

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:30 ~~XXX~~/p.m. on THURSDAY, FEBRUARY 2, 1984 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 512 - School districts, achievement testing programs (Rehorn, Mulich, Steineger)

Proponents:

Dr. Lynn Weis, Consultant; President, Public Information in Education, Lawrence
Dr. Ron Brown, Superintendent, USD 203, Piper
Mr. Murrel Bland, Editor, Wyandotte West; Volunteer Legislative Chairman, Kansas Press Association (Kansas City)
Ms. Harriet Lange, Kansas Association of Broadcasters, Topeka
Mr. John Koepke, Executive Director, Kansas Association of School Boards

Opponents:

Dr. A. W. Dirks, USD 259, Wichita (written testimony only)

SB 520 - Interstate agreement on qualifications of educational personnel (Education Committee)

Mrs. Kathleen Homlish, State Department of Education, Director of Certification

Proponents:

Dr. Jerry Schreiner, Executive Director, United School Administrators
Mr. Onan Burnett, USD 501, Topeka

Following a call to order, Chairman Joseph C. Harder asked Ms. Avis Swartzman of the Revisor's Office to list the numbers of the bills regarding school finance that are required to meet the February 24 deadline to be out of the Senate. Ms. Swartzman replied by identifying the following bills: Senate Bills 188, 469, 474, 601, 616, 617, 626, 627. The Chairman then requested the Committee secretary to compose a list with the descriptions of these bills for distribution to Committee members at the next meeting.

SB 512 - The Chairman recognized Senator Rehorn, co-author of SB 512, who briefly stated that his bill is intended to accomplish two things:

1. Require that academic achievement tests be given on an annual basis, and
2. Require that the results of these tests be published in the newspaper.

He also recommended that the results be forwarded to the State Department of Education for review. Senator Rehorn submitted written testimony in support of SB 512, and this is found in Attachment 1.

Following his opening remarks, Senator Rehorn introduced the first conferee to testify as a proponent for SB 512, Dr. Lynn Weis from Lawrence. Dr. Weis's testimony is found in Attachment 2.

Dr. Ron Brown, Superintendent from Piper, then described the annual achievement testing program in Piper and circulated a copy of "The Piper Public Schools Superintendent's Annual Achievement Report" (Attachment 3) and "Piper's Annual Progress Report and Community Calendar, 1983, Vol. I". A condensed copy of the Calendar, which helps to illustrate Piper's testing program, is found in Attachment 4. Dr. Brown emphasized the importance of team effort in the educational process and stressed the need for analyzation of results in achievement testing programs.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 254-E, Statehouse, at 1:30 a.m./p.m. on THURSDAY, FEBRUARY 2, 1984

Mr. Murrel Bland, Kansas City, testified in support of SB 512, and his supportive testimony is found in Attachment 5.

Ms. Harriet Lange of Topeka expressed support for SB 512, and her testimony is found in Attachment 6.

Mr. John Koepke also testified in support of SB 512 and stated that two good reasons for the bill are that it would provide accountability to the public, and it would provide the necessary information for remedial work for students. Mr. Koepke agreed with the idea of publishing the test results and said he assumed that implementation of the bill would be funded by the state and that it would be a replacement for competency based education testing.

Written testimony in opposition to SB 512 had been distributed by the Committee secretary on behalf of Dr. A. W. Dirks, USD 259, Wichita. Dr. Dirks expressed several concerns that he has regarding SB 512 and felt that SB 512 should be reported adversely unless certain provisions were amended. (Attachment 7)

Following testimony by the conferees, the Chairman announced that the hearing on SB 512 was concluded.

SB 520 - The Chair called upon Mrs. Kathleen Homlish who briefly reviewed the purpose and function of SB 520. Her supportive testimony is found in Attachment 8.

Dr. Jerry Schreiner testified that USA supports SB 520 and added that it would be a beneficial tool for dealing with certification even without out-of-state applicants.

Mr. Onan Burnett, USD 501, stated that his district also supports SB 520.

The Chairman adjourned the meeting at 2:30 p.m.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Thursday, Feb. 2, 1984

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Tobin Lloyd	K-NEA	Topeka
Craig Grant	Lawrence	H-NEA
Bob Wooten	Topeka	Gov office
Lynn Weis	Lawrence	PIE
William J. Justice	Topeka	Gov Office
Kathleen J. Tomlin	Topeka	Ks. St. Dept. of Ed.
Donald Blagburn	Topeka	KSDA
Steve Penning	"	"
Rod Bond	"	"
Muriel W. Bland	P.O. Box 12003 KCK 66112	Kansas Press Assn.
Janet Lange	818 Merchants	Kan. Assn. of Broadcasters
Bill Curtis	Topeka	KA5B
Ellen Popper	Topeka	Ks. Action for Children
William P. Smith	Topeka	KSDA
Gerry Schreiner	Topeka	USA
Glen A. Jewell	Lawrence	Sen. Return
Sharon Green	Topeka	Sen. Daniels
M. Kauer	"	Catholic-Journal
Gordon Criswell	KC.	Gov's OFFICE
TERRI JOHNSON	LAWRENCE	Gov's OFFICE
Oran C. Burnett	WASHBURN	Topeka
Jesse Kayler	KASB	Topeka

TESTIMONY
IN SUPPORT OF S.B. 512

Tom Rehorn
State Senator

Thank you Mr. Chairman. Mr. Chairman, members of the committee, S.B. 512 requires that the school boards administer an academic achievement test to each student on an annual basis. It further mandates that the results of these tests be published in the local newspaper and submitted to the State Board of Education for analysis and statewide publication.

The National Commission on Excellence in Education came to a sobering conclusion. It concluded that ours is a "nation at risk." The Commission pointed to 14 indicators, 14 signposts, which stated that our nation was in jeopardy. 9 of the 14 indicators explicitly mentioned tests. The other 5 implied a test.

How did the Commission learn that the United States lagged seriously behind other nations in the industrialized world? It examined tests. It compared nations and never were we first or second and we were last seven times.

How did the Commission know that "Nearly 40% cannot draw inferences from written material; only 1/5th can write a persuasive essay; and only 1/3rd can solve a mathematics problem requiring several steps." That college students today are not as prepared as they were twenty years ago; that science achievement is down; and that remedial mathematics in college is up? They utilized tests.

And how did we learn of these findings? We learned because the Commission made the results public.

I am convinced after observing members of the education community for eight years, after sitting for months on the Interim Committee on Competency Based Education, and after listening to the conferees this past two weeks, that if the rank and file Kansas educator sat on the Commission on Excellence, the report, A NATION AT RISK, would never have been written.

The report would never have been written because tests terrify them and publicity petrifies them. They really see nothing to be gained by informing the public. Test information is privy information for the educator alone. They seem comfortable with information when they control it and dispense it.

Based on what our educators have said, they would never have compared our country with other nations of the world. They specifically reject district-by-district and school-by-school comparisons. They would tell us that education is not a competitive thing and wonder why we would want to compete with the Japanese. After all, we are told, we only want to be the best we can be.

I, for one, along with most Americans, want us to be the best---period.

As legislators, we have observed educators who omit and attempt to deny information to us and to the public. It has always saddened me that the one social institution entrusted with the transmittal of Western Civilization, a civilization fostered by both Socrates and Jesus, is so fearful of the light of day. I am becoming convinced that they are convinced that "by their fruits we shall know them".

The publication of A NATION AT RISK, was a good thing for this country. Though the conclusions and the title may be different, I want a functional equivalent written for the State of Kansas and for every district within the state. S.B. 512 would enable just that.

S.B. 512 is a thrust toward accountability and openness.

Members of the committee, let us put the cards on the table. There are many who did not want C.B.T. and they will not want this bill because they do not want to be put on the spot. This bill will, in fact, put some feet to the fire. So be it. The taxpayers will not allow us to spend over \$1 billion a year on the one hand, and be unaccountable on the other.

S.B. 512 assumes that people want to know, have a right to know and that the education community will help them know. Individuals and corporations have a need for this information and use it.

A family moving into a new city wants to know about the schools. A business looking to relocate, wants to know about the quality of education. For example, the Kansas City, Kansas Chamber of Commerce paid a New York firm \$50,000 to do an "Evaluation of K.C.K. Locational Resources." Here is what the report related about education in Kansas City:

Public Education. Executives that have relocated to Kansas City praise the quality of education in many of the areas' school districts. One such district located in Johnson County, Kansas, (20 minute drive from KCK) was ranked fifth best in the United States.

As you might expect, many of us were upset with this report. But it is not enough to be upset. We must correct the situation and be able to document that we have done so in a meaningful way.

S.B. 512 is not only an effort toward openness and accountability. It is an effort to take us beyond minimum competency toward excellence. The academic achievement test, while it measures minimum competency, sets high expectations as well.

Members of the committee, we could test our students in terms of high standards of performance and do it in a less expensive and more meaningful way than with the C.B.T.

I believe it is time to put the minimum expectations behind us and begin striving for excellence. S.B. 512 will help us do precisely that.

TESTIMONY IN SUPPORT OF SB 512
PRESENTED BY LYNN WEIS, PH.D.

1. ACHIEVEMENT TESTS ARE USED ANNUALLY BY 90% OF KANSAS AND THIS NATION'S SCHOOL AND HAVE BEEN FOR MORE THAN 30 YEARS.

THEY ARE UNDERSTOOD BY STUDENT, PARENT AND EDUCATOR.
(USED AT PARENT CONFERENCES)

THEY ARE USED TO DETERMINE STUDENT ELIGIBILITY INTO GIFTED AND COMPENSATORY EDUCATION PROGRAMS.

THEY ASSESS BOTH MINIMUM AS WELL AS MAXIMUM COMPETENCIES IN READING, ARITHMETIC AND OTHER AREAS.

2. SB 512 IS AN ALTERNATIVE TO THE INTRUSION OF STATE MANDATED PROGRAMS.

ALLOWS LOCAL BOARDS THE FLEXIBILITY TO CHOOSE ONE OF A HALF-DOZEN COMMERCIALY AVIALABLE TESTS, THAT BEST MATCH THEIR CURRICULUM; WHILE STILL PROVIDING AN ASSESSMENT OF BASIC SKILLS.

PUBLISHING SCORES WILL PROMPT SCHOOLS TO IMPROVE THEIR PROGRAMS THEMSELVES IF PERFORMANCE IS LOW. WHY? BECAUSE PARENTS ENROLL THEIR CHILDREN IN SCHOOLS, NOT SCHOOL DISTRICTS. PARENTS DON'T PLAY "MUSICAL CHAIRS" BY SWITCHING SCHOOLS, THEY FORM ALLEGIANCES AND WOULD RATHER BE PART OF THE SOLUTION.

IF PERFORMANCE IS HIGH, IT PROVIDES A PUBLIC RELATIONS WINDFALL - AN OPPORTUNITY TO COUNTER THE CURRENT PUBLIC PERCEPTION OF MEDIOCRE PERFORMANCE.

3. ECONOMICALLY SPEAKING, THE SUPERIOR ACHIEVEMENT CAN BE USED AS A TOOL TO ATTRACT COMPANY'S LOOKING FOR A NEW HOME.
4. SB 512 DOES NOT HAVE TO BE VIEWED AS AN ALTERNATIVE TO COMPETENCY TESTING THOUGH, IT COULD BE.

ACHIEVEMENT TESTS ASSESS THE SAME SKILLS AS THE CBT, AND, SINCE THEY ARE ALREADY IN USE, WILL PROBABLY COST LESS.

WHAT MAKES THEM DIFFERENT IS THAT ACHIEVEMENT TESTS ASSESS BOTH MINIMUM AND MAXIMUM SKILL LEVELS AND COMPARE PERFORMANCE TO THE NATION.

5. CONSIDER AMENDING SB 512 TO ALLOW REPORTING ONLY CONTINUOUSLY ENROLLED PUPILS SO AS NOT TO PENALIZE "HIGH ENROLLMENT TURN-OVER" SCHOOLS.

SB 512

ANNUAL COST OF TESTING PROGRAM PER STUDENT

CURRENT COST to districts

Hand Grading

\$ 0.25

(reusable test booklets with
manuals, answer sheets and
keys plus norms tables)

Machine Grading

\$ 1.25

(reusable test booklets with
manuals, answer sheets and
computer printouts)

Possible NEW COST to Districts

\$ 0.00 - \$ 0.63

(The vast majority of districts
already use achievement tests and
test at least half their grade levels)

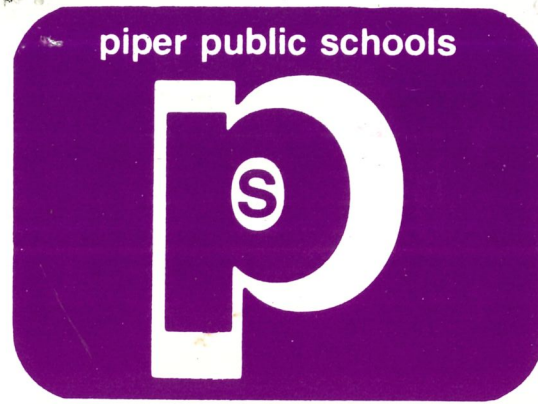
STUDENTS at the Piper Elementary School achieved at or above grade level scores in reading for the fourth consecutive year, according to Dr. Ron Brown, Superintendent of Schools. In a presentation before the Board of Education Dr. Brown and Lillie Dalaba, Reading Specialist, said that since the development of the Piper Reading Program in 1978, student achievement, as measured by the Iowa Test of Basic Skills, has shown continued and consistent improvement.

IN 1977, the year before the Piper Reading Program was instituted, students on the average scored below grade level in grades 4, 5, and 6. Since that time performance has improved at all grades. By the Spring of 1981 all grades were scoring at or above grade level except 6th. Even so, the 6th graders gained 11 months for the 10 months between achievement testing last year.

STUDENT PERFORMANCE in mathematics, while somewhat improved, was not as encouraging. Only grades Kg., 1, 3, and 4 scored at or above grade level. In response to a Board request, the procedures used in the Reading Program will be applied to mathematics. "Obviously the subject areas are different", said Dr. Brown, "but if we apply the same dedication, enthusiasm and, goal-setting strategies we should expect to see our math scores increase, too."

BOARD VICE-PRESIDENT, Bill Conaway, echoed this spirit and indicated, "As far as I'm concerned, Piper Elementary is not only providing its students with a quality education, but the quality is improving year by year. I'm pleased and I know how proud our teachers must be at this moment."

THE PIPER READING PROGRAM uses a standard textbook series that includes reading books, chapter tests, workbooks, and supplementary materials. At the beginning of each year, teachers set curriculum goals for each student with the assistance of the Principal, Lawrence Smith. In other words, teachers decide at the beginning of the year, how much they want each student to learn. This information is then typed into a micro computer. The computer does the time-consuming paperwork and also prepares monthly updates so that students, teachers and Board members know how much work remains to be done. Designed by Dr. Lynn Weis and Terry Trask, directors of a private education information corporation, it is this computer-assisted goal-setting and progress-monitoring system that will be expanded to mathematics.



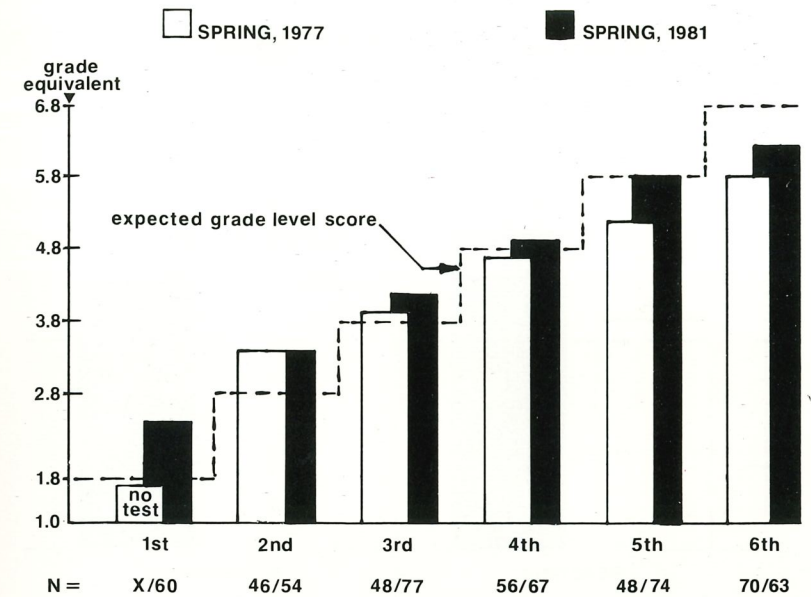
Pictures Speak Louder Than Words

The following bar graphs tell the story of Piper reading and mathematics achievement. Each set of bars represents a grade. The open bar shows student achievement in the Spring of 1977 while the dark bars show student achievement in Spring, 1981. The dotted or Grade Level line represents the national test's grade expectation (where students of the same age and grade should be scoring).

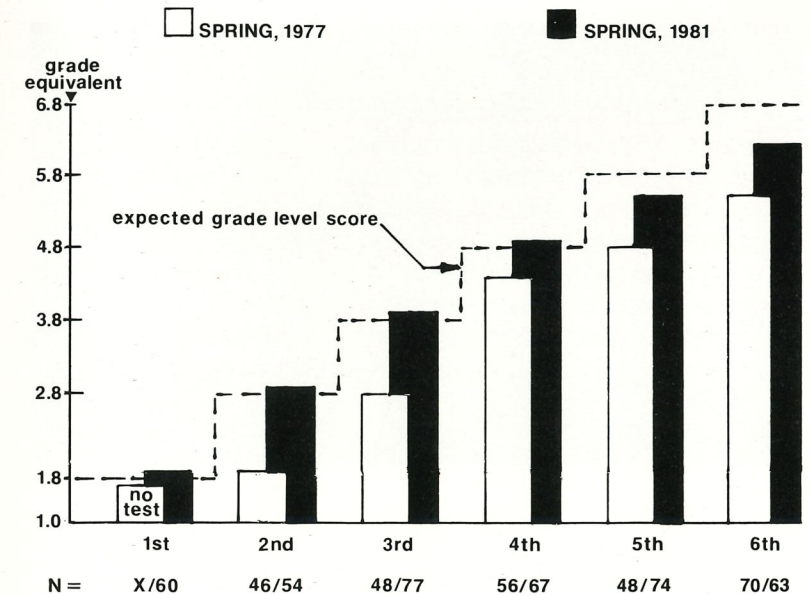
How To Read The Graphs

Any bar rising above the Grade Level line means better than expected achievement. Any line falling below the Grade Level line means less than expected achievement. The number of students tested (N) appears at the bottom. For example, 5th grade students, on the average, scored substantially below grade level in both reading and mathematics in 1977. In 1981, 5th graders were reading right on grade level and were closer to grade level in mathematics.

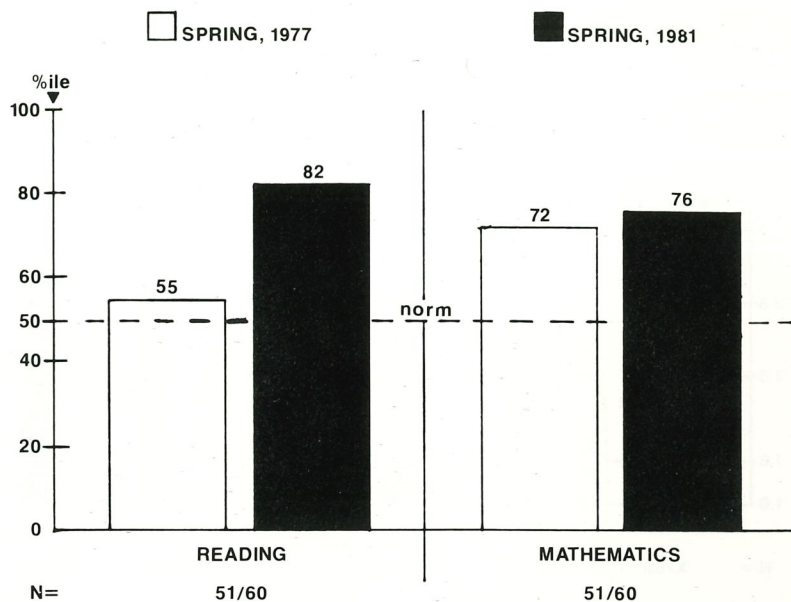
Reading Achievement



Mathematics Achievement



Kindergarten Achievement



Kindergarten achievement is shown separately because a different test was used that does not use grade equivalents. Instead, percentiles were used. The 50th percentile is the same as being on grade level and is called the NORM. Both reading and mathematics averages in 1977 were above the norm. By 1981 reading achievement had moved even further above the NORM. Mathematics achievement remained about the same.

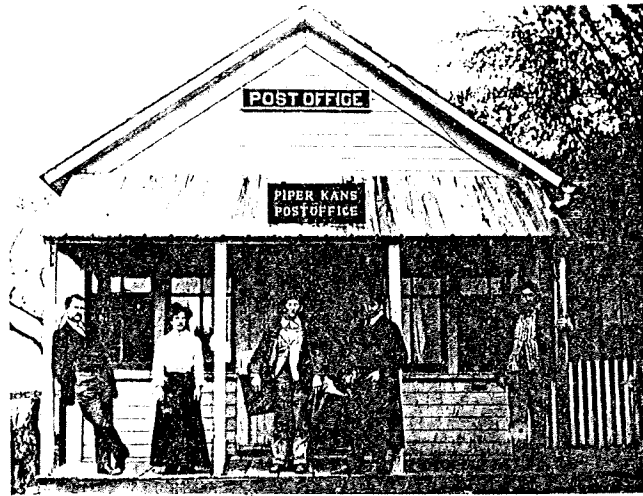
Piper Public Schools, U.S.D. No. 203
 12036 Leavenworth Road
 Kansas City, Kansas 66109

Non-Profit Org.
 U.S. POSTAGE
PAID
 Kansas City, Kansas
 PERMIT NO 146

1 2 3

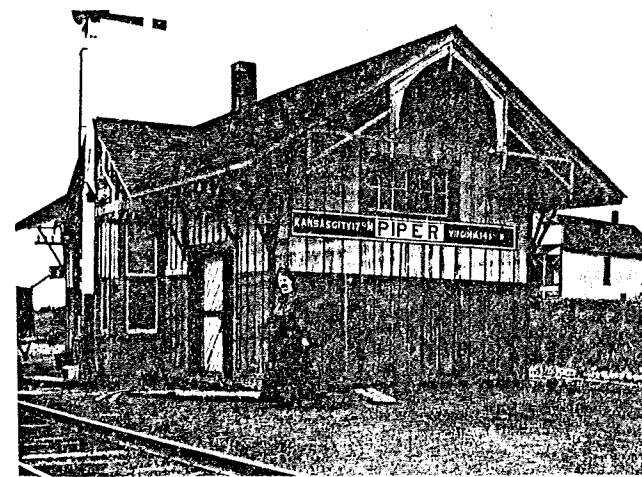
Piper Public Schools Superintendent's Annual Achievement Report

*1980-81 Elementary Reading
 and Mathematics*



Piper Post Office, circa 1910

PIPER'S Annual Progress Report and Community Calendar 1983 VOL. I



Piper Railroad Depot



Piper mull carrier from 1910 - 1941

This souvenir report is provided by Piper, Kansas Unified School District #203

Beginning in 1981, the Board of Education of the Piper Unified School District #203 set eleven goals. The purpose of this effort was to ensure that your school district would be well governed and guided as we move toward the year 2000.

Unlike most communities we know, Piper is growing. Such growth can take many forms — some of them not so pleasant. Your Board and Superintendent, in cooperation with community leaders, wish to make the growth of our community something of which we can all be proud. To accomplish this requires information and participation. This publication provides information. We ALL need to participate!

As you turn the page at the beginning of each month, please take the time to learn about your school system. *Piper equals Pride!*

FACTS AND FIGURES

1982 - 83

- Enrollment — 880
- Professional Staff — 62
- Support Staff — 40
- Kindergarten — 48 students
- Elementary — 457 students
- Junior High — 138 students
- Senior High — 285 students
- Cost Per Pupil — \$2,505.85 or \$2.32 per hour of instruction
- Mill Levy — 7.38 per \$100.00 of assessed valuation
- Estimated Assessed Valuation — \$8,450,066
- General Fund Budget — \$2,241,694
- Money for Salaries — approximately 65% of the budget
- Piper High School offers more instructional units than 80% of the high schools in Kansas
- Pupil + Teacher ratio of 20:1 for the elementary and junior-senior high schools

School Enrollment

Year	Total	Change
1970 - 71	539	---
1971 - 72	588	9%
1972 - 73	679	15%
1973 - 74	763	12%
1974 - 75	804	5%
1975 - 76	809	0.1%
1976 - 77	809	0%
1977 - 78	812	0.1%
1978 - 79	855	5%
1979 - 80	874	2%
1980 - 81	851	-3%
1981 - 82	847	-0.1%
1982 - 83	862	2%
(since 1970 - 71)		60%

We wish to thank the patrons who trusted us with their priceless pictures. A special thank you to Pat Marshall, Mildred Walker, Loretta Breedlove, Rosemary Childers, and Carol Sheppard.

Associate Editor, Leona Sigwing



Dr. R. E. Brown
Superintendent

Dear Parents and Students,

A basic purpose of this publication is to help you better understand how your tax dollars are being spent. The annual goals, developed by your board of education, are used as the basic format to convey this information.

Another purpose is to provide you with a publication that is of aesthetic value, as a souvenir. Several candid pictures of students in action as well as pictures of the past have been included for this purpose.

A third purpose is that of reducing cost in school district publications. Four district wide brochures have been compiled into one which has resulted in a significant savings. Hopefully, this has also resulted in a higher quality publication.

Once you have thumbed through the pages of this brochure, it will become evident that many good things are taking place in your school. This is a credit to the outstanding support that you have provided. It is obvious that the Piper Community has joined in a true partnership with the schools to achieve shared goals.

Respectfully,

Ron E. Brown
Ron E. Brown
Superintendent of Schools

Total Courses Offered

1975 — 48	1979 — 105
1976 — 65	1980 — 109
1977 — 90	1981 — 127
1978 — 101	1982 — 132

Total Subject Units Taught

1975 — 40.25	1979 — 78.5
1976 — 65.5	1980 — 82.5
1977 — 71.5	1981 — 84.5
1978 — 76.0	1982 — 105

Special Activities Enrollment

Title	1977	1978	1979	1980	1981	1982
Elementary Choir		24	35	50	50	50
Elementary Band		54	58	59	60	62
Junior High Band	25	41	41	41	38	45
Senior High Band	11	21	28	29	43	44
Senior High Chorus		24	35	29	44	33
Cross Country		3	7	15	10	8
Junior High Volleyball		23	21	24	37	34
Football (as of first game)		26	32	34	48	53

These are just a few of the activities available to students



The formation of the Kaw Valley League was done with several purposes in mind. The main purpose was to reduce the out-of-class time for student athletes due to travel. As indicated in the travel chart, the formation of the new league has reduced travel time by approximately one-half. The longest travel distance to a competing school is 86 miles to Perry Leecompton.

The formation of the new league has also helped reestablish the neighborhood school concept. Five of the eight schools in the league are within 15 miles of each other: Piper, Tonganoxie, Baschior, Lansing and Immaculata. This should result in greater rivalry, better attendance, and consequently improved gate receipts.

In addition to the emphasis on extracurricular activities, the new league membership has expressed a desire to improve the academic program. Plans are currently being formulated to offer training in the areas of instructional leadership and staff development. This will also add quality to the total school program.

Kaw Valley League Jayhawk League

Members of the two leagues and a mileage comparison from Piper, round trip

Perry Leecompton 86	Baldwin 110
Immaculata 60	Louisburg 100
Eudora 60	Wellsville 100
DeSota 55	Spring Hill 80
Tonganoxie 38	Eudora 60
Lansing 26	Baschior 20
Baschior 20	Piper
Piper	



William (Bill) Conaway
President



Delores O. Liston
Vice President



Gary Chumley



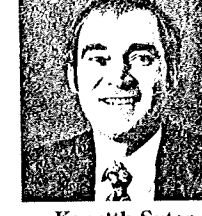
Frances Holyfield



Gary Kolbeck



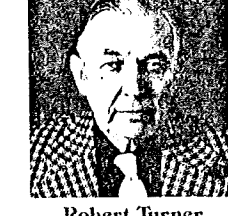
Carolyn Sawka



Kenneth Suter



Loretta Breedlove
Treasurer



Robert Turner
Board Clerk

To: Patrons of Piper Unified School District #203
From: Your Board of Education

It is the desire of your Board of Education to be responsive to its patrons and community. Therefore, this information is prepared for the purpose of helping the public to better understand the responsibilities and operational procedures of the Piper Board of Education.

What Is The Board of Education?

The Board of Education is a creation of the state legislature charged with providing schools for children in a school district. The seven board members are elected by citizens in a given school district to represent them. The primary purpose of the Board of Education is to set policy by which schools are operated.

Piper uses the Voting Plan A procedure for election of members to the Board of Education as outlined in KSA 72-8003.

Voting Plans: A-B-C

72-8003. (1977 H.B. 2217 § 3) Voting plans; who may vote under each. Subject to the limitations provided in this act, any of the three voting plans described in this section may be used in the election of board members. The three voting plans are:

(a) Voting plan-A: All electors, who are otherwise qualified according to law, and who reside in the school district may vote in both the primary and general election for all member positions.

(b) Voting plan-B: All electors, who are otherwise qualified according to law, and who reside in the member district may vote in the primary election for the member positions of such member district and for the at-large member position. All electors, who are otherwise qualified according to law, and who reside in the school district may vote in the general election for all member positions, including the at-large member position, to be filled.

(c) Voting plan-C: All electors, who are otherwise qualified according to law, and who reside in a particular member district may vote in both the primary and general election for the member positions of such member district and for the at-large member position. (L. 1968, ch. 59, § 15; L. 1971, ch. 239, § 1; L. 1976, ch. 185, § 5; L. 1977, ch. 256, § 3; July 1.)

What Is The Term Of Office Of Board Members?

Board members serve four year terms with elections held every two years. This year's primary election is scheduled for March 1, with the general election on April 5. Four seats will be chosen. In 1985 three seats will be voted upon.

The Piper Board of Education members along with their term's expiration date are as follows:

Mr. William Conaway, President, term expires 6/30/83.

Mrs. Delores Liston, Vice-president, term expires 6/30/85.

Mrs. Frances Holyfield, member, term expires 6/30/83.

Mr. Gary Chumley, member, term expires 6/30/85.

Mr. Gary Kolbeck, member, term expires 6/30/85.

Mrs. Carolyn Sawka, member, term expires 6/30/83.

Mr. Kenneth Suter, member, term expires 6/30/83.

Are Board Members Professional Educators?

The majority of board members usually are not professional educators. They are local citizens — businessmen, housewives, farmers, doctors, lawyers, etc. However, in recent years, the number of professional educators elected to boards of education has increased.

Is The Superintendent Of Schools A Member Of The Board?

The Superintendent of Schools is not a board member. He is a professional educator hired by the Board of Education. His main responsibilities are those of carrying out board policy and supervision of the daily operation of schools.

What Is Done At Board Meetings?

The basic purpose of Board of Education meetings is to set or amend school policies that regulate the daily operation of schools. Recommendations by the Superintendent regarding a wide variety of matters ranging from curriculum, maintenance, adopting operating budget and authorization of spending money budgeted are acted upon.

Although any matter relating to the operation of schools may be presented to the board, most concerns of this nature are routinely handled through administrative channels, first working with the teacher, the principal, and then the superintendent. If satisfaction is not obtained through these chan-

nels then the matter is referred to the Board of Education.

When And Where Are Board Meetings Held?

Regular Meetings

Regular board meetings are held once a month on the first Monday. Meetings are scheduled for 7:30 p.m. in the District Office, 12036 Leavenworth Road, Kansas City, Kansas, unless otherwise specified by board action. If the first Monday of the month falls on a holiday, the meeting will be held the following day.

Special Meetings

Special meetings may be called at any time by the President of the Board or by a joint action of any three (3) members. Written notice, stating the time and place of any special meeting and purpose for which called, shall, unless waived, be given each member of the board at least two (2) days in advance of said meeting; and no business other than that stated in the notice shall be transacted at such meeting. If all members are not present, "Waiver of Notice of Meeting" shall be signed by all members present.

Are Board Meetings Open To The Public?

All meetings of the board are open to the public and the order of business will provide opportunity for the public to address the board. However, by majority vote of the board, an executive session may be called if deemed necessary for the purpose of discussing matters of personnel, negotiations, purchase of land sites, etc., where public discussion could be damaging to the individual or work against the public interest. Regardless of the issue discussed in executive session, all action regarding the matter must be taken in public session.

What Procedure Do I Follow If I Want To Ask A Question Or Make A Comment At The Board Meeting?

Patrons are encouraged to ask questions or make comments regarding any agenda item simply by obtaining proper recognition by the Board President. Just raise your hand. Individuals or groups desiring to be heard by the board on a matter and not on the board's agenda may do so at the designated time (Question and Discussion Period).

When there is a topic of interest which involves a large number of speakers, some rules are necessary for an orderly

meeting. The Board President may, in that case, establish time limits and other guidelines for presentations and comments. In this case, many times it is helpful if the presentations and factual information are submitted to the board in written form five (5) days in advance of the meeting for study and consideration.

When Will The Board Make A Decision Or Answer My Questions?

When possible, answers are given immediately. However, depending on how complex the issue is, a decision may be delayed until both the proponents and opponents of a particular proposal have been heard. Then, the board will act promptly, and you will be notified when the decision has been made by the board.

How Much Are Board Members Paid?

Being on a Board of Education is a unique, important and challenging service. Over 2,000 men and women help guide our Kansas schools that employ over 50,000 people and serve approximately 500,000 children. Members of a Board of Education receive no pay for their dedicated service, only satisfaction for a job well done. They may be reimbursed only for normal (out-of-pocket) expenditures incurred in the conduct of board activities.

Your Piper Board of Education Meetings:

1. Are conducted with the foremost purpose of fulfilling student needs.
2. Attempt to always be positive, relaxed and informative.
3. Encourage student, teacher and parent (patron) participation on items on the board agenda.
4. Exhibit outstanding student and staff achievement.
5. Involve student and staff presentations of items of their concern or interest.
6. Recognize the school's outstanding programs and those responsible for making them so.
7. Recognize and respect visitors for their opinions.
8. Realize that quality education is accomplished through community involvement.
9. Provide the public with board meeting highlights through the local press and district newsletter.

I. Facility Planning and Development

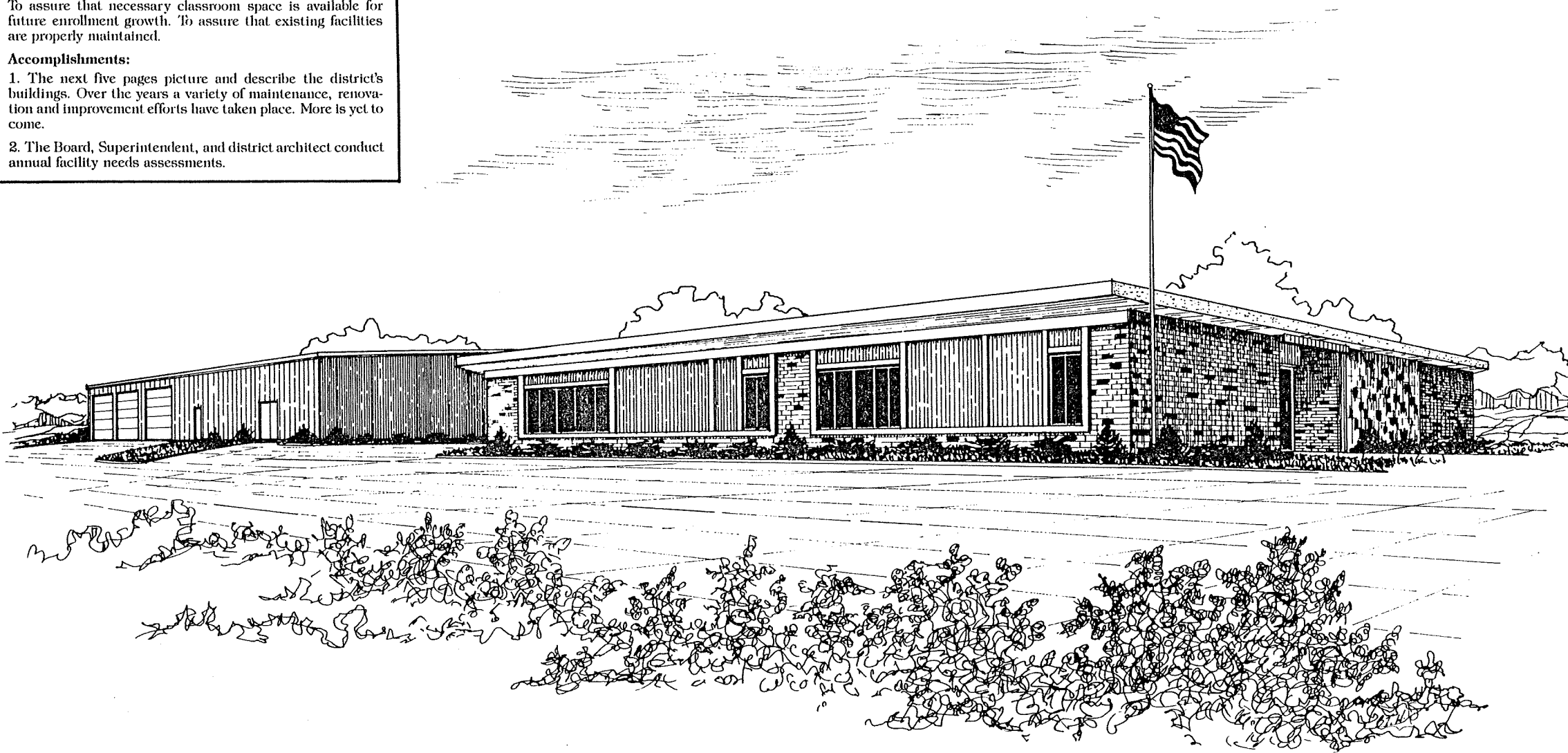
Goal:

To assure that necessary classroom space is available for future enrollment growth. To assure that existing facilities are properly maintained.

Accomplishments:

1. The next five pages picture and describe the district's buildings. Over the years a variety of maintenance, renovation and improvement efforts have taken place. More is yet to come.

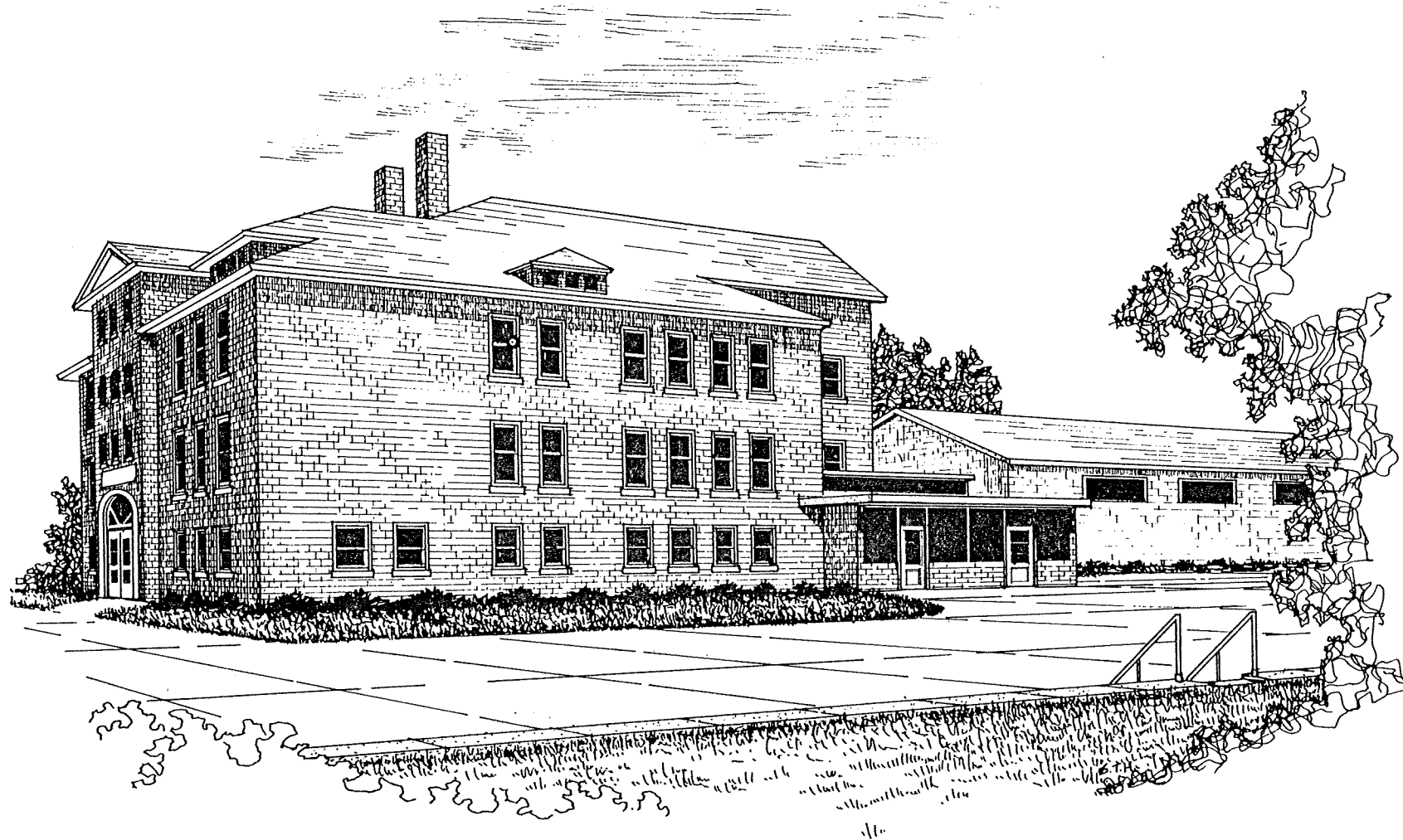
2. The Board, Superintendent, and district architect conduct annual facility needs assessments.



PIPER DISTRICT OFFICE — 12036 Leavenworth Road

Located just east of the elementary school, this school building was remodeled and winterized in 1981 by the district's maintenance staff. The District Office now

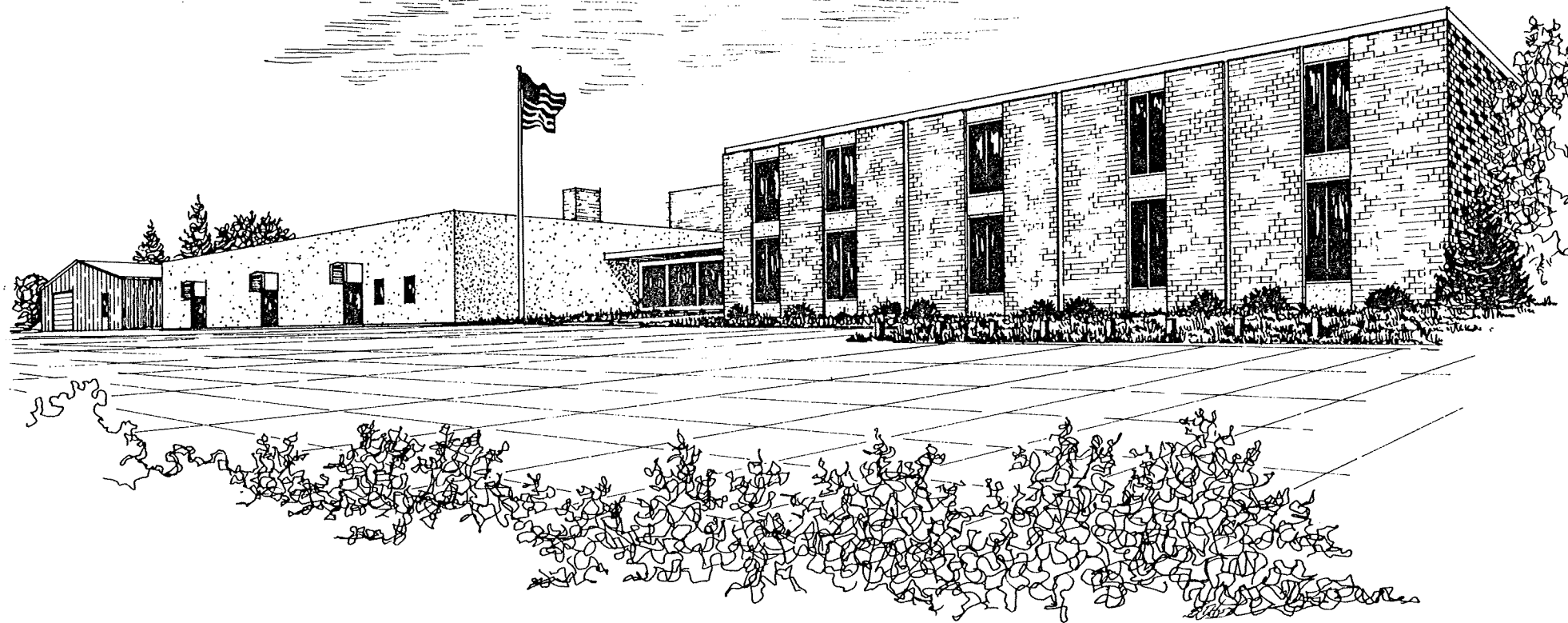
houses the Superintendent, the Board Clerk, a large conference room, Food Service Director, secretarial staff, and the Community Education office. These new offices were necessitated to make room for a new comprehensive industrial arts and arts education program at the high school. In addition, a new fire hydrant at 121st will be pursued.



**PIPER ELEMENTARY SCHOOL —
3130 North 122nd**

Built in 1920, this classically designed building now serves 432 students. The gym facility was added to the original structure in 1952. In 1976 additional classroom and

library space was added, and in 1978 major remodeling of the original building took place. The building roof was repaired recently, and storm damage required the repair of the art mobile unit. Book shelves donated by Virgil Jones, a community patron, now serve 34 classrooms. Future plans call for the remodeling of the east entrance.



PIPER JUNIOR-SENIOR HIGH SCHOOL
4400 North 107th Street

This facility was dedicated September 20, 1965; 124 students and 11 faculty went about the tasks of learning and teaching. Today, 430 students and 36 faculty pass through its memory-laden halls. Situated on a hill, the view from the front entrance provides a panorama of the Piper Pirates' do-

main. Recent improvements have included new interior walls in the junior high section along with renovation of the science room. In the high school section, improvements include a new computer science room; completion of the industrial arts lab; materials, processes, and visual communications rooms; renovated photography darkroom; additional room for art classes; and the purchase of two new mobile units to reduce overcrowding. The roof was also repaired.

Growth In The Planning Stages

Multipurpose Community Center

Education isn't just for children; it's for people of all ages. An important emphasis in our philosophy of education in Piper U.S.D. #203 is that of "lifelong learning". Community Education is just the vehicle to bring the members of the Piper community together. Areas of common interest provide the basis for the offering of a multitude of courses and family activities. Thus, the proposed multipurpose community center and outdoor recreational facility would be constructed with this purpose in mind. Space for a large auditorium, community library, classrooms, cafeteria, and offices to house outreach community agencies would be available in the multipurpose center.

Additional meeting rooms would be planned for senior citizens, scouting programs, computer technological development, crafts, job training, joint training projects and college outreach.

Our increasing enrollment at the elementary level necessitates planning additional classroom space and facilities at the secondary level. The proposed modern auditorium would alleviate the problems now obvious with our current facility. And, just imagine the cultural events that we would all be able to enjoy. In addition, students would be able to participate in a whole new variety of indoor sports events.

This growth plan also calls for the building of a complete physical education and community recreation environment. Family members of all ages would be able to enjoy different activities while remaining together. The hosting of state wide school athletic events would become a reality. Piper's secondary students currently host their football activities at the elementary school.

Lighted for nighttime use, would be a regulation baseball field, six tennis courts, five general recreation fields, an eighteen-station life course and football and track stadium. Dedicated to our valiant soldiers, the Vietnam Veterans Memorial Stadium would be the first such monument in Kansas City. It would also be another first for Piper.

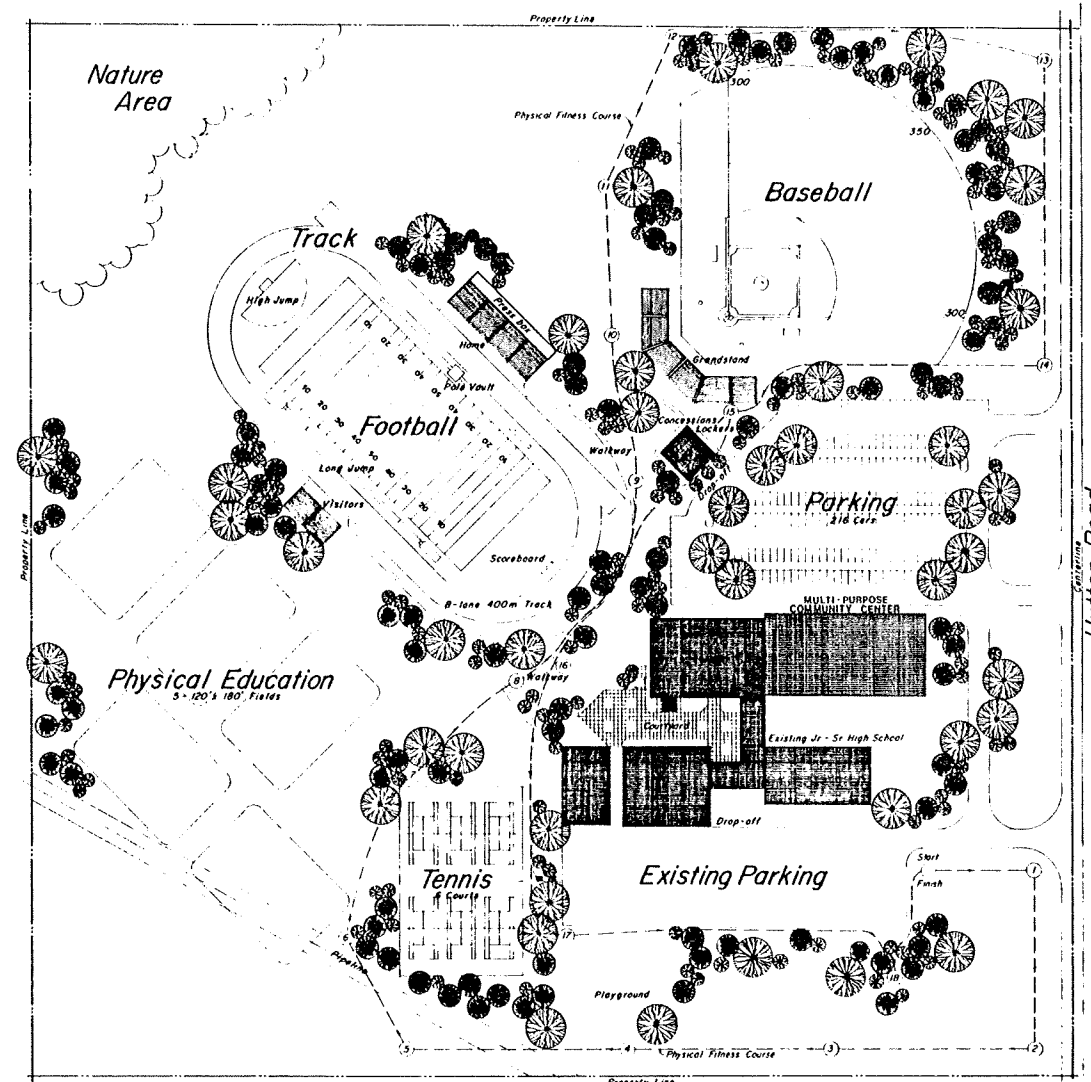
Staff from the elementary and high schools have already participated in brainstorming planning sessions. This proposed facility reflects their needs and hopes. Upon their recommendation, the original plans were changed to attach the multipurpose center to the present high school gymnasium. This would allow easy access to both buildings' facilities.

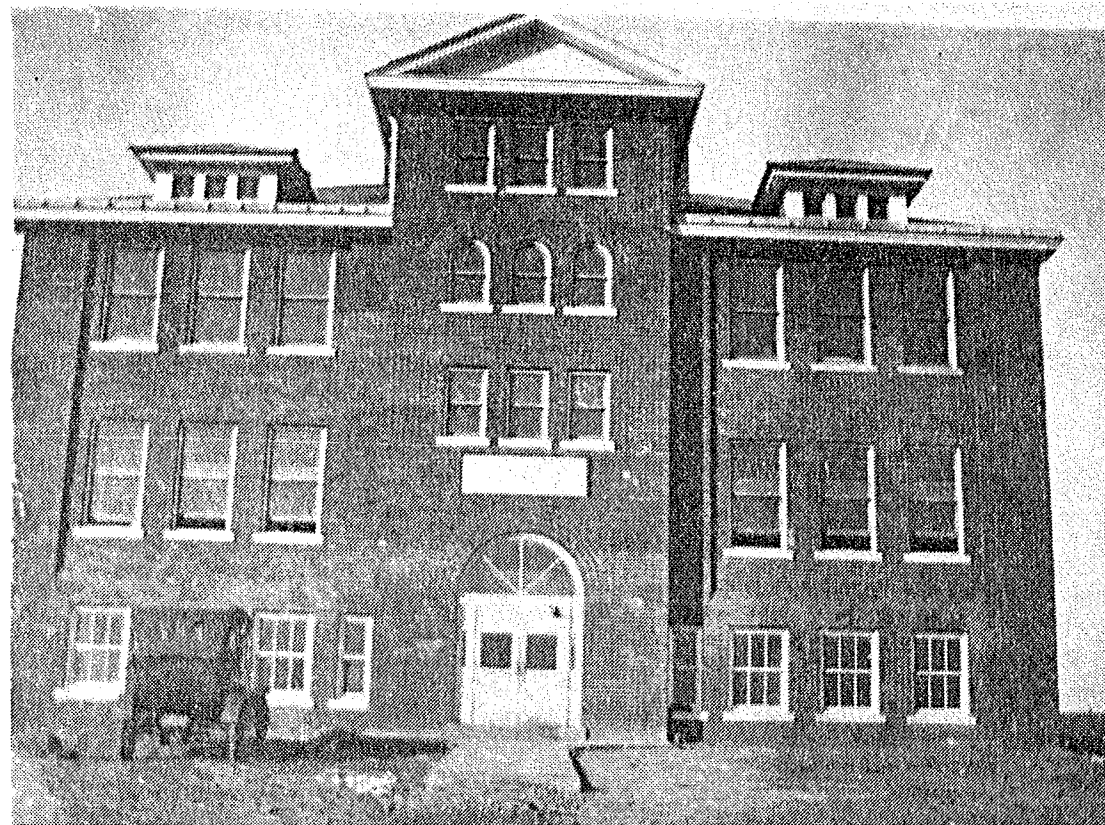
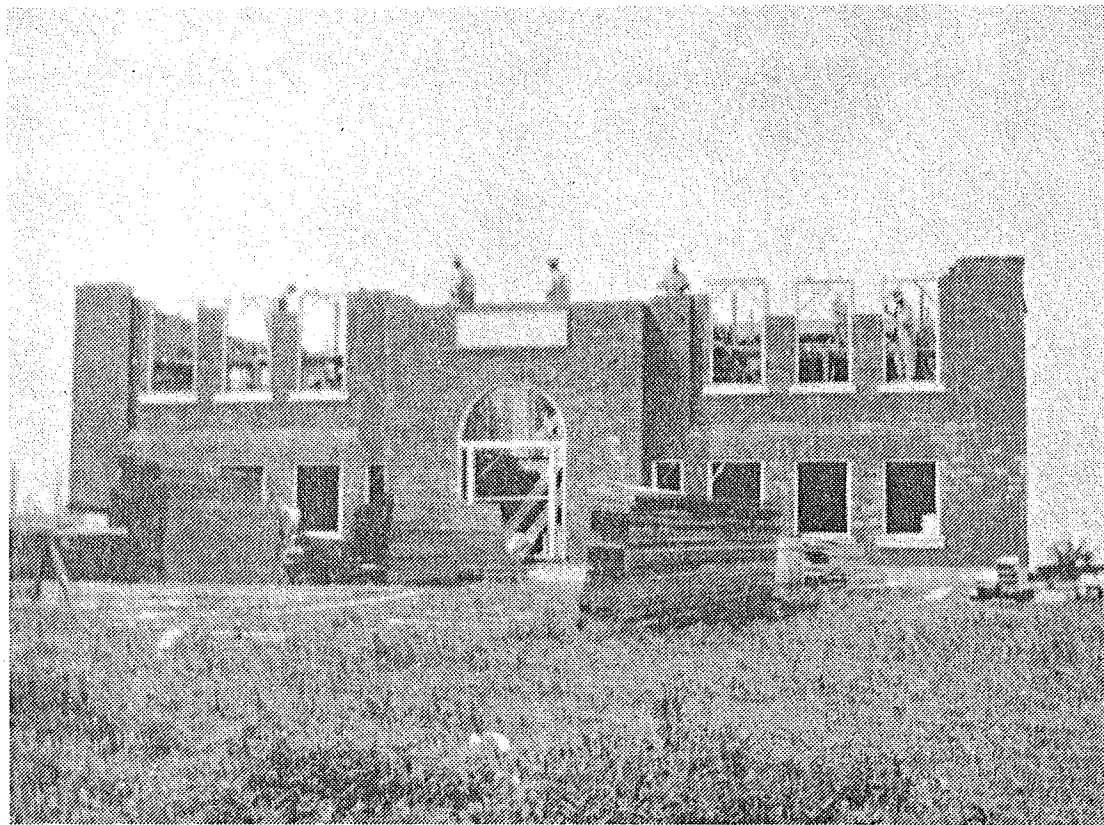
Finally, an architectural committee, composed of students, patrons and school staff, will begin reviewing each design prospectus received from interested firms.

PIPER MULTI-PURPOSE COMMUNITY CENTER AND OUTDOOR RECREATIONAL FACILITIES



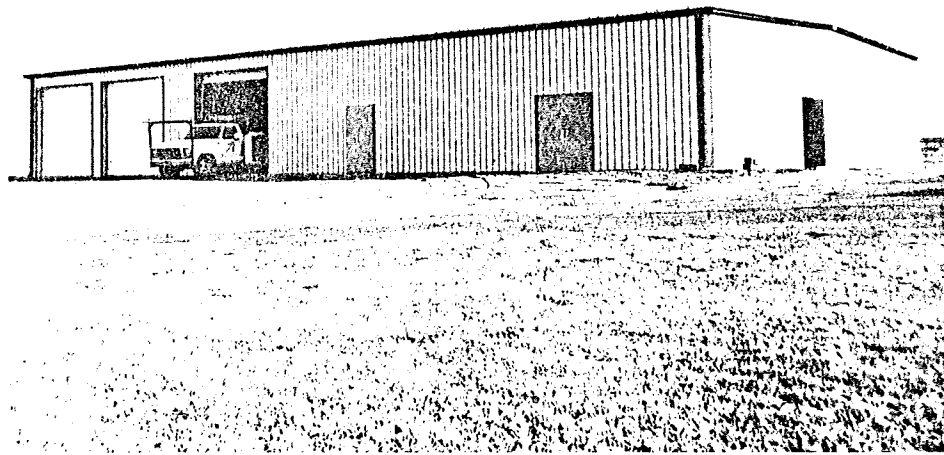
BYERS & GUNN ARCHITECTS



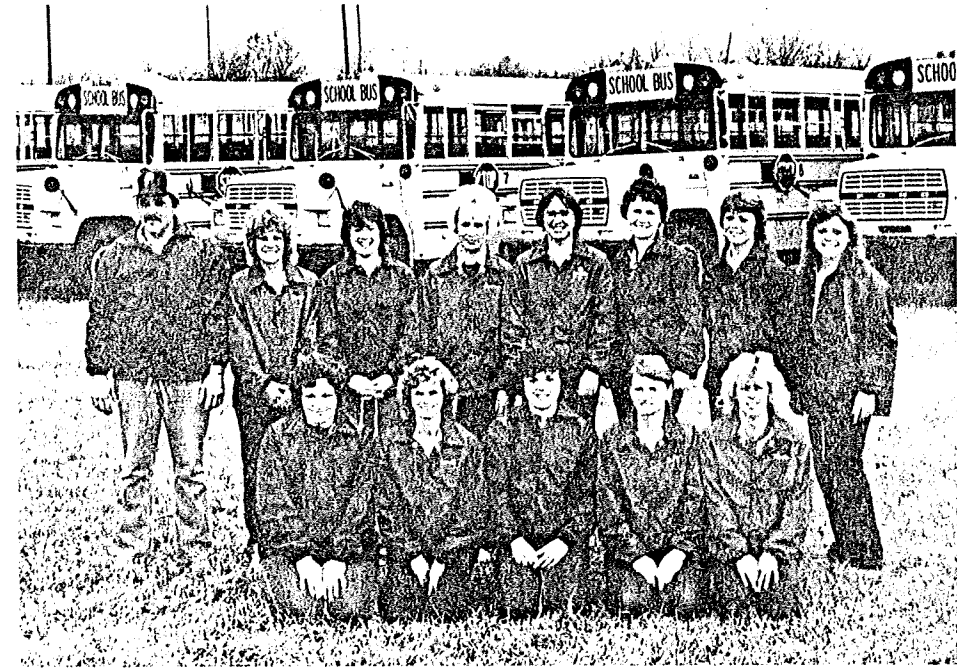


The original Piper High School under construction and completed in 1920.

Growth Under Way



Photos by Kay Shevling



Photos by Kay Shevling

*Front Row (left to right): Judy Kissinger, Carol Baker, Sherric Jones, Kathy Keltner, Linda Herbel
Back Row (left to right): Burke Bettis, Bus Maintenance Supervisor, Florence Diekman, Yvonne Fisher, Donna Payne, Joyce McCool, Alice Vochatzer, Patience Melchior, Cheryl Seymour*

MAINTENANCE AND STORAGE FACILITY — 12036 Leavenworth Road

Located next door to the District Office, this 6,000 square foot structure will house all the district's maintenance materials, equipment, supplies and food storage. It

will also house the building maintenance and bus maintenance supervisors. Completion of the structure is scheduled for February, 1983.



(Photo by Craig Murray/The Kansan)

Piper Prairie Township Volunteer Fire Department (left to right) Vance Liston, Frank Rome, Dennis Smith, Richard Yunghans, Richard Minear and Richard Tice.

The Piper Prairie Township Volunteer Fire Department became a recognized functional organization on January 1, 1982. The volunteer staff has grown to 27 professionally trained men and women, a trained American Red Cross Disaster Team, and equipment including a Mini-

Pumper, GMC Pumper, Tanker, Jeep for all terrain fires, and a Civil Defense and Fire Warning Siren. Response time is approximately 4½ minutes.

They have participated in water games with other area fire departments and received awards for first in an obstacle course and one for "best Appearing Pumper." The department organized its own water games during Piper Prairie Days with participants from four other fire departments.

Dennis Smith won the 1982-83 Kansas Community Education Leadership Award at the state conference in November. The progress of the department was noted with acclaim when lower fire insurance rates were available as a result of their dedicated work.

Dennis Smith is Fire Chief; Jerry Klein, Assistant Fire Chief; Gary Schneider, Ed Reitemeir, and John Melles, Captains.



Mildred Walker



Domne Tewell



Juan Rocha, seated; (left to right) Kathy Kauffman, Virginia Bachtel, John Farrell

II. Curriculum

Goal:

To provide each student with the basic foundation necessary to enable him or her to successfully continue either a formal education or a trade after the completion of high school.

Accomplishments:

Elementary

1. Introduced an individualized mathematics instruction program.
2. Zoom Center in the library provides an enrichment center with challenging electronic and manipulative educational games. Each teacher is provided two 30-minute passes that may be used by students anytime during the day. Instructors set their own criteria for student participation; most of them use the center as a reward for good work.
3. Implemented Channel 19 Instructional Television. ITV programming provides 48 series designed to supplement current curriculum. Teachers choose those lessons applicable to their instruction and video tape them for repeated use. ITV is an exciting and motivational resource for the classroom teacher.
4. Sponsored science workshop conducted by the Silver Burdett Company.

Accomplishments:

Secondary

1. A mathematics competency test, as a graduation requirement, will be instituted beginning with the class of 1985.
2. New course offerings:
 - a. Literature for the College Bound
 - b. Business English
 - c. Accounting
 - d. Basic Algebra
 - e. English Literature II
 - f. Speech II
 - g. Materials and Processes
 - h. Visual Communications
 - i. Home Economics (8th grade)
 - j. Wood (8th grade)
 - k. Art (8th grade)
 - l. Drama (8th grade)
 - m. Drama II
 - n. Introduction to Journalism
 - o. Contemporary Publications
3. Independent reading program initiated at the junior high level.
4. Video and script taping of classroom instruction.
5. Counseling department activities:
 - a. Computer career awareness program
 - b. Job placement skills

- c. Career library
- d. Career day
- e. Scholarship bulletin board

6. Work experience program.
7. Significant increase in Business Department allowed hiring of additional staff member.
8. Increase in enrollment in college bound classes including Chemistry, Advanced Grammar/Writing, English Literature/American Literature, Speech, Geometry and Journalism.
9. Supported Home Economics projects that included PTA babysitters and fashion show.
10. Concentrated on efforts to improve study skills at junior high level.

Migrant Program

The Piper Migrant Program was first implemented in 1968 and since has been nationally recognized for its effectiveness in the remediation of Mexican-American children. Qualified teachers with the help of bilingual aides coordinate a seven-week summer school program. The instructional services encompass language arts, math, art, physical education, field trips, and cultural progress. The Reading/Math Learning Center supplements the classroom instruction. There is also a comprehensive swimming program that stresses the importance of lifesaving techniques.

As an important part of the program, each student has extensive records on file in Little Rock, Arkansas. These records are available to any teachers that request them. The records include information on the student's health, scholastic achievement, and previous school attended.

Total Volumes in Elementary Library

1976 - 77	5640
1977 - 78	6364
1978 - 79	6227
1979 - 80	6501
1980 - 81	7049
1981 - 82	7110
1982 - 83	7391

Total Volumes in Junior-Senior Libraries

1976 - 77	6383
1977 - 78	7298
1978 - 79	7941
1979 - 80	8331
1980 - 81	8878
1981 - 82	8980
1982 - 83	9267

JANUARY

						1
						NEW YEARS
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
	VALENTINE'S DAY					
20	21	22	23	24	25	26
27	28					

III. Board Member Committees

Goal:

Establish board committees to assist in the operation of schools and to foster community involvement.

Accomplishments:

Seven committees were established and staffed by the following persons.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. <i>Facility Planning</i>
Gary Chumley
Ken Suter
Dale Hendrickson
John Bailey 2. <i>Maintenance</i>
Bill Conaway
Gary Chumley 3. <i>Transportation</i>
Ken Suter
Everett Leighty
Frances Holyfield
Burke R. Bettis 4. <i>Negotiations</i>
Delores Liston
Gary Kolbeck
Ed Kreig | <ol style="list-style-type: none"> 5. <i>Curriculum</i>
Carolyn Sawka
Delores Liston
Bill Montgomery 6. <i>Public Relations</i>
Gary Kolbeck
Frances Holyfield
Rosemary Childers
Bud Williams 7. <i>Idle Funds Investing</i>
Ken Suter
Bob Turner |
|---|--|



Fred Knetter Family



Asmus Marxen Family

These are pictures loaned by family members within our Piper Community. They represent only a few of the families settling in this area.



Elizabeth Dixon McKenzie



William L. McKenzie



August Baker Family



Eleanor Treff Hartman (back row, 2nd from right)

IV. Energy Conservation

Goal:

To reduce the total energy consumption by 20% over the next five years.

Accomplishments:

1. Conducted district wide energy conservation audit.
2. Established \$10,000 annual budget for energy conservation projects.
3. Reduced district wide energy consumption by 30%.

MARCH

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
SPRING VACATION						

APRIL

					1	2
					SPRING VACATION	
3	4	5	6	7	8	9
EASTER	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Iowa Basic Skills

& Kansas State Competency Test Results

V. Program Evaluation

Goal:

To evaluate program effectiveness through the use of an annual standardized testing program.

Accomplishments:

1. Continuing to investigate expanding testing program, K - 12, using Scott-Foresman Achievement Test. Conducting comparative analysis of Scott-Foresman tests to currently used Iowa Test of Basic Skill.

2. Received Title I report from the American Institute for Research that verified continued achievement gains since 1977.

3. Spring 1982 district wide achievement test scores shown on the top half of the page.

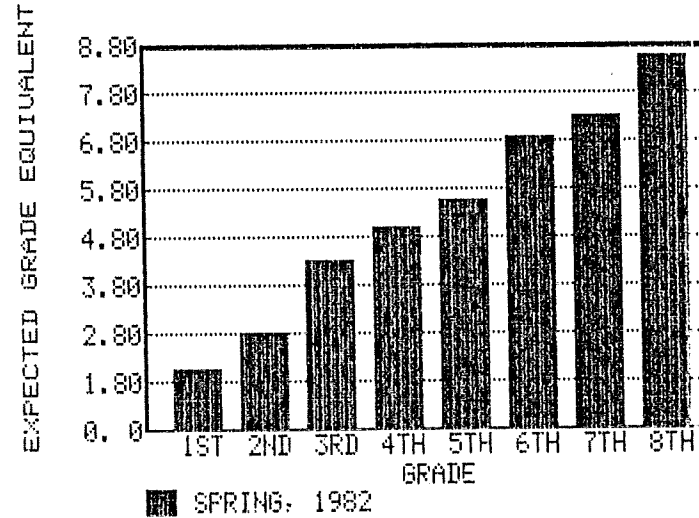
Two achievement graphs, one for reading and the other for math, provide grade level averages. Testing occurred in the 8th month (spring) of school. The dotted lines note the test's national norm or expectation for each grade. In both reading and math all grades, except 5th, 7th and 8th, averaged at or above grade level.

4. State Competency Test scores shown on bottom half of the page.

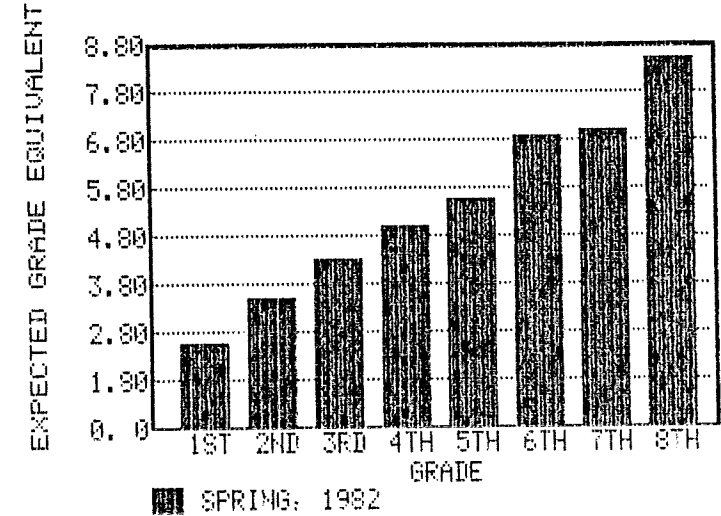
The state test assesses minimum competencies at the elementary level and life skills at the secondary level. Each year the State Board of Education sets a minimum score for passing. The most recent test was administered in the spring of 1982. Only those grades shown were state tested.

The percent of Piper students scoring at or above the state minimum in reading and math are shown in the dark bars. State wide performance is shown in the lined bars. In reading, Piper students achieved higher than the state percentages at grades 2, 4 and 6. In math, Piper scores were higher than the state at grades 6, 8 and 11.

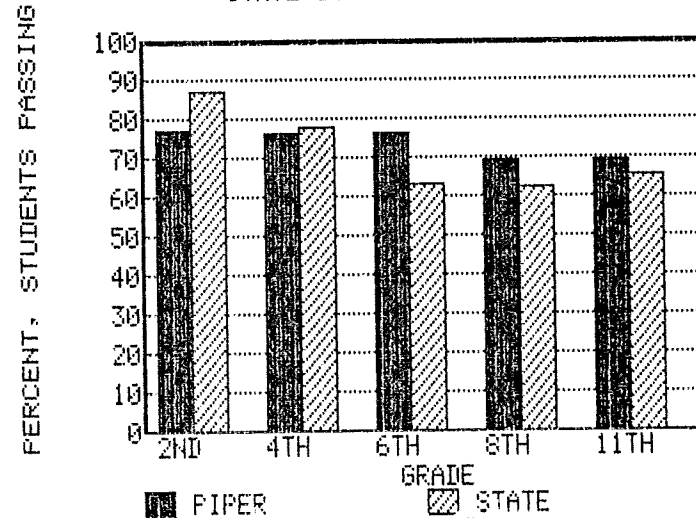
PIPER MATH ACHIEVEMENT



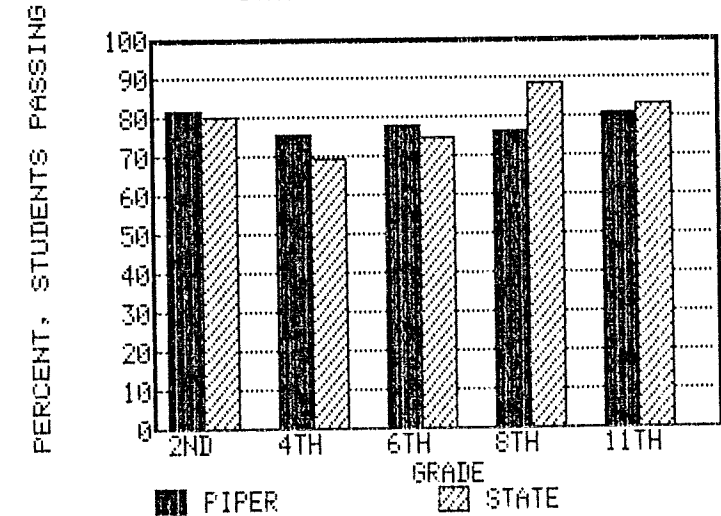
PIPER READING ACHIEVEMENT



STATE COMPETENCY TEST-MATH



STATE COMPETENCY TEST-READ



VI. Textbook Review

Goal:

To determine if instructional materials used in grades K - 12 are compatible with student needs, course outlines and district philosophy of education.

Accomplishments:

1. Selected new mathematics series for grades K - 6 (Rated best by staff out of 40 possibilities).

2. Curriculum guides updated.

3. Conducted a comparative analysis of the district's current achievement test with another publisher's test.

4. Implemented the Kansas City Chiefs' geography program approach in grades 4, 5 and 6.

5. Implemented the Metro Program for remediation of mathematics and reading difficulties using one-on-one tutoring at the secondary level.

MAY

1	2	3	4	5	6	7 PIPER PRAIRIE DAYS
8 PIPER PRAIRIE DAYS	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29 MEMORIAL DAY	30	31				

BACKGROUND PHOTO: "Dreaming of the Future"

JUNE

			1 LAST DAY OF SCHOOL	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

BACKGROUND PHOTO: "The goal is a multipurpose community center and sport/recreation area." — John Carlin, Governor

VII. Professional Staff Development

Goal:

To establish guidelines which will allow the school district to attract and maintain quality personnel. Provide a working atmosphere which encourages only the best from each teacher.

Accomplishments:

1. Initiated regular staff member meetings to facilitate the exchange of ideas and coordination of activities.
2. Strengthened teacher inservice program to include such topics as legal concerns, motivation, professionalism, time on task, stress, dealing with single parents and their children, time management, classroom management, school climate, improving student self-esteem, drug/alcohol education, and assertive discipline.
3. Supported teacher-to-teacher observations of each other's teaching activities.
4. Implemented evaluation system for coaching staff.



Betty Pule, Peggy McKinley



Naomi Jambrosic



Carol Sheppard



Loretta Breerlove



Karen Eikenbury

Photos by Kay Sheving



PIPER ELEMENTARY STAFF

Front Row (left to right)

Joan Bond
Barbara Kornhaus
Barbara Zimmer
Marlene Bachtel
Janis Truckowski
Pauline Sebree
Barbara Netzer
Marilyn Marlin

Second Row (left to right)

Mary Gonzales
Lynn Hargis
Elaine Crawford
Glenn Wilhite
Judy Siebert
Catherine Parris
Joyce Nottingham
Linda Wilhite
Janey Stonestreet
Diane Buchholz

Third Row (left to right)

Kathy Carlson
David Lungren
Sheryl Anderson
Linda Wade
Lawrence Smith, principal
Alyson Grathwohl
Lillie Dalaba
Doranne Tewell
Diane Feeley
Patricia Williams

(Not Pictured: Dennis Slupski)



PIPER JUNIOR-SENIOR HIGH STAFF

Front Row (left to right)

William Warne
Terrie Rynard
Frances Siemens
Linda Hicks
Greg Netzer, principal
Mildred Walker
Marsha Chartk
Betty Peterson
Jill Schussler

Second Row (left to right)

Thomas Wheeler
Judi Naylor
Linda Bodam
Delanna Bramwell
Margie Spillers
Chuck Hottle, assistant
principal
Lucia White
Cynthia Russell
Joyce Berman
Jimmy Blowers

Third Row (left to right)

Spencer Clarke
Buddy Worth
Richard Shoults
Trey DeLoach
John Yost
Bradley Printz
Lewis Wood
Patrick Bosak
Chris Langseth
James Chambers
Arthur Moore
Robert Robinson
Laural Hobick

(Not Pictured: Connie Heil, Sondra Janssen, JoAnn Wendel, Dorothy Dunlap)

JULY

					1	2
3	4	5	6	7	8	9
	INDEPENDENCE DAY					
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

VIII. Community Relations
Athletics
Academics & the Arts
Community Education

Goal:

To determine the needs of the school district through better communication with patrons.

Accomplishments:

1. Joined in formation of the Kaw Valley Interscholastic League.
2. First ever Piper Marching Band — and with new uniforms.
3. Realignment of high school cheerleading procedures.
4. Largest attendance for high school football in recent years.
5. Initiated junior high football.
6. Sean Doherty won boys' regional tennis tournament.
7. 8th grade girls' volleyball took first in league.
8. 8th grade boys' basketball took first in league.
9. Band and drill teams performed together for the first time.
10. Largest enrollment for Pied Pipers and Pirateer Drill Team in 82 - 83.
11. Pied Pipers received a "one" rating at regional competition.
12. Pirateer Drill Team won sweepstakes trophy as well as 23 achievement blue ribbons. Jennifer Chapin won individual sweepstakes.
13. Golf team placed 3rd in state.
14. Hosted first junior high girls' basketball tournament.
15. Increased participation in weight program.

Elementary

1. Band participated in the Fort Scott Music Festival where two woodwind groups won 1st place, while another won a 2nd place award.
2. Vocal music class received 13 1st places and one 2nd place award at same event.
3. Art classes participated in the Wyandotte County Soil Conservation and Limerick Poster Contest.

Secondary

1. First time participation in the Kansas Art League.
2. Art Department now providing jewelry-making and stained glass instruction.
3. Julia Bontrager received 1st place award in Kansas Free Press Association regional contest.
4. '82 Yearbook won a 1st place award at Fort Hayes workshop.
5. First ever science field trip to the Gulf Coast.
6. Taxidermy projects completed by Stephen Gray, Steve Lamar, Kale Kissinger and Eloy Mesaros.

7. Kansas State Scholarship Contest results* included 27 honorable mentions. Stephanie Spilker took a 1st, and Jerry Keithline took a 3rd on the State Algebra Exam.

8. Entire spring play set designed and constructed by the Art Department.

9. Junior-Senior Prom successful due to parental support.

10. Student Advisory Committee formed.

*ranked Piper Junior II high 9th out of 77 Kansas schools.

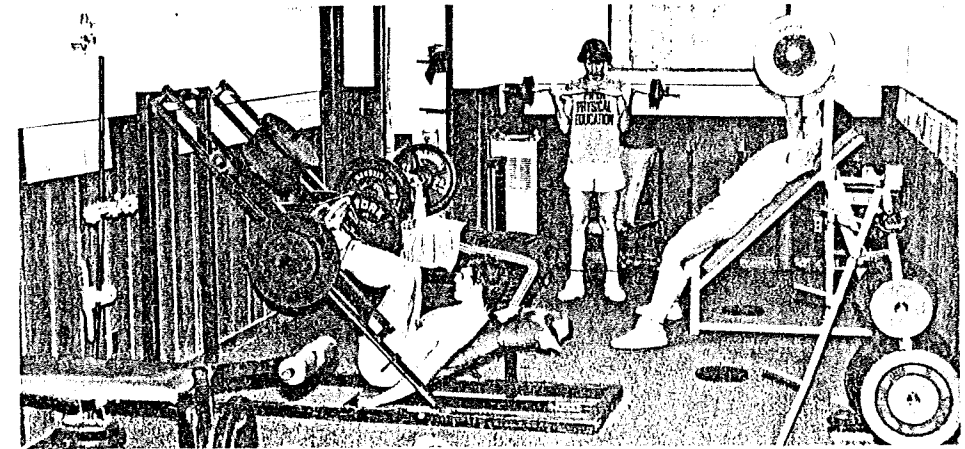
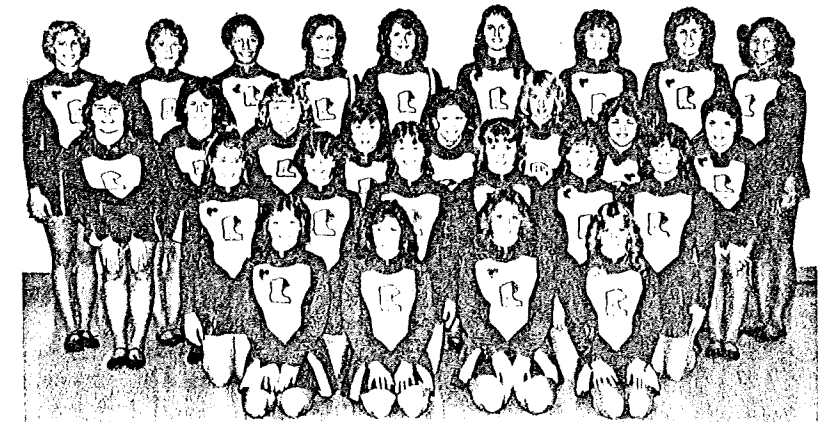
District

1. Participated for 5th consecutive year in Kansas Association of School Boards' Publications Contest.

- a. *Certificate of Excellence* — Special Publication
- b. *Certificate of Excellence* — Student Handbook
- c. *Certificate of Excellence* — Curriculum Brochure
- d. *Certificate of Merit* — Staff Handbook
- e. *Certificate of Merit* — School District Newsletter

2. Patron question and discussion time now a permanent part of board agenda.

3. Participated with Piper Community Education Advisory Council and Piper patrons to promote successful first annual PIPER PRAIRIE DAYS.



Photos by Kay Shevling

SEPTEMBER

				1	2	3
4	5	6	7	8	9	10
	LABOR DAY					
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

“It is Conceivable to Have a Community Without a School, but it is Impossible to Have a School Without a Community”

Dr. Robert J. Shoop

VIII. Community Relations/Education

Background

According to Robert J. Shoop of Kansas State University, “Community Education is a concept that stresses an expanded role for public education and provides a dynamic approach to individual and community improvement. Community Education provides an opportunity for the school and the community to join in a true partnership, for people to work together to achieve shared goals. Community schools are open the entire year, eighteen hours a day or longer, if necessary. They become a place where people of all ages gather to learn, to enjoy themselves, and be involved in community problem solving efforts. Although activities and programs are provided through school facilities, they are not limited to the school building itself because the school extends itself into the community.

“Basic to the concept of Community Education is the belief that there is a need for strengthening and developing the vital relationship, mutual dependence, and fundamental linkage between the home, school, and community. Tax dollars as well as private funds are used more effectively, and much duplication of services is eliminated.”

Accomplishments:

The Piper Community Education Association, Inc.

1. Established the first community education program in the State of Kansas in January, 1977. It was incorporated as a not-for-profit organization in 1982 and has assigned itself the task of building partnership between school and community. The multitude of scheduled Community Education activities is a tribute to the interest and support of Piper patrons.

The Community Education Advisory Council meets the second Monday of each month at 7:30 p.m., in the Piper District Office, 12036 Leavenworth Road.

2. Conducted the Walk-Run-Jog-A-Thon as part of Piper Prairie Days. \$49,000 was pledged toward the eventual development of the multipurpose community center and sports complex.

3. Supported the training of volunteers and acquisition of equipment for the Prairie Township Fire Department. The end result has been a reduction in fire insurance rates.

4. Purchased uneven parallel bars for Community Education gymnastics classes. Nearly 30 students are enrolled.

5. Initiated Piper Teen Town twice a month for junior high students with an average attendance of 40. Under parental supervision, activities include a concession stand, drawing for prizes and, of course, dancing.

6. Hosted Girl Scout Panorama training for 65 of its leaders.

7. Sponsored Coed Slo-Pitch Summer League. The program has now expanded to include a Fall Coed League and a Women's League.

8. Hosted Health Fair '82. 250 people took advantage of health screenings — a 100% increase over last year.

9. Continues to offer and support a wide variety of instructional classes. As many as 180 people enrolled in last year's 20 classes. Thirty classes have been offered so far this year.

Gymnastics
Beginning Ballet
Jazz Dance Classes for
Grades 1 - 12
Quilling
Introduction to the Computer
Stress Management
Exercise
Hunter Safety Clinic
Firearms Safety for Women
Microwave Party
Slo-Pitch Softball
Sampler Quilting Class
Quick Landscape in Oil

Basic Lap Quilting
Multimedia First Aid
Driver Improvement
Coed Softball
Candy Making
Prepared Childbirth
Beginning Woodworking
Basic Algebra
Weight Lifting
Coed League Volleyball
Introduction to French
Introduction to Spanish
Sewing with Knits
Rhythmic Aerobics

FOR MORE INFORMATION ON HOW YOU CAN ENROLL OR PARTICIPATE, CALL ROSEMARY CHILDERS, COORDINATOR, AT 721-2088.



Rosemary Childers, Director of Piper Community Education
(photo by Craig Murry/THE KANSAN)



Leona Sigwing, Administrative Assistant
(photo by Claude Smith)



NOVEMBER

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	THANKSGIVING		

DECEMBER

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
CHRISTMAS						

IX. Open Communication with Administrators

Goal:

To keep informed on individually developed administrative goals and objectives and to evaluate progress made toward goal completion by each administrator.

X. Goal Setting

Goal:

To better organize the board of education, administration and staff in their effort to provide the best education possible for each student in the district.

Accomplishments:

1. Ongoing activities are best noted by the substantial amount of information sent home to parents, discussions at open board meetings, and the ease of communication between administrator and staff.
2. Establishing yearly goals and objectives so as to provide staff members with guidance and direction. Such activities occur at all levels, from teachers setting instructional goals for students, to the superintendent annually updating his goals and accomplishments for the board. This calendar is but one example of the attention paid to this effort.

XI. Food Service

Goal:

To make the food service program self-supporting by 1984.

Accomplishments:

1. A deficit in 1981 of \$8,000 cut in half by 1982.
2. Participation in State Health Department and Food Service Surveys.



Elementary Food Service — Donna Mccum, Cindy Tice



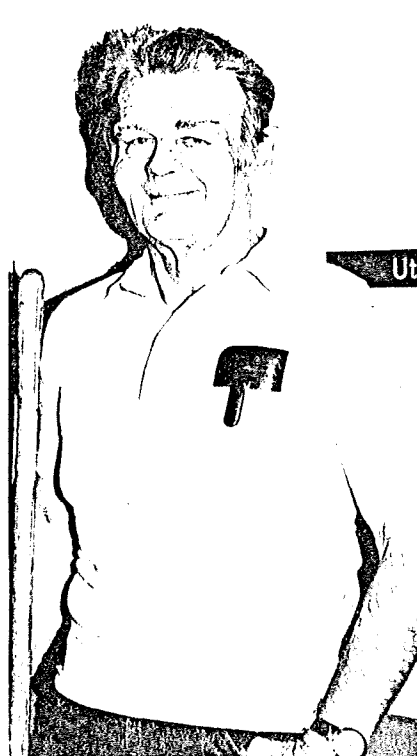
Junior-Senior High Food Service (left to right) — Jenn Scott, Liz Moody, Nellie Jacks

Photos by Kay Shevling

Custodians — Sylvester "Chitico" Hernandez and Alfred Hansen



Maintenance — Leonard Myers



Elementary Nurse — Gusstie Poje

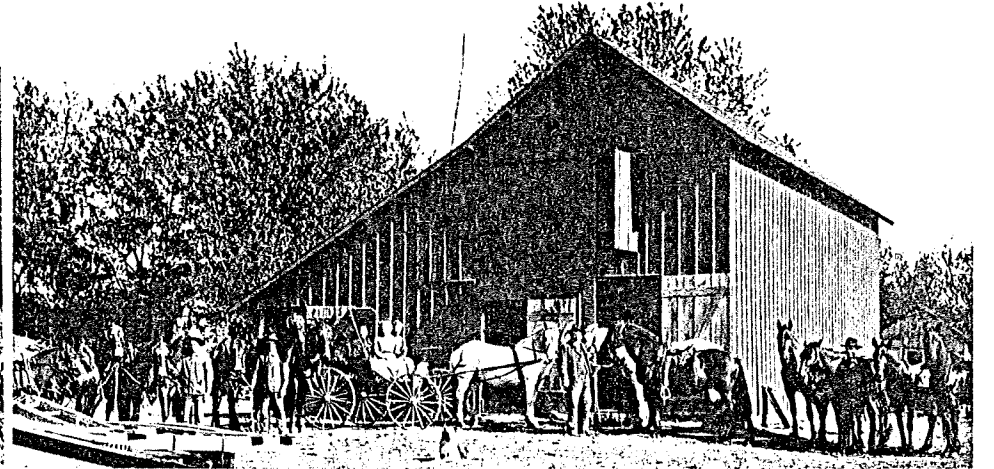
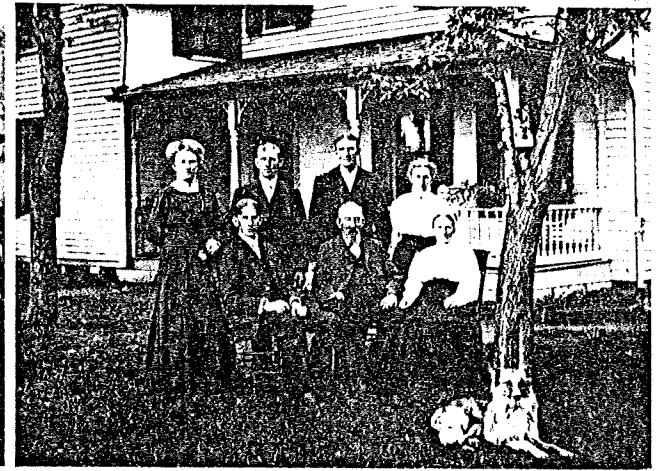
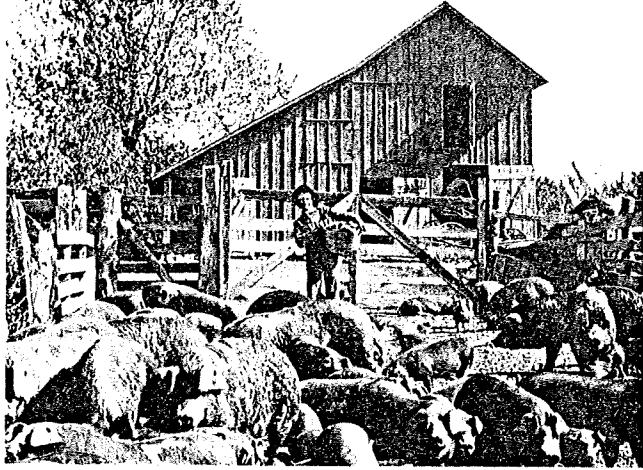


Junior-Senior High Nurse — Patricia Crim



Food Service Director — Shirley Hargis





**TESTIMONY BEFORE
SENATE EDUCATION COMMITTEE
Feb. 2, 1984**

Sen. Harder, members of the Committee. Thank you very much for allowing me to make this presentation. I am Murrel Bland, volunteer legislative chairman for the Kansas Press Association. The organization represents nearly all the weekly and daily newspapers in Kansas. I want to speak in favor of Senate Bill 512.

The bill speaks to the need for openness in the education process. Public education is big business in Kansas. In many cities, it is the biggest business in town. The bill requires publication of a summary of academic results— and it is these results which are the most important measurable aspect of public education. The minimal fee charged for such publication would be a small price to pay for the accountability of public education dollars. Public notices do have high readerships. A recent survey, taken by our association indicates in Johnson, Reno and Grant counties, such notices are well read.

Thank you for your consideration.



818 Merchants Nat'l Bank Bldg., Topeka, Kansas 66612 913/235-1307

February 2, 1984

Testimony presented before the Senate Education
Committee

RE: SB 512

Mr. Chairman, distinguished members of the Committee, my name is Harriet Lange; I am executive director of the Kansas Association of Broadcasters.

We appreciate this opportunity to discuss with you broadcasters' concerns as they relate to public education in Kansas, and the merits of Senate Bill 512.

Over the past few months, Kansas broadcasters have expressed on several occasions, the difficulty they are experiencing in hiring employees that can read, write, spell and communicate. In too many instances, applicants for positions at radio and television stations are lacking in these very basic skills...skills that are critical to the successful operation of a broadcast station. Therein lies our interest in Senate Bill 512.

We agree that too often, students are being moved ahead in school when they should be held back, simply because proud parents have a hard time dealing with their child's problem. Parents then apply pressure to teachers and school administrations, unfortunately to the detriment of the child. As a consequence, we see high school graduates that have difficulty reading, entering the work force or post-secondary institutions.

Since it is the function of primary and secondary schools in Kansas to provide the basics in education, and since they are tax-supported institutions, we believe that school districts should be held more closely accountable in providing this service. And it seems to us, that if they are to be successful in this endeavor, some sort of measure or standard has to be developed and applied, and comparisons made. When comparisons are made, and the results published and disseminated, it perhaps will provide additional incentive (as competition has a

Attachment 6

PRESIDENT
George Logan
WIBW TV, Topeka

SECRETARY-TREASURER
Steven Roesler
KJCK AM-FM, Junction City

EXECUTIVE DIRECTOR
Harriet Lange
KAB, Topeka

Lance Armer
KLFO FM, Lyons

Lynn Higbee
KTPK FM, Topeka

Ed Hundley
KLEY/KZED, Wellington

PRESIDENT-ELECT
Russell Gibson
KINA AM, Salina

PAST PRESIDENT
Frank Gunn
KAKZ/KYMG, Wichita

DIRECTORS
Tony Jewell
KIUL AM, Garden City

Cliff Shank
KSKU/KLEO
Hutchinson/Wichita
Lowell Jack
KMAN/KMKF, Manhattan

Sam Elliott
KULY AM, Ulysses
KU, Lawrence

John Mileham
KWCH TV, Wichita

tendency to do) to achieve the standards all of us are seeking.

Senate Bill 512 addresses the problem of accountability and puts in motion the mechanics for making comparisons district-wide, statewide and nationwide. For these reasons, the Kansas Association of Broadcasters feels that the bill has merit.

If implemented, it will help to identify strengths and weaknesses; it will lend a sense of competition to the process; and perhaps most importantly, it will require that the tax-paying public be informed of how their own district is measuring up. All of these ingredients we believe are necessary to begin plotting an effective course of action.

As in any long range planning process, you have to analyze where you are; decide where you want to be; set specific goals and objectives with deadlines to accomplish your mission; then communicate your plan throughout your organization (or constituency). Any management expert will tell you that one of the greatest incentives to achieving a goal is to go public with it.

Perhaps this analogy is an oversimplification, and we are not here to tell you that Senate Bill 512 is the total solution to this very complex problem, but it does provide the framework from which to work, and in our opinion, is a step in the right direction.

Thank you for your kind attention.

*Senate Bill No. 512
Tom Bell*

WICHITA PUBLIC SCHOOLS
EDUCATIONAL SERVICES BUILDING
640 North Leanova
WICHITA, KANSAS 67214

February 1, 1984

Division of Pupil Services

TO: A. W. Dirks
FROM: *AWG*
H. G. Glidden
SUBJECT: Senate Bill No. 512

I have had the opportunity to review Senate Bill No. 512 and I would like to bring to your attention several provisions of the bill which would create handicaps for effective use of Standardized Tests. I think these are of concern and major efforts to amend these provisions or to defeat the bill should be made.

Because Senate Bill No. 512 has some provisions which are acceptable, review of the specific provisions is provided:

A. Section 3 (a), lines 48, 49 and 50 states, "The achievement testing program shall be conducted during the final 20 days of the school term." This stipulation is unacceptable for the following reasons:

- 1) Return of individual test scores to teachers and parents before the spring term would not be possible if testing does not take place until the last 20 days of the school term.
- 2) Evaluation of student gains for the Chapter I program, a use of the testing programs which is accepted in Kansas requires testing to be completed within 2 weeks of April 15.
- 3) Testing programs provide an identification of students who need special program assistance. Many of these decisions and assignments must be made prior to the end of a school year.

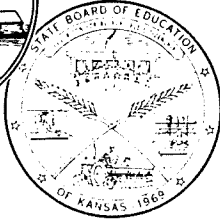
This provision is not necessary as all norm reference standardized tests provide comparison information which can be adjusted for different test periods during the school year.

B. Section 3(b) specifies the administration of a standardized achievement test at each grade level. This program seems acceptable in that the choice of tests for use is left to the local boards of education. A major adjustment would not be required by most school districts to test in all grade levels. The Wichita Public Schools currently test students in grades K - 8 and 10. Adding three additional grade levels (9, 11 and 12) to the testing schedule would be feasible.

C. Section 4 is on the subject of reporting. The entirety of this section should be the subject of careful review. Part of this section calls for a report to the local board of education of standardized test results for the previous school year. This, of course, mirrors the current reporting practices of the Wichita Public Schools and is acceptable. The remainder of Section 4 specifies a reporting to the state and the subsequent development of an analysis and report for the benefit of the Governor and Legislature. The purpose and use of these reports is of concern and would seem to be essential to this bill, it would seem that this would make Senate Bill No. 473 (minimum competency assessment) unnecessary.

Your efforts on behalf of these concerns would be greatly appreciated. I would also be willing to provide more detailed information on the uses of the basic (norm reference) testing program in the Wichita Public Schools.

sg/



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

MEMORANDUM

TO: Senate Education Committee

FROM: State Board of Education
Kathleen A. Homlish, Director of Certification
and Teacher Education

SUBJECT: Senate Bill No. 520

DATE: February 2, 1984

Attached is a brief review of the purpose and function of the "Interstate Certification Compact."

KAH/CFZ/12

Attachment

Attachment 8

INTERSTATE CERTIFICATION COMPACT

The laws and administrative practices governing the process certifying teachers often unnecessarily impede the certification of properly trained and experienced teachers and other school professionals moving from one state to another. This could have the effect of reducing the supply of persons available to teach and administrate in school systems across the United States. The result of these impediments could cause problems ranging from inconvenience to denial of certification for persons who are considered qualified as educators in states other than the one in which they now live. With few exceptions, a person who is well prepared as a teacher or other school professional in one state can function professionally and effectively in other states.

PURPOSE OF THE INTERSTATE CERTIFICATION COMPACT

The "Interstate Certification Compact" is designed to facilitate certification of educational personnel from another state without affecting the autonomy of the individual state educational system. Proper use of the interstate agreement would reduce or eliminate duplication of administrative effort in checking teacher records already evaluated by competent authorities in other states and increase the available supply of qualified educational personnel in all jurisdictions.

THE FUNCTION OF THE INTERSTATE CERTIFICATION COMPACT

The function of the Interstate Certification Compact is to provide the necessary legal authority for state education agencies to develop a system that would permit a state agency to accept certification requirements validated in another state. The critical element of the agreement is the provision which authorizes designated state education officials to contract with other states. When states sign a contract, both agree that the standards for which they contract are comparable.

STEPS IN IMPLEMENTING PARTICIPATION IN THE INTERSTATE CERTIFICATION COMPACT

Two initial steps must be taken by the State Board of Education in order for Kansas to participate in the Interstate Certification Compact: First, legislation is required to enable Kansas to contract with other states and second, the Commissioner of Education on behalf of the State Board of Education, would contract with those states having comparable standards.

Kansas State Department of Education
Certification and Teacher Education Section
February, 1984