

Leg. Finance - Finance Comte Files (1971-72) 8879

HB 439, 440, 448, 467

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RECORDS CERTIFICATION



I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith
Signature of Camera Operator

4/4/89
Date

Introduced: 4/17/71
Referred: State Affairs and
Finance

1 IN THE HOUSE

BY THE STATE AFFAIRS COMMITTEE

2 HOUSE BILL NO. 439

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the public employees retirement
7 system; and providing for an effective date."

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

9 * Section 1. AS 39.35 is amended by adding a new section to read:

10 Sec. 39.35.675. NORMAL RETIREMENT DATE FOR CERTAIN NATIONAL
11 GUARD EMPLOYEES. Notwithstanding any other provision of law, in this
12 chapter the "normal retirement date" for a civilian employee of the
13 Alaska National Guard is the first day of the month after he reaches
14 the National Guard mandatory retirement age with eight years of
15 credited service.

16 * Sec. 2. For purposes of eligibility for normal retirement benefits
17 this Act is retrospective and applies to civilian employees terminating
18 employment with the Alaska National Guard on or after August 1, 1968.
19 However, this Act is prospective for all other purposes, including the pay-
20 ment of retirement benefits.

21 * Sec. 3. This Act takes effect on the day after its passage and approv-
22 al or on the day it becomes law without approval.
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ALASKA STATE LEGISLATURE

SEVENTH Legislature FIRST Session

HOUSE BILL NO. 439 ..

BY THE STATE AFFAIRS COMMITTEE

"An Act relating to the public employees retirement system, and providing for an effective date."

Employees retirement system

Introduced in the House 4/17/ , 19 71

HISTORY IN THE HOUSE

19

71

Read first time and referred to Committee on

Apr 17

State Affairs and Finance

Reported back with recommendation that

Read second time and

Read third time and

PASS

Yeas
Nays
Absent
Excused

Effective Date

PASS

Yeas
Nays
Absent
Excused

Reported correctly engrossed
Signed by Speaker
Sent to Senate

HISTORY IN THE SENATE

19

Read first time and referred
to Committee on

Reported back with
recommendation that

Read second time and

Read third time and

PASS : Yeas
Nays
Absent
Excused

Effective Date

PASS : Yeas
Nays
Absent
Excused

Reported correctly engrossed
Signed by President
Returned to House

SECRETARY OF THE SENATE

HISTORY IN THE HOUSE

19

Received from Senate

Reported correctly enrolled

Sent to Governor

..... By Governor

Filed with Lt. Governor

Chapter No.

"An Act relating to the public employees retirement system; and providing for an effective date."

Committee Report

HOUSE OF REPRESENTATIVES

4-29-71

_____ Date

Mr. Speaker:

The Committee on FINANCE has had HB 439

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS 10r _____ and that
CS for _____ do pass
- (and) recommends it be referred to the _____
committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ CHAIRMAN

"An Act relating to the public employees retirement system; and providing for an effective date."

Committee Report

****FINANCE****

HOUSE OF REPRESENTATIVES

4/17/71

April 28, 1971 Date

Mr. Speaker:

The Committee on STATE AFFAIRS has had HB 439 under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that CS for _____ do pass
- (and) recommends it be referred to the _____ committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

Richard L. McVeigh _____

~~XXXXXXXXXX~~ _____

Edward G. Barker _____

John Huber _____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

William J. Fisher recommends: No Rec.

James Hagan recommends: NO REC.

_____ recommends: _____

_____ recommends: _____

_____ recommends: _____

Richard L. McVeigh
CHAIRMAN

MEMORANDUM

State of Alaska

TO: J. H. Kogan
Fiscal Analyst
House Finance Committee

THRU: Richard W. Freer
Deputy Commissioner

FROM: Mary-Jean Hackwood
Benefit Supervisor
Department of Administration

DATE : April 14, 1972

SUBJECT: Finance Committee Requests
HR 439

I received your April 7 memorandum on April 12, the first day of operation in our new office.

I will contact the actuary requesting a revised fiscal note for the Committee Substitute for House Bill 414. As soon as the additional information is received, we will forward it to you.

As far as I can determine, only one former employee is effected by House Bill 439. It is possible, however, that others who have not contacted this office also would be eligible for benefit payment.

Perhaps Section 1 of House Bill 439 should be amended to contain the same number of years of service as HCS CSSB 264. You will recall we are requesting a reduction from 8 to 5 years of credited service for purposes of benefit eligibility. We also recommend that the provisions of this bill be limited to those National Guard employees who are subject to mandatory retirement in accordance with the National Guard's Officer Personnel Act. The change would be inserted on line 13 after the word "Guard" and before the word "is".

STATE OF ALASKA

WILLIAM A. ECAN, Governor

DEPARTMENT OF MILITARY AFFAIRS

OFFICE OF THE ADJUTANT GENERAL

PHONE 277-7661
AUTOVON 862-7210
ROOM 610 MACKAY BUILDING
338 DENALI STREET — ANCHORAGE 99501

ARFF

13 January 1972

The Honorable George H. Hohman
Chairman, House Finance Committee
State House of Representatives
State Capital Building Room 407
Juneau, Alaska 99801

Dear Mr. Hohman:

In House Bill 439 second paragraph (Sec. 2) the date August 1, 1968 is erroneous. The date should read July 31, 1968 for the intent is to cover former Warrant Officer Bjorne Holta who was forced to terminate his employment this specific date, because of his military mandatory retirement age.

Sincerely yours,



Glenn L. Byington
Colonel, ARNG
Dir. Fac & Fic Div

Introduced: 4/17/71
Referred: State Affairs and
Finance

1 IN THE HOUSE BY THE STATE AFFAIRS COMMITTEE

2 HOUSE BILL NO. 439

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the public employees retirement
7 system; and providing for an effective date."

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

9 * Section 1. AS 39.35 is amended by adding a new section to read:

10 Sec. 39.35.675. NORMAL RETIREMENT DATE FOR CERTAIN NATIONAL
11 GUARD EMPLOYEES. Notwithstanding any other provision of law, in this
12 chapter the "normal retirement date" for a civilian employee of the
13 Alaska National Guard is the first day of the month after he reaches
14 the National Guard mandatory retirement age with eight years of
15 credited service.

16 * Sec. 2. For purposes of eligibility for normal retirement benefits
17 this Act is retrospective and applies to civilian employees terminating
18 employment with the Alaska National Guard on or after August 1, 1968.
19 However, this Act is prospective for all other purposes, including the pay-
20 ment of retirement benefits.

21 * Sec. 3. This Act takes effect on the day after its passage and approv-
22 al or on the day it becomes law without approval.

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RECORDS



CERTIFICATION

I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith
Signature of Camera Operator

4/4/89
Date

Introduced: 4/19/71
Referred: State Affairs

1 IN THE HOUSE

BY HUBER AND SWANSON

2 HOUSE BILL NO. 440

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE -- FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to the disaster relief fund; and
7 providing for an effective date."

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

9 * Section 1. AS 44.19.171(b) is amended to read:

10 (b) Subject to the restrictions of [(D) AND (E) OF] this section,
11 the governor may, without additional legislative authorization, expend
12 not more than one half [NOT MORE THAN \$500,000] of the assets of the
13 disaster relief fund on any one project for the following purposes:

14 (1) to implement provisions of law relating to natural
15 disaster relief in the case of a natural disaster as defined in sec.
16 175 of this chapter [OCCURRING AFTER OCTOBER 11, 1967];

17 (2) to alleviate the effects of a natural disaster as
18 defined in sec. 175 of this chapter [OCCURRING AFTER OCTOBER 11, 1967];

19 (3) to prevent future natural disasters by funding projects
20 for disaster relief or prevention within the purpose of this section
21 which

22 (A) have been approved by appropriate local, state or
23 federal authorities but which remain unfunded from other sources
24 of revenue, and

25 (B) in the determination of the governor would, if they
26 were funded, protect the public health, welfare and safety that
27 otherwise seriously would be threatened in the event of a natural
28 disaster as defined in sec. 175 of this chapter.

29 * Sec. 2. AS 44.19.171(c) is amended to read:

COMMITTEE COPY

1 (c) Subject to the restrictions of [(D) AND (E) OF] this section,
2 the governor may, without additional legislative authorization, expend
3 for any fiscal year not more than one half [NOT MORE THAN \$250,000] of
4 the assets of the disaster relief fund for any one project to prevent
5 or minimize the effects of an event which occurs in any part of the
6 state [AFTER OCTOBER 11, 1967] and which, in the determination of the
7 governor, poses a direct and imminent threat of [RESULTING IN] a
8 natural disaster of sufficient magnitude and severity to justify state
9 action.

10 * Sec. 3. AS 44.19.171(d) is repealed and re-enacted to read:

11 (d) In the event revenue from other sources is insufficient to
12 maintain a minimum balance of \$7,500,000 in this fund, the legislature
13 shall appropriate to the Office of the Governor for the disaster
14 relief fund money sufficient to meet the purposes of this section and
15 to maintain a minimum balance of \$7,500,000 at the beginning of each
16 fiscal year.

17 * Sec. 4. This Act takes effect on the day after its passage and approv-
18 al or on the day it becomes law without approval.
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AB 440

ALASKA STATE LEGISLATURE

SEVENTH Legislature FIRST Session

HOUSE BILL NO. 440

By HUBER AND SWANSON

"An Act relating to the disaster relief fund; and providing for an effective date."

Sisaster relief fund

Introduced in the House 4/19/71, 19 71

HISTORY IN THE HOUSE

19 71

Read first time and referred to Committee on

Apr 19 State Affairs

Reported back with recommendation that

Read second time and

Read third time and

PASS : Yeas Nays Absent Excused

Effective Date

PASS : Yeas Nays Absent Excused

Reported correctly engrossed Signed by Speaker Sent to Senate

CHIEF CLERK OF THE HOUSE

HISTORY IN THE SENATE

19

Read first time and referred
to Committee on

Reported back with
recommendation that

Read second time and

Read third time and

PASS Yeas
 : Nays
 : Absent
 Excused

Effective Date

PASS Yeas
 : Nays
 : Absent
 Excused

Reported correctly engrossed
Signed by President
Returned to House

SECRETARY OF THE SENATE

HISTORY IN THE HOUSE

19

Received from Senate

Reported correctly enrolled

Sent to Governor

..... By Governor

Filed with Lt. Governor

Chapter No.

"An Act relating to the disaster relief fund; and providing for an effective date."

Committee Report

HOUSE OF REPRESENTATIVES

4/19/71

April 19 Rules

Date 1971

Mr. Speaker:

The Committee on STATE AFFAIRS has had HB 440 under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that CS for _____ do pass
- (and) recommends it be referred to the _____ committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

Richard L. McVey _____
Allen D. Fischer _____
Frank R. Searcy _____
John H. Carter _____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

Jess Harris recommends: DO NOT PASS
 _____ recommends:
 _____ recommends:
 _____ recommends:
 _____ recommends:

Richard L. McVey
 CHAIRMAN

MEMORANDUM

State of Alaska

OFFICE OF THE GOVERNOR

TO: The Honorable George Hohman
 Chairman, House Finance Committee
 Alaska State Legislature

DATE : April 26, 1971

FROM: Warren W. Wiley *WWW*
 Administrative Assistant
 to the Governor

SUBJECT: House Bill 440
 Disaster Relief Fund

There is, at the present time, \$500,000 in the Alaska Disaster Relief Fund. It was appropriated by Chapter 25, First Special Session, 1967. There is, in addition, \$601,000 in the General Fund available for appropriation to the Disaster Relief Fund. This latter amount represents the excess of disaster revenues collected over expenditures made from the General Fund for alleviating effects of the 1967 Fairbanks Flood.

Since both disaster relief taxes were repealed in 1969 and 1970, there is, at present, no revenue source for the Disaster Fund. The two taxes abolished were, of course, the \$10 "Head" tax and the one per cent temporary increase in the oil production tax.

House Bill 440 would provide a minimum balance of \$7.5 million in a disaster relief fund by appropriation from the General Fund. Since both disaster taxes have now been abolished, this would create a demand upon normal recurring revenues to the General Fund. Under Alaska Statute 44.19, as presently written, the Governor may spend up to \$250,000 for natural disasters which in his determination pose a direct and imminent threat of damage resulting from a natural disaster. The Governor could spend up to \$500,000 from the Disaster Relief Fund for natural disasters as declared by the President of the United States.

I hope this information provides some insight into the financial aspects of implementing House Bill 440.

If I may be of further assistance to the Committee, please let me know.

Introduced: 4/19/71
Referred: State Affairs

1 IN THE HOUSE

BY HUBER AND SWANSON

2 HOUSE BILL NO. 440

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - FIRST SESSION

5 A BILL

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11 the governor may, without additional legislative authorization, expend
12 not more than one half [NOT MORE THAN \$500,000] of the assets of the
13 disaster relief fund on any one project for the following purposes:

14 (1) to implement provisions of law relating to natural
15 disaster relief in the case of a natural disaster as defined in sec.
16 175 of this chapter [OCCURRING AFTER OCTOBER 11, 1967];

17 (2) to alleviate the effects of a natural disaster as
18 defined in sec. 175 of this chapter [OCCURRING AFTER OCTOBER 11, 1967];

19 (3) to prevent future natural disasters by funding projects
20 for disaster relief or prevention within the purpose of this section
21 which

22 (A) have been approved by appropriate local, state or
23 federal authorities but which remain unfunded from other sources
24 of revenue, and

25 (B) in the determination of the governor would, if they
26 were funded, protect the public health, welfare and safety that
27 otherwise seriously would be threatened in the event of a natural
28 disaster as defined in sec. 175 of this chapter.

29 * Sec. 2. AS 44.19.171(c) is amended to read:

1 (c) Subject to the restrictions of [(D) AND (E) OF] this section,
2 the governor may, without additional legislative authorization, expend
3 for any fiscal year not more than one half [NOT MORE THAN \$250,000] of
4 the assets of the disaster relief fund for any one project to prevent
5 or minimize the effects of an event which occurs in any part of the
6 state [AFTER OCTOBER 11, 1967] and which, in the determination of the
7 governor, poses a direct and imminent threat of [RESULTING IN] a
8 natural disaster of sufficient magnitude and severity to justify state
9 action.

10 * Sec. 3. AS 44.19.171(d) is repealed and re-enacted to read:

11 (d) In the event revenue from other sources is insufficient to
12 maintain a minimum balance of \$7,500,000 in this fund, the legislature
13 shall appropriate to the Office of the Governor for the disaster
14 relief fund money sufficient to meet the purposes of this section and
15 to maintain a minimum balance of \$7,500,000 at the beginning of each
16 fiscal year.

17 * Sec. 4. This Act takes effect on the day after its passage and approv-
18 a1 or on the day it becomes law without approval.



RECORDS



CERTIFICATION

I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith
Signature of Camera Operator

4/4/89
Date

Original sponsor: Judiciary Committee

Offered: 2/14/72

Referred: Rules

1 IN THE HOUSE

BY THE JUDICIARY COMMITTEE

2 CS FOR HOUSE BILL NO. 448

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act relating to retirement and benefits under the judi-
7 cial retirement system; and providing for an effective date

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

9 * Section 1. AS 22.25.010(d) is amended to read:

10 (d) A justice or judge may voluntarily retire at any time and
11 shall have a vested right to his accrued retirement pay if he has
12 served five or more years. Retirement pay shall not commence until
13 he has reached age 60 or, in the alternative, he has served 20 years
14 as a judge or justice and then elects to retire [65]; except that an
15 actuarially equivalent retirement pay may be commenced after he has
16 reached age 55 [60 OR UPON HIS SERVING 20 YEARS AS A JUSTICE OR JUDGE].
17 The provisions of (b) of this section are an exception to this rule.
18 A justice or judge desiring to retire under this subsection shall file
19 with the governor a notice of his desire, together with a sworn state-
20 ment of the facts establishing his eligibility to retire. The governor
21 shall certify those facts to the commissioner of administration and
22 declare, in writing, the eligibility or ineligibility for retirement
23 of the justice or judge. If a justice or judge is eligible to receive
24 retirement pay at the time of his retirement, his retirement pay shall
25 commence on the first day of the month coinciding with or after the
26 date the written declaration of the governor is filed with the com-
27 missioner of administration. If a justice or judge is not eligible
28 to receive retirement pay at the time of his retirement, his retire-
29 ment pay shall commence on the first day of the month he reaches age

1 60 [65] or the month he becomes eligible for an actuarial equivalent
2 if he has applied for this option.

3 * Sec. 2. AS 22.25.030 is repealed and re-enacted to read:

4 Sec. 22.25.030. SURVIVORS' BENEFITS. (a) Upon the death of a
5 justice or judge who has served for at least two years, the surviving
6 spouse is entitled to receive monthly compensation equal to one-half
7 of the monthly retirement pay the justice or judge would thereafter
8 have been entitled to receive if retired at the time of death. If at
9 death the justice or judge was not yet entitled to retirement pay,
10 or was or would have been entitled to less than 60 per cent of the
11 monthly salary authorized for his office, the surviving spouse is en-
12 titled to monthly compensation equal to 30 per cent of the salary autho-
13 rized for justices or judges, respectively, at the time each monthly
14 payment is made.

15 (b) To be eligible for the survivors' benefits, the surviving
16 spouse must have been married to the justice or judge for at least
17 two years immediately preceding the death of the justice or judge.
18 The benefits continue until the remarriage or death of the surviving
19 spouse.

20 (c) If there is no surviving spouse, or if the surviving spouse
21 does not meet the requirements of (b) of this section, or upon the re-
22 marriage or death of the surviving spouse, the surviving dependent
23 child or children of the justice or judge are entitled to receive in
24 equal shares 50 per cent of the amount of the survivors' benefits
25 specified under (a) of this section.

26 (d) The surviving child or children are entitled to the sur-
27 vivors' benefits under (c) of this section during the period of their
28 dependency. Dependency exists with respect to any child of a justice
29 or judge who is either (1) a minor under the laws of Alaska, (2) under

1 the age of 23 and is a student attending on a full-time basis an
2 accredited educational or technical institution recognized by the state
3 Department of Education, or (3) so mentally or physically incapacitated
4 as to be unable to provide for self care.

5 (e) If there are both an eligible surviving spouse and surviving
6 dependent children, but who reside in separate households, the surviving
7 spouse and dependent children will share equally in the benefits
8 payable under (a) of this section.

9 * Sec. 3. AS 22.15.170(b) is amended to read:

10 (b) The presiding judge of the superior court in each judicial
11 district may appoint acting district judges as needed to serve at his
12 pleasure for a term of no longer than 12 months or until succeeded by
13 an appointment made under (a) of this section, whichever first occurs.
14 An acting district judge shall be a citizen of the United States and
15 of the state, at least 21 years of age, but need not be licensed to
16 practice law in any of the United States and need not have established
17 Alaska residence before his appointment. Service as an acting district
18 judge is not considered as judicial service for the purposes of ch. 25
19 of this title unless the judge is subsequently appointed under (a) of
20 of this section.

21 * Sec. 4. This Act takes effect July 1, 1972.
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Introduced: 4/24/71
Referred: Judiciary

1 IN THE HOUSE

BY THE JUDICIARY COMMITTEE

2 HOUSE BILL NO. 448

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to survivors' benefits under the
7 judicial retirement system."

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

9 * Section 1. AS 22.25.030 is amended to read:

10 Sec. 22.25.030. SURVIVORS' [DEATH] BENEFITS. (a) Upon the death
11 of a justice or judge who has served as a justice or judge for at least
12 two years [IS RETIRED OR WHOSE RIGHT TO HIS RETIREMENT PAY HAS VESTED],
13 his surviving spouse or minor child [WIDOW] is entitled to receive
14 [DURING THE REMAINDER OF HER LIFE OR AS LONG AS SHE REMAINS UNMARRIED]
15 monthly compensation equal to one-half of the actuarial equivalent of
16 the retirement pay the justice or judge [WAS OR] would have been en-
17 titled to receive at age 65 or, if receiving retirement pay at the time
18 of death, one-half of the retirement pay he was receiving. However,
19 this compensation may not be less than 30 per cent of the monthly salary
20 authorized for justices or judges, respectively, at the time each pay-
21 ment is made. In [COMPUTING THE JUSTICE'S OR JUDGE'S RETIREMENT PAY
22 IF HE WAS NOT ACTUALLY DRAWING IT, THE AMOUNT SHALL BE THE ACTUARIAL
23 EQUIVALENT OF HIS VESTED INTEREST AT HIS DEATH. HOWEVER, IN] order to
24 receive the compensation, if there is no surviving minor child, the
25 surviving spouse [HIS WIDOW] must have been the justice's or judge's
26 spouse [HIS WIFE CONTINUOUSLY] for at least two [FIVE] years immediately
27 before the [HIS] death.

28 (b) The compensation to the surviving spouse or minor child under
29 (a) of this section shall continue until the spouse's death if he or

HB 448

COMMITTEE COPY

1 she does not remarry, or until he or she remarries, or until the child
2 reaches majority, or until the child is 23 years old if he is
3 registered at and attending on a full-time basis an accredited edu-
4 cational or technical institution approved by the state Department of
5 Education, whichever is later.
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NB448

ALASKA STATE LEGISLATURE

SEVENTH Legislature FIRST Session

HOUSEBILL..... NO. ...448..

By THE JUDICIARY COMMITTEE...

"An Act relating to survivors' benefits under the judicial retirement system."

Survivors' benefits, retirement

Introduced in the House 4/24/, 19 71

HISTORY IN THE HOUSE

1971

Apr 24

Read first time and referred to Committee on

Judiciary

Reported back with recommendation that

Read second time and

Read third time and

PASS : Yeas
: Nays
: Absent
: Excused

Effective Date

PASS : Yeas
: Nays
: Absent
: Excused

Reported correctly engrossed
Signed by Speaker
Sent to Senate

CHIEF CLERK OF THE HOUSE

HISTORY IN THE SENATE

19

Read first time and referred
to Committee on

Reported back with
recommendation that

Read second time and

Read third time and

PASS

Yeas
Nays
: Absent
Excused

Effective Date

PASS

Yeas
Nays
: Absent
Excused

Reported correctly engrossed
Signed by President
Returned to House

SECRETARY OF THE SENATE

HISTORY IN THE HOUSE

19

Received from Senate

Reported correctly enrolled

Sent to Governor

..... By Governor

Filed with Lt. Governor

Chapter No.

"An Act relating to survivors' benefits under the judicial retirement system."

Committee Report

HOUSE OF REPRESENTATIVES

2/18/72

_____ Date

Mr. Speaker

The Committee on FINANCE has had HB 448 under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that CS for _____ do pass
- (and) recommends it be referred to the _____ committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____	recommends :	
_____	recommends :	
_____	recommends :	
_____	recommends :	
_____	recommends :	

_____ CHAIRMAN

Committee Report

HOUSE OF REPRESENTATIVES

4/24/71

Rules

Feb 11, 1972

Date

Mr. Speaker:

The Committee on JUDICIARY has had HB 448

under consideration. A majority of the members of the Committee

recommends it do pass

recommends it do not pass

recommends it do pass with attached amendment(s)

recommends it be replaced with CS for HB 448 and that CS for HB 448 do pass

(relating to retirement and benefits under the judicial retirement system; it prev. for e. d. 30)

(and) recommends it be referred to the committee

reports it back without recommendation

(other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

William Inman _____

Mike Rose _____

Dr. [unclear] _____

Edward J. Flynn _____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

Hill [unclear] recommends: do not pass

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

William Inman
CHAIRMAN

Original sponsor: Judiciary Committee

Offered: 2/14/72
Referred: Rules

1 IN THE HOUSE

BY THE JUDICIARY COMMITTEE

2 CS FOR HOUSE BILL NO. 448

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act relating to retirement and benefits under the judi-
7 cial retirement system; and providing for an effective date"

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

9 * Section 1. AS 22.25.010(d) is amended to read:

10 (d) A justice or judge may voluntarily retire at any time and
11 shall have a vested right to his accrued retirement pay if he has
12 served five or more years. Retirement pay shall not commence until
13 he has reached age 60 or, in the alternative, he has served 20 years
14 as a judge or justice and then elects to retire [65]; except that an
15 actuarially equivalent retirement pay may be commenced after he has
16 reached age 55 [60 OR UPON HIS SERVING 20 YEARS AS A JUSTICE OR JUDGE].
17 The provisions of (b) of this section are an exception to this rule.
18 A justice or judge desiring to retire under this subsection shall file
19 with the governor a notice of his desire, together with a sworn state-
20 ment of the facts establishing his eligibility to retire. The governor
21 shall certify those facts to the commissioner of administration and
22 declare, in writing, the eligibility or ineligibility for retirement
23 of the justice or judge. If a justice or judge is eligible to receive
24 retirement pay at the time of his retirement, his retirement pay shall
25 commence on the first day of the month coinciding with or after the
26 date the written declaration of the governor is filed with the com-
27 missioner of administration. If a justice or judge is not eligible
28 to receive retirement pay at the time of his retirement, his retire-
29 ment pay shall commence on the first day of the month he reaches age

1 60 [65] or the month he becomes eligible for an actuarial equivalent
2 if he has applied for this option.

3 * Sec. 2. AS 22.25.030 is repealed and re-enacted to read:

4 Sec. 22.25.030. SURVIVORS' BENEFITS. (a) Upon the death of a
5 justice or judge who has served for at least two years, the surviving
6 spouse is entitled to receive monthly compensation equal to one-half
7 of the monthly retirement pay the justice or judge would thereafter
8 have been entitled to receive if retired at the time of death. If at
9 death the justice or judge was not yet entitled to retirement pay,
10 or was or would have been entitled to less than 60 per cent of the
11 monthly salary authorized for his office, the surviving spouse is en-
12 titled to monthly compensation equal to 30 per cent of the salary autho-
13 rized for justices or judges, respectively, at the time each monthly
14 payment is made.

15 (b) To be eligible for the survivors' benefits, the surviving
16 spouse must have been married to the justice or judge for at least
17 two years immediately preceding the death of the justice or judge.
18 The benefits continue until the remarriage or death of the surviving
19 spouse.

20 (c) If there is no surviving spouse, or if the surviving spouse
21 does not meet the requirements of (b) of this section, or upon the re-
22 marriage or death of the surviving spouse, the surviving dependent
23 child or children of the justice or judge are entitled to receive in
24 equal shares 50 per cent of the amount of the survivors' benefits
25 specified under (a) of this section.

26 (d) The surviving child or children are entitled to the sur-
27 vivors' benefits under (c) of this section during the period of their
28 dependency. Dependency exists with respect to any child of a justice
29 or judge who is either (1) a minor under the laws of Alaska, (2) under

1 the age of 23 and is a student attending on a full-time basis an
2 accredited educational or technical institution recognized by the state
3 Department of Education, or (3) so mentally or physically incapacitated
4 as to be unable to provide for self care.

5 (e) If there are both an eligible surviving spouse and surviving
6 dependent children, but who reside in separate households, the surviving
7 spouse and dependent children will share equally in the benefits
8 payable under (a) of this section.

9 * Sec. 3. AS 22.15.170(b) is amended to read:

10 (b) The presiding judge of the superior court in each judicial
11 district may appoint acting district judges as needed to serve at his
12 pleasure for a term of no longer than 12 months or until succeeded by
13 an appointment made under (a) of this section, whichever first occurs.
14 An acting district judge shall be a citizen of the United States and
15 of the state, at least 21 years of age, but need not be licensed to
16 practice law in any of the United States and need not have established
17 Alaska residence before his appointment. Service as an acting district
18 judge is not considered as judicial service for the purposes of ch. 25
19 of this title unless the judge is subsequently appointed under (a) of
20 of this section.

21 * Sec. 4. This Act takes effect July 1, 1972.
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29



RECORDS CERTIFICATION



I, the undersigned, an employee of the State of Alaska, do hereby certify that the microfilm images on this microform are accurate reproductions of the original records of the State of Alaska as accumulated during the regular course of business, and that it is the established policy and practice of this State to microfilm its records and to dispose of the original records after microfilm reproductions have been made.

James D. Smith
Signature of Camera Operator

4/4/89
Date

Original sponsors: M. Miller, Bradner,
and Fischer

Offered: 2/28/72
Referred: Finance

1 IN THE HOUSE

BY THE HEALTH, WELFARE AND
EDUCATION COMMITTEE

2 CS FOR HOUSE BILL NO. 467

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 SEVENTH LEGISLATURE - SECOND 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 to be determined by the department from funds
17 appropriated to the public school foundation account for study of
18 program feasibility or planning, or both;

19 (2) an amount not less than five per cent nor more than
20 10 per cent of the allocation to the district from the public school
21 foundation account in the same fiscal year, for each of the first three
22 years during which a continuous year-round school program is opera-
23 tional; the amount shall be determined by the department on the basis
24 of cost analysis of the program;

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

28 (b) To qualify for incentive funds under (a)(2) and (3) of this
29 section, a district need not implement a continuous year-round school

1 program in all schools of the system. However, if the program is
2 implemented within fewer than all schools of the system, the amount
3 of funds authorized as incentives in (a)(2) and (3) of this section
4 shall be reduced in the same proportion as the number of students
5 in average daily membership to whom the program is not made available
6 within the district bears to the total number of students in average
7 daily membership within the district.

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

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

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

19 (f) The continuous year-round school program supplemental
20 incentive account is established. Funds to carry out the provisions
21 of sec. 222 of this chapter may be appropriated annually by the legis-
22 lature to the account. If amounts in the account are insufficient to
23 meet the allocations authorized under sec. 222 of this chapter, such
24 funds as are available shall be allocated by the department on a
25 priority basis for the purposes authorized under sec. 222(a)(1) of
26 this chapter, and the remainder shall be distributed pro rata among
27 districts eligible under the provisions of sec. 222(a)(2) and (3) of
28 this chapter.

29 * Sec. 3. This Act takes effect July 1, 1972.

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

COMMITTEE COPY

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

ALASKA STATE LEGISLATURE

SEVENTH Legislature FIRST Session

HOUSE BILL NO. 467

By M. MILLER, BRADNER AND FISCHER

'An Act providing incentives for continuous year-round school programs within local school districts; and providing for an effective date.'

Year-round school programs

Introduced in the House 5/9, 1971

HISTORY IN THE HOUSE

19 71

May 9

Read first time and referred to Committee on

Health, Welfare & Education and Finance

Reported back with recommendation that

Read second time and

Read third time and

PASS : Yeas
Nays
Absent
Excused

Effective Date

PASS : Yeas
Nays
Absent
Excused

Reported correctly engrossed
Signed by Speaker
Sent to Senate

HISTORY IN THE SENATE

19

Read first time and referred to Committee on

Reported back with recommendation that

Read second time and

Read third time and

PASS : Yeas
: Nays
: Absent
Excused

Effective Date

PASS : Yeas
: Nays
: Absent
Excused

Reported correctly engrossed
Signed by President
Returned to House

SECRETARY OF THE SENATE

HISTORY IN THE HOUSE

19

Received from Senate

Reported correctly enrolled

Sent to Governor

..... By Governor

Filed with Lt. Governor

Chapter No.

"An Act providing incentives for continuous year-round school programs within local school districts; and providing for an effective date."

Committee Report

2/28/72

H O U S E O F R E P R E S E N T A T I V E S

_____ Date

Mr. Speaker

The Committee on FINANCE has had CSHB 467

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for _____ and that
CS for _____ do pass
- (and) recommends it be referred to the _____
committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ recommends:

_____ CHAIRMAN

Committee Report

HOUSE OF REPRESENTATIVES

Finance

24 Feb. 1932

Date

Mr. Speaker

The Committee on HWE has had HB 467

under consideration. A majority of the members of the Committee

- recommends it do pass
- recommends it do not pass
- recommends it do pass with attached amendment(s)
- recommends it be replaced with CS for HB 467 (same title) and that CS for HB 467 do pass
- (and) recommends it be referred to the _____ committee
- reports it back without recommendation
- (other) _____

MEMBERS SIGNING THE MAJORITY REPORT:

Genie Chance _____

Carl E. Moses _____

Ed Naughton _____

MEMBERS NOT CONCURRING IN THE MAJORITY REPORT:

Wick Collette recommends: no rec.

R. Specking recommends: no recommendation

_____ recommends:

_____ recommends:

_____ recommends:

Genie Chance
CHAIRMAN

STATE OF ALASKA

Inter-Department Route Slip

Pouch V

TO: _____
DEPT.: Legislature 3100

ATTN.: Mike Miller

- | | |
|--|--|
| <input type="checkbox"/> Approval | <input type="checkbox"/> Note & Return |
| <input type="checkbox"/> Signature | <input type="checkbox"/> Initial & Return |
| <input type="checkbox"/> Comment | <input type="checkbox"/> Return As Requested |
| <input type="checkbox"/> Contact Me | <input type="checkbox"/> Return For Approval |
| <input type="checkbox"/> Prepare Reply | <input type="checkbox"/> Necessary Action |
| <input type="checkbox"/> For Your File | <input checked="" type="checkbox"/> Your Information |

Remarks:

From: _____
Dept.: Education Date 2-25

By: Bonnie Kaden

Mike -

Here's the report I mentioned to you a month or so ago. It finally came in.

Would you still like to peruse it?

Return whenever you're through.

Bonnie Kaden

This Is an Education U.S.A. Special Report

Education U.S.A., a weekly newsletter founded in 1958, has introduced new dimensions to educational journalism in the United States. In addition to the newsletter, which reports major developments in preschool to graduate level education, the editors of *Education U.S.A.* prepare special in-depth reports on current education issues and problems.

News and interpretive features for the newsletter, based on materials from hundreds of sources, are written by the editors of *Education U.S.A.* and by correspondents in the 50 states. The aim: to keep the busy American educator informed of the important developments in his profession. The *Washington Monitor* section of *Education U.S.A.* is a current report on activities at the U.S. Office of Education, Capitol Hill and other federal agencies that make significant decisions in education.

The special reports are prepared when the editors decide that a new development in education is important enough to be covered in detail. *Year-Round School: Districts Develop Successful Programs* is the latest report in this series.

Education U.S.A. publications are published by the National School Public Relations Association. The weekly newsletter *Education U.S.A.* is published in cooperation with the American Association of School Administrators, the American Association of School Librarians, the Association for Supervision and Curriculum Development, the Association of School Business Officials of the United States and Canada, the Council of Chief State School Officers, the National Association of Elementary School Principals, and the National Association of Secondary School Principals. It is published weekly, September through May, and twice in the summer-time. Subscriptions are \$21 a year. Address orders to the National School Public Relations Association, 1201 16th St. NW, Washington, D.C. 20036.

Year-Round School: Districts Develop Successful Programs was written by Seymour Holzman. This special report was developed by the staff of *Education U.S.A.*: George W. Neill, Director of Special Reports; Rose Marie Levey, Senior Editor; Walda Roseman, Research Assistant; and by Shirley Boes, Director of Publishing Services for the National School Public Relations Association. Production services on the report were handled by these NSPRA staff members: Charlene Burger, Laura DiLiberto and Alice Mansfield.

Additional copies of *Year-Round School: Districts Develop Successful Programs* may be ordered from the National School Public Relations Association, 1201 16th St., NW, Washington, D.C. 20036. All orders must be accompanied by payment unless submitted on an authorized purchase order. Prices: single copy, \$4; 2 to 9 copies, \$3.60 each; 10 or more copies, \$3.20 each. Stock #411-12802.

Other Reports by the Editors of Education U.S.A.

- Drug Crisis: Schools Fight Back with Innovative Programs.* Reports on drug abuse education programs around the country; facts and figures; what works and what doesn't; involving teachers and parents. Explains new federal drug abuse acts and includes a section on hyperactivity and amphetamines and directories of drugs and drug terms. #111-12798. 1971. 61 pp. \$1.
- Individualization in Schools: The Challenge and the Options.* An examination of individualization programs, including their impact, goals, costs and results; whether students learn more; what the critics say. Detailed descriptions of eight major systems, including IPL, PLAN, IGF, IMS and PLATO. #111-12792. 1971. 61 pp. \$1.
- Shared Services and Cooperatives: Schools Combine Resources To Improve Education.* Tells how shared services can help students, teachers and districts. Gives necessary steps in setting up a cooperative and solutions to the problem of financing shared services. #111-12793. 1971. 60 pp. \$1.
- Vandalism and Violence: Innovative Strategies Reduce Cost to Schools.* What schools are doing to protect students and employes from physical attack and to secure school property from vandalism, theft and arson. Includes information on security devices and personnel; disciplinary measures; how to handle bomb threats. #111-12796. 1971. 56 pp. \$1.
- Vocational Education: Innovations Revolutionize Career Training.* A look at the boldest and most successful career training programs in elementary and secondary schools. Explains the states' approach to Voc Ed, the "cluster approach," innovative vocational guidance programs and provisions of the new federal legislation. #111-12780. 1971. 61 pp. \$1.
- Environment and the Schools: Pioneer Programs Set the Pace for States and Districts.* What's happening in school districts, state legislatures, higher education and nationwide programs concerning environmental education. Includes guidelines, sample programs, reading and film lists. #111-12782. 1971. 56 pp. \$1.
- Preschool Breakthrough: What Works in Early Childhood Education.* Comprehensive report on what's happening in early childhood education, including descriptions of federal programs, working projects, research and trends. Specific how-to advice for those seeking to set up programs for preschoolers. #111-12774. 1970. 13 pp. \$1.
- Reading Crisis: The Problem and Suggested Solutions.* A roundup of the most significant recent discoveries on reading problems and a guide to supervisory and teaching techniques that work. Gives step-by-step suggestions to help teachers diagnose reading difficulties, measure reading levels, pinpoint weaknesses. #111-12766. 1970. 56 pp. \$1.
- Differentiated Staffing: A Review of Current Policies and Programs.* Tells how some schools are using this new way of deploying and paying teachers and whether it works. #111-12751. 1970. 13 pp. \$1.
- The Shape of Education for 1971-72.* Twelve articles in concise understandable language highlight developments that have surfaced as major educational issues. A reliable source on what's new in education. #111-12790. 64 pp. \$3.
- Black Studies in Schools.* A roundup of successful programs and policies—what school systems are doing about black and other ethnic studies programs. #111-12716. 1970. 48 pp. \$1.
- The School Board Meeting.* How school boards across the nation are handling new challenges from the public and the media. A roundup of meeting procedures and approaches used by school boards. #111-12770. 1970. 43 pp. \$1.
- AASA Convention Reporter.* Highlights of the 1971 Annual Convention of the American Association of School Administrators. #111-12786. 24 pp. \$2.
- NAESP Convention Reporter.* Highlights of the 1971 Meeting of the National Association of Elementary School Principals. #111-12788. 24 pp. \$2.
- NASSP Convention Reporter.* Highlights of the 1971 Meeting of the National Association of Secondary School Principals. #111-12784. 24 pp. \$2.

Address communications and make checks payable to the National School Public Relations Association, 1201 16th Street NW, Washington, D.C. 20036.

Where Do We Go from Here?

The number of school systems that are looking or have looked into the year-round school program is growing rapidly. Yet, there is still only a handful that have either fully committed themselves to year-round education or are trying it out on a pilot basis. The big question is why. Admittedly, there are savings in the utilization of buildings on a year-round basis, but economy hasn't been the main reason that most schools have pursued a year-round program. The more successful the year-round program, the greater the commitment to quality education.

While it is true that there are many different kinds of plans available, it is also true that there is a need for more research into the successes and failures of these plans. But, it also appears evident not all plans will solve all needs within a district. No matter which plan a district picks, it will have to adapt it for its own school system. No matter how much research is done on year-round schooling, each individual district will have to decide for itself which type of basic plan will best suit its needs.

And money is a big problem. Getting state legislatures to revise existing laws to permit year-round schools and to provide new state aid formulas can be extremely difficult. But there are changes being made. Texas, Illinois and California have all passed legislation that not only permits year-round school operation but also provides emergency funds for districts during periods when regular state aid isn't available. And there are indications that other state governments are supporting the movement toward year-round education. The growth of the Education Commission of the States is an important movement toward improving the relationship between educators and legislators--a relationship that could lead to governmental acceptance of many educational experiments, including year-round schools.

Will the year-round school develop into the trend that everyone has predicted for it? "It probably will," say informed observers. As more school budgets and bond issues are rejected by taxpayers, more school boards will continue to look at year-round schools as the most viable alternative. Parents are quick to oppose double sessions and oversized classes for their children. Educators will press for more opportunities to individualize instruction and revise curricula. Taxpayers will probably continue to resist costly building programs.

The next question is: Should the year-round school be in operation in every school district? The answer, according to those who have studied the issue most carefully, is "no." Some districts probably can't afford it. If the school district enrollment is too small, certain kinds of programs might not be feasible at all. Yet, with the continuing pressures for more and better learning for children and the constant demands from taxpayers to at least hold the line on educational costs, the year-round school concept is expected to get more and more attention. One thing is clear: The year-round school isn't coming any longer--it is here.

YEAR-ROUND SCHOOL

OVERVIEW

One of the most discussed and controversial issues in education today is the proposal that the public schools be operated as close to maximum usage as possible all year long. To achieve this goal, a major overhaul of most of the nation's schools would be required, drastically affecting parents, students and the professional staff.

Today, most of our public elementary and secondary schools operate with a school year of approximately 180 days. Many of these schools sit locked up during the summer months, their facilities unused. Some teachers who work in the classrooms during the school year spend their summers vacationing or attending school; others seek temporary employment. Some pupils spend their summers in camps or vacationing with their parents; others face the summer layoff from school with "nothing much to do."

Many people consider this situation a great waste of costly facilities and equipment, valuable professional skills and important learning time. Many consider our system with its nine-month school and three-month vacation a remnant of our agricultural society. These people believe that schools must be redesigned to meet the needs of a highly urbanized society. In an effort to deal with these pressures for more and better learning needed by youth in an urban society and to meet the demands by taxpayers to reduce costs or, at least, hold the line, educators and others are looking for workable alternatives. One which is receiving a great deal of attention and support is the year-round school.

Plans, programs and systems for rescheduling the school year are not exactly new. In the early part of this century, vacation schools which provided recreational activities were developed as the first step toward eliminating the long summer break. Later, these vacation schools began to develop some academic orientation. They were made available most often to students who had failed courses during the regular school year and who wished to make up those courses. Today, many summer schools now offer a full range of enrichment and broadening courses.

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And, even further, there were earlier attempts at using the year-round school. Bluffton, Ind., operated a short-lived program that started in 1904. Other school districts that operated for various periods of time on the year-round system were Omaha, Neb.; Nashville, Tenn.; Newark, N.J.; and Ambridge and Aliquippa, Pa. The Newark experiment is probably the most notable of all. It began in 1912 and continued until 1931. The program was considered popular with parents, teachers and businessmen, but it died during the lean years of the depression. One of the major pluses of the Newark experiment was its effect on juvenile delinquency. One study of the Newark program noted that the year-round school system was an important influence "which succeeded in keeping a large proportion of children out of 'mischief' during the summer."

The Newark, Omaha and Nashville plans operated on the basis of improving the educational program. The Ambridge and Aliquippa programs were aimed at utilizing existing buildings before constructing new schools. While the first three plans expired because of a shortage of funds during the 1930s, Ambridge and Aliquippa operated only until funds were available for new schools.

Today, the movement and acceptance of year-round schools isn't so isolated. Upwards of 25 school districts are either operating full year-round school programs or pilot programs in one or two schools. What's more, the number of other school districts that are studying year-round education programs with the idea of installing them soon is uncountable. The most conservative estimates indicate that school districts in some 27 states are actively studying the concept. How many school districts are examining the idea with a cautious and quiet approach no one knows. At least as impressive, and perhaps even more so, is the list of state education departments and state legislatures that are looking into ways to assist local districts in implementing year-round programs. Then, if we add in the number of national and regional conferences devoted solely to the examination of year-round education, we can get some idea of the growth and acceptance of the concept.

But what does it all mean? What effect will year-round education have on America? On American education? Concrete answers are, of course, hard to come by. So far, no year-round school program has been operating long enough. There are still too many ifs. But there are some possibilities. One very strong possibility is the complete structuring of the instructional system. Although the year-round school has nothing to do with the actual instructional program, a rescheduled school year could provide the framework for making marked revisions in instruction. There is also the possibility that under year-round school programs, school districts could improve their public relations position by regaining lost confidence and support of the general public. Given the idea that year-round schools are an indication of an attempt to make school operations more efficient, the recent trend toward public rejection of school budgets and other educational programs could be reversed.

Other possible effects of year-round education on American society could include a lessening of students' dependence by freeing them for employment or higher education at an earlier age, a reduction in juvenile delinquency, an elimination of the student glut on the summer job market which would be coupled with the opportunity for more students to get jobs during their vacation (non-summer) times and the opportunity for businessmen to change the work-vacation patterns of their businesses.

To answer those and other questions, the school board put together the following list of the most asked questions and their answers.

Question: What will children do for recreation if they are on vacation during a quarter other than summer?

Answer: This is an area that will require close study and coordination with local agencies that provide recreational programs. Presently there are not sufficient programs available on a year-round basis.

Question: What kinds of savings can you point to with the continuing four quarter plan?

Answer: Economy would result immediately by putting existing buildings to use year round. For example, if 15,000 pupils were to choose to attend school during the summer quarter and they select vacation time during the fall, winter or spring quarters, 200 classrooms would be saved. At today's prices, the cost of building 200 classrooms can be roughly figured at \$50,000 per classroom, or \$10 million.

Question: How will children be able to go to school during the summer? If we have to air-condition buildings, won't that eat up some of the savings?

Answer: At the present time there are 21 air-conditioned schools in the district--12 elementary schools and nine high schools. These 21 schools have the capacity to house 27,050 pupils. The schools are evenly distributed in each of the five educational districts. Consequently, any student desiring to attend the fourth (summer) quarter can be assured of attending an air-conditioned school.

Question: Would busing patterns change?

Answer: Not really. During the summer quarter it might be necessary to transport some children to an air-conditioned school.

What are the problems? Some problems are administrative and educational and can be worked out by the local school administration and staff. These include rewriting the curriculum and arranging scheduling. The curriculum reorganization is in the hands of the staff and is under way. The scheduling may be somewhat more difficult to solve. In order to equalize the enrollment loads over the voluntary vacation quarter, some very effective counseling of both students and parents will be required.

But the most serious problem, and one that is really out of the hands of the local school district, is financing. A change would be necessary in the foundation program law (state education aid formula) in order to distribute funds for a year-round program. Until this is resolved, the Jefferson County program will not get under way as originally planned. It may have to be implemented gradually. Yet, like the Atlanta program, Jefferson County officials are not considering this plan as an experiment. It is a commitment to a new style of schooling. "In the final analysis," VanHoose concludes, "the feasibility of a continuous learning program is determined by the degree of commitment to the idea by the professional staff and the degree of commitment by the community in providing the best educational apparatus for the children of the community."

What's more, administrators and teachers find it doubly appealing because it is a possible way of eliminating the learning loss that accompanies long periods of vacation. Teachers see the year-round school as a way of reducing the amount of time they must spend rehashing material that had already been presented to students. Teachers also like the year-round school because it gives them the opportunity to continue to use their professional skills and make more money.

Another facet of the year-round school appeals to educational traditionalists. These people view the state of American education with alarm, stating their concern that American students are falling behind students in the Soviet Union and other European and Asian countries. To them the longer school year is vitally important because it puts American education into direct competition with the longer school years of Europe. They also believe that longer school years should not be voluntary, but mandatory because there is so much more to be learned.

Many businessmen support the year-round school concept, too. They like the idea of more efficient use of plants. They also believe that it will be easier to provide more jobs on a year-round basis than to have all job-hunting teen-agers on the employment lines during the summer months.

Yet, for all of its appeal, the year-round school also has its detractors. There are some people who strongly oppose the concept of the year-round school because, simply, it is at odds with traditional school and vacation habits. Then there are people who have an axe to grind. These are the people who operate summer camps and resort areas. And, finally, there are those people who are opposed to any idea that brings with it changes in established patterns of living.

- Can the plan improve curriculum and instruction?
- Can the plan be made operational without undue disruption to community life?
- Does the plan have the capacity to improve the status of teachers?
- Will the plan put existing buildings into use year-round?
- Does the plan point to eventual economy?

The committee reported the following after studying the plans: "In our judgment, the continuing four quarter plan ranks high in each of these categories. Consequently, we recommend the four quarter plan as the plan most feasible for implementation in the Jefferson County School System. The continuing four quarter plan has some unique advantages that should be listed:

1. It provides flexibility in course offerings. Subjects in each discipline are prepared for 60-day sessions and are, for the most part, nonsequential; therefore, students have a greater selection of courses.
2. It reduces the number of failures and dropouts. It is believed that the curriculum will be kept up to date with the inclusion of new materials, and thereby maintain student interest throughout the 60-day session.
3. It provides students more entry and withdrawal dates each year. Instead of one starting date, there will be four. There will also be a corresponding number of termination dates. Consequently, a sick or injured child would not have the added fear of falling so far behind in his class that he could not catch up.
4. It offers students the opportunity to accelerate their progress through school. Students could choose to attend school for 240 days per year for the purpose of acceleration, enrichment or remediation.
5. It allows better utilization of professional personnel. The division of the school calendar into four equal 60-day segments allows greater flexibility in the use of teachers. Teachers could choose to teach all four quarters, or they could choose to teach a lesser number of quarters.
6. It makes use of existing school buildings 240 days per year. This would answer the demand of getting greater use of existing facilities.
7. It allows students and teachers the option of voluntary participation during the fourth (summer) quarter. In addition, students and teachers would eventually be allowed to choose any quarter for vacation purposes.
8. It provides for economy. By utilizing school buildings the year round and allowing pupils to accelerate their progress through school, some eventual economy can be effected, while at the same time improving the quality of education offered.

"For these reasons we recommend that the continuing four quarter plan be adopted and that all pupils in the system have the opportunity to attend the fourth quarter on a voluntary basis," said the committee. With these recommendations in hand, Supt. VanHoose went before the school board and got approval for the year-round school plan in May 1970.

How Will the Jefferson County Plan Work?

The school year is divided into four equal, 60-day quarters--September-November, December-February, March-May and June-August. The first three quarters make up the school year in the traditional sense. The fourth, or summer, quarter would be available on a voluntary basis. At present the school system has approximately 90,000 students enrolled. If 15,000 were to enroll in the fourth quarter, that would mean approximately 5,000 less in each of the other three quarters. This, school officials say, would result in an immediate savings of 200 classroom units.

What Are the Advantages?

One of the biggest benefits of the program, school officials say, was the opportunity to revise and rewrite the curriculum. It was a big job, but rewarding to those who participated. One American history teacher said that he seldom got beyond the Civil War during the school year. "In my judgment, American history would lend itself to being divided into a number of 60-day courses. Students could then choose courses concerning the dead past, the immediate past or the current scene."

Providing education for the exceptional child is another side benefit from the continuing four quarter plan. O. L. Shields, assistant superintendent of Jefferson County Schools, said: "Flexible scheduling would be especially beneficial to the students whose style of learning requires individualization because he would have the option of attending most of the school year. Educable mentally retarded and trainable children tend to regress after long vacations because their habits need to be constantly reinforced.

"When it is realized that perhaps one-fourth of our pupils have some type of departure from normal approaches to learning and when it is further realized that these diverse deviations from normal require a variety of interventions, it becomes apparent that the more flexible type of scheduling under an extended school year plan is an absolute necessity.

"Yet another advantage of an extended school year is the availability of work space for volunteer tutors. Many of these volunteers have difficulty finding space to carry on their one-to-one corrective training during the normal nine-month term. Several thousand pupils will benefit maximally from this help with trained paraprofessionals."

Reactions to the plan from parents, other members of the community, business and professional men and the press have been extremely favorable. The Kentucky Chamber of Commerce and a number of social organizations throughout Jefferson County praised the program both for its attempt to deal with a growing economic problem and its interest in providing quality education.

But, there were some questions, too. Many people were concerned about the types of recreation available for students taking vacations at times other than during the summer. Others were concerned about the economy of the plan. And others were interested in knowing if busing patterns would change and whether or not schools would be air-conditioned for use during the summer.

A CLOSER LOOK AT THE YEAR-ROUND SCHOOL

Just what is this year-round school we've been talking about? How does it work? And why does it appeal to so many people? Simply stated, year-round education is a program in which schools are open for 12 months with the same instructional program being offered on a continuous basis instead of a 9-month school year with limited summer offerings.

There are a lot of different names associated with the concept--year-round school, year-round education, extended school year (ESY), expanded school--but they all have the same basic aim. That aim is to make maximum use of all facilities and, wherever possible, to eliminate the need for constructing new schools, furnishing them and staffing them.

How this is accomplished varies. In fact, there are almost as many different types of year-round school programs as there are school districts implementing year-round school programs. There are quarter systems and trimester systems which try to spread the enrollment out over three or four school time segments instead of having everyone go to school at the same time. In each of these types of programs, either three-fourths or two-thirds of the students are expected to be in school while the rest are on vacation.

Under programs such as the continuous school year plan, extended K-12 plan, and multiple trails plan, the school year is extended from 204 to 210 days or more in order to save a year or two of school out of every 13. And then there are the modified summer school plans. In those plans, the regular school year consists of 180 days, but the summer school program is broadened and is arranged so that students are able to take a full-term academic course during the summer months.

To date, the more popular plans are voluntary. That is, the students, with the help of their parents, are allowed to choose the quarters or trimesters they wish to attend. Teachers, too, have various options. They can either work a full 12-month year and receive more money or they can take a quarter or trimester off in order to travel or go to school or whatever.

One of the bright spots of the year-round school program is its broad appeal. People closely involved with education can find things they like in it as well as people who are not deeply or closely involved in education. But the main reason for the appeal of year-round education is economic. Given today's revolt by taxpayers who have been rejecting school budgets with alarming frequency, anything that gives even the semblance of saving money or of using funds, facilities and people more efficiently appeals to a lot of people--school board members, administrators and the general public.

Chula Vista Begins the 45-15 Plan

As with any year-round school program there is the ever-present problem of getting either state approval or a change in the state aid-to-education formula. The California State Legislature changed the school laws to permit the operation of the 45-15 plan. And, an emergency clause in the law provided Chula Vista with operating funds early in July. Previously, state appropriations were not available until late August. On July 6, 1971, the Chula Vista 45-15 plan began operations.

Although Tiffany isn't sure about the final outcome of the 45-15 year-round school program in Chula Vista, two nearby districts were convinced enough to make plans to move into year-round schooling. The La Mesa/Spring Valley (Calif.) School District decided that three schools would experiment with the year-round school plan in an effort to solve student housing conditions. Two elementary schools, K-6, and a junior high school, grades 7 and 8, are involved in the program, which began in July 1971.

And the Lakeside Union School District is readying a plan to begin the year-round school program in July 1972. Lakeside--made up of 3,600 students and seven schools--six elementary schools, K-6, and one junior high school, grades 7 and 8--will use the plan on a districtwide basis. It is not being considered as an experimental program, but instead as an educational concept for the district.

Case Study #6—Jefferson County (Louisville), Ky.

The Jefferson County school system is planning to take on a new look during 1972-73 as part of its year-round school program.

Why? Because Jefferson County school officials have decided that they cannot afford to allow expensive plant facilities to sit idle for three months in the summer. Also, the officials decided to make important changes in the instructional program to make it more relevant, interesting and individualized.

Jefferson County school officials had been considering the idea of year-round schools for more than 10 years. But it wasn't until 1968 that all the pieces came together. With school enrollments climbing rapidly, and new and expensive buildings in sight, Supt. Richard VanHoose felt it was time to take a real hard look at the year-round school idea. "We felt we had to do something, we had to respond creatively to the demands of a new era. We had to find some medium that would let us set up a flexible, imaginative approach to education. And, we felt the year-round school was a logical way to revise the school year to give us what we felt we needed."

A study committee consisting of school staff and citizens was formed, and it received favorable response to the year-round school concept from teachers, administrators and the public. Then the big question arose. What kind of year-round program would best suit the needs of Jefferson County schools? The committee took a look at many different plans--the quadrimester, trimester, multiple trails, modified summer school and the continuing four quarter plans. For each plan they posed these five questions:

THE VARIOUS 'SOLUTIONS'

The following are some of the different ways used to operate a year-round school:

- The Staggered Quarter Plan
- The Consecutive Quarter Plan
- The Trimester Plan
- The Continuous School Year Plan
- The Multiple Trails Plan
- The Modified Summer School Plan
- The Quinmester Plan

The Staggered Quarter Plan

This plan is probably the most popular of all year-round school systems. It encompasses a 48-week school year divided into four terms of approximately 12 weeks each. Under this plan, students are divided into four equal groups and attend three of the four quarters. At any one time, three-fourths of the school enrollment are attending school and one-fourth is on vacation. Generally, this type of plan operates on a voluntary basis, and students are allowed to choose which three of the four quarters they wish to attend. Teachers, too, generally have the option of working either three or four quarters, with additional compensation if they work all four terms. (See figure 1.)

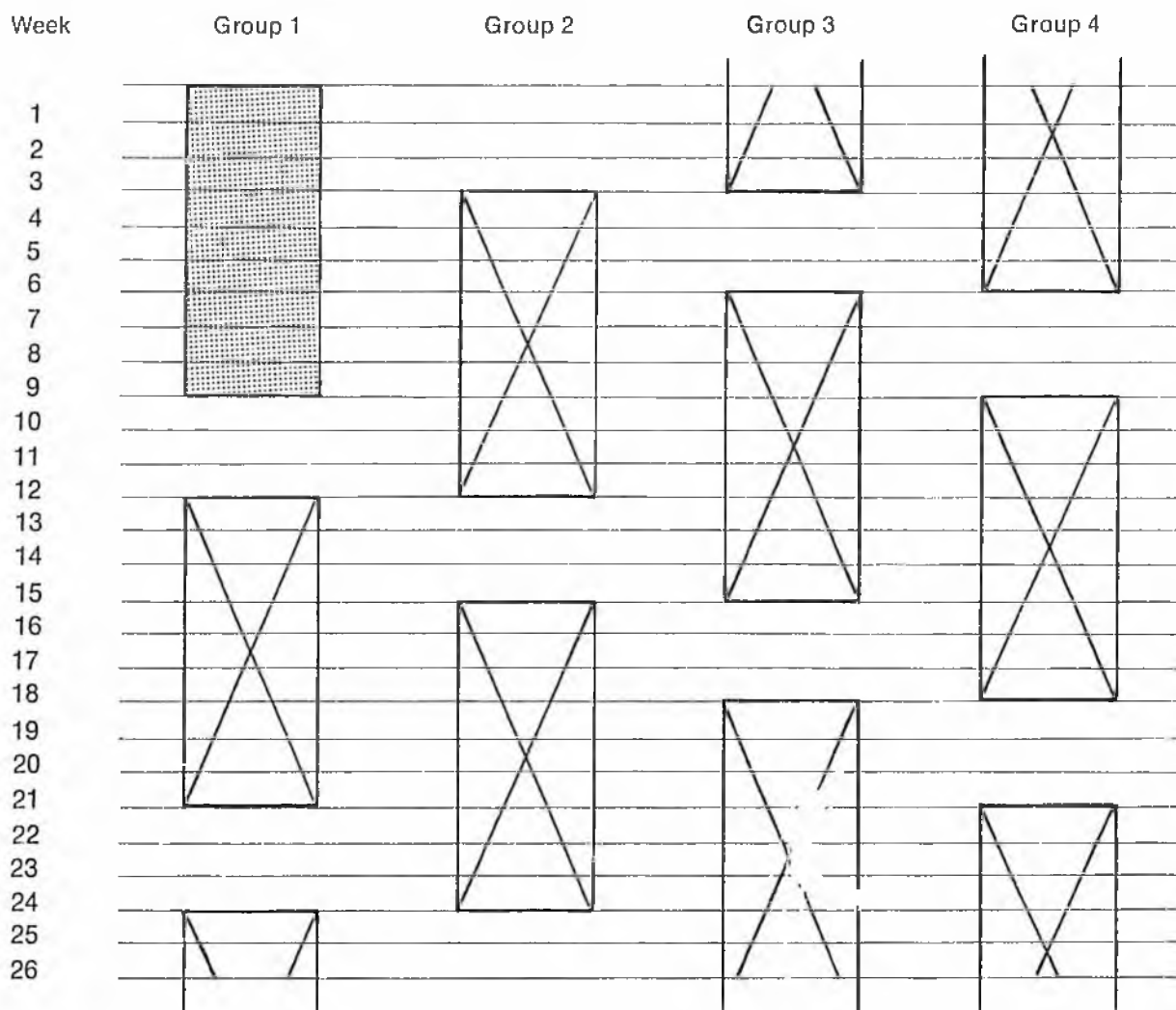
Figure 1: THE 48-WEEK STAGGERED QUARTER PLAN

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Group A	in school	vacation	in school	in school
Group B	in school	in school	vacation	in school
Group C	in school	in school	in school	vacation
Group D	vacation	in school	in school	in school

Under the basic plan, there would be 12 work weeks each quarter or a total of 48 work weeks and 30 days for vacation yearly. A variation of this type of plan is commonly called the 45-15 quarter plan. Generally used on the elementary school level, it calls for 45 days of school (9 weeks) and 15 days of vacation. The balance of the time off will be made up of regular holidays and traditional Christmas and Easter vacation periods. (See figure 2.)

Figure 2: THE 45-15 STAGGERED QUARTER PLAN

A Partial View of 26 Weeks



The Consecutive Quarter Plan

Another variation of the quarter system is the consecutive quarter plan. In this type of plan, all students attend school for 48 weeks, four quarters with each having 12 weeks. Approximately four weeks of vacation are built into this plan, and these are likely to be spread out at various times of the year, including traditional holiday vacations for Easter and Christmas. Under this type of plan, students have the opportunity to accelerate and complete four years of work in three years, or to take additional enrichment courses.

Question: Can my children be bused to another school if I so desire?

Answer: In some cases, family problems will keep a student from joining the year-round program. If a family cannot work out its personal problems, such as baby sitters for working parents, then those children can go to a school not on the 12-month plan.

Question: What were the feelings of parents toward the plan?

Answer: Seventy per cent of the parents involved indicated they favored the program. Approximately 15% more said they will send their children to a year-round school if the program is approved.

Question: Will there be any additional teaching staff hired?

Answer: Since the four school buildings in the experimental program will be utilized to serve the equivalent of five school populations, enough staff will be hired to serve five schools. In other words, there will be no more staff hired than would normally serve five schools.

Question: What effect will the year-round program have on the junior and senior high schools?

Answer: Since we are not part of the high school district, we are not in a position to state what effect the year-round program will have. However, there is an indication that the high school district is moving toward an extended year plan. The regular summer session will run seven weeks, and an additional 17-day summer session is being planned. This is a step toward the 12-month school.

Question: Will the entire district eventually go on the year-round plan if this experiment works out?

Answer: At this time it is a difficult question to answer. It would first be necessary to evaluate the worth of the current plan. However, it is conceivable that because of the savings in building costs and the opportunities this plan offers for a quality school program that it could eventually spread throughout the district.

Question: How would a 12-month student be affected if he transferred to another area in Chula Vista with only a 10-month program?

Answer: The child would be affected in much the same way as if he were to transfer out of the district. That is, if he had started in July, the youngster would be much ahead of the boys and girls in the regular classroom. It is also possible, just as it is presently, that a parent may request an intradistrict transfer and have his child remain at the school for the remainder of the year.

Question: Since classrooms would presumably be filled with normal classes, where would the proposed summer school classes be held in the year-round program?

Answer: The summer school classes will be held in two classrooms made available as a result of the year-round school. Again, because of the year-round plan, the number of classrooms available will be more because the number of students using them at any one time will be less.

Question: Since children will be off school for 15-day periods at varying times of the year, what kinds of activities will be available?

Answer: It is our plan to provide summer session-type activities for these children. Also, we plan to work with the San Diego Department of Parks and Recreation to provide programs the year round.

Question: Would class sizes be larger under this plan?

Answer: No. We plan to maintain the present pupil-teacher ratio of 30 to 1.

Question: Do teachers approve of this plan?

Answer: Yes. A large majority of teachers presently working in the Otay Mesa area have indicated their interest in participating in the program. In addition, more than 80 teachers in other district schools have indicated some interest in working in this program.

Question: Would all the children in my family be affected by this plan?

Answer: All children in your family who would be enrolled in grades kindergarten through six would be affected by the plan. They would go to school and be on vacation at the same time.

Question: If your plan works, will you stop building new schools in the future?

Answer: No. As new areas develop we would need to construct more schools. However, if this plan works, we may be able to build one-fourth fewer schools at a potential savings of millions of dollars.

Question: Will special programs continue to be offered? For example: programs for gifted children, special education, instrumental music?

Answer: Yes. Programs offered in all other district schools will be available in the year-round program.

Question: What about vacation plans when you have one child in high school and one in this program?

Answer: This program provides a three-week vacation during the summer for all children. In addition there would be three other three-week vacations during the rest of the school year. For those parents who have unusual problems, such as trips booked in advance, we would plan to work out a flexible schedule wherever possible.

Question: Will this program be more expensive to the taxpayers?

Answer: No. It will be less expensive. Since we will be able to work with more children within our existing operation, the cost on a per-child basis will be lower.

Question: Will the concepts of open space schools and team teaching that we now have be possible in this program?

Answer: Yes. These programs would be continued and there would be an opportunity to develop other changes in the instructional program as well. There may have to be changes made in the order of teaching certain things because of their timeliness. But libraries would be open for the full school year. Children would be less likely to unlearn what they have covered during a three-week vacation than during a three-month vacation.

The proponents of the staggered quarter plan favor it primarily because it drastically reduces the need for new buildings and furnishings. Theoretically, 25% more students are cared for by approximately the same staff, with the same number of classrooms, libraries and other facilities. Also, it is considered a good way to stabilize teaching staffs. With full-time employment and increased salaries, it is believed that the teacher turnover problem can be eased.

However, there are inherent weaknesses to the plan. Without the traditional summer maintenance period, costs for maintenance could rise. Weekend and nighttime maintenance will require overtime pay for maintenance staff. Continuous use of facilities could require their replacement and repair more often than in a traditional school year. Other economic factors could include the cost of installing air conditioning in some parts of the country, less efficient bus and other transportation usage, and more expenses for instructional materials.

Other problems include adjusting prevailing patterns of family living and business operation, particularly with regard to standard summer vacation times. Student activities, too, would be difficult to plan for. For example, if a student wanted to play football, but was not enrolled in the quarter that overlapped the football season, would he be eligible to play? Would he be covered by insurance even if he were eligible, but not attending classes during that quarter? These questions may not seem important, but just consider the situation in Philadelphia. Although the problem there had nothing to do with year-round schools, for financial reasons the school board there eliminated all extracurricular activities. By the time the football season was ready to start, there was such pressure from parents and the community that the program was restored. This may not be an important point for educators, but for coaches, students and parents, it is.

A really difficult problem to solve with the voluntary staggered quarter plans is the division of student enrollment. In order to be most efficient, the student enrollment should be divided evenly--into four equal groups. And, going one step further, not only should each quarter have the same number of students, but the number of students enrolled in each grade at the elementary school level and in each subject in high school should be the same for each quarter. So far, no school system with this type of plan has shown that a full fourth of the students attends each quarter. A school system with a small enrollment may have difficulty in attaining optimum efficiency.

The Trimester Plan

Another plan, very similar to the quarter plan, is the trimester plan. Like the quarter plan, the trimester can be either staggered or continuous. The major difference between the quarter and trimester plans is that, instead of four groups of students, there are three. And, like the staggered quarter, only some of the students will be going to school at the same time. In the voluntary trimester plan, students have the option of attending any two or all three of the terms. So, ideally, there should only be two-thirds of the students in school at any one time. Teachers, too, have the same options as under the quarter plan. They can choose to teach two or three terms, with the

opportunity for additional money if they teach all three. The same advantages and disadvantages of the quarter plan hold true for the trimester plan. The major economic factor is reduction in the need for new school buildings and for furnishing and staffing them.

The Continuous School Year Plan

Also called the continuous progress plan, the continuous school year plan proposes a longer school year with pupils completing one grade's work in the traditional 180 days, and then spending the remaining time on the next grade's work. Generally, the school year is from 204 to 225 days. The length of the school year depends on the number of grades included in the plan and the corresponding number of years over which one year of school is saved. For example, if grades 1-6 are included, and one year in six is to be saved, the school year will be approximately 216 days. If the grades are K-6, a 210-day school year would be required to save one year in seven. (See figure 3.)

Figure 3: THE CONTINUOUS SCHOOL YEAR PLAN
K-6, 210-Day School Year

Year or Learning Level	Curriculum Adjustment*	
Level 1	Kindergarten—180 days	Grade 1—30 days
Level 2	Grade 1—150 days	Grade 2—60 days
Level 3	Grade 2—120 days	Grade 3—90 days
Level 4	Grade 3—90 days	Grade 4—120 days
Level 5	Grade 4—60 days	Grade 5—150 days
Level 6	Grade 5—30 days	Grade 6—180 days

*Curriculum Adjustment—to save one year in seven.

As opposed to the quarter or trimester plans, the continuous school year plan is based more on educational motives than on economic ones. While it is true that proponents say that by moving students through school by saving a year, more students can be educated with the same facilities, they are more often saying that this type of plan does away with the traditional grade system. For example, instead of moving from grade six to grade seven, pupils would actually be moving from learning level six to learning level seven.

The most difficult problem to overcome with this type of plan is that of parental resistance. Parents generally want to know what grade their child is in. They can understand you when you say grade six or seven. But

Case Study #5—Chula Vista, Calif.

After hearing about the year-round school concept for some 20 years, and after taking a look at the Valley View, Ill., 45-15 plan, Burton C. Tiffany, superintendent of the Chula Vista Elementary School District, decided it was the best possible answer to his district's problems. He made his decision in December 1970. Three months later, after intensive study, the Chula Vista Board of Education agreed with Tiffany and made a decision to experiment with the year-round school concept in four schools.

Why? "Our school population was and still is growing faster than our ability to build new schools. Right now we have 17,000 students in 26 schools. In the past two years, we've opened three new schools. We have very few alternatives. We had reached the maximum property tax assessment in the community, so the only things we could have done were to get more portable classrooms, go to double sessions or find some better way to use the facilities we had. After our studies, we felt the only way was to make better use of what we had, and, after looking at the Valley View Plan, we felt it would be adaptable here."

The Chula Vista experiment takes in four schools in an area called Otay Mesa. It involves approximately 4,000 students in grades K-6 and slightly more than 100 teachers. It works very much the same way as the Valley View Plan: The children are split into four groups, with each group attending school for 45 days and then taking a 15-day vacation. Starting times for the groups are staggered, so that no more than three groups are in attendance at any one time. "All we've done is simply eliminated the three-month summer recess," Tiffany says.

Tiffany was faced with a different kind of problem than those in other areas. Many parents in his district are of Mexican-American descent and in many homes parents do not speak English. When the program was approved by the school board, a question and answer form was sent out to all parents in the Otay Mesa area. To solve the language problem, the form was printed in English on one side and in Spanish on the other.

Some of the questions and answers on the form explain the approach the Chula Vista administration took in solving some of the peripheral problems:

Question: What is the problem?

Answer: There are approximately 4,000 children living in the Otay Mesa area enrolled in kindergarten through grade six. For this area we have four schools: Finney, Silver Wing, Juarez-Lincoln and the new Los Altos School. The available classroom space under our present program can handle about 3,200 children. Thus, we will be short space for 800 children. There are two alternatives: double sessions or year-round schools. We feel that double sessions are a poor solution. Children would attend school for a shorter period each day and this would result in an appreciable loss of educational opportunities for students. The 45-15 year-round plan would allow children to go to school for a full day, and the shorter vacation times between school periods would reduce the learning loss that occurs during long-term vacations.

Figure 8: SECONDARY SUMMER SCHOOL PARTICIPATION

Course	No. of Weeks	No. of Students Participating			Total
		Grades 7-9	Grades 10-12	Other	
Shakespeare	3	3	6		9
Regular English	6		32	7	39
Modern Literature	3		2		2
Composition Workshop	3		6		6
English Review	3	19			19
Developmental Reading	3	41			41
Study Skills	3		11		11
Fundamentals of Math	3	39			39
Fundamentals of Math	6	16			16
Algebra I	8	14	4		18
Independent Study—Math	4-8	3	17	1	21
Computer Science	6	13	5		18
Photography	3	14	5		19
Chemistry	8	2	9		11
Biology	8	7	2		9
U.S. History	8		34		34
Modern Problems	8		5		5
Painting	3	4	4	1	9
Jewelry	6	1	3	2	6
Ceramics	6	15	20	4	39
Drawing	3	14	11	1	26
Arts & Crafts	3	20			20
Leathercraft	3	9			9
Woodworking	6	12			12
Sewing	3	49	17	1	67
Typing I	6	51	18		69
Summer Stock	6	6	21	5	32
Advanced Band	6	9			9
Vocal Music	3	12			12
Stage Band	6	8	5		13
Small Ensembles	6	2	1		3
Driver Training (classroom)	3	12	22		34
Practice Driving		71	72	1	144
Weight Training	9	<u>90</u>	<u>58</u>	<u>—</u>	<u>148</u>
		556	371	23	950

they have difficulty understanding learning levels. Also, the school staff must be prepared for and committed to nongraded and individualized learning programs.

The major opposition to other plans--no long summer vacation--is virtually eliminated. Under the continuous school year plan, the school year is lengthened, but a summer vacation of six or seven weeks plus regular vacations for Christmas and Easter are offered.

The Multiple Trails Plan

This type of plan provides for the reorganization of secondary schools, and emphasizes both educational and economic gains. The school day is no longer and is rescheduled into time modules of varying length. Some modules might be 15 to 17 minutes long, others 30 minutes. Also, classes might meet less or more often. Basically, the school year is 11 months or approximately 210 days. This also allows either a July or August summer vacation, plus traditional winter and spring vacations.

The ultimate aim of the program is the adoption of a program of continuous progress in which secondary school grade lines become insignificant. Instead, pupils move along a subject trail at their own rates. The traditional curriculum is reorganized into broad resource units that can be completed in four, five or six weeks.

The Modified Summer School Plan

Just as the name implies, this plan is the regular 180-day school year, plus an expanded summer school. In addition to the regular 36- to 40-week program, the summer program is changed to provide full-term academic courses instead of just remedial, make-up and enrichment courses.

The aim of this program, like some of the others, is to accelerate the student so that schooling is completed in one less year. The cost of operating such a program tends to be somewhat higher than others. This is especially true if too few students elect to attend the summer program.

The Quinmester Plan

Similar to the modified summer school plan is the Quinmester Plan. In this plan, the school year is divided into five 45-day units. Four of the units (180 days) comprise the regular school year and the fifth term occurs during the summer. The key to this program is educational gain. There is some economic advantage if students elect to attend all five terms, but that is not the main feature. In Dade County, Fla., where the plan is operating, school officials cite three primary educational advantages. First, it opens the door for a richer curriculum. Since each term is nine weeks long, the curriculum can be thought of as a series of minicourses. Thus, any number of minicourses can be developed to suit the tastes of virtually all students. This way the student has a choice of four offerings in order to complete one year's work.

A second advantage is that this type of plan encourages experimentation. The student can try a new subject for a nine-week term to find out if he likes it. If he doesn't, he can drop the subject at the end of the 45-day period, and try something else.

And finally, the quinmester plan has the potential to reduce failure. The student is not locked into a full-year course. If he fails a nine-week course, he only loses one-quarter of a year and he can elect to take some courses during the summer term to make up that loss in a different area.

Built-in Problems Confront the Concept

While each plan has its own built-in problems, there are some general problems that face the year-round school concept. The primary one is that of state education aid. Presently, most states allocate aid on the basis of the average daily enrollment of a school system for a traditional September through June school year. If school districts are going to switch to some other form of scheduling the school year, state legislatures are going to have to reform their methods of distributing state aid. Also, many state governments set the requirements for school operations. These, too, have to be changed to permit school districts to operate on a school year of more than 180 days.

Economics is another problem. As mentioned earlier, there is little savings between the traditional school year and the rescheduled school year. The major saving is in the area of new school construction and furnishing. But most of this saving goes into additional teacher salaries and more instructional materials. The real saving comes from not having to raise more money through taxes to purchase these materials at the same time as the district is embarking on a building program for new schools. Also, if the year-round school program is voluntary, there will be almost no dollar savings because there is bound to be an unequal distribution of pupils during the various terms. On the other hand, a mandatory plan can result in some savings.

Another real problem is getting community support. Too often communities have opposed year-round school plans because they were not involved during the initial planning or because they weren't given enough information to make a decision. In some cases, a community has rejected one type of plan, but has come out strongly in favor of a second choice because it is more appealing to them.

even further in putting together the plan, Lake Oswego officials, with the help of the 12-month contract for teachers, were able to be far more flexible in developing the instructional program of the summer session. Eighty-six teachers (49 secondary and 37 elementary) signed year-round contracts and were assigned according to their training and to where they were needed. Some high school teachers were assigned to elementary level classes, and vice versa. For example, a high school English teacher taught creative writing to intermediate grade youngsters. Two secondary school industrial arts teachers instructed children in grades 3-6 in elementary woodshop.

There were some staff problems, however. A number of teachers who had signed 12-month contracts requested releases and some of them left the district. Yet, there were some teachers who had not signed up, but who changed their minds.

The Citizens Advisory Committee on Curriculum and the Lake Oswego school board consider the program an outstanding success. Since an important part of the program was to determine the attitudes of teachers toward the 12-month contract, the question posed to the staff at the end of the first year's experiment was: "Do you plan to be on a 12-month contract next year?" Of 84 teachers who responded to the question 47 said yes; 13, no; and 24, undecided. Yet, 72 of the 84 teachers signed up for 12-month contracts for the 1969-70 school year. The 12 who didn't sign either left the district, returned to school, or took vacations.

Figure 7: ELEMENTARY SUMMER SCHOOL ENROLLMENT

Course	1st Session	2nd Session	Total
Arts & Crafts	193	147	340
Elementary Band	24	12	36
Creative Dramatics	110	80	190
Literature & Creative Writing	37	19	56
Math Explorations	40	20	60
Math Fundamentals	147	113	260
Vocal Music	27	10	37
Reading	149	85	234
Remedial Reading	136	83	219
Rhythms & Games	12		12
Explorations in Science	110	65	175
Tumbling	215	119	334
Woodshop	97	67	164
	<u>1,297</u>	<u>820</u>	<u>2,117</u>

Case Study #4—Lake Oswego, Ore.

An expanded summer school program to strengthen the education of students by broadening or reinforcing their learning experiences was the aim of Lake Oswego, Ore. Although summer programs of varying dimensions had been available to Lake Oswego students for many years, an examination of programs offered since 1961 shows wide variation in the methods of financing, numbers and types of course offerings, and the degree of participation. In 1961 and 1967, for example, there were no summer sessions; in 1962, 1963 and 1964 the summer program was supported by patrons; in 1965 the district totally financed the program; and in 1966 the district partially financed it. Enrollment also failed to follow any pattern--in 1963 there were 52 pupils; in 1965, 884; and 1966, 651.

The inconsistent performance of the summer program concerned many people--the school administration, the Citizens' Advisory Committee on Curriculum and the Board of Directors of the Lake Oswego School District. After careful consideration, those concerned developed these purposes for the program:

- Offer opportunities for enrichment and exploration beyond what is available during the regular school year.
- Provide opportunities to make up credit deficiencies.
- Give remedial assistance in reading and math as a part of the regular school program and intensive remedial help to some children with extreme learning problems.
- Give high school students greater program flexibility by offering certain required courses during the summer.
- Assist in district curriculum improvement through experimental programs.
- Expand teacher inservice training opportunities.

Once the purposes of the program had been decided and plans for the summer program formulated, the local board proposed a 12-month contract for interested teachers. With the passage of the district's budget in 1968, the plan was put into operation. Registration for the summer program was overwhelming, even with nominal tuition fees of \$2.50 for a week-long sports clinic to \$15.00 for a full-credit course. A total of 1,838 elementary and secondary students signed up for the summer program.

An Expanded Summer School Pays Off

The courses offered in both the elementary and secondary summer schools encouraged students to respond. In addition to the traditional summer recreation courses, such as arts and crafts and rhythms and games, the school board added literature and creative writing, remedial reading and math fundamentals. (See figure 7 for a complete list of summer offerings for the elementary school summer program.) On the secondary level, the offerings were even broader. Programs lasted from one to nine weeks. (See figure 8 for secondary course listings.)

While the purposes of the summer school are more closely identified with instructional programs, they do include opportunities for curriculum improvement. The 12-month contract for teachers allowed them to experiment with both content and process and to discuss innovation, problems and theory. Going

PROS AND CONS OF THE YEAR-ROUND SCHOOL

Most people who favor the year-round school concept see the major advantage as one of making the school system more efficient. Businessmen who support the idea can't understand how any facility can be closed or used at less than almost full capacity for two or three months at a time. And, certainly under mandatory year-round programs, this is eliminated. Too, businessmen have a great deal of trouble in adjusting to and providing for the great number of teen-agers who are available for employment during a very limited amount of time--two or three months. For many of them, making a student work force available throughout the year seems beneficial not only to them, but also to students. In this way, some businessmen say, those students needing a short-term job would have a better chance of finding it. Other businessmen, in the recreational and tourist business, like the idea because it would eliminate or reduce the strain on existing recreational facilities by making these year-round operations as well.

The benefits to students, too, would be improved. First, the year-round operation would permit students to eliminate the once-a-year lockstep enrollment. Instead of a child waiting until the September after his birthday to enter school, he could enter at the beginning of the new period nearest his birthday. Flexibility in scheduling, new types of courses (such as the mini-courses in the quinmester plan), individualized instructional programs and other instructional changes could eliminate the state of boredom that exists in many schools. In addition, since vacations would be shorter and more frequent, the amount and rate of loss of learning could be reduced. This, in turn, would cut down on the amount of time needed for "reteaching."

Also, many juvenile authorities agree that year-round patterns of education tend to reduce the historical crests of juvenile delinquency which occur in the late summer months.

The year-round school will also benefit teachers by helping to professionalize them in the eyes of other year-round workers, and it will provide 12-month positions for those who want them. In addition, sabbatical arrangements can be made so that teachers can still travel or continue their own education.

Also, the restructuring of the instructional program would permit teachers to try different techniques as well as teach subjects in which they might feel more competent. This type of reorganization would also permit greater use of paraprofessionals and teacher aides.

Thus, properly set up, the year-round school can benefit teachers, administrators, students and the public, its proponents claim.

What the Opponents Say

Opponents of the year-round school concept often use the same arguments that the proponents use, but just turn them around. For example, the opponents say that the year-round school will cost more because of additional salaries to teachers, overtime payments to maintenance men working on weekends and nights and more school expenses due to continuous presence of students.

Another argument is that the existing American school system is in need of reform and that adding two or three months of the same kind of education is not going to make it better. Opponents who use this argument say that it is more important to get at the roots of the instructional problems that are causing the one-third dropout rate, the one-third underachievers, and the bored and restless one-third who do make it in the system. They feel that cosmetic changes like lengthening the school year, or breaking it in quarters or thirds, do nothing to insure that the important changes will be made.

Also, colleges, employers and unions would have to work together in order to provide for the high school students who would be finishing their studies a year or two earlier than they do now. Child labor laws, too, might have to be revised to permit students to work part time or full time before they become 16 years of age.

And, third, there is the disruption of the traditional social and family patterns, particularly the customary practice of summer vacations. Many opponents of the year-round school feel that nonschool activities are as much a part of learning as school activities. In fact, they argue, forcing students to stay in school for 11 or 12 months is harmful because the students don't have the opportunity to develop in other, nonintellectual ways.

Then there is the argument that teachers, too, need time away from school. The traditional summer vacation offers teachers the opportunity to travel, to continue their studies and to use their talents in other ways. A sabbatical leave every five, six or seven years, these opponents say, is not going to help. The vacations from school and students have to be more regular than that.

Other people cite the problems involved in maintaining an activities program at the secondary-school level. Athletics, in particular, would pose problems of eligibility. Students could be permitted to attend terms during which they would be able to participate in the sports of their choice.

Does the 45-15 Plan Work?

School officials feel that the 45-15 plan is working and is serving its purpose in the community. So apparently do many other officials from around the country. The Valley View 45-15 plan is the one most closely studied, copied and adapted by other elementary systems. And even the federal government is looking at it closely. Following are the findings of a recent PREP (Putting Research into Educational Practice) Report on the Valley View plan:

"While posttest and evaluative data are not yet available on the Valley View 45-15 plan, the baseline information appears to warrant these conclusions:

- One-third more classroom space can be made available immediately through the 45-15 plan.
- Immediate savings (up to 5% per pupil) can be gained if enrollment is rising rapidly, and debt retirement is high per pupil.
- Educational benefits immediately accrue if overcrowding or double shifting is prevented.
- The community can be won over to the support of short vacations at four different times during the year as they learn how to use the time. Those people most strongly objecting are generally critical of the school system.
- Student scheduling is the toughest administrative problem to solve. However, if a systems approach is used and a good organizer is responsible, scheduling can be done in two or three months and on a budget of about \$1 per pupil. Two factors that can ease the problem considerably are the use of individualized instruction and schools with large enrollments. Student scheduling is easier with nongraded programs because students can come and go if the instruction is truly individualized. Also, larger enrollments tend to reduce chance imbalances.
- Basic research objectives can be more easily reached if incorporated into "formative" evaluation. This means that the people involved must see "pay-off" from evaluation activities.
- Teachers are willing generally to try a year-round operation, especially if given the option on the length of their contract. However, they are quite skeptical of most claims made for year-round education prior to any experience with it.
- The move to a year-round operation wins strong support from economy-minded taxpayers and watch-dog groups. However, a majority of parents are more concerned about the educational outcomes of the program.
- Any school system can move to a year-round operation if it anticipates and plans for: winning community acceptance; involving professional staff with all the specific ramifications of the operation, especially student scheduling; and developing a model or design that does not penalize, in the eyes of the community, certain families.

use; (2) indirect variable costs that vary a little depending on how many days the school is in use; and (3) direct variable costs that go up or down in direct proportion to the use of the school.

And, Valley View officials cite the example of teachers' salaries to prove their point. Salaries increase not because the school is in year-round use, they say, but because of the number of children in the district. The more children, the more teachers that are needed. Also, the salary for an individual teacher will increase only because of the number of teaching days that year. A comparative cost per-pupil breakdown of the traditional school year and the 45-15 plan shows the savings (see figure 6).

School authorities point proudly to the estimated savings in building construction costs for the district. They estimate a saving of about \$7.5 million of the total cost of building, equipping and financing two and one-half 30-room elementary schools.

Figure 6: COST PER PUPIL ON TWO BASES OF COMPARISON

	Valley View 1969-70 (Enrollment 5,580)		Valley View 45-15 (Enrollment 7,440)*	
	Total	Per Pupil	Total	Per Pupil
Administration	\$ 208,000	\$ 37.27	\$ 238,000	\$ 31.98
Instruction	2,959,300	512.42	3,800,000	510.75
Health	34,200	6.13	45,600	6.13
Operation	389,900	69.87	500,000	67.20
Maintenance	34,100	6.11	40,000	5.38
Fixed Charges	163,200	29.25	217,600	29.25
Other (except food)	45,100	8.08	60,000	8.06
Net Current	3,733,800	669.13	4,901,200	658.75
Transportation	296,400	53.12	390,000	52.42
Debt Service	488,400	87.53	488,400	65.65
Capital Outlay	(766,000)	(137.27)	(766,000)	(102.96)
	784,800	140.65	878,400	118.07
Total	\$4,518,600	\$ 809.78	\$5,779,600	\$ 776.82

*The enrollment in the 45-15 plan is one-third larger than that in the traditional plan because an extra one-third of the pupils could be taught in the same facilities. The 45-15 plan also assumes two additional administrators and other general increases in cost because of scheduling schools on a year-round basis. More pupils can be served in the same facilities which causes overall costs to go up, but the cost per pupil to come down.

WHAT DO PEOPLE THINK?

What do people in various segments of life have to say about the year-round school concept? One thing, there is no consensus. Not all teachers favor or oppose the year-round school. The same can be said for any of the groups involved. And their reasons for favoring or opposing the idea also vary.

The Teachers

First, let's start with the two major teacher organizations--the National Education Assn. (NEA) and the American Federation of Teachers (AFT). NEA is much closer, as an organization, to accepting and promoting the idea of the year-round school. At its conventions during the past two or three years, the membership has consistently urged that the concept be considered as a major educational change and that plans be studied. Also, NEA members seem to be more willing to accept the kinds of change a year-round school will bring.

On the other hand, the AFT has been somewhat reluctant to come out even tentatively for the year-round school concept. Albert Shanker, head of New York City's United Federation of Teachers, has called the year-round school concept just another game with which to have teachers put in more work for the same amount of money. "It would be better if they paid teachers more and allowed them to do their jobs now," he says.

The dichotomy of opinion between NEA and AFT can be seen in the remarks by William Herbert, executive secretary of the Massachusetts Teachers Assn., and John Desmond, president of the Chicago Teachers Union. Herbert said recently, in response to a proposal by Neil Sullivan, Massachusetts commissioner of education, that schools should remain open all year. "I'd like to think that the time can come, ought to come, when our school buildings are used throughout the year on a 12-month basis." Herbert then went on to cite the educational and economic advantages of doing it.

Desmond, on the other hand, responding to a plan to start a pilot project for year-round schools in Chicago, said "it would be unwise to rush into the experiment...before critical problems in scheduling and reorganization of the school operation can be resolved."

Their opinions aren't the only ones. A recent survey by The Instructor showed that 57% of the teachers who responded to their poll believes that children learn better with 10 months of concentrated work and a long vacation. Only 35% felt children learned better when school was continuous with short vacations.

In response to other questions, 21% said they believed that teachers would like year-round teaching; one-third said they would like to try teaching in such a program; and nearly 43% felt that the long vacation period was most necessary in order to repair the school buildings.

The written comments of the teachers also showed differences of opinion:

"A continuous school year would be ideal and especially rewarding for children from low-income families, who cannot afford to travel."

"The attitudes of many taxpayers possibly would change. When school plants are in full use for 12 months, there would appear to be no waste of expensive facilities."

"As much as I like the idea, year-round schools are not economically feasible. Teacher salaries would have to be adjusted, there would need to be special instructors to help those children who ordinarily do catch-up work during the summer, and it would limit family vacation time."

However, most of these comments and the poll results themselves, came from teachers who are not teaching in year-round school systems. How do year-round school teachers react? Here's what two of them have to say:

Jennifer Hastings, a first-year teacher at Becky-David Elementary School in St. Charles, Mo.: "Year-round really works for us. I interviewed a lot of schools, but I decided to teach here when I heard about the program."

Mary Ballard, English department chairman at Northside High School, Atlanta, Ga.: "There's no one on the staff who would go back to the old semester program. It wasn't good for teachers. It wasn't good for students."

Year-round schools seem to bring out the dedication of teachers, too. Take John White, Northside's oceanography teacher. "I feel so strongly about this course and its need to be team-taught that I'm volunteering my services this quarter. The schedule was late being set up and not enough students enrolled to justify two teachers. So, I'm working without pay."

Although some teachers don't seem to be bothered and concerned about more pay for teaching year round, others find the extra money a blessing. Harold Tennyson of Becky-David School says: "There's no such thing as the need to pay teachers for the inconvenience of teaching year round, for it's not an inconvenience."

But Berkin White, another Becky-David teacher sees it somewhat differently. Hampered by a two-week Air National Guard commitment, he hadn't worked during the summer for the past five years. "No one wants to hire a man for the summer and then give him two weeks off. The way I see it, by teaching year round, my salary has been boosted by 25%."

Other advantages stressed by teachers (especially those in staggered quarter systems where there are two- or three-week vacations between terms) were the short, frequent vacations and the flexibility of the programs.

Yet, there are problems. For one thing, as each group completes its 45-day learning period, another group begins. Often, if the teacher is working through the next 45-day period, he will have a different group of children. And, conversely, when the first group of students returns to school from their 15-day vacation, they could very well have a different teacher. At the junior high level (the Valley View District includes one junior high school) students may have as many as 24 different teachers during the school year. This continuous switching of teachers and pupils naturally restricts flexibility of curriculum, individual help and recognition, and correction of weaknesses. The most distressing part of the system is that the student-teacher relationship has become impersonal.

The year-round school plan in Valley View also affects teachers in both good and bad ways. On the good side is the increase in teacher salaries. Those teachers who work year-round earn one-third more income. And, of course, there are variations. In Valley View there are five basic contracts--180 days, 210 days, 225 days, 240 days and 270 days (the last one is actually possible only every other year and is essentially a 14-month contract). In other words, a teacher can now work when and for as long as he wants. He gets paid on the basis of how many days he works.

On the bad side, school officials report, is teacher fatigue. Although many people tend not to consider this a problem, fatigue is becoming a factor in teacher effectiveness and performance. The extended teaching period, shortening of traditional school vacations and the absence of the three-month separation from the classroom could have an adverse effect on teachers.

Benefits are also reported from the year-round education plan. School services such as libraries, multimedia departments and closed circuit television now operate on a 12-month instead of a nine-month basis. The transportation system has been streamlined by scheduling pupils for school in neighborhood groups. Thus, the same number of buses carry more pupils more miles. In addition, there have been some savings in bus transportation because even though the district enrollment increased, the number of buses is the same. Special education services for educable mentally handicapped children are now scheduled in the same way as those for regular students. Thus, these children get the benefit of continuous education with shorter vacations.

One of the major problems with the Valley View plan has been the calendar itself. Vacations under the new plan are not the same as traditional school holidays. For the 1971-72 school year, for example, classes will be held on the day after Thanksgiving and on Christmas Eve, Dec. 24. These school sessions restrict and disrupt family travel plans for both teachers and students. In fact, high absenteeism during these times indicates that despite families' acceptance of year-round schooling, many still observe traditional holidays.

How Much Does the Valley View Plan Cost?

But what about the cost of operating a year-round program? Other school districts with year-round education programs indicate an increase in operating costs. Valley View officials cite three different kinds of school costs: (1), fixed costs that stay the same no matter how many days the school is in

What Makes Valley View Work?

In 1967, Valley View voters approved bond issues for two new elementary schools and brought the district to its statutory debt limit. Faced with a rapidly increasing school population, the school board and administrators began seeking other ways to utilize facilities. After discussing extended school year possibilities, they settled on a 45-15 plan.

A concentrated effort to inform the public was made from August 1968 through June 1970 when the 45-15 plan began operating. Newspapers, radio, a telephone answering service, talks before civic groups and talks over coffee with small groups of people were ways in which the information was spread throughout the community. School officials explained the three options the school district could use to solve its problems. First, double shifts could be instituted. This, however, was only a temporary solution, and had been rejected by the community in the past. A second alternative was to place more children in each classroom, but this would be detrimental to the education of all the children, especially if there were 50 or 60 in each class. And, finally, the third alternative was year-round education.

How does the Valley View 45-15 plan work? In simple terms, all pupils are divided into four groups. All children from the same family are put into the same group. Every effort is made to put children from the same neighborhood into the same group as well. Each group attends school for 45 days and then has a 15-day vacation. The attendance schedules for the groups are spaced 15 days apart so that only three of the four groups are in school at the same time. Schools are closed on all Illinois legal holidays, for a week at Christmas, a week at Easter and about 12 days in July. For the rest of the year the 15-day vacations, like the 45-day class periods, are staggered.

What Are the Effects of Valley View's 45-15 Plan?

The primary effect is on space utilization, since this was the major reason for instituting the program. The plan gives the district one-third more space. Because schools are open for 240 days instead of 180 days, existing buildings can be used more efficiently. For every 30 classrooms used, there's the space equivalence of 40 classrooms. The district does not foresee in the immediate future the elimination of constructing new buildings. Yet, for every new school built, there will be one-third more space. Or, more simply, for every three schools constructed, there will be the space equivalent of four schools.

The plan also affects student learning both beneficially and detrimentally. However, students learn as much as they did under the old system, according to school authorities. Students have adjusted well to the new type of schedule. Because there is no long summer vacation, teachers have fewer problems in getting students back into the groove after they've been out of school. Moreover, because students now spend fewer days in school before they have a vacation, there appears to be less boredom and restlessness. Despite the claims of many skeptics that the 45-15 plan with its three-week breaks might affect children adversely, school officials feel that so far the three-week breaks are advantageous.

"The 15-day vacations every season are great for recuperation," said a teacher at Becky-David School. "It's great to have a break every nine weeks to catch up on things at home," said another. "Being able to go skiing in the winter, or to Mexico in the fall, or just to do nothing, comes only with the year-round schedule," said another.

Flexibility also plays a great part in the acceptance of the year-round concept. A number of teachers cited the opportunity to adjust and adapt the curriculum to their own classes' needs. "You don't have a chance to stagnate under the year-round system. My philosophy is that you only live by the different things you do. If you do the same things over and over, it's too much like sleeping. With the year-round system, you don't have to worry about falling into the sameness trap," said a Becky-David teacher.

Other educators have other things to say. In Iowa, some 756 educators--elementary and secondary school teachers, administrators, counselors, teacher aides and school board members--responded to a survey on year-round education. According to the respondents, the major advantage of an extended school year would be the remedial and enrichment programs that could be offered. They also felt that a required summer school would be the least desirable plan for year-round education. When asked what the greatest obstacle to the year-round school program was, the Iowa educators overwhelmingly cited public acceptance. Most of the respondents considered administrative problems to be the least significant, but secondary school teachers felt additional costs would be the least major problem. Two letters to the Iowa State Dept. of Public Instruction summed up the varied opinions of the respondents.

Floyd J. Hutzell said he felt that teachers had to be employed on a 12-month basis before others would consider teachers professionals. "I believe you omitted one very logical option in the methods which may be used for implementing year-round schools," he says. "...It seems logical that students might find it more important to them to be able to attend school for a half-day and work on a job the other half. This, too, would help even out the summer employment problem."

A business education teacher argued against the year-round school. "I do not wish to be 'anti' but I strongly believe that we would be inviting many more emotional and social problems than we now have by taking away the summer freedom of young people. They need the opportunity to relax, to pursue personal interests on their own, and even to loaf if they want to."

This same kind of difference can be found all over. In the state of Washington, G. Wayne Hall, director of higher education for the Washington Education Assn., and Harold G. Smith, director of secondary education for the state superintendent's office, both came out strongly in favor of the year-round school that would "provide more educational opportunities and improve instruction." At the same time, Ross K. Rieder, president of the Washington State Federation of Teachers, opposed the concept saying that it was uneconomical and that "teacher wear and tear is of real concern." Perhaps the final statement from a teacher should be one made by Helen Faulkner of Atlanta's Northside High School. "There's a great relief in teaching year round," she says. "Most teachers find it stimulating to experiment with smaller groups, to work in a relaxed atmosphere."

The Administrators

If there is any group that views the year-round school concept with more favor than administrators and school board officials, it is hard to find. Even as far back as 1969, school administrators were looking at the year-round school as either an immediate or long-range possibility. In answer to a 1969 poll, 32% of the administrators responding said that the extended school year, in some form or other, was necessary because of rising student enrollments and growing costs. More important, 48% of the administrators who answered the poll felt the year-round school was a future possibility. Only 20% saw no future for the idea of a longer school year.

The poll went one step further. It asked the respondents to choose between three different types of year-round school program--extending the school year from 180 days to 210, lengthening class periods under the existing scheduling, or offering a four quarter plan with students attending three of the four terms and vacationing the fourth. In 1969, 38% of the administrators picked the 210-day school year; 44% selected the quarter plan as most feasible; only 7% favored lengthening the school day; and 11% would have chosen some other formula for achieving year-round education.

Today, it seems that many of those who in 1969 replied that year-round education was a future possibility now regard it as a present practicality. And, judging from the 1969 survey, the quarter plan is by far the most popular type of year-round school schedule in operation. As a matter of fact, Jack Nix, Georgia's state superintendent of education, says "this is one of the things that will have come in this country. It's coming in the next 5 to 10 years." A recent survey of some 333 educational authorities added to Nix's statement. About 84% of those interviewed in the survey predicted that all schools in the United States will be operated on a year-round basis within the next 15 years.

Why is this coming? Nix has this to say: "Why go to school only nine months? Why start in September? It's because our schools were organized to accommodate an agricultural society. But we're no longer an agricultural society. In Atlanta, we dump maybe 25,000 students out of school in June. What for? They could be learning. Or they could take some vacation at another time of the year. Longer vacations are a trend now. Why not adjust things so the father, if he wants, can take a vacation in the winter?"

Nix goes on: "An extended school year does not mean that all students are required to attend school all year long, although some plans do operate that way. 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."

Curtis Henson, assistant superintendent of instruction for the Atlanta schools, has been closely associated with the development of the schools' year-round program. He says it was designed primarily as a curricular revision, to give students a broader and more flexible range of study. "There's been little change in enrollment for the fourth (summer) quarter and not much change in the percentage of students seeking to graduate early. But," he adds, "we do find an increasing number of students taking lighter course loads so they

The trimester offers teachers:

- Full-time professional employment.
- More effective and satisfactory teaching experience as a result of smaller classes.
- Opportunities to experiment, to improve instructional practices and to provide more individualized instruction.
- Opportunities to travel or attend graduate schools during fall or spring.
- Opportunities to instruct students who have elected when they will attend school and who have fewer extracurricular distractions.

The trimester offers the public:

- Maximum utilization of physical facilities and the professional staff.
- Opportunities to assist in reducing the delinquency problem by providing school for students who cannot find employment during the summer.

There are some difficulties, however. Although the Texas legislature recently passed measures to permit districts to start year-round school programs, they do not become effective until September 1972. In the meantime, there have been difficulties in providing funds for summer operations of the schools. Since the start of the program in 1970, students who elect to attend all three terms have had to pay tuition. The state aid formula requires an attendance of 175 days. Anything over that is not covered. Thus, students who attend all three terms had to pay a tuition of \$112.50. So far, though, school officials say there has been no difficulty in getting students to fill the seats available at San Jacinto during the summer trimester. In fact, they say there has been a waiting list. How long it will take Houston officials to determine the total success of the pilot trimester program is unknown.

Case Study #3—Valley View Elementary School District, Lockport, Ill.

In 1953 the Valley View Elementary School District (one of the largest in Illinois, covering 41½ square miles) had five schools, 200 dwellings and 89 pupils. In 1971, there were seven schools, 6,700 dwellings and 7,000 pupils. The projections for 1980 show a possible 20,000 dwellings and 22,000 pupils. The number of additional schools is omitted from Valley View's 1980 projections because the district's new year-round program may eliminate the need for some, and perhaps most, of the new buildings required. One outcome is certain with Valley View's 45-15 year-round plan--the district is figuring on providing four schools for the construction price of three.

Valley View's 45-15 plan is, in effect, a quarter plan for year-round school operation, but there are some differences. First, pupils do not have an option to vacation at different times of the year. All students attend for the same number of days, but each has a 15-day vacation between each 45-day learning period. However, except for 12 days during July, three-fourths of the district's pupils are attending school at any one time.

Why are school officials so optimistic? Because of the overwhelming support from the community, the teachers, and, officials say, because it works.

the trimester program, a number of new, on-the-job training courses have been added. They include data processing, dental assistant cooperative training, homemaking-related cooperative training and distributive education. In conjunction with these offerings, the trimester program allows interested students to get jobs for either summer or winter periods and still obtain the necessary educational requirements by attending two of the three terms.

There were two other reasons for selecting San Jacinto as the site for the pilot program. The special education program at San Jacinto accommodates the needs of the blind or partially sighted, deaf or hard-of-hearing, the mentally retarded, the brain injured and the physically handicapped. With a year-round program in operation, full-time services and educational programs can be offered these students. And, last, a basic skills program is available for students who are below average in achievement.

Planning for the trimester project in Houston began in the early 1960s. Supt. Glenn Fletcher was ready in 1967 to recommend the plan to the school board. It was accepted, and a districtwide program to inform the public was undertaken. "The acceptance of the program was immediately indicated by the response of San Jacinto students, teachers and parents," says Fletcher. "In fact, we felt overwhelmed by the enthusiastic response. The whole idea of the pilot program was accepted by the community. Many people were acclaiming our trimester plan for its potential as an answer to overcrowded classrooms as well as the full utilization of the available school facilities." With that kind of response, the trimester plan went into the final planning stages and the first trimester began in the summer of 1970. So far, school officials say the plan is working out as well as they had planned and total acceptance of the pilot program is very high.

How the Trimester Plan Operates

Although the length of the terms varies, the number of teaching hours remains the same. During the two September through May semesters, there are six-period days, plus a home-room period. There is a total of 80 teaching hours for each course. During the summer term, the number of class periods per day is cut to five, but the class periods are extended to 80 minutes and the home-room period is eliminated. The school day in the summer term begins at 7:50 a.m. and ends at 3:20 p.m., so there is the same 80 clock hours for each course in the summer term as in the two traditional terms.

The trimester offers students:

- Early graduation or an opportunity to "catch up" in grade level.
- More flexibility in choice of electives.
- Chance to vacation during the fall or spring.
- Vocational education on a 12-month basis.
- Greater concentration of study through a longer class period.
- More gainful employment in the fall or spring than is ordinarily available to students in the summer months.
- More individualized instruction as a result of smaller class enrollment.
- Opportunity for study with fewer extracurricular distractions during the summer.

can work the year round at jobs. Some 3,000 or so students work. Based on two years' experience, students are looking at the fourth quarter as a regular quarter rather than as summer school. I think, overall, it's going well."

J. Patrick Page, research director of Valley View Elementary District, located near Chicago, also has strong feelings about the year-round school program. Valley View operates a 45-15 continuous school year plan. Every youngster goes to school for 45 class days and then has a vacation of 15 class days. The students attend school in rotating shifts. Page says that the primary reason for implementing the program was economy. "A few years ago we reached the limit of legal borrowing and started to look around for some way to utilize what facilities we had because we couldn't build new schools. We chose the 45-15 plan."

Page listed five specific objections that a school district is likely to hear when it considers a year-round school plan:

1. Family vacations will be destroyed if students have to go to school in the summer. "How many families take a three-month vacation? Under our plan, every child will get three weeks off in the summer and will know a year in advance what those weeks will be. He will also get three weeks off at three other times of the year. In our district a lot of men work in the building and construction trades. They have never been able to take a summer vacation. Now, at least, they might be able to go away with their families at some other time of the year."
2. Kids won't adjust to such a plan, they need their summers off. "That's a complete myth. Our counselors keep a careful watch for any problems with students, and we rarely find any. In fact, it's sometimes better this way. If we find a student having trouble with his work, there's no need to fail him for an entire year. Under our plan he can switch to another group and all he loses is 45 days."
3. Teachers don't want to work all summer. "That may or may not be true, but they sure do like the extra money they can earn by teaching all year. And that's especially true of men who are supporting families and who would take a summer job anyway."
4. Students won't be able to get summer jobs. "For our school district, it doesn't mean anything since we are an elementary district and few of our kids work. But even if it were a secondary district, there could be some cooperation between the school district and local businesses so that some adjustment could be worked out."
5. Teachers need summer for graduate work. "This, too, is a meaningless argument. Most colleges and universities offer either night or Saturday courses, or both. If a teacher is really interested in taking courses, there is nothing that's going to stop him."

One problem facing many administrators who are thinking about converting to year-round education is parental reaction. Wilson Riles, California state superintendent of public instruction, believes there are ways to solve that. Riles believes that parents are a real key for the successful implementation