

Approved: B.L. 2/4/99
Date

MINUTES OF THE SENATE EDUCATION.

The meeting was called to order by Chairperson Senator Barbara Lawrence at 9:00 a.m. on January 26, 1999 in Room 123-S of the Capitol.

All members were present except:

Committee staff present: Avis Swartzman - Revisor
 Ben Barrett - Legislative Research
 Jackie Breymeyer - Committee Secretary

Conferees appearing before the committee: Terry Campbell, Vice President of Operations,
 Clarence M. Kelley Detention Services
 Gordon Matson, Principal, Oberlin High School
 Duane Steele, Superintendent, USD 294 Oberlin

Others attending: (See Attendance Sheet)

SB 38- state grants for provision of services at Flint Hills job corps center and certain juvenile facilities

Chairperson Lawrence called the meeting to order and asked Senator Oleen to give some background on the bill.

Senator Oleen gave the background on the legislation that was obtained when the interim Joint Committee on Corrections and Juvenile Justice met and toured during the summer and visited the facilities. The City of Oberlin purchased the ranch which was used as a church camp, from a private contractor.

Senator Clark stated that he would add a few comments after the conferees spoke, but that it was paramount that this bill go forward to continue the educational opportunities for these youth.

Mr. Terry Campbell was the first conferee and distributed two attachments. The first was his testimony (Attachment 1), and the second a paper defining the Sappa Valley Youth Ranch and the components of its program (Attachment 2). He stated that under state law, school districts in which a licensed juvenile detention facility exists receive funding to provide educational curricula for juveniles held in detention. The Sappa Valley Youth Ranch is a public/private partnership between the City of Oberlin and Kelley Youth Services. It offers a structured environment where juveniles are challenged both mentally and physically. He ended by stating the hope that the bill would be passed, allowing for continuation of this quality educational program.

Mr. Campbell answered several questions from the committee. The Chairperson then called on Gordon Matson, Principal, Oberlin High School, to present his testimony.

Mr. Matson presented two attachments, the first being a booklet entitled, "Educational Programming at Sappa Valley Youth Ranch" (Attachment 3) and a pamphlet entitled "Sappa Valley Youth Ranch" (Attachment 4), which contained the school schedule. He spoke of the one-fourth credit unit that is given for youth that are in the facility for a shorter period of time. This is a good approach because it gives the youth some credit to return to high school with instead of returning with nothing. Education programming is determined by the age of the youth, his personal or educational goals, the number of credits he has earned towards a high school diploma, and academic levels in the various subjects. After further comments he ended by stating that it is a pleasant atmosphere in which to learn and teachers will be increased as necessary.

Duane Steele, USD 294, Oberlin, was the last conferee and distributed a paper that dealt with the expenses of the Sappa Valley Youth Ranch expenses for 1998-1999. (Attachment 5) Mr. Steele stressed the fact that the expenditure of \$106,364.95 signified to date is a tremendous hit on the budget. His district is in no position to assume additional financial responsibilities of providing educational opportunities for

CONTINUATION SHEET

MINUTES OF THE SENATE EDUCATION COMMITTEE, Room 123-S Statehouse, at 9:00 a.m. on January 26, 1999.

students without funding. USD 294, Oberlin, is a district with declining enrollment. The budget for the district is smaller than the year before, which means the budget will be smaller this year. He went through the dollar figures for staff, classroom expenditures, equipment and supplies and asked for the committee's urgent consideration of the bill on behalf of the community and school district.

A bit of Kansas trivia was added when the physical aspect of the land, creek and definition of 'Sappa' an Indian word meaning, "Black Water", was commented upon.

Mr. Steele was asked if needed financial resources would be better used for at-risk children at a younger age and if this would not be a better priority. His response was that when students show up in the district, they are going to be educated. He mentioned Head Start and other early childhood programs and stated that there had been no home town students in SAPPA to date.

Another comments made by a committee member was that the district really had no choice; because the reality was that these youth have to be educated in some manner.

Senator Emert moved to amend SB 38 by making computation of the reimbursement under this program the lesser of actual costs or two times base state aid per pupil multiplied by the average of the enrollment on the 20th day of September, November and April. Senator Langworthy seconded the motion.

On discussion it was determined that as this was a significant amendment, the bill would be taken up again sometime next week.

The meeting was adjourned.



Clarence M. **KELLEY** Detention Services, Inc.

SENATE COMMITTEE ON EDUCATION
Senator Lawrence, Chairperson

Senate Bill No.38

Chairperson Lawrence and members of the Education Committee:

My name is Terry Campbell and I serve as Vice President of Operations for Clarence M. Kelley Detention Services and Kelley Youth Services Corporations. I am here today to testify in support of Senate Bill No. 38 introduced by Senator Clark from Northwest Kansas.

Clarence M. Kelley Detention Services and Kelley Youth Services are Kansas corporations established to assist the state along with local units of government in addressing juvenile detention needs. We are accomplishing this task without creating capital building expenditures for the state. Through our own investments and working with local governmental entities, we currently offer 142 detention beds providing quality training programs to state and county juvenile justice officials. All of the facilities we operate are licensed in accordance with state laws and regulations.

A strong educational component is priority throughout our programs. Under state law, school districts in which a licensed juvenile detention facility exists receive funding to provide educational curricula for juveniles held in detention.

Commissioner Murray and the Kansas Juvenile Justice Authority have emphasized the development of alternatives to traditional secure detention of juveniles. Sappa Valley Youth Ranch, a public/private partnership between the City of Oberlin, Kansas and Kelley Youth Services, was developed as such an alternative to combat juvenile delinquency. Sappa Valley Youth Ranch offers a staff secure ranch setting where a structured environment challenges juveniles to develop both mentally and physically.

It is of the utmost importance that a good educational component be a part of any detention program. Unified School District #294 has provided such a program. We join with school officials from USD 294 to encourage passage of Senate Bill No. 38 allowing the district adequate funding to continue this quality educational program.

Your support and approval would be greatly appreciated.

*Senate Education
Attachment 1
1-26-99*

Sappa Valley Youth Ranch

Route #1, Box 97
Oberlin, Kansas 67749

Sappa Valley Youth Ranch is a staff secured detention facility operating with a "group home" approach.

Formerly utilized as a church camp, the 16-acre ranch provides the perfect intervention setting for up to 36 juveniles referred by the courts.



Three components of the program include:

- ◆ Vocational opportunities including auto detailing, food preparation, general maintenance and woodworking;
- ◆ Educational opportunities include GED preparation, regular schooling and limited special education;
- ◆ Daily living skills acquired through learning modules engaging practical daily living tasks.

Benefits of a Youth Ranch Environment



◆ *A Proven Leader in Juvenile Corrections*

Clarence M. Kelley Youth Services is a leader in innovative approaches to juvenile rehabilitation in Kansas. Detention facilities, secure care facilities, juvenile boot camp programs and numerous other programs have been initiated by the Kelley Group of Companies.

◆ *Healthy, Productive Setting for Youth*

The pastoral setting at the Youth Ranch on the outskirts of Oberlin, Kansas, allows for distraction-free pursuit of hard work, vocational experiences and a classroom education.

◆ *Diversion from State Facilities*

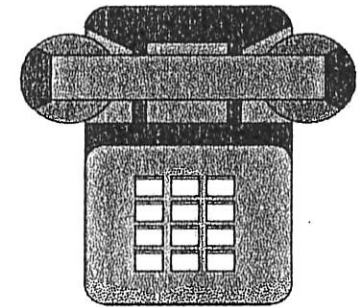
Every youth diverted from a state correctional facility saves state funds. Kelley-operated facilities are cost-effective operations. Placement at the Youth Ranch is less expensive than that for traditional detention.

◆ *Reintegration of Offenders Enhances Success*

The Youth Ranch is available as a traditional placement option for youths exiting juvenile correctional facilities.

For More Information

*Senate Education
Attachment 2
1-26-99*



Contact:

Randy Krueger
Scott Raue

Administrator
Ranch Director

Telephone;
Fax

(785) 475-3383
(785) 475-2075



2-2

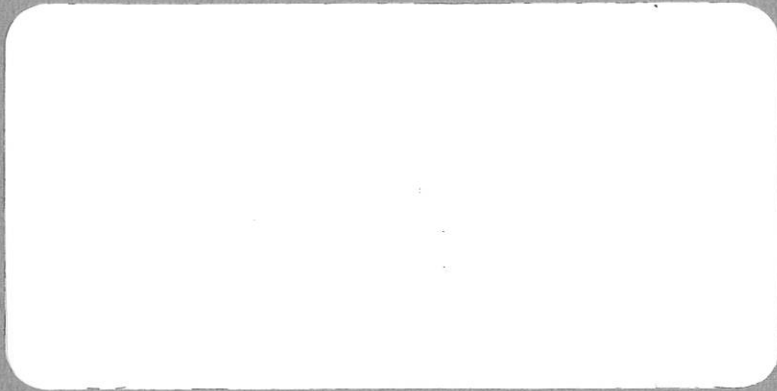


Sappa Valley Youth Ranch
Route #1, Box 97
Oberlin, Kansas 67749
(785) 475-3383
Fax: (785) 475-2075

Sappa Valley Youth Ranch



A Program of Clarence M. Kelley Youth
Services



USD  294
berlin
KANSAS

*Senate Education
Attachment 3
1-26-99*

EDUCATIONAL PROGRAMMING

AT

SAPPA VALLEY YOUTH RANCH

EDUCATIONAL PROGRAMMING AT SAPPA VALLEY YOUTH RANCH

Educational programming for the youth at Sappa Valley Youth Ranch is determined by the following:

1. age of the youth
2. personal or educational goals of the youth
3. number of credits the youth has earned towards a high school diploma
4. academic levels in the various subjects

EDUCATIONAL PROGRAMMING
FOR
YOUTH FIFTEEN YEARS OR YOUNGER

If the youth is fifteen years or younger,

1. he will be encouraged to obtain a regular high school education and diploma.
2. he will receive an individualized program designed to fit his academic needs as well as to remediate his deficits.
3. he will be given the opportunity to earn credit in various subject areas through Decatur Community High School if this is appropriate.
4. he will be considered for possible special education placement if his academic deficits are remarkable and he meets the qualification standards.

EDUCATIONAL PROGRAMMING
FOR
YOUTH SIXTEEN YEARS OLD

If the youth is sixteen years old, the following will be considered before programming may occur:

1. academic levels in the core subjects of reading, math, and English
2. number of credits already earned towards a high school diploma
3. youth's personal and educational goals

If the sixteen year old youth

1. has academic levels that are commensurate with his age or grade,
2. has earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. has the desire to obtain a regular high school diploma,

he will.....

- A. be given the opportunity to earn credit in various subjects through Decatur Community High School.
- B. receive an individualized program designed to fit his academic needs as well as to remediate any deficits.
- C. be encouraged to continue his educational plans.

If the sixteen year old youth

1. DOES NOT have academic levels that are commensurate with his age or grade,
2. has earned enough credits that he would not be placed no more than one year behind his peers in high school,
2. has the desire to obtain a regular high school diploma,

he will.....

- A. be given the opportunity to earn credit in various subjects through Decatur Community High School.
- B. receive an individualized program designed to fit his academic needs as well as to remediate any deficits.
- C. be encouraged to continue his educational plan.
- D. be considered for special education placement if he meets the qualification standards.

If the sixteen year old youth

1. has academic levels that are commensurate with his age or grade,
2. HAS NOT earned enough credits so that he would not be placed no more than one year behind his peers in high school,
3. has the desire to obtain a regular high school diploma,

he will.....

- A. be given the opportunity to earn credit in various subjects through Decatur Community High School
- B. be encouraged to consider the GED program as alternative educational avenue.
- C. receive an individualized program designed to fit his academic needs which could be utilized to meet the criteria for earning high school credit or the GED program.

If the sixteen year old youth

1. has academic levels that are commensurate with his age or grade,
2. has earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. DOES NOT have the desire to obtain a regular high school diploma,

he will.....

- A. be encouraged to continue his education by earning credit in various subject areas through Decatur Community High School.
- B. receive an individualized program designed to fit his academic needs which could be utilized to meet the criteria for earning high school credit or the GED program.
- C. begin his GED program.

If the sixteen year old youth

1. DOES NOT HAVE academic levels that are commensurate with his age or grade,
2. HAS NOT earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. has the desire to obtain a regular high school diploma,

he will.....

- A. be given the opportunity to earn credit in various subjects through Decatur Community High School.
- B. be encouraged to consider the GED program as alternative educational avenue.
- C. receive an individualized program designed to fit his academic needs which could be utilized to meet the criteria for earning high school credit or the GED program as well as to remediate any deficits.
- D. be considered for special education placement if he meets the qualification standards.

If the sixteen year old youth

1. has academic levels that are commensurate with his age or grade,
2. HAS NOT earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. DOES NOT have the desire to obtain a regular high school diploma,

he will.....

- A. receive an individualized program designed to fit his academic needs as well as to remediate any deficits.
- B. begin his GED program.

If the sixteen year old youth

1. DOES NOT HAVE academic levels that are commensurate with his age or grade,
2. has earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. DOES NOT have the desire to obtain a regular high school diploma,

he will.....

- A. be encourage to continue his education by earning credit in various subject areas through Decatur Community High School.
- B. receive an individualized program designed to fit his academic needs which could be utilized to meet the criteria for earning high school credit or the GED program as well as to remediate any deficits.
- C. begin his GED program.
- D. be considered for special education placement if he meets the qualification standards.

If the sixteen year old youth

1. DOES NOT HAVE academic levels that are commensurate with his age or grade,
2. HAS NOT earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. DOES NOT have the desire to obtain a regular high school diploma,

he will.....

- A. receive an individualized program designed to fit his academic needs as well as to remediate any deficits.
- B. begin his GED program.
- C. be considered for special education placement if he meets the qualification standards

EDUCATIONAL PROGRAMMING FOR YOUTH SEVENTEEN YEARS OLD

If the youth is seventeen years old, the following will be considered before programming may occur:

1. academic levels in the core subjects of reading, math, and English
2. number of credits already earned towards a high school diploma
3. youth's personal and educational goals

If the seventeen year old youth

1. has academic levels that are commensurate with his age or grade,
2. has earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. has the desire to obtain a regular high school diploma,

he will.....

- A. be given the opportunity to earn credit in various subjects through Decatur Community High School.
- B. receive an individualized program designed to fit his academic needs as well as to remediate any deficits.
- C. be encouraged to continue his educational plans.

If the seventeen year old youth

1. DOES NOT have academic levels that are commensurate with his age or grade,
2. has earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. has the desire to obtain a regular high school diploma,

he will.....

- A. be given the opportunity to earn credit in various subjects through Decatur Community High School.
- B. be encourage to consider the GED program as an educational alternative.
- C. receive an individualized program designed to fit his academic needs which could be utilized to meet the criteria for earning high school credit or the GED program
- D. begin his GED program.
- E. be considered for special education placement if he meets the qualification standards

If the seventeen year old youth

1. has academic levels that are commensurate with his age or grade,
2. HAS NOT earned enough credits so that he would not be placed no more than one year behind his peers in high school,
3. has the desire to obtain a regular high school diploma,

he will.....

- A. be encouraged to consider the GED program as alternative educational avenue.
- B. receive an individualized program designed to fit his academic needs as well as remediate any deficits.
- C. be given the opportunity to earn credit in various subjects through Decatur Community High School.
- D. begin the GED program.

If the seventeen year old youth

1. has academic levels that are commensurate with his age or grade,
2. has earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. DOES NOT have the desire to obtain a regular high school diploma,

he will.....

- A. begin his GED program.
- B. receive an individualized program designed to fit his academic needs which could be utilized to meet the criteria for earning high school credit if he changed his mind or the GED program.

If the seventeen year old youth

1. DOES NOT have academic levels that are commensurate with his age or grade,
2. has earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. DOES NOT have the desire to obtain a regular high school diploma,

he will.....

- A. receive an individualized program designed to fit his academic needs as well as remediate any deficits.
- B. begin his GED program.
- C. be considered for special education placement if he meets the qualification standards.

If the seventeen year old youth

1. DOES NOT HAVE academic levels that are commensurate with his age or grade,
2. HAS NOT earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. has the desire to obtain a regular high school diploma,

he will.....

- A. be encouraged to consider the GED program as an educational alternative.
- B. be given the opportunity to earn credit in various subjects through Decatur Community High School.
- C. receive an individualized program designed to fit his academic needs which could be utilized to meet the criteria for earning high school credit or the GED program as well as to remediate any deficits.
- D. begin his GED program.
- E. be considered for special education placement if he meets the qualification standards.

If the seventeen year old youth

1. has academic levels that are commensurate with his age or grade,
2. HAS NOT earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. DOES NOT have the desire to obtain a regular high school diploma,

he will.....

- A. receive an individualized program designed to fit his academic needs as well as to remediate any deficits.
- B. begin his GED program.

If the seventeen year old youth

1. DOES NOT HAVE academic levels that are commensurate with his age or grade,
2. HAS NOT earned enough credits that he would not be placed no more than one year behind his peers in high school,
3. DOES NOT have the desire to obtain a regular high school diploma,

he will.....

- A. receive an individualized program designed to fit his academic needs as well as to remediate any deficits.
- B. begin his GED program.
- C. be considered for special education placement if he meets the qualification standards.

The materials that will be utilized for the youth that have ninth grade or higher academic levels will be standard GED preparation materials found in workbook form. The workbook format is more conducive to success levels because it does not present so much information on one page; therefore, not causing the student so much frustration.

Because the materials provide mini-tests throughout the book; if, at any time, the youth is unable to pass the mini-test; then alternative materials maybe utilized as an exercise book and skill book sheets to enhance the learning. This will ensure his success when he takes the simulation test at the end of the workbook.

If a youth is admitted to Sappa Valley Youth Ranch with a partial GED program completed, we would just continue with those which he needs to finish.

All testing will be provided by Colby Community College.

The materials we have chosen to utilized are the Steck-Vaughan materials for GED preparation.

If at any time a youth would complete his entire GED testing successfully, we plan to find an area of interest and introduce materials that deal with that subject.

GED MATERIALS
FOR
YOUTH WHOSE ACADEMIC LEVELS
ARE
BELOW NINTH GRADE LEVEL
BUT
ARE ABOVE SIXTH GRADE LEVEL

INVENTORY

Correlation Chart

Literature

The chart below will help you determine your strengths and weaknesses in interpreting literature and the arts.

Directions

Circle the number of each item that you answered correctly on the Inventory. Count the number of items you answered correctly in each row. Write the amount in the Total Correct space in each row. (For example, in the Popular Literature row, write the number correct in the blank before *out of 11*). Complete this process for the remaining rows. Then add the 3 totals to get your Total Correct for the whole 27-item Inventory.

Content Areas	Items	Total Correct	Pages
Popular Literature (Pages 12–105)	7, 8, 9, 10, 11 17, 18, 19, 20 21, 22	_____ out of 11	Pages 56–61, 93–95 Pages 20–25
Classical Literature (Pages 106–163)	1, 2, 3, 4, 5, 6 12, 13, 14, 15, 16	_____ out of 11	Pages 120–125 Pages 126–131
Commentary (Pages 164–201)	23, 24, 25, 26, 27	_____ out of 5	Pages 181–186, 192–195
TOTAL CORRECT FOR INVENTORY _____ out of 27			

If you answered fewer than 24 items correctly, look more closely at the three areas of literature covered. In which areas do you need more practice? Page numbers to refer to for practice are given in the right-hand column above.

GED MATERIALS

FOR

YOUTH WHOSE ACADEMIC LEVELS

ARE

AT OR BELOW FOURTH THROUGH

THE SIXTH GRADE

Check What You Know

The chart will show you which mathematics skills you need to study. Reread each problem you missed. Then look at the appropriate pages of the book for help in figuring out the right answers.

Skills Preview Chart

Math Skills	Questions	Pages
The test, like this book, focuses on the skills below.	Check (✓) the questions you missed.	Preview what you will learn in this book.
Whole Number Place Value	<input type="checkbox"/> 1 <input type="checkbox"/> 5 <input type="checkbox"/> 8	Pages 13–28
	<input type="checkbox"/> 2 <input type="checkbox"/> 6 <input type="checkbox"/> 9	
	<input type="checkbox"/> 3 <input type="checkbox"/> 7 <input type="checkbox"/> 13	
	<input type="checkbox"/> 4	
Whole Number Equations	<input type="checkbox"/> 15 <input type="checkbox"/> 17 <input type="checkbox"/> 19	Pages 31, 43, 61, 71
	<input type="checkbox"/> 16 <input type="checkbox"/> 18	
Addition	<input type="checkbox"/> 20 <input type="checkbox"/> 24 <input type="checkbox"/> 29	Pages 30–41, 52–58
	<input type="checkbox"/> 23	
Subtraction	<input type="checkbox"/> 21 <input type="checkbox"/> 25 <input type="checkbox"/> 30	Pages 42–58
	<input type="checkbox"/> 22	
Multiplication	<input type="checkbox"/> 31 <input type="checkbox"/> 33 <input type="checkbox"/> 41	Pages 60–69, 81–88
	<input type="checkbox"/> 32	
Division	<input type="checkbox"/> 34 <input type="checkbox"/> 36 <input type="checkbox"/> 40	Pages 70–88
	<input type="checkbox"/> 35	
Rounding and Estimation	<input type="checkbox"/> 10 <input type="checkbox"/> 28 <input type="checkbox"/> 56	Pages 23, 37, 49, 67, 78, 106, 126, 137
	<input type="checkbox"/> 11 <input type="checkbox"/> 37 <input type="checkbox"/> 57	
	<input type="checkbox"/> 12 <input type="checkbox"/> 38 <input type="checkbox"/> 72	
	<input type="checkbox"/> 14 <input type="checkbox"/> 39 <input type="checkbox"/> 73	
	<input type="checkbox"/> 26 <input type="checkbox"/> 54 <input type="checkbox"/> 74	
	<input type="checkbox"/> 27 <input type="checkbox"/> 55 <input type="checkbox"/> 75	
Decimals: Addition, Subtraction, Multiplication, Division	<input type="checkbox"/> 42 <input type="checkbox"/> 47 <input type="checkbox"/> 52	Pages 89–116
	<input type="checkbox"/> 43 <input type="checkbox"/> 48 <input type="checkbox"/> 53	
	<input type="checkbox"/> 44 <input type="checkbox"/> 49 <input type="checkbox"/> 58	
	<input type="checkbox"/> 45 <input type="checkbox"/> 50 <input type="checkbox"/> 59	
	<input type="checkbox"/> 46 <input type="checkbox"/> 51	
Fractions: Addition, Subtraction, Multiplication, Division, Comparing	<input type="checkbox"/> 60 <input type="checkbox"/> 65 <input type="checkbox"/> 70	Pages 117–148
	<input type="checkbox"/> 61 <input type="checkbox"/> 66 <input type="checkbox"/> 71	
	<input type="checkbox"/> 62 <input type="checkbox"/> 67 <input type="checkbox"/> 76	
	<input type="checkbox"/> 63 <input type="checkbox"/> 68 <input type="checkbox"/> 77	
	<input type="checkbox"/> 64 <input type="checkbox"/> 69	
Solving Ratios, Proportions, and Percents	<input type="checkbox"/> 78 <input type="checkbox"/> 84 <input type="checkbox"/> 90	Pages 149–172
	<input type="checkbox"/> 79 <input type="checkbox"/> 85 <input type="checkbox"/> 91	
	<input type="checkbox"/> 80 <input type="checkbox"/> 86 <input type="checkbox"/> 92	
	<input type="checkbox"/> 81 <input type="checkbox"/> 87 <input type="checkbox"/> 93	
	<input type="checkbox"/> 82 <input type="checkbox"/> 88 <input type="checkbox"/> 94	
	<input type="checkbox"/> 83 <input type="checkbox"/> 89	

Check What You Know

Fill in the chart to find out which reading skills you need to study. Reread each question you missed. Then look at the appropriate pages of the book for help in figuring out the right answers.

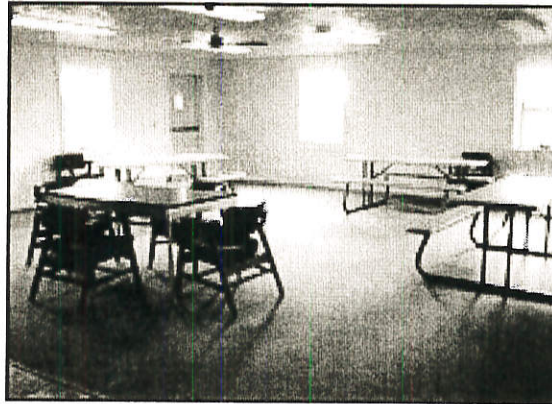
Skills Preview Chart

Skills	Questions	Pages
The test, like this book, focuses on the skills below.	Check (✓) the questions you missed.	Preview what you will learn in this book.
Predicting	___ 1	UNIT 1 ♦ Pages 17–34 Strategy for Success Pages 32–33
Scanning	___ 2	
	___ 3	
Using Context Clues, Understanding Multiple Meanings	___ 7 ___ 11 ___ 15	UNIT 2 ♦ Pages 35–52 Strategy for Success Pages 50–51
Finding the Main Idea	___ 12	UNIT 3 ♦ Pages 53–74 Strategy for Success Pages 72–73
	___ 13	
	___ 14	
Time Order, Comparing and Contrasting, Showing Cause and Effect, Giving Examples	___ 6	UNIT 4 ♦ Pages 75–96 Strategy for Success Pages 94–95
	___ 9	
	___ 18	
Making Inferences, Drawing Conclusions, Identifying Fact and Opinion	___ 8	UNIT 5 ♦ Pages 97–122 Strategy for Success Pages 120–121
	___ 10	
	___ 16	
Identifying Character, Setting, and Plot	___ 23 ___ 24 ___ 25	UNIT 6 ♦ Pages 123–151 Strategy for Success Pages 148–149



Main classroom with main entrance

The goal at Sappa Valley Youth Ranch is to provide an educational opportunity to earn credits for a high school diploma or a G.E.D.



Cafeteria/Study Hall Area

Sappa Valley Youth Ranch is owned and operated by Clarence M. Kelly and Associates, Kansas City, Missouri.

Sappa Valley Youth Ranch
North Education Attachment 4
1-26-99



(Residence Hall)

**Decatur Community Junior/
Senior High School Annex**

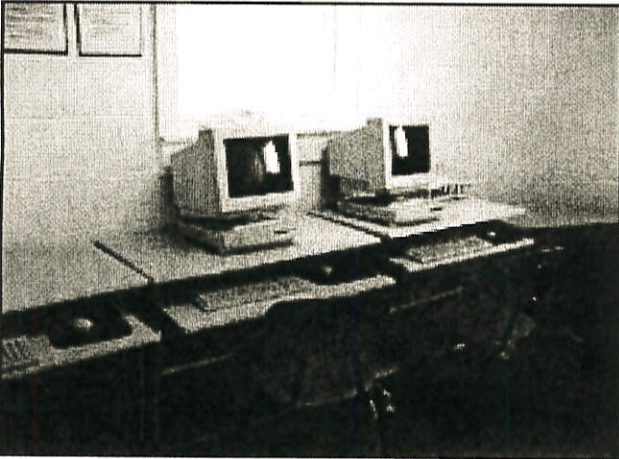
Address: RR 1 Box 97

Oberlin, KS 67749

Phone: (785) 475-2231

Superintendent: Duane Steele

Principal: Gordon Matson



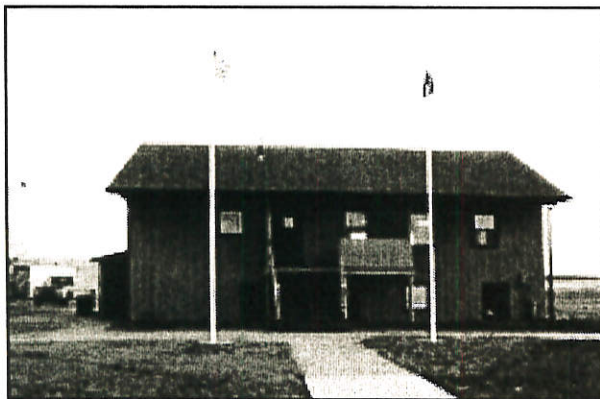
Computer lab with six computers and printer

Mission of Sappa Valley Youth Ranch

The Sappa Valley Youth Ranch will provide a clear, fair, and consistent setting through which to introduce socially appropriate values. Staff will serve as role models to help children learn "good" behavior.

A structured program schedule will establish clear expectations and accountability, while assisting children to learn self-control.

Educational Facility/Dining Hall



Main classroom and entrance to teacher's office



Computer lab

Additional classroom



School Schedule:

- 8:00 - 8:30 Study Hall/
Vocations/ Keyboarding
- 8:30 - 9:15 Reading/Literature
- 9:15 - 10:00 Social Studies
- 10:00 - 10:15 Break
- 10:15 - 11:00 English/Spelling
- 11:00 - 11:30 Keyboarding/
Word Processing/Vocations
- 11:30 - 12:30 Lunch
- 12:30 - 1:15 Math
- 1:15 - 2:00 PE
- 2:00 - 2:30 PE/Break
- 2:30 - 3:15 Health/Science
- 3:15 - 3:30 Closure/Homework
Assignments

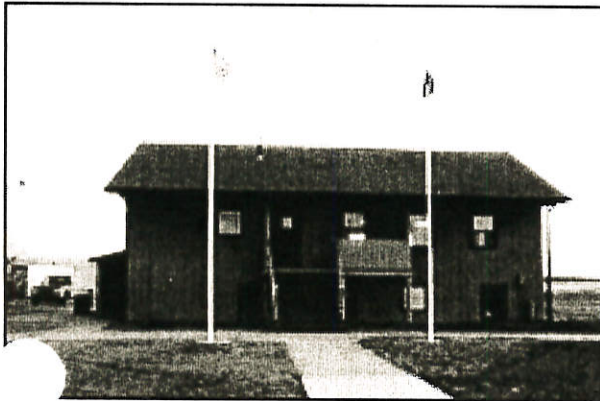
4-2

Mission of Sappa Valley Youth Ranch

The Sappa Valley Youth Ranch will provide a clear, fair, and consistent setting through which to introduce socially appropriate values. Staff will serve as role models to help children learn "good" behavior.

A structured program schedule will establish clear expectations and accountability, while assisting children to learn self-control.

Educational Facility/Dining Hall



Main classroom and entrance to teacher's office



Computer lab

Additional classroom



43

School Schedule:

- 8:00 - 8:30 Study Hall/
Vocations/ Keyboarding
- 8:30 - 9:15 Reading/Literature
- 9:15 - 10:00 Social Studies
- 10:00 - 10:15 Break
- 10:15 - 11:00 English/Spelling
- 11:00 - 11:30 Keyboarding/
Word Processing/Vocations
- 11:30 - 12:30 Lunch
- 12:30 - 1:15 Math
- 1:15 - 2:00 PE
- 2:00 - 2:30 PE/Break
- 2:30 - 3:15 Health/Science
- 3:15 - 3:30 Closure/Homework
Assignments



Main classroom with main entrance

The goal at Sappa Valley Youth Ranch is to provide an educational opportunity to earn credits for a high school diploma or a G.E.D.

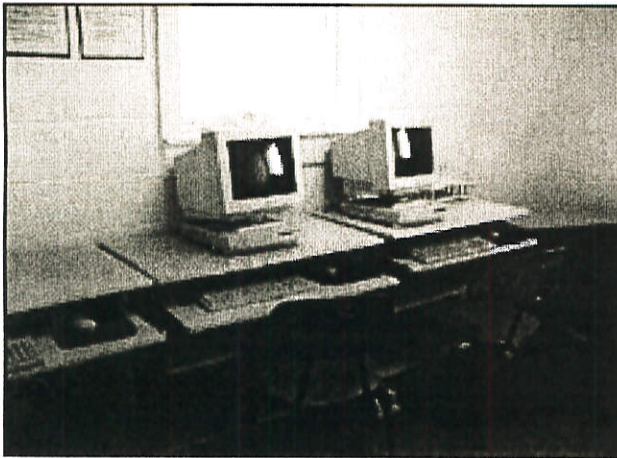
Sappa Valley Youth Ranch



Cafeteria/Study Hall Area



(Residence Hall)



Computer lab with six computers and printer

Sappa Valley Youth Ranch is owned and operated by Clarence M. Kelly and Associates, Kansas City, Missouri.

**Decatur Community Junior/
Senior High School Annex**

Address: RR 1 Box 97

Oberlin, KS 67749

Phone: (785) 475-2231

Superintendent: Duane Steele

Principal: Gordon Matson

*Submitted to Decatur
Annex
1-26-99
17-4*

SENATE BILL NO. 38

REQUEST THE INCLUSION OF SAPPA VALLEY YOUTH RANCH IN THE DEFINITION AS A JUVENILE DETENTION FACILITY UNDER K.S.A. 72-8187

USD 294, Oberlin, appreciates the opportunity to present our request that Sappa Valley Youth Ranch be included in the definition of a juvenile detention center under K.S.A. 72-8187. We are excited and grateful for the opportunity to serve the students assigned to Sappa Valley Youth Ranch by the Kansas Court System. Mr. Campbell, Executive Director of the Kelly Foundation, has previously defined our legal responsibilities and a description of the facility. Mr. Matson has detailed our task and commitment to the best educational experience possible for the students at Sappa Valley Youth Ranch. I will define the expenses that we have incurred and an estimate of future expenses we will generate before the end of Fiscal Year 1999.

The expenses incurred to provide educational opportunities for Sappa Valley Youth Ranch in FY 99 are listed in detail on the accompanying handout on page 2 and 3. Our itemized expense for Sappa Valley Youth Ranch to this date is **\$106,364.95**. This expenditure is not a total expense for educational services expected in FY 99. Sappa Valley Youth Ranch will be a 12 month educational institution. The cost estimates provide educational opportunities to June 30, and there will be additional expenses. Those costs are estimated to be in excess of **\$32,639**. The total additional cost incurred by USD 294 for services to Sappa Valley Youth Ranch is estimated to be **\$139,003.95**. We have provided some instructional materials and supplies that are not listed due to their insignificance. As we increase enrollment, we will also increase staff expenditures. Our total additional expenses beyond our budgeted General Fund expenses for the 1998-99 school year will be in excess of **\$139,003.95**. These are expenses beyond our planned general fund budgeted educational expenses.

USD 294, Oberlin, is a district with declining enrollment. Page 4 of the handout demonstrates this decline. Declining enrollment equals a declining budget. Our budget is smaller this year than the year before. This decline is with the additional moneys provided by the Legislature last year. Our district is in no position to assume the additional financial responsibilities of providing educational opportunities for students without funding. Our request to the Senate Education Committee is to recommend that the Legislature consider, in a timely manner Senate Bill 38, the inclusion of Sappa Valley Youth Ranch into the definition as a juvenile detention facility, under K.S.A. 72-8187. Your prompt attention in **finalizing** the definition before the **April 20th** count date will allow USD 294, Oberlin to benefit under criteria stated in K.S.A. 72-8187. This action will permit USD 294 to receive funding for Sappa Valley Youth Ranch in FY99.

I ask your urgent consideration of this request on behalf of our community and school district.

*Senate Education
Attachment 5
1-26-99*

Sappa Valley Youth Ranch
Expenses for
1998-1999

Certified Staff:

Regular school year:

Teacher 1	\$39,083.
Teacher 2	\$30,295.

Employee Benefits:

Teacher 1	\$2,141.
Teacher 2	\$2,141.

Summer school: projected

Teacher 1	\$6,514.
Teacher 2	\$5,050.

Paraprofessional:

Regular school year:

Para 1	\$9,765.	(contract based on 36 weeks/35 hours per week/\$7.75 per hour)
--------	----------	--

Para 2	\$9,765.**	(possible need for additional para will be determined by number of students at the Sappa Valley Youth Ranch)
--------	------------	--

Employee Benefits:

Para 1	\$1880.
Para 2	\$1880.**

Classroom Expenditures:

These are actual expenditures as of 1/14/99 (current enrollment of 12 students)

Textbooks	\$2,538.07
Instructional Software	\$779.07
Instructional Misc. Supplies	\$669.67
Instructional Equipment	\$2,587.82
Instructional Support Equipment	\$365.75
Instructional Supplies	\$1,319.57

Equipment moved from Decatur Junior/Senior High School to Sappa Valley Youth Ranch:

Computers--7 Macintosh	
\$1,400 x 7 units	\$9,800.
Support Equipment	
desks, chairs,	
printers etc.	\$3,000.

These are projected expenditures from 1/15/99 through 6/30/99**
(projected enrollment of 18 to 24 students)

Textbooks	\$2,500.
Instructional Software	\$250.
Instructional Misc. Supplies	\$680.
Instructional Equipment	\$500.
Instructional Support Equipment	\$3,000.
Instructional Supplies	\$2,500.

Administrative Costs:

Administration	\$.00
----------------	--------

Total actual expenditures to date: **\$106,364.95**

Total including projected expenditures: **\$139,003.95**

**denotes projected expenditures

Legal General Fund Budget
and
Audited FTE

1994--1995:

Budget	\$3,516,120.
Audited FTE	621.5

1995--1996:

Budget	\$3,428,383.
Audited FTE	589.5

1996--1997:

Budget	\$3,391,546.
Audited FTE	587.0

1997--1998:

Budget	\$3,425,945.
Audited FTE	572.0

1998--1999:

Budget	\$3,390,408.
Audited FTE	557.5