

Summer 1984

The Design and Implementation of a Middle School Summer Program: A Guide

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Individual Study:
The Design and Implementation
of a
Middle School Summer Program:
A Guide

by

Graham Hume
In partial fulfillment
of the requirements
for ED 590

for

Dr. Robert Carlton
Professor of Education
C.W.U.

June, 1984

Committee Chair - D. Unruh

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Introduction

At the Annual Administrator's Retreat in August of 1982, the new Assistant Superintendent for Instruction, Dr. Robert Whitehead, asked the middle school vice principals what they felt was needed in the way of new programs or changes in current ones to improve the present curriculum. Several suggestions were presented in the areas of attendance, discipline, and accountability of students. Two assignments were given, one to prepare a Saturday School proposal and the other to identify and establish a need for a summer school program that would be designed to meet the needs of fifth through eighth grade students.

The following report is an effort to present the problems and difficulties that arose in creating a new program in an objective way so that it may be used as a guide for others that wish to establish similar programs.

A Guide to the Design and Implementation
of a
Successful Middle School Summer Program

I

Establishing The Need

Our summer program began as a perceived need on the part of six middle school principals and vice principals. In an era of accountability we felt increasingly uncomfortable with passing on students that lacked the basic skills to survive and learn at the next grade level. The reasons for their deficits were ancient and time honored; poor attendance, lack of success and motivation, poor skills and in some cases home environments. We also felt that schools could be better utilized if enrichment or exploratory courses were offered. This would help replace offerings we had to drop because of the Basic Education Law.

The high school summer program just did not meet the needs of the students in the middle ^{school.} Their program revolved around the high school credit as defined by law and an appropriate amount of course work to satisfy graduation requirements.

In our opinion a successful program for students in the middle school should include the following elements:

- a. A combination of enrichment and remediation courses.
- b. Small class loads with high teacher interaction
- c. Course work at the correct level of difficulty and individualized whenever possible.
- d. The best teachers available with a high level of interest in the individual student.

- e. A school program that reflected the way students learn at this age level.
- f. A program with shorter duration and periods than the high school, that takes into consideration the shorter attention span of middle school students.
- g. Be self supporting if at all possible.

While the assistant superintendant agreed in principle with us, he asked us to be prepared to demonstrate proof of the need for an expanded program. He wanted input from staff, students, and parents before a final decision would be made at the superintendent's level, in February.

The following steps were outlined for, and given approval by, the assistant superintendent in determining and conducting a needs assessment and timeline if the decision was made to go ahead.

- a. Meet with selected professional staff to determine a need and develop a philosophy for a middle school program.

Completion - November, '82

- b. Develop an interest survey with suggested classes and class descriptions.

Completion - December, '82

- c. Distribute survey and collate the responses from students and parents in all three middle schools. A total of 750 surveys were distributed and 690 returned.

Completion - January, 83

- d. Present the report to the Superintendent's Cabinet and answer any questions and make modifications.

Completion - February, '83

e. Present the proposal to the School Board for approval as a pilot project in March, 1983.

f. Build the final program and prepare the Summer School Bulletin for distribution in conjunction with the High School Summer Program.

Completion - April, '83

g. Advertize for and hire teaching staff.

Completion - April 30, 1983

h. Begin registration process in May, 1983.

i. Make final program decisions and cuts by June 20, 1983.

j. Begin Summer Program on June 27, 1983.

k. Summer School ends - July 22, 1983.

l. Final combined high school/middle school report submitted to the School Board in August, 1983.

It is important that the staff one selects to participate in Step A, should be well respected by their peers and also represent the schools in the district as evenly as possible. In larger districts this is especially important as student needs and interests will greatly vary. These teachers become increasingly important in developing potential course outlines for the interest survey.

When distributing the survey it should be done at staff meetings in all of the buildings by the same person. This alleviates misunderstandings, allows questions to be answered in a consistent manner and the samples taken to be as uniform as possible. The sample should be large enough to include responses from staff, students, and parents. We sent out 750 surveys to cover a population of 3,000 students. We received 690 back. From these we built our projected summer program. While this sample was larger than needed for statistical purposes it gave us greater confidence in the need for, and interest in, the program.

The large number of responses helped when we presented the results to the superintendent and the program looked financially viable.

The last step is to secure School Board approval. The best advice I can give is to be prepared to answer any question. All material, proposals, cost breakdowns, rationales for major decisions and survey results should be broken down and prepared in packet form for each member of the School Board. Any large items such as graphs, should be big enough to be read by the Board. Having an extra packet for the local papers' reporter is never a bad idea. It could be the beginning of your publicity campaign.

Finances

If any area can subvert an entire program because of ignorance, it is the financial end. Because the extra programs such as summer school often need to be self supporting. Extra planning can spell the difference between success and failure irregardless of the good the program is doing for students. While some costs are evident, some may not be apparent and need to be addressed in advance.

In our district the decision was made to pay the administrator in charge a stipend of \$1,000.00, and the teachers at the workshop hourly wage of \$11.00 per hour. Also provided was a secretary that earned \$6.00 per hour for a 4 hour work day. The teachers worked four hours also. I have included a staff cost sheet in the appendices for further information. The essential costs were as follows:

One administrator	\$1,000.00
Ten teachers at \$836.00 each	8,360.00
One secretary at \$552.00.	552.00
	<u> </u>
	\$ 9,912.00

We made the decision to charge \$35.00 for each block of two classes. A full time student would generate \$70.00 in tuition. At that rate we would need 141.6 full time students to cover just the basic costs. When registration began in the month of May it became obvious that more students were signing up for two classes instead of four. Consequently, the number of students needed to break even increased. The final mix between half time and full time students was approximately two - half timers for every one full time student. This allowed enough money to run the program.

Hidden costs arise in several areas that need to be at least considered and dealt with in some manner. Some of the more significant ones appear below, along with suggestions for reducing them.

Hidden costs:

1. Students are often told that they must attend summer school or not be promoted. Does the district have an obligation to assume the cost for these students? If at all possible, secure an agreement from the district that they will fund these students.
2. Students that can't attend due to financial hardship. In our first year we gave over \$900.00 in free tuition to students in this category. This is another area where the district can assume a philosophical and financial responsibility.
3. Material costs generated by hands on experiences, textiles, arts and crafts, etc., and computer disks and paper, need to be frontloaded. The district should provide a small account to draw on. Five hundred dollars would be more than adequate. This could be paid back later out of tuitions.
4. Because most of the administrative detail occurs prior to the start of the program it is my recommendation that the district pick up the cost of the program administrator's stipend. This can be justified as a training ground for potential or junior administrators.
5. Costs will be assessed the program in the area of employee benefits. In general they will cost around 15% of the teacher's salary. Don't forget to include them in your projections.

A word about salaries. Teachers work very hard for the few dollars paid them. It is possible to maximize the amount of dollars a teacher takes home by adjusting the tax rate for the month they are paid. This can be done very easily through the district financial offices.

An area of improvement in the program could be to include planning time for teachers in the day. We argued this concept through the central office and it

will be tried in 1984. It is imperative that a teacher with four preps be given some compensated time if students are to receive immediate feedback on their work. Effective in 1984, the teachers will get one-half hour of time for each day they work as preparation time.

Facilities

The primary concern we had in selecting a site in our district was that it be geographically near the center of our district. Our district is fourteen miles long and only two and one-half miles wide, hence our natural concern with location and ease of transportation. We also made the decision to conduct the summer program in another site away from the high school program and the problems our students might have in interacting with older students.

We chose to operate the program at Evergreen, a school with several buildings. This allowed us to limit access of students to only three of five buildings which lessened supervision problems. It also allowed normal summer maintenance to proceed on a normal schedule. The custodians were very accommodating when they knew exactly what we needed.

Because of the trend toward computers, we offered two courses in our summer program. A basic and an advanced programming course. This necessitated setting up a computer lab. We brought several computers from each of the middle schools. One needs at least one computer for each two students in the class to give adequate time at the keyboard. I was very concerned about power usage and availability of outlets. As I later learned, computers use very little electricity and can be safely and efficiently plugged into multiple outlet extension cords. A prime consideration should be security for the computers. The choice of the lab room can have a great effect on eliminating security problems.

If science and/or arts and crafts courses are offered, lab space must be provided or the programs restricted as to the types of activities allowed. We chose to make field trips an integral part of our science and history offerings. Site selection for those can be critical to the success of the program. Pre-planning can be the difference.

Any use of the building necessitates use of the office or a comparably equipped work area. Access to telephones is imperative. Calls to and from parents

are always happening. The need for instant access in case of emergency is important.

The use of office equipment can pose a problem, but tact and good pre-planning can alleviate some of the territoriality that comes with using someone else's typewriter and copier. The best way to approach using someone else's building is to arrange to meet with the principal, secretary, and custodian to discuss building routine, keys, materials, use of equipment, first-aid supplies, and their wishes.

Materials

Because needs will vary from district to district I'm going to offer a generic shopping list in each of several key areas.

Office

In addition to arranging for use of office equipment, the material necessary to insure day to day operation is important. These would include:

ditto or copier paper	A. V. supplies
pens	pencils
staples	chalk
forms for attendance	travel forms
report cards	emergency phone numbers
forms for payroll	

Instructional Material

These would include tests, teacher editions, gym supplies, art/craft, science, computers, printout paper, A.V. monitors and VCRs, projectors and film orders. Wherever possible I would have the teachers prepare handouts during the regular school year and have them run off in their own buildings. As a reminder, all contemplated purchases of materials for hands on experiences should be requisitioned as soon as you know that part of the program has enough registered students to justify the expense.

Publicity, Brochures and Registration Ideas

Getting the word out is imperative in starting any program. I have several suggestions that worked for me and some that I learned through error of omission. On the "needs survey" it is a good idea to include space for name, address, and phone number, if they would like further information. It is easy to get back to those people by mailing brochures and registration forms.

Several opportunities are available to spread the word through staff meetings and the P.T.A. meetings. I always tried to emphasize the enrichment aspect while noting that opportunities existed for remediation at those meetings. I got more positive responses through public meetings than through all of the brochures handed out.

Opportunities exist for exposure in the local media at several points in the process of bringing the program to fulfillment. The first opportunity is usually at the school board meeting where approval is given to the pilot program. Offer the reporter the same information you offer the board. Don't forget to invite them out to see the program in operation. The resulting articles can serve as a positive mind set for administration and help establish the program for the following year.

Brochures should be clear, concise and informative. Proofread them! I'm not convinced that professionally printed brochures are any better at drawing interest than ones done at the building level. The keys are: does it tell who, where when, how much and what is offered? I also tried to include tentative schedules so that parents could do some pre-planning. If specific information is necessary in order to register for a class, ie; reading or math levels, parents need to know what it is and where to obtain the information prior to registration.

Registration forms should include name, address, phone number, and emergency phone number for students. It should show which classes they have chosen and

which periods. Information on reading level and math placement is invaluable. If they are interested in carpooling, this is an excellent place to begin a list that can be divided into geographical areas.

Check List

1. Building level administrators agree on perceived need.
2. Central office permission to proceed with needs survey is granted.
3. Meet with selected staff to discuss goals, possible course descriptions and develop survey.
4. Distribute, collect and tally survey results from a large and diverse population of staff, students, and parents.
5. Present information and data to central office and secure permission to ask board for a pilot program.
6. Board permission granted.
7. Select courses from data received on surveys.
8. Prepare course offering brochure with costs, location and other information on registration. Include tentative schedule.
9. Get brochure printed.
10. Select staff.
11. Arrange for publicity from media.
12. Have principals, counselors and teachers notify parents of potential students of the availability or requirement of attendance in summer program. Include sample letters.
13. Meet with principal and staff of host school regarding facility and use of equipment.
14. Write and print opening bulletin, letters to students and parents on procedures and requirements, and map of facility.
15. Confirm use of district vehicles for field trips.
16. Arrange for visual aids, film orders, VCRs and monitors, and gym equipment.
17. Schedule students into sections as registrations arrive.
18. Make any cuts in program necessitated by lack of sign-ups.

19. Hold teachers meeting prior to opening of school.
20. Get teacher's editions and textbooks out.
21. Run off as much instructional material as possible prior to opening.
22. Set up computer labs and printers. Secure discs.
23. Purchase all art/craft supplies.
24. Notify teachers of instructional level of each student where appropriate, ie; reading, math.
25. Make available car pool information.
26. Issue keys
27. Arrange opening day meeting for students, parents and staff. Lay out schedules and other material for pick up.
28. Conduct meeting and send students to class with teachers.
29. Monitor program, student progress and attendance. Inform parents where necessary.
30. Get central office staff to visit.
31. Arrange for staff to get paid.
32. Prepare closing bulletin.
33. Collect materials, report card copies, grade books, keys, etc.
34. Dismantle equipment and clean up areas used. Get any damage repaired.
35. Return borrowed material.
36. Get together with staff to evaluate program.
37. Prepare School Board report and make presentation at board meeting.

Conclusions

Hindsight is 20/20. The time and place to begin preparations for the second year is while the first summer program is in session. Planning is always more effective when errors and omissions are fresh in ones mind. A case in point; as part of our enrichment program we offered an extensive music program that would be an integral part of the summer school concept. It did not have enough students sign up to make it pay. We had to cancel it at the last minute. Why did it fail? My conclusions were: some music teachers did not promote it at all, the course was twice as long as those offered in past years, competition from new programs for the same students and no special inducements, i.e.; special T-shirts or marching in the Fourth of July Parade.

I recommended that it not be included as a part of the summer school program in following years as originally conceived. I concluded it would need an extra-ordinary commitment from the district in order to work. At a minimum it would require a shorter session (two weeks), more incentives (shirts, etc.) active recruiting by teachers, including a released day for the selected teacher to recruit the kids in elementary school (fifth graders), and a definite financial commitment from the district to cover costs of incentives.

My recommendations were ignored in the second year. The music program also failed to get the required registrations to justify its' existence and was dropped.

In order to have continuity in the program the administration in charge should be selected to serve a minimum of two years. I chose not to be involved in the second year and ended up fighting for the program because my successor

did not have the background to argue with the people who had been involved for years in other programs. My success in intervening was limited because I was not the administrator of the program and there was a natural reticence by the Central Office to intervene.

All in all the successes far outweighed the one or two disappointments in creating this program. It was an outstanding learning experience. The bottom line was that it fulfilled a need for a wide variety of students and there is no better reason to conclude that it was a success.



EVERETT SCHOOL DISTRICT NO. 2

Educational Service Center

BOX 2098 • 4730 COLBY AVENUE • EVERETT, WASHINGTON 98203 • (206) 342-7400

BOARD OF DIRECTORS

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JO LOVE BEACH
Director of
Communications

DIXON DAHL
Director Of Personnel

ELEANOR HORENSKY
Executive Secretary To
The Superintendent

FROM: Graham Hume, Vice-principal
TO: Middle School Staff, Students, and Parents
RE: Summer School Proposal and Interest Survey

For many years teachers and administrators in Everett have felt the need for a middle school summer program that would offer additional help to those that need it and enrichment to those that might wish it. If we are to have a summer program it should meet the needs of the students and parents in our community. You can help us to prepare a good program by filling out the following questionnaire and returning it to your building leader. You do not have to attend summer school, but we would like to know the type of courses or programs in which you would be interested.

Tentatively we are proposing a four week program in late June and early July. We plan to offer four periods of instruction or lab time daily from 8 A.M. until 12 noon. Field trip or special interest classes such as a marine biology course might be offered for shortened periods such as two weeks with extended time daily for lab work or trips to the beach. It is our intention to provide, as inexpensively as possible to our students, the best program available with the best teachers we can get. Hopefully you will be as excited about the opportunity as we are. Thank you for taking time to help us help the students of our community.

Tentative Budget

Reading	1
L. A.	1
S. S.	1 or $\frac{1}{2}$
Math	2
U. A.	1 or $\frac{1}{2}$
Sci.	1
P. E.	1 or $\frac{1}{2}$
Music	4
	<hr/>
	12 to $13\frac{1}{2}$

STAFF COST:

12 Teachers	10,560.00
1 Secretary $7\frac{1}{2}$ hours	1,050.00
1 Admin.	988.00
	<hr/>
	12,598.00
Materials	2,402.00
	<hr/>
	15,000.00

Xerox -

U.Art / Sci. / Music / Transportation

	<hr/>
	214.2
70)	15,000.0
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	14 0
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	1 00
	<hr/>
	70
	<hr/>
	300
	<hr/>
	280
	<hr/>
	200

214 students at 70.00

5 - 6% of students in grades 5 - 8

SURVEY SHEET

Following are a number of courses that have been suggested for possible inclusion in a summer school program. Please read the course description carefully and place a check (X) beside those in which you might be interested.

If you would like more information when it becomes available please fill out the bottom of the sheet and we will send it directly to you. If you have any questions please let us know and don't forget to fill in your name and school.

READING:

- Remedial Reading - A remedial reader is a student who is behind grade level and needs some special help if he is going to be successful. Reading for these students would be designed to assist them with day-to-day kinds of "how to" exercises. Some of these exercises could consist of working with directions, catalogs and being a wise consumer.
- Developmental Reading - The majority of students are developmental readers and are reading at or near grade level. For this group reading activities would be a review of reading skills and a strong emphasis on supporting experiences already learned.

LANGUAGE ARTS:

- Drama - Reading plays and learning to perform them.
- Creative personal writing - With an emphasis on developing the young writers' abilities and style.

SOCIAL STUDIES:

- History - "Alive and Well in Snohomish County". A course on the history of Everett and Snohomish County with appropriate field trips.
- 6th, 7th, & 8th grade Social Studies - with focus on units, skills or countries that were not covered during the school year.

MATH:

- Middle School Math - This class would be an individualized class, taking a student from where he or she left off during the school year. This may be used to advance a level or "catch up" to the appropriate grade level. Students finishing all levels of M.S. math would be prepared for Algebra as a next course.
- Basic Computer Class - For those who are new to computers, this would provide an introduction to computers, their history, their uses, and programming.
- Advanced Computer Class - An open-ended, individualized class dealing with programming on the Apple II in Basic. Previous introductory class in 8th grade or previous programming background necessary.

UNIFIED ARTS: (check two)

- Wood Craft
- Textiles
- Art
- Nutrition
- (The summer school Unified Arts program is designed as an enrichment for students with special talents and interests in this area. The classes will include activities in at least two of the unified areas of wood craft, textiles, art, & nutrition.)

SCIENCE: An opportunity to explore new areas in science with an emphasis on lab work and field trips.

- Marine Biology - A study of life in and around the water.
- Alpine Forests - A study of plants & animals in the Northwest with trips to Silverton and Lively.

Book inventory end of week

SURVEY SHEET

Following are a number of courses that have been suggested for possible inclusion in a summer school program. Please read the course description carefully and place a check (X) beside those in which you might be interested.

If you would like more information when it becomes available please fill out the bottom of the sheet and we will send it directly to you. If you have any questions please let us know and don't forget to fill in your name and school.

READING:

22 Remedial Reading - A remedial reader is a student who is behind grade level and needs some special help if he is going to be successful. Reading for these students would be designed to assist them with day-to-day kinds of "how to" exercises. Some of these exercises could consist of working with directions, catalogs and being a wise consumer.

50 Developmental Reading - The majority of students are developmental readers and are reading at or near grade level. For this group reading activities would be a review of reading skills and a strong emphasis on supporting experiences already learned.

LANGUAGE ARTS:

156 Drama - Reading plays and learning to perform them.

89 Creative personal writing - With an emphasis on developing the young writers' abilities and style.

SOCIAL STUDIES:

X 129 History - "Alive and Well in Snohomish County". A course on the history of Everett and Snohomish County with appropriate field trips.

X 35 6th, 7th, & 8th grade Social Studies - with focus on units, skills or countries that were not covered during the school year.

MATH:

100 Middle School Math - This class would be an individualized class, taking a student from where he or she left off during the school year. This may be used to advance a level or "catch up" to the appropriate grade level. Students finishing all levels of M.S. math would be prepared for Algebra as a next course.

253 Basic Computer Class - For those who are new to computers, this would provide an introduction to computers, their history, their uses, and programming.

131 Advanced Computer Class - An open-ended, individualized class dealing with programming on the Apple II in Basic. Previous introductory class in 8th grade or previous programming background necessary.

UNIFIED ARTS: (check two)

245 Wood Craft → (The summer school Unified Arts program is designed as an enrichment for students with special talents and interests in this area. The classes will include activities in at least two of the unified areas of wood craft, textiles, art, & nutrition.)

47 Textiles *Boyer*

203 Art *V.E.*

84 Nutrition *Chis*

SCIENCE: An opportunity to explore new areas in science with an emphasis on lab work and field trips.

140 Marine Biology - A study of life in and around the water. *Rosenblum*

X 138 Alpine Forests - A study of plants & animals in the Northwest with trips to Silverton and Lively. *Mundell*

EVERETT SCHOOL DISTRICT NO. 2
Division of Instruction

Tom Romerdahl

M E M O

TO : All Administrators
FROM : Jo Love Beach and ^{*Bob W.*} Bob Whitehead
DATE : April 21, 1983
RE : Administration of Summer Middle School

During the summer of 1983, a middle school summer program, which is expanded over previous programs will be offered. The proposed four-week middle school offering will involve approximately 22 classes, as described in the attached.

During this first year of expanded operation of a summer middle school, we will need an administrator to manage this program in conjunction with Ernie Dire, who will manage the summer high school program.

The summer middle school program will require half-day commitment during the period June 17 through July 22, and intermittent effort for planning and teacher assignment before June 27. The position will carry a stipend.

The assignment of a summer middle school administrator will be decided by May 6. If you are interested in this position, or would like more information, please call one of us.

REW/bh

CC: Rudy Johnson

MIDDLE SCHOOL PROGRAM

This year the Everett Public Schools are pleased to offer courses just for the Middle School Students. The program will provide both Remediation and Enrichment classes. Any student who is currently in the fifth thru eighth grades may attend.

Each class will be 55 minutes in length with a 5 minute break between classes.

WHERE: Evergreen Middle School, 7621 Beverly Lane WHEN: June 27 thru July 22
COST: \$35.00 for one or two classes TIME: 8:00 am to 12:00 pm
\$70.00 for three or four classes

Tuition and Registration can be paid at any of the three Middle Schools. Class size is limited, so we encourage you to register as soon as possible. We anticipate many of these classes will fill up very quickly.

MIDDLE SCHOOL OFFERINGS

READING

Remedial Reading - A remedial reader is a student who is behind grade level and needs some special help if he is going to be successful.

Developmental Reading - For students who are reading at or near grade level.

LANGUAGE ARTS

Creative Personal Writing - With an emphasis on developing the young writers' abilities and style.

SOCIAL STUDIES

History - "Alive and Well in Snohomish County". A course on the history of Everett and Snohomish County with appropriate field trips.

Social Studies - (6th, 7th & 8th) With focus on units, skills or countries that were not covered during the school year.

MATH

Middle School Math - This class would be an individualized class, taking a student from where he or she left off during the school year. This may be used to advance a level or catch up to the appropriate level.

(limit 25)

Basic Computer Class - For those who are new to computers, this would provide an introduction to computers, their history, uses, and programming.

(limit 25)

Advanced Computer Class - An open-ended, individualized class dealing with programming on the Apple II in Basic. Previous introductory class in 8th grade or previous programming background necessary.

UNIFIED ARTS

Textiles/Crafts (The summer school Unified Arts program is designed as an enrichment for students with special talents and interests in this area.)

SCIENCE (An opportunity to explore new areas in science with an emphasis on lab work and field trips.)

Marine Biology - A study of life in and around the water.

Alpine Forests - A study of plants and animals in the Northwest with trips to Silverton.

PHYSICAL EDUCATION

Activities Classes - Basic skills, advanced skills, and strategy in : Tennis/Badminton, Racquetball/Handball, Volleyball or Basketball.

MUSIC

Beginning Band - A class designed to give students a head start learning a band instrument.

Intermediate Band - A class for those band students who have previously played an instrument.

Advanced Band - A class for those band students who played two or three years.

Instrumental Ensemble Class - A class of like instruments where students can get special help and training pertaining to their instruments.

Swap Class - A class designed to give students an opportunity to gain a limited experience on a second instrument.

Stage Band - An instrumental jazz class designed primarily for saxophone, trumpet, trombone, guitar, bass, piano and drums.

Vocal Class - We will introduce all the fundamentals of vocal singing.

EVERETT SCHOOL DISTRICT #2
Middle School Summer Quarter

Student # _____
Amt. Paid _____
Date Rec'd. _____
(office use only)

Student's Name _____	School	Eisenhower
Parent's Name _____	(circle one)	Evergreen
Address _____		North
_____	Grade Level	6
Telephone _____	(circle one)	7
		8

List in order of preference the class you would like to take.

1. _____
2. _____
3. _____
4. _____

Please list one or two alternate classes if your choices are not available.

(We will call to confirm.)

1. _____
2. _____

Make your check payable to:

Everett School District #2

Attach the check to the registration form.

MIDDLE SCHOOL SUMMER REGISTRATION

NO. _____
Rec'd Date _____

INSTRUCTIONS - PLEASE READ BEFORE COMPLETING REGISTRATION FORM - PLEASE PRINT FIRMLY WITH BALL POINT PEN

- STEP 1 - Your parent or guardian must complete all spaces on registration form.
 STEP 2 - Include check or money order made payable to EVERETT SCHOOLS
 STEP 3 - **DO NOT DETACH.** Return all copies of this registration form to the school office with tuition payment. (Partial payments cannot be accepted).

<i>last name</i>	<i>first name</i>
<i>street address</i>	<i>zip code</i>
<i>home phone</i>	<i>emergency phone</i>
<i>present school</i>	<i>present grade level</i>
<i>school attending next fall</i>	

*Title of reading book used this year: _____

*Math Book Level: _____ Last Chapter Covered: _____

*Remarks: _____

*Please consult attached course schedule, then list in order of preference the classes you would like to take:

	PREFERRED PERIOD
(A) _____	_____
(B) _____	_____
(C) _____	_____
(D) _____	_____

*Please list two alternate classes, if your choice becomes unavailable:

Alt. 1 _____

Alt. 2 _____

*Would you like to be contacted if it is necessary to substitute an alternate class? YES _____ NO _____

<i>parent or guardian signature</i>	<i>date</i>
-------------------------------------	-------------

MIDDLE SCHOOL SUMMER REGISTRATION

NO. _____
Rec'd Date _____

INSTRUCTIONS - PLEASE READ BEFORE COMPLETING REGISTRATION FORM - PLEASE PRINT FIRMLY WITH BALL POINT PEN

- STEP 1 - Your parent or guardian must complete all spaces on registration form.
 STEP 2 - Include check or money order made payable to EVERETT SCHOOLS
 STEP 3 - DO NOT DETACH. Return all copies of this registration form to the school office with tuition payment. (Partial payments cannot be accepted).

<i>last name</i>	<i>first name</i>
<i>street address</i>	<i>zip code</i>
<i>home phone</i>	<i>emergency phone</i>
<i>present school</i>	<i>present grade level</i>
<i>school attending next fall</i>	

*Title of reading book used this year: _____

*Math Book Level: _____ Last Chapter Covered: _____

*Remarks: _____

*Please consult attached course schedule, then list in order of preference the classes you would like to take:

	PREFERRED PERIOD
(A) _____	_____
(B) _____	_____
(C) _____	_____
(D) _____	_____

*Please list two alternate classes, if your choice becomes unavailable:

Alt. 1 _____

Alt. 2 _____

*Would you like to be contacted if it is necessary to substitute an alternate class? YES _____ NO _____

_____ date

parent or guardian signature

A NOTE TO STUDENTS AND PARENTS:

Welcome to Summer School '83! This summer program was designed to meet the needs of the middle school student. Most of the students enrolled are here because they wanted to take one or more classes for enrichment and their enjoyment. Some were referred to get additional help or to build skills needed in the next grade level.

The teachers that were selected to help build this program and teach in it were chosen on the following criteria:

- 1.) expertise
- 2.) interest in teaching kids
- 3.) commitment to give the students every possible chance for success
- 4.) demonstrated excellence in the classroom

The following teachers compose the staff for summer school:

Ms. N. Boyer	Textiles/Developmental Reading
Mr. A. Frasch	Computers/Math
Mr. G. Keene	Remedial Reading/Physical Ed
Mr. D. Miller	Creative Writing/Developmental Reading
Mr. D. Monihan	Computers/Math
Mr. L. Peterson	Social Studies
Mr. B. spurling	Science

If you have any questions for these teachers on information on your student, please call Evergreen School at 342-7420 between 7:45 A.M. and 12:15 P.M.

As many of you know, the district cannot provide bus transportation for the students and we would encourage you to car pool whenever possible. The list of students is kept in the office and you are welcome to check for car pooling possibilities.

STUDENT BEHAVIOR STANDARDS

The school district rules will continue to be in force in questions of student conduct. Every effort will be made to contact parents in case of absence or misconduct. A serious violation of school rules will lead to withdrawal of the student from summer school.

DRESS CODE:

Both staff and students may wear shorts or other summer wear that is not disruptive of the educational process. Bathing suits are not allowed! If a student wears something of questionable taste they will be sent to the Office and the parents notified.

ATTENDANCE:

Because the summer session is only nineteen class days long (we have the 4th of July off) attendance is crucial to a student's success. If a student is to be gone from school for illness or family business we would appreciate a phone call or a note from the parent. A student that misses a great deal of class will not be granted credit.

GRADES:

Grades will be sent to the parents and the student's school the week following the end of summer school. Grades will be issued on standard report cards with the following grades: A, B, C, D, X.

FIELD TRIPS:

Several classes will be taking field trips. Most of them will be free. If any costs are necessary you will be informed in plenty of time along with the parent permission slip.

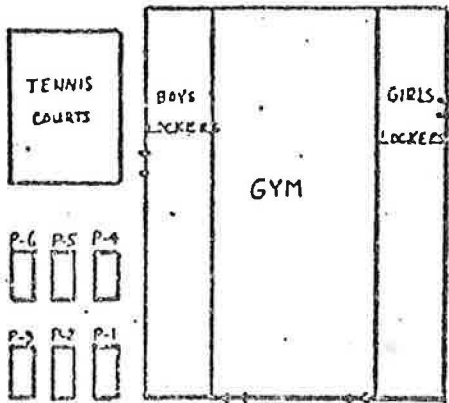
MATERIALS AND COSTS:

All students will be expected to bring their own pencils, pens, notebooks and paper. Students in textiles and crafts may incur some small additional costs for materials used. Those students in computers will have the opportunity to buy their own disk from the district at a very reasonable price or transfer their programs to their own disk at the end of the program. All teachers will make announcements about possible field trips and costs and expectations the first week of summer school.

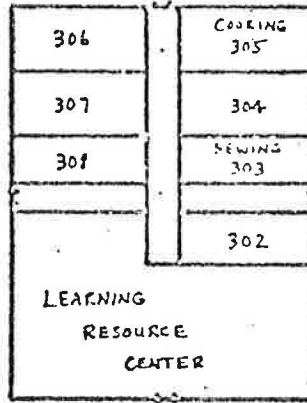


EVERGREEN MIDDLE SCHOOL

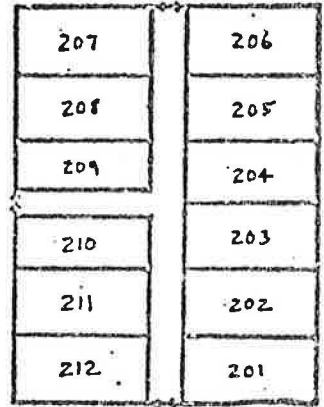
UNIT 4



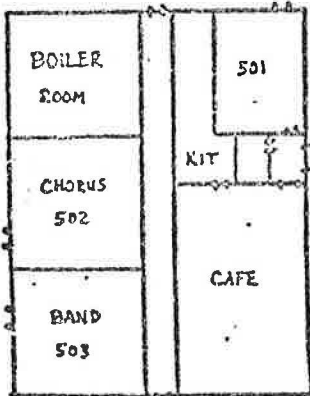
UNIT 3



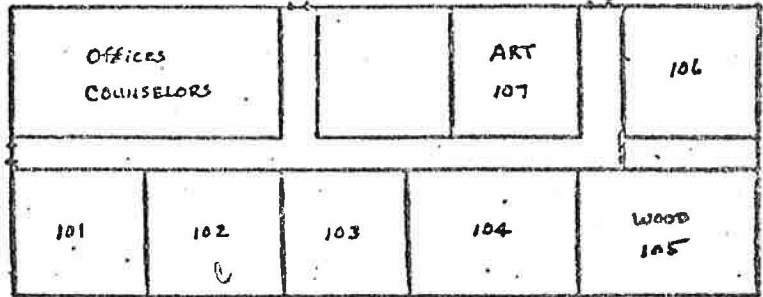
UNIT 2



UNIT 5



UNIT 1



Parking

SUMMER SCHOOL 1983

Staff Bulletin

The following is a list of procedures and recommendations designed to make this summer quarter smoother and more enjoyable for all:

1. Each teacher will be issued a class list for each class they teach.
2. Take attendance each period. Someone will be by to collect it.
3. We will be issuing a grade for every class that a student takes. We will use the standard N.C.R. report cards that are available in the office.
4. If you desire to take a group on a field trip you may do so by using the district's fifteen passenger vans. Several staff members have the licenses necessary to use them. We must have signed parent permission slips. See Ginny or myself for directions.
5. The district film library will be available to us on a limited basis. They will check out films to us as we need them. A film catalog is available in the office.
6. A.V. material is available in the library, see someone in the office to get what you need.
7. Ginny Taber will be the summer school secretary. She will be available to help you with preparation of materials. She only works a 4½ hour day so give her enough lead time to get it ready.
8. Procedures regarding Student Behavior.

If a student is obnoxious or detrimental to the class they may be sent to the office with a referral. The same rules apply during summer session as the regular school year.

9. Staff and Student Dress Code

Both staff and students may wear shorts or other summer wear that is not disruptive of the educational process. Bathing suits are not allowed! If someone wears something that you consider questionable send the student to the office with a note.

FIELD TRIP REQUEST FORM

Present date 6/28/83

Grade Level or Dept. Middle School Summer Session

School Evergreen Middle

Teacher/s Dr. Larry Peterson

Trip date July 1, 1983

Nature of Trip See sites in Everett

Destination and Address _____

Mode of Transportation: District Bus _____

Other (Explain) Van X

Estimated time at destination (hrs.) _____

Estimate of round trip mileage _____

Leave school (time) 11:00 Expected back at school (time) 1:00

Total Number Going 10 Students 9 Adults 1

Objectives of Field Trip (understandings, attitudes, and/or skills to be gained):

This class is to study the History of

Everett.

Supervisor

Principal/Vice Principal

FOR TRANSPORTATION DEPARTMENT

Time:

Driver _____

Bus No/s. _____

No. of buses used _____

Depart school _____

Arrive dest. _____

Depart dest. _____

Arrive school _____

Mileage:

End of trip _____

Begin trip _____

Total trip _____

TOTAL TIME CHARGED _____

CODES (Trans. use only)

Administrator of Transportation

Director/Assistant Supt. of Instructio

EVERETT PUBLIC SCHOOLS

PERMIT TO PARTICIPATE IN FIELD TRIPS

School _____

Date _____

TO: Superintendent of Schools
Everett School District #2
Everett, Washington

Dear Sir:

I hereby request that you permit _____
to participate in a school excursion to _____
_____.

It is agreed that the School District or any employee of the
School District shall in no way be held liable for any accident or
injury in any way received by him or her on account or while engaged
in this activity.

Parent or Guardian



EVERETT SCHOOL DISTRICT NO. 2

Educational Service Center

BOX 2098 • 4730 COLBY AVENUE • EVERETT, WASHINGTON 98203 • (206) 342-7400

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Director of Instruction

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Executive Secretary to
the Superintendent

Dear Parent of

Your student has missed all or part of his/her classes
on the following dates:

due to _____ . As you are aware,
the summer program only last 19 days and it is imperative
that attendance be regular and punctual if credit is to be
granted. At this point, barring some unforeseen circumstances
that might reasonable excuse these missed classes, no credit
will be granted and the student's school will be notified.

If you have any questions, please contact me at
342-7420.

Respectfully,

Graham Hume, Administrator

Middle School Summer Program

**EVERETT SCHOOL DISTRICT NO. 2
TIME SHEET AND PAYROLL ADJUSTMENT RECORD**

			thru 19
Serial No.	Name	Location No.	Payroll Period
Record hours to the nearest tenth .0			
Date	Duties Performed	Regular Hours	Overtime Hours
Date	Duties Performed	Regular Hours	Overtime Hours
		Total Hours - - - - -	

PAYROLL ADJUSTMENTS:

Date	Description of adjustment	Total Addition	Total Deduction
			()
			()
			()

I certify that the above is an accurate record of time worked and adjustments during the period indicated.

I hereby approve the hours and payroll adjustments indicated above for payment.

Employee Signature

Supervisor Signature

RECAPITULATION

Regular monthly salary (if applicable) - - - - - \$ _____

Hours	Account Code	Regular @\$	Overtime @\$	
				()
Gross monthly salary - - - - -				\$ _____

TO: All Summer School Staff

RE: Closing Bulletin

1. Report Cards: Report Cards will be available on Monday, July 18. One copy should be given to the student (back copy) the rest turned in to the office by 9:00 a.m. on the 22nd. Make sure you circle or write in the home school for each student as we will mail them to their schools.
2. Grades: Use - A, B, C, D, or X, where appropriate. If a student fails please state why - poor attendance, etc., i.e. missed 5 days w/no excuse, did not make up the time or work.
3. Turn in the keys, grade books, borrowed teachers editions, etc., to Mrs. Taber after school on Friday, the 22nd. Return all books, A.V. materials to where you found them. The book room and the A.V. Room will be opened from 11:30 on.

EISENHOWER MIDDLE SCHOOL
Students receiving info. about Summer School

EVERGREEN MIDDLE SCHOOL
Students receiving info. about Summer School

NORTH MIDDLE SCHOOL

Students receiving info. about Summer School