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ABSTRACT

The Sodus School District provided comprehensive services for over 300 migrant children from infants to teenagers, along with an intensive staff training summer laboratory school. The Day Care Centers gave 30 children a headstart with scholastic activities to ease adjustment problems when they entered regular school. To relieve the inconsistancy in the childrens' diets, the school provided breakfast, lunch, and an afternoon snack. Health services were also provided. Special instruction was given to teenagers. The main impetus was the Summer Laboratory School for children in grades K-6. The overall program of the Laboratory School was based on the Integrated Day Approach to Elementary Education. Behavior modifications through actual experiences between teacher-teacher and teacher-student were planned to make the staff strong advocates of a total K-6 program with the skills, perceptions, and insights necessary to engage totally into the adopted program. All the activities focused on the childrens' interests and benefits. Academically, the Wide Range Achievement Test produced positive results. The Teenage Program tried to use the natural pride of the students' home environment and activities to close the gap with their academic world. Migrant parents approved of the results and hoped that the programs would continue. (FF)

You And Your Community

1973

SUMMER PROGRAM

SODUS CENTRAL SCHOOL

SODUS, NEW YORK

YOU AND YOUR COMMUNITY

1973

SODUS MIGRANT

SUMMER LABORATORY SCHOOL PROGRAM

by:

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I

INTRODUCTION

The summer of 1973 found a change in the Sodus School for the children of migratory workers. Sodus, a rural community, located in Wayne County, thirty miles east of Rochester, New York, is a large contributor to New York State's harvest of apples and cherries. Migratory workers, mainly from Florida, have been coming to the area since the 1930's. The Sodus Central School has been providing a summer school for the workers' children for many years. The goal of the Sodus School Migrant Programs have been "to widen the migrants' experiences so that they might have more control over their destiny".

In setting their sights toward this goal for the next summer school, the 1972/1973 school year found the Sodus Central School personnel asking the questions, "Does the summer school have to be a 'typical' session of the past, or can we do something to improve the education of migrant children?" "Would'nt we have a stronger reach toward the school's goal by expanding the program and the number of participants involved?" Over a year, the Urban/Rural School Development Program has been in progress in Sodus. The goal of this program is to "increase the academic achievement and human development of children through training of teachers, paraprofessionals, and community personnel." Here are two parallel goals seeking the same result - the betterment of the children.

Initial plans were investigated and set into motion. Special permission was received from the two prime agencies involved, the New York State Migrant Division and the Urban/Rural School Development Program in Washington, to combine

the resources of the two major federally funded agencies for a common purpose. The Migrant Division funded the basic program for children and was responsible for providing half the salaries of the majority of the instructional and para-professional staff. The Urban/Rural School Development Program was responsible for funding the staff employed to organize the school model and conduct training sessions. It was responsible for providing teacher stipends for staff development and training, plus training materials.

The combining of these two programs did not mean that any of the school's past services would be terminated. The Sodus School District provided comprehensive services for over 300 children, from infants to teenagers, along with the intensive staff training summer laboratory school. The Day Care Center gave thirty children a headstart with scholastic activities to ease adjustment problems when they enter regular school. Day Care not only provided the necessary needs and experiences of infancy, but also stimulated growth for the summer sessions by relieving the duties and responsibilities of older brothers and sisters so that they might attend the school program.

The food services are a necessity for the children in the summer sessions. Lower-income families are inconsistent in their daily diets which have a direct bearing on the child's learning process. To relieve this situation the school provided breakfast, lunch, and an afternoon snack. If a group was going on a lengthy field trip, packed lunches were provided.

Another major problem with many children is the lack of medical and dental care. The health services were expanded in cooperation with the Wayne County Rural Comprehension Health Program. The services provided are shown in Section II, F.

During the summer session a summer school for handicapped children was provided by the Wayne Educational Center, a branch of the Wayne/Finger Lakes Board of Cooperative Services. Special instruction was provided retarded or physically handicapped children so that they might better cope with their individual problems. These children were bused with all the children to the Sodus School, then transported to the special education center.

To compliment the program an expanded program was provided for the teenagers. They used the facilities of the Sodus Youth Center, the Sodus High School Gymnasium, and the migrant camps themselves. The program operated from late afternnon, through the evening, and sometimes into the night hours. It started as an outside, teacher-oriented program that slowly evolved into a unified internal organization that was group governed and strongly motivated. See Section IV.

This was the Sodus Summer School Program with its main impetus being the Summer Laboratory School for children in grade K-6.

II

LABORATORY SCHOOL K-6 PROGRAM

The theme for the 1973 Summer School was "You and Your Community." This enabled the students, during the six weeks of July 5th through August 18th, to examine and to study their environment. The Laboratory School was designed to explore new ideas in learner-centered education. Teachers, para-professionals, and teacher aides worked with consultants in the classroom to increase their own skills in helping children to read and improve skills in mathematics.

The Laboratory School Program was deliberately set up with more resources and staff members than would be available during a regular school year. A better insight was gained about the effectiveness of educational programs tailored toward the individual student based on a continuity-of-experience. This was possible by creating a program where both students and staff members were able to have adequate equipment and materials and where student/staff ratios were low. The program was able to acquire training materials designated to be necessary to program success. It organized its personnel to permit large numbers of elementary school teachers to participate in staff training and have the opportunity to apply that training in the summer migrant program.

a. Objectives

The Summer Laboratory School was based essentially on a total training experience for all staff members. The total program was based on the underlying concepts of the Integrated Day Approach to Elementary Education and the principles that should be applied to educating migrant children. Behavior modifications through actual experiences between teacher-teacher, teacher-student, were planned to make

the staff strong advocates of a total K-6 program with the skills, perception, and insights necessary to engage totally into the adopted program. These were based on differentiated learning situations which conform to the individual student's growth and need levels, regardless of chronological age.

The needs of the students of the Sodus School District were expressed in terms of "academic competence" (particularly reading and mathematics) as well as other observable educational outcomes which do not lend themselves to levels of measurement with the achievement of skills.

Using the "Laboratory School" as a process, there were four general or continuing objectives which contributed data for this kind of study. Associated with each of these objectives were various activities. It should be noted that the activities under each objective were given only as examples and were not used to limit the kinds of experiences for either the students or the professional/paraprofessional staff.

Objective 1. Students enrolled in the school will show individual and group 'gain scores' equal to or greater than the expected gains of students in the regular program of the school district for an equivalent period of time. The gain scores for the students in the "Laboratory School" will be measured by the pre and post treatment administration of the WRAT instrument. In addition selected students will participate in a "concurrent validity" study of scores on the WRAT and MAT instrument.

Related Activities

A. Students will be required to take the WRAT instrument at the beginning and the end of the summer school.
B. Students will assist in the selection of materials which are of interest to them as an individual.
C. Students will be encouraged to look for and correct their own errors in reading and mathematics.
D. Students will be encouraged to assist one another in their learning efforts.
E. Students will be given and will accept responsibility for finding and taking care of materials.

Objective 2. Professional, para-professional and supportive personnel will function as teams to acquire and demonstrate the basic elements of the "diagnosis and prescription" techniques which are necessary ingrediants of all "child-centered" curricula. Such acquisition and demonstration will be measured in the establishing of teams and the growth of the individual members as they assist the students to meet Objective 1.

Related Activities

A. Individuals will discuss freely their own individual skills in helping students.
B. Teams will be formed in such ways as to make use of individual member skills.
C. Teams will make use of what data is available about each students previous learning experiences.
D. Teams will request addition data they need for meeting each student's need.
E. Teams will discuss the progress of a number of students during their daily planning sessions.
F. Teams will keep an accurate record of all data used to diagnos the needs of each student.
G. Team members will take responsibility for a certain group of students each day.
H. All material produced for any student will be available for use with any other student.

Objective 3. Staff, administration and students in the "Laboratory School" will produce a series of models of various cooperative curriculum elements which will demonstrate methods by which "cross-disciplinary" teams can be used to meet the identified and continuous learning needs of students in the Sodus Central School District. This objective will be met if, at the close of the school, there exists in a central and accessible location a file of "prescriptions" which shows the participation of students, professionals, and non-professionals in meeting the various needs of individual students.

Related Activities

A. A written record of all prescriptions will be kept in an orderly manner.
B. The special discipline of each contributing team member will be noted on each prescription.
C. A central file, "cross-indexed" as to need, materials, and outcomes will be established and made available to the Central School staff.
D. All team members will be expected to contribute materials from their special interests and professional training.
E. Students will be asked to determine the effectiveness of the "prescribed" materials.

Objective 4. Students, staff, administration, and parents of students will be able to articulate the practical difference between the "Laboratory School" experience and the "Regular School" experience. While this objective may be met simply by reporting the differences without regard to positive or negative values, it is expected that at least 75% of each of the separate groups will express a high level of personnel satisfaction and growth.

Related Activities

A. Staff members will listen to and record spontaneous comments of the students relating to their school activities.
B. Parents will be urged and requested to make comments about the school experiences shared with their children.
C. Staff members will make every effort to present the summer learning tasks in a variety of ways which differ from the regular school experience.
D. Staff members will be willing to share their experiences with other faculty members during the coming school year.

b. Planning

The organizational and structural design of the school day with all its related components required a great deal of input in the pre-planning and modification just prior to the program and several revisions during the program. Early in the spring, the Sodus Coordinator of Federal and State Funds, the Director of the Urban/Rural School Development Program and the Sodus Central School Administrators met to discuss goals, objectives, and direction for the summer Laboratory School. These were later documented and distributed for revision.

During the first two weeks in May, the Summer Laboratory School Project Coordinator spent time pre-planning the organizational design and structure of the Laboratory School Program with members of both the Primary and Intermediate School staffs. This was to receive the input for their concerns and priorities. Input was obtained and compiled into one comprehensive organizational and training design from the following sources: Administration, Staff, Migrant, Urban/Rural, Curriculum Council, Eli Assissment and Evaluation Report Recommendations,

Community Values Assessment, and the Child Development Committee. The results of this pre-planning phase were documented and presented to all representative parties for comments and revisions.

On July 2-3, Dr. Homer Nahabetian - U/R Director, Mrs. Mary Putnam - Summer Laboratory School Training Director, and Gordon Barker - Project Coordinator planned and finalized all details of the Summer Program. The sessions were focused around the following components: Assessment Program, Record Keeping and Reporting, Training Models, School Schedules, Community Volunteers, Reading Tutors, Team Leader Meetings, Opening School Procedures, and Media Center Usage.

On July 5, all team leaders met with the Training Director and Project Coordinator to solidify and plan the tasks needing to be accomplished in July. The Following was designed to act as a guide line to be accomplished:

1. Assessement team formed
2. Test materials distributed
3. Lab school curriculum model begun
4. Team plans completed for July 9
5. Classrooms assigned and ready for students
6. Student folders distributed
7. Community volunteers and reading tutors assigned
8. Opening day activities planned
9. Procedure for media center usage

On Friday, July 6, the total staff met by teams to plan with and implement the components of the Laboratory School.

The instructional day schedule was designed to be totally open and flexible. Two components were taken into consideration in developing the design: First, flexibility to enable the implementation of a comprehensive Unified Arts Program; and second, flexibility for the establishment of a comprehensive training program. In the daily schedule, time blocks were set at 8:00 - 9:00 - team planning; 9:00 - 2:15 for instruction; then 2:15 - 3:30 for training.

Once the daily schedule was set, the Unified Arts schedule was designed to be adhered to by both instructional teams and Unified Arts team members. From the basis of the daily schedule, the weekly training schedules were designed.

A commitment to instruction on an integrated day approach means combining all disciplines into a total package based on activity development. It allows looking at children as individuals and provides learning experiences at their own rate of growth and mode of learning. The integrated day approach required a great deal of practice in planning, in the adoption of activity centers, and in making provisions for multiple-activity-based alternatives within each center. In planning curriculum for the Summer Laboratory School, the teaching teams had to select a core concept (central theme), develop a curriculum tree (activities), and design four learning centers with a minimum of four rotating activities within each center.

c. Training

Educational specialists (see Appendix E, Part 2) were assigned to specific teams on a needs basis and were responsible for training staff members on all related activities which develop expertise and behavioral modifications. These specialists were specifically responsible for providing training in: environment development, student movement within the classroom, core curriculum, individual diagnosis and prescription, grouping for skills instruction, grouping for activities, and Unified Arts.

Input on this training was given on a needs basis. Priorities on the above depended upon the needs of the various teams and individual team members. Formal training sessions were held for all teams and paraprofessionals in the areas of

language arts, mathematics, and display.

During the pre-planning phase, it was determined that there were twenty priority items which required staff training in order to accomplish the major objectives of the program. To effectively implement the training of the staff with these items in mind, times were prioritized into two categories: team process and special training session.

The training for language arts was based on the premise that language has its basis in reading, writing, speaking, and listening. It was also based on the concepts of language on an integrated day approach. Finally, the training was based on the premises of diagnostic and prescriptive instruction.

In the mathematics portion of the program, the training was based on three components: conceptual, manipulative, and applicatory. The emphasis was placed on the use of multiple alternatives and medias that were required for accomplishing the goals and objectives.

Unified Arts training was based on how art, music, physical education, and industrial arts could compliment and extend the core concepts adopted and utilized by each instructional team. The Unified Arts team met weekly with each instructional team. They planned activities that extended the classroom activities, in which children were currently involved, into crafts, music, and construction designs which could be utilized in the classroom.

All of the paraprofessionals were involved in a specific training program which evolved around three components: the role of the paraprofessional, the utility of multi-media in the classroom, and a math workshop. The first component was developed around the tasks currently carried out by the professional staff.

The second component was a compilation of learning activities to be completed by the paraprofessionals. The third component grew from a request of the paraprofessionals. They participated in three, two-hour workshops on manipulative mathematics.

Team leaders met each day for one hour to discuss the development of their team's growth, directions, and concerns. The purpose of this training program was to build leadership skills. It enabled the staff to make effective decisions and implement school policies which are imperative to carry out effective instruction, both organizationally and philosophically.

d. Classroom Activities

There was a tremendous, constant involvement of activities occurring in the classrooms. These revolved around the theme of the students' environment while constantly leading toward their involvement in reading and mathematics. All of the activities were integrated with the consultants assisting whenever and wherever possible.

The classroom is the central focal point of a child's in-school and intellectual development. Therefore, the teams worked toward the classroom as an exciting curiosity developer for children, emphasizing the following three components:

Environment	The classroom environment was an exciting representation of student productions, learning media, and consumable materials. All of the classroom displays were designed to excite the curiosity of the children and allow them to explore and investigate.
Centers	Activity and skill centers were developed in each classroom. Regardless of the types of activities offered in each center, language and mathematic experience were developed for each activity.
Alternatives	For each goal set to be accomplished within each center, alternative approaches were sometimes used to accomplish the set goal.

Field trips can be a vital and imperative part of a child's development. Any trips that were taken had to be designed around the core concept being taught. Before a field trip was taken, a planned readiness program was implemented. Activities that would involve the child while on the field trip were planned. Finally, follow-through activities were planned and completed in the classroom.

With on-going classroom activities, tasks were formally and informally analyzed

in the following format:

1) What needs and interests of the child can be met through this activity?

2) What are the learning objectives set by the teacher for the child during this activity?

3) How could the activity be changed to better meet the need and interests of the child?

4) How could the interests and needs of the child be utilized to extend the activity to another direction and a new learning?

One example of a team classroom activity series was Team D's curriculum tree which related to the community. A school store, community architecture, sewing, and home crafts were the major branches. Vocabulary lists were prepared for every area studied. Repeated concrete experiences were made available to the children so that the new vocabulary became a part of their speaking, writing, and reading vocabulary.

Many oral discussions related to these activities were held. One discussion in the architecture groups dealt with community buildings; the function of the community services in these buildings; how one service relates to another; and, finally, buildings of local interest. Obviously, many new words were brought to the children's attention as they had no prior knowledge of information about federal and state taxation and the local organizations supported by these taxes. Following this discussion, the children made maps of the community, labeled and identified the places they had discussed; took a field trip around the community to view buildings and organizations discussed; and wrote experience stories describing the trip and what they had seen.

Creative writing, some imaginative and others tied with experiences, was done in all classrooms. Children chose topics from a list of several that were placed

on the board by the teacher. Children who wanted to share, read their stories to others.

e. Unified Arts

The purpose of the Unified Arts Program is to offer children a curriculum that integrates music, arts, industrial arts, and physical education with the core curriculum. The Unified Arts team sought to make the child's education meaningful by reinforcing the core curriculum with arts activities, by promoting interdisciplinary activities between arts areas, and encouraging teachers to become involved with arts activities.

Regular meetings with instructional teams helped familiarize the Unified Arts team with the core curriculum.

To encourage positive attitudes from students, students were encouraged to choose activities for participation and to carry on activities for an extended time rather than to consider the activity completed when the art teacher left the room.

The Unified Arts teachers went into the classroom to work whenever possible and to encourage teachers to participate.

Art activities for Team A students were designed to fit their curriculum concept of "Me and My Community" and to give the children practice in eye-hand coordination, in choosing materials, and in controlling design. Some of the activites included:

1. Weaving God's eye patterns using cotton roping and sticks.
2. Creating musical shakers. This involved covering plastic bottles and tin cans with paper mache' and decorating them.
3. Working with clay to create their own designs and shapes. They glazed their pots and visited the kiln.
4. Printing with vegetable and fruit dyes and india ink to become aware of their environment and to create design through different techniques.

Art activities for Team B students involved the natural environment and a children's story, Charlotte's Web. Activities included:

1. Creating a scrim from burlap to compare the warp and weft of woven material with the web of a spider.
2. Gathering clay at Chimney Bluffs to use natural materials to create.
3. Printing of natural objects to study the structure of leaves and grasses found in nature walks.
4. Basket weaving from cattails and willows (natural materials).
5. Building an outdoor kiln and bisque firing of ceramic objects.

Art activities for Team D students involved the study of "local environment." The activities included:

1. Weaving with natural materials such as bull rushes.
2. Painting a mural of a cherry orchard and factory following a field trip to a cherry orchard.
3. Creating puppets for a student written play.

Art activities for Team D students focused on the study of "You and Your Home." The activities included:

1. Making posters for the store. These involved math skills and language arts skills as well as color and design study.
2. Making geo boards for the classroom
3. Making ceramic articles for the home
4. Studying design in advertising in connection with the store.
5. Creating a design to be used in silk screening.
6. Silk screening a T shirt

An example of music activities, let us look back at Team A students which consisted mostly of movement to music to explore the body in connection with their theme of "Me." Music activities included:

1. Exploring sounds the child can make, working with the concept of high and low
2. Introducing the body movement of kicking
3. Making their own musical instruments to use for rhythmic activities
4. Singing and moving to songs

5. Working with Elizabeth Clark, a dancer-teacher from Rochester; Miss Clark gave four demonstration lessons for teacher, using twenty students from both the A and B teams. The lessons were video taped and are available for teacher use. She emphasized:

   a. Movement to music,
   b. exploring the possibilities of the body,
   c. movement with a story, and
   d. the relationship of the body to space.

Physical education for Team A students encouraged individuals to discover their own body parts and different ways the parts of the body move. They mirrored others actions; they worked with the parachute; they moved individually and in pairs.

Physical education periods were divided into two sections. The first section dealt with individual activities which were mainly for gross-motor development. This section lasted about ten minutes. Then the planned activity for that period took place.

Emphasis was placed on foot and eye perception, mainly to gather a list of children who need special help during the school year. The activities consisted of a maze, a balance beam, ropes, a tunnel, and use of gymnastic equipment.

The planned activity of the physical education classes ranged from movement activity to team games such as football and volleyball. Cooperative game concept and good sportsmanship were emphasized more to the older students, while movement and experimentation were used with the younger children.

Afternoons were available for work with team requests and with individual students, especially those with perception problems.

A grooming center was opened. Materials were available for girls for showering,

shampooing, and nail care. Girls were shown how to use the materials correctly. The center was available to each class once a week for four weeks. For boys, materials were available for showering, shampooing, and hair care. Boys were accompanied by an aide, who showed the boys how the various materials were used.

f. Health Services

A full-time nurse was employed to work with the children during the school session. Her major job was to interpret health problems of children and to report them to their parents. To aid in this endeavor the nurse had the cooperation of the Wayne County Rural Comprehensive Health Program.

The program arrangement was highly satisfactory and the services rendered gave an increased impetus to fulfilling specific objectives of the summer school program.

Factors that enhanced the health program:

1. Appointments at the Wayne County Rural Health Center were readily obtained for 15 children at a time, in less than a week's notice.
2. There was flexibility in scheduling children who were not in attendance on the day of their appointment.
3. Specific appointments were made for children who needed immediate attention.
4. Comprehensive physical examinations and follow-up procedures were carried out.

EXAMPLES

(a) A child from the Day Care Program was running a temperature and had symptoms of dehydration.

(b) A child in the BOCES program had symptoms of mumps.

(c) An older child, referred by the physical education department, had problems with coordination. This child was found to have "mild brain dysfunction" and the clinic scheduled further examinations.

This child was already known to the clinic and medication had been prescribed previous to the summer school.

Between the school authorities, the health clinic, and the family, appointments were made to assure that the child would receive proper treatment during his stay in Sodus, and to assure that follow-up procedures would be looked into upon his return to Florida.

5. All children taken to the clinic received a blood test for hematocrit value and possible sickle cell anemia; urine test for diabetes and infections; and Tine tests for tuberculosis. Dental evaluations and physical examinations were given.

6. All abnormalities were recorded and referrals made to proper people by school authorities. Within 5 days all abnormalities were reported to school authorities, parents, and county health services.

7. The physical examinations were comprehensive and complete.

EXAMPLES

(a) A boy was discovered to be carrying the sickle cell trait. Immediate action was taken by the clinic personnel. They visited the family, explained this condition to the family, examined and tested all the family. The clinic then arranged an immediate appointment at Strong Memorial Hospital in Rochester, New York, for counseling. The entire family attended the appointments at Strong.

(b) One female child was suspected of carrying a disease. The blood sample was damaged in shipping. The clinic called the school, on the last day, to get another blood sample before they made a final diagnosis. The child was retested immediately; and, if the test proved positive, the clinic personnel would follow-up on this child and report to the school when school opened.

(c) From the transfer records, a child needed a lead screening test. The clinic is capable of drawing blood for this test and forwarding the sample to the proper testing center. Follow-up procedures were carried out in this case.

(d) An abnormality in a child was discovered and diagnosed as a hydrocele. The child's guardian, his grandmother was counseled as to the seriousness of the problem. After being assured of the seriousness of the problem, due to non-treatment, another appointment was set-up and proper procedures were carried out to assure treatment for the child.

(e) A child was discovered to have an umbilical hernia. The doctor recommended a surgical consultant; notified the family, and advised that proper treatment, would be carried out in this case.

8. As a result of the examinations at the clinic, there were no reported cases of diabetes, tuberculosis, or anemia.

9. Dental problems are numerous among migrant children. Many cases were referred. Efforts were made by the clinic and school health personnel to remedy this situation.

10. In conclusion, the work of the clinic was very reasonable and comprehensive. The staff at the clinic was very cooperative and thorough.

The physicals given at the clinic were much more thorough than the school could provide. The clinic had implications that should be investigated by the school district and become a part of the school health program.

The school has a copy of each child's health record and the clinic's report. Information from these reports, above and beyond that which can be recorded on transfer records, was forwarded to the home based school. Follow-up procedures on children and their families were carried out by the health clinic.

As a result of utilizing the clinic this summer, the health program has been more comprehensive and complete.

The clinic has provided what the school district could not provide before, involving the whole family in the health program. The clinic has been a tremendous asset to the Sodus Summer Migrant Progam in helping to improve, advise, and institute proper treatment.

g. Comments

The Sodus Migrant Summer Laboratory School was intensive, rewarding, and exhausting. There were times when teachers became frustrated, annoyed, and felt pushed to their limits. Leaders sometimes sat in wonderment, trying to decide if they were correct in their judgments. The program pre-planning proved its worth. It allowed flexibility in consultants' movement, time allotments, and joint discussions. This helped to alleviate problems and allowed the program to progress smoothly. Without these built-in factors for change and adaptability, there may have been a collapse of the program.

The program always kept itself geared toward the prime reason for its being - the children. All activities focused on the childrens' interests and benefits. This was clearly shown to be true by the results. This report shows that the program was successful in several ways.

There was no requirement that stated that children must attend the summer school. It was voluntary and, once the students started school, they did not have to remain. The attendance through the six-week program increased.

Academically, the Wide Range Achievement Test (Appendix A), produced positive overall results. A level of confidence in the program would be in order, after analysis of the results.

All staff participants were asked to participate in a program evaluation. They were asked to indicate if they felt the stated objectives for the summer school program had been met (Appendix B, Part 1). Twenty-seven teachers completed the Evaluation and Summary Forms, stating their reasons for their particular answers to the objectives. The teachers were also asked to respond to their own parti-

cular personal and professional goals. (Appendix B, Part 2) Seventeen goals were stated by the teachers.

On Wednesday of the last week of the program, an open house took place. Parents were sent invitations, and advertisements were placed in local papers to encourage local citizens to attend. Each classroom and a special room displaying samples of activities in which the children were involved during the summer program were opened to visitors. The attendance was excellent.

At the open house, "A Parents Tell Us Form" was distributed. Fifty-seven parents completed and returned the forms. (Appendix C) The parents stated clearly that they not only approved of the program and its results, but also that they would like to see it continued.

During the last week of the Summer Laboratory School, interviews were conducted with a sampling of children. (Appendix D) From this sampling of approximately 25% of the student population, it is obvious why the attendance increased during the six-week period. When the results show that 92% of the students liked school, you know that the job was done well.

III

TEENAGE PROGRAM

The intent of the leaders of this program was to help the students encountered, to see the many learning experiences at home. The program tried to use the natural pride of the students' home environment and activities to close the gap with their academic world.

As a program, the directors saw another need developing, one of recreation. Herein lies an element of peer achievement and competition that showed through as a healthy learning situation. This occurred mainly because of the tact and encouragement employed by the staff, both in the home environment as well as in the gym program.

The program was planned primarily around and through the use of the Visual Literacy concept, rather than "normal" academic achievement. Picture taking became a standard function at all activities. The students and leaders took their own pictures, processed their work, mounted the film on slides, projected some, and discussed their achievements. It was felt that the emphasis must be on communication. An understanding prevailed that verbal and visual communications rather than the written word were preferred to express feelings, thoughts, and ideas, both creative and academic.

To initiate this development the staff had a training session at Volney, in Oswego County, with a group that was working with the people's environment. The group was primarily centered around underprivileged black and white families living in extremely underdeveloped trailer parks and neighborhoods. The trip turned out to be somewhat valuable in the environmental sense, but extremely

valuable in the working rapport and enthusiam that developed concerning the use of film as an art of communication.

In developing the total program, the staff tried to recognize other institutions and organizations and to utilize and coordinate their efforts with the teenage program. One situation developed with the Wayne County Extension Service. In recognizing the need for a sound recreational program, students were brought into the high school gymnasium twice a week, and the staff went into the home environment three times a week. Both were for recreational games and other activities which were coordinated with the Visual Literacy program.

The activities in the gymnasium started out with basketball; mixing the age and size of the participants in all of the games. The director of recreation did an outstanding job at recognizing the need to separate the age groups, yet mix them where the sizes and skills were equal. As a further recognition of the needs and desires of the students, the director developed a one-on-one contest for three age and three skill levels. This gave the students something tangible to achieve.

As the gymnasium program developed, more students' needs and desires were met by adding such games as: checkers, chess, monopoly, parchesi, game board soccer, game board hockey, ping-pong, soft ball, and volleyball. It was the aim of the program to expose the students to as many varied activities as possible. Having developed a method of self-elimination through foul shooting, the recreation director enabled the rest of the staff to encourage the students to float from one activity to another.

A tremendously valuable development came about through examples of the staff

leaders. They would begin playing a game of basketball with the older teenagers, then go play a game such as checkers with the youngsters. This involvement spread to the students. Through the six-week program a similar development occurred when older migrant students who were eliminated in basketball would be seen refereeing a younger student basketball game, or playing any of the other available games with the younger group. This showed a greater concern for each other and a lesser concern for the game itself.

The staff's exposure to the camps varied. Each night started with the director of the program mandating a camp for each staff member. At times this caused consternation and protesting. Generally, the problems were worked out until eventually the staff went where they felt comfortable and where they did the greatest amount of good for the greatest number of people.

The age of the staff ranged from 16 to 26 years. Those who benefited from the program ranged from 4 to 63 years of age. The staff age differential varied enough to cause some problems within the staff as well as with the migrants encountered. Sensitive, honest, and direct evaluation sessions were developed for each activity night. Throughout the program three all-day evaluation sessions helped the programs' growth. In the evaluations, the staff would hash-out the basic problems of relating to each other, relating to the people encountered, and evaluating the activities involved.

Through this program, the staff was able to meet a very interesting and talented group of young migrant people. This group, ranging in age from 15 to 23 years, had developed their own band. They played a variety of instruments: guitar, bass, cornet, drums; and - along with their singer - all were self taught. This outstanding group practiced in a barn. The program staff developed a series of

photographs of the band. A video tape session was made of the group during a practice session; this was done in the barn. A second session was taped at the Sodus Youth Center. As a follow-through, in the Fall, the band played for a dance at the Youth Center. The attendance at this event was excellent.

The staff also developed a sewing program for the women in the camps. Through the aid of the Wayne County Cooperative Extension Service, sewing machines and trained staff were obtained. It is interesting to note that a mother from one of the camps became a leading teacher in the sewing program.

The last day of the program, the entire staff participated in an all-day evaluation session. At this time the staff discussed themselves, the people they had encountered, and the type of program that was developed. It was an honest, straight forward session which resulted in some recommendations for future programs. The staff felt the need for an increase in number of their members. They would like to see more time available to work with the people in the camps. A pre-program session held in the spring would enable the staff to be better prepared and better developed. There should be some type of follow-up program in the fall.

The entire staff felt that the Teenage Program was worthwhile.

APPENDIX A

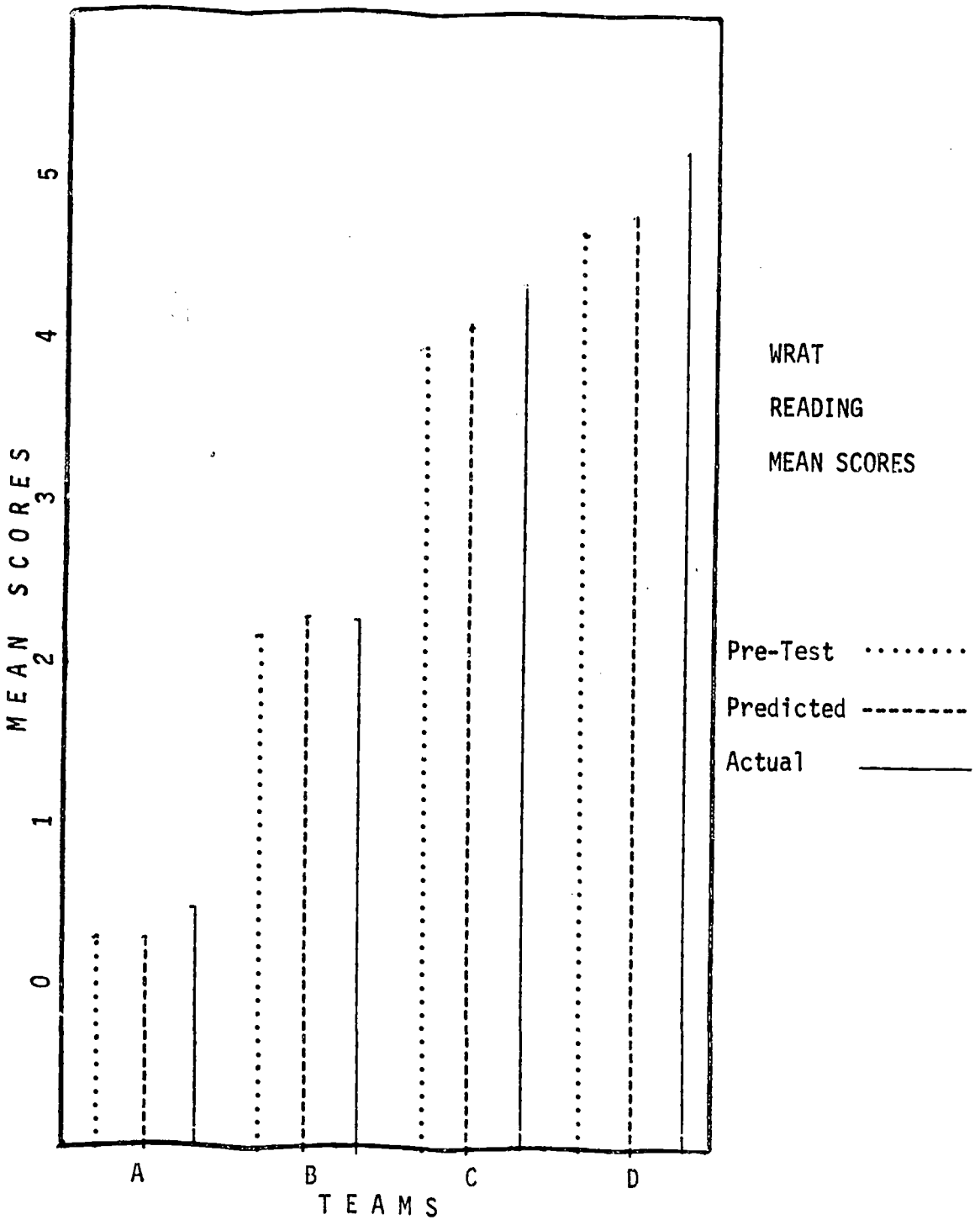
WIDE RANGE ACHIEVEMENT TEST

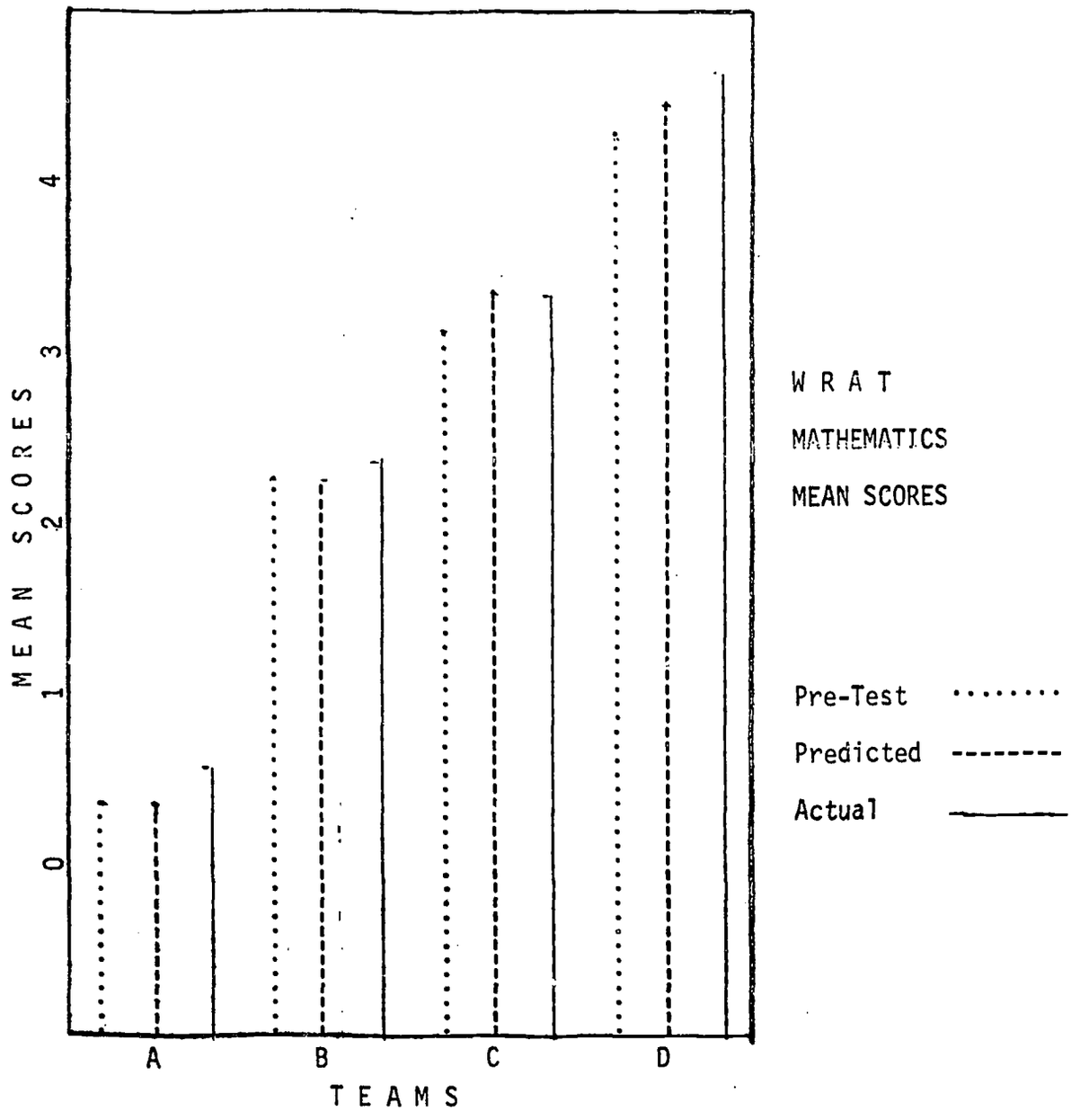
The basic academic premise of the summer school was to seek an improvement in the children's reading and arithmetic. The tool used to judge improvement in these skills was the Wide Range Achievement Test (WRAT), 1965 edition, distributed by Guidance Associates. This standardized test is designed to measure growth of children in reading and arithmetic over a range from preschool to college years. The test is simple to administer and does not consume a great deal of time.

The Wide Range Achievement Test was administered pre- and post-, then the post-test results were compared with a predicted anticipated growth in reading and arithmetic. This comparison of the predicted anticipated growth and the post-test results were used to gain a fair evaluation of the program's results. The method used takes into account any improvement or growth by chance.

There were 190 students tested, pre- and post-, in the summer program. They were tested according to their four Team groupings. The amounts per group were: Team A (5 and 6 years old) - 45 children, Team B (7 and 8 years old) - 50 children, Team C (9 and 10 years old) - 50 children, and Team D (11 and 12 plus years old) - 48 children.

Team	Pre-test Mean		Predicted Pre-test Mean		Actual Pre-test Mean	
A	Reading	.29	Reading	.29	Reading	.49
	Math	.33	Math	.33	Math	.59
B	Reading	2.14	Reading	2.29	Reading	2.27
	Math	2.25	Math	2.26	Math	2.34
C	Reading	3.91	Reading	4.08	Reading	4.32
	Math	3.13	Math	3.36	Math	3.36
D	Reading	4.65	Reading	4.77	Reading	5.17
	Math	4.26	Math	4.43	Math	4.63


WRAT
READING
MEAN SCORES
Pre-Test
Predicted
Actual
MEAN SCORES
0
1
2
3
4
5
A
B
C
D
TEAMS


MEAN SCORES
0
1
2
3
4
A
B
C
D
TEAMS
W R A T
MATHEMATICS
MEAN SCORES
Pre-Test
Predicted
Actual

A correlated t-value was calculated from the difference in the predicted post-test and the actual post-test. From the t-value a level of significance was obtained to show any influence by the program.

Team		t-Score	df	Level of Significance
A	Reading	+ 3.18	44	$p \leq .005$
	Math	+ 3.40	44	$p \leq .005$
B	Reading	- .47	49	none
	Math	+ 1.28	49	$p \leq .20$
C	Reading	+ 2.20	49	$p \leq .024$
	Math	0	49	none
D	Reading	+ 3.34	47	$p \leq .005$
	Math	+ 2.36	47	$p \leq .025$

APPENDIX B

STAFF EVALUATION OF PROGRAM

Part 1 Achievement of Program Objectives

Objectives	Teacher Responses Yes	No	No Response
I. "Students enrolled in the school will show individual and group 'gain scores' equal to or greater than the expected gains of students in the regular program of the school district for an equivalent period of time."	8	9	6
II. "Professional, paraprofessional, and supportive personnel will function as teams to acquire and demonstrate the basic elements of the 'diagnosis and prescription' techniques."	11	9	6
III. "Staff, administration, and students in the 'Laboratory School' will produce a series of models of various cooperative curriculum elements which will demonstrate methods by which 'cross-disciplinary' teams can be used to meet the identified and continuous learning needs of the students in the Sodus Central School District."	11	7	8
IV. "Students, staff, administrators, and parents of students will be able to articulate the practical differences between the 'Laboratory School' experience and the 'Regular School' experience."	19	1	6

Teachers reasons in regard to

program objectives

Objective I. "Students enrolled in the school will show individual and group 'gain scores' equal to or greater than the expected gains of students in the regular program of the school district for an equivalent period of time."

Number of Responses	
	YES
5	Yes, personal pride and self confidence was a big advance in the student-gains in social adjustment, personal growth, and power of concentration.
4	Students were offered varied experiences - more individualized, interesting and stimulating experiences.
2	WRAT scores should show significant improvement.
1	Gains were the same as in regular school.
	NO
3	Testing did not always test what was being taught.
3	Irregular attendance made 'gain scores' difficult. It is unreasonable to assume 6 weeks as a long enough period to achieve permanent growth.
2	Students need more supervision, more discipline. Life is not like the summer lab school. A more realistic environment is needed.
1	Not much academic gain.

Objective II. "Professional, paraprofessional and supportive personnel will function as teams to acquire and demonstrate the basic elements of the 'diagnosis and prescription' techniques."

Number of Responses	
	YES
7	A team of 4 teachers with teacher's aides and other help can do the best for kids.
5	Found it helpful and supportive with critical feedback.
2	More individual needs were met because of increased number of adults.
	NO
6	Very little was done as to diagnosis and prescription beyond classroom teachers because of lack of time and direction - teachers were in each others way.
2	It was harder to build a child-teacher rapport because there were more adults for the child to relate with.
1	The emphasis of the program seemed to be on objectives and not on the child.

Objective III. "Staff, administration and students in the 'Laboratory School' will produce a series of models of various co-operative curriculum elements which will demonstrate methods by which "cross-disciplinary" teams can be used to meet the identified and continuous learning needs of students in the Sodus Central School District."

Number of Responses	
	YES
4	The curriculum tree can meet most of our needs - by using children's interest for activities, instead of imposing our own ideas.
3	Best way for children to learn and the most interesting and effective way (good projects).
1	Daily records were kept.
1	Teachers who had "specialities" offered their ideas for these areas (especially in Unified Arts).

NO

4 There was a lack of time, but we started.

3 Weakest area in summer lab school (as far as her team was concerned) were the "objectives" (the curriculum tree) that hampered planning for individuals.

Objective IV. "Students, staff, administration and parents of students will be able to articulate the practical differences between the 'Laboratory School' experience and the 'Regular School' experience."

Number of Responses

YES

10 The summer classroom was freer and offered more choices to the students. Regular school is more structured. Students were happier in summer school.

4 More time for planning and discussion.

4 More teachers and teacher aides and smaller enrollment will undoubtedly be beneficial.

2 Parents have more time to come in during the summer.

NO

2 Not sure if parents could articulate the difference.

1 To a certain extent, 6 weeks is a very short time - difficult to assess.

APPENDIX B

STAFF EVALUATION OF PROGRAM

Part 2 Achievement of Personal and Professional Goals

Goal Statement	Reason for Accomplishment
Learning how to present craft and learning activity centers. Lessons to see how new materials and techniques could be used as a means of classroom management for regular classroom use. 11 Responses 9 Goal Accomplishment 2 Goal Not Accomplished	7 Consultants helped to tie in activities with basic skills. 5 Consultant helps in the use of natural materials. 4 Consultant gave guidance. 3 Children learned a variety of crafts. 2 Students learned more because they enjoyed it. 2 Learned how to set up activity centers.
To Work on understanding and bettering curriculum. 9 Responses 8 Goal Accomplishment 1 Goal Not Accomplished	5 Tried to make the curriculum workable. 3 Guidance from consultant with core curriculum.
To work on new math techniques and concepts working with manipulative materials. 7 Responses 6 Goal Accomplished 1 Goal Not Accomplished.	7 Ideas from consultants.
To make Language Arts more relevant to teaching area. 5 Responses 5 Goals Accomplished 0 Goals not Accomplished	3 Consultant showed ideas. 2 consultant gave guidance. 1 Nature hike helped.

Goal Statement		Reason for Accomplishment
To obtain more ideas from consultants and staff members for a unified program. 5 Responses 4 Goals Accomplished 1 Goals Not Accomplished	4	Get ideas from a variety of sources from other staff, teams, and consultants.
To give students more self direction, more individualization to motivate children. 4 Responses 3 Goals Accomplished 1 Goals Not Accomplished	3	Become less teacher directed, let children make more decisions to give them more responsibility.
To better understand and participate in team teaching. 3 Responses 3 Goal Accomplished 0 Goals Not Accomplished	3 1	Learn how to cooperate with each other with the help of consultants. To help guide new teachers coming into teams next year.
To become familiar with open education 3 Responses 2 Goals Accomplished 1 Goals Not Accomplished	2	With help from consultants on the British concept of Open Education
To make money 2 Responses 2 Goals Accomplished 0 Goals Not Accomplished		
To learn how to keep a better account of student records 2 Responses 1 Goal Accomplished 1 Goal Not Accomplished	1	With help from consultants
Staff being able to recognize student problems and know how to solve them. 1 Response 0 Goal Accomplished 1 Goal Not Accomplished		

Goal Statement		Reason for Accomplishment
Learning the practical use of workshops. 1 Response 1 Goal Accomplished 0 Goal Not Accomplished	1	Worked with consultants and was able to give input (activity Centered).
To increase communication between staff and community. 1 Response 0 Goal Accomplished 0 Goal Not Accomplished		No comment on either statement.
To find new ideas in Unified Arts. 1 Response 1 Goal Accomplished 0 Goal Not Accomplished	1	Worked on Unified Arts and made team teaching more meaningful - help from consultant.
To study some learning disabilities. 1 Response		No comment on either statement.
To learn how to integrate subject math. 1 Response 1 Goal Accomplished 0 Goal Not Accomplished	1	Integrated school day with a core curriculum based on a social studies curriculum.
To learn more about diagnostic skills. 1 Response 1 Goal Accomplished 0 Goal Not Accomplished	1	With consultants guidance we were given a test, used it on the students and talked about the meaning of the work and the results.

APPENDIX C

PARENT EVALUATION OF PROGRAM

The "Parents Tell Us Form" was distributed at the Open House held at the Summer Laboratory School on August 15. Fifty-seven parents completed and returned the forms. Their responses are recorded below.

1. Why did you send your child to the Summer School? YOU CAN CHECK ONE OR MORE OF THE FOLLOWING REASONS.

32	To have my child improve his reading
28	To have my child improve his arithmetic
22	To be with other children
28	To be better prepared for the regular school
6	Other (please write reason)
2	To have fun
2	To do constructive work (crafts)
1	To improve everything
1	For the experience
2	No response

2. Did your child feel happy about going to summer school?

56	Yes	1	No	0	Don't know

3. Do you feel your child's skills have improved through the Summer school?

(a)	In Reading	30	Yes	2	No	13	Don't know	12	No Response
(b)	In Arithmetic	31	Yes	0	No	12	Don't Know	14	No Response
(c)	Getting Along with others	43	Yes	1	No	3	Don't know	10	No Response

4. Do you feel that there is a difference between the summer school and the regular school?

A	48	Yes	4	No	2	Don't know	3	No Response

B. If yes, please write why you see the differences.

21	Different atmosphere (a more informal relationship between students and teacher, more concern for individual needs, students enjoy it more).
18	More crafts and activities - creativity is emphasized
7	The students like what they do
6	Helps in everything
4	More field trips
4	Different curriculum
1	Basic skills
1	Easier work

5. If this kind of summer school program were offered again, would you send your child?

A. 56 Yes 0 No 1 No Response

B. Comment if you wish

10	Excellent program
6	What the child learned with help him, there was improvement. in basic skills and he did relevant things.
4	The students were really interested and enjoyed it.
2	The teachers were more cooperative.

APPENDIX D

STUDENT EVALUATION OF PROGRAM

Approximately 25% of the student (k-6) population of the Summer Laboratory School was interviewed. The students were selected at random from three designated populations: migrant, re-settled migrant and regular year students. The number of students interviewed from each of these populations represent their proportion of the total school popluation. Hence, ten migrants, ten re-settled migrants, and 41 regular students were interviewed.

The following is a breakdown of the ages of those interviewed according to the three designated populations.

Migrant	Re-settled Migrant	Regular
1 5 year old	2 5 year olds	2 5 year olds
1 6 year old	1 6 year old	7 6 year olds
1 7 year old	3 8 year olds	5 7 year olds
2 8 year olds	2 9 year olds	9 8 year olds
1 9 year old	1 12 year old	4 9 year olds
2 10 year olds	1 14 year old	8 10 year olds
1 11 year old		2 11 year olds
1 13 year old		2 12 year olds
		1 13 year old
		1 14 year old

The following is a breakdown of the populations of those interviewed according to teams.

	Migrant	Re-settled Migrant	Regular	Total
Team A	2	3	9	14
Team B	3	3	13	19
Team C	3	2	11	16
Team D	2	2	8	12

The following is a breakdown of the number of interviewed students according to classroom.

	Team A		Team B		Team C		Team D	
Room	309	4	306	4	200	4	205	6
	310	3	307	5	202	3	208	3
	311	3	313	5	204	4	210	3
	312	4	315	5	206	5		

The survey instrument was designed by an evaluation consultant, the Urban/Rural Project director, and the three interviewers. The students were asked why they came to the summer school, if they liked summer school, what they liked, and what they didn't like, if they saw a difference between summer school and regular school, and if they thought anything they dis this summer would help them next year. All questions were worked into a normal conversation. The interviews were tape recorded and later transcribed.

On many of the following tables the data is presented with responses from Teams A and B and those from C and D grouped together. The interviewers felt that there was a difference in the kind of responses received between Team C and Team D due to the difference in age of children.

The data from the students is presented according to the questions asked by the interviewer. Part 1 deals with reasons students attended the Laboratory School. Part II indicates why students liked the Summer School. Part III shows student perceptions in regard to differences between Summer School and regular School. Finally. Part IV deals with whether the summer experience would help the students in regular school the next year.

Part I: Why students attended the Laboratory School.

The following shows the reasons for students attending the Laboratory School.

23	I wanted to come.
5	My parents wanted me to come.
13	I wanted to come and my parents wanted me to come.
4	I wanted to be with my friends.
7	I wanted to come, my parents wanted me to come, and I wanted to be with my friends.
5	I didn't want to stay home alone.
4	I didn't want to come but my parents sent me.

Part II: Why students liked summer school.

The children in the Summer School were asked, "Did you like Summer School?" If the response was "yes" the interviewers asked for reasons relative to "liking summer school".

The table below shows the responses to the question, "Did you like summer school?" The table is "spread" to show the true components of the student population.

Migrant		Re-settled Migrant		Regular	
Yes	No	Yes	No	Yes	No
9	1	9	1	38	3

Totally, 56 out of 61 students indicated they "liked summer school."

The following indicated the reasons students gave "liking summer school". The student responses were content analyzed and presented in a "double team" breakdown to reflect younger and older children (younger children Teams A & B)

Reasons students liked summer school.

	Teams A & B (N=34)	Teams C & D (n=27)
Playing Outside	27	7
Crafts and Art	18	20
How they were learning	15	14
Field Trips	11	17
Friends	11	6
Breakfast and Lunch	7	6
Teachers	6	4

Part III. Student perceptions of Difference

Students were asked, "Is there a difference between summer school and regular school?" Forty-five said yes, 16 said no. A break out shows the responses according to student groups.

Migrant		Re-settled Migrant		Regular	
Yes	No	Yes	No	Yes	No
8	2	9	1	28	13

The following table shows the student responses for younger and older children. (Team A & B, younger children)

Teams A & B (N=34)		Teams C & D (N=27)	
Yes	No	Yes	No
23	11	23	4

The reasons for the perceived difference between regular school and summer school is shown below.

Reasons for differences

Teams A & B (N=34)		Teams C & D (N=27)
Playing Outside	9	5
Less Work	6	5
More Activities	6	7
More Work	4	1
Different Set Up	4	6
Lunch and Breakfast	3	3
Field Trips	3	4
Learn More	2	3
Different Atmosphere	2	4
Teachers Not As Formal as Regular School		

Part IV. Is summer school helpful next year?

Students were asked, "Will anything you did in the summer school help you next year?" Fifty-two responded yes, eight said no, two no responses.

Students were asked to give reasons why the experience would be helpful (What will help you next year?). The table below shows the reasons students gave in regard to the experience being helpful by team groupings. (Team A & B, younger children)

	Teams A & B (N=34)	Teams C & D (N=27)
Reading	12	15
Math	10	15
Crafts	8	7
Writing	5	5
Everything	2	6
History	0	2

APPENDIX E

PROGRAM PARTICIPANTS

PART I - TEACHERS

Team A - 5's and 6's

Karen Matusik - Team Leader
Nancy Campbell
Gill Stephens
Fran McDowell
Beth Lawrence
Dot Kuettner
Cathy Herman - First 3 weeks
Margaret Bigalow
Cathy Murphy
Linda Castle - Last 3 weeks

Team B - 7's and 8's

Judy David - Team Leader
Bruce Inglis
Larry Slyck
Mike Bastian
Marty Brandenberger
Esther Wiggins
Priscilla Lawrence
Jim Miller - First 3 weeks
Pat Monto - Last 3 weeks
Linda Breckenridge - First 3 weeks
Bonnie Cutro - Last 3 weeks

Team C - 9's and 10's

John Burns - Team Leader
Marie Southwick
Phil Toner
Sharon Tari
Jan Sampson
Nora Miller
Jan Burnap
Sandy Slyck
Marge Landon - First 3 weeks
Lucille Clark - Last 3 weeks

Team D - 11's and 12's

Don MacDougall - Team Leader
Rudy Fritz
Sharon Taber
Jeanne Sillman
Don Garrod
Sharon Maher - First 3 weeks
A.C.Lesniak - First 3 weeks
Gary Fox - Last 3 weeks
Mary Ann Ferguson - Last 3 weeks

Special Areas

Art	Pat Bacon
Music	Mary Alice Henry
P.E.	George Evangelist
Media Center	B. Bellinger
Reading	Cathy Knapp
School Nurse	Barbara Johnson
I.A.	Michael Tari

APPENDIX E

PROGRAM PARTICIPANTS

PART 2 - CONSULTANTS

Gordon H. Barker	Project Coordinator Innovative Design and Implementation New Orleans, La.
Merla Kivitt	Unified Arts and Humanities Witchita, Kansas
Michael Ward	Integrated Day - British Primary Concepts Pine Ridge, South Dakota
Jean Anderson	Reading in the Open Classroom K-3 Hartford, Conn.
Terrance Kendall	Integrated Day 5-9 Newport, Rhode Island
Beryl Dunston	Mathematics and the Open Classroom Great Britain
Agnes Vines	British Primary Concepts Crafts Great Britain
Richard Vines	British Primary Concepts K-3 Mathematics K-6 Great Britain
Marjorie Becking	Reading in the Intermediate School 4-6 New York
Georgiana Lowen	Media/Learning Centers in the Innovative School Fort Lauderdale, Florida

APPENDIX E

PROGRAM PARTICIPANTS

PART 3 - PARA-PROFESSIONALS, AIDES, AND STUDENT EVALUATORS

Para-Professional Trainees

Baker, Pauline
Cook, Alice
Crouch, Kay
DeVolder, Shirley
Faso, Mary Ellen
Fox, Marian
Jennerich, Mary Elizabeth
Lumley, Edna
Manser, Pat
Mercer, Ruby
Reithel, Mary Jo
West, Jane E.

Aides

Roose, Rosa
Manley, Gloria
Miller, Sue Ann
Thomas, Janette
Thomas, Vera Mae

Student Evaluators

Hayden, Mary
Hopkins, Veetta
Wiarda, Penny

APPENDIX F

PROGRAM PARTICIPANTS

PART 4 - TEENAGE PROGRAM

James Wood	Teacher
Herb Engman	Wayne County Cooperative Extension Agent
Jerome Howard	Director of Recreation
Calvin Battle	Leader
Kenny Battle	Leader
Pauline Gilley	Leader
Jo Anne Howard	Leader
Danny Thomas	Leader
Chris Williams	Leader
Mary Zecher	Leader - Secretary