

A B

4 6 7

May 8, 1972

MEMORANDUM

TO: George Hohman, Chairman
Finance Committee

FROM: Mike Miller, Chairman
Local Government Committee

RE: HB 467 - Year-Round Schooling

George -

I rather assume at this stage that you are not planning to move out HB 467 as it is presently written. I would like to make a suggestion. How about bringing the bill out in a modified form, funding the concept to the extent of feasibility studies for one school system and implementation appropriations for one school system. It would then be the assumption that, if the feasibility and the pilot project in one system prove the value of the program, the program could be broadened by a later legislature to include additional systems.

cc: Bob Thomas, Deputy Commissioner
Department of Education
Representative Genie Chance
Senator Lowell Thomas

Biggest waste
=
increase plant
35 1/2 % w/o
cost to taxpayer
=

Introduced: 5/9/71
Referred: Health, Welfare &
Education and Finance

1 IN THE HOUSE BY M.MILLER, BRADNER AND FISCHER
2 HOUSE BILL NO. 467

3 IN THE LEGISLATURE OF THE STATE OF ALASKA
4 SEVENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act providing incentives for continuous year-
7 round school programs within local school districts;
8 and providing for an effective date."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 * Section 1. AS 14.17 is amended by adding a new section to read:

11 Sec. 14.17.222. INCENTIVES FOR CONTINUOUS YEAR-ROUND SCHOOL
12 PROGRAM. (a) In addition to other state aid for school purposes
13 authorized under this chapter and other state law, a district having
14 or planning a continuous year-round school program is entitled to
15 incentive funds in amounts as follows:

16 (1) an amount equal to one per cent of funds authorized for
17 allocation to the district from the public school foundation account
18 in the same fiscal year, or \$25,000, whichever is less, to be used
19 for study of program feasibility or planning, or both;

20 (2) an amount equal to 10 per cent of such foundation
21 account funds, for each of the first three years during which a
22 continuous year-round school program is operational; and

23 (3) an amount equal to five per cent of such foundation
24 account funds, for each year following the first three operational
25 years during which a continuous year-round school program is continued.

26 (b) To qualify for incentive funds under (a)(2) and (3) of this
27 section, a district need not implement a continuous year-round school
28 program in all schools of the system. However, if the program is
29 implemented within fewer than all schools of the system, the amount

1 of funds authorized as incentives in (a)(2) and (3) of this section
2 shall be reduced in the same proportion as the number of students
3 in average daily membership to whom the program is not made available
4 within the district bears to the total number of students in average
5 daily membership within the district.

6 (c) Allocation of funds under (a) of this section shall be made
7 in the same manner and at the same times as provided in this chapter
8 for allocation of funds from the public school foundation account.

9 (d) In this section "continuous year-round school program" means
10 bona fide 12-months operation of school facilities at a uniform level,
11 with at least 180 days' minimum attendance required of all students
12 during the 12-months period. A program shall be developed in accordance
13 with regulations to be promulgated by the Department of Education.
14 A program must be approved by the department before implementation by
15 a district.

16 * Sec. 2. AS 14.17.225 is amended by adding a new subsection to read:

17 (f) The continuous year-round school program supplemental
18 incentive account is established. Funds to carry out the provisions
19 of sec. 222 of this chapter may be appropriated annually by the legis-
20 lature to the account. If amounts in the account are insufficient to
21 meet the allocations authorized under sec. 222 of this chapter, such
22 funds as are available shall be distributed pro rata among eligible
23 districts.

24 * Sec. 3. This Act takes effect July 1, 1972.
25
26
27
28
29

Introduced: 5/9/71
Referred: Health, Welfare &
Education and Finance

1 IN THE HOUSE

BY M.MILLER, BRADNER AND FISCHER

2 HOUSE BILL NO. 467

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act providing incentives for continuous year-
7 round school programs within local school districts;
8 and providing for an effective date."

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

10 * Section 1. AS 14.17 is amended by adding a new section to read:

11 Sec. 14.17.222. INCENTIVES FOR CONTINUOUS YEAR-ROUND SCHOOL
12 PROGRAM. (a) In addition to other state aid for school purposes
13 authorized under this chapter and other state law, a district having
14 or planning a continuous year-round school program is entitled to
15 incentive funds in amounts as follows:

16 (1) an amount equal to one per cent of funds authorized for
17 allocation to the district from the public school foundation account
18 in the same fiscal year, or \$25,000, whichever is less, to be used
19 for study of program feasibility or planning, or both;

20 (2) an amount equal to 10 per cent of such foundation
21 account funds, for each of the first three years during which a
22 continuous year-round school program is operational; and

23 (3) an amount equal to five per cent of such foundation
24 account funds, for each year following the first three operational
25 years during which a continuous year-round school program is continued.

26 (b) To qualify for incentive funds under (a)(2) and (3) of this
27 section, a district need not implement a continuous year-round school
28 program in all schools of the system. However, if the program is
29 implemented within fewer than all schools of the system, the amount

1 of funds authorized as incentives in (a)(2) and (3) of this section
2 shall be reduced in the same proportion as the number of students
3 in average daily membership to whom the program is not made available
4 within the district bears to the total number of students in average
5 daily membership within the district.

6 (c) Allocation of funds under (a) of this section shall be made
7 in the same manner and at the same times as provided in this chapter
8 for allocation of funds from the public school foundation account.

9 (d) In this section "continuous year-round school program" means
10 bona fide 12-months operation of school facilities at a uniform level,
11 with at least 180 days' minimum attendance required of all students
12 during the 12-months period. A program shall be developed in accordance
13 with regulations to be promulgated by the Department of Education.
14 A program must be approved by the department before implementation by
15 a district.

16 * Sec. 2. AS 14.17.225 is amended by adding a new subsection to read:

17 (f) The continuous year-round school program supplemental
18 incentive account is established. Funds to carry out the provisions
19 of sec. 222 of this chapter may be appropriated annually by the legis-
20 lature to the account. If amounts in the account are insufficient to
21 meet the allocations authorized under sec. 222 of this chapter, such
22 funds as are available shall be distributed pro rata among eligible
23 districts.

24 * Sec. 3. This Act takes effect July 1, 1972.
25
26
27
28
29

STATE
of ALASKA

MEMORANDUM

TO: [The Honorable Genie Chance
Chairman, House Health, Welfare,
and Education Committee

DATE : February 9, 1972

FROM: Robert L. Thomas
Deputy Commissioner
Department of Education

SUBJECT: Suggested Changes in House
Bill 467

At the recent hearings on House Bill 467, concerning the rescheduled school year incentive plan, the Department of Education was requested to suggest appropriate language to modify several sections of the bill.

Three areas were touched upon, and the following changes in language are provided:

- Line 16 (1) An amount to be determined by the department from funds appropriated to the public school foundation account for study of program feasibility or planning, or both;
- Line 20 (2) An amount not less than 5 percent, nor in excess of 10 percent, of the allocation to the district from the public school foundation account in the same fiscal year, for each of the first three years during which a continuous year-round school program is operational. The amount to be made available within the limits above shall be determined by the department on the basis of cost analysis of the program.
- Page 2, Line 11 With at least 180 days membership required of all students.

Although it was not a matter of discussion during the committee hearings, we believe that the changes suggested earlier will also have an effect on the portions of the bill providing for pro rata distribution if funds are inadequate. Therefore, we would suggest one additional change as follows:

- Page 2, Line 22 Funds as are available shall be allocated by the department on a priority basis for the purposes authorized under Section 222 (a)(1) of this chapter, and the remainder shall be distributed pro rata among districts eligible under the provisions of Section 222 (a)(2) and (2)(3).

RLT:cjb

cc: The Honorable Mike Miller ✓

file

The committee meeting of HWE held January 11, 1972 heard testimony pertaining to House Bill 467 pertaining to the rescheduled school year. Present were: Reps. Chance, Coletta, Naughton, Specking and Moore.

First to testify in favor of the bill was Rep. Mike Miller, main sponsor of the bill. His testimony was primarily as follows:

Population estimates indicate that the school population will continue to grow for some time in the future - meaning a need for building more schools. However, a population plateau is due and it would be advantageous to hold off having to build more schools until this plateau is reached. Two levels of spending are involved in building schools within independent school districts in Alaska: 1. local school districts - sale of bonds and initial payments thereon. 2. state - school bond indebtedness sharing (50%). The schools are utilized 3/4 of the time, which arose out of the needs of agricultural communities to have children free to work in the summer.

Under HB 467 the state would offer financial incentives to local school boards for investigation of year-round school use. This would be in the form of 1% of each district's normal local entitlement (up to \$25,000) to be used for planning and feasibility studies. If a district decided to go ahead with the year-round program the state would continue to participate by allowing the district 10% of its normal entitlement for the first 3 years of operation of a year-round school system and 5% of its normal entitlement thereafter.

Rep. Miller cited some of the most common objections heard to the concept of year-round school operation:

Children have the idea that this system would mean that they would have to attend school 360 days per year. In reality each child would only have to attend school for 180 days, though they would have the option of attending year-round if desired for early completion, make up work, etc. There are some 60 variations of the rescheduled school year. Two of the earliest systems for use of the rescheduled system mentioned by Rep. Miller were: 1. the 9-month/3-month system. This system would be operated as the present system on a quartersystem and only the vacation times would be different. 2. the more popular 45/15 plan in which students attend school for 45 school days (9 weeks) and are off 15 school days (3 weeks). The school population is broken into 4 groups in this system - 3 groups are always in their "on" cycle and 1 group is always "off". Under this system each student would have a 3-week vacation during each season of the year - winter, spring, summer and fall.

One of the most often heard teacher objections is that they would have to work 1/3 more time for the same pay. However, where this system is in use teachers are given the choice of working year-round with commensurate pay or working 9 months at regular pay.

Teachers sometimes feel that they will have no chance for updating their studies which is normally done by attending summer schools. Under the rescheduled system teachers could take a study break at any time of year and attend school during regular sessions which generally offer a more complete course of study than summer school. The point was made that this program should be developed in agreement with the teachers involved.

Some of the advantages mentioned by Rep. Miller were:

1. Full utilization of school buildings and school transportation systems.
2. The possibility of taking vacations at any time of the year.
3. The 3-week break rather than one of 3 months leads to better retention of material taught on the part of the student and lessens need for reteaching.

Rep. Miller further pointed out that a school system could have some of its schools - not necessarily the whole system - under the rescheduled program and would then receive their incentive payment on a percentage basis depending on the number of students involved in the program. A district utilizing this program would in essence have 1/3 more classrooms without building new schools and would be able to have smaller classes.

At the conclusion of Rep. Miller's testimony Rep. Moore asked if BIA schools would qualify for this program. The answer was made that BIA schools don't receive Alaska entitlement payments but that BIA schools have authority at this time to utilize this type of program if they so desire.

The second person to give testimony was Robert Thomas, deputy commissioner of education for the state of Alaska. He distributed materials to the members of the committee before testifying. Mr. Thomas first differentiated between the rescheduled school year as outlined in Rep. Miller's testimony and the expanded school year in which students attend classes for more days per year and for fewer years. The rescheduled school year has found more favor than the expanded school year. Mr. Thomas testified that there may be school design and structural technique changes in the next few years and that if the rescheduled school year program were utilized school districts could defer building new schools until such time as these new techniques were developed. School transportation would be used year round leading to more economical use of transportation employees, insurance, etc. An objection sometimes heard by districts further south is that more money would be needed to air condition schools during summer use = this is not a problem in Alaska. Students would be available for part-time employment year round instead of all competing for jobs in the summer and not being available at all the rest of the year. Pressure would be relieved on recreational facilities which could be used year round and seasonal activities could be participated in more fully by students. The case was cited of a town in Alaska which closed its schools in the winter and opened them in

the summer due to seasonal employment.

Mr. Thomas testified that no other legislative change other than adoption of this bill would be necessary for application of the rescheduled school year program. Alaska statutes provide for a school year extending from July 1 to June 30 of the following year. Mr. Thomas stated that the Alaska Board of Education is in favor of the bill and that several cities in the state have indicated interest and some have asked for funds for local feasibility studies. An informal poll taken by the Board of Education - 3,000 inquiries sent out and 500 returned - indicated that approximately 50% of the teachers answering the poll were in favor of a rescheduled school year and 50% against. Of administrators responding to the poll, 80% were in favor of the program and 20% against. Mr. Thomas pointed out that this poll was made without any type of educational material presented on the program to those participating in the poll, and that doubtless some misconceptions existed.

At the conclusion of Mr. Thomas' testimony several questions were asked:

It was agreed that the language of the bill should be clarified to make it clear whether the 10% participation for the first 3 years in districts initiating the rescheduled school year program would be in a single payment to the school district or whether it applied separately to each school within the district as it took part in the program. Rep. Miller said that the intent of the bill was probably that the 10% participation payment would be made once - to the district at the time of implementation of the program regardless of the number of schools within the district participating and that the payment would be based on daily attendance of those participating in the program.

Rep. Coletta questioned the policy of the state making feasibility study monies available without requiring the school districts to put up money of their own. Rep. Miller stated that the 1% incentive payment was intended as an incentive and that this probably would only be needed until some district initiated the program to get the ball rolling and that matching provision by local districts could be considered later if desired. The point was made that the maximum limit of \$25,000 allowed for studies would probably be insufficient for larger districts and that they would have to add funds of their own for a good feasibility study. In response to Rep. Coletta's questioning lack of participation by local districts, Rep. Miller made the point that local districts would have to be actively involved as they would have responsibility for all the work necessary for the study.

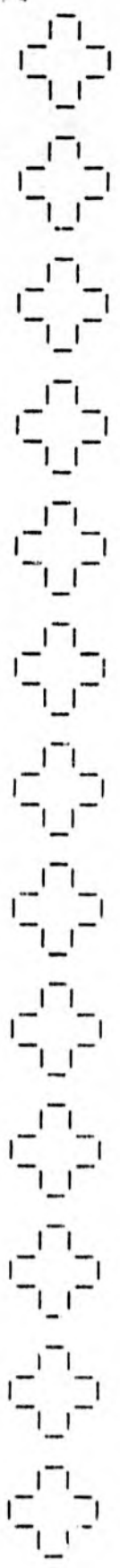
Several questions were asked regarding specific financial aspects of the program. Nothing definite was available in the way of figures and Mr. Thomas agreed to come back to the committee with something - probably involving checking on school construction expenditures for the last 5 years and a projection of what could have been saved if the program had been initiated 5 years ago and an analysis on the basis of projected student load.

No action was taken on this bill and more testimony will be taken.

Materials relating to tribal and de facto adoptions were distributed to members of the committee to be considered at a later date. The meeting was adjourned.

FY 1973 Planning Incentive

DISTRICT	MAX	MIN
Anchorage	25,000	25,000
Bristol Bay	5,000	
Cook Inlet	7,000	
Dryden	2,300	
Ellingsham	6,900	
Fairbanks	25,000	25,000
Galena	5,700	
Healy	5,200	
Healy	1,400	
Kenai	25,000	25,000
Ketchikan	3,200	
Kodiak	25,000	25,000
Metlakatla	25,000	25,000
Nikiski	1,300	
North Star	1,000	
Palmdale	25,000	25,000
Port Heiden	25,000	25,000
Port Townsend	4,000	
Salmon	12,200	12,300
Seward	1,100	
Sitka	7,000	
Talkeetna	2,400	
Togiak	19,500	19,000
Unalakleet	3,600	
Upernivik	2,200	
Wainwright	6,700	
Wetzel	8,000	
Yakutat	2,000	
TOTAL	254,600	206,900



MINUTES OF THE

STATE BOARD OF EDUCATION

STATE BOARD FOR VOCATIONAL EDUCATION

STATE BOARD OF VOCATIONAL REHABILITATION

SEVENTEENTH REGULAR SESSION

November 3-4, 1971

Juneau, Alaska

*For File - HB 467
Year-round School
SEE PAGE 5*

MARSHALL L. LIND

COMMISSIONER OF EDUCATION

Contents

State Board of Education

State-Operated Schools/Nenana City School District Attendance Area Controversy	2
Proposed Changes in the Rules and Regulations	2, 3
Goals and Objectives	3, 4, 6
Regional and Area High Schools	4, 7
Center for Northern Education	4
Rescheduled School Year	5
Interim Standards for Preelementary Schools	5
Proposed North Slope Borough	6
Educational Television	6
Attendance Area for Nome-Beltz Consolidated High School	7

State Board for Vocational Education

Alaska Skill Center Bylaws	2
Seward Skill Center	7

State Board of Vocational Rehabilitation

State Plan for Vocational Rehabilitation	2
--	---

State Board of Education

The **Seventeenth Regular Session** of the State Board of Education, under the provisions of Chapter 96, SLA 1967, was called to order at 2:20 p.m., **November 3, 1971**, by the Chairman, Mrs. Katherine Hurley, in Committee Room 421, Capitol Building, Juneau, Alaska.

Board members in attendance were: Mrs. Katherine Hurley, Chairman; Mrs. Betty Cuddy; Mrs. Ruth McLean; and Mrs. Marie McDowell. Both Mr. Frank King and Mr. James Wanamaker advised that they would be delayed.

In attendance from the Department of Education were Dr. Marshall L. Lind, Commissioner of Education; Robert L. Thomas, Deputy Commissioner; Mr. Robert Isaac, Assistant to the Commissioner; Mr. James Harper, Director, Division of Regional Schools and Boarding Home Programs; and Mrs. Connie Brooks, Board Secretary. Other department staff attending some portions of the session were: Mr. Nathaniel Cole, Director, Division of Administrative Services; Mr. Carroll M. Craft, Director, Division of Vocational Rehabilitation; Mr. Louis D. Ridle, Director, Division of Vocational Education; and Mrs. Bonnie Kaden and Mr. John Logue, Public Information and Publications Office.

Invited guests and interested persons in attendance at varying times during the session were:

Mr. Robert Van Houte, Executive Secretary, NEA-Alaska
Mr. William Potter, President, NEA-Alaska
Representative Mike Miller, Juneau
Mrs. Marie Darlin, Vocational Education Advisory Commission
Mrs. Charlie Mae Moore, Vocational Education Advisory Commission
Mr. Emil Kowalczyk, Deputy Assistant Area Director for Education, BIA
Mr. Fred Fisher, Area Public School Relations Specialist, BIA
Mr. Clayton McDowell, Secondary Curriculum Specialist, BIA
Mr. Bill Parker, State Office of Economic Opportunity
Mr. Ed Frye, Chairman, Anderson Advisory School Board
Mr. Byron Mallott, Director, Local Affairs Agency

It was moved by Mrs. McDowell, seconded, and carried that the minutes of the Sixteenth Regular Session be approved as submitted.

ACTION

At the request of the Chairman, no action was taken to approve the minutes of the Special Session held in Bethel, September 21, 1971, since a quorum was not present and, consequently, no formal action taken.

The Chairman reported on her attendance at the annual meeting of the National Association of State Boards of Education in Atlanta. Among resolutions passed at that session were support for: a cabinet position for the Department of Education; early childhood education; and student participation in the development of policy in school governance. There was also, a resolution passed opposing the so-called voucher system.

Based upon the recommendations of the committee appointed to review the **Alaska Skill Center Bylaws**, it was moved by Mrs. McLean and seconded and carried that they be approved.

ACTION

Mrs. McDowell moved that the Board approve the **State Plan for Vocational Rehabilitation**, including those specific changes as recommended by Mr. Craft and other minor changes as required by federal standards. Motion seconded and carried with all members present voting in the affirmative.

ACTION

The Board then heard from Mr. Ed Frye, Chairman, Anderson Advisory School Board, on the **State-Operated Schools/Nenana City School District attendance area controversy**. Currently, the State-Operated Schools System is negotiating with the Nenana City School District for a monetary settlement, and an injunction has been filed to close the ninth grade classes at Anderson and keep students now attending Healy school from attending classes at Anderson. Mr. Frye expressed the advisory school board's interest and intent to have a four-year high school at Anderson next year--a proposal which will be presented to the Board of Directors for State-Operated Schools at their meeting scheduled for November 10-11.

Arguments put forth in support of a secondary school at Anderson included: proximity to the school by some students; the advisory school board's feeling that Anderson could offer college preparatory courses not currently being offered at either Nenana or Healy; the fact that they expect to have an additional 6,250 square feet of floor space for the next school year; and the possibility of increased school enrollments in the Anderson area due to expansion of the Clear facility.

The Commissioner asked whether or not, in view of the capital improvements situation, comparisons had been made between remaining under State-Operated Schools and incorporation with the accompanying foundation support and Public Law 874 moneys. He pointed out further that with incorporation as a third class city Anderson would have responsibility for their school program. Mr. Frye stated that this alternative had been considered but did not seem to solve an outstanding problem--that being representation on the school board by persons living outside the Nenana City School District.

Mr. Frye displayed for the Board's information schematic drawings and photographs of the Anderson school site and classrooms.

Proposed changes in the Department of Education **Rules and Regulations** were presented and discussed by Robert Isaac, Assistant to the Commissioner, with the following action taken by the Board:

Mrs. Cuddy moved, and it was seconded and carried, that **4 AAC 06.050, Physical Examinations of School Employees**, be amended (Appendix A).

ACTION

It was moved, and duly seconded and carried, by Mr. King that **4 AAC 06.020, Special Secondary Schools**, be repealed and reenacted (Appendix B).

ACTION

It was moved by Mrs. Cuddy that **4 AAC 24, Operation of State Schools**, be repealed in its entirety and reenacted to conform to the statutes pertaining to the review and approval of new state schools, by adding new sections **4 AAC 24.010, 4 AAC 24.020, and 4 AAC 24.030**, as shown in Appendix C. Motion was seconded and carried without opposition.

ACTION

Without objection, the Board agreed to the amendment of **4 AAC 06** by adding new sections **06.025, Standards for Secondary Education Levels** (Appendix D) and **06.027, Establishment of Attendance Areas** (Appendix E).

ACTION

It was moved, seconded, and carried unanimously that the Board approve revision of **4 AAC 30.010, Exchange Teachers**, to remove obsolete material (Appendix F).

ACTION

A motion to amend **4 AAC 12, Certification of Professional Workers**, by adding a new section **12.045, Professional Certificate**, was seconded and carried without opposition (Appendix G).

ACTION

In accordance with the Administrative Procedures Act, the Board requested that these proposed regulations be reviewed in public hearings and resubmitted for final approval after hearings and other required procedures have been completed.

Commissioner Lind reported on recent activities of the department and his assessment of the current situation, internally and externally, in an attempt to arrive at priorities and criticality of needs. A proposed reorganization of the department by merging the Divisions of Instructional Services and Vocational Education had been contemplated, but in view of a timeline that must be met in position reclassifications, expressed opposition to the merger from the Vocational Education Advisory Council, and other considerations, the merger will not now be implemented. In addition, Dr. Lind indicated that he would like more time to consider implications of the merger and that it will not be implemented until it can be completely justified to the Board.

Discussion of **goals** and philosophy led to identification of some items of high priority--local and area high schools, year-round schools, telecommunications. A statewide needs assessment required under Title III, ESEA, will be utilized to further identify and define items of high priority.

Mrs. McDowell suggested that perhaps the Board should attempt to change the philosophy of education from a mere accumulation of knowledge. In answer to a question from Mrs. Cuddy on how we might assist and guide city districts in their educational needs and goals, Dr. Lind indicated that local districts with department leadership and assistance will set their own specific goals and identify specific needs. The department's responsibility is to provide the leadership and assistance to help them identify their needs and accomplish their specific goals.

The Board recessed at 5:10 p.m. and reconvened at 8:00 p.m. for further discussion of **regional and area high schools**. Mr. Frank King joined the meeting.

Some discussion centered around recent hearings held in St. Mary's, Aniak, Holy Cross, and Nome, during which two main points seemed to be stressed by villagers at each location: the desire to have their children in schools closer to home and a desire to have their cultural heritage stressed in curriculum patterns.

The consensus of the Board and department staff was the **goal to educate all secondary-age children in the State of Alaska next year**. The economics of this goal was discussed, with the probable outcome that the boarding home program would have to be increased. Commissioner Lind stated his views that the major educational needs in the bush villages at this time might be categorized as follows: A multipurpose physical education facility that could be used not only by school children but by all the villagers, specialized classes with sophisticated laboratory equipment or vocational education equipment, and additional classrooms or additions to existing elementary classrooms. With these needs met, local schools could become a reality as true community learning centers for all age levels.

Whether the settlement of the native land claims would have any impact on education was discussed, with the conclusion that this should be taken into account in the long-range planning for the education of Alaska's youth.

Dr. Lind stated that in discussions with James Hawkins, Director of Education for the Bureau of Indian Affairs, Washington, D. C., and other Bureau personnel, the Bureau would be amenable to diverting funds previously allocated to regional dormitory planning to the development of local secondary schools.

The Board directed the Commissioner to indicate to the Bureau of Indian Affairs the state's desire that no funds in addition to those now committed be spent on large dormitories, but that they be reprogrammed to local schools. This decision, then, would represent a policy statement and **commitment** on the part of the Board to the **local secondary school concept**.

It was the general consensus that any proposal for a local secondary school should be presented to the local native association for their review and comment. Additional items discussed with respect to local schools and the implications thereof were: the desirability of some type of exchange program where rural students could be exposed to an urban environment some time during their school years; the possibility of portable or modular units to defray the cost of construction of local schools and provide more flexibility in planning; ways in which cultural differences might be maintained where desirable and still provide cross-cultural experiences; possible sites for comprehensive local secondary schools; and the necessity for providing various options for students preferring to leave their home villages for one or more years of secondary schooling.

The Board recessed at 10:10 p.m. and reconvened at 9:20 a.m., November 4, 1971, at which time Mrs. McLean moved, and it was seconded and carried, that the Board endorse the concept of the **Center for Northern Education** by unanimously passing a resolution in support of that Center (Appendix H).

ACTION

In further discussion of the concept of local secondary schools, the Board asked for comment from Bureau of Indian Affairs personnel in attendance. These comments included the fact that "getting out of the village" at some time during a high school career is a valuable experience to these youths, and the fact that with the excellent films, educational kits, and other materials available, the alternatives for providing meaningful urban experiences are many. Mr. Harper elaborated on pros and cons of the boarding home program.

The Commissioner stressed that in order to provide good local high schools, we must provide the financial support for them. He added that when dormitory expenses and instructional costs are added, it appears very logical to provide local schools.

At 9:40 a.m. Representative Mike Miller appeared before the Board to discuss a bill introduced into the House last legislative session on year-round schools and to hear the Board's ideas on that concept. Representative Miller's bill would provide an incentive plan for districts agreeing to study the feasibility of some form of year-round school.

Other aspects of varying forms of the rescheduled school year were discussed, and it was pointed out that major advantages are that it allows more flexibility in programs and provides enrichment to existing programs. Saving of construction costs was pointed out, too, as an advantage.

Mr. William Potter, President of NEA-Alaska, stated that he feels the concept of year-round school is fine, but that since teachers have to go back to school at some time during each year, there should be some provision for this in any proposed plan.

Mrs. McDowell moved that the Board endorse the concept of the **rescheduled school year**.
Motion was seconded and carried with all members present voting in the affirmative.

ACTION

Mr. Carroll M. Craft, Director of the Division of Vocational Rehabilitation, appeared briefly to explain further the revised compilation of federal and state cooperative agreements and various minor changes with respect to the State Plan for Vocational Rehabilitation approved by the Board at the November 3 session.

Mr. Wanamaker joined the meeting at 10:20 a.m. The Board then discussed the proposed **interim standards for preelementary schools**. In response to a letter from the Committee of Private Nursery School Parents and Teachers, Mr. Isaac stated that the statutes are clear on the state's responsibility for prescribing educational standards and reporting procedures and that these proposed standards require nothing of private schools that is not required of public schools. The interim standards, he indicated, were proposed to allow some experience and feedback from interested parties before adopting final standards. The Board directed the Commissioner to respond to the letter.

The Board recessed at 10:35 a.m. and reconvened at 11:00 a.m., at which time Mrs. Cuddy shared with the Board several comments and impressions

received from visits with some of the school administrators and interested persons in the Anchorage area. Items of primary concern seemed to be upgrading education and educational television. Some discussion centered around the possibility of bringing NET to Alaska. Another concern expressed was allowance for time during the teaching day for teacher planning or work sessions. Dr. Lind stated that a proposal has been received from the Fort Richardson schools for in-service planning sessions for teachers

At 11:25 a.m. Mr. Byron Mallott, Director, Local Affairs Agency, Office of the Governor, spoke at the request of the Board on the current status of the **proposed North Slope Borough**. He indicated that the statutes call first for a study to see if the proposed borough would meet requirements and the Local Affairs Agency is in the process of finalizing that study and hopes to report to the Local Boundary Commission before the end of the calendar year. The presentation for incorporation calls for a first class borough with all the powers of a first class city on an area basis. Anaktuvuk Pass, a state-operated school, is within the limits of the proposed boundary, but there are no real indicators of how this borough would affect the education system in the area. The final decision rests, probably, on whether or not there will be an adequate tax base in the area (consisting of 6 million acres and approximately 4,000 people).

Mr. Wanamaker inquired as to whether there had been any expression in either the Kuskokwim or Lower Yukon areas to create new local governments there. Mr. Mallott was unaware of requests, but indicated he doubted whether this would be in their grasp because of an inadequate tax base.

Mr. Van Houte asked whether they had collected estimates in regard to the valuation of property in the unorganized borough. Mr. Mallott indicated that they had not, but would have occasion to gather this type of data as they look at the whole question of building a new type of regional form of government as mentioned by Governor Egan during a recent presentation.

The Board thanked Mr. Mallott for his presentation and he left the meeting.

In a further discussion of **goals and objectives**, the Commissioner stated that a major concern he had was in the area of telecommunications, since this could be a valuable media for instructional programs, particularly as it relates to the concept of local high schools. Mr. Van Houte commented on the importance of satellite communications for rural and urban Alaska. Dr. Lind indicated that with the possibility of federal funds through the Equal Education Opportunities Act for funding of a position in the area of media and communications, he would like the Board's reaction to funding of a position within the Division of Instructional Services for program planning.

Mrs. Cuddy moved that the Board endorse the move into the area of **educational television** program planning and support the position of educational programmer within the department staff. Motion seconded and carried.

ACTION

After some further discussion of the area of **early childhood education** and an informal polling of Board members to see their general feelings about

the subject, Mr. Bill Parker, State Office of Economic Opportunity, commented on the necessity for and trends toward preelementary education. He commented that, as a result of Head Start programs, we are finding out that "what is good for poor kids is going to be good for all kids."

The Commissioner commented that as is set out in the statutes, the department has the responsibility of determining whether or not an educational component exists in preelementary programs and, if so, has the licensing authority. Standards for preelementary programs, therefore, are a necessary tool for these determinations and licensing.

Mrs. Hurley thanked Mr. Van Houte for Robert Cooksey's report and coverage of the regional school hearings. Mr. Van Houte indicated that he felt the Board deserved this credit for the interest they have shown with respect to the question of how best to serve the educational needs of the villages in Alaska.

The Board recessed at 12:20 p.m. and reconvened in regular session at 4:35 p.m. The afternoon was spent in review of the Department of Education budget.

Mr. Ridle related some preliminary thoughts and discussion on the possible transfer of the **Seward Skill Center** to another operating agency.

Some discussion centered around the possible transfer of the **Division of Regional Schools and Boarding Home Programs** to the State-Operated Schools System. Dr. Lind stated that if State-Operated Schools is interested in taking over this operation--and since it would appear to be a logical place for administration of the regional schools--that this could be accomplished prior to FY 73. Mr. Thomas related some of the history of regional schools and the division. If this transfer becomes a reality, adequate planning time will need to be provided for all affected staff.

The Board directed the Commissioner to pursue this possible transfer with the State-Operated Schools Board of Directors and administration, with some assurance from them that they would be committed to the local school approach to secondary education.

The Board then discussed the letter from the Nome-Beltz Planning Committee on setting attendance areas for the Nome-Beltz district. Beltz Regional School and the Nome City High School are going to be consolidated on the Beltz site. Apparently two issues are involved: (1) definition of the service area of the school, and (2) how those persons outside the city district might be adequately represented on the school board. The attendance areas, it was explained, approximately parallel the regional incorporation of the Bering Straits Native Association, with the exception of Deering and Buckland, and involves about 200 pupils.

Since the State-Operated Schools Board of Directors had a mid-November meeting planned and this item is on that agenda, the Nome-Beltz planning committee would like a designation from the State Board prior to that time.

Mr. Wanamaker moved that the State Board
designate the entire Seward Peninsula, including
the coastal villages from Buckland to St. Michaels
and including Little Diomedé and St. Lawrence Islands, as the secondary
attendance area for the Nome-Beltz Consolidated High School, effective

ACTION

July 1, 1972. Motion was seconded and carried. The department will study the governance question and a decision and recommendation will be made at a later date. The Board directed the department to notify the Nome-Beltz planning committee.

Possible dates for the next Board meeting were discussed. Since the Legislature will be in session, a Juneau meeting in late January was tentatively decided upon.

The Board adjourned at 6:00 p.m.

* * * * *

Sec. 4 AAC 06.050.is amended as follows:

4 AAC 06.050. PHYSICAL EXAMINATIONS OF SCHOOL EMPLOYEES. (a)
Physical examinations shall be required for all regularly employed
teachers, other employees, custodians, and clerical personnel, except
those whose work does not bring them into close contact with pupils,
upon initial employment by a district. A re-examination shall be
required every [five] three years for all employees below the age of
45 years. Beyond the age of 45 a physical examination shall be
required every two years. A district may require a physical or other
examination at any time or at more frequent intervals at its expense.

[] amended material
_____ new material

Sec. 4 AAC 06.020 is repealed and reenacted to read:

4 AAC 06.020. SECONDARY EDUCATION. (a) Every child of school age shall have the right to a secondary education in his community of residence, whether in a city district, a borough district, or the State-Operated School System.

(b) This section does not apply if a child

(1) has daily access to a secondary school by being transported a reasonable distance in accordance with pupil transportation regulations;

(2) has a physical or mental condition which medical authority determines will make attendance impractical;

(3) is in the custody of a court or law enforcement officials;

(4) has been suspended or denied admittance according to Section 45 of Chapter 30, Alaska Statutes.

Authority: AS 14.03.080 (a)

AS 14.07.020 (1) (2)

AS 14.07.060

Chapter 4 AAC 24 is repealed in its entirety and reenacted to read:

CHAPTER 24. OPERATION OF STATE SCHOOLS

Section

10. Submission of plans relating to the establishment, discontinuance, or consolidation of schools
20. Approval of plans, applications
30. Definitions

4 AAC 24.010. SUBMISSION OF PLANS RELATING TO THE ESTABLISHMENT, DISCONTINUANCE, OR CONSOLIDATION OF SCHOOLS. Operational plans or applications for schools, submitted by the board of directors in accordance with AS 14.08.100, shall include the following:

- (1) area map showing location of attendance center, proximity to other schools, attendance area, proposed transportation routes;
- (2) programs or educational levels to be offered;
- (3) description of facilities;
- (4) number of pupils, by grades, expected to attend;
- (5) number and ages of preschool children in attendance area.

4 AAC 24.020. APPROVAL OF PLANS, APPLICATIONS. The following factors will be considered in approving or disapproving plans and applications:

- (1) number of school age children;
- (2) number of preschool children;
- (3) adequacy of facilities
- (4) proximity of other schools
- (5) effect of school on other area schools.

4 AAC 24.030. DEFINITIONS. In this chapter

- (1) "Board of directors" means the board of directors for the state-operated schools.

(2) "Operational plans" include changes in pupil attendance centers in areas which affect other districts, and the addition of one or more elementary or secondary grades to an existing school.

Authority: AS 14.07.030 (12)

AS 14.07.060

AS 14.08.100

Chapter 4 AAC.06 is amended by adding Sec. 4 AAC 06.025.

4 AAC 06.025. STANDARDS FOR SECONDARY EDUCATION PROGRAM LEVELS

(1) The minimum standards for offering secondary education, first edition dated 11/4/71 are adopted and shall constitute the minimum guidelines for offering secondary programs. Copies of the standards may be obtained by writing Department of Education, Pouch F, Juneau, Alaska 99801.

Note: Sections 4 AAC 06.020-025 do not preclude a district from establishing boarding programs or boarding schools on a districtwide basis to enable students to obtain a more comprehensive education than provided in State guidelines, Levels 1-111. However, enrollment in programs which require a pupil to live away from his usual home is voluntary only.

Sections 4 AAC 06.020-025 do not preclude enrollment in special education programs as provided in Article 3, Alaska Statutes.

Authority: AS 14.03.080 (a)
AS 14.07.020 (1) (2)
AS 14.07.060

MINIMUM STANDARDS FOR OFFERING SECONDARY EDUCATION

Section 4 AAC 06.025 (2)

Date _____

1. Every child of school age shall have the right to an elementary-secondary education in his district or community of residence.)
2. No child of school age shall be required to live away from his usual home in order to obtain an education.) Elementary schools not otherwise in a secondary school attendance area shall offer secondary education in accordance with Levels I-III.)
3. The following guidelines define the minimum levels of secondary educational services provided under varying conditions and enrollments.)

LEVEL	NUMBER OF PUPILS	STATUS OF PUPILS	DESIGNATION OF PROGRAM	PROGRAM CHARACTERISTICS
I	(A) 1 - 10	Special students; boarding program optional	Special secondary program; nongraded program	A - Existing elementary school facilities utilized (may have additional teacher if elementary enrollment is over 10 pupils). Principal-teacher is responsible for administration and supervision of correspondence studies; individualized instruction techniques are used.
	(B) 10 - 20	Same	Same	B - Existing elementary school facilities are utilized but may need to be supplemented by additional space. Additional 1-2 teachers required; some courses may be taught by staff; work experience courses may be offered.
II	21-32	Secondary students; boarding program optional	Special secondary school, nongraded	Existing elementary facilities may be used. Additional space generally required; 2-3 teachers required. Basic courses taught by secondary teachers, supplemented by correspondence studies; work experience may be offered; some specialized equipment, carrels, portable labs, etc.
III	(A) 33 - 46	Secondary students not eligible for boarding program	Standard high school, graded or nongraded	A - Secondary facilities required; 3-4 teachers required. Generally all courses taught by staff; correspondence courses may be used; work experience may be offered; specialized areas, shop, homemaking, business education, physical education.
	(B) 47 - 62	Secondary students not eligible for boarding program	Same	B - Secondary facilities required including multi-purpose room; 4-5 secondary teachers required. Generally all courses taught by staff; correspondence courses may be used; work experience may be offered; specialized areas, shop, homemaking, business education, physical education.

Appendix D (continued)

Chapter 4 AAC.06 is amended by adding Sec. 4 AAC 06.027.

4 AAC 06.027. ESTABLISHMENT OF ATTENDANCE AREAS. (a) The board may establish attendance areas without respect to district boundaries.

(1) An attendance area may cross district boundaries.

(2) Pupils may be required to attend schools in other districts when, in the judgment of the commissioner, the best interests of the state will be served.

(3) School districts must accept as tuition pupils those pupils required to attend from another district.

(4) A district may appeal to the State Board the commissioner's decision. The decision of the State Board will be final.

(5) Grade levels and any specific agreements pertaining to educational programs offered by the schools involved shall be included in the attendance area directive.

AUTHORITY: AS 14.03.080 (a)
AS 14.07.020 (1) (2)
AS 14.07.030 (12)
AS 14.08.100

Chapter 30 is revised to read:

Section

10. Exchange teachers

4 AAC 30.010. EXCHANGE TEACHERS. (a) The exchange of teachers is for a period of one year only, and the exchange is authorized to grant the exchange in accordance with this section and may give teachers leaves of absence for not more than one year.

(b) Teachers in district schools desiring exchange positions with teachers of school systems in the states or territories shall first secure the written consent of their respective school boards. The consent shall state that a leave of absence is granted for one year, specify by year, and state that the teacher may return to her position the following year. These letters shall be forwarded to the commissioner for record purposes.

(c) All teachers must have taught successfully for a period of five years in the state, the last three years of which must be in the position they are holding at the time of their application for exchange.

(d) The district school boards have authority to accept in exchange teachers qualified in the other states or territories for the period of one year, and the exchange teachers are not required to secure a state certificate for the year of the exchange. If the teachers coming into the state stay longer than one year, they are required to secure certificates in accordance with the regulations of the department.

(e) In selecting teachers for exchange, special attention shall be paid to the "general fitness" of teachers under consideration. No applicant for the privilege of securing an exchange position shall be recommended unless it is felt that the teacher will make a satisfactory contribution and will represent with credit the public schools of Alaska.

(f) This section also applies to exchange teaching positions for foreign countries. Exchange teachers from foreign countries are not required to meet the citizenship requirement for teaching in the state and will not have to take the oath of office, provided they have been cleared for entrance into this country. They shall, however, be required to file a medical certificate.

(g) Exchange teaching in another state or in a territory or in a foreign country will be acceptable as Alaska experience for not to exceed a one-year experience credit, provided that the experience is in a public school and provided that the teacher has gone directly from an Alaska position to the exchange position.

AUTHORITY: AS 14.07.060

AS 14.20.020 (c)

Chapter 4 AAC.12 is amended by adding Sec. 4 AAC 12.045.

4 AAC 12.045. PROFESSIONAL CERTIFICATE. (a) A professional certificate valid for five years may be issued a professional staff member of the department for whom certification is required, and who has

- (1) submitted a transcript of all academic work;
- (2) earned a bachelor's and/or higher degree.

(b) A professional certificate may be renewed for successive periods of five years upon the recommendation of the commissioner and complying with such other requirements as may be established by the board.

AUTHORITY: AS 14.20.020

STATE OF ALASKA

DEPARTMENT OF EDUCATION

BOARD OF EDUCATION

WILLIAM A. EGAN, Governor

POUCH F — ALASKA OFFICE BUILDING
JUNEAU 99801

November 3, 1971

STATE BOARD OF EDUCATION
RESOLUTION CONCERNING THE ENDORSEMENT
OF THE
CENTER OF NORTHERN EDUCATION

WHEREAS the Regents of the University of Alaska have established the Center for Northern Education, and;

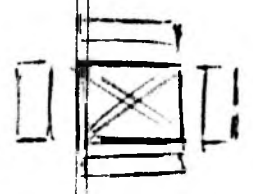
WHEREAS the purposes of the Center for Northern Education include:

1. The analysis of long range education goals and policies in cooperation with state, local, and federal educational agencies; legislative bodies; Native association; education associations; and related governmental agencies;
2. The provision of a platform from which the Native population may join with the "educational establishment" and governmental agencies in the development of cross-cultural educational programs;
3. The identification, ordering, and promotion of promising means for improved educational programs;
4. The design of research projects appropriate to new educational concepts and an investigation of their previously unknown influences;
5. The development of demonstration projects and field tests of new concepts;
6. The rendering of assistance to operating agencies to implement newly developed programs, and

WHEREAS there is need in Alaska for close coordination of educational program development and cooperation among all agencies in analyzing educational goals and policies; NOW THEREFORE,

BE IT RESOLVED, That the State Board of Education endorses the concepts and purposes of the Center for Northern Education as set forth by the Board of Regents and encourages development of programs of mutual concern between the State Department of Education and the University of Alaska.

Accepted candidates - 8/100M



Refocus: 10 adults
2 students
1 military

4-6 weeks vacation - "continuous"



(in thousands)

Est. Debt		1st year		2nd year		3rd year		4th year		5th year		TOTALS	
		S.D. State		S.D. State		S.D. State		S.D. State		S.D. State		S.D. State	
8,000	P	400	200	400	200	400	200	400	200	400	200	<u>4,160</u>	<u>2,080</u>
	I	480	240	456	228	432	216	408	204	384	192		
	T	<u>880</u>	<u>440</u>	<u>856</u>	<u>428</u>	<u>832</u>	<u>416</u>	<u>808</u>	<u>404</u>	<u>784</u>	<u>392</u>		
8,000	P			400	200	400	200	400	200	400	200	<u>3,376</u>	<u>1,688</u>
	I			480	240	456	228	432	216	408	204		
	T			<u>880</u>	<u>440</u>	<u>856</u>	<u>428</u>	<u>832</u>	<u>416</u>	<u>808</u>	<u>404</u>		
8,000	P					400	200	400	200	400	200	<u>2,568</u>	<u>1,270</u>
	I					480	226	456	228	432	216		
	T					<u>880</u>	<u>426</u>	<u>856</u>	<u>428</u>	<u>832</u>	<u>416</u>		
9,000	P							450	225	450	225	<u>1,958</u>	<u>976</u>
	I							540	270	513	256		
	T							<u>990</u>	<u>495</u>	<u>963</u>	<u>481</u>		
9,000	P									450	225	<u>990</u>	<u>495</u>
	I									540	270		
	T									<u>990</u>	<u>495</u>		
42,000 Oper. & Maint.		880	440	1,736	868	2,568	1,270	3,486	1,743	4,377	2,188	13,047	6,509
Savings		185		387		612		785		126		2,035	
		<u>1,065</u>	<u>440</u>	<u>2,123</u>	<u>868</u>	<u>3,180</u>	<u>1,270</u>	<u>4,271</u>	<u>1,743</u>	<u>5,503</u>	<u>2,188</u>	<u>15,142</u>	<u>6,059</u>
10% & 5% Increment		<u>1,065</u>	(554) (114)	<u>2,123</u>	(1,161) (293)	<u>3,180</u>	(1,836) (566)	<u>4,271</u>	(901) (842)	<u>5,503</u>	(1,118) (1,070)		

2 (15,142) (5,570)
 280,000
 \$7 MM
 SAVINGS per
 year per
 AAC DISTR.
 Savings per year
 for the state

ASSUMPTIONS

#42 MM

1. [Illegible text]
2. Rescheduled school year can be implemented throughout system by FY-76.
(1/5th system per year)
3. Cigarette tax at \$600,000 per year average.
4. Outstanding debt in 1970 of \$40,000,000.
5. Repayment schedule of \$3,500,000 per year.
6. State Debt Service Payments (chapter 249) would average \$1,300,000 per year to Anchorage if no new debt service.
7. If \$42,000,000 new construction is authorized it will mean about \$84,000,000 in additional debt service over 20 years or \$4,500,000 additional debt retirement per year of which Chapter 249 would be picking up 50% (\$440,000 to 2,250,000 per year).
8. Operational and maintenance costs average 10%.

OPERATIONS AND MAINTENANCE COST SAVINGS ASSUMPTION

1. Operations and maintenance cost savings are estimated at 10% of total operating cost to the school district.
2. The extended school year allows for 1/3 increase in existing building capacity.
3. Rescheduled school year will be implemented over a 5 year period (1/5 per year).
4. A 5% growth factor per year in enrollment of the school district.

MAINTENANCE AND OPERATIONAL SAVINGS (IN THOUSANDS)

<u>Year</u>	<u># of Instr. Units Affected</u>	<u>Multiplying Factors</u>	<u>Amount</u>
1st	320	X 1/3 X 10%	85
2nd	670	" "	187
3rd	1,060	" "	312
4th	1,360	" "	453
5th	1,950	" "	1,126

PERCENTAGE CONTRIBUTION (G) 10% of (F)

1. Assume 20% or 1/5 of school district participation per year for 5 years to total school district participation.

PERCENTAGE COST (H) THOUSANDS

<u>Year</u>	<u># of Instr. Units Affected</u>	<u>Multiplying Factors</u>	<u>Amount</u>
1st	320	(a) 10% X 10,250 X .2	616
2nd	670	" " " "	1,141
3rd	1,060	" " " "	1,726
4th	1,360	(a) 10% X 10,250 X .2	2,311
5th	1,950	" " " "	3,116

PERCENTAGE OF TOTAL COST (I) OF (H) TO (F)

1st year:

(a) 10% X 10,250 X .2 = 205

2nd year:

a) Savings to school district

Debt Service	868	
Op. & Maint.	<u>387</u>	
		1,255

b) Savings (cost) to the State:

Debt Service	868	
10% or 5% Increment	<u>(1,161)</u>	
		(293)

c) Overall Savings

962

3rd Year:

a) Savings to the school district:

Debt Service	1,270	
Op. & Maint.	<u>612</u>	
		1,882

b) Savings (cost) to State:

Debt Service	1,270	
10% or 5% Increment	<u>(1,161)</u>	
		(109)

c) Total Savings

1,773

4th Year:

a) Savings to the school district:

Debt Service	1,273	
Op. & Maint.	<u>659</u>	
		1,932

b) Savings (cost) to State:

Debt Service	1,273	
10% or 5% Increment	<u>(1,161)</u>	
		(112)

c) Total Savings

1,820

Analysis reveals that the savings to the State under the above assumption and including a 5% increment in the foundation program would be about 2-3 percent at best. There does appear to be a more significant savings to the school district on debt retirement and operations and maintenance costs. However, increases in other areas of the school districts budget (particularly instructional costs) may offset those gains.

Prospect : More & more school bonds - millions -
for school construction

We lose 2 ways - cost to ~~state~~ ^{district}
" " state

Waste: meanwhile, bldgs we do
~~have~~ stand unoccupied $\frac{3}{4}$ of the year.

Origin of systems: FARM
Alternative - HB 467

- ✓ Increase plant $33\frac{1}{3}\%$ w/o add
cost to taxpayers.
- ✓ " equipment, tape recorders, cameras
desks, projectors, text books,
microscopes " " " "
- ✓ " number of buses " " " "

Objections: ✓ Kids misunderstand "year-round."
(still 180 days.)
≡ (Several types of programs - Quarter
system / 45-15)
✓ Teachers ... afraid will have to
work $33\frac{1}{3}\%$ more for
same salary.
✓ Teachers ... time off for school
✓ Families ... fear different programs
for kids in one family.
(Actually, even high school
can have same program.)

* Advantages

- Utilization of bldgs
- Vacations more pleasant in other seasons. (Hawaii in the winter)
- More retention; less memory drop in 15 days.
- Purely permissive
- In the case of poor learners, can repeat a quarter immediately, faster.
- If we can obtain a monitorian, may get the benefits of new bldg. techniques.
- College vs. hi school competition for jobs.

Inquiry

500 returns out of

50% in favor > teach

50% opp

80% admin.

$$\frac{74}{3} = \frac{222}{x}$$

$$\frac{37}{18} = \frac{222}{x}$$

$$\frac{1222}{1770} = \frac{3990}{x}$$

$$\frac{222}{x} =$$

$$\frac{30222}{74}$$

$$\frac{18222}{37}$$

$$\frac{108}{3713996} = \frac{2910}{x}$$

$$\frac{5376}{2}$$

AFFAIRS OF STATE MESSAGE
BY GOVERNOR WILLIAM A. EGAN
TO THE SECOND SESSION OF THE SEVENTH ALASKA LEGISLATURE
JANUARY 11, 1972
JUNEAU, ALASKA

Mr. President, Mr. Speaker, Members of the Seventh Alaska Legislature, my fellow Alaskans:

This is the time prescribed in the Constitution and provided for by law when I report to you and to the people of Alaska concerning the affairs of the State and recommend measures I consider necessary to the future welfare of the Alaskan people. The preparation of this report is an occasion for redefining the public policy of the State in the light of events over the past year. It is a time to articulate the changing perception of the needs of the people which the perspective of a new year brings to us.

During the past year and for some time previously, the impact on Alaskan public life of today's great issues--social justice and environmental concern--can be summed up in three words: "pipeline" and "native claims."

We have made dramatic progress in the past year in bringing social and economic justice to the native people. And much has happened which has reshaped the pipeline issue despite a disappointing lack of physically visible progress. But there is every reason to suppose that these three words will continue to dominate our public concerns in 1972 and for some years after.

Two years ago the relationship of the Alaska Native Claims to the development and transportation of our natural resources was a striking example of interdependence in human concerns. The pendency of the claims issue was a major obstacle to the program for a trans-Alaska pipeline. Now, that our efforts to afford native people a just and equitable settlement have been rewarded, the claims is no longer such an impediment.

In addition to the shaping of the claims bill, last year our engagement with the pipeline related to the concern that the pipeline find a compatible role in the natural environment. Through participation in hearings, through the development of an environmental statement and entry into the pending environmental litigation, Alaskan state government has attempted to promote the objectives of a speedy and satisfactory conclusion to our need to develop this resource through a safe system of transportation.

It is even more true of the pipeline than it was with the claims, that we have been frequently dealing with forces and interests in American life whose power sometimes seemed

overwhelming. The Federal Government, as an institution, has seized a dominant role in matters which from our point of view are of primary concern to Alaskans. With the pipeline as well as the native claims, we can regret with hindsight that the State did not forearm and prepare itself years earlier to match the magnitude of the physical task and the political contest.

This year through a number of measures--particularly measures opening public ownership as one option in the control of the trans-Alaska pipeline, and an integrated system of pipeline regulation and taxation as another--I hope we can start to prepare ourselves adequately to meet the great unanswered questions involved in the relationship of the pipeline to the Alaskan people and the human environment of our State. In this regard, too, we must make sure that choice in our destiny is not pre-empted by the power of forces which are not irresponsible but which have only limited responsibility to Alaska's citizens.

If we become the victims of our fortune rather than managers of it, we have only ourselves to blame. For the energies of a free and proud people armed with truth and the shield of sovereignty are more than a match for national corporate power or the careless injustice of monolithic governmental bureaucracy.

It is not the stockholders of the present pipeline owner companies nor the members of national conservation societies nor the managers of the great Federal agencies who have the biggest stake in the trans-Alaska pipeline. It is the people of Alaska who have the most to gain and the most to lose from the arrangement of the enterprise.

Late last year we discovered that the estimated cost of the proposed pipeline had gone up from \$1.3 billion to over \$2 billion and perhaps closer to \$3 billion. The stake of the people of Alaska goes up with the cost.

The cost of transportation, whatever it is, is ultimately passed on in the price paid at the wellhead which determines the tax and royalty benefits accruing to the State and in the value of the unleased oil resources owned by the people of Alaska.

For this reason, and by reason of the magnitude of the enterprise in relation to existing Alaskan enterprise, both the control and management of the pipeline in its relation to government is of vital personal concern to every Alaskan. The fate of the application for a right-of-way permit before the Secretary of Interior of the United States, and beyond him the fate of the permit of the Federal courts, carries with it the fate of the Alaskan people.

Some opposition to the trans-Alaska pipeline application has been insincere, a disguise for baser economic motives. And some sincere opposition through fear and ignorance has become fanatical. Nevertheless, the dispute over the environmental impact of the pipeline has been of some beneficial effect to the State and to the oil industry in assuring a better total design for the oil transportation system. The dispute has rudely reminded us of our continuing responsibility to combine our search for growth with respect for, and responsibility to, the land.

I am not one of those who perceive countervailing dangers in every form of economic growth. While there may

be some distant utopian world where economic growth is no longer necessary to the happiness of mankind, it is certainly many years beyond my lifetime.

Our basic human wants so greatly exceed our capability of satisfying the material provision for a decent life for every American, that turning one's back on growth is an indecent form of public irresponsibility. While human need may sometimes appear a bottomless pit, looking at our history over the years, it is obvious that the quality of human life has vastly improved through economic growth.

There is now a substantial fraction of our society for whom economic growth no longer is necessary to satisfy basic needs. But it is both cruel and irresponsible for those who have climbed the ladder of prosperity or been born at the top, to kick it down behind them.

The job of responsible leadership is to assure that the quality of growth will bring a true increase in the quality of total human benefit.

There are social, economic, and other environmental costs associated with human enterprise which should not and need not be ignored. Our responsibility, through the structuring of governmental and private enterprise, is to assure that new development meets all these costs so that the true costs are not adversely cast on some other aspect of our lives.

We must remember that our vision of the environment should not stop with trees, tundra, and craggy peaks, but also includes housing, jobs, sewer and water systems, hospitals, schools, and transportation facilities. For the great majority of all Alaskans, as for other Americans, quality in these aspects of our environment is a priority of human concerns.

There would be little food on the tables of America today if no plow had ever turned the sod of the prairie. No American would have a roof over his head if every virgin stand of timber was spared. The highest and best use for substantial acreages of Alaska land is agriculture and forest products. These uses should not be pushed aside.

Every acre of this earth is entitled to respect. The thrust of conservation is not that nature should be left untouched, but that it should be managed with regard for its character to assure continuous use for mankind from generation to generation.

Over the past year, in pursuit of these principles, I have attempted to further define and implement an Alaskan economic policy in which the full range of costs and risks are measured against the benefits. We have made some beginnings in giving a sense of direction which will unite Alaskans in meeting the challenge of the future.

It has been said that the frontier is dead. I do not subscribe to that belief. The fervor that once expressed itself as a war with the brutal forces of nature now finds its voice in the search for fruitful coexistence with it.

To assist in planning for a better integrated overall state economic policy, I am asking you to enact legislation establishing a counsel of economic advisors. Over the past year we have also made progress in the utilization of the budget as an instrument of economic policy and have structured it so we can better see the fundamental goals of

State spending and our progress towards them. Our proposals for the budget in the coming year will be contained in the message which I will deliver to this assemblage on Thursday.

In response to legislation requested by me and passed by the Legislature last year, the Congress of the United States, in the Alaska Native Claims Settlement Act, included a provision for a joint Federal-State land-use planning body for Alaska. Although the Federal legislator does not directly correspond to that previously adopted by the State, it will serve the purpose I intended, providing a vehicle for joint land-use planning.

This year I will ask you to amend the Alaska law to conform with the claims act. We can plan for natural resource management and land-use policy only through effective coordination with Alaska's biggest land owner, the United States. To plan effectively we must know our resources. The program of geological and geophysical survey within the Department of Natural Resources, which I asked for last year, should be adopted.

It is just as certain that we can plan for the wise use of our lands, the development of our resources and the satisfaction of human needs only through participation of the Alaskan people at the local level.

Fundamental to planning for an overall State economic policy is a question of determining the proper role of State action and the proper role for local government activity and the division of responsibility between each public sector and the private sector.

The genius of the American free enterprise system is the incentive in the profit motive to efficient management and production which the small and medium sized business experiences in a competitive setting. It is generally recognized, however, that some enterprises, such as the trans-Alaska pipeline, are so large and have such a profound effect on the lives of so many people, and have so little relationship to a normal competitive system, that they become clothed with a public interest. When this happens, an enterprise should be subject to a degree of control according to the needs of the people. In some cases, an extent of regulation is called for. In others, the public interest is so strong that public ownership is indicated.

As I stated on Friday, the existing framework of State and Federal regulation and taxation is insufficient for the protection of the Alaskan public. I have profound doubts whether any arrangement short of public ownership of this public transportation utility provides Alaskans with the security they need in such an important part of their human environment.

Nevertheless, I realize opinions may differ on this subject. I believe the State at this point must keep open both options: public ownership and an integrated system of pipeline taxation and regulation, including a State jurisdictional corridor for pipeline and highway purposes.

In many areas of the State economy, we have already determined that public ownership is the best answer. In the field of transportation, the State is undertaking a vigorous program of expansion of airport facilities. Continuing efforts to assure the adequacy of Federal air navigational safety aids is just as important as providing adequate

runway facilities for the State's airports. Appropriate Federal officers should be reminded of their obligation by legislative resolution.

In marine transportation, we will continue with the expansion and improvement program outlined last year, adjusting it to unexpected rises in costs and adding new funds for improvements in the Haines terminal area.

The Department of Highways is embarking on a new village road program and will give expanded emphasis on maintenance through new camp facilities at Kalsin Bay, Kodiak, Trimms Camp on the Richardson Highway, and new maintenance complexes in Anchorage and Fairbanks.

SA-I]
The division between public and private responsibility is only one measure of planning an effective economic policy for Alaska. Wherever possible, and where the scope of the issue does not escape the reach of local government, it is better to allow the people of each region and locality, through local government, to play the principal role in determining their own needs and priorities. Under such circumstances the responsibility of State Government is to provide support and assistance to such local efforts.

Although education is a Statewide governmental responsibility, local determination of educational priorities has always been a feature of the Alaskan scene. To further implement this, we are offering revisions of the foundation program to include the capital debt program and school transportation, so that each region can make its own determination of priorities. Amendments to the education title are needed to clarify current procedures and relationships between local government, the State-operated school system, and the Department of Education.

In the field of higher education, we will encourage local initiative and expand individual choice through amending our scholarship loan program to include funding for loans plus an excess tuition grant program for Alaskan residents who choose to pursue their educational opportunity in Alaska. A veterans preference should control in the event of a shortage of appropriated funds.

To strengthen public institutions of higher learning in the area of greatest need, we believe a priority should be recognized in bonding proposals to provide higher educational facilities in the Anchorage area. Such construction, however, should be in keeping with an integrated plan for higher education needs for the region. It will not provide the maximum benefits for people of the State if the strengthening of public sector higher education has the additional effect of destroying the private higher educational effort.

Though the adoption by the Congress of the Alaska Native Claims Settlement Act is rightly observed as a triumph for all the Alaskan people of a magnitude not seen since adoption of the Statehood Act, for practical purposes of State policy the congressional action is but a landmark in a continuing evolutionary process. The Alaska Native Claims Settlement Act is a plan for a solution, and an imperfect one at that, not the solution itself. It is a chisel, not a finished sculpture. The quality of the product will depend upon the craft and foresight applied in its implementation.

The adoption of the Settlement Act does not mean an end to poverty for the Alaskan native. It will be years before it produces significant inroads on the grinding poverty prevalent in rural Alaska. It would be a fundamental and disastrous error for this body to throw away the potential of the Alaska Native Claims by pretending that this piece of legislation in any way relieved the State of its obligation to assure vital services for all the people of Alaska and to promote the quality of the social and economic environment of all regions of Alaska.

The implementation of the Alaska Native Claims makes more urgent than ever the establishment of effective regional government in the area now described as the unorganized borough. I urge the adoption of the Alaska Municipal Code with due regard for the need for conforming amendments assuring a harmonious relation with new proposals in local government which I will be submitting. I also urge revision of the State's judicial boundaries in keeping with present realities.

Not only with the pipeline, but with other aspects of development, taxation plays an indispensable role as a method of creating revenue for public sector spending and allocation of the true costs of economic activity.

I will be asking you to adopt provisions enabling a levy on real and personal property in the unorganized borough as a method of funding new local governments in their efforts to provide vital support services based upon local decision making as to priorities.

Further, a program providing such revenue will assist in tiding the State as a whole through a period where demands for services resulting from pipeline activity will be greatest, but prior to the time when revenues from severance fees and royalties begin to flow.

So that revenues from property wealth not only are allocated where the real impact of development lies, but also so that the basic level of vital services which are responsibilities of government are rendered on an equal basis, the property tax should include an equitable distribution formula. Many of you are familiar with recent Supreme Court and Federal Court decisions in California and Texas which provided that the rendering of educational services could not depend upon the value of property in each school district. The same principle applies to other fundamental services. Accidents of location of public-owned resources should not result in an irrational distribution of benefits.

So that the property levy may be efficiently administered and not be unduly burdensome on the smaller enterprises which must struggle to stay alive, it will include an exemption of up to \$50,000 for homesite and business purposes. So that land is not forced into development without meaningful planning and to preserve the value of open spaces, I would also ask that all unimproved land in the unorganized borough be exempt from such taxation.

The unorganized borough, which is a borough in name only, should be divided into administrative units by the Local Boundary Commission, each reflecting standards of population, geography, economy transportation and other factors. In doing so, the Commission will be fulfilling the mandate of Article X of the State Constitution. The time is now ripe with the adoption of the Alaska Native Claims

Settlement bill. Provision for local self rule within each new unorganized borough should be provided depending on local option.

Major responsibilities for development both in the private and public sectors can be undertaken at the local level. But greatly re-enforced support for local government will be required at the State level.

Accordingly, I will be introducing legislation providing for the establishment of a new Department of Community Affairs. It will consolidate the existing functions performed in the planning area by the Alaska State Housing Authority, and all principal functions of the Local Affairs Agency, the Rural Development Agency, the State Economic Opportunity Agency, and the State Department of Economic Development.

Economic development means local or regional development. Each locality, city, or region should make its own choices of priorities and participate in the decision-making as to the kind and extent of development they seek--whether tourism, agriculture, industry, boat harbors, recreational facilities, sanitation facilities, or whatever. The new department will provide a reservoir of expertise to meet such local needs.

To better assist us in decision making with regard to the structure of local government in one region where the plan provided in the Alaska Constitution shows signs of excessive strain, I am asking for funding for a special study of local government in the Anchorage area. It is expected that a thorough analysis of local government in this region may also have implications for the design of local government structures elsewhere.

In the area of fisheries, in our concern for conservation and management of the resource, local control is impractical. The resource belongs to and benefits us all. In addition to other fisheries management support activities, I will ask for continuing support for an expanded hatcheries and rehabilitation program. I will also ask for funding for the development of a statewide program of limited entry.

The State's effort in support of processing and marketing of marine products has lagged behind our program for the biological management. I will ask for a new division of fisheries marketing research to provide assistance to local efforts to establish fish processing activities and marketing functions.

In the area of communications, as I indicated in a special television program earlier this year, sweeping changes are in the offing through satellite technology. I have already retained the services of a full-time special advisor on communications in my office. I will also request affirmation of legislative support for communications, through funding for the following year for the advisory and support services in communications.

I will give a more detailed explanation of our program of financial support for communications on Thursday.

Support of the family budget can be maintained through adequate support for strengthened consumers protection law enforcement. These laws should be strengthened through

adoption of the State anti-trust law which was introduced at my request last year.

Adequate funding for a consumers protection division in the State Department of Law will permit the Department to effectively police the State's consumer protection laws and give adequate voice to Alaska consumers in representation before National and State regulatory commissions.

State policy cannot be effectively arrived at if the quality of democratic process is not maintained. One of the priority issues facing the Legislature this year is legislation to regulate and limit campaign expenditures so that the rights of individuals to representation is not undermined by vested economic interests.

Over the past several months we have conducted a study of various provisions of the Constitution. Several amendments will be put forth for your consideration.

An amendment will be offered to the Declaration of Rights to provide that no person is to be denied the enjoyment of any civil or political right because of sex.

The perspective of our times suggests that the age qualification for legislators established in our Constitution be reconsidered. The measure of a man is his personal qualities and experience, not chronology. Let the people decide who is too young.

A measure treating this matter has already been suggested by one of your members. I propose a constitutional amendment reducing the age of qualification in the House to eighteen, the present voting age, and in the Senate to twenty-one because of the increased responsibilities of members in the smaller body.

Additional amendments will be proposed to the State Constitution to conform to developments in Federal constitutional law over the years since Alaska's constitution was adopted.

Though the cause and effect relationship is not always precise, nor exclusive, social dislocation in our society is related to the organization of economic activity and should be considered as an integral part of State economic policy. Adequate protection must be afforded to the random victims of problem areas in our social design.

At the request of the Department of Commerce, I will introduce a modified no-fault insurance plan to allow for the swift dispatch of automobile accident cases where damages are under \$10,000, allowing existing forms of administration of civil justice to continue to handle larger claims.

I would also ask that the Legislature consider legislation providing a modest fund to take care of the medical expenses of innocent victims of violent crime. The quality of life for young people is seriously impaired by the threat of drug abuse. Problems of alcohol abuse, while similarly related to personal dislocation, recognize no age boundaries. I will ask for a major expansion in programs of drug and alcohol abuse. As a further assistance in this regard, I will ask for the adoption of the Uniform Control Substance Act.

Occupational health and safety has been an area of growing concern in the State Department of Labor. I will introduce legislation and request additional funding to enable the State to launch a tough and comprehensive attack on the tragic problem of preventable work accidents and health hazards. This legislation is the key to receiving newly available Federal funds that will give our Department of Labor the authority to establish and enforce wide-reaching health and safety standards, including the use of unannounced inspections of job sites and the assessment of increased penalties. The result will be working conditions for Alaskans that are more healthful, and less dangerous.

Two measures already before you relating to the rights of labor should be called to your attention: House Bill 433 is a complete updating of the State Employment Security Program. A new formula approach in this legislation is the first step toward equating benefits with an unemployed person's wage loss. The other bill, HB 159, which extends employment security benefits to State employees, provides a long overdue protection to which all State employees should be entitled. I urge favorable consideration on both of these measures.

The concern of this Administration with the problems of the elderly is a never-ending consideration. In our Health and Social Service programs, we have a large commitment to the well-being of these valued citizens. A detailed survey and analysis to determine in depth the problems which confront our senior citizens, and which will enable us to build a continuing and sound program of assistance in line with the long-range approach I suggested last year, will be available for legislative scrutiny within 10 days.

To speed the operations of justice, and to keep the substance of the criminal law in line with the contemporary needs of society, I urge adequate support for the 1973 phase of the Alaska Justice Information System as a support system to the Department of Public Safety and other law enforcement agencies. I urge the adoption of the criminal code revision that has been under study for several years. The judicial administration of the inevitable burden of minor traffic offenses should be streamlined through the adoption of a point system.

A broad revision of the motor vehicle code, which is administered by the Department of Revenue, will also be put before you. This new Alaska Motor Vehicle Act will make code changes to better meet the special needs of Alaska. One major revision will set up an efficient, readily available source of vehicle ownership and transfer information that will protect the public from consumer fraud and aid in the investigation and recovery of illegal or stolen vehicles.

The new code will also establish an equitable system of vehicle and fee classifications, and it will provide an economically feasible way of disposing of abandoned vehicles which pose a threat to the scenic beauty of the State.

The archaic provisions of probate law should be modernized through adoption of the probate code which has been before the Legislature for many years.

These last are just a few provisions for legislation which have carried over from the last session of the Legislature, many of which are meritorious.

I have heard expressions of cynicism in some quarters that because this is an election year or because the decennial reapportionment has been proclaimed, that this session will be marked by dissension and will produce little of value.

I disagree. I know each of you well, some of you for a long, long time. This is one of the finest assemblages of leadership which ever gathered in this State. You well considered a number of important and complex measures last year which have been refined to the point where adoption is indicated. Those of you who were new to legislative procedures last year are seasoned. You are well attuned to the urgent needs of the State which I have outlined. I predict this to be a year of phenomenal production for the legislative branch.

For my part, we have now had a year in which to adjust the machinery of government to suit the new directions indicated. You will find us personally attentive and, hopefully, the machinery of the executive branch better prepared to respond to your initiatives.

Together I believe we can pave new roads to the growth of the Alaskan people, not just in the quantity of income produced or goods produced, but in the quality of life for us and our children. Though our problems sometimes seem all but insurmountable, I am confident that your leadership can bring rational solutions to the State's problems.

Thank you.



Valley View School near Chicago keeps its classes small by staying open all year, including the summer vacation. Here Mrs. Jean Kwirant teaches third-grade pupils.

Why It Pays to Keep A School Open All Year

by Thomas F. Driscoll

CHICAGO, ILL.

What can a school district do when it has 7000 pupils, room for only 5500, and has run out of funds to build more classrooms?

Simple. Do away with the three-month summer vacation, when the buildings stand idle, and send kids to school all year long in rotating shifts.

Last summer such a program was started in a suburban Chicago school district which faced this problem: too many pupils for the number of classrooms it could afford.

Valley View Elementary District, 30 miles southwest of the Loop, launched what it calls the "45-15 Continuous School Year Plan." It is surprisingly simple, and so far has run smoothly without serious objections from either parents, teachers, or pupils.

The figures 45-15 form the heart of the plan. Every youngster goes to school for 45 class days (about nine weeks) and then has a 15-class-day (three-week) vacation. All year long. But in rotating shifts.

Here is the way it works:

The entire school district, composed of about 7000 pupils in five elementary schools and one junior high, is divided into four groups. Three groups are in class while the fourth is on vacation.

Thus, about 5250 pupils attend school — without overtaxing the facilities — and 1750 stay home.

Valley View started the program on June 30, 1970, by sending Group 1 to class. Fifteen class days later, Group 2

started. After another 15 days, Group 3 began.

By the time the next 15-day period ended, it was Aug. 31. Group 1 then went on vacation, and Group 4 took its place. After another 15 days, Group 2 went home and Group 1 started up again. And so on throughout the year.

Weekends, holidays, and traditional Christmas and Easter vacations are enjoyed by all students simultaneously.

In addition, all pupils will get 12 days off together from June 24 to July 6 so that maintenance work can be done on the schools and buses.

No vacation loss

At the end of a calendar year, every pupil will have been in class 180 days as required by Illinois law (four 45-day sessions). He also will have had a total of three months' vacation, plus holidays, just as he used to have during the long, lazy summer.

All children from the same family are put into the same group, so they can always vacation together. Neighborhoods, too, are kept in one group so that friends and playmates can share their free time.

"Basically, 200 years of tradition are being changed," said James Gove, an assistant superintendent who helped to develop the plan.

Said J. Patrick Page, the district's research director:

"The three-month summer vacation is a holdover from the days of agriculture. The kids had to have summers off

so they could help on the farm. That's no longer necessary."

Valley View's problem was that of the typical suburb. Its population exploded.

In 1953 Valley View had five one-room country schools with a total enrollment of 89. Ten years later, in 1963, enrollment was 2400. Today it is 7000.

In 15 years the district has changed from a languid, rural community to a beehive of subdivisions composed mostly of middle-class workers.

As it grew, residents approved 15 bond issues and built six new schools.

Two years ago they reached the legal borrowing limit, and began searching for an alternative to money and construction. They found it in 45-15, a plan formulated by the district's professional administrators but urged originally by the seven laymen on the school board.

Instantly upon its adoption, 45-15 increased Valley View's building capacity by one-third. It was the equivalent of adding 60 classrooms worth \$6 million without spending a cent.

Other economies came with it. There is no interest to be paid on bonds issued for construction. No principal or staff had to be hired for another school. No janitors. No office clerks. There is no depreciation of a new building, no new grass to cut, no more desks to buy or libraries to equip.

Save on buses, too

Valley View needs three-fourths the number of buses, and three-fourths as many textbooks, microscopes, tape recorders, and other devices which every modern classroom must have.

"Economy is our purpose," said Page. "A few other places in the United States have what they call year-round schools, but they are not like ours."

The fact that the plan is new and breaks with tradition was the principal hurdle which the district faced in inaugurating it. But Page listed these specific objections which a school district is likely to hear in proposing a continuous school year:

1. Family vacations will be destroyed if kids have to go to school in summer.

Equal treatment

"Nonsense," said Page. "How many families take a three-month vacation? Every child under our plan will get three weeks off in summer and will know a year in advance what those weeks will be. He will also get three weeks off at three other times during the year."

"A lot of men who live in our district work in the construction trades and have never been able to take a vacation in summer. Now they can go away with their families at other times of the year."

2. Kids won't adjust to such a plan.

They need their summers off.

"That's a complete myth," Page said. "We asked our counselors last summer to keep a careful watch for any new problems with pupils. They didn't find any. Only two children complained to a counselor about going to school in summer."

Valley View believes 45-15 is better for pupils because they don't forget as much during a three-week vacation as they used to in three months. Also, a student who has trouble learning need not fail an entire year; he can switch to another group, losing only 45 days.

Earn extra money

3. Teachers don't want to work all summer.

"But they like the extra money they can earn teaching all year," said Page, "especially the men who are supporting a family and usually work all summer in construction or some other field."

At Valley View a teacher may choose to work either the traditional nine months or all year long. A new teacher, fresh out of college, gets \$7200 for nine months or \$9600 for 12 months. Experienced teachers can earn as much as \$18,000.

An unexpected plus for teachers is the 45-day turnover. Explained Mrs. Eileen Ward, a veteran Valley View teacher who chose to work all year long:

"If you have a class that's driving you up the wall, you can think, 'I've only got to put up with them for nine weeks.'"

Finding jobs

4. Students won't be able to get summer jobs.

"We are an elementary district," said Page, "and few of our kids work in summer."

The Illinois State Chamber of Commerce, which has endorsed the 45-15 plan and urged businesses to schedule vacations to cooperate with it, says if a high school adopted the plan, its students would have better employment opportunities. They would be out of school, for example, when college students were not, thus reducing the competition for jobs.

5. Teachers need summer for graduate work.

"We've got four universities within easy driving distance of our district," said Page. "There are many opportunities to take graduate courses on Saturdays and in the evenings."

Page says the only parental objections to 45-15 have come from families who moved into the district in mid-summer and found that their children had to start school immediately.

"They were mad," he said, "but not at us. The guy they blamed was the real estate man who didn't tell them about our year-round school."

M. Thomas

DEPARTMENT OF EDUCATION

ISSUES-FY 73

Preschool, Elementary, and Secondary Education

Year-Round School Operations

OVERVIEW

There are essentially two types of what are commonly called year-round school programs. For purposes of discussion, these will be defined here as (1) the extended school year, and (2) the rescheduled school year. Since the first of these does not provide monetary savings and, additionally, would require legislation to implement, it will be dealt with briefly first merely in order to define it and dispose of it for consideration at this time. The primary analysis will then be on the rescheduled school year in its variant forms. It is true, however, that there are ways of using some aspects of each in a combination; and to the extent that this is practicable, it will be discussed.

EXTENDED SCHOOL YEAR

Educational Objective--Increased Learning Time

A school program which is limited to 180 days of schooling cannot begin to meet the educational needs of children who are faced with life in a world far more complex than was the case 70 years ago when the 180-day school calendar began to be accepted as a minimum. Modern children need to be able to delve deeper into learning, they need exposure to new fields, and they need a broadened and enriched background of knowledge, including skills which require more time for mastery and reinforcement. School years of 220 to 240 days in a continuous learning year with short intervals in between can provide this type of enrichment.

The Economy Objective--Release of Classroom Space

Several patterns of school organization have been developed which use the extra learning time in a lengthened school year to reduce the total number of years of schooling. In effect, then, the total school enrollment at any point in time is reduced in the same ratio that the overall length of schooling is reduced. If two years are cut from a twelve-year program, then, in effect, the student body is reduced by one-sixth and an equivalent gain of space can be achieved.

RESCHEDULED SCHOOL YEAR

The Educational Objective--Development of a Continuous Learning Year

Many children are just beginning to master a basic skill or develop understanding of an important concept when the school begins to tool down for the summer. At that point, little new learning goes on and then when school closes, children begin to regress. At the end of summer school then resumes, but the children have regressed or forgotten much that they had learned in the fall. With the retooling comes reteaching and relearning, which takes time and interferes with the introduction of new skills and new learning experiences. While no one argues but that children need vacations, the curve of retention and forgetting is such that they cannot afford extended vacations of three-months duration at any season of the year.

For this reason, rescheduled school year plans which stagger the standard vacation schedule with one-fourth of the children out for a three-month period at any point in time achieve the economy objective to be discussed later but lose the educational advantage of the continuous learning year. The optimum continuous learning year may range from the current minimum 180 days to over 220 days in session with a number of shortened vacation periods spaced throughout the year.

The Economy Objective--Release of Classroom Space

Many school districts are facing a crisis due to the shortage of classroom space. Under a continuous learning year where a substantial portion of the student body is on vacation at any one time in a continuous learning year program, the net gain is directly proportional to the number of students on vacation compared to the number attending in session. On the simplest staggered four-quarter plan, with one-fourth of the student body in recess at all times, the effective increase in capacity is 33 percent. This may permit either the abandonment of obsolete, nonfunctional school plants, or may relieve the necessity of constructing a new school to handle increasing enrollment.

Economic Benefits

School Construction. The immediate economic benefit in the area of school construction is first to the municipality responsible for providing school buildings wherein the institution of a rescheduled or cycling plan provides a grace period of a good number of years before enrollment increases again catch up to capacity.

By reducing the level of bonded indebtedness on a municipality, there is a secondary benefit to the state as well under the current statutes providing for state reimbursement of a percentage of the capital construction costs.

Operational Overhead. Insurance, depreciation, some heating, grounds maintenance, and security precautions are costs that continue whether school is in session or not. To the extent that there is increased utilization of the school plant, these elements of the per-pupil expenditure will be reduced accordingly.

Teacher Salaries. Teachers have historically worked nine months of the year in their profession and then must often compete in the summer against college students in a limited job market for whatever seasonal-type work can be found, generally at a lower rate incommensurate with their professional training. Under the rescheduled school year plan, teachers could be employed for the full 11 or 12 months without necessarily a directly corresponding increase in salary. Savings could also be realized in retirement contributions, insurance, and other fringe benefits if handled on a full-year basis.

Non-Economic Benefits

Vacations and Leisure. So far as Alaska is concerned, the agrarian concept of the summer vacation is inappropriate. In the first place, there just isn't that much summer; in the second, many desirable activities occur at other times of the year--winter sports, the fall hunting season, and fishing in the spring. Shorter vacations scattered throughout the year would permit students and parents to participate in a wider variety of activities. Additionally, the pressures on recreational facilities and transportation and travel accommodations would be more evenly distributed.

Opportunities for Student Employment. Under the present patterns, students looking for employment and teachers are both competing with college students home for the summer for the available positions. This results only in an oversupply of persons available for jobs in the summer and a lack of applicants for many of the same jobs during the other nine months--a lack which, in fact, provides additional incentive for the marginal student to drop out.

Social Pressures. The number of students "turned loose on society" at any point in time would be greatly reduced, presumably requiring lesser amounts of police supervision, etc.

Academic Opportunities. The increased program flexibility possible under a cycling plan permits students with special needs to do make-up work or special projects.

Any major change in an organizational pattern which requires the depth of planning and community involvement and acceptance will effectively break up the obsolete and ineffective methods now used and makes it possible to adopt newer technologies and strategies.

Articulation

Transfer of students between districts or from one state to another can be facilitated by use of the rescheduled school year, even though they

may come from districts using the traditional pattern, since one of the basic advantages of the flexible scheduling required is the analysis of the individual student's placement and needs. Therefore, a student transferring from a traditional program will not be at a disadvantage. Further, the tremendous increase in all states in the possibilities of rescheduled school years indicates that an increasing number of states and districts will be instituting the program and, therefore, articulation problems would be minimized.

The attached material taken from an article in the *U. S. News and World Report*, July 26, 1971, concisely illustrates the degree of interest that is developing nationally and illustrates some specific programs which are in operation.

Operational Patterns

Once the decision has been made to adopt some form of the rescheduled school year, there is literally almost an infinite variety of operational patterns which may be employed. Some systems provide for common summer vacations, although of shorter duration than the traditional; others provide for a staggered vacation period of from two weeks to three weeks, wherein the number of school days may range from the current minimum of 180 to 200 or more in order to provide for academic acceleration within the school year.

The popular 45/15 plan in effect breaks the students into four groups that provide, in effect, a 33 percent net increase in facilities. Two illustrations of school calendars utilizing this system are attached.

Systems using five groups provide a 25 percent net effective increase in facilities and a greater variety of vacation patterns as illustrated in the remaining four exhibits.

Current Considerations

Legislation. House Bill 467 was introduced late in the session, 1971, and would provide an incentive for school districts first to plan for continuous year-round school programs and, additionally, a ten percent bonus for the first three years of actual operation and then a five percent bonus thereafter.

Although the current school support program provides for a minimum of 180 days, the districts have the option of having a longer school term with no increase in the level of support. It may be that districts will find the savings in capital costs and other benefits sufficiently attractive to adopt longer terms without an increase in support level. The incentive bonuses of five or ten percent also may be sufficient to cover the increased cost for a longer term. Basically, though, it may be desirable to have legislative changes which permit a proportionate increase in the school support commensurate with any increase in the length of the school term over the minimum. In such cases districts could, for example, expand the school term from 180 days to 200 and then receive essentially a one-ninth increase in basic support to cover the expanded term.

District Interest

The Fairbanks schools have conducted a study of teacher attitudes toward rescheduled school years to determine the degree of acceptance and program preferences. The conclusions indicated that among four variations reviewed, i.e., the pure extended school year, staggered school year or cycling with no acceleration, staggered with acceleration, or summer school, the two staggered plans were the most popular with the favorite being the one with no acceleration. Essentially, this might be best compared to the 45/15 plan.

The Anchorage school system has sent a delegation of administrators and board representatives to Atlanta to review and evaluate the programs in operation there. Additionally, they have a continuing study committee appointed to explore the feasibility of adopting some form of the rescheduled school year.

Juneau school patrons have expressed an interest in further study of such programs and proponents are optimistic over the possibility.

CONCLUSIONS

The rising national interest as evidenced by the number of legislative studies, pilot programs, and research indicates that the time is ripe for a well-planned implementation of some form of the concept.

The cost avoidance resulting from an adequately planned program appears to be large enough to merit serious consideration and the increased flexibility ties in very well with the concept of individualized instruction, which is rapidly growing.

The growing public resistance to the ever-increasing school costs and the rising demand for a greater degree of accountability appear to make it mandatory that the entire education process be closely examined and evaluated. A major change in the structure, organization, financing, and staffing, as well as the potential effect on students and community can provide an excellent opportunity for such re-evaluation.

The system of public education is long overdue for change as a way of breaking away some of the encrusted obsolescences and gaining fresh perspective. The rescheduled school year can sufficiently perturb the system so that fresh approaches can be more easily adopted.

Attachments

THE NEW TREND: YEAR-ROUND SCHOOLS

All over the country, school boards are seeking a workable answer to the question of rising expense. Many think the answer lies in skipping summer shutdowns. However, it's controversial.

MORE THAN 600 school districts in the U. S. are studying the possibilities of expanding the school year to stretch their educational dollars.

The idea is to operate elementary and high schools on a 12-month basis, offering full instructional programs at all times, instead of running on nine-month schedules with limited summer sessions.

Year-round education was tried briefly in the 1800s, revived in a few places at the turn of the century and again in the 1930s. Each time it failed to catch on.

Atlanta, Ga., has been testing an updated version of the idea in its high schools since 1969. Dr. Curtis Henson, assistant superintendent for instruction, reports: "Over all, I think it's going very well."

By next autumn or early winter, Atlanta is planning to add some elementary schools to its four-quarter program. Pilot programs for about 10 schools are in the works.

Following Atlanta's trail-blazing, more and more school systems in Georgia and other States are experimenting with some form of the extended school year or "ESY," as it is beginning to be called.

As the report on pages 36 and 37 shows, at least 27 school districts in 12 States already have ESY systems in operation or definitely scheduled next autumn. The common goal of these plans is to get more use out of existing school facilities for less money.

Critics of the extended-year programs contend they often cost more money, not less. In an era of growing taxpayer revolt against school spending, however, school boards in many places are in a mood to try anything that holds out hope of savings.

There also are other features of the ESY that appeal to educators and parents, though not to all of them.

Everywhere in 15 years? In a recent survey of 333 educational authorities, about 81 per cent of them predicted all schools will be open the year round within the next 15 years.

"This is one of the things that will have come in this country," says Georgia's

superintendent of education, Jack Nix. "It's coming in the next 5 to 10 years.

"Why go to school only nine months? Why start in September?"

"It's because schools were organized to accommodate an agricultural society. But now we're no longer an agricultural society.

"In Atlanta, we dump maybe 25,000 kids out in June. What for? They could be learning. Or they could take vacations another time of the year.

"With longer vacations now a trend, why not adjust things so the father, if he wants, can take a month's vacation in the winter?"

An extended school year does not require students to go to school all year long, although they would have that option under some of the programs. What it does mean is that schools would be fully operational all 12 months of the year, adding substantially to their production of educated youngsters.

Former Governor Harold LeVander of Minnesota, writing in "Compact," a publication of the Education Commission of the States, gives this explanation: "There are some 60 differ-

ent patterns of scheduling, but two major purposes are evident. "On the one hand, an extended school year may enable students to complete a 12-year program in 11, thereby reducing the need for educational services and facilities by about 8 per cent. "On the other hand, an extended year may not mean acceleration but may encompass a variety of rotating semester and vacation schedules so that one third to one fourth of the students are out of school at different times, not all during the summer, thereby freeing that much additional space. "Often these purposes are combined in one program." "Selling" needed? Although the year-round-school idea is spreading, school authorities say it still has to be sold to parents, who have to adjust their family routines to it; and to State or local governing bodies, which have to approve the financing. Nevertheless, advocates of ESY, feeling they have a foot in the door, are pushing hard. W. Scott Bauman, professor of finance at the University of Oregon, has noted that the elementary and secondary-school system "is the only major institution in (continued on next page)



YEAR-ROUND SCHOOLS

[continued from preceding page]

the nation which fully functions only about 180 days out of the 365 in a year."

"Pennsylvania Education," a magazine put out by the Pennsylvania department of public instruction, contends the U. S. has one of the shortest school years in the world.

"When America is compared with other countries in terms of days in the school year," this magazine said, "it is found that this country's record is the poorest."

"A study of 51 countries shows an average elementary-school year of 210 days and an average secondary-school year of 204 days. The average school term in Pennsylvania and the United States as a whole is slightly more than 180 days."

The study showed the Russians with an average school year of between 228 and 234 days for their equivalents of grade and high schools.

Room for 15 million more? George Jensen, a mechanical engineer and former president of the Minneapolis board of education, has figured that the nation has an elementary and secondary-pupil load of about 46 million, with 300,000 attending half-day sessions.

"If class size were to remain static," he says, "we could use any of these [year-round school] plans to eliminate the split sessions and have room in present buildings for nearly 15 million more students!"

"Education U.S.A.," a newsletter distributed by the National School Public Relations Association, said earlier this year the year-round-school concept was beginning to show signs of "important successes."

Quoting from reports on recent experiments, it stated:

"They say the year-round school can free curriculum from the constraints of tradition, cut failures and dropouts, give teachers more money, reduce overcrowding, use fewer school buildings and possibly save money—all at the same time."

Dissidents' views. Opponents of the extended school year argue that it would increase costs in many cases, especially in start-up years; add to academic pressures already applied on students, violate the "sanctity" of the American summer vacation, and limit extracurricular activities in schools.

In a cautious approach to the issue, the National Education Association says it "recognizes that although potential values may be gained from rescheduling the school year, the extension of the school year may not in and of itself



ALL-YEAR SCHOOLS: IN 12 STATES AND SPREADING

At least 27 school systems in 12 States now offer year-round public schooling in some form. Plans for "schools that never close" are being debated in hundreds of other areas. Examples of the ways that always-open schools are operating, or planning to operate—

ST. CHARLES, Mo. An extended school year has been in operation in this St. Louis suburb since July, 1969, and is working "beautifully," according to Alan O'Dell, one of its administrators.

At present, the system is limited to three elementary schools and about 2,100 pupils in the Francis Howell school district. They attend classes for nine-week periods and then are off for three weeks.

Mr. O'Dell said the system was launched "on a need basis—to provide more space."

"I wouldn't say we are spending any more money than we would otherwise," he added, "but we are getting more education out of our existing facilities."

Mr. O'Dell said teachers like the plan because it gives them a flexible work year; pupils are becoming used to it; and parents, in surveys, indicate an acceptance rate of more than 60 per cent.

LOCKPORT, Ill. Year-round schooling has been in operation in a small-town school system here for three years. It now has been adopted in a one-year pilot program for three big-city schools in nearby Chicago.

James R. Gove, assistant superintendent of the Valley View elementary-school district, asserted:

"Year-round schools give us one-third more space without laying a brick. We have already realized a tax avoidance of 7.5 million dollars in not having to construct new buildings."

Parents appreciate these tax savings, Mr. Gove said,

and consequently support the 12-month system. Valley View is on what is called the "45-15" plan—that is, all students attend classes for 45 school days and then take 15 off, giving them four vacations a year in addition to regular holidays. Arrangements are made so that all children in a family are on the same schedule and can take their vacations at the same time.

Teachers in the Valley View district may work for 180 days—the total number that any one group of students is in class—or increase their earnings by one third by teaching 240 days.

There are more than 7,000 elementary students in the Valley View program. Next year, about 2,700 high-school students will join it.

Chicago's test started July 1 in three elementary schools in low-income areas. It will be tried for a year, then parents will vote on whether to continue it.

DALE CITY, Va. This growing community on the outskirts of the Washington, D. C., metropolitan area put three elementary schools and one "middle" school on a year-round system this summer.

Dale City is on the "45-15" plan. Between 25 and 33 per cent of the student body will be on vacation at all times.

"Every building you put on a 45-15 basis gives you the equivalent of one more building," said Dr. William A. Volk, director of research and development for the Prince William County School Board.

Mr. Volk said that whether the Dale City experiment continues and is expanded will depend on acceptance or rejection by the community.

MOLALLA, Oreg. Three years ago, voters rejected a building program, leaving school administrators with the choice of running classes in double shifts or extending the school year.

necessarily be in the best interests of the students and the community."

NEA recommends that school districts make careful studies of their individual needs before embarking on any form of ESY.

That is one reason why school systems are maintaining a close watch on the early experiments in Atlanta and elsewhere in the nation.

In Atlanta, they find that about one third of the city's high-school students now go to school in the summer, a percentage that has changed little in three years.

They also find that parents and pupils generally like the Atlanta setup, although some teachers complain it looks better in theory than in practice.

Dr. Henson, who has played a principal role in developing the Atlanta system, says it was designed primarily as a curricular revision, to give students a

broader and more flexible range of study. He adds:

"There's been little change in enrollment for the fourth quarter, not much change in the percentage seeking to graduate early, but we do find an increasing number of students take lighter course loads and work the year round at jobs. Some 3,000 or so students work."

"Based on two years' experience, students are perceiving the fourth quarter as a regular quarter rather than as summer school."

Those who examine the Atlanta plan at this point don't see any great financial savings. Last summer's extra quarter added about 1.5 million dollars to instructional costs.

"Off the streets." Most enthusiastic fans of the Atlanta plan often are parents with children in summer-quarter classes. Says one mother:

"I'm a happy parent. I find my chil-

dren get bored, actually bored, in summer. Now they go to school. They can study what they want, and this gets kids off the streets."

DeJari's Canty, 14, is digging into civics, anthropology, track and field, and dancing this summer. She'll be in the tenth grade next autumn. Her view:

"I think it's all right, depending on what your goals are. I'm just taking it because I don't have anything else to do. I hope I can finish school the first quarter of my senior year but graduate later with my class. I'll use the extra time to find a job and make some spending money and get ready for college."

Authorities in Atlanta and other school systems experimenting with ESY acknowledge they still have problems. Their success or failure in solving them, educators say, will have a great deal to do with the future spread of year-round schooling in this country.

The choice was a year-round program of four quarters, which began on June 28. It is aimed at having about 700 out of a total school population of between 1,000 to 1,100 in school at any one time.

"We've in effect added 10 new rooms to our school without driving a nail or laying a brick," said Sam Wilson, the district superintendent.

Mr. Wilson said the four-quarter program "gives us tremendous economy and a much better curriculum." He added:

"We've been able to cut the size of our classes. Our normal nine-month budget of \$600,000 has gone up only \$68,000 to add a fourth quarter, and we've saved all the building costs and their related operating expenses."

To avoid having to install air-conditioning in classrooms at Molalla, 25 miles south of Portland, the school day runs from 7:30 a.m. to 1:30 p.m. in hot months.

CHULA VISTA, Calif. A year-round program for 3,000 elementary students in four schools started July 6.

"The choice was to do this or go into half-day sessions," explained Dr. Burton C. Tiffany, district superintendent, since "we just don't have the resources to build any more schools." He added that 13,900 other students are still on traditional schedules.

Dr. Tiffany related that past efforts at year-long programs never got off the ground in his district because "you just can't tell parents that they have to take their vacations in the winter."

"That was the key problem," he said. "Now the approach is to let parents and students decide. We told them that if they had major problems we'd transport their children to other schools not on the new schedule, and only 45 requested this."

The year-round program in Chula Vista provides four vacation periods and has 232 teaching days, compared with the 184 earlier.

"This provides flexibility for teachers and an opportunity to increase their salary," Dr. Tiffany said.

ROCHESTER, Pa. "We're on our way," School Superintendent Matthew P. Hosie said.

On August 30, this small Ohio River school system is scheduled to move all of its 2,500 students into a new 5.2-million-dollar educational complex.

At the same time, the district will switch from a two-semester-per-year plan, in which most school facilities remained unused during the summer, to a four-quarter-per-year plan, with students able to pursue their studies any three quarters each year and take a one-quarter vacation at any time. Or students will be able to attend school during all four quarters if they choose to do so.

The choice is the student's, Mr. Hosie emphasized.

Rochester has 117 teachers. None are required to teach year-round. But some—especially the heads of households—welcome the chance to work all year, instead of looking for temporary jobs in the summer.

As for community acceptance, "People still have a wait-and-see attitude," Mr. Hosie said.

BALTIMORE, Md. Four new junior and senior high schools in this port city begin a four-quarter year program this autumn—on a vastly trimmed budget.

Officials had asked for \$800,000 to fund this project, but the city council sliced away more than \$700,000—most of it from staff and building-operating expenses.

"We're left with what individual principals can accomplish on their own," an aide said.

One reason the city council cut the program so heavily is that the public remains opposed.

"I wasn't surprised," the aide said. "The word itself—year-round—connotes something to the uninformed that isn't true. To many people it means enforced school attendance all year long. Of course, that isn't the case."

THE ADJUSTED FORTY-FIVE/FIFTEEN PLAN

CALENDAR 1970-71	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
June 29																				
July 6																				
13																				
20																				
27																				
Aug 3																				
10			45 DAYS																	
17																				
24																				
31																				
Sept 7	H					H					H					H				
14			VACATION					44 DAYS					43 DAYS							
21																				
28								VACATION										43 DAYS		
Oct 5																				
12	H															H				
19																				
26																				
Nov 2			46 DAYS																	
9																				
16																				
23																				
30								42 DAYS												
Dec 7																				
14			VACATION																	
21																				
28																				
Jan 4																				
11																				
18																				
25																				
Feb 1	H		43 DAYS			H					H									
8																				
15	H					H					H									
22																				
Mar 1								43 DAYS												
8																				
15																				
22																				
29			19 DAYS																	
Apr 5																				
12																				
19																				
26																				
May 3																				
10			39 DAYS																	
17																				
24																				
31	H					H		40 DAYS			H					H				
June 7																				
14																				
21																				
28																				
July 5																				
12																				
19																				
26																				
Aug 2																				
9																				
16			49 DAYS																	
23																				
30																				
Sept 6																				
13																				
20																				
27																				
Oct 4																				
11																				

Calendar	Group I	Group II	Group III	Group IV	Group V
July 5					
July 12					
July 19					
July 26	9 WEEKS				
Aug. 2	3 WEEKS	39 DAYS			
Aug. 9		39 DAYS	8 WEEKS		
Aug. 16			39 DAYS		
Aug. 23					
Aug. 30					
Sept. 6					
Sept. 13					
Sept. 20	9 WEEKS				
Sept. 27	43 DAYS				
Oct. 4					
Oct. 11					
Oct. 18					
Oct. 25					
Nov. 1					
Nov. 8					
Nov. 15					
Nov. 22					
Nov. 29					
Dec. 6					
Dec. 13					
Dec. 20					
Dec. 27					
Jan. 3	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS
Jan. 10	39 DAYS	39 DAYS	39 DAYS	39 DAYS	39 DAYS
Jan. 17					
Jan. 24					
Jan. 31					
Feb. 7					
Feb. 14					
Feb. 21					
Feb. 28					
Mar. 6	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS	8 WEEKS
Mar. 13	39 DAYS	39 DAYS	39 DAYS	39 DAYS	39 DAYS
Mar. 20					
Mar. 27					
Apr. 3					
Apr. 10					
Apr. 17					
Apr. 24					
May 1					
May 8					
May 15					
May 22					
May 29					
June 5					
June 12					
June 19					
June 26					
July 3					
July 10					
July 17					
July 24					
July 31					
Aug. 7					
Aug. 14					
Aug. 21					
Aug. 28					

STUDENT VACATION PATTERNS IN THE CONTIGUOUS LEARNING YEAR PROGRAM DURING THE FIRST YEAR OF THE RIGHT TO RISE WERE CYCLING PLAN-STARTED UNDER VARIATION

**STUDENT VACATION PATTERNS IN THE CONTINUOUS LEARNING PROGRAM
THE EIGHT TO NINE WEEK CYCLE**

CALENDAR	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	CALENDAR
1970						1970
Sept 7	H 2 WEEKS 9 DAYS	H 4 WEEKS 19 DAYS	H 6 WEEKS 28 DAYS	H 8 WEEKS 38 DAYS	H VAC. 2 WEEKS	Sept 7
14						14
21	VAC. 2 WEEKS					21
28						28
Oct 5		H VAC. 2 WKS.			H 8 WEEKS 37 DAYS	Oct 5
12	H 9 WEEKS 40 DAYS		H VAC. 2 WEEKS	H		12
19						19
26						26
Nov 2	H	H	H	H VAC. 2 WKS.	H	Nov 2
9	H	H	H	VAC.	H	9
16		9 WEEKS				16
23	H H	41 DAYS	H H		VAC. 3 WKS. H H	23
30						30
Dec 7	VAC. 2 WEEKS		9 WEEKS 39 DAYS	9 WEEKS 41 DAYS		Dec 7
14						14
21		H VAC. 2 WKS. H		H	H	21
28		H	H	H	H	28
1971						1971
Jan 4	9 WEEKS 41 DAYS		VAC. 2 WEEKS		9 WEEKS 42 DAYS	Jan 4
11		9 WEEKS 43 DAYS				11
18				VAC. 3 WEEKS		18
25						25
Feb 1	H	H	H	H	H	Feb 1
8						8
15	H	H	H 9 WEEKS 43 DAYS	H	H VAC. 2 WEEKS	15
22	VAC. 2 WEEKS					22
Mar 1		VAC. 2 WEEKS		8 WEEKS 39 DAYS		Mar 1
8						8
15	8 WEEKS 39 DAYS		VAC. 2 WEEKS		8 WEEKS 39 DAYS	15
22						22
29						29
Apr 5	H	H	H	VAC. 2 WKS. H	H	Apr 5
12		8 WEEKS 39 DAYS				12
19			8 WEEKS 39 DAYS		VAC. 2 WEEKS	19
26						26
May 3	VAC. 2 WEEKS			8 WEEKS 39 DAYS		May 3
10						10
17		VAC. 2 WEEKS			8 WEEKS 39 DAYS	17
24						24
31	H	H	H VAC. 2 WKS. H	H	H	31
June 7	8 WEEKS 38 DAYS			VAC. 2 WEEKS		June 7
14		8 WEEKS 38 DAYS				14
21						21
28						28
July 5	H	H	H 8 WEEKS 39 DAYS	H	H VAC. 2 WKS.	July 5
12	VAC. 2 WEEKS					12
19				8 WEEKS 39 DAYS		19
26		VAC. 2 WEEKS			8 WEEKS 40 DAYS	26
Aug 2						Aug 2
9	6 WEEKS 30 DAYS	4 WEEKS 20 DAYS	VAC. 2 WEEKS			9
16			2 WEEKS 10 DAYS	VAC. 2 WEEKS		16
23						23
30						30
No. of School Days	197	200	198	196	197	
No. of Vac. Days	63	63	63	63	63	

H = Holidays

**STUDENT VACATION PATTERNS IN THE CONTINUOUS LEARNING PROGRAM
THE EIGHT TO NINE WEEK CYCLE WITH THE THREE WEEK SUMMER VACATION**

CALENDAR	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	CALENDAR
1970						1970
July 6			4 WEEKS 20 DAYS	3 WEEKS 15 DAYS	VAC. 3 WEEKS	July 6
13		6 WEEKS 30 DAYS				13
20	9 WEEKS 45 DAYS					20
27						27
Aug 3			VAC. 3 WEEKS	VAC. 3 WEEKS		Aug 3
10					9 WEEKS 44 DAYS	10
17		VAC. 3 WEEKS				17
24						24
31						31
Sept 7	VAC. 3 WEEKS		H	H 8 WEEKS 39 DAYS	H	Sept 7
14						14
21		9 WEEKS 43 DAYS	9 WEEKS 43 DAYS			21
28					VAC. 2 WEEKS	28
Oct 5						Oct 5
12	H 8 WEEKS 38 DAYS	F	H	H VAC. 2 WKS.	H	12
19					8 WEEKS 36 DAYS	19
26			VAC. 2 WEEKS			26
Nov 2						Nov 2
9	H	VAC. 2 WKS	H	E	H	9
16						16
23	VAC. 2 WKS	H H	H H	H H	H H	23
30						30
Dec 7			8 WEEKS 35 DAYS	8 WEEKS 37 DAYS	VAC. 2 WEEKS	Dec 7
14		8 WEEKS 35 DAYS				14
21		H	H	VAC. 2 WKS.	H	21
28	8 WEEKS 36 DAYS	H	H	H	H	28
1971						1971
Jan 4			VAC. 2 WEEKS	8 WEEKS 38 DAYS	8 WEEKS 37 DAYS	Jan 4
11						11
18						18
25		VAC. 2 WEEKS				25
Feb 1	H VAC. 2 WKS.		H	H	H	Feb 1
8						8
15	H		8 WEEKS 38 DAYS		H VAC. 2 WKS.	15
22						22
Mar 1	8 WEEKS 38 DAYS	8 WEEKS 38 DAYS		VAC. 2 WEEKS		Mar 1
8						8
15			VAC. 2 WEEKS		8 WEEKS 39 DAYS	15
22						22
29		VAC. 2 WKS.				29
Apr 5				8 WEEKS 39 DAYS	H	Apr 5
12	VAC. 2 WEEKS				F	12
19			8 WEEKS 39 DAYS			19
26		8 WEEKS 39 DAYS			VAC. 2 WEEKS	26
May 3	8 WEEKS 39 DAYS			VAC. 2 WEEKS		May 3
10						10
17						17
24						24
31	H	F	H VAC. 2 WKS.		H	31
June 7		VAC. 2 WEEKS		6 WEEKS 29 DAYS	8 WEEKS 39 DAYS	June 7
14			4 WEEKS 20 DAYS			14
21	VAC. 2 WEEKS					21
28						28
No. of School Days	198	196	195	197	195	
No. of Vac. Days	62	64	65	63	65	
Second School Year	H	H	H 4 WEEKS 19 DAYS	H 3 WEEKS 14 DAYS	H VAC. 3 WEEKS	
	9 WEEKS 44 DAYS	6 WEEKS 29 DAYS	VAC. 3 WEEKS	VAC. 3 WEEKS	9 WEEKS	

STUDENT TERM SCHEDULING PLAN WITH A COMMON AUGUST VACATION

CALENDAR		GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	CALENDAR
1971		1 WEEK	3 WEEKS				1971
Sept.	6	4 DAYS	14 DAYS	5 WEEKS	7 WEEKS	VAC.	Sept.
	13	VAC.		24 DAYS	33 DAYS	8 WEEKS	13
	20						20
	27	8 WEEKS	VAC.			38 DAYS	27
Oct.	4			VAC.			Oct.
	11						11
	18			VAC.			18
	25	38 DAYS	8 WEEKS	8 WEEKS	VAC.		25
Nov.	1	DAYS	36 DAYS	37 DAYS			Nov.
	8					VAC.	8
	15						15
	22	VAC.					22
	29				8 WEEKS	8 WEEKS	29
Dec.	6		VAC.		36 DAY	36 DAYS	Dec.
	13			VAC.			13
	20						20
	27						27
1972		8 WEEKS	8 WEEKS	8 WEEKS	VAC.		1972
Jan.	3	39 DAYS	37 Days	38 DAYS			Jan.
	10						10
	17				8 WEEKS	VAC.	17
	24				38 DAYS		24
	31	VAC.					31
Feb.	7		VAC.				Feb.
	14						14
	21						21
	28	8 WEEKS	8 WEEKS	VAC.		8 WEEKS	28
Mar.	6	36 DAYS	39 DAYS		VAC.	36 DAYS	Mar.
	13			8 WEEKS			13
	20			39 Days			20
	27						27
Apr.	3					VAC.	Apr.
	10						10
	17				8 WEEKS		17
	24		VAC.		39 DAYS	8 WEEKS	24
May	1	8 WEEKS				39 DAYS	May
	8	39 DAYS					8
	15			VAC.			15
	22						22
	29				VAC.		29
June	5		8 WEEKS				June
	12		39 DAYS	8 WEEKS	8 WEEKS		12
	19			39 DAYS	39 DAYS		19
	26						26
July	3		VAC.				July
	10						10
	17	8 WEEKS	8 WEEKS			7 WEEKS	17
	24	34 DAYS	35 DAYS			34 DAYS	24
	31						31
Aug.	7						Aug.
	14	VAC.	VAC.	VAC.	VAC.	VAC.	14
	21	WEEKS	4 WKS	4 WKS	4 WKS	4 WKS	21
	28						28
No. of School Day		102	100	101	105	105	No. of School Day
No. of Vacation Days		22	30	29	25	25	No. of Vacation Days



Valley View School near Chicago keeps its classes small by staying open all year, including the summer vacation. Here Mrs. Jean Kwirant teaches third-grade pupils.

Why It Pays To Keep A School Open All Year

by Thomas F. Driscoll

CHICAGO, ILL.

What can a school district do when it has 7000 pupils, room for only 5500, and has run out of funds to build more classrooms?

Simple. Do away with the three-month summer vacation, when the buildings stand idle, and send kids to school all year long in rotating shifts.

Last summer such a program was started in a suburban Chicago school district which faced this problem: too many pupils for the number of classrooms it could afford.

Valley View Elementary District, 30 miles southwest of the Loop, launched what it calls the "45-15 Continuous School Year Plan." It is surprisingly simple, and so far has run smoothly without serious objections from either parents, teachers, or pupils.

The figures 45-15 form the heart of the plan. Every youngster goes to school for 45 class days (about nine weeks) and then has a 15-class-day (three-week) vacation. All year long. But in rotating shifts.

Here is the way it works:

The entire school district, composed of about 7000 pupils in five elementary schools and one junior high, is divided into four groups. Three groups are in class while the fourth is on vacation.

Thus, about 5250 pupils attend school—without overtaxing the facilities—and 1750 stay home.

Valley View started the program on June 30, 1970, by sending Group 1 to class. Fifteen class days later, Group 2

started. After another 15 days, Group 3 began.

By the time the next 15-day period ended, it was Aug. 31. Group 1 then went on vacation, and Group 4 took its place. After another 15 days, Group 2 went home and Group 1 started up again. And so on throughout the year.

Weekends, holidays, and traditional Christmas and Easter vacations are enjoyed by all students simultaneously.

In addition, all pupils will get 12 days off together from June 24 to July 6 so that maintenance work can be done on the schools and buses.

No vacation loss

At the end of a calendar year, every pupil will have been in class 180 days as required by Illinois law (four 45-day sessions). He also will have had a total of three months' vacation, plus holidays, just as he used to have during the long, lazy summer.

All children from the same family are put into the same group, so they can always vacation together. Neighborhoods, too, are kept in one group so that friends and playmates can share their free time.

"Basically, 200 years of tradition are being changed," said James Gove, an assistant superintendent who helped to develop the plan.

Said J. Patrick Page, the district's research director:

"The three-month summer vacation is a holdover from the days of agriculture. The kids had to have summers off

the mid-1960's. They expected domestic air travel to continue at the 15 percent average annual gain rate of the past decade.

Instead, the airlines have come upon hard times. TWA's deficit for 1970 will probably reach a staggering \$50 million. Pan American, Western, United, Braniff will all lose money.

Their troubles are many. The economy is down, unemployment is up, labor costs in the airline industry rise at an annual rate of 11 percent, airline strikes mean permanent loss of business, savings from the 747 are below expectations. And many Americans have simply stopped flying.

Moreover, by awarding duplicate routes, the Civil Aeronautics Board has severely increased the competition between airlines.

A few years ago, United Airlines, Pan Am, and Northwest enjoyed a lucrative lock on the air route between the Pacific Coast and Hawaii. Today, Continental, Western and TWA fly from California to Honolulu while Braniff and American wing to the islands from inland and Atlantic cities.

Competition has become so fierce that the airlines are battling for passengers with a variety of extras, many of which center on improving the seat space in coach sections.

United Airlines, however, has come

up with a super special on its 747's. It boasts two galleys in the underbelly of the airplane, each equipped with four built-in ovens and a freezer.

"Instead of boarding hot food on our aircraft and then reheating it," explains United chef Fred Rigert, "we now board chilled food and heat it in our ovens, so that when it's served it retains all of its original flavor."

Four in the galley

The galleys on the United 747 are manned by four hostesses hardly ever seen by the passengers. These girls cook the meals, keep them warm on heated serving carts, then load them into elevators which transport them to the two main-deck service centers.

Marilyn Rose of Morgan, Utah, the stewardess on PARADE's cover, declares, "Working in the galley is really a treat. I've been flying for United for almost six years now, and working below is a welcome change. I love people and all of that. But sometimes it's good to change the routine, to get away from passengers and take over the food preparation."

Barbara Slack of Manhattan Beach, Calif., another hostess, explains that galley duty has become a favorite of the stewardesses. "We bid for the job on a seniority basis," she points out, "because moving food in and out of



so they could help on the farm. That's no longer necessary."

Valley View's problem was that of the typical suburb. Its population exploded.

In 1953 Valley View had five one-room country schools with a total enrollment of 89. Ten years later, in 1963, enrollment was 2400. Today it is 7000.

In 15 years the district has changed from a languid, rural community to a beehive of subdivisions composed mostly of middle-class workers.

As it grew, residents approved 15 bond issues and built six new schools.

Two years ago they reached the legal borrowing limit, and began searching for an alternative to money and construction. They found it in 45-15, a plan formulated by the district's professional administrators but urged originally by the seven laymen on the school board.

Instantly upon its adoption, 45-15 increased Valley View's building capacity by one-third. It was the equivalent of adding 60 classrooms worth \$6 million without spending a cent.

Other economies came with it. There is no interest to be paid on bonds issued for construction. No principal or staff had to be hired for another school. No janitors. No office clerks. There is no depreciation of a new building, no new grass to cut, no more desks to buy or libraries to equip.

Save on buses, too

Valley View needs 1/4 as many buses, 1/4 as many textbooks, 1/4 as many microscopes, tape recorders, and other devices which every modern classroom must have.

"Economy is our purpose," said Page. "A few other places in the United States have what they call year-round schools, but they are not like ours."

The fact that the plan is new and breaks with tradition was the principal hurdle which the district faced in inaugurating it. But Page listed these specific objections which a school district is likely to hear in proposing a continuous school year:

1. Family vacations will be destroyed if kids have to go to school in summer.

Equal treatment

"Nonsense," said Page. "How many families take a three-month vacation? Every child under our plan will get three weeks off in summer and will know a year in advance what those weeks will be. He will also get three weeks off at three other times during the year."

"A lot of men who live in our district work in the construction trades and have never been able to take a vacation in summer. Now they can go away with their families at other times of the year."

2. Kids won't adjust to such a plan.

They need their summers off.

"That's a complete myth," Page said. "We asked our counselors last summer to keep a careful watch for any new problems with pupils. They didn't find any. Only two children complained to a counselor about going to school in summer."

Valley View believes 45-15 is better for pupils because they don't forget as much during a three-week vacation as they used to in three months. Also, a student who has trouble learning need not fail an entire year; he can switch to another group, losing only 45 days.

Earn extra money

3. Teachers don't want to work all summer.

"But they like the extra money they can earn teaching all year," said Page, "especially the men who are supporting a family and usually work all summer in construction or some other field."

At Valley View a teacher may choose to work either the traditional nine months or all year long. A new teacher, fresh out of college, gets \$7200 for nine months or \$9600 for 12 months. Experienced teachers can earn as much as \$18,000.

An unexpected plus for teachers is the 45-day turnover. Explained Mrs. Eileen Ward, a veteran Valley View teacher who chose to work all year long:

"If you have a class that's driving you up the wall, you can think, 'I've only got to put up with them for nine weeks.'"

Finding jobs

4. Students won't be able to get summer jobs.

"We are an elementary district," said Page, "and few of our kids work in summer."

The Illinois State Chamber of Commerce, which has endorsed the 45-15 plan and urged businesses to schedule vacations to cooperate with it, says if a high school adopted the plan, its students would have better employment opportunities. They would be out of school, for example, when college students were not, thus reducing the competition for jobs.

5. Teachers need summer for graduate work.

"We've got four universities within easy driving distance of our district," said Page. "There are many opportunities to take graduate courses on Saturdays and in the evenings."

Page says the only parental objections to 45-15 have come from families who moved into the district in mid-summer and found that their children had to start school immediately.

"They were mad," he said, "but not at us. The guy they blamed was the real estate man who didn't tell them about our year-round school."

EA
78
809
7088
My W
Aquar
4200

January 21, 1972

Mr. W. K. Pennebaker
Associate Professor of Education
University of Alaska
College, Alaska 99701

Dear Professor Pennebaker:

Thank you very much for your letter of January 13 and the accompanying information about utilizing schools year round. Your support for this measure is greatly appreciated.

Sincerely,

Mike Miller, Representative
District Four (Juneau)

bcc: Robert L. Thomas
Deputy Commissioner



o ch

UNIVERSITY OF ALASKA

COLLEGE, ALASKA 99701

January 13, 1972

Representative Mike Miller
Box 1494
Juneau, Alaska 99801

Dear Mr. Miller:

I read, with interest, the article in the News-Miner yesterday entitled Year-round School Hearing, and support your efforts to get better use from our existing school facilities.

In 1970, the Dade County Public Schools, Miami, Florida published a comprehensive Plan Utilization Study, which explored many alternatives to the typical school year. The enclosed copies which were taken from that study, may be of some interest to you since they deal with extending the school year.

Any local school system would have its own unique problems in moving toward year-round school. I support that portion of the bill which would encourage local districts to explore these alternatives and others, which would improve the utilization of present facilities.

Sincerely,

W.K. Pennebaker
Associate Professor of Education

Enclosures:

PLAN V

THE ROTATING FOUR QUARTER PLAN

Format

This plan divides the school year into four equal quarters. Each pupil is then expected to attend three consecutive quarters and vacation the fourth quarter. All pupils can then attend school for the same length of time as they do under the traditional program, but the school plants are operating fully for 12 months a year. Vacation periods are staggered throughout the calendar year so that 3/4 of the total school enrollment is in session at any given quarter and one quarter of the pupil population is on vacation during any given quarter.

There are several operational designs possible in the rotating four quarter plan. One plan suggests pupils be permitted to attend only three quarters but employ teachers for four quarters. Another variation makes the fourth quarter required for teachers but *optional* for pupils. The sample calendar suggests four quarters of fifty-eight days each. A pupil electing attendance in the fourth quarter would be in enrollment 232 days. Teachers working four quarters would be employed for 245 days or 49 days longer than presently employed.

Plant Capacity

The four quarter plan theoretically increases the capacity of school plants by 33-1/3%. A school having a pupil capacity of 1,200 pupils could conceivably enroll 1,600 pupils and due to the staggered attendance periods, inherent in this plan, have but 1,200 pupils in attendance during any given quarter.

CHART VIII

OPERATION OF THE ROTATING FOUR QUARTER PLAN FOR RESCHEDULING THE SCHOOL YEAR

<i>Pupil Attendance Group Each Group Com- prises 1/4 of the entire student enrollment</i>	<i>Attendance Quarters</i>			
	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
Group A	Vacation	School	School	School
Group B	School	Vacation	School	School
Group C	School	School	Vacation	School
Group D	School	School	School	Vacation

The rotating four quarter plan requires extensive personnel policy revisions. Policies concerning sabbatical leave, sick leave, professional leave, retirement procedures, etc. . . need to be reviewed in light of the annual employment of teachers.

In the operation of the four quarter plan since only seventy-five percent of the school's membership is in attendance during any given quarter, while twenty-five percent of the pupils are vacationing (see Chart XII) a twenty-five percent reduction in the teaching staff is possible. The extended employment period (see sample calendar) inherent in the plan can be expected to increase the annual salary of instructional personnel by twenty-five percent. These two factors coupled with the reduced need for summer academic programs as they are now operated would decrease the school system's expenditure for instructional salaries by an estimated 9.1%.

Administration

The four quarter plan appears to present many administrative problems. The comprehensive record keeping required in the areas of pupil registration, achievement recording, and attendance could add considerably to the cost of implementing this program. Inherent in the four quarter plan is a comprehensive revision of the curriculum of the Dade County schools. A one quarter vacation period in a pupil's attendance sequence should not negatively effect the availability of course offerings to any pupil. Thus, each course as it now is known should be segmented into smaller components, more definitive in objectives and structure. This would make it possible to develop a variety of sequential alternatives for each pupil based upon his individual needs and still make available the required general educational courses.

Administrative procedures need to be developed relative to the transferring of pupils in and out of the Dade County schools as well as the rescheduling of pupils enrolled in schools operating on the four quarter plan. The quarterly distribution of tests, the collection of fees, the planning of graduation ceremonies, all represent administrative problems that would exist in a school operating on a four quarter plan. It will also be necessary to obtain a waiver from the State requirement of 180 school days for all pupils.

Advantages

The pupil's work in a four quarter plan could be evaluated more frequently and the costs of failing students could be considerably reduced, since pupils would be required to repeat only the quarter failed, rather than the entire year. Theoretically, fewer buildings would be required, thus reducing the cost of debt service, insurance premiums, and building maintenance.

Pupils would be available to the labor market in small numbers at any given period, thus reducing the number of pupils unemployed. Pupils can feasibly arrange to share employment opportunities over a given school year.

Intensive staff development programs are possible since some teachers who elect to be employed for the fourth quarter are likely not to be needed for instructional programs.

Disadvantages

In this section of the country, summer attendance would require air conditioning of all schools. Community agencies would have to maintain their programs year round thus adding materially to their cost of operation at times other than during the summer months.

Major cleaning and maintenance would be difficult and likely to be more expensive since it would need to be done during evening hours and weekends. Transportation costs would increase since the density of pupils within a school boundary is reduced because the geographic area served by any one school center increases in size to encompass its increased capacity.

The major disadvantage, however, to the four quarter program is the length of time necessary to implement the plan and the time required for the economies to actually be realized. The experience of other communities indicates that it would take approximately three years to convert our curriculum to a four quarter program and four more years for the capital outlay economies to be realized.

CHART XIII

THEORETICAL INCREASE IN CAPACITIES
OF DADE COUNTY SENIOR HIGH SCHOOLS
OPERATING ON THE ROTATING
FOUR QUARTER PLAN

<i>Dade County Sr. High Schools</i>	<i>Capacity RSD Max. 30</i>	<i>Capacity Rotating Four Quarter</i>
<i>Northeast District</i>		
Mia. Beach	1822	2423
M. Norland*	2787	3707
No. Miami	2753	3661
<i>Northwest District</i>		
Hialeah*	2633	3510
Carol City	2731	3632
<i>No. Central District</i>		
MacArthur	139	185
M. Central	2600	2466
Edison	2086	2774
Northwestern	1953	2604
M. Springs	2600	3458
<i>So. Central District</i>		
Gables	2804	3738
M. Jackson	2445	3178
Miami Sr.*	3266	4344
<i>Southwest District</i>		
M. Coral Pk.	2569	3417
Mia. Killian	2702	3594
Southwest	2627	3474
<i>South District</i>		
M. Palmetto	2787	3707
So. Dade	1906	2541
	43,210	57,469
	<i>Total County Sr. High School Capacity</i>	<i>Total County Sr. High School Capacity Under Rotating 4 Qtr. Plan</i>

PLAN VII

QUINTESTER PLAN

*Forms**

The Quintester Plan is developed under a school design that divides the school year into 45 days or 9 week sessions. (See attached calendar, page 3). Each pupil may then elect to attend any four quinquesters during the school year. Vacation periods would be staggered throughout the calendar year so that 4/5 of the total school population is in session during any given quinquester and 1/5 of the school population would be on vacation. (See attached chart). Selected students might be considered for attendance during the fifth quinquester, making it possible for them to accelerate their high school graduation.

The summer term, or fifth quinquester, is conceived as being different from present summer programming. The summer term is expected to be an extension of the four other terms and is not meant to be primarily a vehicle for remedial and enrichment work.

The same operational options reported in the four quarter plan (Plan V) are available in this plan. Teachers may elect annual employment (5 quinquesters) so as to total a 234 day employment period not including holidays or elect 4 quinquesters of employment totaling 187 days of employment excluding holidays.

The quinquester plan is essentially a plan to affect savings in secondary school utilization. Although an elementary school format could be developed to allow some acceleration and remedial experience for selected elementary school pupils.

Plant Capacity

The quinquester plan theoretically increases the capacity of school plants by 25%. A school having a capacity of 2,000 pupils could have an enrollment of 2,500 and due to the staggered attendance plan could put 2,000 pupils in attendance during any given quinquester. Increased plant capacity could also be achieved through an acceleration procedure developed under this plan. The fact that the fifth quinquester coincides closely with the Lake County base plan for summer school operation is likely to make attendance in summer school for acceleration purposes more appealing. To obtain the maximum benefit from this plan relative to plant utilization 4/5 of the total secondary school population would need to be in attendance each quinquester.

The degree to which pupils avail themselves of the acceleration factor in the quinquester plan will materially affect the utilization economy. A large number of pupils attending the 5th quinquester to complete a graduation from senior high school would to an extent negate the prospect of potential 25% increase in plant utilization. Some of the utilization economies would be negated, however, by the student stations released by students completing their secondary school experience in 5 years instead of the traditional 6 years.

Staffing

The quinquester plan implies the need to make revisions of personnel policies and procedures at the four quarter plan.

In the operation of the quinmester plan since only 80% of a school's membership is in attendance during any given quarter, while 20% of the pupils are vacationing a 20% reduction in the teaching staff is possible. The employment period of the *total* instructional staff however, need not increase since only 4/5 of the *total* instructional staff are required for the fifth quinmester. The instructional staff may, however, be given annual employment status and those persons not required for teaching assignments could be involved in staff development programs or elect to go on leave at this time for university study or travel. The sample calendar (attached) indicates a change in the number of planning days, thus the increase of 45 days of instructional time for pupils is projected to be a 37 day increase in the employment period of the teaching staff.

The factors of reduced staffing needs, the lengthened employment period for the instructional staff plus the elimination of the present summer school academic program would decrease the school system's expenditure for instructional salaries by an estimated 4%.

Administration

The administrative problems created by the quinmester plan are similar to those problems found in the four quarter plan. Record keeping and pupil-teacher scheduling would appear to be the most difficult problems to overcome. These logistic problems would need to be contended with 5 times a year as opposed to 4 times a year under the four quarter plan.

A revision of the Dade County curriculum would be a necessity under the quinmester plan. The cost of this revision is being investigated in light of the fact that curriculum revision is required by both the four quarter plan and the quinmester plan.

Advantages

The quinmester plan has as its major advantage the potential of curriculum improvement and improved plant utilization with minimal calendar alterations. A pupil not attending a fifth quinmester would attend school for 130 days or the exact length of time presently scheduled within a school year. This plan requires little sociological adjustment, and makes attendance during summer school a vehicle for acceleration, as well as remediation and enrichment. The number of pupils failing a year's school work would be reduced considerably and a fifth of the year's work would be repeated instead. Pupils would be given the opportunity to explore various subject areas since a year long course is not involved and the option to take another subject is available within 9 weeks.

Present accreditation standards as to length of school year would be met and no state waiver of length of school year would be required.

A common vacation period is proposed in this plan (see calendar, page 50); therefore, family vacations are still possible even with attendance for the fifth quinmester.

One major advantage of the quinmester plan is that it can be planned in conjunction with the ten hour day Plan and the restructuring of grade level plan.

Disadvantages

The quinmester plan does not provide immediate relief in the area of plant utilization. Attendance at four summer quinesters would be required for a student to accelerate his graduation from senior high school; thus, the plant utilization economies would not be forthcoming until after the fourth year of operation. The community would likely require a period of adjustment and it is not feasible to expect that during the first few summers of operation that 4/5 of the secondary pupils would enroll for the summer quinmester. This proportion of participation is required for the achievement of maximum utilization economies suggested in the plan.

SAMPLE CALENDAR

QUINMESTER PLAN

1969-70

1st Quinmester

Pre-Planning

August 27-29

Students in session September 1—November 3

Holidays: Labor Day (September 1—Teachers)

Post Planning—November 4

2nd Quinmester

Pre-Planning

November 4

Students in session November 5—January 21

Holidays: Veterans' Day—November 11

Thanksgiving—November 27-28

Christmas/New Year—December 24—January 2

Post Planning—January 22

3rd Quinmester

Pre-Planning

January 22

Students in session January 23—March 26

Holidays: NONE

Easter Vacation—March 27—March 30

Post Planning—March 31

4th Quinmester

Pre-Planning

March 31

Students in session April 1—June 3

Holidays: Memorial Day—May 30

Post Planning—June 4

5th Quinmester

Pre-Planning

June 4

Students in session June 5—August 7

Holidays: July 3—July 4

Post Planning—August 10-11

NOTES

1. Total Instructional days—180 for 4 quinesters
2. Total instructional days—225 for 5 quinesters
3. Teachers employed for 4 quinesters—187 days
4. Teachers employed for 5 quinesters—234 days
5. Option of deleting post and pre-planning days between quinesters would serve to extend length of August vacation period.

CHART XVII
OPERATION OF THE QUINMESTER PLAN
FOR RESCHEDULING THE SCHOOL YEAR

*Pupil Attendance
Group*

Attendance Quinesters

Each group comprises 1/5 of the entire student body

	<i>Quinmester I</i>	<i>Quinmester II</i>	<i>Quinmester III</i>	<i>Quinmester IV</i>	<i>Quinmester V</i>
Group A	Vacation	School	School	School	School
Group B	School	Vacation	School	School	School
Group C	School	School	Vacation	School	School
Group D	School	School	School	Vacation	School
Group E	School	School	School	School	Vacation

**CHART XVIII
THEORETICAL INCREASES IN CAPACITIES
OF DADE COUNTY SENIOR HIGH SCHOOLS
OPERATING ON THE QUINMESTER PLAN**

<i>Dade County Sr. High Schools</i>	<i>Capacity RSD Max. 30</i>	<i>Capacity Quinmester Plan</i>
<i>Northeast District</i>		
Mia. Beach	1822	2278
M. Norland*	2787	3484
No. Miami	2753	3441
<i>Northwest District</i>		
Hialeah*	2633	3291
Carol City	2731	3414
<i>No. Central District</i>		
MacArthur	139	174
M. Central	2600	3250
Edison	2086	2607
Northwestern	1953	2441
M. Springs	2600	3250
<i>So. Central District</i>		
Gables	2604	3505
M. Jackson	2445	3667
Miami Sr.*	3266	4083
<i>Southwest District</i>		
M. Coral Pk.	2569	3211
Mia. Killian	2702	3378
Southwest	2627	3284
<i>South District</i>		
M. Palmetto	2787	3484
So. Dade	1906	2382
	<i>43,210 Total County Senior High School Capacity</i>	<i>54,013 Total County Senior High School Capacity Quinmester Plan</i>

January 21, 1972

Dr. Roy Box, O.D.
611 W. Willoughby
Juneau, Alaska 99801

Dear Dr. Box:

Representative Mike Miller asked that I forward the attached minutes to you. The material pertains to House Bill 467 and the concept of year round use of schools.

Sincerely,

Sandy Wendte

Sandy Wendte
Secretary to House Local
Government Committee

P. O. Box 1494
Juneau, Alaska 99801
November 8, 1971

Dear Genie:

Before I get into legislative business, let me again extend congratulations and very best wishes to you and Bill. Your marriage was really happy news and Marilyn and I wish you the best.

Now for the legislative part of this letter. Genie, you will recall that in the very final days of the first session, I introduced HB 467, which provides authorization and financial incentives for school districts to operate their schools around the calendar. That is, they would not let the schools stand idle and wasted -- as they do now -- fully one fourth of the year. Students, of course, would still attend school only the same number of days they do at present, but the schools themselves would be utilized year-round, thus increasing the effective school plant of any participating school district by 33 1/3 percent -- at no extra cost in capital outlay by the taxpayers. The bill, by the way, is purely permissive. No school district would be forced to participate if it didn't want to.

In the months since the session ended, I've been doing some sounding-out among school district people, teachers groups, parents, municipalities, and students. I find a lot of support for this idea and so far no one has voiced any opposition to the concept. Thursday I discussed the idea with the State Board of Education, which was meeting in Juneau, and the concept of the rescheduled school year (as the program is called) received unanimous endorsement by the state board. The Department of Education likewise seems much in favor of the idea.

The purpose of this letter is twofold. First, I'd like to give you a little background data (much of which you already know, quite probably) in advance of the hustle and bustle of the session. Second, I'd like to request that you schedule hearings on the bill early in the session.

Thanks much for your consideration, Genie -- and again very best wishes. I look forward to working with you again this session.

Best personal regards,


Mike Miller

SEAK / SC AK
ferry travel

Fish Creek road

State employees:
retiree
longevity

ESC
withholding
SEAK air carrier
competition

Housing

Kerdulla bill
to
JWC
Comm. &
College

31 January 1972

The meeting was called to order at 1:45. Committee members present were Reps. Chance, Coletta, Moore, Moses, Specking and Whittaker. Bill Overstreet of the School Board Association introduced a movie "To Touch a Child" which deals with Flint, Michigan's community school program. Mr. Overstreet also introduced Juneau's two community school directors Terry Kelly and Joe Miguel, who were once both 6th grade teachers and who had been sent to Flint to observe the program there.

After the movie testimony was heard concerning HB 467 providing state monetary incentives for school districts planning a rescheduled school year. Nat Cole and Bob Thomas of the Department of Education distributed materials drawn up by the department showing financial aspects of a rescheduled school year using Anchorage as an example. Mr. Thomas then clarified this material for the committee. One item was a planning incentive schedule showing the maximum and minimum payable to various areas if they decided to reschedule based on 1% of each area's foundation payment. Under this schedule if Anchorage rescheduled it would receive \$25,000 or 75¢ per student for planning and Nome would receive \$12,300 or \$15.00 per student for planning purposes. Another set of statistics, using Anchorage as the example, showed that the state would save \$489,000 over the first 5 years of using the rescheduled school year, and would save \$1,070,000 each year after that. The tax avoidance saving to Anchorage (in not having to build new schools) would be roughly the same as the saving to the state. Mr. Thomas said that if a small district which needed more school space decided to go to a rescheduled school year rather than building a new school it would show an immediate saving.

Rep. Mike Miller, sponsor of the bill, told the committee that Rep. Wright had said that Anchorage would need \$100,000 for planning studies and had suggested that maybe the best idea would be for a revolving sum to be allocated to the Department of Education for it to use as needed district by district without setting a statutory maximum. The amount used out of the fund each year would be replaced so the amount of the fund would be maintained. Commissioner Lind agreed with this and stated that adequate planning money must be available.

Rep. Whittaker asked why additional incentives to school districts beyond those used for planning were necessary. Rep. Miller answered that increased costs of maintenance, grounds, transportation, etc. would amount to around 5%, but that the state would still be saving on its 50% matching costs. It was also brought out that Valleyview School in Illinois which has been on the 45/15 plan for some time has had a saving of 4% per student.

Next to testify was Bob Arnold, vice president of the Anchorage school board. He first said that he felt it was unfortunate that incentives must be offered for innovation, but that this was a fact. He feels that good planning is necessary and that \$25,000

is inadequate for Anchorage for planning purposes - that possibly \$75,000 would be sufficient. He agreed with the idea of leaving dispersal of these planning funds to the Department of Education. He thinks it is good to spread the rescheduled year over a period of time in order to gain acceptance. On the matter of hidden costs Mr. Arnold stated that one of the biggest of these has been found to be air conditioning, which would not be a factor in Alaska. He said that he thinks the term "school year" as used in the bill should be redefined in order to give school districts more flexibility as to how the presently-defined school year of 180 days is used, i.e. allowing some of this time to be used for teacher training.

Rep. Chance posed the question of whether it would be possible for a district to implement the rescheduled system in some of its schools and go on with planning in others.

Mr. Arnold said the Anchorage school board agrees with the idea of the rescheduled school year but is not sure how it should be done, what form it should take, etc.

The committee then heard testimony from Sue Greene, a representative of the REFOCUS (Responsible Evaluation For Overall Continuous Utilization of Schools) Committee which is a citizens' advisory committee appointed by the Anchorage school board in August 1971 to investigate alternative school systems, etc. The committee consists of 10 adults, 2 students and 1 military liaison representative. REFOCUS decided that it should first identify what were considered to be traits of a good education in Anchorage and, secondly, determine the best program to carry out those qualities. Ms. Greene said she thinks the 1% figure should be the basis of planning incentives but not with a \$25,000 maximum. The REFOCUS Committee has met with with people involved in education from kindergarten through post-graduate level, including high school students and those involved in higher education and vocational education. The committee plans to have news articles to inform the public of the available educational alternatives. The committee is still in the process of receiving information and hopes to present its recommendations to the school board in June. Ms. Greene presented the question of what "year round continuous operation" means - does it preclude everyone taking a vacation at once as some rescheduled school plans use. She said that REFOCUS does support HB 467 but thinks that \$25,000 as planning incentive for Anchorage would be too low and that \$80,000 to \$100,000 would be needed in order to hire 2 professionals, an assistant and 2 secretaries for one year - which is the committee's idea of what would be needed for sufficient planning studies.

Bill Klingler, assistant superintendent of facilities and finance for the Anchorage school district, appeared next before the committee. He felt that the 1% figure for planning incentives would be better than setting the maximum limit of \$25,000 which he felt was far too low for Anchorage. He said that this type of planning would go forward even without such a grant but that it would be quicker and easier with financial aid. He also saw a need for clarification of the 180-day school term in the bill. Mr. Klingler presented some figures showing additional costs that would be incurred by the school district with the implementation of an extended school year as follows: Student activities (coaches, transportation, maintenance, etc.- \$400,000 is now spent, the addition of a 4th quarter would add approx-

imately one-fourth to this figure. Custodial costs - would increase from the \$400,000 now spent per year in the beginning but would level off later. Maintenance - \$82,000 additional cost. Clerical - \$240,000 additional cost. Trucking and mail deliveries - \$70,000 to \$75,000 additional cost. Crossing guards - \$15,000 increased cost. Heat and electricity - \$240,000 to \$250,000 increased cost. Administrative costs would increase by one-fourth.

Mr. Klingler said that the 10% offered as implementation incentive for the first 3 years was a little high and that 5% would be quite close to the actual increased costs to the school district for all of the first 5 years of implementation of the rescheduled year. He would like to see the initial study grant monies distributed by the Department of Education with individual districts applying to the department for planning and implementation grants.

The idea was then discussed of whether or not it would be best to set a statutory limit, to be administered at the discretion of the Department of Education, for the first year of implementation of the rescheduled school year of a minimum of 5% and a maximum of 10%. After the first year the maximum amount would be 5% of the foundation matching funds to which the school district was entitled. Rep. Miller thinks it would be best to leave in the maximum of 10% for the first 3 years, at the discretion of the Department of Education, as a built in safety factor. Mr. Klingler agreed with this and thought the limit should be 5% after the first 3 years.

The topic of the definition of 12-month operation was discussed again - would this include community use of the school? Rep. Miller said that it would defeat the purpose of the extended year program for the whole school to take a vacation at once for more than 3 weeks as this would cut the percentage of added use down proportionately. The opinion was expressed that the language of the bill should be changed to say that the 180-day requirement should apply to school use but not to individual child attendance, which would be more than what is required by statute at present. This part of the bill - (d) line 11 - will be changed to read "180 days membership"

Mr. Overstreet would like to see the concept of extended day use of schools included in the bill, perhaps in the form of stating that up to a certain percentage of funds could be used for this type of program to pay for a community school director which is the major cost and which, in his opinion, is the key to the success of a community school. Mr. Klingler said that the Anchorage school board has funded this type of thing in Anchorage for the past 3 years in which youth sponsored activities are permitted to use school facilities rent free but adult activities pay rent. Ms. Greene said that some districts should be able to take advantage of the community school incentive even if they don't use the rescheduled school program. Mr. Arnold supported the community school concept. Mr. Overstreet said that the cost of a community school program was 6% of the school's normal budget. Commissioner Lind thought that community schools might be able to be funded under the foundation program under the heading of supplementary programs, but these must be recommended by the commissioner to the legislature and pass the governor's review. Rep.

Chance expressed the fear that this might be considered non-educational in nature by being considered as supplementary and therefore be knocked out of the budget.. Mr. Overstreet suggested that a percentage of the rescheduled school year incentive could be allocated each year for community schools. Rep. Chance asked for submission to the HWE Committee of a break down of costs, etc. of existing community schools.

Reps. Whittaker and Colletta state their opposition to the bill on the grounds that innovation and community involvement shouldn't be legislated. Rep. Whittaker also questioned whether some very real problems in education weren't being ignored and the extended school year concept being offered as a panacea.

Mr. Arnold made the point that his school board thinks the rescheduled year is a good thing but might not if no money were available for planning and implementation. Mr. Klingler pointed out that it is hard to get money to be spent when the actual cost saving is deferred for several years as is the case with the rescheduled school year program. Commissioner Lind said that his concept of the advantage of the rescheduled school year was not only one of saving money but the fact that it could tend to loosen up the educational system in ways that would allow teachers and administrators more latitude in many areas, i.e. teachers would be able to attend school other than just with other teachers at summer programs as is now the case. Mr. Klingler said that Anchorage would need to have \$60 million more in bonding for needed school over the next 5 years if it does not go to the rescheduled school concept. Rep. Chance said that perhaps the extended school day and rescheduled school year programs should be kept separate and that the committee would soon look into the concept of extended school day with the Department of Education to see if statutory changes were necessary, etc. Rep. Moses moved that a committee substitute be drawn up for HB 467 and brought back to committee for consideration. This present agreed. Rep. Chance asked for suggestions by the Department of Education for the committee substitute and for information on the extended school day. Rep. Chance requested that Commissioner Lind investigate for the committee whether the community school concept could be implemented through administrative regulation or if statutory authorization were necessary. The Department of Education will also provide the committee with costs estimates and cost experiences on community schools and bring it back to the committee in 2 weeks. It was suggested that perhaps State Operated Schools might have something along this line.

The meeting was adjourned at 4:45p.m.

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

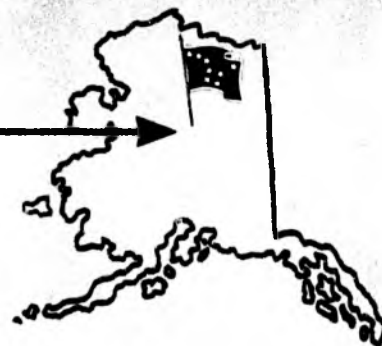
P. O. Box 1250, Fairbanks, Alaska 99701

(907) 456-6616

GEORGE E. TAYLOR
Superintendent of Schools

DAYTON BENJAMIN
Assistant Superintendent

WILLIAM W. VANCE
Business Manager



January 27, 1972

The Honorable Mike Miller
House of Representatives
State of Alaska
Pouch V
Juneau, Alaska 99801

Dear Representative Miller:

The Fairbanks North Star Borough Board of Education has directed me to write to you in support of House Bill No. 467, "An Act providing incentives for continuous year-round school programs within local school districts; and providing for an effective date."

This District presently has a Citizens Committee which is making an in-depth study of the all-year school plan for Fairbanks. It appears that this plan would solve many of our school building problems and it would also provide our youngsters with a better education.

We agree with the Bill as stated, and hope it will become law effective with the new school year, 1972-73.

Sincerely yours,

A handwritten signature in cursive script that reads "Dayton Benjamin".

Dayton Benjamin
Acting Superintendent of Schools

DB/fk

cc: Members, Board of Education
Mrs. Candace Walker, Chairman
Citizens Committee on Extended School Year