

Approved 2-7-89  
Date

MINUTES OF THE SENATE COMMITTEE ON WAYS AND MEANS

The meeting was called to order by SENATOR AUGUST "GUS" BOGINA at  
Chairperson

11:10 a.m./~~p.m.~~ on February 1, 1989 in room 123-S of the Capitol.

All members were present except:

All members present

Committee staff present:

Research Department: Ben Barrett, Diane Duffy, Kathy Porter  
Revisor: Norman Furse, Avis Swartzman  
Committee Staff: Judy Bromich, Pam Parker

Conferees appearing before the committee:

SB 16 -- School districts, summer programs, state grants

Staff reviewed SB 16. (Attachment 1) The first conferee of the meeting was Senator Lana Oleen. (Attachment 2) In answer to questions, Senator Oleen stated that she envisions cooperative and interlocal agreements between contiguous school boards/districts, however she would not be opposed to non-contiguous agreements. She noted that the stigma of children going to summer school being labeled as failures has been changing in that, though some districts can only afford remedial education in summer, some districts are offering enhancement opportunities. She is convinced that every child in Kansas should have an opportunity to go to summer school whether it be for remediation or enhancement and that this focus from SB 16 is needed in Kansas.

The next conferee was Judy Norris, a teacher in USD 336 (Holton). (Attachment 3) She noted that not every student becomes an "A" student because he or she has gone to summer school but she feels students are provided the opportunity not to digress as they start the next grade level. She did not see the possibility for "burnout" from going to school all year because if the children feel more successful because of the summer school it will be an added incentive to continue to succeed.

Kathryn Dysart, USD 259 (Wichita), presented testimony. (Attachment 4) In answer to questions, Ms. Dysart stated that if there was a sizeable appropriation for SB 13 summer programming could be one of the issues provided. She had not looked at SB 16 and SB 13 as being an either/or situation. Summer programming is one of the vehicles they use particularly to address the problem of "at risk" children. She could think of some other programs which would fall under the auspices of SB 13 through which they could reach the children most in need. Frequently they find the children who are available for summer school do not fall within the children they need to reach, i.e., children of migrant workers.

Appearing next was Connie Hubbell, Chairman, State Board of Education. (Attachment 5) Ms. Hubbell noted that they would also like to see SB 13 considered and recommended because the bill endorses the use of funds and activities during the regular school year. Both SB 13 and SB 16 enrich the opportunities to help enrich the education for our youth. In answer to questions, Ms. Hubbell stated that if she were to choose funding for one bill or the other she would have to choose SB 13 because it gives local districts the option to provide funds for summer school programs or other programs.

Bill Curtis, Assistant Executive Director, Kansas Association of School Boards, was the next conferee. (Attachment 6) Following Mr. Curtis was Hal Roe, Superintendent of Schools, USD 383 (Manhattan). (Attachments 7, 7A and 7B) In answer to questions, Mr. Roe stated that they currently plan on developing for 1989 summer school a magnate school which would center on the humanities and fine arts. With additional funding they would expand their course offering to the secondary schools and lower tuition costs.

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON WAYS AND MEANS,  
room 123-S, Statehouse, at 11:10 a.m./p.~~XX~~ on \_\_\_\_\_, 1989

Appearing next was Mary Nichols, Board Member, USD 383. (Attachment 8) Gerald Henderson, Executive Director, United School Administrators, presented testimony. (Attachment 9) Lisa Bietau appeared next. (Attachment 10) In answer to questions, Ms. Bietau stated that both the enhancement and remedial programs are equally important. Kay Coles, Director of Communications, Kansas-National Education Association, presented testimony. (Attachment 11) Chris Graves, Associated Students of Kansas, was the last conferee on the agenda. (Attachment 12)

The Chairman asked if there were others wishing to speak to SB 16. There being none, the meeting was adjourned.



## EXPLANATION OF 1989 S.B. 16

S.B. 16 was recommended by the 1988 interim Special Committee on School Finance. That Committee devoted most of its time and attention to analysis of the School District Equalization Act and to addressing school finance issues related to implementation of the statewide reappraisal program. However, it also considered the merits of the use of specialized categorical aid programs, including special incentive types of programs, within the context of the total state role in the funding of education.

In this respect, two actions were taken. One was to endorse the substance of S.B. 13, a bill recommended by the Legislative Educational Planning Committee, to create an incentive Educational Excellence Grant Program. That bill, which yesterday was recommended favorably for passage by the Senate Education Committee, is structured in very much the same manner as S.B. 16. It is directed toward a variety of innovative educational system enhancement initiatives. The second action, of course, was to recommend S.B. 16.

Following is a summary of the main features of the bill:

1. A summer program includes programs operated by school districts during the summer months to provide remedial instruction or to conduct special enrichment activities for pupils.
2. School boards may apply to the State Board of Education for a grant of state funds for development and operation of such programs. This may be accomplished through cooperative or interlocal agreements with other boards.
3. To be eligible for a state grant, a local board submits an application to the State Board for its consideration and approval. The State Board, through rules and regulations and in accord with statutory guidelines, establishes criteria for considering school district applications, approves programs for state grant purposes, establishes funding priorities for determining state grant amounts, makes grant awards, and requires information from recipient school districts concerning the effectiveness of the summer program.
4. Each year, in accord with available appropriations, the State Board of Education makes the grants to eligible school districts. Such grants may not exceed 50 percent of the actual expenses incurred by the district for the operation of the program. (The bill contains an under-proration provision.) Recipient school districts must submit such reports to the State Board as it requires.
5. A Summer Program Fund is created in each school district which is awarded a state grant. All money received by a school district for the operation of a summer program under this act is credited to this fund. Amounts deposited in this fund can be used only for expenses directly attributable to the program, and will supplement expenditures from the school district general fund for a summer program.

ATTACHMENT 1  
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6. The State Board provides technical advice and assistance on development and operation of a summer program and applying for grants. The Board also will make studies and disseminate information concerning such programs.
7. After the 1991-92 school year, the State Board will evaluate the program and make recommendations to the Governor and Legislature concerning whether the program should be continued.

The interim Committee made no recommendation concerning the level of funding that should be provided for this program. For informational purposes, the Committee might be interested to know that the Legislative Educational Planning Committee recommended FY 1990 funding of \$5.0 million for S.B. 13 and the Governor has recommended FY 1990 funding of \$2.0 million for an "at-risk" pupil initiative. (Presently, there is now specific implementing legislation which accompanies the Governor's recommendation.)

Kansas Legislative Research Department  
February 1, 1989

Chairman Bogina, Vice Chairman Winter and Members of the Committee

I am here today, not as a legislator, but as a Kansas educator of fifteen years and as a parent whose two children participate in summer programs.

As a teacher, I have participated in the planning and implementation of summer programs for small and mid-sized school districts. It is my belief that summer programs enhance the educational menu for children, enabling the students who need reinforcement of basic skills to experience a continuity of instruction and learning. It is also important to provide enrichment programs which challenge and stimulate the learning experiences for the average and above-average students.

A component of SB 16 which I find particularly encouraging is in Section 2(a) which allows and fosters cooperative and interlocal agreements between school board/districts to deliver quality programs for our Kansas kids. Smaller and larger school districts have much to learn from one another in the delivery of their educational programs.

I would like to see the last sentence of Section 2(a), lines 36-38, read: "A board may enter into cooperative or interlocal planning and agreements with one or more other boards for the development and operation of summer programs".

SB 16 provides an educational initiative to all school districts throughout our state. We have several quality summer programs which are now in place in Kansas, and they can serve as model projects for other school districts to draw upon for planning purposes.

I urge your support for the establishment of a fund from which all school districts across the state are encouraged to enhance their instructional programs for our young Kansans.

Thank you.

  
Senator Lana Oleen

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In the summer of 1988, USD 336, Holton, had summer school for the first time in several years. An initial survey was done with district parents to see if there was any interest. Interest seemed to be there, so a plan was put into action by the administrative team.

The focus of the summer session was exclusively remedial. The two areas of course offerings were language arts and mathematics. There was no tuition charged and the funding came from the general fund of the school district budget.

The summer school session was one four-week session. The students were basically not only by language arts or math but also by grade level. The offerings were basically divided by primary and intermediate needs.

The session was purposely offered in the afternoon. The intent was to eliminate any conflicts with swimming lessons, baseball practice. Bible school, etc.

The basis for attendance was basically either teacher referral or parent interest and request. Children that were below grade level in their current classroom were encouraged to consider the possibility of summer school placement. Attendance was actually required for the students attending. Acceptable discipline was also required or the child could be dropped from the program.

The program was monitored closely for each child's progress. Pre-tests and post-tests were given in each area and charted for the parent to see and understand.

There was minimal administrative direction necessary once the program was started in the summer. Of course, a great deal of organizing and planning was essential to get the program off the ground.

Most of the materials used were from the regular classrooms. Some new materials were purchased to meet some special needs. This was not of any major expense to the district.

The teacher salaries were based on the current base pay of the district. Based on that figure the salary was right at \$50.00 per day for each teacher. Each teacher worked about 3-4 hours per day for twenty working days, so the salary for each was \$1,000. Four teachers were employed last summer at a cost to the district of about \$4,000.00. The few materials that were purchased made the total cost to the district about \$4250.00.

In the fall of 1988, the progress of the students who had attended summer school was addressed. The majority of the students who had attended summer school were found to be gaining at a greater rate than some who had not attended. The district administrators believe this was for several reasons:

ATTACHMENT 3  
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1. material was presented at child"s level
2. there were less distractions during the class
3. parents supported the program and required students to complete homework and assignments
4. teachers were able to use more drill and practice than is possible with the regular class setting
5. summer school provided a good grouping opportunity
6. students continued to study and did not experience the normal loss (forgetting) over the summer which normally occurs.

There were 61 students enrolled in Holton"s summer school program in the summer of 1988. Forty-eight of them showed up for instruction and forty-three actually completed instruction. These numbers gave excellent pupil-teacher ratios for all of the sessions. Each had just ten or twelve students which gave an ideal setting for learning.

There are endless possibilities for growth of the summer school program in USD 336. Many other class offerings could be developed. Enrichment as well as remedial classes could be offered and the hours for instruction could be expanded. Offerings for middle school students are also an excellent possibility for expansion. The summer of 1988 found students enrolled in grades one through six, although there was only one sixth grade student.

*Judy A. Apicis*  
*USD 336, Holton*

*(Student population*  
*K-12*  
*965 students)*



**WICHITA PUBLIC SCHOOLS**

*Unified School District No. 259*  
**ADMINISTRATION CENTER**  
217 N. WATER  
WICHITA, KANSAS 67202

*Kathryn Dysart*  
*Intergovernmental Affairs*  
316-833-4135

January 31, 1989

**Testimony before Senate Ways and Means Committee**

Mr. Chairman and Members of the Committee,

I am Kathryn Dysart, representing the Wichita Public School District. The district supports Senate Bill 16 and endorses it as one of several measures you will examine this year which could target funds to educationally at-risk children.

The Wichita Public Schools currently operates a summer school program which annually provides remediation and enrichment to 4,500 students. Tuition charged for remedial programs range from \$48 per course at the elementary level to \$52 for a high school course which provides the equivalent of one-half credit. These tuition charges do not cover infrastructure or non-teaching personnel costs incurred during summer school operation.

Typically, the students most in need of remedial summer programs are also those students least able to pay tuition. Urban poverty and its associated societal blights are among the key factors which contribute to children's educational jeopardy. Of the 47,107 students served by the Wichita Public Schools, 34% are currently living below the poverty line. To help students overcome this disadvantage, the Wichita School District provides \$25,000 in summer "scholarships" for pupils who cannot afford tuition. A quick calculation shows this money can stretch to only 500 of the 16,000+ children who may need assistance. A matching grant from the state would enable the district to extend summer school offerings to a larger number of children or to divert fewer general fund dollars away from the educational expenses of the mainstream student population.

In a district such as Wichita, one direct advantage to summer programming is a lower pupil/teacher ratio. While an elementary class during the regular school year may contain 30 children, the remedial summer courses in Wichita allow no more than 15 students in each class. Not only is individual instruction and teacher contact time enriched, the students' skill levels tend to be less diverse.

While we enthusiastically endorse Senate Bill 16, we do have one suggestion and one question. Our suggestion is the grant request include evaluation measures as one of the components to be built into the program before the state board awards monies. This will enhance accountability and allow fund prioritization toward programs which prove to be effective.

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The question we have concerns allowable expenditures as defined in lines 111 and 112. If summer program monies are used to buy a piece of equipment needed for a summer program, may that equipment also be used the following fall or must it be stored until the next summer session? Or is the expenditure of summer program funds limited to those expenses incurred for salaries, utilities, or consumable items during the limited program time?

# Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103



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District 1

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District 4

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District 6

Evelyn Whitcomb  
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Richard J. Peckham  
District 10

February 1, 1989

TO: Senate Ways and Means Committee  
FROM: State Board of Education  
SUBJECT: 1989 Senate Bill 16

My name is Connie Hubbell, Chairman of the State Board of Education. It is a pleasure for me to appear before this Committee on behalf of the State Board.

Senate Bill 16 provides that the board of education of every school district may develop and operate a summer program and may apply for a grant of state monies to supplement amounts expended for such program. A board may enter into cooperative or interlocal agreements with one or more other boards for the development and operation of a summer program.

The State Board of Education is quite concerned about the identification and intervention of at-risk students. Large numbers of Kansas students experience problems that seriously interfere with their learning, school attendance, preparation for employment, or satisfactory progress toward graduation. They often fall behind their classmates, are truant, behave disruptively, face suspension or expulsion, and drop out of school. If their problems are not addressed effectively, these children face a bleak future: one that will bear enormous costs for both the children and society as a whole.

The number of children at risk of failure in school and life has risen dramatically with the increase in social and cultural stresses on children.

According to statistics compiled by the Children's Defense Fund, the Kansas State Department of Education, the Kansas Committee for the Prevention of Child Abuse, and the National Education Association:

- \* 19.3 percent of Kansas students who enter the ninth grade do not complete high school.
- \* 1,657 Kansas teenagers under the age of 18 are incarcerated in prison.

- \* 83.5 percent of Kansas teenagers reported using alcohol before their eighteenth birthday.
- \* 26.2 percent of Kansas teenagers reported using marijuana before their eighteenth birthday.
- \* 10.6 percent of Kansas teenagers reported using cocaine before their eighteenth birthday.
- \* 40 teenage suicides were reported in Kansas in 1985-86.
- \* 317 suicide attempts were reported to high school counselors in 1985-86.
- \* 4,522 babies were born to teens in Kansas in 1985.
- \* 67 percent of the mothers with children ages 6-17 work outside the home.
- \* 48 percent of the mothers with children under six years of age work outside the home.

Although it is not solely the school's responsibility to alleviate the many social conditions that put children at risk, school programs and staff efforts are necessary to help children cope with health and social stresses that impair their ability to learn, progress through school, and graduate.

The State Board of Education believes that school districts need encouragement in order to improve the educational achievement of students and to assist districts in structuring programs to meet the needs of students in the 21st century.

To meet the demands of a knowledge-based society and the needs of a changing education clientele, adjustments in content, curriculum, organization, and performance of Kansas schools will eventually have to occur. It is essential that the state encourage and assist school districts to develop the kinds of programs which will address the future of the state by allowing them to explore new ideas in providing education.

Every school district would be given the opportunity to submit a grant application and plan for a summer program to improve the educational system of the district.

The State Board is required to adopt rules and regulations for administering this program which outlines the standards and criteria for reviewing, evaluating, and approving summer programs. The law also provides for an evaluation of the program's success.

A summer program may include remedial instruction or for the purpose of conducting special projects to enrich and enhance the educational experience of pupils.

The State Board recommends that Senate Bill 16 be reported favorably for passage.

KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS



5401 S. W. 7th Avenue Topeka, Kansas 66606  
913-273-3600

Testimony before the Senate Ways and Means Committee

by

Bill Curtis, Assistant Executive Director  
Kansas Association of School Boards

February 1, 1989

Mr. Chairman and members of the committee, we appreciate the opportunity to testify on SB 16 on behalf of the 301 member school districts that comprise the Kansas Association of School Boards.

SB 16 would establish state grants for the operation of summer programs for school districts offering remedial instruction during the summer. The moneys are subject to appropriations by the Legislature and the program would be administered through the State Board of Education. Grants would be limited to 50% of actual costs.

In our deliberations concerning legislative policies this year, KASB totally reworked the section on state school finance. One of the items within that new policy is entitled "Financial Incentives". That policy states that financial incentives should be used to encourage the attainment of objectives and the development of programs which are of sufficient importance to be made a matter of state policy. We believe SB 16 fits that statement. We urge your favorable consideration of SB 16. Thank you for the opportunity to present this testimony.

ATTACHMENT 6  
SWAM 2-1-89

## SUMMER SCHOOL

Senate Ways & Means Committee

Dr. Hal Rowe, Superintendent, Manhattan USD #383

Wednesday, February 1, 1989; 11:00 AM / Room 123S - Statehouse

Each year, Manhattan USD 383 conducts a program of summer classes open to all students in the district. During the last two summers, a contingent of students from Wamego have also participated. The program is designed to provide constructive experiences to the whole range of students in our system. The list of course offerings for elementary students displays an array of courses including special education, remedial help, enrichment experiences, personal development, creative arts and problem solving experiences. More than 600 elementary students enrolled in 22 courses during the 1988 summer session. A total of 34 certified teachers were employed to conduct the elementary portion of the program.

Seventeen middle school and high school teachers taught ten different courses to more than 300 secondary students. Secondary courses are basic and generally provide the opportunity for students make up courses they have previously failed, to catch up in those courses where they didn't do well, or to take a course in the summer so they can register for another course during the school year.

In total, we enrolled 935 students K-12, employed a faculty of 51 people who taught 32 different courses.

The total cost for this program in Summer 1988 was more than \$55,000. This included the costs of teachers, an administrator, secretaries, aides, supplies, transportation, custodial care and utilities including air conditioning.

Total revenues were about \$35,000. Tuition charges work out to about \$1.00 per student per hour enrolled. An elementary student registered for three courses paid \$60.00 for the four week program. A high school student \$90.00 for 90 hours of instruction. Non-resident students paid 150% of the resident tuition.

One hundred ninety students or about 20% attended tuition free based upon their families' income level. Another 40 students attended at one-half the full tuition rate for the same reason. Nearly 25% of all students enrolled were from families living at some point below the poverty line. These students also received free and reduced meals. In total, almost 2850 nutritious meals were served, with more than 1850 free and 270 reduced. The children of the poor fared well last summer in Manhattan.

We believe that the summer program offers advantages to the students who receive creative stimulation, make up, enrichment, special help, and the opportunity to expand their high school program; to the parents and the community who know that numbers of young people are constructively and safely occupied; and to the school system for the opportunity to improve student achievement beyond what would otherwise be possible.

We believe that our Manhattan experience could and would be a common one throughout Kansas if the state provided funding as an incentive to school systems throughout Kansas. The opportunity for schooling during the summer months makes sense to more and more people. The societal demands that dictated our present school year are rapidly disappearing. Research clearly shows and logic obviously demonstrates that the more quality time devoted to learning, the more is learned. The Manhattan-Ogden USD #383 Board of Education respectfully urges constructive consideration to the provision of state funding to help support the provision of summer school opportunities for the children of Kansas.

ATTACHMENT 7  
SWAM 2-1-89

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COURSE DESCRIPTIONS

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KINDERGARTEN—The class is for students who have completed Kindergarten. It will meet for the full morning. ■ Kindergarten Help is available for children who need additional time to develop language, socialization, number and letter recognition, and muscle control. ■ Kindergarten Enrichment is available for children who want to explore music, art, drama, writing and learning. Placement will be determined at the beginning of the session. Current grade level: Kindergarten. TR

READING HELP—Emphasis will be on skills development, comprehension, and literature appreciation. Students who have experienced difficulties in reading development should consider this course. Current grade levels: 1-6. MS

MATH HELP—The emphasis will be on basic math facts and math processes. Students who have experienced difficulties in math development should consider this course. Current grade levels: 1-6. MMS

COOPERATIVE LEARNING FOR SKILL BUILDING—Students will study basic skills in math and language arts in cooperative learning teams. The class will meet for two hours. Students enrolled in this class can enroll in a 3rd hour class at MMS. Transportation will be provided. Current grade levels: 1-6 TR

READING ENRICHMENT—This is for the student who enjoys exploring books and ideas. Poetry, short stories, drama, and good literature will be read and discussed. Current grade levels: 1-6. MMS

MATH ENRICHMENT—This class is designed for the inquiring minds of children interested in exploring the problem solving and thinking skills involved in mathematics. Current grade levels: 1-6. MMS

SCIENCE ENRICHMENT— This course will be geared to the interests of the students. Various opportunities for sharing and working together will be available. A hands-on approach to science will be used to develop student interests. Current grade levels: 1-6. MMS

MIND STORMS—Activities will include exploring the way the mind works and a variety of types of thinking—creative, critical, and visual. Students will complete creative problem solving activities based on real-world problems. Applications will be made for all subject areas. Current grade levels: 1-6. MMS

PUBLICATIONS—This class will include writing for a summer newsletter, newspaper, book, or other form of publications. Current grade levels: 1-6. MMS

ART—The course will provide creative experiences in a variety of media. Current grade levels: 1-6. MMS

DRAMA—An introduction to the basic elements of drama offers students an opportunity to experiment with expression through the theater arts. Music and drama classes will combine for several activities throughout the summer, including a final musical play. Current grade levels: 1-6. MMS

ADVENTURES IN MUSIC—Music reading and performance skills will be introduced and studied through a variety of "fun" musical activities. Music and drama classes will combine for several activities throughout the summer, including a final musical play. Current grade Levels: 1-6. MMS

HUMANITIES—This class will explore music, art, drama, literature and history. The disciplines will be inter-related so that the connections are exciting and worth seeing. Current grade levels: 1-6. MMS

SPANISH—Students will be introduced to a speaking vocabulary in Spanish. Students at all grade levels are encouraged to attend. Current Grade Levels: 1-6. MMS

ADVANCED SPANISH—Students should already be acquainted with the language. Current grade levels: 4-5-6. MMS

GERMAN—Students will be introduced to a speaking vocabulary in German. Current grade levels: 1-4. MMS

FRENCH—Students will be introduced to a speaking vocabulary in French. Current grade levels: 1-4. MMS

KEYBOARDING—The student will work with the key board and on speed and accuracy. Current grade levels: 1-6. MMS

COMPUTER USAGE—Students will work with the basic programs involved in using the computer as a tool—word processing, data base management, and the spreadsheet. Laptop computers will be used for this class. Current grade levels: 1-6. MMS

PHYSICAL EDUCATION—Students will concentrate on physical fitness and basic skills in several activities. Current grade levels: 1-6. MMS

SELF-ESTEEM—This class is designed for students to learn to interact with others, learn to make and keep friends, or learn how to be a friend. Current grade levels: 1-6. MMS

ENROLLMENT BY SPECIAL PERMISSION ONLY

LEARNING RESOURCES, SPEECH THERAPY, and EMH-TMH-SMH—Arranged by contact between parents and the child's school. 8:30 to 10:30. Learning Resources will be at TR. Speech Therapy, EMH-TMH-SMH will be at MMS.

KSU READING—Students are recommended by their teacher to work with experienced reading instructors from KSU between the hours of 8:30 and 10:30. SPECIAL PERMISSION IS REQUIRED. TR

GIFTED SEMINAR—Students will explore areas of interest through small and large group discussion. The class meets for the first hour only. Students should enroll in classes of their choice for hours 2 and 3. Current grade levels: 1-6. MMS

ELEMENTARY SUMMER SCHOOL

'88

ATTACHMENT 7A SWAM 2-1-89



The Manhattan-Ogden Public Schools  
2031 Poyntz  
Manhattan, Kansas 66502  
913/537-2400

ATTACHMENT 7A  
SWAM 2-1-89

# SUMMER SCHOOL '88

**To:** Parents of Students  
Grades K-6

**From:** Dr. Darcy Rourk  
Summer School Director  
539-2541

**Date:** April 1, 1988

**What:** The Manhattan-Ogden Public  
Schools Summer School '88

**Who:** Students Currently in Grades K-6

**When:** June 13 through July 8  
8:30 a.m. to 11:30 a.m.

**Where:** Manhattan Middle School and  
Theodore Roosevelt Elementary  
School

**Enrollment Dates:** April 11 through May 16

**Enrollment Location:** The student's school office or  
NON-DISTRICT: By arrangement  
with Director

**Fees:** \$60 for full session or  
\$20 per hour  
NON-DISTRICT: \$90 for full  
session or \$30 per hour

\*Fees must be paid at the time of  
enrollment

**NOTE:** request for waiver or reduction of fees  
must be accompanied by verification from the  
principal of the student's school that the family  
qualified for the free or reduced price lunch pro-  
gram during the 1987-1988 school year. All non-  
district students must pay full fees.

We believe a quality summer school program for  
the Manhattan-Ogden School system will . . .

- Allow students to participate in the maintenance  
and enrichment of learning activities
- Provide an opportunity for the approach to  
learning to be varied and inclusive
- Make learning in summer school reflect the com-  
munity needs through the enhancement of learn-  
ing activities

## ENROLLMENT

- The class placement: The same as the child's  
1987-1988 grade placement.
- Class size: Limited to 20 students in most ac-  
ademic areas.
- Schedule adjustments: If the demand for certain  
classes exceeds estimates or is smaller than expect-  
ed, adjustments will be made.
- Shuttle bus: Library Media Center activities  
may be scheduled at Theodore Roosevelt. A shut-  
tle bus will be provided for these activities and for  
those students in first and second hour classes at  
TR who wish to go to the MMS to take a third  
hour class.
- Choose: 1, 2, or 3 courses.
- Class length: One hour unless otherwise noted.
- Enroll in consecutive classes: There is no super-  
vision available for students not enrolled in a class.  
Students must be enrolled in a class to be at the  
school site.
- Return enrollment form and check: to your  
child's school office.
- Class schedules: will be mailed to you before  
summer school begins.

## TRANSPORTATION

- Pick-up: From each attendance center (school) to  
the summer school locations at the Middle School  
and Theodore Roosevelt in time for 8:30 classes.
- Return: To the attendance centers at the close of  
each daily session following the close of classes at  
11:30.
- Short schedules: Parents must provide transpor-  
tation at hours other than those stated.
- Bus schedules will be published in the Manhat-  
tan Mercury prior to the opening of summer  
school.
- If you plan to use the school district transpor-  
tation, mark this on the return page.

# ☆ RETURN PAGE ☆

Elementary Summer Enrollment Form

## CLASSES SCHEDULED AT MANHATTAN MIDDLE SCHOOL

8:30		9:30		10:30	
<b>■ GRADES 1-2</b>					
RH	Read Help	RH	Read Help	RH	Read Help
MH	Math Help	MH	Math Help	MH	Math Help
ART	Art	ART	Art	ART	Art
RE	Read Enrich	ME	Math Enrich	GER	German
SP	Spanish	FR	French	MS	Mind Storms
DR	Drama	SCE	Science Enr	PE	P.E.
MA	Music Adv	CU	Cmptor Use	KEY	Keyboard
PE	P.E.			HMN	Humanities
SLF	Self Esteem			PBL	Publication
*GFT	Gifted Sem				
N1	No 1st Hr	N2	No 2nd Hr	N3	No 3rd Hr
<b>■ GRADES 3-4</b>					
RH	Read Help	MH	Math Help	RH	Read Help
PBL	Publication	SP	Spanish	MH	Math Help
HMN	Humanities	FR	French	GER	German
ART	Art	ART	Art	ART	Art
SCE	Science Enr	RE	Read Enrich	ME	Math Enrich
MS	Mind Storms	SLF	Self Esteem	DR	Drama
PE	P.E.	PE	P.E.	MA	Music Adv
KEY	Keyboard	CU	Cmptor Use	CU	Cmptor Use
*GFT	Gifted Sem	KEY	Keyboard		
N1	No 1st Hr	N2	No 2nd Hr	N3	No 3rd Hr
<b>■ GRADES 5-6</b>					
MH	Math Help	RH	Read Help	SLF	Self Esteem
PE	P.E.	MS	Mind Storms	RE	Read Enrich
ME	Math Enr	DR	Drama	SCE	Science Enr
HMN	Humanities	MA	Music Adv	ASP	Adv Span
		SP	Spanish		
ART	Art	ART	Art	ART	Art
KEY	Keyboard	PBL	Publication	KEY	Keyboard
CU	Cmptor Use	CU	Cmptor Use	CU	Cmptor Use
*GFT	Gifted Sem	PE	P.E.	PE	P.E.
N1	No 1st Hr	N2	No 2nd Hr	N3	No 3rd Hr

\*Requires special permission to enroll

**■ TO ENROLL, CIRCLE ONE CLASS PER COLUMN  
(HOUR) IN THE APPROPRIATE GRADE LEVEL  
SECTION**

**■ Classes must be scheduled consecutively**

**■ Yes No Bus Transportation (Circle One)**

## CLASSES SCHEDULED AT THEODORE ROOSEVELT

8:30		9:30		10:30	
KDG	Kindergarten	-----all morning-----			
CL	Coop Learning	----- 2 hours			
*KLR	Lrng Resource	----- 2 hours			
*RDN	KSU Read	----- 2 hours			
			N3	No 3rd Hr	

\*Requires special permission to enroll

**■ Students enrolled in Cooperative Learning, KSU Reading,  
or Learning Resource classes may enroll in a 3rd Hour  
Class at the Middle School. A shuttle bus will be provided.**

**■ TO ENROLL, CIRCLE ONE CLASS AT THEODORE  
ROOSEVELT**

**■ CIRCLE 3rd HOUR CLASS IN THE MIDDLE SCHOOL  
SECTION**

**■ Students will not be permitted to remain at the school site  
without enrolling in a 3rd hour class.**

**■ Yes No Bus Transportation (Circle One)**

## Names and Numbers We Need

Mother \_\_\_\_\_  
Father \_\_\_\_\_  
Address \_\_\_\_\_  
Home Phone \_\_\_\_\_  
Mother's Work Phone \_\_\_\_\_  
Father's Work Phone \_\_\_\_\_  
Sitter \_\_\_\_\_  
Address \_\_\_\_\_  
Phone \_\_\_\_\_

## In Case of Emergency Call

Local Name \_\_\_\_\_  
Local Phone \_\_\_\_\_  
Physician \_\_\_\_\_  
Phone \_\_\_\_\_  
**■ Student** \_\_\_\_\_  
**■ Current School Name** \_\_\_\_\_  
**■ Grade Now** \_\_\_\_\_ **Sex** \_\_\_\_\_  
Fee Receipt # \_\_\_\_\_



\*\*\*\*\* COURSE DESCRIPTIONS \*\*\*\*\*

For more detailed course descriptions, please refer to the 1987-1988 edition of the MHS Course Description Book.

**AMERICAN GOVERNMENT** This course develops an understanding of the philosophy of democratic government and the origin of democracy. The principles of Federalism are examined, especially at the national level. State and local governments are studied with emphasis on the state of Kansas and the city of Manhattan. Semester credit. Grade levels: 11,12. Room 317.

**AMERICAN LITERATURE** Students identify various historical periods of American literature and identify the major authors, works, and ideas of these periods. Semester credit. Grade levels: 10,11,12. Room 312.

**BRITISH LITERATURE** Students become familiar with the characteristic themes and forms of Old English, Middle English, Renaissance, Augustine, Romantic, Victorian, and modern era authors. Semester credit. Grade levels: 11,12. Room 321.

**U.S. HISTORY I** Students receive a general introduction to U.S. History with emphasis upon the trends, major people, and events in U.S. History. Semester credit. Grade levels: 10,11,12. Room 314.

**U.S. HISTORY II** Students receive a general introduction to U.S. History with emphasis upon the trends, major people, and events in U.S. History. Semester credit. Grade levels: 10,11,12. Room 314.

**PSYCHOLOGY** Students will become acquainted with human behavioral theories and practices. Semester credit. Grade levels: 10,11,12. Room 306.

**ALGEBRA I** Fundamentals of basic algebraic concepts, relationships, and application will represent the core of this offering. This course is designed for students who need to retake or improve a grade in a previous Algebra course. Semester credit. Grade levels: 9,10,11,12. Room 307.

**ALGEBRA II** Fundamentals of basic algebraic concepts, relationships, and application will represent the core of this offering. This course is designed for students who need to retake or improve a grade in a previous Algebra course. Semester credit. Grade levels: 9,10,11,12. Room 307.

**ENGLISH** Students receive instruction in grammar, composition, and literature. This course is for students who need to make up one semester of failed English credit. Semester credit. Grade levels: 9,10,11,12. Room 315.

**TYPING** The students is familiarized with the key board and is introduced to some production work. Semester credit. Grade levels: 7,8,9,10,11,12. Room 319.

**SPEECH** Students learn different aspects of public speaking and develop the skills to communicate. Semester credit. Grade levels: 9,10,11,12. Room 311.

**BASIC PROGRAMMING** This course provides students with a working structure of programming language and a syntax of the BASIC language. Semester credit. Grade levels: 9,10,11,12. Room 311.

**ENGLISH REVIEW** Emphasis in this six-week session is on the basic fundamentals of grammar and composition. An in-depth review of the parts of speech, punctuation, capitalization, and sentence and paragraph construction will be emphasized in this course. Grade levels: 7,8. Two time periods: 8:00-9:30 or 9:30-11:00. \* FEE: \$45. Room 315.

**MATH REVIEW** Basic mathematical operations will be considered in this review session for students who have experienced difficulty. Grade levels: 7,8. \* FEE: \$45. Two time periods: 8:00-9:30 or 9:30-11:00. Room 316.

**PHYSICAL SCIENCE REVIEW** Students desiring remedial physical science will participate in this laboratory science offering. Grade level: 8th grade only. \* FEE: \$45. Two time periods: 8:00-9:30 or 9:30-11:00. Room 309.

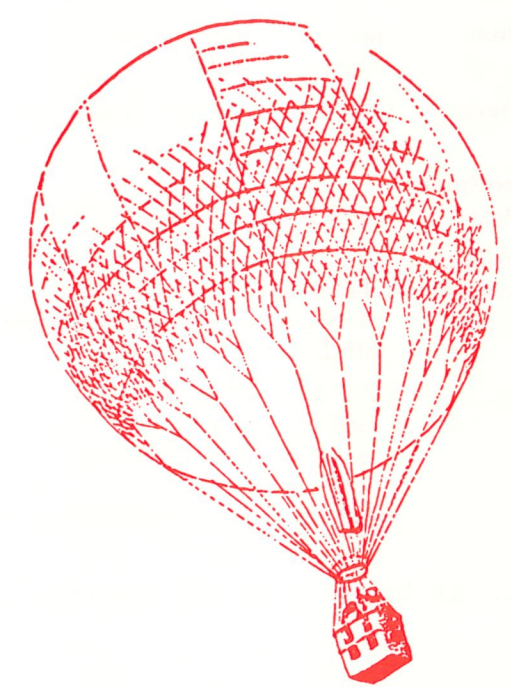
**OFFERED FROM  
MANHATTAN HIGH SCHOOL**

**DRIVER EDUCATION** Students are taught how to safely operate a motor vehicle. Instruction will include classroom discussion, simulation activities, and actual driving experience. Students must be a minimum of 14 years old to participate. Semester credit for one session. Grade levels: 7,8,9,10,11,12. FIRST SESSION: June 6-July 1. SECOND SESSION: July 5-August 1. FEE: \$55.

**FIELD LAB BIOLOGY** This course is a summer biology course devoted to aquatic environment, prairie biome, and deciduous forest biome. Semester credit. Grade levels: 7,8,9,10,11,12. Class meets at MANHATTAN HIGH SCHOOL - Room E 17.

**PHYSICAL EDUCATION** This class may replace a semester of 10th grade P.E. or may be used as an elective credit. Students will learn tennis, golf, badminton, jump rope skills and will study health topics including CPR. Semester credit. Grade Levels: 10,11,12. Class meets at MANHATTAN HIGH SCHOOL.

SECONDARY  
SUMMER CLASSES  
ATTACHMENT 7B  
SWAM 2-1-89  
'88



The Manhattan-Ogden Public Schools  
2031 Poyntz  
Manhattan, Kansas 66502  
913/537-2400

ATTACHMENT 7B  
SWAM 2-1-89



**Testimony on Senate Bill #16**

**February 1, 1989**

Senator Nancy Landon Kassebaum wrote in her January Report to Kansans "we as a society have not yet figured out a workable way to balance the needs of small children against the modern day reality of two-income households. Last year, over 44% of women with children under 18 worked full-time outside the home, up from 28.9% in 1975."

I am one of those 44%. I believe that Manhattan-Ogden has helped me cope with the many stresses Kansas parents now face in the summertime. I have included a chart of major transitions in lifestyle with normal characteristics of the 1930's and the 1980's to help explain the stresses.

Last summer I considered my 12 year old son at risk. I asked him what he wanted to do for the three summer months. His reply was "watch TV and go to the mall." (When I was 12 there was farm work for me to do.) Fortunately, USD 383's summer school brochure came and my son spent 20 productive summer mornings in advanced Spanish, math and drama. My high school sophomore enrolled too in typing, my 8 year old in French, drama, and keyboarding. I believe every kid in Kansas should have the opportunity to attend summer school.

As a representative parent, I support the funding of summer school. I have also included a statement from a recent Ford Foundation Project to support my claim that opening up educational opportunities in the summertime can be a positive change in our Kansas schools.

From a grass roots level, as a parent and school board member, I can testify that funding S.B.16 will be a workable way to adjust to the changing educational needs of Kansas kids.

Thank you,

Mary Nichols

USD 383 Manhattan, KS

ATTACHMENT 8  
SWAM 2-1-89

MAJOR TRANSITIONS IN LIFESTYLE

CHARACTERISTICS	NORM 1930	NORM 1980
Family interaction	high	low
Value system	homogeneous	heterogeneous
Role models	consonant	dissonant
Logical consequences	experienced	avoided
Inter-generational associations	many	few
Education	less	more
Level of information	low	high
Technology	low	high
Non-negotiable tasks	many	few
Family work	much	little
Family size	large	small
Family dominant	extended	nuclear
Step/Blended/Single Parent Families	few (10-15%)	many (35-42%)
Class Size (K-12)	18-22	28-35
Neighborhood Schools	dominant	rare

THE OVERALL IMPACT

The chart on the following page summarizes the changes which have significantly affected the family and the development of capabilities in young people by drastically reducing dialogue and collaboration and the bonds of closeness and trust that can only be built within families through a base of shared experience.


The changes which the family has undergone have been so dramatic and so rapid that family patterns have been unable to accommodate them; hence, traditional child rearing processes no longer adequately meet the needs of a majority of young people.

# RAISING CHILDREN FOR SUCCESS

Blueprints  
and  
Building Blocks  
For  
Developing  
Capable People

by H. STEPHEN GLENN

with JANE NELSEN



SUNRISE PRESS  
4984 Arboleda Drive  
Fair Oaks, California 95628

Mary Nichols

Testimony 2/1/89

RE: S.B. 16

An item in an agenda to close the domestic and foreign achievement gaps among young people in a recent Ford Foundation Project on Social Welfare and the American Future is "Construct a system of summer education opportunities. These could begin with follow-through programs in mathematics and reading during the elementary school years; continue with advanced science, mathematics, and literature courses for high-potential but low-achieving junior high school youth; combine summer jobs and remediation programs, funded with Chapter I and JTPA Title IIB summer job dollars, for disadvantaged fourteen- and fifteen-year olds who have substantial skill deficits; and conclude with advanced Upward Bound programs for college-bound, disadvantaged high school students.

"The first task would be to redesign the summer jobs program by targeting fourteen- to sixteen-year-olds (who do not have the job opportunities that seventeen- and eighteen-year-olds have) and mandating that all participants receive intensive remedial education. The second task would be to construct a comprehensive system of quality summer learning out of the network of thousands of pre-college programs in science, mathematics, and engineering that evolved in the 1960s. Reversing summer learning loss and converting the summer into a season of learning gains is an important opportunity for education reformers."

Berlin, Gordon and Sum, Andrew

Toward a More Perfect Union:

Basic Skills, Poor Families, and Our Economic Future February, 1988

Ford Foundation

# Summer Study Grows in Popularity: From Suzuki Violin to E.S.L.

By Deborah L. Gold

Summer school, an institution that was once synonymous with failed grades and catch-up work, is gradually assuming a new identity—and a new popularity among parents, students, and educators.

In addition to the traditional remedial work, summer classes are now giving students the chance to concentrate on difficult courses, maintain achievement gains, pursue hobbies, and study nontraditional subjects.

Parents are seeking out such programs, administrators say, to help meet their child-care needs and to boost their children's chances for academic success.

And for many schools, the summer session has become a time to give extra attention to students with special needs and sample innovative teaching strategies.

The U.S. Education Department has not compiled statistics on summer-school enrollment since 1975, and experts say there are no recent national data on the extent to which school systems are offering programs or the purposes that they serve.

But interviews with school administrators in several states and large school districts indicate that enrollments are up and course offerings are expanding.

Besides standard course fare, students this summer will be taking classes ranging

*Continued on Page 36*



Courtesy of the School District of Philadelphia

Philadelphia's program includes classes to boost pupils' English proficiency.

# Summer School: It's Not Just For

*Continued from Page 1*

from English-as-a-second language to "Suzuki violin."

"For a variety of reasons—from the dramatic increase in the number of working parents to the national focus on "at risk" youths—interest in summer programs "seems to be heading up," said Samuel G. Sava, executive director of the National Association for Elementary School Principals.

"It's not a major blip now," he said, "but I think we'll see more of an increase next year and in the years ahead."

## Tougher Requirements

The increased standards adopted as part of state education-reform laws are among the most commonly cited reasons for the expanded summer-school programs and rising enrollments of recent years.

For example:

- Since 1985, the State of North Carolina has funded summer school for students in selected grades who score below the 25th percentile on the California Achievement Test. This summer, the funding will be extended to include all students in grades 1-11 who do not meet standards set at the local level or have been recommended for remedial help.

Enrollment is expected to increase from 40,000 to 30,000, and funding will rise from \$10.8 million to \$29 million.

- In Indiana, summer-school enrollment is also expected to rise, due to a new testing program that requires students in several grades to attend summer classes if their scores fall below state standards. About 4 percent to 5 percent of the 500,000 students tested this year were below the standard.

Funding for the summer-remediation program will increase from about \$9 million to \$19 million. This will be in addition to the \$14 million the state provides districts for other summer programs.

- Increased standards at the state and local level have helped push summer enrollment in the Dade County, Fla., school system from about 95,000 in 1984 to a projected 140,000 to 145,000 this summer, about half of the county's total student enrollment. Dade County's is the largest summer session in the nation.

- In Minneapolis, summer-school enrollment has increased significantly in the three years since "benchmark" testing was initiated. The program targets students in four grades for summer "intervention" if they fail district tests.

- As part of a comprehensive summer program launched three years

ago, the Philadelphia school district also offers summer sessions for students in grades 1-8 who fail to meet systemwide promotion requirements, and for those in grades 9-12 who fail to meet graduation requirements.

In addition, Philadelphia, like other Pennsylvania districts, also identifies students in need of summer school through the state's Testing for Essential Learning and Literacy Skills program. The TELLS program offers remedial help to students in three grades who score poorly on tests in reading and mathematics.

Such summer remedial programs, experts say, are designed to head off the increases in grade-retention rates that tougher state standards may foster.

Otis Baker, the assistant commissioner of education in Missouri, said summer programs offer a positive alternative to retention policies and reinforce the notion that children have different rates of learning. Some who fail may simply need more time, he suggested, but perhaps not a repeated grade.

## Help for 'Fast Forgetters'

In other districts, the focus may be more on skills-retention than on grade-retention, with programs aimed at preventing borderline students from losing, over the long summer break, the academic gains they made during the school year.

"One of the unfortunate things about students' being away from school for three months," said Scott D. Thomson, executive director of the National Association for Secondary School Principals, "is that they may lose up to 60 or 70 percent of what they have learned."

This is particularly true for remedial students, he said. "There is a tendency for slow learners to be fast forgetters."

To prevent failure in the transitional years, which is often associated with high overall school failure rates among at-risk students, Philadelphia sponsors a summer program for disadvantaged students leaving elementary school for junior high school, and junior high for high school.

Even though some of the students may have been successful up to these points, said Spencer H. Davis, director of the district's student-promotion programs, "we don't want to lose them" over the summer.

In a project involving several cities, Public/Private Ventures, a nonprofit research organization, launched a model program in 1985 aimed at halting such academic losses, lowering dropout rates, and improving disadvantaged students' employment prospects.

The Summer Education and

Training Program, funded by the Ford Foundation, has served 6,000 students in Boston, Seattle, San Diego, Fresno, Calif., and Portland, Ore. The U.S. Labor Department is attempting to replicate the program at numerous other sites, according to Gordon L. Berlin, former deputy director of the Ford Foundation's urban-poverty program.

## Special Needs

Many districts also have launched summer programs to meet the needs of their growing numbers of non-English-speaking students.

The Los Angeles Unified School District offers an extensive program for non-English-speaking students in grades K-12, and the Minneapolis school system will offer English instruction to 400 limited-English-proficient elementary-school students and 200 high-school students this summer.

Summer sessions are also used to help special-education students meet goals in their individual learning plans. And some school systems have implemented summer programs for students entering kindergarten.

New York City Schools Chancellor Richard R. Green recently launched "summer kindergartens" to help prepare children with limited kindergarten experience for school. Last year, the Dade County, Fla., schools served 9,500 students entering kindergarten in a similar program.

Districts are also offering a greater variety of nontraditional courses. In addition to music and computer programming, summer-school courses described by administrators cover such topics as ecology, outdoor math, substance-abuse prevention, and gardening.

Courses for gifted students—long a popular summer offering—also have increased. For example, the Minneapolis school district sponsors two three-week summer enrichment sessions for students recommended by their schools. And Pennsylvania offers several "schools of excellence" to serve talented students.

Governors' schools—state-funded summer residential programs for outstanding high-school students—also have proliferated, with 23 programs now operating throughout the country and several more in the planning stages.

School systems also are increasingly using summer schools to experiment with smaller class sizes, customized learning programs, and innovative teaching methods.

For example, part of Indiana's summer-school funding this year will support programs that tap the resources of local museums, universities, and businesses.

# Remediation Anymore

At the high-school level, experts say, more students are taking summer classes to tackle difficult subjects or accelerate their coursework.

## Pushing Forward

In the past, said Robert L. Sipes, supervisor of the Dade County summer-school programs, the stereotype was that "only 'dummies' went to summer school."

"Now you have a number of very serious folks trying to get an edge," he said, with pupils enrolling partly because they are "keenly aware that it's tough to find a job out there."

Mr. Thomson of NASSP also attributes the growing interest in summer programs to education reform. Enrollment always surges, he said, "when you get a push for excellence."

"It happened after Sputnik," he recalled. "As competition increases for grades and to get into selective colleges, you find students taking one of their tough courses in summer school as a strategy for improving their grades, or as a kind of hedge against getting a poor grade."

## From Complaints to Kudos

Those in the field say that the expanded course selections, more rigorous school standards, and increased academic competition have warmed many parents to the notion of sending their children to summer school.

When North Carolina first raised its promotion standards, said Dennis Davis, director of support programs for the state education department, "many parents were complaining because children that might have done fairly well during the school year were now, because of a test score, being required to attend summer school."

Now, he says, many parents who saw summer school as a "punitive measure . . . view it as a very positive educational experience."

The telephone calls he gets about the program now, he added, are from "parents trying to get their children included."

Mr. Baker of the Missouri education department predicted, however, that negative images of summer school "may haunt us for awhile."

## Child-Care Role

Experts also say that summer school's popularity has increased as a result of the growing demand for high-quality, affordable child care for single parents and families with two working parents.

In Dade County, enrollment has grown from 50,000 in 1984 to a projected 77,000 this year in the elementary-school summer program, which offers breakfast and after-school care at 158 sites.

The program appeals to parents, Mr. Sipes said, because it offers a "nurturing, academic environment" for children during the work day.

"Parents increasingly are demanding something more than just custodial care," added Marie F. Kaizier, coordinator of summer schools in the New Orleans school district. Besides its remedial summer-school program, the district operates day camps at several schools—on a sliding-scale tuition basis—that offer academic, extra-curricular, and recreational programs.

## Funding Obstacles

Although budget increases linked to education reforms have helped to reconstitute or broaden the scope of summer-school programs that were eliminated or cut back in the 1970's, educators say insufficient funding is still a major problem.

Some states reimburse districts for part of summer-school costs, and many programs are partially subsidized by the districts or funded through tuition.

"The main obstacle that has limited the trend is money," Mr. Sava said.

Although Los Angeles has been rebuilding its summer school in the years since passage of Proposition 13, the tax-limitation measure, expansion in the elementary grades has been held back by a separate law limiting the state funding for nonremedial, core academic courses to coverage of 5 percent of a district's enrollment.

In Missouri, the legislature recently passed a measure to double the amount of state school aid flowing to districts that operate approved summer-school programs because it recognized that inadequate funding has been a "disincentive" for districts to expand such programs, Mr. Baker said.

Mr. Sava of the N.A.E.S.P. said early-childhood proposals such as the "Smart Start" bill before the Congress—which would provide federal funds to extend preschool programs into the summer months—would help bolster the summer-school movement.

But observers say that demographic changes, including increases in the percentage of working parents and in proportion of students vulnerable to school failure, may provide the best incentive for additional summer schooling.

"The educational need has always existed," said Mr. Baker, who maintains that most students would benefit from well-rounded, challenging summer programs. "But we now have a very compelling social reason to have them."





SB 16

Testimony presented before the Senate Committee  
on Ways and Means  
by Gerald W. Henderson, Executive Director  
United School Administrators

Wednesday, February 1, 1989

Mister Chairman and Members of the Committee:

United School Administrators of Kansas is supportive of efforts by this legislature to encourage creative approaches to solving the educational problems of students either at risk of dropping out or in need of challenging enrichment opportunities.

SB 16 provides incentives for such creativity, but in our judgement unnecessarily restricts these efforts to summer time activity. While some districts may well find that summer is indeed the best time to attack the needs of at risk kids, others may not. In our opinion SB 13 which was passed out of the Senate Education Committee yesterday provides a more flexible vehicle for school districts. SB 13 provides the same incentives as SB 16 but allows for greater flexibility in that it contains no restrictions on delivery time.

SB 16 is a good idea. SB 13 is a better one. It is our recommendation that support be given to the more flexible approach to solving the problems of at risk kids.

GWH/ed

ATTACHMENT 9  
SWAM 2-1-89

SENATE WAYS & MEANS COMMITTEE

Lisa Bietau, Manhattan USD 383 Teacher

Wednesday, February 1, 1989; 11:00 AM; Room 123S, Statehouse

In the summer of 1988 I taught a creative problem solving course titled "Mindstorms." This course was offered to any elementary student interested in experiencing activities integrating history, science and divergent thinking skills with creative problem solving strategies. "Mindstorms" appealed to many of the academically talented students, but was also targeted for students who were experiencing academic failure and poor self-image.

Reflecting on the total experience, there were many situations that arose requiring my own problem solving expertise. However, along with these challenges came many pleasant surprises. The students were given an opportunity to expand knowledge in many areas ranging from exploring how scientists study the brain and its functions to looking at the problem solving of great minds in history. This built on many students' interests and expanded their exposure to new areas of learning. As we explored some basic problem solving strategies, the students were able to apply them to simulations and real life situations. This required "risk taking" or the ability to accept a mistake as a process of developing solutions. Recognizing that motivation is an integral part of the teaching and learning process, I felt that the opportunity to interact with an interested adult and peers on these topics could also be significant to building my students success in school. To some of my students, who may not have had the opportunity to cooperatively think out problems, share dreams and explore possibilities, it was a novel experience.

After observing my students and their thinking patterns, I noted students whose eyes sparkled intensely with understanding and eagerness as I presented problems to challenge them toward their highest level of productive thinking. I had recognized one second grade student's outstanding performance during the course. After school one day his mother shared with me her son's excitement about the class's content. As we visited, she shared with me how frustrated he had been during the regular school year because of a learning disability in the area of reading. His strength and interest was in science and the inventive construction of models. Summer school had allowed us to meet and build on his strengths, expand his area of interest and increase motivation to become an active learner. He was also enrolled in the summer school course designed for learning disabled students while also enrolling in science enrichment and Mindstorms courses. According to his parents his level of enthusiasm was clearly observable in his behavior at home as they found him eagerly applying new problem solving strategies.

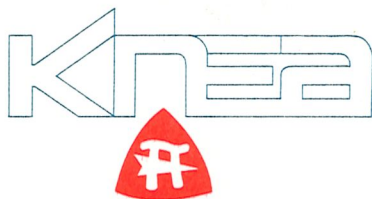
There are at least three other "Mindstorm" students who are academically at risk of failing in our current programs that attend the elementary schools in which I teach. Sharing this summer school experience with these students has allowed me to develop a positive relationship with these young people. Thus, I can assist their classroom teachers in designing educational plans for their improved success in school.

Several of the identified gifted students participating in the "Mindstorms" class were from my Special Education caseload during the school year. One young man I worked with had difficulty focusing in on learning and achievement. He would always complete his work with as little effort as possible. The climate of summer school combined with the "Mindstorm" course content was the perfect opportunity for

ATTACHMENT 10  
SWAM 2-1-89

him to build some skills and motivation to become a more independent learner. Recently, a casual comment made by his health teacher sparked his interest leading to an indepth investigation regarding the governments subsidy of the tobacco industry. If his research verifies his suspicion, he plans to stage a peaceful elementary protest. His perception of school has shifted to that of a place where one student can take a leadership role and possibly make a difference.

"Mindstorms" in combination with remedial or enrichment courses offered during summer school session complement the goals and objectives of the regular school year by allowing these students to build needed skills as well as explore individual interests. The total experience helped all students to become more academically competent, more positive about learning and develop greater confidence in themselves.



Kansas-NEA Testimony Before the  
Senate Ways and Means Committee  
February 1, 1989  
Kay Coles  
SB 16

Thank you Mr. Chairman. Members of the Committee, my name is Kay Coles and I am here today representing the 22,000 members of Kansas-NEA. We appreciate the opportunity to talk with you about SB 16.

As you have heard, this legislation would create a matching grant program for summer school programs in local school districts. Such programs would be designed to provide remedial instruction and to enhance educational experiences.

Kansas-NEA supports this legislation as we believe many districts need opportunities and incentives to use the summer months for these purposes.

We do encourage the committee to ensure that the program is designated specifically for remediation and programs to enhance educational outcomes. We believe it is not the intent of this legislation to provide matching funds for programs which are recreational in nature or programs such as drivers' education. You may wish to examine the language on Lines 29,30 and 31 and perhaps make it more specific.

We would like to suggest the following changes in Lines 29, 30 and 31: "...or for the purpose of conducting special projects and programs designed to enhance the educational outcomes of pupils..." This, we believe, will speak more directly to the intent of this legislation.

We thank you for listening to our concerns. I would be glad to answer any questions.

1973



1988

## ASSOCIATED STUDENTS OF KANSAS

*15 Years In The Student Interest*

TO: Senate Committee on Ways and Means  
FROM: Chris Graves, Executive Director  
DATE: February 1, 1989  
  
RE: Testimony on SB 16

### Position

ASK supports the enactment of SB 16, providing for grants to school districts for summer remedial and enrichment programs.

In the past year, the Margin of Excellence has dominated the discussion of higher education in Kansas. The Margin of Excellence - in both its funding component and program assessment features - is about educational quality at the college level. While university student leaders are strongly committed to the Margin, we are equally committed to the idea that the benefits of the universities be available to any Kansas student who can take advantage of them.

The child who drops out of school, who performs poorly because of family problems, substance abuse, teen pregnancy or other social problems, or who lacks strong support at home, will be at a great disadvantage in achieving higher education success. Although providing financial and academic assistance in college is important, even these steps may not be enough. More needs to be done to help at risk students earlier. SB 16 would be an important step.

Because of student commitment to true educational opportunity, ASK has developed a concept called Youth Education Service (YES) which places university students in school district programs for students at risk as tutors or mentors. Mr. Chairman, because of your leadership and the support of this committee last session, three pilot programs have begun this year with a \$30,000 legislative appropriation, and university student governments have already pledged to contribute over \$60,000 next year from student activity fees, which we hope to match with state funds. We believe the YES concept could be incorporated into summer programs, providing benefits to both school and college students.

Although the primary concern in this bill is providing students remediation or other assistance, we believe there are other areas in which educational enrichment or enhancement programs could provide significant benefits. We believe that excellence in higher education requires excellence in the elementary and secondary schools as well.

Thank you for your consideration.

ATTACHMENT 12  
SWAM 2-1-89

Suite 407 • Capitol Tower • 400 S.W. 8th St. • Topeka, Ks. 66603 • (913) 354-1394

*The Student Governments of the Regents Institutions*

Emporia State University • Fort Hays State University • Kansas College of Technology • Kansas State University • Pittsburg State University • University of Kansas • Wichita State University