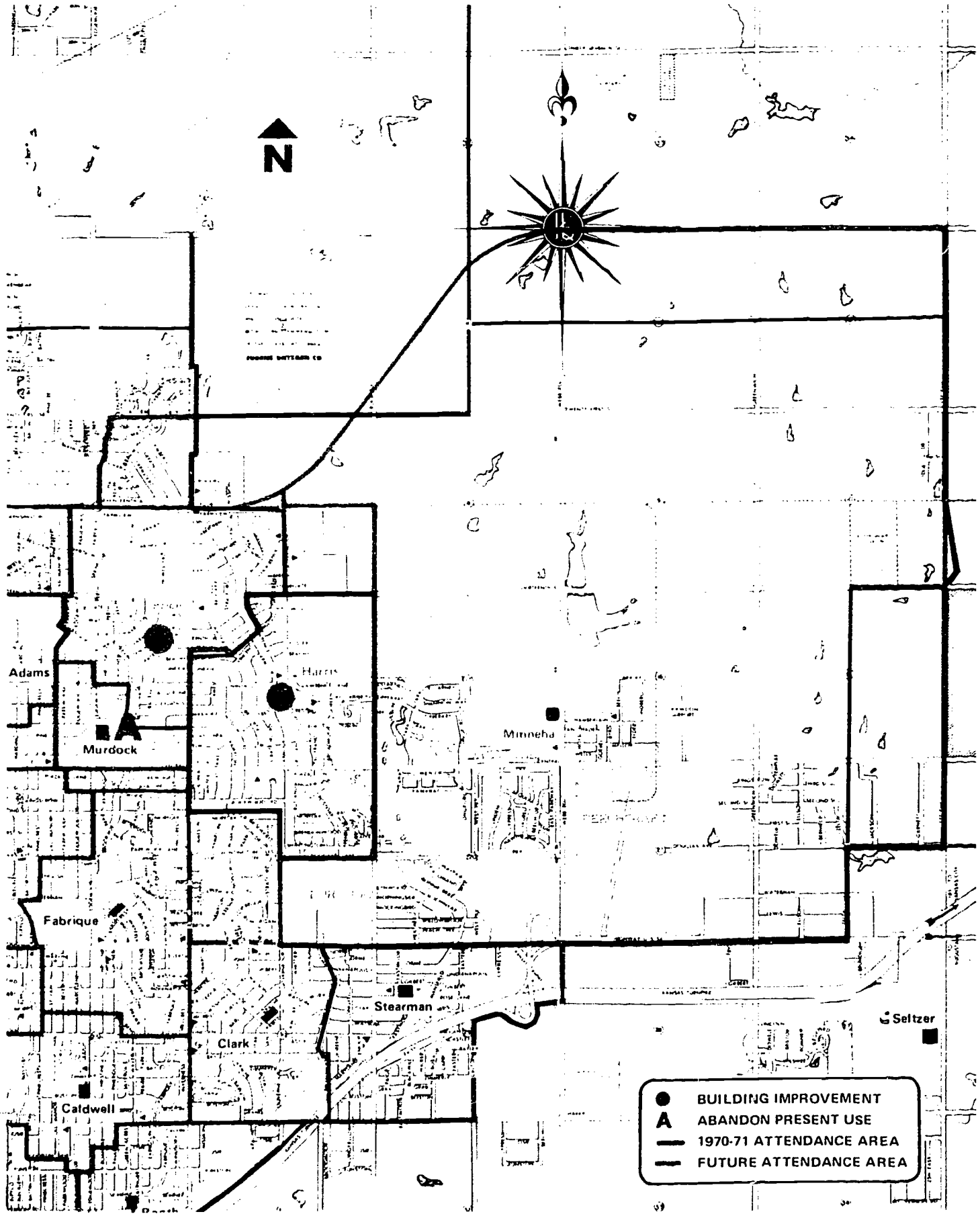
GROUP #22: ADAMS, FABRIQUE, MURDOCK AND HYDE

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST	
ADAMS	350	+2	+4	+2	+5	+1	Good 655		
Recommendations:									
A. Maintain balanced racial composition.								Long term policy	
B. Revise attendance area.								2	
C. Provide hard-surface play and parking areas.								4	
FABRIQUE	325	+5	+5	+4	+5	+2	Fair 604		
Recommendations:									
Construct multi-purpose room and library. Return library to classrooms and construct 2 additional classrooms. Upgrade corridors and classrooms. (Lighting, tile, cabinets, etc.) Expand administrative offices.								3	400M
MURDOCK	350	+4	+6	+5	+7	+5	Fair 553		
Recommendations:									
Abandon as elementary attendance center; consolidate site with Edgemoor Park.								2	
HYDE	425	+4	+6	+5	+5	+3	Poor 498		
Recommendations:									
A. Increase site area.								2	20M
B. Upgrade classrooms and administrative area.								3	

GROUP #23: CALDWELL, JEFFERSON, MUNGER AND ALLEN

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.		
CALDWELL	550	+9	+11	+10	+12	-18	Good 736	
Recommendations:								
A. Landscape and pave parking area, install sidewalks to connect wings to each other and to parking.								3
B. Revise Caldwell attendance area to increase resident enrollment.								3
C. Improve heating in older section.								4
JEFFERSON	400	+8	+8	+7	+9	+6	Fair 589	
Recommendations:								
A. Light area between main structure and annex.								2
B. Construct 8 additional classrooms. Expand office space into adjacent classroom. Remodel residual space into an equipment storage and teacher's workspace/lounge. Upgrade restrooms and tile the concrete corridor floors.								3 250M
C. Pave parking area and install sidewalks from parking to building.								4
MUNGER	350	+4	+6	+5	+7	+4	Fair 589	
Recommendations:								
Abandon as elementary attendance center. Consolidate site with Hilltop Community Center.								3
ALLEN	325	0	+1	-1	+3	-3	Fair 560	
Recommendations:								
A. Upgrade corridors, refurbish restrooms and provide provide hard surface play area.								2
B. Abandon and reuse site for commercial purposes.								3

FIGURE 6.9 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR ELEMENTARY SCHOOLS IN GROUP 24



GROUP #24: MINNEHA, PRICE AND HARRIS

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST	
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.			
MINNEHA	825	+14	-10	+8	+6	-15	Good 765		

Recommendations:

A. Retain Minneha buildings as a K-6 attendance center for the low pupil density attendance area. — Long term policy

B. Remodel what were previously junior high facilities for elementary program needs. — 3

C. Join two structures with covered walkways. — 4

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST	
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.			
PRICE	375	0	+1	-1	+2	-2	Good 672		

Recommendations:

A. Construct library, 2 additional classrooms and resolve existing circulation problems in multi-purpose area. Enlarge office/special services area. The addition should conserve site as much as possible, with possible placement in front of existing facility. — 4 — 250M

B. Revise attendance area boundaries in accordance with Murdock and Buckner action. — 4

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST	
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.			
HARRIS	375	0	+1	-1	0	-5	Good/Fair 650		

Recommendations:

Construct library, 4 additional classrooms and resolve circulation problems in multi-purpose room. Expand office/special service area and amount of storage space. Revise attendance area boundaries upon implementation of the recommendations. — 3 — 280M

GROUP #25: STEARMAN, SELTZER, BOOTH AND CLARK

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
STEARMAN	400	-3	-5	-6	-3	-9	Good 665	

Recommendations:

A. Develop the Stearman plant into a 900 pupil capacity attendance center and expand attendance area. Return libary space to its former use as a multi-purpose room. Construct library and 20 additional classrooms. Resolve circulation problems in the library administrative/special service area and expand latter two areas. — 3 — 850M

B. Pave parking area and landscape grounds. — 4

SELTZER	300	+2	0	-3	-2	-16	Good 659	

Recommendations:

A. Retain Seltzer as the attendance center for a widely dispersed attendance area. — Long term policy

B. Upgrade restrooms, pave parking and bus drive in front of building, rewire building, and improve heating system. — 2

C. Construct 4 additional classrooms, a library and space for special services. — 3 — 350M

BOOTH	350	+2	+3	+1	+4	0	Fair 611	

Recommendations:

A. Install 60° parking bay along Drollinger Road and other site improvements. — 4

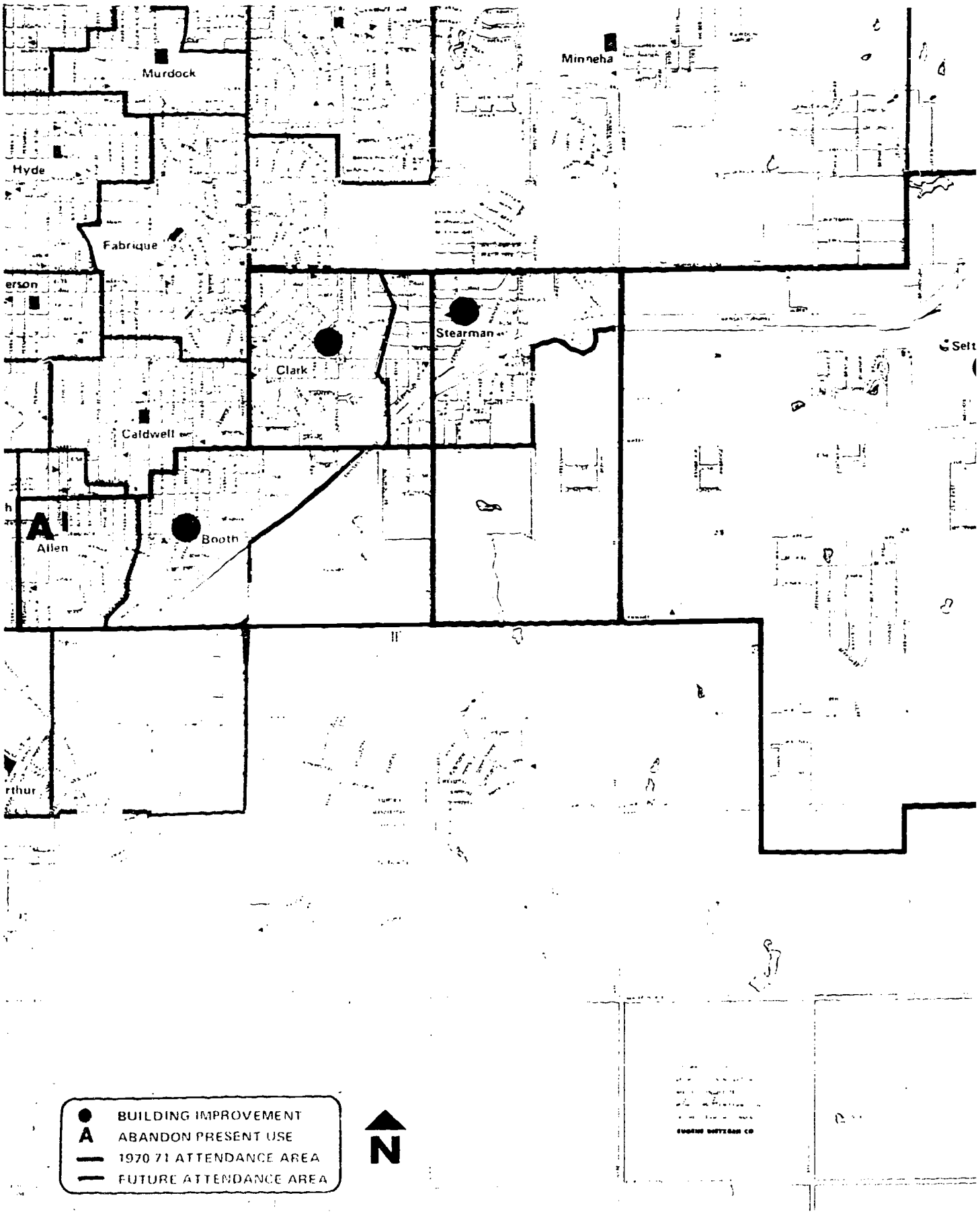
B. Construct 9 additional classrooms, multi-purpose room and library. Expand and rearrange administrative and special service areas. Expand attendance area. — 3 — 625M

CLARK	350	0	+2	-1	0	-6	Fair 599	

Recommendations:

A. Relight — 2

FIGURE 6.10 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR



GROUP #25 (CONT'D)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY			PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj. / High Proj.	1986 Low Proj. / High Proj.		
CLARK (recommendations cont'd)						
B. Remodel present offices and adjacent classroom into offices, teachers' lounge/workspace, health room, counselling offices and storage. Construct library, multi-purpose room and 2 classrooms.					3	420M
C. Upon completion of construction expand attendance area boundary.					3	

JUNIOR HIGH SCHOOL ATTENDANCE CENTER RECOMMENDATIONS

FIGURE 6.11 INDEX TO JUNIOR HIGH SCHOOLS RECOMMENDATION GROUPINGS

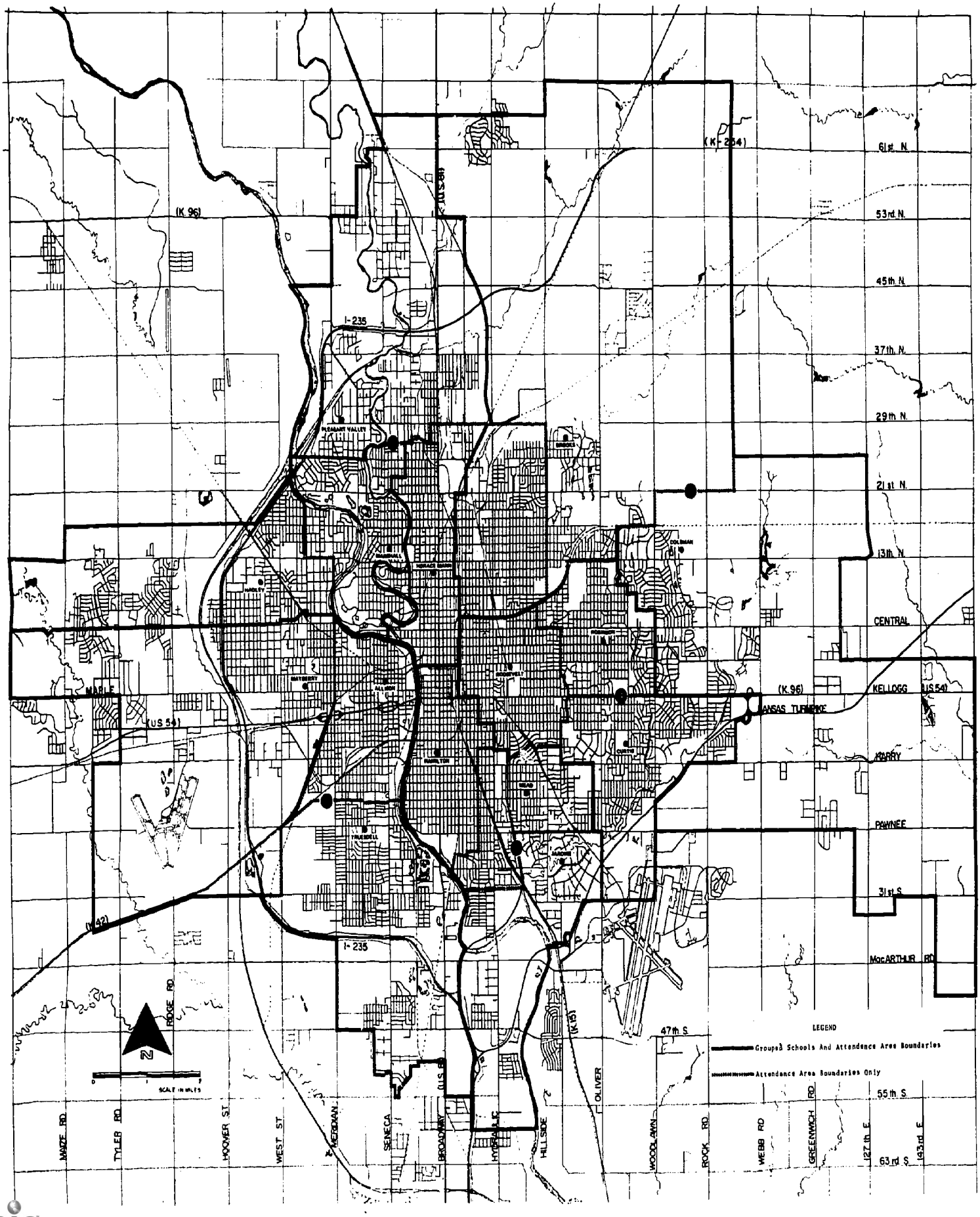
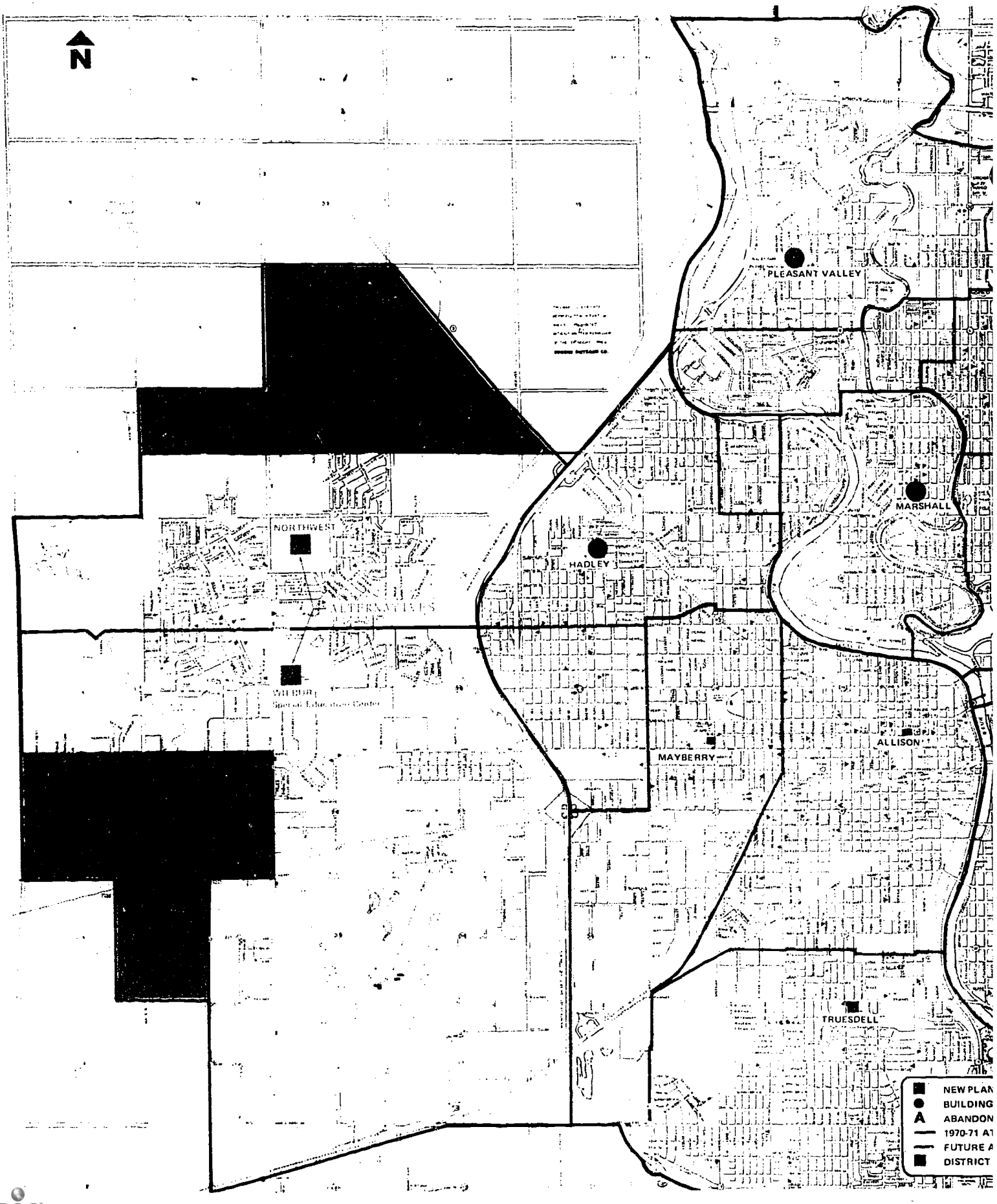
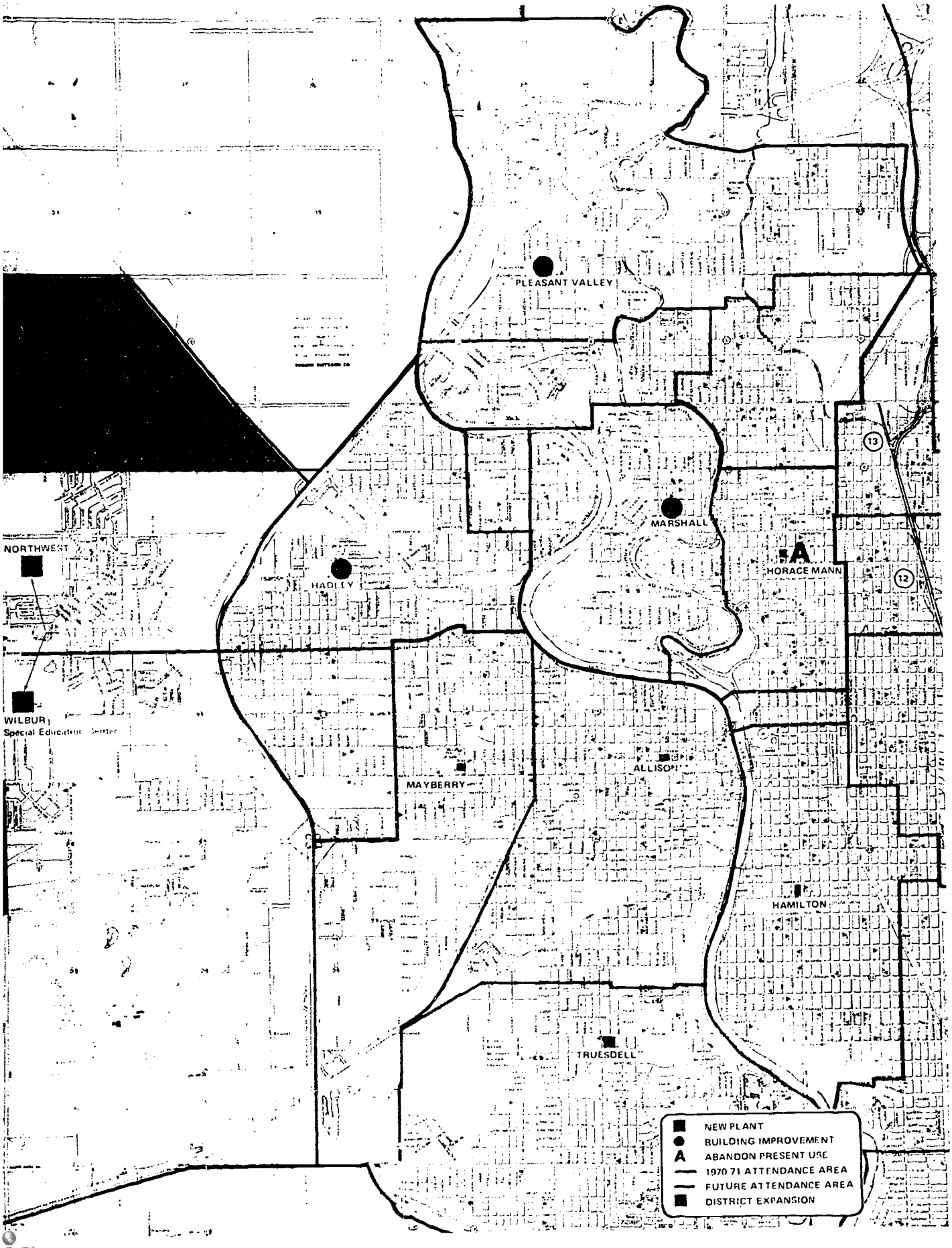


FIGURE 6.12 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR JUNIOR IN GROUP 1



PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR JUNIOR HIGH SCHOOLS
UP 1



GROUP #1: HADLEY AND MARSHALL

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
HADLEY	875	-20	-26	-31	-37	-51	Good/ Excellent 699	

Recommendations:

A. Relieve extreme overcrowding with addition of a junior high school in west part of district. Adjust attendance area boundaries. — 1

B. Expand and air condition library. Include audio-visual equipment storage, a previewing room, study carrells and additional reference material storage. — 2 — 50M

C. Install sidewalks along north side of site and add landscaping and exterior light to grounds. — 4

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
MARSHALL	625	-10	-3	-7	0	-10	Fair 633	

Recommendations:

A. Relieve overcrowding with addition of a junior high school in west part of district and by completion of an addition to Pleasant Valley Junior High School. Adjust boundaries on northwest portion of attendance area to exclude a part of Garrison as well as McLean and Cloud elementaries as contributing schools. — 2

B. Upon completion of several other contingent recommendations, revise the Marshall attendance area south and eastward to include a portion of the Horace Mann, Allison and Roosevelt attendance areas. — 3

C. Upgrade industrial arts facilities. — 2

D. Upgrade gymnasium - heating, ventilation, spectator seating and equipment storage are areas of concern. Remodel cafeteria/kitchen area into instructional materials center, consider connection to third floor corridor of east wing by a "sky bridge". Place kitchen and cafeteria on ground floor level. — 4 M

E. Consolidate room use arrangements along departmental lines. Expand extremely limited site. — 4

GROUP #2: P. VALLEY, HORACE MANN, NEW PLANT WEST OF BY-PASS MAYBERRY, TRUESDELL, ALLISON AND S. JUNIOR HIGH (NEW PLANT)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
PLEASANT VALLEY	712	-5	+2	-7	-2	-9	Fair 614	

Recommendations:

A. Proceed with present plan to enlarge this facility and expand attendance area. — 1 — 2,100M

B. Enlarge site, install curbs and storm sewers. — 4

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
HORACE MANN	662	+4	+13	+8	+16	+10	Poor 442	

Recommendations:

A. The facilities here were judged the poorest of the junior high schools. It should be abandoned as soon as other space can be provided. — 3

B. In the interim period, however, certain steps should be taken to make it livable. The following work is recommended: Vacate 12th Street to consolidate sites and acquire additional land. Provide new corridor and floor coverings; add removable cabinets in classrooms and generally upgrade the appearance of the interior. — 2 — 100M

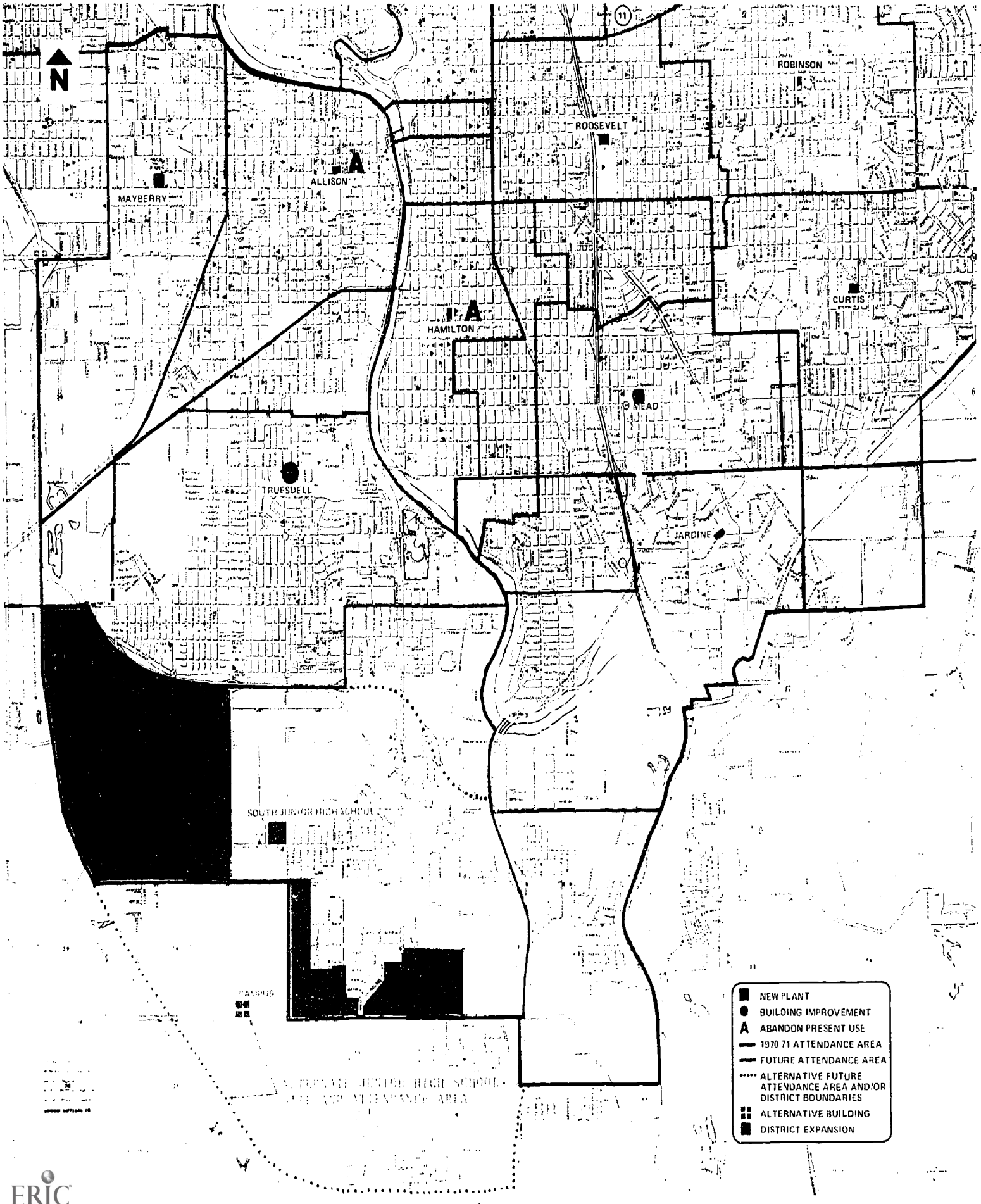
C. Reuse of site for commercial purposes. — 2 — 250M

NEW PLANT WEST OF BY-PASS

Recommendations:

A 1500 capacity junior high school attendance center to serve the area west of the Floodway is a definite present and long term need. Two options are available. Either the Northwest complex now planned to include a junior high component should be built or the recently acquired Wilbur Junior High should be expanded in terms of core and classroom space into a standard attendance center. Should the population of the area west of the Floodway expand rapidly in the next five years the construction of the new Northwest Junior High School is recommended. Wilbur's use would then be changed to that of a special education facility or an upper elementary middle school attendance center.

FIGURE 6.13 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR JUNIOR HIGH SCHOOLS IN GROUPS 2 AND 3



GROUP #2 (CONT'D)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
MAYBERRY	775	-6	-2	-1	-1	-9	Excellent 822	

Recommendations:

A. Relieve overcrowding by the addition of a junior high attendance center in west portion of district. 1

B. The recommended boundaries for the 1986 school population are predicated on the abandonment of Allison and construction of a new "South" Junior High School. There would of course be interim attendance areas for Mayberry designed to reduce enrollments at Allison and also at Truesdell. 3

C. Install intercommunications system. 1

TRUESDELL	1750	-9	-1	-16	-8	-34	Excellent 821	

Recommendations:

A. Upgrade music rooms near auditorium (lighting, blinds and storage). 2

B. Two small libraries are inadequate for this size of school. They should be combined and expanded to include more audio/visual facilities and individual study areas and storage. 3 300M

C. Attempt to consolidate room use arrangement along departmental lines. 4

D. Provide underground drainage east of building; provide landscaping screen between cafeteria and parked cars. 4

ALLISON	787	0	+13	+6	+16	+9	Poor 476	

Recommendations:

A. The reduction of enrollment expected from natural resident population decreases and possible attend-area shifts may make the facility more livable but other improvements should also be undertaken. Kitchen and cafeteria expansion and remodeling is recommended. Upgrade corridors and industrial arts facilities. Enlarge hard surfaced games area to better utilize extremely small site. 2 250M

GROUP #2 (CONT'D)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY					PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.		
ALLISON (Recommendations cont'd) B. A 48 year old plant of the Horace Mann caliber, Allison is recommended for abandonment as enrollment within the present area drops and when junior highs "West" and "South" are both open.							4	
SOUTH JUNIOR HIGH (NEW PLANT) Recommendations: Pursue with USD 261 (Haysville) a boundary change to include that area contiguous to present urbanized area which is likely to develop as a result of Southwest Sewer Main construction. Depending on boundary changes agreed upon, construct 1250 capacity Junior High School or acquire Campus plant as development in the area south of the the bypass occurs and causes further overcrowding at Truesdell. (Some relief for Truesdell may be realized with the addition of West Junior High and a related shift in Mayberry and Allison boundaries.)							4	3,000M

GROUP #3: JARDINE, MEAD AND HAMILTON

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
JARDINE	800	+2	+12	+9	+14	+7	Excellent 818	

Recommendations:

A. Revise circulation in auditorium/foyer area so that the gym can be isolated from rest of the building. Relocate exit signs to make more conspicuous. Request that city install street lighting along Ross Parkway and beautify median strip. 2

B. Replace lockers in hallway between gym and auditorium. 3

C. Acquire additional site. 4

D. Pave west parking area and landscape grounds. 4

MEAD	800	+1	+12	+7	+14	+8	Good 767	

Recommendations:

A. Replace windows in library with solid wall and add additional shelf space. Add air conditioning. Acousticize all classrooms, corridors and gymnasium and instrumental music room. 2

B. Expand and rearrange administrative/special services area; include teacher's workroom and attendance/assistant principal's office. 3

C. Provide 60° staff parking area in front of building or pave and landscape parking area and grounds visible from Mt. Vernon. Install sidewalks on south, west and north. 4

HAMILTON	687	-2	-6	+3	+10	+5	Poor 473	

Recommendations:

A. The extensiveness of remodeling needed here as well as the small and decreasing enrollment suggests that this plant should be abandoned later in the planning period. Reuse of site for a combination of park and commercial purpose is appropriate. 4

B. Since the building will be needed for a minimum of 5-10 years, improvements in corridors, office space lunchroom, restrooms and gymnasium and industrial arts should be undertaken. Expand site. 2 350M

GROUP #4: CURTIS, ROBINSON AND ROOSEVELT

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
CURTIS	1475	+17	+30	+26	+33	+22	Excellent 873	

Recommendations:

A. Declining enrollments in contributing elementaries and projected slow growth in area southeast of turnpike should keep Curtis at or slightly below capacity. Maintain present attendance area. — Long term policy

B. Raise lighting level in instrumental music room. — 2

C. Provide additional landscaping along Edgemoor. — 4

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
ROBINSON	700	+1	+7	+4	+8	+3	Fair 619	

Recommendations:

A. Expand site and improve drainage. Request vacation of Bleckley Drive so that the two presently separated parcels of land composing the Robinson site can be more effectively used. — 1 — 100M

B. Expand and upgrade industrial arts and home making facilities. Upgrade physical educational facilities; provide convenient spectator seating. Expand library facilities. (Consider replacing boy's gym and cafeteria/kitchen area with ground floor leval facilities and remodeling either existing gym or cafeteria into instructional materials center.) Provide additional permanent academic class room space. — 3 — 425M

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
ROOSEVELT	750	+4	+12	+9	+13	+7	Poor 469	

Recommendations:

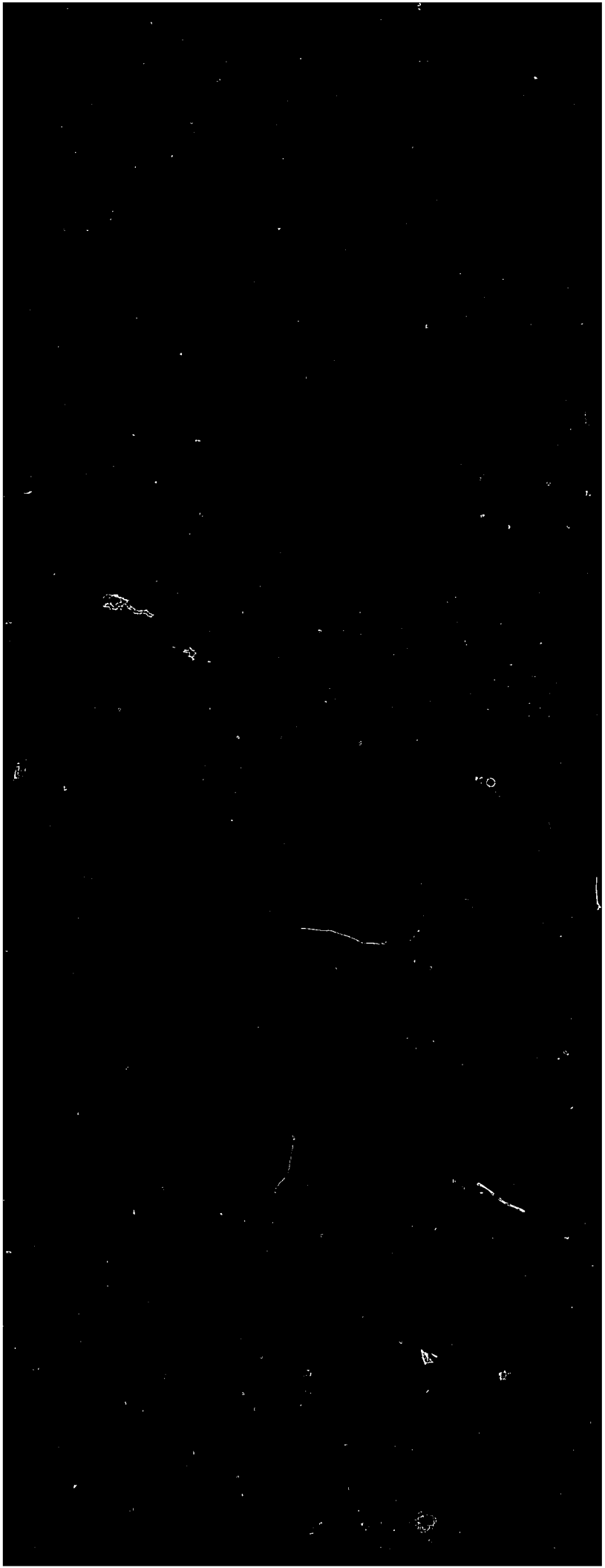
A. Retain Roosevelt as junior high attendance center until late in the planning period, then convert to Community College use. — 4

B. The following recommendations are made with the understanding that they are an interim method of providing a suitable junior high attendance center and will be useful to its long range function as part of a Community College complex:

Renovate gymnasium and add library. — 2 — 250M

Construct an addition consisting of a cafeteria and gynmasium. — 3 — 750M

COLEMAN (see Group #5 for recommendations)



GROUP #5: COLEMAN, BROOKS AND HEIGHTS

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
COLEMAN (Figure 6.14)	1336	+15	+19	+11	+15	0	Excellent 897	

Recommendations:

Consider selling a portion of the 97 acre site to Board of Park Commissioners for community park purposes and/or to private developers. 4

BROOKS	775	-3	+1	-6	-7	-14	Excellent 840	

Recommendations:

A. Recent boundary adjustments which were a part of the compliance plan relieved some of the previous overcrowding at Brooks. Some minor renovation and expansion of the library is needed however. Expand counselling office area and install intercommunication system. Library work should incorporate audio/visual equipment storage and study carrells. 2 50M

B. The recommended attendance area shown is projected for late in the planning period and assumes moderate amounts of residential development in the north and northeast quadrant of the district. This growth is contingent upon improved access (via Northeast Diagonal and Northeast Circumferential expressways) to this area. 3

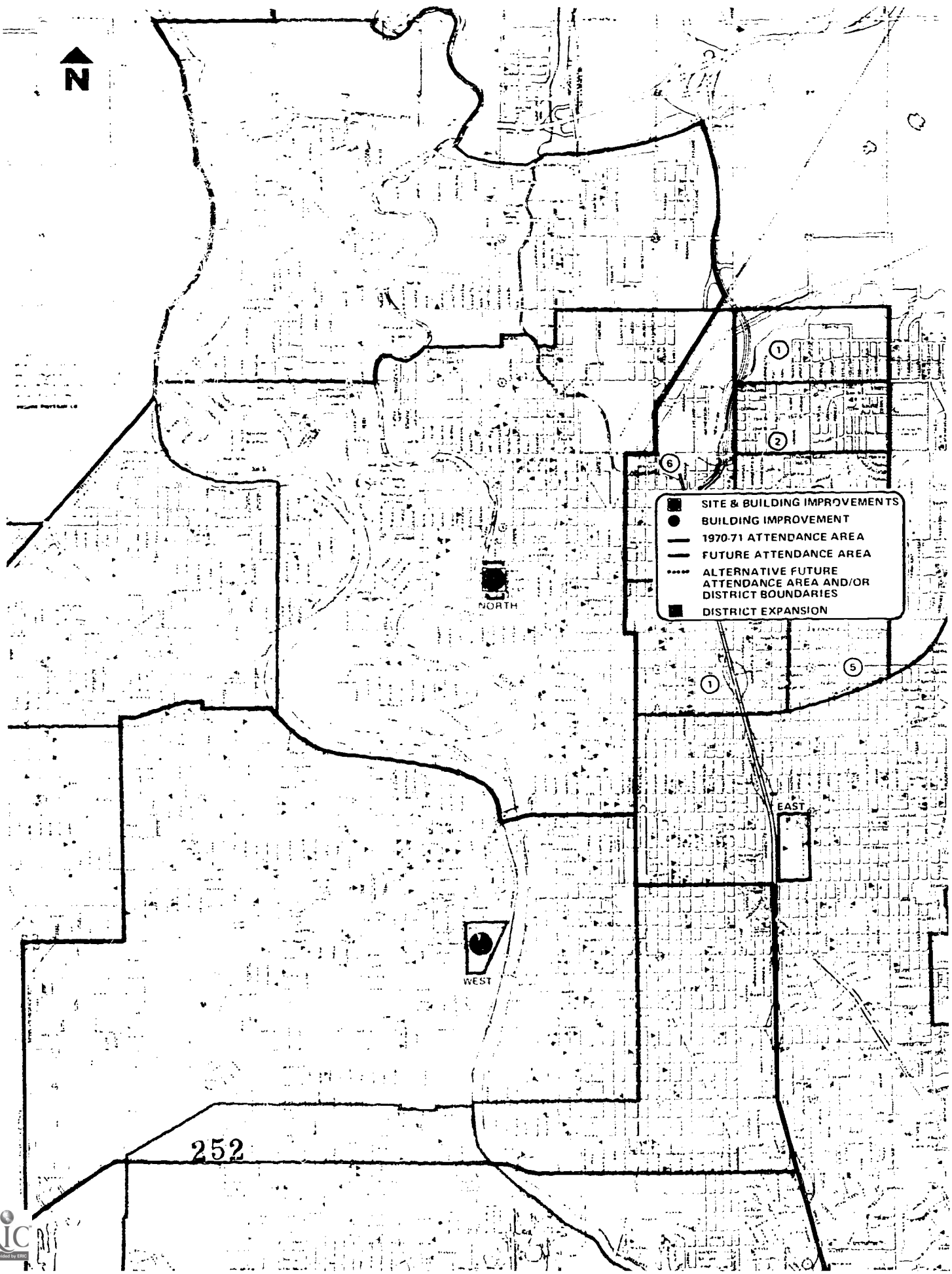
HEIGHTS (Change of use)

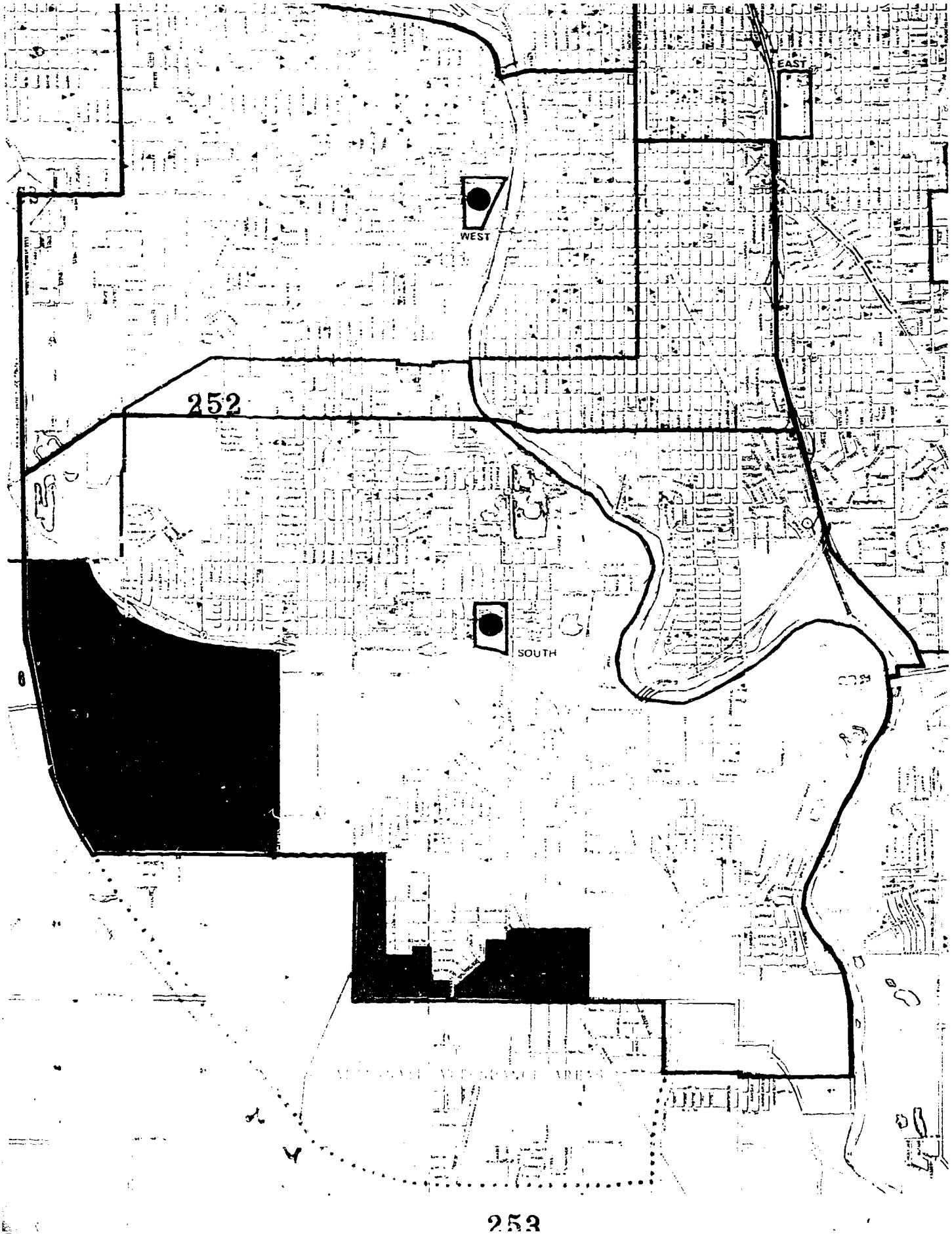
Recommendations:

As the north portion of the district (Park City, Bel Aire, Northeast Wichita and Riverview) expands residentially, the use of the Heights facility should be changed to a junior high use with an attendance area as shown. 3

SENIOR HIGH SCHOOL ATTENDANCE
CENTER RECOMMENDATIONS

FIGURE 6.16 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR SENIOR HIGH SCHOOLS IN NORTH CENTRAL AND SOUTH AREA




EAST
WEST
252
SOUTH
253

SENIOR HIGH SCHOOLS WEST - NORTH

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
WEST	1700	-27	-17	-36	0	-31	Good 756	

Recommendations:

A. Expand library into an instructional materials center. Add audio/visual listening and viewing areas, shelf space, filing and storage space as well as areas for study carrells. Design for non-school hours community usage. Counseling offices should be moved into typing area. This will also allow some space modification and expansion of the administrative area. — 2 — 350M

B. Relieve overcrowding at West High School by construction of Northwest High School. Upon completion of Phase I construction at Northwest High School, the West High School attendance area boundaries should be moved southward to Pawnee and eastward to the flood control structure. — 2

C. As Phase II of Northwest High School is completed and as East is converted to a Community College use, the West High School attendance area would take the configuration as shown. — 3

D. Continue to upgrade and expand the industrial arts facilities in this core area facility. — Long term policy

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
NORTH	1600	-21	+13	-4	+23	+3	Fair 542	

Recommendations:

A. Retain this 40 year old plant as a senior high school attendance center, but institute a comprehensive program of plant improvement. — Long term policy

B. Relieve overcrowding by constructing Northwest High School. — 2

C. As enrollment within this new attendance area drops and as the North facility is upgraded the attendance area should again be revised to the configuration as shown. — 3

D. The size of the North site places extreme limitations on physical education programs as well as creating an uneasy relationship between school and nearby residents. In cooperation with Model Cities proposals additional site should be (cont'd)

SENIOR HIGH SCHOOLS NORTH (CONT'D)

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY			PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj. / 1976 High Proj.	1986 Low Proj. / 1986 High Proj.		

NORTH (Recommendations cont'd)

acquired to the east for parking and to the north for play fields. 2 100M

E. Physical education building facilities should also be renovated and expanded. Investigate structural deterioration in physical education and main corridor areas and repair as needed. Construct greenhouse. Upgrade industrial arts and homemaking facilities. Construct new instructional materials center. Attempt to reorganize room use arrangements along departmental lines. Provide additional teacher's lounge and workspace and redecorate administrative/special services areas. Renovate auditorium and auxilary spaces. Renovate interior of structure where this is indicated - floor coverings, lighting, acoustical tile, window sills, etc. 2 1,000M

F. In revitalizing this plant take fuller advantage of the site's relationship to the view. Long term policy

SENIOR HIGH SCHOOLS SOUTH - WEST - NORTH

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
SOUTH	1800	-18	-9	-27	-1	-37	Good 721	

Recommendations:

A. Construct football stadium. Provide access to Interstate at Seneca and extended McLean Boulevard. 1

B. Rebuild parking area. 2 150M

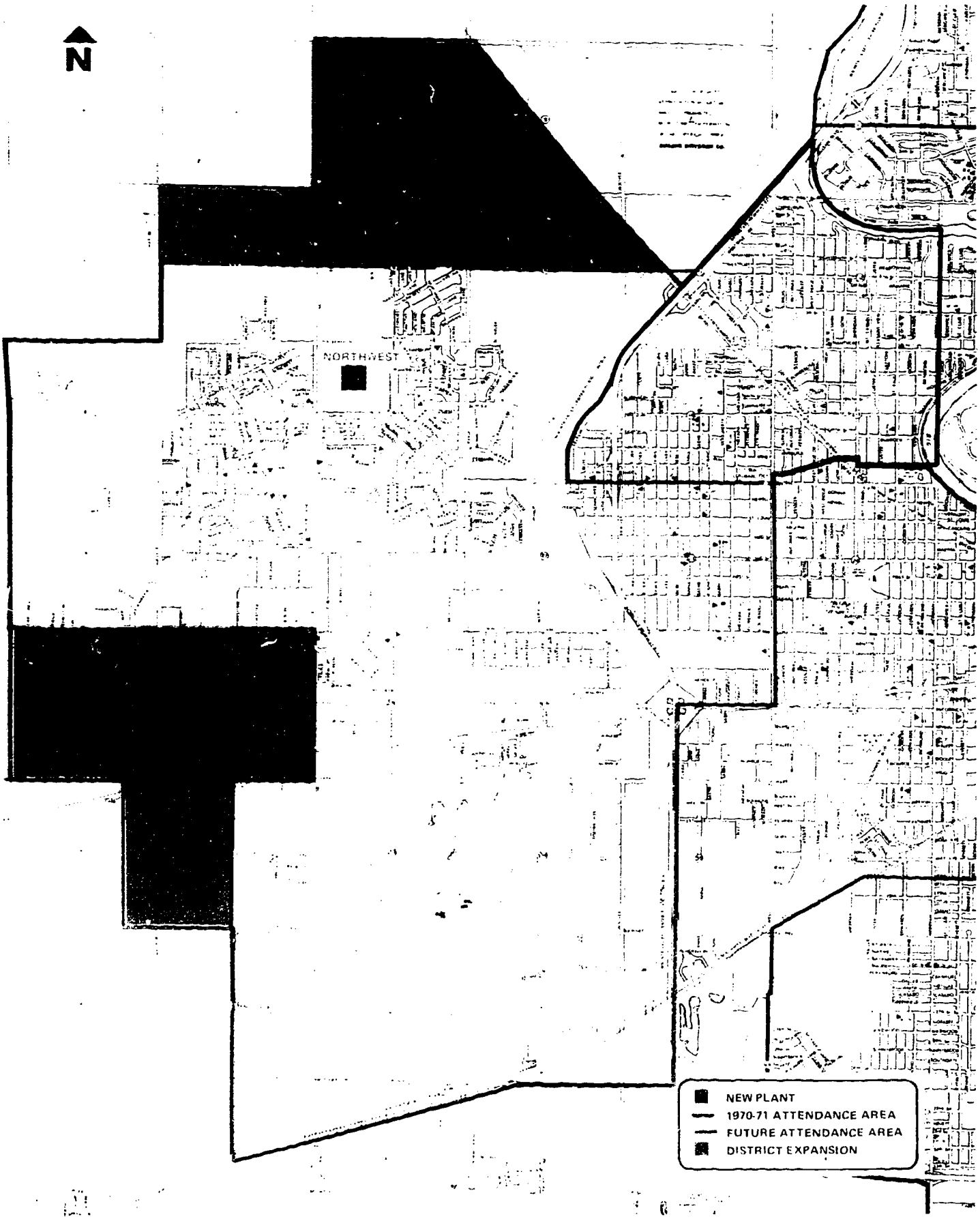
C. Relieve overcrowding by construction of Northwest High School and revising boundaries between Northwest and West, and West and South High Schools. 2

D. As enrollment within existing South High School attendance area drops after 1975, consider expansion of 259 boundaries to southwest and south. 3

E. Construct instructional materials center with entry provisions for non-school hours usage. Remodel present library into four classrooms and expand administrative/special services into remaining area (approximately 1½ classrooms in size). The remodeling should incorporate adequate space for a separate attendance office, enlarged administrator's offices, storage and additional counselor's office. Construct greenhouse addition for science rooms. Provide electrical sources for typing room. Improve storage in art rooms. 2 350M

F. Enlist cooperation of property owners along 33rd Street in effort to beautify and define that approach to South High School. A patterned planting of street trees on either side of 33rd from Seneca to the Midland Valley Railroad (extension of McLean Boulevard) is suggested. Remove portables next to residences (west edge of site) and construct entry way west of building from 33rd Street South to parking area. Provide landscape screen between school site and residential backyards bordering site on west. Incorporate additional landscaping in front of building also. 2

FIGURE 6.17 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREA FOR SENIOR HIGH SCHOOL IN WEST AREA



SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY			PLANT CONDITION (points)	PRIORITY/COST
		1970	1976 Low Proj. / High Proj.	1986 Low Proj. / High Proj.		

NORTHWEST

Recommendations:

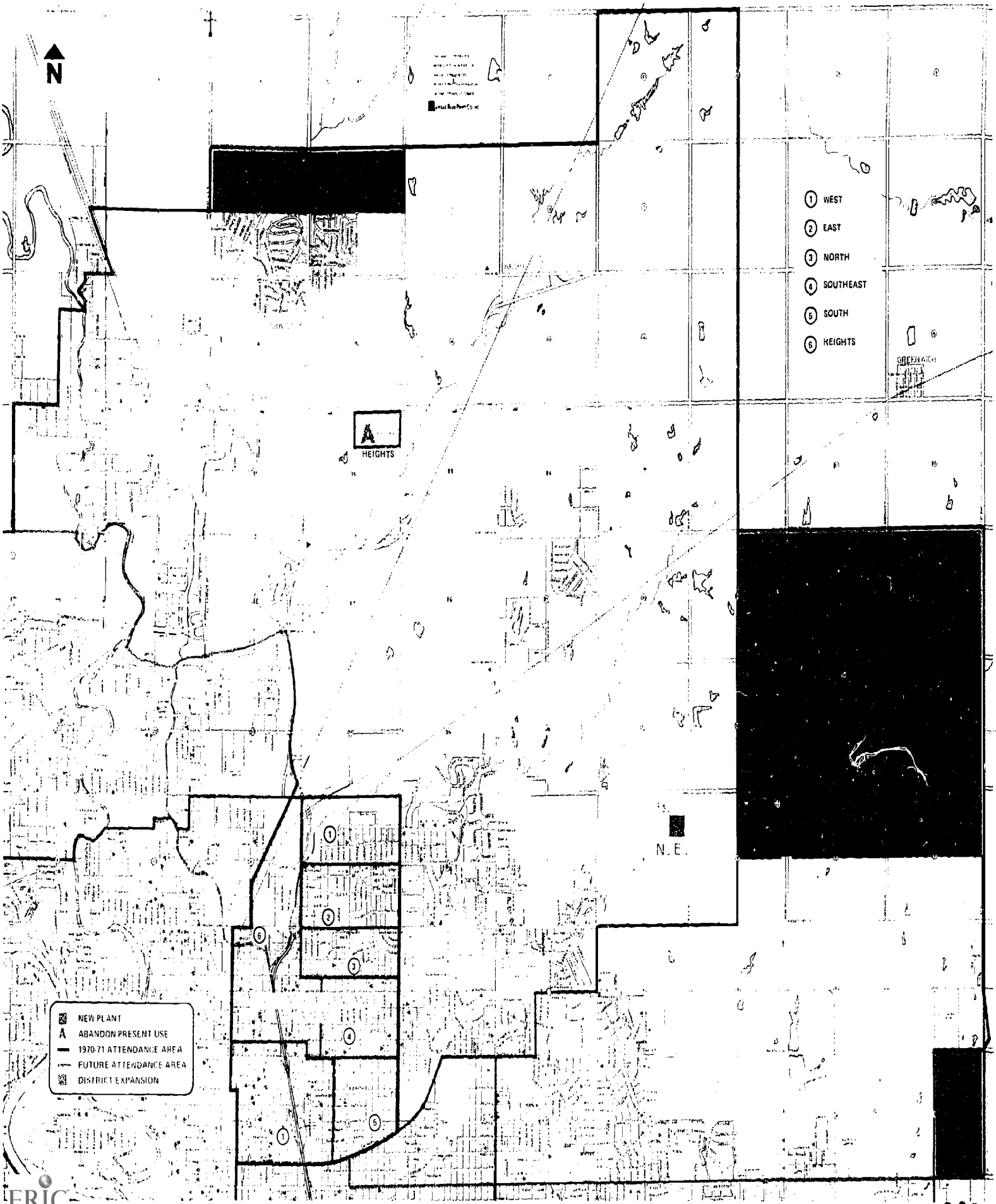
A. Construct initial phase (3,000 pupil capacity) of senior high school. — 2 — 12,000M

B. Negotiate boundary changes with USD 265 (Goddard and USD 266 (Maize) to include urbanized areas contiguous to USD 259. Determine need for Phase II of Northwest complex with regard to growth rates, use of Wilbur Junior High School and USD negotiated boundary revisions to the west and north.

C. Construct Phase II (1500 pupil capacity) based on above findings. — 3 — 8,000M

D. Construct football stadium. — 4

FIGURE 6.18 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREAS FOR SENIOR HIGH SCHOOLS IN NORTHEAST AREA



SENIOR HIGH SCHOOLS HEIGHTS - NORTHEAST

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
HEIGHTS	1225	-15	-12	-18	-9	-22	Good 739	

Recommendations:

A. In order to upgrade the Heights Plan to a standard with the other post 1950 plants, major expansion in many of the general service facilities (lunchroom and auditorium) as well as in the areas of academic classrooms and special classrooms (industrial arts and science mainly) would be required. The cost of this work has been estimated at 1.25 million. Since the scale of the plant is more appropriate for junior high attendance center serving the north portion of the district as shown. 3

B. Interim projects should include paving the parking area and develop driver's training facility; refinishing the dressing room areas and construction of girls' gymnasium; and remodeling of the industrial art areas to best accommodate both current senior high and future junior high needs. 1 175M

Numerous other problem areas exist also. Storage, floor surfaces, ventilation, etc. are some areas requiring improvement. 2 425M

NORTHEAST

Recommendations:

A. Concurrent to the decision to abandon East and Heights would be the decision to construct a 2000 capacity Northeast High School. BOE owned property at Rock Road and 25th Streets is the projected site for this facility. 3 2,000M

B. Revise attendance areas as shown. 3

C. Construct third stadium. This will give good geographical access to all areas (South, Northwest and Northeast) of the district and with the completion of the Northeast Circumferential all will have freeway access also. 4

SENIOR HIGH SCHOOLS EAST

SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST
EAST	2500	0	+15	+5	+39	+19	Fair 562	

Recommendations:

A. The 1966 Citizen's Planning Council for School Facilities called for a "major improvement program" at East High School and Roosevelt Junior High School. The cost of these improvements has been estimated at $3,500,000. The extensiveness of the needs at East; and the geographic location of this facility relative to West High, Southeast High, the assigned attendance area, and the city core area; and the expected declining enrollments from adjacent residential areas appear to justify the recommendation that the East/Roosevelt/Vocational Education complex be converted to a Community College facility late in the planning period. 3

B. Improvements to the total plant should be directed at helping carry the pupil load of our much overcrowded high school facilities in the short run and be a useful plant to the Community College in the long run. The following actions are therefore recommended:

Additional, conveniently located play fields will be needed as right-of-way for the Canal Route/Kellogg interchange diminishes the present play fields. To compensate for the open space taken for highway purposes the relocation of the present plant facilities maintenance is to be at the expense of the State Highway Department.

Upgrade classrooms, restrooms and corridors (floor coverings or refinishing shades and furnishings).

Provide additional storage and shelving in library.

Remodel administrative attendance and counseling areas.

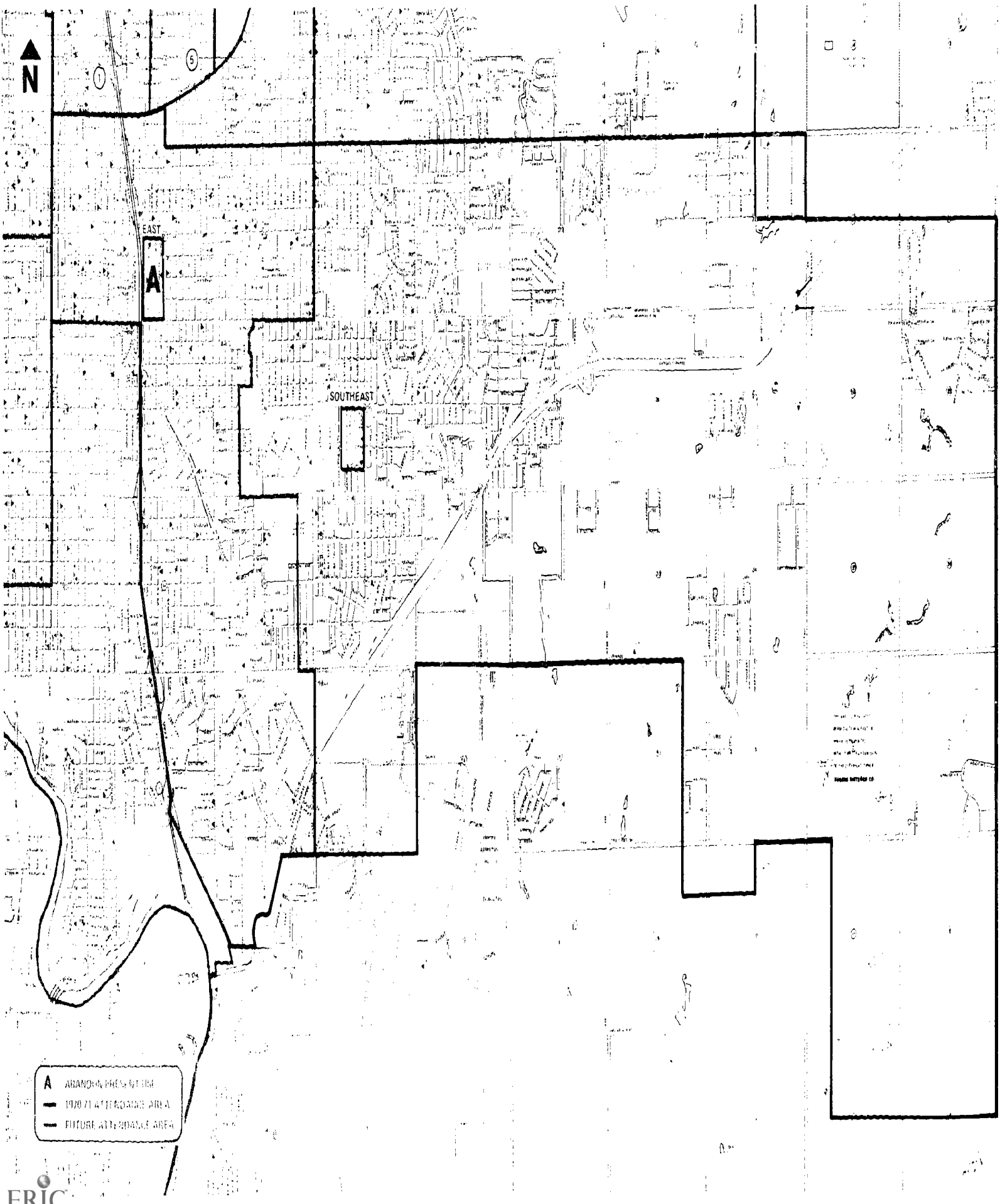
Improve lighting and ventilation in various areas throughout building.

Replace windows.

Improve acoustics in music rooms.

Add to custodian storage space. 2 500M

FIGURE 6.19 BASIC PLANT RECOMMENDATIONS AND 1986 ATTENDANCE AREA FOR SENIOR HIGH SCHOOL IN SOUTHEAST AREA



SCHOOL	CAPACITY	CLASSROOM SUFFICIENCY 1970	1976 Low Proj.	1976 High Proj.	1986 Low Proj.	1986 High Proj.	PLANT CONDITION (points)	PRIORITY/COST

EAST (Recommendations cont'd)

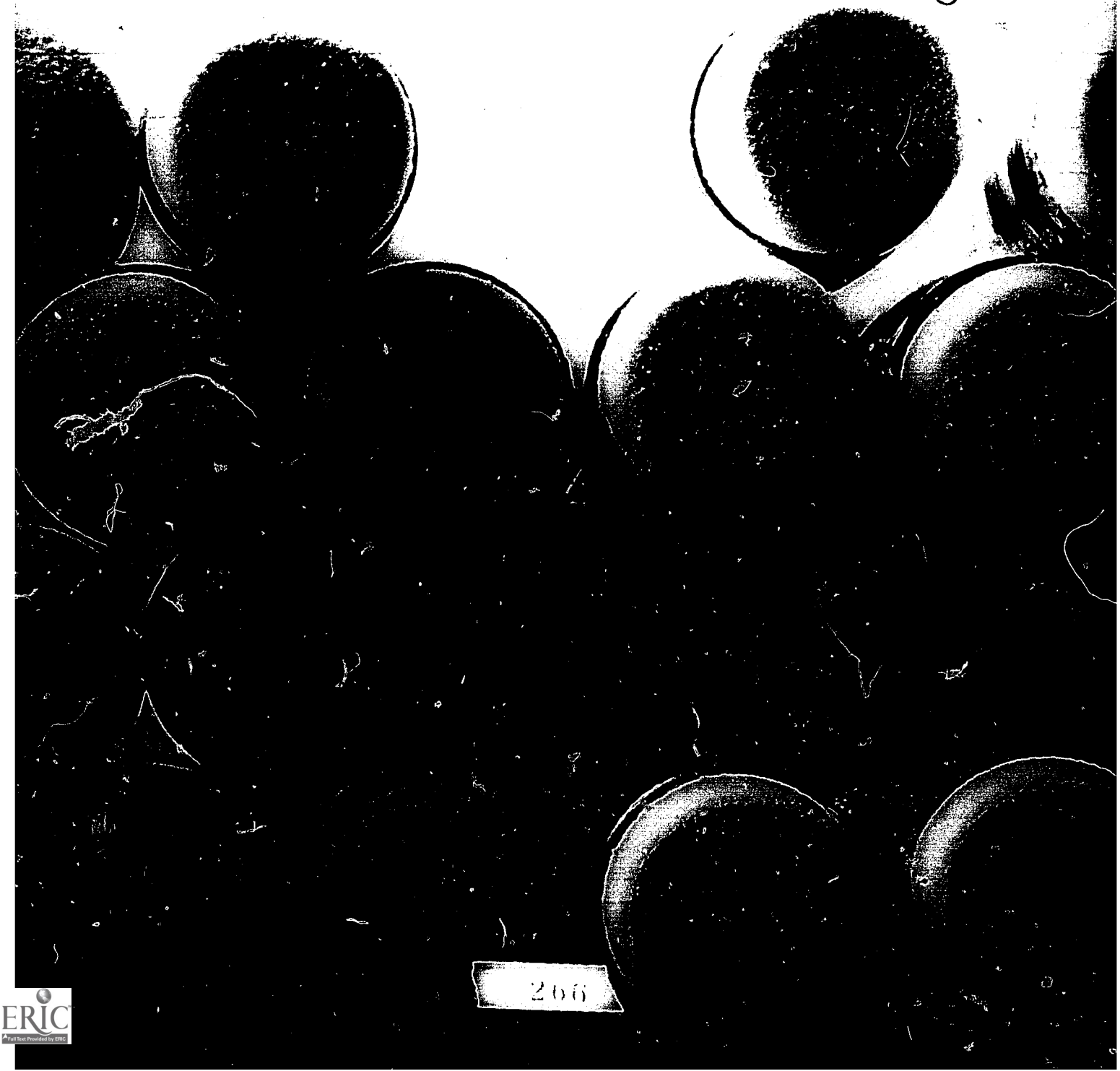
C. Construct a major addition consisting of centralized food preparation and lunchroom facility, physical education facilities and instructional materials center appropriate for short term senior high and long term Community College needs. 3 2,000M

SOUTHEAST	2350	+4	+8	0	+13	-5	Excellent 884	

Recommendations:

The recently expanded Southeast facility should meet pupil loads for the planning period. Late in the planning period it is recommended the Southeast attendance area be revised in accordance with the recommendations to abandon Heights and East as senior high school attendance centers. 4

Financing



CHAPTER 7

FINANCING

INTRODUCTION

The degree to which recommendations in this report can be carried out will depend on many factors. Certainly it would be desirable to compare the social, political and economic costs involved to the educational gains expected. At best, however, such a comparison is difficult and nearly always questionable. Therefore, as one measure of feasibility this chapter has the purpose of relating dollar costs for the facilities recommended to revenue producing capabilities.

SOURCES OF FINANCING

The financing of school facilities remains one of the few local long term public investments in Kansas which is supported entirely on a local basis. Therefore, the local tax or revenue producing base is all important in a district's ability to provide educational housing. Such conditions may not be constant, however. One reason for this thinking is a recent California Supreme Court decision. The Court found that because of varying financial capabilities among districts in that state, wealthy districts were able to spend more per pupil on education than poorer districts. Thus the state's system of financing public schools was found to be unconstitutional. Although the California

case applies to the local school budget and not just to capital expenditures, the final result may well be that equities in district-to-district and even state-to-state educational financing capabilities will be abolished, facility financing included, and that the property tax may be replaced as a revenue producer.

For the present purpose of analyzing the feasibility of financing the recommended improvements, however, it is assumed that the local community will have total financial responsibility and that the property tax will be the source. This assumption is realistic for three reasons. First, changes which will reduce inequities, particularly between states, are likely to be slow in coming. Example: welfare reform. Secondly, because the Wichita school system is neither rich or poor but typical, a redistriubtion at the state level would likely have little net effect on local rates of contribution. Lastly, without any alternative financing formulas the existing situation of total responsibility for facility financing is the only concrete basis upon which to proceed with a cost/revenue analysis.

LOCAL RESOURCES AND SCHOOL FACILITY NEEDS

In previous chapters the capital improvement needs for USD 259 through 1991 have been projected. Table 1.A shows these needs by project and timing. Specialized needs such as the administration building, portable relocation, vocational education and a sizable amount for annual small scale building improvements

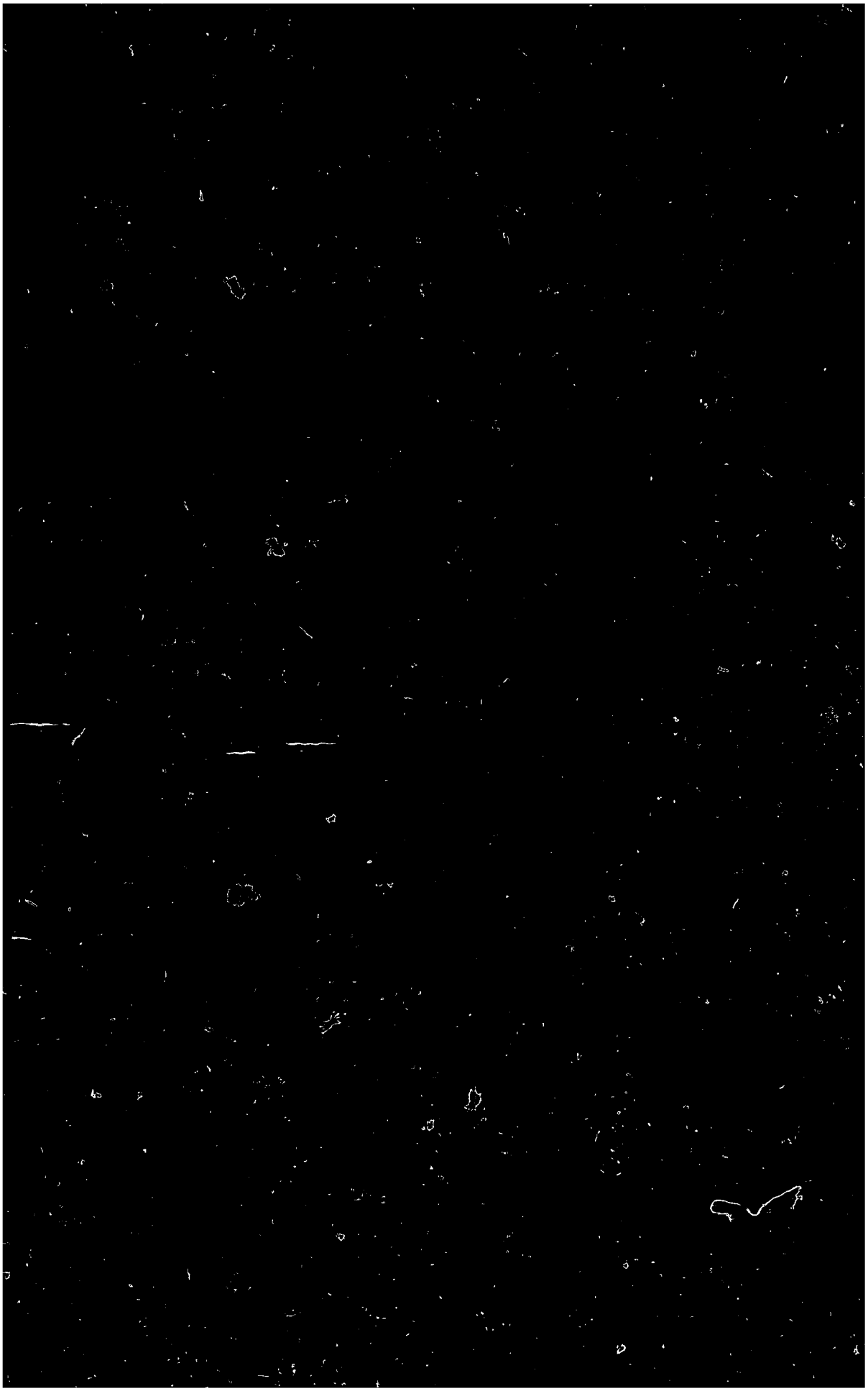
(miscellaneous) as well as the major attendance center needs are included. A total of $91,480,000 is projected. The yearly breakdowns based on priority of needs are summarized below.

CAPITAL EXPENDITURES, 1971-1991 TABLE 7A

Priority	Total Physical Plant Needs	Average Annual Needs
Critical #1	$ 4,675,000	$4,675,000/yr.
1972-1976 #2	27,370,000	5,474,000/yr.
1977-1986 #3	43,135,000	4,313,500/yr.
1987-1991 #4	16,300,000	3,260,000/yr.
Total 1971-1991	$91,480,000	$4,356,190/yr. over the 21 yr. period

The ability of the Wichita Unified School District to finance these needs may be influenced by several factors: bonded indebtedness limitations; limitations of the capital outlay fund and the change in mill levy as a result of bond issues needed for these improvements.

Under Unification Law (KSA-72-6761, 1970 Supplement) current debt may not exceed 7% of the district's assessed valuation of the tangible taxable property. At present there is no indebtedness directly against USD 259. The Wichita System is, however, responsible for retiring $11,337,000, as of June, 1971, in bonds assumed from districts prior to unification. (These include the old Wichita District #1). Since the assessed valuation of property in USD 259 was approximately $574,000,000 in 1970-71 the



maximum indebtedness allowable would be 7% of $574,000,000 or $40,180,000. As is shown in Table 7B, Column 8 this figure is over twice as great as the total amount which would need to be outstanding (17,147,530) at any one time in order to finance the $91,450,000 in capital expenditures. In conclusion, this factor, the State imposed debt limitation, is not critical to the financing of the needs projected.

The second factor, limitations of the capital outlay fund, and the third factor, change in mill levy required to retire any bond issue, appear more important than debt limitations.

Figure 7.1 charts the projected revenue from continuation of the capital outlay fund against the recommended expenditures for the planning period. This was accomplished by applying the 4 mill levy to the projected growth of assessed valuation in USD 259 (Column 1, Table 7B). A figure of 2.5% growth in assessed valuation/year was used.

As shown in Figure 7.1, the revenue from the 4 mill capital outlay fund does not equal the projected expenditures for capital improvements until 1987. If the improvements are to be made a bond issue will be necessary.

As shown in Column 5, Table 7B a total of $28,579,040 in new issues during the next 15 years is needed. The new issues added to the present balance of issues, Column 4, retired over a period of twenty years at 4.5% interest will require a mill levy as

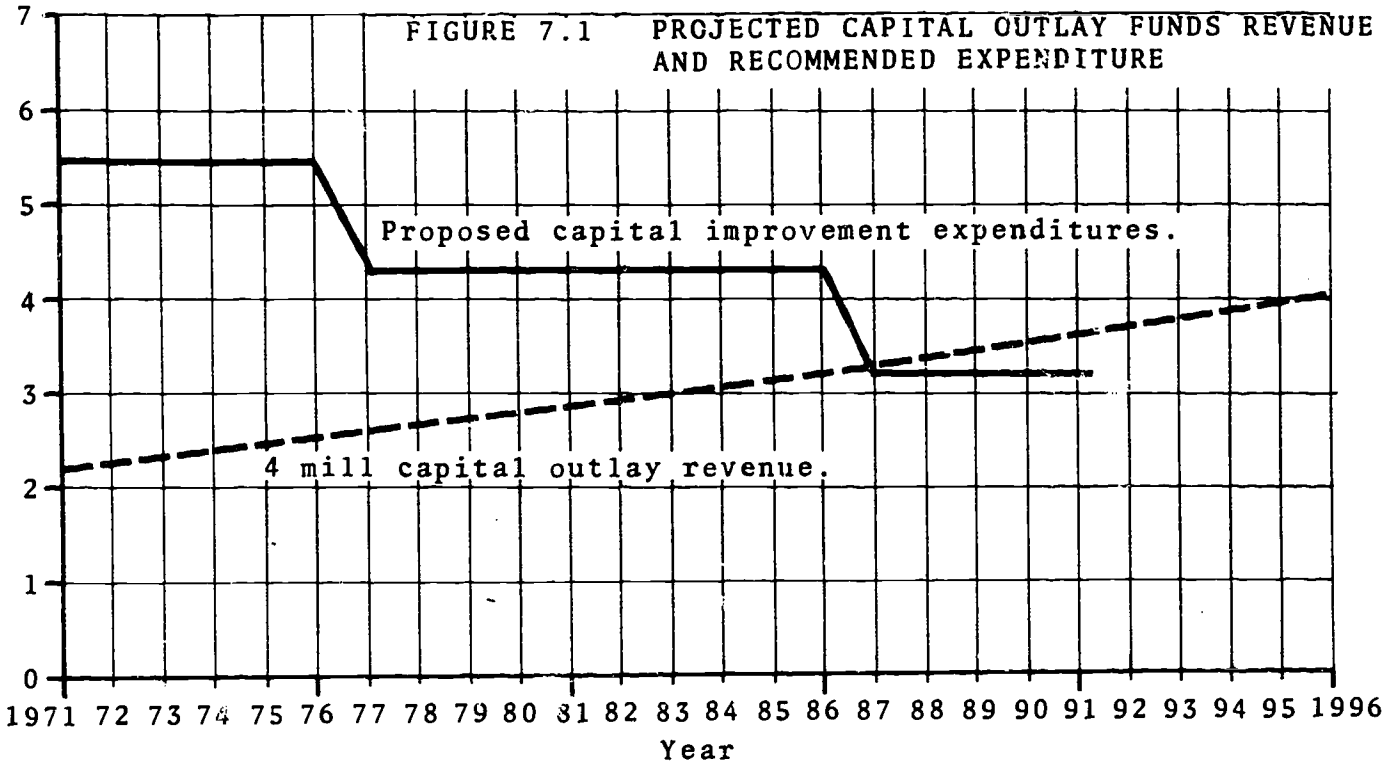


FIGURE 7.1 PROJECTED CAPITAL OUTLAY FUNDS REVENUE AND RECOMMENDED EXPENDITURE
Proposed capital improvement expenditures.
4 mill capital outlay revenue.
7
6
5
4
3
2
1
0
1971 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 1996
Year

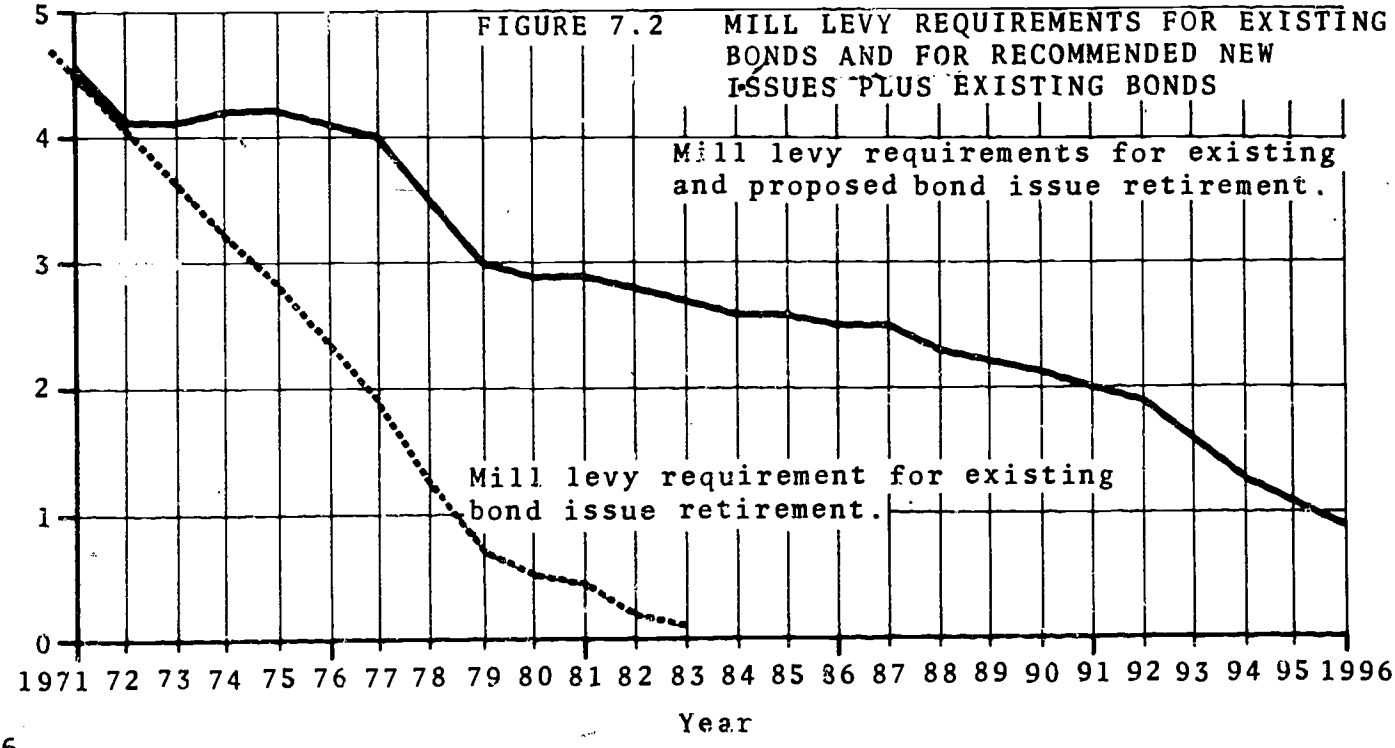


FIGURE 7.2 MILL LEVY REQUIREMENTS FOR EXISTING BONDS AND FOR RECOMMENDED NEW ISSUES PLUS EXISTING BONDS
Mill levy requirements for existing and proposed bond issue retirement.
Mill levy requirement for existing bond issue retirement.
5
4
3
2
1
0
1971 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 1996
Year

shown in Table 7B, Column 15 and graphed in Figure 7.2. Under the above assumptions of term and interest the present mill levy of 4.5 would be reduced almost annually to a low of .95 mills by 1996.

In other words to provide the schools and related facilities recommended in this report two revenue sources are needed. Future mill levies for bond issues would need to be retained at approximately the present level (just over 4 mills) for a period of six years. After 1977 the annual bond issue mill levy can be reduced from the 4 mill level by approximately .15 mills annually. Also a continuation of the 4 mill capital outlay fund is needed through the planning period to 1991.

Births			School	Grade 1 Survival		Grade 2 Retention		Grade 3 Retention		Grade 4 Retention		Grade 5 Retention		Grade 6 Retention		Grade 7 Retention		Grade 8 Retenti	
ar	Rate	Number	Year	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Ratio	No.	Rat
51	27.9	7166	1957-58	7743	109.6	6912		6679		6491		6721		5570		4701		4657	
52	30.6	8353	1958-59	7907	94.7	7301	94.3	6618	95.7	6093	91.2	5987	92.2	5942	88.4	6213	111.5	5134	10
53	34.3	8916	1959-60	7998	90.0	7322	92.6	6664	91.3	6181	93.4	5990	98.3	5961	99.6	6314	106.3	5245	8
54	33.1	9291	1960-61	7810	84.0	7358	92.0	6909	94.4	6288	94.4	5966	96.5	5758	96.1	5815	97.6	6094	9
55	32.7	9737	1961-62	7952	81.2	7477	95.7	7174	97.5	6671	96.6	6175	98.2	5806	97.3	5781	100.4	5750	9
56	32.3	9897	1962-63	8115	82.9	7268	91.4	7215	96.5	6785	94.6	6372	95.5	5956	96.5	5851	100.8	5715	9
57	33.4	10456	1963-64	8067	77.2	7532	92.8	6882	94.7	6761	93.7	6523	96.1	6144	96.4	5660	95.0	5520	9
58	30.6	10036	1964-65	8194	81.6	7804	96.7	7354	97.6	6811	99.0	6830	101.0	6536	100.2	6292	102.4	5939	10
59	31.3	10076	1965-66	8132	80.7	7645	93.3	7406	94.9	6976	94.8	6593	96.8	6657	97.5	6490	99.3	6148	9
60	27.9	9067	1966-67	7914	87.3	7867	96.7	7440	97.3	7325	98.9	7045	101.0	6736	102.2	6774	101.8	6562	10
61	26.1	8445	1967-68	7159	84.8	7506	94.8	7484	95.1	7158	96.2	7106	97.0	7053	100.1	6633	98.5	6786	10
62	25.0	8084	1968-69	6829	84.5	6865	95.9	7250	96.6	7280	97.3	6990	97.7	6979	98.2	7021	99.5	6614	9
63	23.9	7690	1969-70	6469	84.1	6541	95.7	6901	96.1	6922	95.1	7034	96.6	6811	97.4	6979	100.0	6888	9
64	23.7	7642	1970-71	5861	76.6	6092	94.1	6424	93.6	6299	95.4	6698	96.7	6768	96.2	6614	97.1	6736	9
ERAGE RETENTION RATIOS				85.6		94.3		95.5		95.5		97.2		97.4		100.8		96.5	
65	22.4	7186	1971-72	6151		5527		5818		5848		6123		6524		6822		6515	
66	21.2	6951	1972-73	5950		5800		5278		5556		5684		5963		6576		6720	
67	20.8	6926	1973-74	5929		5611		5539		5040		5400		5536		6010		6477	
68	19.8	6934	1974-75	5936		5591		5359		5297		4899		5260		5580		5919	
69	19.8	6996	1975-76	5983		5598		5339		5116		5142		4772		5302		5496	
70	19.5	6916	1976-77	5914		5648		5346		5099		4973		5008		4810		5222	
71	20.0	6969	1977-78	5958		5577		5394		5105		4956		4844		5048		4738	
72	20.5	7249	1978-79	6205		5618		5326		5151		4962		4827		4882		4972	
73	21.0	7534	1979-80	6449		5851		5366		5086		5007		4833		4866		4809	
74	21.5	7843	1980-81	6713		6081		5588		5124		4994		4871		4872		4793	
75	22	8149	1981-82	6976		6330		5807		5337		4980		4815		4910		4799	
76	22.8	8573	1982-83	7338		6578		6045		5546		5188		4851		4854		4836	
77	23.7	9115	1983-84	7802		6919		6282		5773		5391		5053		4890		4781	
78	24.7	9712	1984-85	8313		7357		6608		5999		5611		5251		5093		4817	
79	26.0	10366	1985-86	9873		7839		7026		6311		5832		5465		5293		5017	
80	26.9	11040	1986-87	9450		8367		7486		6710		6522		5680		5510		5214	
81	28.0	11732	1987-1988	10043		8911		7990		7149		6949		6352		5725		5427	

Metropolitan area is defined here as the area composed of the ten unified school districts which lie for the County. The ten U.S.D.'s are Wichita, Valley Center, Maize, Andale, Cheney, Goddard, Clearwater, Haysville,

APPENDIX B
Wichita Public School System

Criteria Used in Determining Elementary School Size
March, 1967

CODE

0 No opportunity
1 Min. opportunity
2 Avg. opportunity
3 Above avg. oppor.
4 Optimum opportun.

A. Factors related to organization, administration instruction, and curriculum.	Enrollment					
	100	300	400	600	900	1200
1. Provides a separate teacher for a minimum of seven levels of instruction	0	1	1	2	3	4
2. Provides a separate teach space for special areas of instruction a a reasonable cost	0	0	0	1	2	3
3. Allows staffing with instruction by teachers who are qualified in special subject areas	0	0	0	1	3	4
4. Makes possible for special education classes to be organized within the school itself	0	0	0	0	1	3
5. Provides a variety of groupings of children in ungraded instruction	0	0	1	2	3	4
6. Provides an opportunity for a variety of special programs of enrichment	0	0	1	2	3	4
7. Makes possible more uniform class size enrollment	0	0	1	2	3	4
8. Allows number of combination classes to be kept at a minimum	0	0	1	2	3	4
9. Permits the development of a central library in an effective and economic manner	0	0	1	2	3	4
10. Allows for flexibility in pupil assignment for reasons of personality traits of teacher and pupil	0	0	1	2	3	4
11. Permits the implementation of the concept of a community school in an effective and economic manner	0	0	0	0	1	2
12. Assists in establishing an integrated school by race, religion, economics and cultural levels	0	0	0	1	2	3
13. Effects economy in custodial services	0	0	1	2	3	4
14. Effects economy in secretarial services	0	0	1	2	3	4
15. Effects economy in food services	0	0	1	2	3	4
16. Effects economy in supervisory services	0	0	1	2	3	4
17. Effects economy in building adm. services	0	0	1	2	3	4
18. Provides an opportunity for creative and challenging administrative experiences	0	0	1	2	3	4

APPENDIX C

Evaluation Sheet for School Site Proposals

prepared by
The Wichita-Sedgwick County Metropolitan Planning Department

I. Name and general location of proposal

_____

_____Map File No. _____

II. Type of proposal

A. Reuse of existing site _____
B. Expansion of existing site _____
C. Expansion & reuse of existing site _____
D. Acquisition of new site in developed area _____
E. Acquisition of new site in undeveloped area _____
(more specifically)_____

_____

_____

III. Size-Location-Accessibility

The Site:

A. Is within reasonable limits of meeting the minimum size requirements associated with the anticipated number of students it is expected to serve. Yes_____ No_____
B. Is located near the population center of the existing and/or anticipated residential area it is expected to serve. Yes_____ No_____
C. Is within reasonable limits of meeting one or both of the walking distance and travel time guidelines established for the type of school to be constructed. Yes_____ No_____
D. Is readily accessible from an improved trafficway. Yes_____ No_____
E. Is well removed from distracting:
   sights Yes_____ No_____
   sounds Yes_____ No_____
   odors Yes_____ No_____
F. Is free of physical hazards Yes_____ No_____
G. Is favorably located to be served by:
   electricity Yes_____ No_____
   water Yes_____ No_____
   sewers Yes_____ No_____
   telephone Yes_____ No_____
   public transportation Yes_____ No_____
   fire & police protection Yes_____ No_____

H. Is well located in relation to existing natural and man-made barriers including:

major traffic carrying streets	Yes_____	No_____
expressways	Yes_____	No_____
railroads	Yes_____	No_____
rivers and streams	Yes_____	No_____
drainage structures	Yes_____	No_____
other _____	Yes_____	No_____

IV. Physical Characteristics

The Site

A. Surface is:

relatively level	_____	gently sloped	_____
slightly convex	_____	steeply sloped	_____
slightly concave	_____	abruptly sloped	_____

B. Elevation is high in relation to the surrounding areas Yes_____ No_____

C. Elevation is sufficient to:
avoid flooding from streams Yes_____ No_____
avoid flooding from surface water runoff of other areas Yes_____ No_____

D. Slope will allow good natural drainage Yes_____ No_____

E. Location is in a general area having the following soil classifications:

_____

_____

_____

_____

F. Is presently described as:

cultivated farmland	_____
abandoned farmland	_____
timberland	_____
grassland	_____
urban developed land	_____
reclaimed vacant land	_____
existing School Board property	_____
other public property	_____
other _____	_____

G. May require clearance of:

trees	_____
brush	_____
rubbish	_____
structures	_____
other _____	_____

H. Shows evidence of:

soil erosion	_____	active mineral excavations	_____
swampy or wet areas	_____	toxic gases, smoke, or dust	_____
recent fill	_____	rock outcroppings	_____
abandoned wells	_____	high pressure pipelines	_____
cisterns or cesspools	_____	high tension power lines	_____
abandoned mineral excavations	_____	Other _____	

I. Has the following shape:

rectangular	_____
irregular	_____
approximately square	_____
long & narrow	_____

J. May be developed without:

excessive cut	Yes_____	No_____
excessive fill	Yes_____	No_____
excessive drainage structures	Yes_____	No_____
access structures (bridges, crosswalks)	Yes_____	No_____
long extentions of public utilities	Yes_____	No_____

V. Relevant Long-Range Planning Projections Contained in the Following Elements of the Comprehensive Plan.

A. Residential Land Use _____

_____

_____

_____

B. Commercial Land Use _____

_____

_____

_____

C. Industrial Land Use _____

_____

_____

_____

D. Transportation _____

_____

_____

_____

E. Open Space, Parks & Recreation _____

_____

_____

_____

F. Library Facilities _____

_____

_____

_____

G. Fire & Police Facilities _____

_____

_____

_____

H. Utility Facilities _____

_____

_____

_____

VI. Relevant Current Public Project Proposals Contained in the _____ Capital Improvements Program of _____ _____.

A. Airports
Year Scheduled _____
Project Description _____

_____

_____

B. Arterials
Year Scheduled _____
Project Description _____

_____

_____

C. Bridges
Year Scheduled _____
Project Description _____

_____

_____

D. Drainage
Year Scheduled _____
Project Description _____

_____

_____

E. Expressways
Year Scheduled _____
Project Description _____

_____

_____

F. Fire Department
Year Scheduled _____
Project Description _____

_____

_____

G. Interchange Right-of-way
Year Scheduled _____
Project Description _____

_____

_____

H. Parks
Year Scheduled _____
Project Description _____

_____

_____

I. Public Buildings
Year Scheduled _____
Project Description _____

_____

_____

J. Sanitary Sewer
Year Scheduled _____
Project Description _____

_____

_____

K. Sewage Treatment
Year Scheduled _____
Project Description _____

_____

_____

L. Urban Renewal
Year Scheduled _____
Project Description _____

_____

_____

M. Water Mains
Year Scheduled _____
Project Description _____

_____

_____

N. Other
Year Scheduled _____
Project Description _____

_____ _____

_____

VII. Existing Zoning in Adjacent Areas to be Served.

APPENDIX D

Elementary and Secondary School Score Cards

by

C. W. Odell
College of Education
University of Illinois

School _____ City _____ State _____

Enrollment _____ Date erected _____ Date scored _____ Scorer _____

Summary

Division of score card	Perfect score	Given score
Site	132	
Gross structure	164	
Academic classrooms	272	
Special classrooms	76	
General service provisions	228	
Service systems	128	
Total	1000	
Items not needed	( )	
Final score	1000	

I. Site								132	
A. Location							52		
1. Accessibility	0	7	14	21	28				
2. Environment	0	6	12	18	24				
B. Physical features							48		
1. Size	0	6	12	18	24				
2. Form	0	3	6	9	12				
3. Nature of soil and surface	0	3	6	9	12				
C. Improvements							32		
1. Type, number, and arrangement	0	6	12	18	24				
2. Landscaping	0	2	4	6	8				
II. Gross structure								164	
A. Orientation	0	4	8	12	16		16		
B. Architectural style	0	2	4	6	8		8		
C. Educational plan							36		
1. Flexibility	0	4	8	12	16				
2. Expansibility	0	3	6	9	12				
3. Economy	0	2	4	6	8				
D. External structure							52		
1. Foundations	0	2	4	6	8				
2. Walls	0	2	4	6	8				
3. Roof	0	2	4	6	8				
4. Chimney	0	1	2	3	4				
5. Height	0	2	4	6	8				
6. Entrances and exits	0	2	4	6	8				
7. Condition and appearance	0	2	4	6	8				
E. Internal structure							52		
1. Stairways	0	3	6	9	12				
2. Corridors	0	3	6	9	12				
3. Lobbies	0	1	2	3	4				
4. Vestibules	0	1			4				
5. Walls	0	2		6	8				
6. Basement	0	1	2	3	4				
7. Condition and appearance	0	2	4	6	8				
III. Academic classrooms								272	
A. Construction							200		
1. Size	0	10	20	30	40				
2. Shape	0	4	8	12	16				

3. Windows	0	6	12	18	24				
4. Shades	0	2	4	6	8				
5. Floors	0	4	8	12	16				
6. Walls and ceilings	0	4	8	12	16				
7. Doors	0	2	4	6	8				
8. Color schemes	0	3	6	9	12				
9. Chalkboards	0	3	6	9	12				
10. Bulletin boards	0	4	8	12	16				
11. Closets and cases	0	4	8	12	16				
12. Cloakrooms, wardrobes, or lockers	0	4	8	12	16				
B. Equipment							72		
1. Type and amount	0	12	24	36	48				
2. Arrangement	0	6	12	18	24				
IV. Special classrooms								76	
A. Industrial arts	0	5	10	15	20		20		
B. Home economics	0	5	10	15	20		20		
C. Science	0	3	6	9	12		12		
D. Music	0	3	6	9	12		12		
E. Arts and crafts	0	3	6	9	12		12		
V. General service provisions								228	
A. Auditorium							28		
1. Assembly room	0	5	10	15	20				
2. Stage and auxiliary rooms	0	2	4	6	8				
B. Physical education facilities							36		
1. Gymnasium	0	5	10	15	20				
2. Auxiliary rooms	0	4	8	12	16				
C. Library							24		
1. Reading room	0	4	8	12	16				
2. Auxiliary rooms	0	2	4	6	8				
D. Cafeteria or other food facilities							24		
1. Lunchroom	0	3	6	9	12				
2. Kitchen	0	2	4	6	8				
3. Auxiliary rooms	0	1	2	3	4				
E. Audio-visual facilities	0	3	6	9	12		12		
F. Community facilities	0	3	6	9	12		12		
G. Kindergarten							24		
1. Main room	0	4	8	12	16				
2. Auxiliary rooms	0	2	4	6	8				

H. Administrative offices							32	
1. General office	0	1	2	3	4			
2. Reception room	0	1	2	3	4			
3. Principal's provate office	0	2	4	6	8			
4. Supply room	0	1	2	3	4			
5. Book room	0	1	2	3	4			
6. Vault	0	1	2	3	4			
7. Other offices	0	1	2	3	4			
I. Teachers' rooms							12	
1. Restrooms	0	2	4	6	8			
2. Workrooms	0	1	2	3	4			
J. Health suite	0	3	6	9	12		12	
K. Custodians' facilities	0	1	2	3	4		4	
L. Storage provisions	0	2	4	6	8		8	
VI. Service systems								128
A. Heating and ventilating	0	7	14	21	28		28	
B. Artificial lighting	0	5	10	15	20		20	
C. Water supply							20	
1. Purity and amount	0	2	4	6	8			
2. Plumbing	0	1	2	3	4			
3. Fountains	0	1	2	3	4			
4. Lavatories and sinks	0	1	2	3	4			
D. Toilets							16	
1. Locations	0	2	4	6	8			
2. Rooms	0	2	4	6	8			
E. Fire protection							20	
1. Fire-resistive construction	0	2	4	6	8			
2. Equipment	0	1	2	3	4			
3. Elimination of hazards	0	1	2	3	4			
4. Exits and escapes	0	1	2	3	4			
F. Safety markings	0	1	2	3	4		4	
G. Electric systems							12	
1. Telephones	0	1	2	3	4			
2. Clock and program system	0	1	2	3	4			
3. Power provisions	0	1	2	3	4			
H. Cleaning system	0	1	2	3	4		4	
I. Mechanical services	0	1	2	3	4		4	

SCORE CARD FOR SECONDARY SCHOOL BUILDINGS

by

C. W. Odell
College of Education
University of Illinois

School_____ City_____ State_____

Enrollment_____ Date erected_____ Date scored_____ Scorer_____

Summary

Division of score card	Perfect score	Given score
Site	120	
Gross structure	160	
Academic classrooms	156	
Special classrooms	184	
General service provisions	256	
Service systems	124	
Total	1000	
Items not needed	( )	
Final score	1000	

I. Site							120	
A. Location							44	
1. Accessibility	0	6	12	18	24			
2. Environment	0	5	10	15	20			
B. Physical features							48	
1. Size	0	6	12	18	24			
2. Form	0	3	6	9	12			
3. Nature of soil and surface	0	3	6	9	12			
C. Improvements							28	
1. Type, number, and arrangement	0	5	10	15	20			
2. Landscaping	0	2	4	6	8			
II. Gross structure							160	
A. Orientation	0	4	8	12	16		16	
B. Architectural style	0	2	4	6	8		8	
C. Educational plan							36	
1. Flexibility	0	4	8	12	16			
2. Expansibility	0	3	6	9	12			
3. Economy	0	2	4	6	8			
D. External structure							48	
1. Foundations	0	2	4	6	8			
2. Walls	0	2	4	6	8			
3. Roof	0	2	4	6	8			
4. Chimney	0	1	2	3	4			
5. Height	0	1	2	3	4			
6. Entrances and exits	0	2	4	6	8			
7. Condition and appearance	0	2	4	6	8			
E. Internal structure							52	
1. Stairways	0	3	6	9	12			
2. Corridors	0	3	6		12			
3. Lobbies	0	1	2	3	4			
4. Vestibules	0	1	2	3	4			
5. Walls	0	2	4	6	8			
6. Basement	0	1	2	3	4			
7. Condition and appearance	0	2	4	6	8			
III. Academic classrooms							156	
A. Construction							108	
1. Size	0	6	12	18	24			
2. Shape	0	3	6	9	12			
3. Windows	0	4	8	12	16			

4. Shades	0	1	2	3	4			
5. Floors	0	2	4	6	8			
6. Walls and ceilings	0	2	4	6	8			
7. Doors	0	1	2	3	4			
8. Color schemes	0	2	4	6	8			
9. Chalkboards	0	2	4	6	8			
10. Bulletin boards	0	2	4	6	8			
11. Closets and cases	0	2	4	6	8			
B. Equipment							48	
1. Type and amount	0	8	16	24	32			
2. Arrangement	0	4	8	12	16			
IV. Special classrooms								184
A. Science (Score for either junior or senior high school, not for both.)							32	
For junior high school								
1. General science	0	5	10	15	20			
2. Biology	0	3	6	9	12			
For senior high school								
1. General science	0	2	4	6	8			
2. Biology	0	2	4	6	8			
3. Physics	0	2	4	6	8			
4. Chemistry	0	2	4	6	8			
B. Home economics							36	
1. Foods	0	3	6	9	12			
2. Clothing	0	3	6	9	12			
3. Other rooms	0	3	6	9	12			
C. Industrial arts							32	
1. General shop	0	2	4	6	8			
2. Woodworking	0	1	2	3	4			
3. Auto-mechanics	0	1	2	3	4			
4. Electric	0	1	2	3	4			
5. Printing	0	1	2	3	4			
6. Machine	0	1	2	3	4			
7. Sheet-metal	0	1	2	3	4			
D. Business							24	
1. Typewriting (and stenography)	0	3	6	9	12			
2. Bookkeeping (and stenography)	0	2	4	6	8			
3. Business practice, distributive, and other	0	1	2	3	4			

E. Agriculture							24	
1. Laboratory and classroom	0	3	6	9	12			
2. Farm shop	0	2	4	6	8			
3. Auxiliary rooms	0	1	2	3	4			
F. Drawing, arts and crafts							16	
1. Drawing	0	2	4	6	8			
2. Other rooms	0	2	4	6	8			
G. Music							20	
1. Chorus	0	2	4	6	8			
2. Band and orchestra	0	2	4	6	8			
3. Other rooms	0	1	2	3	4			
V. General service facilities							256	
A. Auditorium							32	
1. Assembly room	0	5	10	15	20			
2. Stage and auxiliary rooms	0	3	6	9	12			
B. Physical education facilities							40	
1. Gymnasium(s)	0	4	8	12	16			
2. Shower, dressing, and locker rooms	0	2	4	6	8			
3. Corrective and examination rooms	0	1	2	3	4			
4. Other rooms	0	1	2	3	4			
5. Swimming pool	0	2	4	6	8			
C. Library							28	
1. Reading room	0	4	8	12	16			
2. Workroom	0	1	2	3	4			
3. Classroom(s)	0	1	2	3	4			
4. Conference room(s)	0	1	2	3	4			
D. Cafeteria or other food facilities							24	
1. Lunchroom(s)	0	3	6	9	12			
2. Kitchen	0	2	4	6	8			
3. Auxiliary rooms	0	1	2	3	4			
E. Study hall(s)	0	4	8	12	16		16	
F. Audio-visual facilities	0	3	6	9	12		12	
G. Community facilities	0	3	6	9	12		12	
H. Administrative offices							40	
1. General office	0	1	2	3	4			
2. Reception room	0	1	2	3	4			
3. Principal's private office	0	2	4	6	8			
4. Supply room	0	1	2	3	4			
5. Book room	0	1	2	3	4			

6. Vault	0	1	2	3	4				
7. Other offices	0	3	6	9	12				
I. Teachers' rooms							16		
1. Restrooms	0	2	4	6	8				
2. Workroom	0	2	4	6	8				
J. Pupils' rooms							12		
1. Restrooms	0	1	2	3	4				
2. Activity rooms	0	2	4	6	8				
K. Health suite	0	3	6	9	12		12		
L. Custodians' facilities	0	1	2	3	4		4		
M. Storage provisions	0	2	4	6	8		8		
VI. Service systems									124
A. Heating and ventilating	0	6	12	18	24		24		
B. Artificial lighting	0	4	8	12	16		16		
C. Water supply							20		
1. Purity and amount	0	2	4	6	8				
2. Plumbing	0	1	2	3	4				
3. Fountains	0	1	2	3	4				
4. Lavatories and sinks	0	1	2	3	4				
D. Toilets							12		
1. Location	0	1	2	3	4				
2. Rooms	0	2	4	6	8				
E. Fire protection							20		
1. Fire-resistive construction	0	2	4	6	8				
2. Equipment	0	1	2	3	4				
3. Elimination of hazards	0	1	2	3	4				
4. Exits and escapes	0	1	2	3	4				
5. Safety markings	0	1	2	3	4		4		
F. Electric systems							12		
1. Telephones	0	1	2	3	4				
2. Clock and program system	0	1	2	3	4				
3. Power provisions	0	1	2	3	4				
H. Lockers or other provisions for wraps	0	2	4	6	8		8		
I. Cleaning system	0	1	2	3	4		4		
J. Mechanical services	0	1	2	3	4		4		

APPENDIX E

	1969-70 Building Area per pupil* sq. ft.	1970-71 Building Area per pupil* sq. ft.
Allison	84	90
Brooks	101	98
Coleman	128	145
Curtis	133	138
Hadley	74	103
Hamilton	84	88
Horace Mann	115	137
Jardine	121	129
Marshall	83	91
Mayberry	90	120
Mead	111	115
Pleasant Valley	74	76
Robinson	105	106
Roosevelt	102	116
Truesdell	84	90
Wilbur	-	129

*Standard amount of space/pupil is 130 square feet