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of year-round programs. "I've been urging any and all school administrators who inquire about year-round schools through my office to develop these programs with their staffs and boards and parents. Parents must be brought into the game early."

One California superintendent who has done that is Burton Tiffany, superintendent of the Chula Vista Elementary School District. The school population was rising faster than the district's ability to construct new schools. "So we looked around at possible alternatives. I've been hearing about the all-year concept for about 20 years, and after looking over the Valley View plan, we decided to take the plunge." One of the first things Tiffany did was to make parents aware of the changes planned. First, a question-and-answer sheet explaining the plan was mailed to parents. Since the district has a large Spanish-speaking population, the sheet had to be bilingual. Then five public meetings were held to answer any and all questions about the plan. "Prior to the meetings, parents generally opposed the idea of a year-round school. After discussions, a majority of parents (10 to one) favored the all-year program."

However, even among administrators there are some who don't entirely endorse the year-round school concept. Hazlett H. Wubben, associate professor at the U. of Colorado and director of the Bureau of Educational Research and Service there, is one who feels this way. In an article in the Colorado Education Review, he wrote: "It is my opinion that any form of compulsory year-round school is not likely to achieve widespread adoption. On the other hand, expansion of voluntary summer school programs, coupled with limited acceleration of some students, seems a logical step in education.

"A word of caution should be extended to school boards seeking panaceas for rising costs of education," Wubben said. "Educational costs are going to continue to climb, no doubt about it. The year-round school probably is not the most feasible way to keep expenditures down, and boards would be better advised to seek other ways to increase efficiency and eliminate waste."

But Wubben's view is still probably a minority one. Even school administrators who feel they will not be able to get adequate support from their communities still feel that the year-round school is not only acceptable but also vitally important. Northville, Mich., a district with 3,500 students, considered a year-round program, but dropped it initially because of community opposition. Yet, Northville Supt. Raymond Spear still feels strongly about year-round schools. He concluded, after a series of studies, that:

1. The concept is feasible and workable.
2. Millions of dollars in construction costs can be saved by districts that are growing.
3. Operation of a year-round school program will bring about measurable educational improvements.
4. Year-round school lends itself to meeting the needs of children who need instruction on a 12-month basis to accomplish the educational objectives of the normal nine-month school year.

What Are the Benefits of Atlanta's Program?

In summing up their program, Atlanta school officials cite these important elements of their year-round program. "Structurally, the four quarter program is simply dividing the school year into four periods of approximately equal length rather than two equal semesters and a summer session. To be meaningful, a complete program must be provided during each quarter and only minimum prerequisites and/or sequential offerings must be required so that a student can choose to work or go on vacation at a time other than summer.

"To divide the textbook or course into four quarters instead of two semesters is not sufficient. Without extensive revision of educational goals and an intensive analysis of curriculum, four quarters of school will be no more of an exciting prospect than three or two semesters. Factors other than time, number and amount of days must be weighed. Each quarter course must be a complete and autonomous unit. The number of possible courses within a given discipline must be large enough to assure ease in scheduling while assuring continuous growth opportunities for the students. Only occasionally would a student be required to pass a specific course since there are others which deal with similar concepts of equal quality which would serve as well. Within the four quarter plan, a system can offer greater flexibility both in scheduling and in curriculum offerings. The possibilities appear unlimited and the benefits to students great.

"For the school system, advantages sought from a four quarter plan are not financial. Initially, such an operation is more expensive to implement and maintain than the traditional two-semester plus a tuition-supported summer school. Benefits to the students should be the prime reason for converting to a four quarter school program."

Case Study #2—San Jacinto High School, Houston, Tex.

A pilot, trimester, year-round school program is now operating at San Jacinto High School, Houston, Tex. If successful, the plan will be extended to all other schools in the Houston School District.

How does the plan work? Basically, it is a 12-month school program consisting of three unequal terms. It consists of two traditional 18-week semesters from September through May, plus a third term of 12 weeks which operates during the summer months. Also, it is a staggered program whereby each student can attend any two or all three terms.

School district officials picked San Jacinto high School as the testing ground for the trimester plan because it is the one school where a large variety of academic and vocational programs were already operating. The school year of two 18-week traditional semesters was kept so that students in all schools in the city could attend their own schools during the September through May period and then take additional credits or courses at San Jacinto during the summer. In this way, some sort of open enrollment plan is operational.

The strongest part of the school's program is its vocational effort. The basic vocational program includes 24 courses. Now, with the introduction of

enrollment and preregistration figures indicate no noticeable trend among students to exercise their option of taking vacations at other times of the year. There are indications, however, that many students are going to attend the summer quarter to either accelerate their studies or to continue to take special courses for enrichment purposes.

Teacher, Student and Public Reaction

How have teachers, students and the public reacted to the plan? Atlanta Supt. John Letson says "teacher reaction has been very favorable because a teacher can take time for study or vacation if he wishes or he can be employed on a full-year program at a larger salary. Generally this means a salary increase of about 25%." Nearly all Atlanta teachers who wanted to work during the fourth quarter could do so since about a third of the students attended that quarter. "In fact, in 1970, a majority of the entire professional staff--teachers, counselors, librarians--were employed year round," Letson said.

What about the students? "Students like the plan because it is voluntary," Letson says. "They can take part-time school work during the summer if they wish. If they don't find employment during the summer but can find it during some other time of the year, they can take the other time off, and attend during the fourth quarter. Or they can work part time throughout the year and take courses as well."

Now, what about the public, parents and other community interests? "Business interests here are very much for the program because it makes a better distribution of all kinds of activities that ordinarily slow down during the summer," Letson says. "Taxpayer reaction, too, has been favorable. I think the favorable evidence is that the state and local agencies did approve larger budgets resulting from the increased amount for salaries, and the program is being continued. The year-round use of teachers is one way to get better salaries for teachers without causing a lot of opposition from taxpayers. We can't get competitive salaries for teachers if we continue to use their professional skills on a part-time basis only," Letson says.

One of the key questions of course, is the problem of money for operating on a year-round basis. Atlanta officials admit freely that costs are up. "If you operate for four quarters each year, the answer is that it will cost more," says one official. "However," adds Asst. Supt. E. Curtis Henson, "we don't think it costs more per unit."

Another part of the question is state aid. So far, the state department of education has endorsed the program, and so has the state legislature. But there haven't been enough changes made in the state statutes to permit state financing of the year-round system. So, the first three quarters are financed through the regular state aid program supplemented with local funds. The fourth quarter is financed entirely from local funds. However, school authorities do anticipate changes in the state aid distribution schedule to permit the schools to receive money for students attending the fourth quarter.

In addition, although there is some saving on building space, the better use of facilities was not the main function of the Atlanta year-round program.

5. With community acceptance, it is possible to mandate a year-round school.
6. The year-round school concept and its accompanying curriculum are better designed to meet the individual needs of children.
7. Year-round school operation will assist in relieving the problems of summer employment and social unrest which is accelerated by the current traditional program.
8. The extended school year will add flexible dimension to vocational education unattainable under the traditional program.

Perhaps Don Glines, former director, Wilson Campus School at Mankato (Minn.) State College, sums up best the frustrations and hopes of many of the administrators today who want better educational opportunity for their students and see the year-round school concept as a way of achieving it: "The concept of the humane year-round school will be accepted and well on the way to nationwide adoption by 1980, if we are patient and continue to provide national leadership to the movement," says Glines. "There appears to be little doubt that...such a trend is developing. In the meantime, there are two frustrations: (1) those who want such a program right now are currently fighting against the odds; and (2) unfortunately, no year-round program in operation yet provides complete answers. Therefore, needed immediately is a strong commitment from more educational and lay leaders that the concept of the year-round school makes tremendous sense.

"We must see that new relevant plans are created and implemented; basic year-round school blueprints must be developed with much more flexibility than provided in present plans so that the ideas can more readily be modified and utilized rapidly in any district throughout the United States....

"Will all this be successful nationally? If you look at 1970, the answer is no. Education nationally had been on an actionless plateau. The dramatic reorganizations of the 1960s--team teaching, flexible scheduling, nongrading and all--have leveled off. Now we are in a period of talking, planning and frustration. Little seems to be happening. But if we look ahead to 1980, there should be clearly visible an entirely new design in education emerging. It takes patience to wait until 1980, but to reach that vision, it also takes action during the 1970s."

The Students

Scholastic Magazine's National Institute of Student Opinion conducted a survey of student views in March 1971. The following question was asked:

How do you feel about keeping schools in session 12 months of the year? Check one.

- A. Keep schools open during the summer months for those students who wish to take courses.
- B. Keep schools going for 12 months but arrange for students to take long vacations at different times of the year.

- [] C. Close schools in the summertime.
- [] D. No opinion.

Some 25,000 junior and senior high school students responded to the question. Results for boys and girls were tallied separately. Here are the results:

Option A: 36% of the boys and 42% of the girls selected this choice--keep schools open for those students who wish to attend during the summer.

Option B: 12% of the boys and 10% of the girls agreed with keeping the schools open for 12 months with long vacations at different times of the year.

Option C: Almost half of all the respondents--49% of the boys and 46% of the girls--felt that schools should be entirely closed during the summer months.

Only 3% of the boys and 2% of the girls had no opinion about year-round schools.

Two years earlier, the New Jersey state department of education polled 300 students in 200 public, private and parochial schools about both year-round schools and mandatory summer sessions. Of the 300 students, an overwhelming 92% said absolutely no to both proposals. Only 8% favored either one of the two plans or both of them.

Judging from the results of these two surveys and the comments of many students both in and out of year-round school programs, this is one group that is not overwhelmingly in favor of attending school on a year-round basis.

In Hudson, Mass., some 60 pupils picketed the home of the superintendent of schools to protest a 12-month plan ordered by the school board. After the superintendent told the students that only the 185-day school year was required and that the additional time was available for students who wished to complete high school in three instead of four years, the students left.

Not all students would agree with those views. Kathy Darden, a fifth grader in Dale City, Va., said she liked the plan there. (It's a 45-15 quarter plan.) "I like the three-week vacation every season. I like to be off in the winter."

There are others like Kathy, too. In Atlanta's Northside High School, a number of students expressed their pleasure with the year-round system. "The courses, the atmosphere, the whole way everything is set up, just makes it great for learning," said one student. "The whole thing is just great. Everything is geared to making it easier for teachers and students to do things. I don't feel that I'm just sitting around taking up time and space," said another.

But this kind of comment is not heard as frequently as this kind: "It's okay, but I just like to be out all summer." Or, "I hate it. It interrupts everything. During a three-month vacation you can get a lot of things done, but not in those short stretches."

About one-half of the science courses are nonsequential and many of the math courses above the beginning level fall into the nonsequential category. There are some exceptions, such as elementary Algebra, beginning French or any other foreign language. All in all, 860 courses that could be taught in any quarter are listed in the catalogue. The choice of the courses to be offered in any school was left to the staff of each school.

For example, one school that served students from affluent homes, most of whom were preparing to go to college, selected 126 courses that represented a traditional college preparatory program. Another school in which children came from families with average incomes and only about 40% planned to go on to college made different choices. This school selected 216 courses which represented a wider range of offerings and included many vocational courses. In addition, there was greater flexibility for students. They were not locked into a sequential type of program, but could take a variety of courses in each subject area. Also, by attending the fourth quarter, students had the opportunity to either accelerate their work and graduate earlier, or could take fewer courses in each of the four quarters. To many students, this meant they could hold full- or part-time jobs on a year-round basis.

School officials saw another advantage in this system. "Toward the end of the regular school year," one principal said, "we would see a lot of students starting to slack off because they were getting tired. With the quarter system, you can watch for this fatigue in students, and, when you see it coming after two quarters, you can suggest to the student and his parents that he ease up in the third quarter and take some courses during the fourth quarter."

There are some disadvantages in the quarter program that relate specifically to teachers and subject area preparation. One problem: Teachers often found themselves having to prepare for different courses for each quarter and, on occasion, two different courses in the same quarter. Also, there was the problem of selecting textbooks and other classroom materials to meet the needs of the varied and diversified courses being offered in each subject area. Most teachers in Atlanta consider these problems of minor import, however.

Another factor considered when the year-round education program was in the discussion stages was its effect on summer vacations. However, a careful study of the regular tuition summer school revealed that for several years approximately 25% of the student body had participated. Moreover, of those attending summer school, about 75% enrolled in advanced, accelerated or enrichment courses. Douglas MacRae, deputy superintendent of the Fulton County School District, said "the image of summer school had been changing. It was no longer a period in which flunk-outs made up failures. Instead, students were, for the most part, taking advanced work." But that was past history. The question that arose as the fourth quarter (summer) of 1969 started was: How many pupils would actually attend? The results spoke for themselves. Some 13,000 students indicated in preregistration that they would attend the tuition-free, full-day session. Actually, 12,770 students did attend, roughly 39% of the enrollment during one of the preceding three quarters.

But what about future summer quarters? Atlanta officials do not foresee any changes in the numbers of students attending the fourth (summer) quarter as an alternative to one of the other quarters. In fact, studies of future

key element in that development was the attitude of the Atlanta school officials toward their program. From the beginning Atlanta directed its efforts toward a total year-round program, and decided the program was not going to be changed after being tried for a year or two.

Historically, Atlanta had first considered rescheduling the school year during the early and middle 1950s. At that time schools were crowded, and the purpose of considering the year-round school concept was to save building space and, hopefully, to eliminate the need for new buildings. However, after careful study, the school system decided not to proceed with the change because the savings in building space utilization would not cover the additional operating costs of the year-round school. In the middle 1960s, the year-round school concept was considered again. This time, though, the principal idea was to determine the feasibility of reorganizing the high school calendar so that year-round educational opportunities could be provided and a more flexible, more workable and more relevant program realized.

Atlanta's calendar reorganization is the staggered quarter plan. Two 18-week semesters with an abbreviated summer program were discarded and replaced with three 12-week quarters and one 10-week quarter. Although the original idea was to have four equal quarters of 55 days, the three 12-week quarters were developed to meet the state requirement of a 180-day school year from September through May. Therefore, in order to make the fourth quarter equal in teaching hours to the other three, each subject class period during that quarter runs 10 minutes longer.

A major concern of Atlanta school officials was the revision and reorganization of the secondary school curriculum. A new curriculum had to be designed to provide each child with challenging educational opportunities. And the curriculum was to be appropriately adjusted to each student so that he could experience considerable success without becoming bored or discouraged. And that is the core of the program. The entire secondary curriculum has been reorganized and restructured in order to provide flexibility for the student's program and for the school schedule. It also eliminates the lockstep system of a required sequence of courses. All English is nonsequential (see figure 5), as is all social studies, all home economics, practically all health and physical education, business education and industrial arts.

Figure 5: SELECTED ENGLISH COURSES OFFERED IN ATLANTA SCHOOLS

This is a brief sample designed to show the kinds of single-theme courses available in the English curriculum. Often, there are beginning, intermediate and advanced courses in the same category.

Reading Improvement
Literary Themes
Mass Media
The Short Story
Journalism

Grammar
Myths and Legends
The Paragraph
Theatre Stage Craft
Drama

Poetry
Sentence Patterns
Shakespeare
American English Dialects
Creative Writing

Businessmen and the General Public

The reaction of the general public to the year-round school concept has been, at best, mixed. There are those who support the idea wholeheartedly for various reasons, and there are those equally vocal in their statement against it.

Generally, those who favor the plans have either an interest in education or an interest in saving money or, at least, something that looks like it will save money. These people make comments like: "Well, why shouldn't schools be open all year round? You don't hear of businesses closing down for two or three months a year." "How can we expect our kids to learn everything they're going to have to know to survive in the world today? They have to get everything they can out of school, even if it means no vacations."

Many statements in favor of the year-round school come from deeply involved people, like former Pres. Lyndon Johnson, Sen. Hubert Humphrey, D-Minn., and Rep. Edith Green, D-Ore. As a former school teacher, Johnson had a deep interest in the state of education while he served in that office and in his previous post in the U.S. Senate. In an article for the 1969 Encyclopaedia Britannica Book of the Year, he said: "...We can no longer afford the great waste that comes from the neglect of a single child...the chance to learn and grow ought to be available to every person. National resource and social benefit that it is, education is first and last an inexhaustible treasure for the human spirit. So let us find ways to use our schools more than nine months of every year, and eight hours of every day. Let us make them a constantly available resource of pleasure, understanding and gain for all people."

Humphrey put it even stronger: "The traditional nine-month school year is an anachronism in today's world. It outlived its usefulness long ago. From a practical standpoint, there is no sense in letting our physical plant go to waste. However, we can't afford just to release the children from a relatively full school schedule to idleness in the summer. The full 12-month school year, I believe, is a must. But it should not be 12 months of the same old thing. We need imaginative and relevant summer programs covering a wide range of activities, including work experience, community service, recreation, culture and the arts." There are others, too, who have supported the idea of year-round operations of schools. Former U.S. Comr. of Education Harold Howe II often spoke in favor of the idea.

But there are also those members of the general public who are not in favor of year-round schools. Their opposition is usually based on the established family tradition of summer vacations. There are those who believe that students need time off from school just to do nothing, if they want to.

Differing Views on Summer Vacation Issue

Many questions are being raised about the summer vacation tradition. What about a construction man who lives in the North or Northwest? Can he really afford to take a summer vacation? Isn't that when his work is at its peak? Wouldn't he be better off if he could take his family on a vacation in the winter or spring?

One man recently returned from working for a number of years for an oil company in Saudi Arabia. "The year-round school was nothing new to us," he said. "My kids went to school all year round, except for about a month in the summer. But, what else were they going to do there? I only had a one-month vacation and it was pretty easy to time it so I got off with the kids." Another said: "I used to live in Minnesota. Come winter, there was nothing to do. If my kids had vacation time coming then, we could have taken off for Florida or some other place for a week or two."

The opponents of the year-round school, though, continue to exercise their right of opposition. In Hinesburg, Vt., a 45-15 quarter plan was started and later defeated in a referendum. According to one of the opponents there: "It [the plan] regiments family life. I just believe that we're in a free country and we have our summers off, and this is the time when families can get together. I don't think education is the ultimate in life. The [school] board is telling us how to live our lives, and not just how to educate our children."

Yet, Paul Rice, an assistant principal in Champlain Valley Union High School, which serves Hinesburg, said it was something different that led to the defeat of the program. "They [the opponents] felt they weren't involved in the initial planning and that something was being shoved down their throats." Rice's comments have special interest. In any number of cases, where plans have been approved as well as where they have been rejected, the successful implementation depended to a large degree on informing the public. In many cases, the public had been opposed at the start, but after hearing possible alternatives--more schools, split sessions--they favored the year-round school concept. Even more important, in a few school districts, one type of plan for year-round education was rejected by the public, but another type was accepted. The key, as any number of administrators will tell you, is to get the public involved early in the game, before any type of year-round plan has been adopted. Let the public have a say.

Now, what about business? How do businessmen feel about year-round schools? Generally, they favor the concept. Businessmen like the idea not because it can save money, but because education funds are going into educational programs instead of costly new buildings.

How do people react to the idea of vacations spread across the year, instead of being concentrated in the summer? A spokesman for the U.S. Chamber of Commerce says businessmen are not particularly tied to the summer vacation. "There are businesses today that can't afford to have summer vacations for key employes because it destroys their production schedules. And, more and more businesses realize that some employes want to take vacations at different times. Even more important, think what it would mean for businesses that could use part-time help during the fall or winter months. Many gift importers and manufacturers have their heaviest season in September and October. They could use extra warehouse help then. This is true of any number of businesses. In addition, no one likes to see a large segment of employable people not being employed."

A four quarter plan for Jefferson County (Louisville), Ky., was one that induced any number of comments from the business and educational community.

CASE STUDIES

Numerous school systems are operating year-round programs. With one or two exceptions, these year-round school plans should not be called experiments. In fact, Atlanta officials reject the word experimental when talking about their program. It is not something that is going to be tried for a few years and then dropped. It is the new pattern established for their district. The same can be said for the Valley View, Chula Vista, Jefferson County and Lake Oswego programs. And even the Houston program is more than just an experiment --even though it involves only one high school.

There is another general feature to all of the case studies. Although there is the hope of saving money by converting to year-round school operations, that is not the main feature. In each case there is at least as much, and perhaps more, interest in improving the educational program.

Case Study #1—Atlanta (Fulton County), Ga.

Probably the most talked about, most observed and most copied year-round education program is the one in Atlanta, Ga. But, it must not be forgotten that the Atlanta program includes six of the other school systems in metropolitan Atlanta. Each school system has its own year-round program. Neither Atlanta nor the school systems in Fulton County leaped into year-round education. For three years, the eight metropolitan Atlanta school systems studied the concept, formed joint committees to plan general curriculum and developed organizational structures. In order to coordinate the activities, five joint committees were formed.

A steering committee with two representatives from each system was set up to provide overall planning, schedule activities, receive reports, pose problems and questions and keep each individual school system and the Georgia State Dept. of Education informed. An intersystem curriculum committee was formed to provide overall assistance in the development of curriculum areas and in the blending of subject areas into a total curriculum guide. An intersystem subject area committee provided basic communication between the local school system and the intersystem curriculum committee. The other two committees--a local system's subject area committee and a local school's subject area committee worked closely with the major committees, but translated the overall information into data for each school district and each school within the districts.

But still the most important element of the total operation was the development of the city of Atlanta's four quarter program. And, perhaps the

- Family vacations. A vast majority of respondents indicated a strong feeling about the importance of family vacations. According to school officials, this meant that any voluntary year-round plan would result in an extremely low attendance in the summer, or that any mandatory plan would meet with considerable opposition.
- Summer school for teachers. Many respondents felt that under either year-round system teachers would have difficulty completing advanced degrees.
- Summer camp. Respondents indicated strong feelings about religious and other camps serving an important part of their children's education.
- Summer repair and maintenance. The question of when buildings could be repaired without interrupting instruction was also raised.

After looking over the results, the Germantown school administration recommended that the year-round school be given no further consideration. Instead, it suggested that increased use of facilities and staff be made by expanding the existing summer program.

In a move in an entirely different direction, some districts are shortening the school year or school week. Faced with a 10% cut in its school budget, Thorndike, Maine, is testing the four-day school week. In this community, children from grades K-12 will attend school Monday through Thursday. Friday will be reserved for inservice training of teachers. In order to make up some of the time, the school day will be 35 minutes longer. State Comr. of Education Carroll R. McGary sees the experiment as a better way of finding out if children learn more--and better--with better trained and better prepared teachers, despite the loss of instruction time. "The central idea is to free some resources to devote to teacher education," McGary said.

The experiment was approved for two reasons. First, voters for the last two years have cut the district's budget, and school administrators are hoping to save on maintenance and janitorial costs and especially on busing costs. Second, the district has received a three-year federal grant of \$100,000 to develop an experimental teacher training program aimed at upgrading individualized instruction, primarily to help the slow learner. The four-day week will run continuously from September to the Christmas break, every other week from Christmas until March, and every fourth week thereafter until June.

It is doubtful that the four-day will become as important a trend in education as the year-round school, and so far, this is the only four-day week experiment. However, there has been a movement in some industries toward the four-day work week. If this gains momentum, there could be an entirely different shift in attitudes.

Another kind of school-year shortening hasn't exactly been planned by school officials. And, in many cases, it isn't particularly welcome. A number of school districts, notably in Ohio, have been forced to shut down because school tax levies have been turned down at the polls. A number of large cities, also, have threatened to shut down early if additional funds aren't made available.

However, Portland, Ore., seems to have taken its step through careful planning. A notice to employees dated July 30, 1971, announced that schools would close on May 11, 1972, approximately 20 days earlier than normal.

An editorial in The Louisville Times had this to say: "...There is nothing novel, of course, in the idea of lengthening the school year.... What may be possible is that the system [the Jefferson County school system], by making more efficient use of money, plant and manpower, would be able to give the community's children a better education."

The Kentucky State Chamber of Commerce also endorsed the plan. In a letter to the editor of Your Jefferson County Schools, the chamber said: "The Kentucky Chamber of Commerce is wholeheartedly in favor of consideration of the four quarter school year. "The state chamber has long been a leader in espousing the need for innovation, including a change in the present school calendar. No longer can we afford to settle for less than the ultimate in benefits and productivity from our educational facilities and personnel."

Other comments from businessmen in the Jefferson County area included these: "We support this plan because it makes good sense to use the multimillion dollar school facilities on a 12-month basis instead of allowing them to stand idle for three months of the year...." "It is therefore most encouraging that the Jefferson County School Board is developing a program which will permit year-round education. Not only will this program make maximum use of available physical facilities which represent a huge capital investment, but it will also permit the development of a broad curriculum...." "Much will be gained by our school system becoming a four quarter plan. Vandalism is one 'ism' that can and will be greatly reduced...."

Yet, despite all the favorable opinions from businessmen, there are some who do not agree. A great majority of these are operating summer resort areas and summer camps for youths. They feel that any change in the existing pattern of school year scheduling will greatly affect their chances of operating successfully. But even some of the resort operators and vacation spot owners concede that the picture isn't bleak. One ski resort owner said that he expected that a year-round school program that permitted winter vacations would probably give his business a shot in the arm. A camper said the same thing. "Right now, the national parks and campgrounds throughout the country are overloaded during the summer. It's getting to the point where it isn't fun anymore. But, if you split the load and had some people traveling in spring, some in summer and some in fall, then a lot more people would be able to see this country of ours without having to buck crowds everywhere."

The final word, perhaps, should go to Reid Gillis, vice president of Hardman Travel Industries in Atlanta, Ga. In the April 1971 issue of The School Administrator, he says: "...A new school calendar cannot be implemented in isolation from the community in which the school is located. As the school structure changes, it creates other by-products, such as changes in vacation schedules. Some industries may choose to schedule employes on a year-round rotating vacation plan. If students are allowed to opt out of school during midyear," Gillis said, "they might find jobs more readily. Another by-product is one related to college administration. When students are allowed to graduate at various time intervals, college matriculation times become more flexible. ...As we consider the different types of designs for the extended school year and their effects--saving money, using school plants, changing vacation patterns, influencing industry, expanding job opportunities--our main consideration, of course, must always be the welfare of the student."

WHAT'S HAPPENING IN THE STATES

One of the problems facing the year-round school, as mentioned earlier in this report, is to get state legislatures to revise state education laws to (1) permit schools to operate on a year-round basis and (2) revise state education aid distribution formulas so that school districts could get money to operate schools during the summer.

The picture is getting brighter. Three states have passed laws that enable school districts to operate on year-round bases and provide funds.

California: The California law authorizes school districts to conduct year-round school in rotating shifts of four sessions of approximately 45 class days interspersed with vacations of approximately 15 class days. The law requires that school districts get the approval of the state superintendent of education in order to implement programs. Wilson Riles, California's state superintendent, has already stated his approval of the year-round school concept and it is expected that school districts wanting to reschedule the school year will have little difficulty getting his approval. However, the wording of the law does limit the options of school districts in the kinds of plans they can adopt. The only plan permitted under the California law is the 45-15 quarter system.

Texas: The Texas law differs from the California law considerably. Instead of giving school districts the flexibility of using the existing school calendar or rescheduling the school year, the Texas law requires that by Sept. 1, 1973, all school systems in the state operate the K-12 education system in three-month quarters. But this does not mean that school districts must operate their schools for more than three quarters, or nine months. It gives the option to districts of using the fourth or summer quarter as an additional period of instruction if "any school feels the necessity, either through failure of a bond issue or overcrowded conditions and does not want to build additional facilities." The law also permits the restructured school year to be put into effect by any school district as of Sept. 1, 1972. A stipulation in the new law provides that all members of the same family will have the same quarter off and hence will be able to vacation at the same time.

Illinois: Two bills passed by the Illinois legislature will permit both the operation of a year-round school and the funds for operation. A bill passed by the Illinois General Assembly in 1969 changes the method of computing state aid payments. Under the plan, state aid will be based on the average daily attendance for the best six months of the fiscal year. In April 1970, the Illinois State Senate passed a law that permits districts

attend three of the four quarters and graduate with their regular classes or complete all four quarters to graduate a year earlier. School officials cited several reasons for not going ahead with the plan for the 1971-72 school year. Among the reasons: It was considered economically unsound because, according to one official, "we would have had to increase our staff by one-third to permit operation of the schools year round." Also, it was indicated that there was a lack of student and parent interest. One official said: "Our surveys show that parents want all their children to have a vacation at the same time rather than have their high school children get out in the winter and their elementary school children get out in the summer."

The principal of the experimental high school said the program would have to be organized on a citywide or cluster basis to gain parents' support. A cluster, he said, would include the high school and its feeder junior high schools and elementary schools.

• Public relations proved its point in Germantown, Wis. In 1968 and 1969, the district was considering year-round schools. In order to find out what the community and staff felt, it prepared a simple survey card. (See figure 4.) The card was distributed to a random sampling of 1,500 households in the school district and to the entire staff with a complete breakdown of the types of year-round plans possible for the district.

Figure 4:

YEAR-ROUND SCHOOL SURVEY CARD

Please indicate your preference by checking the appropriate line.

At the present time I prefer the:

| | |
|--------------------------------|--------------------------------------|
| _____ Quarter System | _____ Extended Summer Session |
| _____ Trimester System | _____ Year-Round Employment of Staff |
| _____ Extended Semester System | _____ The Present Arrangement |

Comments:

(Signature)

The survey drew a 29% response from the community and a 94% response from the staff. The results showed 80% of the community and staff opposed all year-round alternatives. Among the commonly cited objections:

It recommended that USOE:

- Encourage experimentation in year-round education.
- Examine all year-round education models which seem to be widely acceptable in terms of well defined, established criteria.
- Foster the adoption of those plans or models which have demonstrated their value and acceptability so that nationwide patterns may emerge that are compatible with each other.

21 States Offer Flexibility

Here is what some other states offer in the way of flexibility which could lead toward acceptance of year-round programs.

Alabama: Minimum school year, 175 days; no maximum. Flexibility in scheduling permitted within certain limitations. Teacher contracts a matter for local school districts. Summer school not compulsory, and legislation would be required.

Alaska: School term is fixed by local districts, minimum 180 days. No legislation restricts flexibility in school scheduling, but because of intense summer activity and the large complement of military personnel, the state seems committed to the traditional school pattern.

Arizona: School year begins July 1 and ends June 30. Teacher contracts prerogative of local school board. Additional funds and rewording of state aid legislation necessary.

Arkansas: No restrictive legislation with regard to school scheduling. A uniform contract is used for teachers; no new legislation needed. Existing formulas for state aid would not have to be changed to permit year-round education.

Colorado: Current legislation permits school districts to experiment with the extended school year. Minimum length of school year is 172 days; no maximum. State aid may be paid for year-round education. However, only 180 days by any given individual will be reimbursed.

Connecticut: Present legislation permits flexibility in scheduling. Minimum school year, 180 days; no maximum. State aid is possible under present system for schools on a year-round program.

Delaware: Year-round teacher contracts would require new legislation, and extension of the school year beyond 180 days would require legislative action.

Georgia: Minimum length of school year is 180 days. This, however, has been amended to 177 days for school systems operating on a four-quarter program.

cials have felt for some time that their extensive summer session gives them maximum use of facilities and staff and provides additional learning and recreational opportunities for school children.

Hayward, Calif.

Perhaps one of the most important year-round programs is the one at Park Elementary School in Hayward, Calif. A year-round program has been in operation at Park Elementary School since 1968. It is a continuous four quarter plan with children attending school for 220 days with three-week vacations between quarters.

The evaluation report published in January 1970, after the program had been in operation for almost two complete years, concluded:

1. The parents of Park Elementary children like, accept and support the four quarter system.
2. Pupils at Park like the program and a majority do not want to return to the former system.
3. Teachers at Park support the program, but teachers at other schools do not.
4. Business, industry and college representatives like the Park four quarter plan and would like to see it extended.
5. The 36 principals in the Hayward Unified School District favor the program, but do not want it expanded to include all other elementary schools. They do, however, want the program broadened to include one or two other schools.
6. Costs for operating the Park program for the additional days over the regular school year (175 days) showed a 9.9% increase above the regular program.
7. Park Elementary students performed well in reading and mathematics achievement tests when net gains were matched with those of students in a comparison school. On a pretest, students in the comparison school earned consistently higher scores than the students at Park. After one year of operation, however, there was practically no difference in grade achievement levels, indicating that the Park students had generally gained and had caught up with the initially more advanced comparison students.

Based on their findings, the evaluation committee made these recommendations:

- Continue the extended school year program at Park for a period of four years to conduct a longitudinal study of the program and its impact upon the students, their parents and the community.
- Extend the basic design of the plan to one of the district's ESEA Title I schools in order to gain insights into the effect of the extended school year upon children from disadvantaged backgrounds. Such an expansion should be carried on for a four-year period to provide for a longitudinal study.

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state aid is limited to a 200-day school term during one fiscal year.

Virginia: The minimum school year is nine months or 180 days. Upon request, local school boards may be permitted to revise school scheduling. The basic school aid fund is limited to 10 months, and some slight changes might be required to permit year-round school operations.

Wyoming: To be eligible for state aid, schools must operate for a term of 180 days or more.

One of the most effective arms of the education-legislation complex, particularly in the area of supporting year-round education programs, has been the Education Commission of the States (ECS). At its 1970 annual meeting, ECS members adopted a resolution stating that "the Education Commission of the States has as a major program element the promotion of the extended school year concept through identification of barriers to implementation; legal, financial and instructional implications; and methods of implementing these concepts; and further, to keep states informed concerning the latest developments in these areas."

The State Education Agencies

State education departments, too, can play a great role in the development and implementation of year-round education programs. And, even here, there is great variation. Some state education departments play a passive role, offering neither guidelines nor assistance to local school districts wanting information. Other state departments provide information and assist local school districts considering the installation of year-round school programs. And still others take a very active role, even to the point of initiating legislation to permit school-scheduling flexibility before there are local districts that request it.

In the state of Washington, for example, State Supt. Louis Bruno has asked the state legislature to permit school-scheduling flexibility and to allot funds for pilot projects around the state for various sizes of school districts to let them develop year-round school programs that would suit each community's needs best. In South Carolina, State Supt. Cyril Busbee and Gov. John C. West have publicly supported the concept of the extended school year.

Other state legislatures and departments of education, too, are moving to permit school-scheduling flexibility and aid formulas so that school districts can adopt year-round education programs. In Delaware, for example, the state department of education actively favors year-round education and has introduced measures to permit its development. In 1970 and 1971, measures were introduced, but not acted upon.

Many other states, as well, are studying the different types of year-round school programs being offered and evaluating them. Then this information is passed on to local school districts so they can make informed decisions about implementing year-round education programs.

plan to the semester term accelerated; then move to the voluntary four quarter plan; then move to the mandatory four quarter plan. The department also recommended that the program begin at the secondary level since the major need for space relief is at grades 7-12.

Akron, Ohio

A proposal in Akron, Ohio, calls for "an extended school program to use schools and selected school staff after school, evenings, weekends and summers to provide a range of services and educational experiences to supplement, extend, enrich and/or reinforce the customary school program." The reasons for the proposal included the advantages of such a program to:

- Disadvantaged children who have little direction or opportunity for meaningful occupation during the summer months and who need an uninterrupted school year to ensure continuous progress.
- Gifted children who need to accelerate their learning to meet the challenge of increased technology and to expand their opportunities for creativeness.
- Children needing special services such as psychological testing and diagnosis, counseling and speech therapy could continue during the summer.
- Adults could be served by providing a program for them to develop both basic skills and marketable skills, and to expand in such areas as civic awareness and use of leisure time.

Other groups, too, would benefit, according to the Akron committee studying the year-round school, including teachers, children who find it hard to adapt to regular school situations, children whose homes are lacking, and families whose neighborhoods provided only limited opportunities for recreation.

As yet, however, the Akron school system has not adopted a plan or begun to implement any of its programs.

Chicago, Ill.

Three Chicago, Ill., elementary schools are presently operating on a 45-15 year-round school plan. The plan, which began July 1, 1971, was to encompass nine elementary schools, but opposition from the Chicago Federation of Teachers resulted in a smaller scale pilot program. In organizing its plan, the Chicago school system took into account geographical areas surrounding each of the schools so that children from the same family would be in the same cycle. This, Chicago officials believe, lessened opposition from the community. Also, special services such as tutorial and enrichment classes and recreational activities will be maintained during the 15-day vacations.

One of the major advantages of the plan for Chicago is lower class sizes. According to Richard Gernick, principal of the Raster School, one of

the schools in the year-round program, "the average class size last year was 45 students per room. Under the year-round plan, we will be able to reduce this pupil-teacher ratio to approximately 32 students per teacher."

Major support for the year-round school plan has come from the Chicago Tribune. In an editorial earlier this year, the newspaper said: "Year-round use of both physical plant and academic personnel has obvious advantages in terms of efficiency and economy. Fewer classrooms need be built; fewer teachers need be employed. Both buildings and people can give more extensive service in year-round operations than if nearly the whole system suspends work for three months. A longer working year with correspondingly higher pay is highly popular with most teachers. In Romeoville, Ill., where year-round operations are already in effect, teachers had their choice; nearly all men and many women preferred the longer year...."

Evanston Township, Ill.

Evanston Township, Ill., school district has an extensive summer school program. Summer courses are available in art, science, speech arts, social studies, business education, driver education and many other subject areas. The aim, however, is primarily for enrichment and remedial work. The school board's policy is that while these summer courses are for credit, a student may not use the credits to graduate earlier. The policy states that it takes four years of schooling to earn a diploma. The success of the program can be seen by student interest during the 1969 summer school when 2,204 students were enrolled. This included junior and senior high school students. There were students taking enrichment courses as well as remedial work.

Los Angeles, Calif.

Another major city moving toward the year-round school concept is Los Angeles, Calif. Since 1969, the Los Angeles Board of Education has taken steps leading toward year-round education in the city's school system. Principals and assistant principals are under a new assignment schedule through which they are stationed in all of the city's junior and senior high schools 12 months a year. And the summer school program is expanding, with more and more courses being offered and more and more students attending. A recent survey by the district's division of secondary education indicated why the students are attending summer school:

1. They hope to obtain additional credits to move ahead a semester as the midyear promotion of pupils was eliminated (36%).
2. They are participating in summer school for enrichment courses (18.8%).
3. They want to strengthen mastery in a subject field (16.7%).
4. They want to raise a mark, other than a failure (9.7%).
5. They want to make up a failing grade (9.6%).
6. Other reasons--parental insistence, self-improvement, to have something to do (9.2%).

Whether Los Angeles will adopt a year-round school program, such as the quarter or trimester plan, or some other form is not clear. School offi-

- Indiana: Public schools must operate for a minimum of nine months. Local school boards are permitted to extend the school year at their own discretion. Under existing legislation all types of year-round school programs, except the trimester plan, would require no new legislation for state aid distribution.
- Iowa: The State Dept. of Public Instruction requires that schools operate for at least 36 weeks and may be maintained during the entire calendar year. School finance statutes allow for distribution of state aid on the basis of average daily membership, regardless of the number of days in the school year.
- Kansas: Minimum school year is 180 days; no maximum. State aid, however, is paid on 180 days only. The state aid statute would have to be revised if schools were operated on a year-round basis.
- Maine: Minimum school year, 175 days. And, if funds are available, no changes would be necessary in the present state aid formula for year-round school operation.
- Maryland: Length of the school year is 180 days within a 10-month period. Flexibility in school scheduling is permitted only within the 10-month year. State aid to schools on a year-round program is not permissible under present legislation.
- Montana: Minimum school year is 180 days; no maximum. Existing laws permit flexibility in school scheduling and it would be possible to provide state aid to year-round schools under present formulas.
- Nevada: Present laws require a minimum school year of 180 days and provide flexibility for most year-round programs. Slight changes in state aid distribution formulas would be required.
- New Mexico: Minimum school year is 180 days, and State Board of Education permits flexibility in school scheduling. A change in the present state assistance formula would be required for year-round programs.
- Ohio: Legislation has passed that permits districts to operate on semester, trimester or quarter plans, but slight changes are still necessary for complete funding of year-round programs.
- Oregon: Minimum school year is 180 days, and flexibility in school scheduling is permitted. The present state aid formula would not be in conflict with school districts operating voluntary, staggered quarter or trimester plans. However, school districts lengthening the school year to 220 actual teaching days would require special legislation.
- Tennessee: Minimum school year is 180 days, but there is no legislation permitting flexibility in school scheduling. Currently,

Dade County, Fla.

Five junior and senior high schools in Dade County, Fla., are now operating on a quinmester year-round school program. Under the quinmester program, the year is divided into five 45-day units, and students are given the option of attending any four semesters to meet the 180-day state requirement or can accelerate by attending all five quinesters. The acceptance of the program by the students is indicated by the enrollment at Miami Springs Senior High School during the fifth quinmester in the summer of 1970. An unexpected total of 1,540 students attended. Dade County education officials cite three primary educational advantages of the program: (1) It opens the doors for a richer curriculum through the development of minicourses that can be related to a single subject. The student has a choice of any four offerings to earn a year's credit. (2) It encourages experimentation. The student may try a new subject at no great risk. If he doesn't like it, or doesn't do well, he has lost only one nine-week segment. And (3) it has the potential to reduce failure because the student isn't locked in on a year course.

Orange County, Fla.

Orange County, Fla., is also looking to the year-round school or some form of it for its school system. A study group looked into the increasing need for new facilities in 1969 and recommended three possible courses of action:

1. A 10-hour day--from 7:30 a.m. to 5:30 p.m.--split into two five-hour days for students. In effect, this would create two separate schools. In addition, the school year would be lengthened to 216 days. Teachers would work only one shift. Extracurricular activities would be held in the afternoons and those students who wished to participate would attend the morning session.
2. A staggered four quarter plan, with students permitted to attend any three of the four quarters.
3. A consecutive quarter plan with students in continuous attendance.

So far, no plan is operational in Orange County, but there is support for year-round schools. Particularly strong support has come from the Orlando Sentinel which said: "The best answer yet to Orange County's soon-to-double school population is the 10½-month school year with double sessions in all facilities."

Columbus, Ohio

The Dept. of Evaluation, Research and Planning for the Columbus, Ohio, public schools recently completed an extensive study of the year-round school concept and its feasibility for implementation in the Columbus school system.

As a result of its findings, the department recommended the following development plan to the Columbus school board: Move from the existing semester

WHAT'S REALLY GOING ON?

What is happening across the country--and what has happened in the recent past to develop year-round schools? Here are highlights over the past five years.

1966

1. State of California Conducted a study of year-round operation of their state colleges.
2. Florida Educational Research and Development Council Conducted a feasibility study.
3. New York State Published Setting the Stage for the Lengthened School Year.
4. University of Toledo Conducted an economic analysis of the year-round school.
5. Harper Creek, Mich. Feasibility study.
6. L'Anse Cruese, Mich. Feasibility study.
7. Rockford, Ill. Feasibility study.
8. Polk County, Fla. Feasibility study.
9. San Jose, Calif. Was to conduct an experimental program, but lack of interest on the part of students was the main reason the project never got off the ground.

1967

1. Findlay, Ohio Feasibility study.
2. Fraser, Mich. Studied the possibility of extending the school year.
3. Warren, Mich. Feasibility study.
4. Detroit, Mich. Feasibility study.
5. Houston, Tex. Feasibility study.

1968

1. State of Delaware Feasibility study.
2. Anaheim, Calif. Feasibility study.
3. Avondale, Mich. Feasibility study.
4. Cincinnati, Ohio Feasibility study.

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| 5. Governor's Study Commission on the North Carolina Public School System | Contained a portion about year-round schools. |
| 6. Bloomfield Hills, Mich. | Feasibility study. |
| 7. Durand, Mich. | Feasibility study. |
| 8. Edwardsburg, Mich. | Feasibility study. |
| 9. Findlay, Ohio | Feasibility study. |
| 10. Louisville, Ky. | Feasibility study. |
| 11. Plymouth, Mich. | Feasibility study. |
| 12. Portage, Mich. | Feasibility study. |
| 13. Rochester, Mich. | Feasibility study. |
| 14. Rockford, Mich. | Feasibility study. |
| 15. Sault Sainte Marie, Mich. | Feasibility study. |
| 16. Seattle, Wash. | Feasibility study. |
| 17. Traverse City, Mich. | Feasibility study. |
| 18. Utica, Mich. | Feasibility study. |
| 19. Cook County, Ill. | Feasibility study. |
| 20. Atlanta and Fulton County, Ga. | Started a modified four quarter plan in September 1968. (Optional four quarter.) |
| 21. Hayward, Calif. | Park Elementary School--222-day quadrimester in operation. |
| 22. Green Chimneys, N.Y. | Extended summer program. |

1969

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| 1. Pennsylvania Dept. of Public Instruction | Feasibility study. |
| 2. Southwestern Ohio Educational Research Council | Comprehensive study of the all-year school. |
| 3. Ann Arbor, Mich. | Feasibility study. |
| 4. Denver, Colo. | Looking hard at extended school year. |
| 5. East Lansing, Mich. | Feasibility study. |
| 6. Freeband, Mich. | Feasibility study. |
| 7. Syosset, N.Y. | Feasibility study. |
| 8. Hansdale, N.Y. | Feasibility study. |
| 9. Hartford, Conn. | Feasibility study. |
| 10. Lawrence, Tex. | Feasibility study. |
| 11. Knoxville, Tenn. | Feasibility study. |
| 12. Lansing-Okemos-Haslett, Mich. | Feasibility study. |
| 13. Ludlow, Vt. | Feasibility study. |
| 14. Muskegon, Mich. | Feasibility study. |
| 15. Northville, Mich. | Feasibility study. |
| 16. Oil City, Pa. | Feasibility study. |
| 17. Omaha, Neb. | Superintendent's Calendar Committee Report. |
| 18. Port Huron, Mich. | Feasibility study. |
| 19. Portage, Mich. | Feasibility study. |
| 20. Racine, Wis. | Feasibility study. |
| 21. Rockville, Md. | Feasibility study. |
| 22. Roseville, Mich. | Feasibility study. |

Las Vegas, Nev.

A program similar to the one proposed by the Utah Adult Education Assn. is in operation in Las Vegas, Nev. There, one high school does the work of two. During the day, Valley High School operates as a standard public high school. At night, the name and purpose change. It becomes Urban High School, a school geared to the special needs of its students. Most of its students are dropouts who are holding down full-time jobs. Its aim is to give students a chance to succeed. "When we started this school," says Gerald F. Hunt, principal of Urban High, "we told teachers to encourage the students in every possible way. And that's the essential difference between us and the day school: Our teachers are trying to give youngsters every opportunity to succeed."

Many people say the program in Las Vegas is a success for several reasons. First, they say, the school facilities are being used more efficiently instead of being idle for long periods of time. Second, the program eliminates the need for raw and special facilities. Administrators of the school admit there are some added expenditures for operating Urban High. But they calculate that even with the additional cost, they are actually breaking even--just by keeping the dropouts off the street.

El Camino High School, San Francisco

A long established program in El Camino High in the South San Francisco (Calif.) United School District is entirely different. Although this is not a year-round school program in the ordinary meaning of the term, it is an attempt to provide more teaching time in various subjects. All laboratory and activity-oriented classes (home economics, physical education, wood shop, etc.) meet for only three periods a week--one 50-minute period and one 105-minute period. The aim here is to eliminate nonteaching time in these subjects by cutting out the large amounts of time used to move between classes, setting up equipment, cleaning up after classes, dressing and undressing, and other beginning and ending classroom practices that are wasteful. Since the plan's inception in 1960, administrators say they have added 11 weeks every year for students in physical education and six weeks every year for students in industrial arts, art, crafts, science and homemaking.

Robert Keropian, El Camino principal, cites these reasons for adopting the program:

- There are no additional costs.
- There is no change in the physical plant.
- The schedule is voluntary, and any teacher or department can participate without the schedule being mandatory for the entire school.
- The option to return to the daily schedule is available at any time.
- No additional staff is required.
- At the teacher's request, classes can meet Monday-Wednesday-Friday, or Tuesday-Thursday-Friday.
- The length of the school day and school year remain the same.
- Individual instruction time is increased 250% over the daily schedule.
- Students experience greater interest and motivation.
- There is a greater utilization of buildings.

- Mollalla, Ore., was faced with a choice of split sessions or extending the school year after voters rejected a building program. The choice was a staggered four-quarter, year-round school. The plan is to have about 700 of the school's 1,000 students in school at any one time. The program, which started in June 1971, has, in the words of Sam Wilson, the district superintendent, "given us tremendous economy and a much better curriculum. We've been able to reduce class size. But, most important, our normal nine-month budget of \$800,000 has gone up only \$68,000 to add a fourth quarter, and we've saved all the building costs and their related operating expenses." To avoid having to install air-conditioning in classrooms, the school day runs from 7:30 a.m. to 1:30 p.m. in hot months.

- In August 1971, all 2,500 students in the Rochester, Pa., schools were moved into a new \$5.2 million educational complex. At the same time, the school year was switched to a staggered four quarter plan, with students having the option of attending any three quarters, or all four. Although none of the school system's 117 teachers are required to work all year, many of them do.

- Four high schools in Baltimore, Md., began a four-quarter, year-round school operation in the fall of 1971. However, the success of the program is in doubt. School officials had asked for \$800,000 to fund the experiment, but the city council trimmed away more than \$700,000 because the public remains opposed to the plan. One school aide said he wasn't surprised. "To many people, year-round school means enforced school attendance all year long."

- In Evergreen, Wash., a committee was formed to study the year-round school. In its recommendations, the committee indicated that it favored 12-month school operation with students attending for only 180 days. The primary focus of the program would be to accommodate more students in the existing facilities in order to eliminate the need to construct new schools.

- In Cleveland, Ohio, students at Chamber Elementary School will be going to school for 11 months. The 300 youngsters will attend school during the months of June and July, but will have the month of August off as well as five week-long vacation periods throughout the year. The experimental program increases the school year by five weeks. A federal grant is being used to determine the feasibility of operating year-long schools.

- The Salem, Ore., School Board is also looking into the year-round school concept. It is considering the year-round school as an alternative to a massive school construction program. So far, no specific form of year-round school plan has been adopted.

- In Des Moines, Iowa, a recommendation for year-round schooling is expected from a study committee. The committee, made up of school administrators, teachers, students and parents, was to study the feasibility of implementing a 12-month school year in the public school system.

- In Utah, the Utah Adult Education Assn. has proposed that schools be open year round, to people of all ages for educational, cultural and recreational purposes. Although this is not to be considered a year-round school program, the use of school facilities on a full-time basis is the aim of the program.

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| 23. Utica, Mich. | Feasibility study. |
| 24. Waterford Township, Mich. | Feasibility study. |
| 25. Atlanta and Fulton County Ga. | Four quarter plan operating. |
| 26. Lockport, Ill. | Valley View 45-15 plan operational. |
| 27. Brooklyn, N.Y. | John Dewey High School operating on modified year-round program. |
| 28. Winston-Salem Forsyth County Schools, N.C. | Third grade class operating on year-round plan. |
| 29. Becky-David School, St. Charles, Mo. | Elementary school 45-15 plan in operation. |
| 30. Wilson School, Mankato State College, Minn. | K-12 school open all year, students can vacation whenever they wish. |
| 31. Englewood, Colo. | Cherry Creek Schools begin 5-year phase toward year-round school. Hope to have staff on year-round basis in four years. Student body on year-round basis afterward. |
| 32. P. K. Yonge Laboratory School, U. of Florida | Plan developed for flexible all-year school. |
| 33. Grand Forks, N.D. | Year-round school plan delayed due to parent opposition. |
| 34. Butler, Pa. | Has comprehensive summer program, considering ideas for year-round education. |

1970

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|-------------------------|---|
| 1. California | Feasibility study. |
| 2. Colorado | Feasibility study. |
| 3. Florida | Providing funds for pilot projects. |
| 4. Georgia | Studying results of pilot project in Atlanta and Fulton County. |
| 5. Illinois | Feasibility study. |
| 6. Kentucky | Feasibility study. |
| 7. Massachusetts | Preparing materials for legislative action. |
| 8. Michigan | Feasibility study. Considering plans to provide funds for pilot programs. |
| 9. Minnesota | Feasibility study. |
| 10. Missouri | Feasibility study. |
| 11. Ohio | Feasibility study. |
| 12. Pennsylvania | Preliminary plans and regulations to govern year-round school programs adopted. |
| 13. South Carolina | Eight-weeks summer session attended by 30,000 students. Moving rapidly to- ward extended school year. |
| 14. Wisconsin | One pilot program in state, requesting funds. |
| 15. Washington | Gathering material on year-round school. |
| 16. Anchorage, Alaska | Feasibility study. |
| 17. Berwyn, Pa. | Expanded summer school offerings. |
| 18. Battle Creek, Mich. | Feasibility study. |

- | | |
|--|--|
| 19. Burlington, Iowa | Feasibility study. |
| 20. Cohasset, Mass. | Feasibility study. |
| 21. Centerline, Mich. | Feasibility study. |
| 22. Dalton, Mass. | Feasibility study. |
| 23. Danbury, Conn. | Feasibility study. |
| 24. Fayetteville, Ark. | Looking again at the extended school year. |
| 25. Ipswich, Mass. | Feasibility study. |
| 26. Kankakee, Ill. | Feasibility study. |
| 27. Lakeside, Calif. | Feasibility study. |
| 28. Lakewood, Colo. | Feasibility study. |
| 29. Manassas, Va. (Prince William County) | Feasibility study. |
| 30. Marysville, Mich. | Feasibility study. |
| 31. Minneapolis, Minn. | One school district considering 45-15 plan. |
| 32. Omaha, Neb. | Feasibility study. |
| 33. Pontiac, Mich. | Parents urging school board to look into year-round school concept and ideas. |
| 34. Richmond, Vt. | Feasibility study. |
| 35. San Antonio, Tex. | Taking a hard look at year-round school concept. |
| 36. San Diego, Calif. | Moving toward pilot program. |
| 37. Saskatoon, Canada | Feasibility study. |
| 38. Seattle, Wash. | Teachers association is looking at year-round school. |
| 39. St. Clair Shores, Mich. | Lakeview High School is considering year- round school scheduling. |
| 40. Tucson, Ariz. | Looking at the year-round school. |
| 41. Tulsa, Okla. | Moving to extend the school year. |
| 42. Ukiah, Calif. | Feasibility study. |
| 43. Warren, Mich. | Starting second feasibility study. |
| 44. Allegheny County, Pa. | Completed extensive study of year-round school plans. |
| 45. Jefferson County (Louisville), Ky. | Plans to implement optional four quarter plan in one to two years. |
| 46. Dade County, Fla. | Initiates its year-round school program using quinmester system. |
| 47. Okemos, Haslett and East Lansing, Mich. | Based on results of 1969 feasibility study, plans to start pilot program in 1972 or 1973. |
| 48. Utica, Mich. | Based on 1969 feasibility study, hopes to start year-round school pilot pro- gram in 1972 or 1973. |

Feasibility Studies and Results

The list on the preceding pages shows an increasing interest in the year-round school concept. As a matter of fact, if every district that conducted a feasibility study actually began a pilot program, the entire state of Michigan would probably be operating on a year-round basis by now. But, in reality, only a handful of those districts and state departments of education that conducted feasibility studies have converted their findings into pilot programs or single school experiments. Many of those programs under way earlier are still going on. The best known, probably, is Atlanta-Fulton County, Ga. (More about this program in Case Study #1.) Another, probably equally as talked about is the Lockport, Ill., Valley View 45-15 program. (More about it in Case Study #3.)

Many of the school districts that conducted feasibility studies did not reschedule the school year to provide year-round education as part of a continuing program. What many of them did do was to expand the summer school portions of the school year, but continue to operate them on a voluntary basis.

- One of the few districts that conducted a feasibility study and then did initiate a year-round program is Manassas (Prince William County), Va. Four schools in Dale City (within Prince William County) began to operate on a year-round basis with the 1971-72 school year. The reason for adopting the plan, according to Prince William County school board members, was that some 7,000 children in the county junior and senior high schools were on double session, and "we felt it was time to try something different." The schools will now operate on a 45-15 quarter plan.
- In nearby Fairfax County, Va., a study was conducted to determine whether or not two high schools in the county should be rescheduled to operate on a year-round basis.
- In South Carolina, four local school districts have been awarded federal grants of \$25,000 each to study and plan extended year-round programs. The four districts are York County District No. 3 (Rock Hill); Spartanburg County District No. 7 (Spartanburg); Florence County District No. 1 (Florence); and Richland County District No. 1 (Columbia).
- In Wichita, Kan., public school officials developed a study committee to look into the year-round school. The committee came out in favor of year-round education and suggested using a four quarter plan.
- In St. Charles, Mo., an extended school year has been in operation since 1969. And, according to administrators in this suburban St. Louis community, the plan is working "beautifully." The program is in operation in three of the district's schools and involves about 2,100 pupils. The plan is the 45-15--nine weeks of school and three weeks vacation. The basic reason for the development of the year-round program was to provide more space. Alan O'Dell, one of the district's administrators, says, "I wouldn't say we are spending any more money than we would otherwise, but we are getting more education out of our existing facilities." Teachers like the plan because it gives them a flexible work year; pupils are becoming used to it; and parents, according to surveys, support the plan by more than 60%.

STATE
of ALASKA

MEMORANDUM

TO: [George Hohman, Chairman
House Finance Committee

THRU: M. R. Charney, Director *MC*
Division of Budget & Management

DATE : March 30, 1972

FROM: Bob Jacobs *BJ*
Program Analyst
Division of Budget & Management
Department of Administration

SUBJECT: HB 467

This is an unsolicited comment on HB 467 and the testimony regarding this bill at yesterday's hearings before your committee. (To the best of my knowledge the administration has not yet taken a position on this bill.)

- 1) Advocates of this bill should not be faulted for presenting internally contradictory and illogical arguments in its favor. YRS is a complex subject, and most of the YRS literature which I have reviewed (including HEW publications) has been very biased in favor of the concept and has tended to ignore the problems involved with instituting it.
- 2) As an individual I basically agree with the conclusions made by members of your committee and disagree with the conclusions of the bill's advocates. Specifically,
 - a) The YRS concept has some potential advantages. It also requires study, organization, community liaison, and computer work to implement. I therefore support the first part of the bill -- but with a reasonable level of local effort.
 - b) The YRS system has potential cost savings under some very specific circumstances. Therefore, if the state wanted to provide an incentive for local districts to adopt YRS (which I don't think it should) it would seem that a reduction in the level of support to local districts would be a more efficient and cost-effective incentive than an increase in support.
 - c) A law which provides additional support only for districts which adopt a YRS system discriminates against districts which are generally unsuited for YRS (basically, small districts). This is so because:
 - i) large districts can implement YRS at little or no additional cost and use the incentive money for program improvement (which is what the bill's advocates really seem to want)
 - ii) small districts would probably have to use all of their incentive money (and maybe more) just to implement YRS, leaving no money for program improvement.

So basically, the rich would get richer and the poor would get nothing.

Program improvement money could be distributed more equitably by increasing Foundation Support or making money available to all districts for special programs.

George Hohman

-2-

March 30, 1972

3) I have attached the following for the information of your committee:

- a) My analysis of the YRS Movement, in the form of term paper which I wrote recently.
- b) A copy of a recent magazine article regarding YRS with my comments.

cc: Marshall Lind
Senate Finance Committee

The Legislature of the State of Alaska
FISCAL NOTE
Second Session - Seventh State Legislature

I. REQUEST

Bill Identification: CS HB 467
 Title: Year -round school incentives
 Requested by: Legislative Finance Date: 2/29/72
 Return Date Requested: 3/15/72
 Agency: Education Program: Preschool, Elem., and Sec.

II. FISCAL DETAIL

Budget Request Unit(s) Affected: Financial Support

A. EXPENDITURES: (Thousands of dollars)

| OBJECT | FY 72 | FY 73 | FY 74 | FY 75 | FY 76 | FY 77 |
|--------------------------|-------|---------|---------|---------|---------|-------|
| 100 PERSONAL SERVICES | | | | | | |
| 200 TRAVEL | | | | | | |
| 300 CONTRACTUAL | | | | | | |
| 400 COMMODITIES | | | | | | |
| 500 EQUIPMENT | | | | | | |
| 600 LAND & STRUCTURES | | 125,000 | 250,000 | 400,000 | 800,000 | -0- |
| 700 GRANTS, CLAIMS, ETC. | | | | | | |
| TOTAL | | 125,000 | 250,000 | 400,000 | 800,000 | -0- |

B. FUNDING: (Thousands of dollars)

| | | | | | | |
|---------------|--|---------|---------|---------|---------|-----|
| GENERAL FUND | | 125,000 | 250,000 | 400,000 | 800,000 | -0- |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |

C. POSITIONS:

| | | | | | | |
|---------------------|---|---|---|---|---|---|
| PERMANENT/TEMPORARY | / | / | / | / | / | / |
| MAN MONTHS (P./T.) | / | / | / | / | / | / |

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

| | FY 72 | FY 73 | FY 74 | FY 75 | FY 76 | FY 77 |
|--|-------|---------|---------|---------|---------|-------|
| Planning monies under Sec. 1a(1) estimated at: | | 125,000 | 125,000 | 50,000 | 50,000 | -0- |
| Sec. 1a(2) and (3)*: | | -0- | 125,000 | 350,000 | 800,000 | -0- |

* based on a statewide projection from the attached computation for Anchorage under the assumption noted.

IV. ATTACHMENTS

ASSUMPTIONS

1. Anchorage Construction Needs, 1970-75 is \$42,000,000.
Construction Needs are based on Max 5% increase per year in enrollment.
2. Rescheduled school year can be implemented throughout system by FY-76.
(1/5th system per year)
3. Cigarette tax at \$600,000 per year average.
4. Outstanding debt in 1970 of \$40,000,000.
5. Repayment schedule of \$3,500,000 per year.
6. State Debt Service Payments (chapter 249) would average \$1,300,000 per year to Anchorage if no new debt service.
7. If \$42,000,000 new construction is authorized it will mean about \$84,000,000 in additional debt service over 20 years or \$4,500,000 additional debt retirement per year of which Chapter 249 would be picking up 50%
(\$440,000 to 2,250,000 per year).
8. Operational and maintenance costs average 10%.

(in thousands)

| Est. Debt | | 1st year | | 2nd year | | 3rd year | | 4th year | | 5th year | | TOTALS | |
|-------------------------------------|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|
| | | S.D. | State | S.D. | State | S.D. | State | S.D. | State | S.D. | State | S.D. | State |
| 5,000 | P | 400 | 200 | 400 | 200 | 400 | 200 | 400 | 200 | 400 | 200 | | |
| | I | 480 | 240 | 456 | 228 | 432 | 216 | 408 | 204 | 384 | 192 | | |
| | T | <u>880</u> | <u>440</u> | <u>856</u> | <u>428</u> | <u>832</u> | <u>416</u> | <u>808</u> | <u>404</u> | <u>784</u> | <u>392</u> | <u>4,160</u> | <u>2,080</u> |
| 5,000 | P | | | 400 | 200 | 400 | 200 | 400 | 200 | 400 | 200 | | |
| | I | | | 480 | 240 | 456 | 228 | 432 | 216 | 408 | 204 | | |
| | T | | | <u>880</u> | <u>440</u> | <u>856</u> | <u>428</u> | <u>832</u> | <u>416</u> | <u>808</u> | <u>404</u> | <u>3,376</u> | <u>1,688</u> |
| 5,000 | P | | | | | 400 | 200 | 400 | 200 | 400 | 200 | | |
| | I | | | | | 480 | 226 | 456 | 228 | 432 | 216 | | |
| | T | | | | | <u>880</u> | <u>426</u> | <u>856</u> | <u>428</u> | <u>832</u> | <u>416</u> | <u>2,568</u> | <u>1,270</u> |
| 3,000 | P | | | | | | | 450 | 225 | 450 | 225 | | |
| | I | | | | | | | 540 | 270 | 513 | 256 | | |
| | T | | | | | | | <u>990</u> | <u>495</u> | <u>963</u> | <u>481</u> | <u>1,953</u> | <u>976</u> |
| 9,000 | P | | | | | | | | | 450 | 225 | | |
| | I | | | | | | | | | 540 | 270 | | |
| | T | | | | | | | | | <u>990</u> | <u>495</u> | <u>990</u> | <u>495</u> |
| 12,000 Oper. & Maint. Savings | | 880 | 440 | 1,736 | 868 | 2,568 | 1,270 | 3,486 | 1,743 | 4,377 | 2,188 | 13,047 | 6,509 |
| | | <u>185</u> | | <u>387</u> | | <u>612</u> | | <u>785</u> | | <u>126</u> | | <u>2,095</u> | |
| | | <u>1,065</u> | <u>440</u> | <u>2,123</u> | <u>868</u> | <u>3,180</u> | <u>1,270</u> | <u>4,271</u> | <u>1,743</u> | <u>5,503</u> | <u>2,188</u> | <u>15,142</u> | <u>6,059</u> |
| 10% & 5% Increment | | | (554) | | (1,161) | | (1,836) | | (901) | | (1,118) | | (5,570) |
| | | <u>1,065</u> | <u>(114)</u> | <u>2,123</u> | <u>(293)</u> | <u>3,180</u> | <u>(566)</u> | <u>4,271</u> | <u>842</u> | <u>5,503</u> | <u>1,070</u> | <u>15,142</u> | <u>489</u> |

OPERATIONS AND MAINTENANCE COST SAVINGS ASSUMPTIONS

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

MAINTENANCE AND OPERATIONAL SAVINGS (IN THOUSANDS)

| <u>Year</u> | <u># of Instr. Units Affected</u> | <u>Multiplying Factors</u> | <u>Amount</u> |
|-------------|-----------------------------------|----------------------------|---------------|
| 1st | 320 | $1\frac{1}{3} \times 10\%$ | 185 |
| 2nd | 670 | " " | 387 |
| 3rd | 1,060 | " " | 612 |
| 4th | 1,360 | " " | 785 |
| 5th | 1,950 | " " | 1,126 |

INCREMENT COMPUTATION ((a) 10% or 5%)

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

INCREMENT COST (IN THOUSANDS)

| <u>Year</u> | <u># of Instr. Units Affected</u> | <u>Multiplying Factors</u> | <u>Amount</u> |
|-------------|-----------------------------------|------------------------------------|---------------|
| 1st | 320 | (a) $10\% \times 19,250 \times .9$ | 554 |
| 2nd | 670 | " " " | 1,161 |
| 3rd | 1,060 | " " " | 1,836 |
| 4th | 1,360 | (a) $5\% \times 19,250 \times .9$ | 901 |
| 5th | 1,950 | " " " | 1,118 |

SUMMARY BY YEAR (IN THOUSANDS OF DOLLARS)

1st year:

a) Savings to the school district:

| | | |
|--------------|------------|-----|
| Debt Service | 440 | |
| Op. & Maint. | <u>185</u> | |
| | | 625 |

b) Savings (cost) to State:

| | | |
|---------------------|--------------|--------------|
| Debt Service | 440 | |
| 10% or 5% Increment | <u>(554)</u> | |
| | | <u>(114)</u> |

c) Overall savings

511

2nd Year:

a) Savings to school district

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

b) Savings (cost) to the State:

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

c) Overall Savings

962

3rd Year:

a) Savings to the school district:

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

b) Savings (cost) to State:

| | | |
|---------------------|----------------|-------|
| Debt Service | 1,270 | |
| 10% or 5% Incentive | <u>(1,836)</u> | |
| | | (566) |

c) Total Savings

1,316

4th Year:

a) Savings to the School district:

| | | |
|--------------|------------|-------|
| Debt Service | 1,743 | |
| Op. & Maint. | <u>785</u> | |
| | | 2,528 |

b) Savings (cost) to State:

| | | |
|---------------------|--------------|-----|
| Debt Service | 1,743 | |
| 10% or 5% Increment | <u>(901)</u> | |
| | | 842 |

c) Total savings

3,370

5th Year:

a) Savings to the school district:

| | | |
|--------------|--------------|-------|
| Debt Service | 2,188 | |
| Op. & Maint. | <u>1,126</u> | |
| | | 3,314 |

b) Savings (cost) to State:

| | | |
|--------------------|----------------|-------|
| Debt Service | 2,188 | |
| 10% & 5% Increment | <u>(1,118)</u> | |
| | | 1,070 |

c) Total savings

4,384

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

The Legislature of the State of Alaska
 FISCAL NOTE
 Second Session - Seventh State Legislature

I. REQUEST
 Bill Identification: CS HB 467
 Title: Year-round school incentives
 Requested by: Legislative Finance Date: 2/29/72
 Return Date Requested: 3/15/72
 Agency: Education Program: Preschool, Elem., and Sec.

II. FISCAL DETAIL
 Budget Request Unit(s) Affected: Financial Support
 A. EXPENDITURES: (Thousands of dollars)

| OBJECT | FY 72 | FY 73 | FY 74 | FY 75 | FY 76 | FY 77 |
|--------------------------|-------|---------|---------|---------|---------|-------|
| 100 PERSONAL SERVICES | | | | | | |
| 200 TRAVEL | | | | | | |
| 300 CONTRACTUAL | | | | | | |
| 400 COMMODITIES | | | | | | |
| 500 EQUIPMENT | | | | | | |
| 600 LAND & STRUCTURES | | 125,000 | 250,000 | 400,000 | 800,000 | -0- |
| 700 GRANTS, CLAIMS, ETC. | | | | | | |
| TOTAL | | 125,000 | 250,000 | 400,000 | 800,000 | -0- |

B. FUNDING: (Thousands of dollars)

| | | | | | | |
|---------------|--|---------|---------|---------|---------|-----|
| GENERAL FUND | | 125,000 | 250,000 | 400,000 | 800,000 | -0- |
| FEDERAL FUNDS | | | | | | |
| OTHER | | | | | | |

C. POSITIONS:

| | | | | | | |
|---------------------|---|---|---|---|---|---|
| PERMANENT/TEMPORARY | / | / | / | / | / | / |
| MAN MONTHS (P./T.) | / | / | / | / | / | / |

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

| | FY 72 | FY 73 | FY 74 | FY 75 | FY 76 | FY 77 |
|--|-------|---------|---------|---------|---------|-------|
| Planning monies under Sec. 1a(1) estimated at: | | 125,000 | 125,000 | 50,000 | 50,000 | -0- |
| Sec. 1a(2) and (3)*: | | -0- | 125,000 | 350,000 | 800,000 | -0- |

* based on a statewide projection from the attached computation for Anchorage under the assumption noted.

IV. ATTACHMENTS

Computations referred to in III.

V. DATE: 3/28/72

PREPARED BY:

Nathaniel Cole

Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named)

ASSUMPTIONS

1. Anchorage Construction Needs, 1970-75 is \$42,000,000.
Construction Needs are based on Max 5% increase per year in enrollment.
2. Rescheduled school year can be implemented throughout system by FY-76.
(1/5th system per year)
3. Cigarette tax at \$600,000 per year average.
4. Outstanding debt in 1970 of \$40,000,000.
5. Repayment schedule of \$3,500,000 per year.
6. State Debt Service Payments (chapter 249) would average \$1,300,000 per year to Anchorage if no new debt service.
7. If \$42,000,000 new construction is authorized it will mean about \$84,000,000 in additional debt service over 20 years or \$4,500,000 additional debt retirement per year of which Chapter 249 would be picking up 50% (\$440,000 to 2,250,000 per year).
8. Operational and maintenance costs average 10%.

(in thousands)

| Est. Debt | | 1st year | | 2nd year | | 3rd year | | 4th year | | 5th year | | TOTALS | |
|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|--------------|
| | | S.D. | State | S.D. | State | S.D. | State | S.D. | State | S.D. | State | S.D. | State |
| 8,000 | P | 400 | 200 | 400 | 200 | 400 | 200 | 400 | 200 | 400 | 200 | | |
| | I | 480 | 240 | 456 | 228 | 432 | 216 | 408 | 204 | 384 | 192 | | |
| | T | <u>880</u> | <u>440</u> | <u>856</u> | <u>428</u> | <u>832</u> | <u>416</u> | <u>808</u> | <u>404</u> | <u>784</u> | <u>392</u> | <u>4,160</u> | <u>2,080</u> |
| 8,000 | P | | | 400 | 200 | 400 | 200 | 400 | 200 | 400 | 200 | | |
| | I | | | 480 | 240 | 456 | 228 | 432 | 216 | 408 | 204 | | |
| | T | | | <u>880</u> | <u>440</u> | <u>856</u> | <u>428</u> | <u>832</u> | <u>416</u> | <u>808</u> | <u>404</u> | <u>3,376</u> | <u>1,688</u> |
| 8,000 | P | | | | | 400 | 200 | 400 | 200 | 400 | 200 | | |
| | I | | | | | 480 | 226 | 456 | 228 | 432 | 216 | | |
| | T | | | | | <u>880</u> | <u>426</u> | <u>856</u> | <u>428</u> | <u>832</u> | <u>416</u> | <u>2,568</u> | <u>1,270</u> |
| 9,000 | P | | | | | | | 450 | 225 | 450 | 225 | | |
| | I | | | | | | | 540 | 270 | 513 | 256 | | |
| | T | | | | | | | <u>990</u> | <u>495</u> | <u>963</u> | <u>481</u> | <u>1,953</u> | <u>976</u> |
| 9,000 | P | | | | | | | | | 450 | 225 | | |
| | I | | | | | | | | | 540 | 270 | | |
| | T | | | | | | | | | <u>990</u> | <u>495</u> | <u>990</u> | <u>495</u> |
| 42,000 | | | | | | | | | | | | | |
| Oper. & Maint. | 880 | 440 | 1,736 | 868 | 2,568 | 1,270 | 3,486 | 1,743 | 4,377 | 2,188 | 13,047 | 6,509 | |
| Savings | 185 | | 387 | | 612 | | 785 | | 126 | | 2,095 | | |
| | <u>1,065</u> | <u>440</u> | <u>2,123</u> | <u>868</u> | <u>3,180</u> | <u>1,270</u> | <u>4,271</u> | <u>1,743</u> | <u>5,503</u> | <u>2,188</u> | <u>15,142</u> | <u>6,059</u> | |
| 10% & 5% Increment | | (554) | | (1,161) | | (1,336) | | (901) | | (1,118) | | (5,570) | |
| | <u>1,065</u> | <u>(114)</u> | <u>2,123</u> | <u>(293)</u> | <u>3,180</u> | <u>(566)</u> | <u>4,271</u> | <u>842</u> | <u>5,503</u> | <u>1,070</u> | <u>15,142</u> | <u>489</u> | |

OPERATING AND MAINTENANCE COST SAVINGS ASSUMPTION

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

MAINTENANCE AND OPERATIONAL SAVINGS (IN THOUSANDS)

| <u>Year</u> | <u># of Instr. Units Affected</u> | <u>Multiplying Factors</u> | <u>Amount</u> |
|-------------|-----------------------------------|----------------------------|---------------|
| 1st | 320 | $1/3 \times 10\%$ | 185 |
| 2nd | 670 | " " | 387 |
| 3rd | 1,060 | " " | 612 |
| 4th | 1,360 | " " | 785 |
| 5th | 1,950 | " " | 1,126 |

INCREMENT COMPUTATION ((a) 10% or 5%)

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

INCREMENT COST (IN THOUSANDS)

| <u>Year</u> | <u># of Instr. Units Affected</u> | <u>Multiplying Factors</u> | <u>Amount</u> |
|-------------|-----------------------------------|------------------------------------|---------------|
| 1st | 320 | (a) $10\% \times 19,250 \times .9$ | 554 |
| 2nd | 670 | " " " | 1,161 |
| 3rd | 1,060 | " " " | 1,836 |
| 4th | 1,360 | (a) $5\% \times 19,250 \times .9$ | 901 |
| 5th | 1,950 | " " " | 1,118 |

SUMMARY BY YEAR (IN THOUSANDS OF DOLLARS)

1st year:

a) Savings to the school district:

| | | |
|--------------|------------|-----|
| Debt Service | 440 | |
| Op. & Maint. | <u>185</u> | |
| | | 625 |

b) Savings (cost) to State:

| | | |
|---------------------|--------------|--------------|
| Debt Service | 440 | |
| 10% or 5% Increment | <u>(554)</u> | |
| | | <u>(114)</u> |

c) Overall savings

511

2nd year:

a) Savings to school district

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

b) Savings (cost) to the State:

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

c) Overall Savings

962

3rd Year:

a) Savings to the school district:

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

b) Savings (cost) to State:

| | | |
|---------------------|----------------|-------|
| Debt Service | 1,270 | |
| 10% or 5% Incentive | <u>(1,836)</u> | (566) |

c) Total Savings

1,316

4th Year:

a) Savings to the School district:

| | | |
|--------------|------------|-------|
| Debt Service | 1,743 | |
| Op. & Maint. | <u>785</u> | 2,528 |

b) Savings (cost) to State:

| | | |
|---------------------|--------------|-----|
| Debt Service | 1,743 | |
| 10% or 5% Increment | <u>(901)</u> | 842 |

c) Total savings

3,370

5th Year:

a) Savings to the school district:

| | | |
|--------------|--------------|-------|
| Debt Service | 2,188 | |
| Op. & Maint. | <u>1,126</u> | 3,314 |

b) Savings (cost) to State:

| | | |
|--------------------|----------------|-------|
| Debt Service | 2,188 | |
| 10% & 5% Increment | <u>(1,118)</u> | 1,070 |

c) Total savings

4,384

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

Considers Year-'Round Plans

Refocus Eyes School Calendar

By ROSEMARY SHINOHARA

Times Staff Writer

The perversities of the Alaskan climate, possible racial implications, and the vacation habits of local families — these are among a myriad of issues which all have bearing on a matter being debated in Anchorage today.

At the center of the debate is an 11-member committee of citizens charged with finding means to use Anchorage schools on a year-'round basis.

The committee, Refocus, has been exploring plans since August with the intention of presenting a proposal to the school board one day early this summer.

Before that day arrives, the committee — with the community's help — hopes to arrive at answers to questions on how a change in the structure of the school system would affect Anchorage residents educationally, sociologically, economically, geographically, and historically.

The committee has drawn up a list of more than 40 questions that other communities trying year-'round plans and other interested local people have found important.

Among the basic concerns of the group are what Anchorage area citizens feel is a good education.

Refocus wants to know what the best qualities of the

present educational system are, and what aspects need to be improved or discarded.

And, perhaps most important, they are asking if an

operational plan other than the present nine-months system can provide the kind of education Anchorage needs and wants.

Apart from the general queries, the committee has outlined a series of more specific concerns.

From an educational standpoint, for example, they ask how flexible the program and schedule must be, how a change would affect students entering or leaving the district, what effect a change would have on the teaching profession, and how a 12-month school year would mold extra-curricular and athletic activities.

Sociologically, they ask if attendance changes would

(See page 4, Col. 1)

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45/15 plan

- 4 quarter system

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Refocus Investigates Possible

(Continued from Page 1)
lead to further socio-economic or racial segregation and discrimination. They also want to know if a year-round plan would affect working mothers, and what will happen to existing summer recreation programs and jobs for students.

Economically, they are attempting to find what savings are possible in the adoption of a school year change, how such a move would affect state funding, and what effects a change might have in the district's bonding and capital outlay program for the coming decades.

With reference to geographic issues, the committee wonders how the Alaskan climate would affect vacation planning for both the student and his family, and why summer school in Anchorage has been "allegedly unpopular or poorly attended."

Historically, they are asking why some year-round school plans have failed over the past half-century, and what successes have been registered. They want to know why people here are interested now in a rescheduled year, and what factors indicate possible suc-

cesses or failure.

Sue Greene, co-chairman of the Refocus committee, says these aren't by any means all of the questions.

But they represent some of the issues being raised, and the committee, in its final report, "will give our reaction to as many as possible," Mrs. Greene says.

At the moment, Refocus is in the midst of a series of public hearings in each of the high school attendance areas designed to inform the public about what the committee is doing, and generate some response.

Hearings are scheduled at 7:30 p.m. Thursday in the Service-Hanshaw Little Theater, April 6 in the East High auditorium, and April 13 at Chugiak High.

In addition, the committee is preparing questionnaires to reach a large segment of area residents.

While attempting to find out what the rest of the population here thinks, Refocus has also been gathering data about what is happening in the rest of the country.

An informational report issued by the committee says, "Though the committee has felt from the beginning that any alternative plan should be suitable to Anchorage the resource information from

other committees has aided greatly in studying the considerations to be studied when program and schedule changes are adopted."

The report says, "The present school year organization is being seriously challenged around the nation, by those questioning the policy of leaving a multi-billion dollar establishment standing largely idle for a quarter of the year.

"A survey by the National School Public Relations Association released in December, 1971, reported that about twenty-five districts are now either on year round calendars or are operating some pilot projects involving one or more schools."

There are two basic categories for year-round school plans the committee says: staggered attendance plans, and extended school year plans.

The staggered attendance plans, while varied, are generally based on the principle that at any given time three quarters of the school population are in session while one quarter are on vacation, the committee says.

A staggered attendance plan is currently in operation in Atlanta, Ga. The Atlanta program, in which students

may choose which three or four quarters they wish to attend, grew from a desire to revise the curriculum, the Refocus report says.

The Atlanta district revised its curriculum to include 800 courses on the secondary level.

In addition to offering four quarters, the Atlanta school district conducts classes during the conventional day and also from 4 to 10 p.m.

The Refocus report says: "Because there is so much emphasis placed on the original goal of making the Atlanta curriculum more relevant, it is difficult to evaluate the part played by the quarter system and the extended day in the decreased drop out rate and the much lower rate of failures."

"One thing is certain—the people who initiated the change are excited about what they have accomplished and feel they have taken a giant step forward in fulfilling their community need."

Another variation of the staggered attendance plan has been attempted in the 560-student Park Elementary School in Hayward, Calif., and Valley View School District 93 in Illinois.

Both districts used what is called the continuous learning year, in which students attend

school 12 months a year, with frequent brief vacations.

At Park Elementary School, the students attend ten weeks and too off to avoid the suffering by children long summer vacation.

In 1970, Valley View introduced at the elementary level a program in which student attends school days, then has vacation.

By dividing the body into four staggered entrance groups, the Valley View district a system in which a group to enter vacation on the day group enrolls.

Schools in Valley View closed completely a year—a week in June and beginning almost two weeks in June and beginning.

The Refocus report says, "One of the educational advantages credited to this program is the flexibility and respect to individual needs. Must the student be a full nine months, the fast learner can challenge learning experiences."

The report says,

3 Possible Year-'Round Plans

choose which three or four quarters they wish to add, grew from a desire to change the curriculum, the Refocus report says.

The Atlanta district revised the curriculum to include 800 hours on the secondary level.

In addition to offering four quarters, the Atlanta school district conducts classes during the conventional day also from 4 to 10 p.m.

The Refocus report says: "Because there is so much emphasis placed on the goal of making the state curriculum more relevant, it is difficult to duplicate the part played by the quarter system and the extended day in the decreased dropout rate and the much lower rate of failures."

"One thing is certain—the people who initiated the plan are excited about what they have accomplished and feel they have taken a big step forward in fulfilling the community need."

The greater variation of the extended attendance plan was first attempted in the Park Elementary School in Hayward, Calif., and Valley View School in Illinois.

Other districts used what is known as continuous learning, in which students attend

school 12 months with frequent brief vacations interspersed.

At Park Elementary School, the students attended ten weeks and took three weeks off to avoid the learning loss suffered by children over the long summer vacation.

In 1970, Valley View introduced at the elementary level a program in which each student attends school for 45 days, then has a 15 day vacation.

By dividing the student body into fourths and staggering entrance dates, the Valley View district set up a system in which the first group to enter starts its vacation on the day the fourth group enrolls.

Schools in Valley View are closed completely three times a year—a week at Christmas, a week in April, and almost two weeks at the end of June and beginning of July.

The Refocus committee says, "One of the great educational advantages credited to this type of program is the greater flexibility and responsiveness to individual needs. No longer must the student be held back a full nine months. Similarly the fast learner can move on to challenging learning experiences."

The report says, "One of the

selling points for this plan as the opportunity for teachers to work all year round and thus to increase their salaries."

The Refocus people also note, however, that various problems have arisen in the Valley View program.

"One problem recognized early in the Valley View study was the attendance schedules with each family. This problem was solved by designating attendance by neighborhood.

"A problem reported by the president of the local education association that has developed since the program was initiated is teacher fatigue. The majority of teachers chose to teach a longer year.

"Another problem that developed was that many teachers had a new class every nine weeks. This situation contributes to an impersonal relationship between teacher and student and makes on-going individual evaluation difficult. This factor might not be present in an open concept school."

The Valley View plan was developed over a two year period for elementary schools and was introduced into the high school last fall.

The extended year plan, as explained by Refocus, means

adding approximately 30 school days to the present 180 either for enrichment or acceleration.

In the accelerated and extended school year, the students spend more time in school, complete requirements sooner, and graduate earlier, thus releasing classroom space.

The Multiple Trails extended School Year Plan was developed by New York State, the report says.

"The design is a non-acceleration plan which can be used to achieve a greater degree of flexibility in school while releasing classroom space and dollars. All students work through a 210 to 215 day school year calendar. The instructional time provided in the regular school year calendar is now spread over 42 weeks instead of 36.

"This means that students need to attend classes fewer times a week while obtaining the same amount of instruction over the course of a year. This released space can be utilized for increased enrollment, enrichment, or remedial work."

The Refocus committee has asked those who wish to express opinions or ask questions to contact a committee member or write to Refocus, 3620 Clay Products

Drive, Anchorage, 99503.

In addition to Mrs. Creepe, the committee members are Richard Gilbert, co-chairman; Robin Boysen, Wilt Furnace, Midge Gaylor, Dick Harter, Mark Knutsen, Jim McGrath, Sue Nelson, Martha Rederick, Don Spivey, Bob Wienhold and Chuck Wingrove.

High Court Won't Rule

WASHINGTON (AP) — The Supreme Court today declined to review an order that San Diego officials take "reasonably feasible steps" to balance the races in all public schools.

The court gave no elaboration in unanimously turning down a plea for a hearing filed by the officials last Nov. 11. The case could have led to a ruling on whether racial imbalance in schools is, of itself, unconstitutional.

The challenged order was issued by a state appeals court in California.

The San Diego school district, one of the largest in the nation, has about 120,000 public school children.

The Year-Round School Movement
Comments and Critique

P.S. 625
Mr. Sonneman

9 Feb 72
Robert E. Jacobs

CORRECTION

**THIS DOCUMENT
HAS BEEN REPHOTOGRAPHED
TO ASSURE LEGIBILITY**

The Year-Round School Movement
Comments and Critique

P.S. 625
Mr. Sonneman

9 Feb 72
Robert E. Jacobs

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...the amount of work that could be done in three weeks out
of school with the present group, only three more can be in attendance
at any given time. This depends on the capacity of the physical plant by
itself.

Four such P-L-E cycles per year would provide within 48 weeks the 180
days of schooling required by most states. In practice, the other four
weeks of the year would probably be devoted to various vacations, such as
one week worth of local holidays, a one-week winter vacation, and a two-
week summer vacation.

According to NIS advocates, teachers can either take the short vacations
at the same time as their students, or work the full year for proportionally
increased pay.

THE INITIAL RESULTS OF NIS HAVE BEEN SURPRISING TO MOST PEOPLE.

The initial results of NIS have been surprising to most people.
1) Unusually, there have been no serious pay even increased costs
in some cases. (A few districts report small savings, and some of
these would probably have not been due to incorrect analysis).
This is the largest surprise to most people -- including many in
the "Education Business". As one teacher said to me, "How can
they not be willing to pay if they don't have to get up millions of
dollars worth of new buildings?"

Next, the potential savings are very small. When advocates of NIS
told NIS to look at the idea of increasing the capacity of the present
plant by 25-30%, and of all these expensive new buildings which
would not have to be built. But they were not their idea, and

The first of these is the fact that the...

The second is the fact that the...

The third is the fact that the...

The fourth is the fact that the...

The fifth is the fact that the...

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... the ... of ... to be ... by ... This should not be ... since the ... of ... it is ... to ... that ... these ... for ... and ... to ... to ... innovation. Additionally, the ... such a ... departure ... the fact that it can ... be a ... catalyst for the development of new ...

2) Opposition by parents and teachers has been weaker than expected. This ... is due in part to the fact that ... is not introduced without prior public relations ... by the districts. If ... opposition is discovered during preliminary surveys, ... etc., ... simply is not introduced. Other alternatives, such as ... are always available.

... this ... report, it ... that people are increasingly able to take ... of ... than ... Some people certainly perceive ... advantages ... and a ... like the idea that ... will be ... during the hot summer months.

Teachers ... have ... little ... to ... The ... are ... that there will be ... for ... and the ... are ... than ... in ...

... the ... is that teachers would not

to allow for the following... (faint text)

Further Consideration

1) The first critical area not previously considered is of course the... (faint text)

- a) In some cases YPS has been adopted hurriedly as an alternative to double shifting... (faint text)
- b) Some business administrators are often more than ready to say... (faint text)

2) Another critical area that has not yet been addressed in any detail is... (faint text)

It is true, of course, that the fact that a child is not able to get along with his classmates does not mean that he is abnormal. (One must not, however, fall into the trap of thinking that a child who is not able to get along with his classmates is abnormal.)

It has been stated in the House Report on Education, for instance, that the fact that a child is not able to get along with his classmates does not mean that he is abnormal. (One must not, however, fall into the trap of thinking that a child who is not able to get along with his classmates is abnormal.)

It is true, of course, that the fact that a child is not able to get along with his classmates does not mean that he is abnormal. (One must not, however, fall into the trap of thinking that a child who is not able to get along with his classmates is abnormal.)

It is true, of course, that the fact that a child is not able to get along with his classmates does not mean that he is abnormal. (One must not, however, fall into the trap of thinking that a child who is not able to get along with his classmates is abnormal.)

It is true, of course, that the fact that a child is not able to get along with his classmates does not mean that he is abnormal. (One must not, however, fall into the trap of thinking that a child who is not able to get along with his classmates is abnormal.)

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- (ii)

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(2)

(1) The proposed system of the 19-20 year program is based on the
assumption that the student will be in school for 19 years, i.e., 19-20
years in the program of 19-20 years. The program would be based on the
assumption that the student will be in school for 19 years.

Assumptions of the Program

(1) A number of assumptions about the 19-20 year program were discussed.
The program would be a full-time program with a two-year round
school system, and a schedule with four equal quarters.

a) The four-quarter system would have students in school longer
than the traditional 180 day per year, although not literally
the entire year. It is assumed that this intensified learning
experience would enable students to complete high school in 11
years rather than 12. If this were possible, 8 fewer buildings
would be needed, resulting in about a 1% saving in the annual
school budget.

More teachers would be needed, but they would work proportionally
less. This should result in no net cost change.

The feasibility of this reform has not to my knowledge been tested.
Probably there is a limit to the compressibility of learning.

Perhaps a more radical idea would be to have school systems, which
would have four years (but for fewer hours per day), and are
able to learn in 13 years a program considered equal to an
American college curriculum (14 years).

(2) The four-quarter system is currently being used in several
places. It may be possible to have a full-time program with a two-year
round school system, and a schedule with four equal quarters.

is still these matters only, in a sort of macro version of
the 45-32 plan. This version has the same potential savings as the
the 45-32 plan, but more flexibility for teachers to work the
full year or take normal college courses.

Second, it will be used as a research development policy which
will be used to encourage the development of new courses and the
redesign of existing ones in the schools. This plan is not
likely to have any effect on the total number of teachers
of any particular subject area or any particular grade, it will
simply shift them around.

It should be noted that the teachers in the schools of the
state are not all equally qualified to teach under the four year
system. Some, they will also need to be able to teach in some
cases. They should, that is, they can be given to teach
under the traditional system or under the new system if they
are qualified to do so. Alternatively, teachers could
be given to teach under the new system, and one can easily foresee
both good and bad results as to educational quality.

Finally, we consider the important features of the various 45-32
plans discussed in this paper.

2) The first and most important point to be noted is that the biggest
draw of the plan is for teachers. Teachers' salaries, especially 70
and 80 percent of the total salary, are the same. It is the
only 45-32 plan that does not have a school calendar that is

and the other side of the coin...

It is not only the fact that the... and the fact that the... On the other hand, the... effect on the... position.

(a) Average... and... division... group... activity... a... (b) ...

... of... and... this... the... rather than...

(c) ... in recent years... activity... manufacturing... and...

1) The first part of the document is a letter from the author to the editor of the journal. The letter discusses the author's interest in the subject of the journal and the author's intention to submit a paper to the journal. The author mentions that the paper is a review of the book by the author of the journal.

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Conclusion

... ..
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1) The first group of 10 students, Group A, received the treatment. The second group of 10 students, Group B, received the control treatment. The third group of 10 students, Group C, received the treatment. The fourth group of 10 students, Group D, received the control treatment.

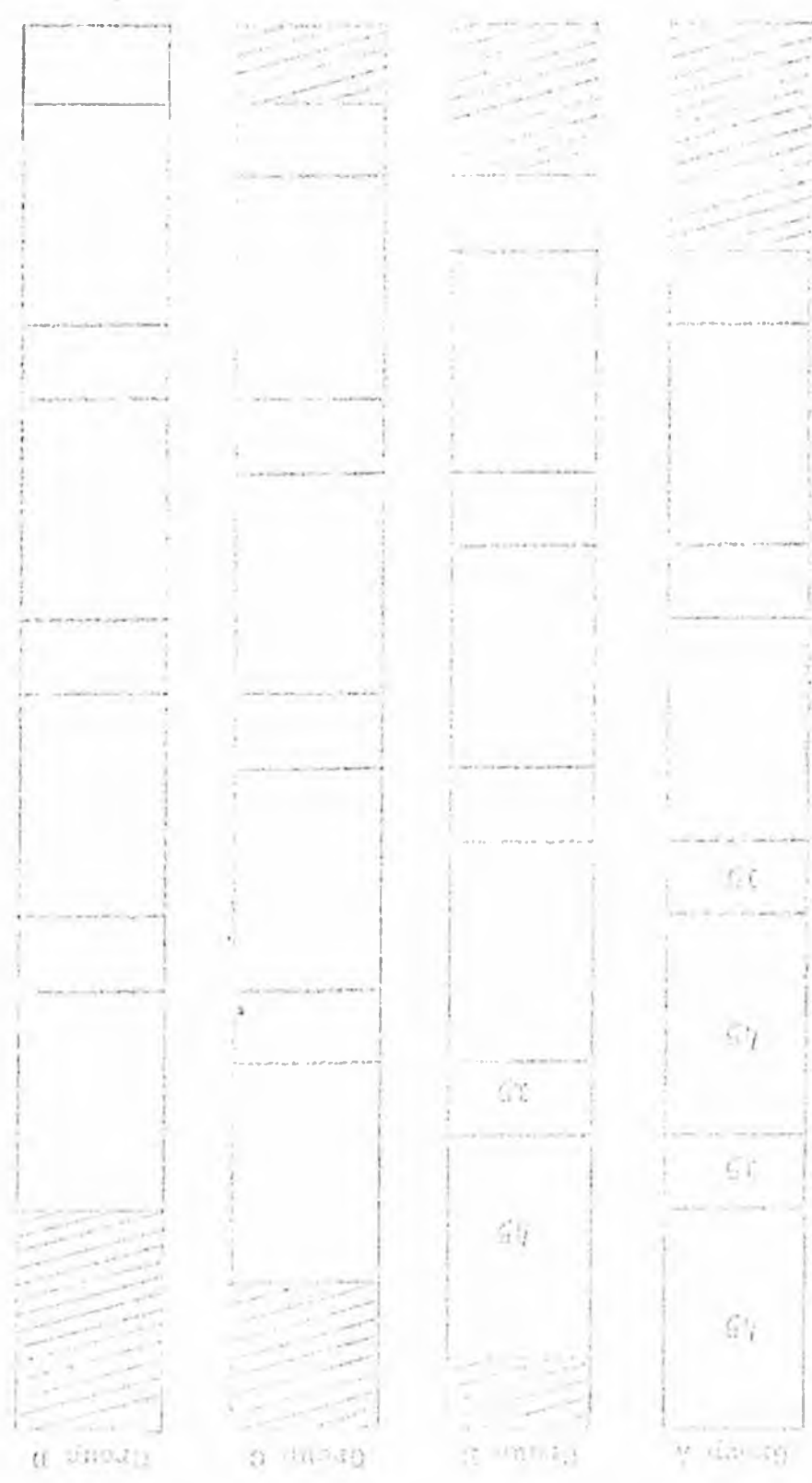
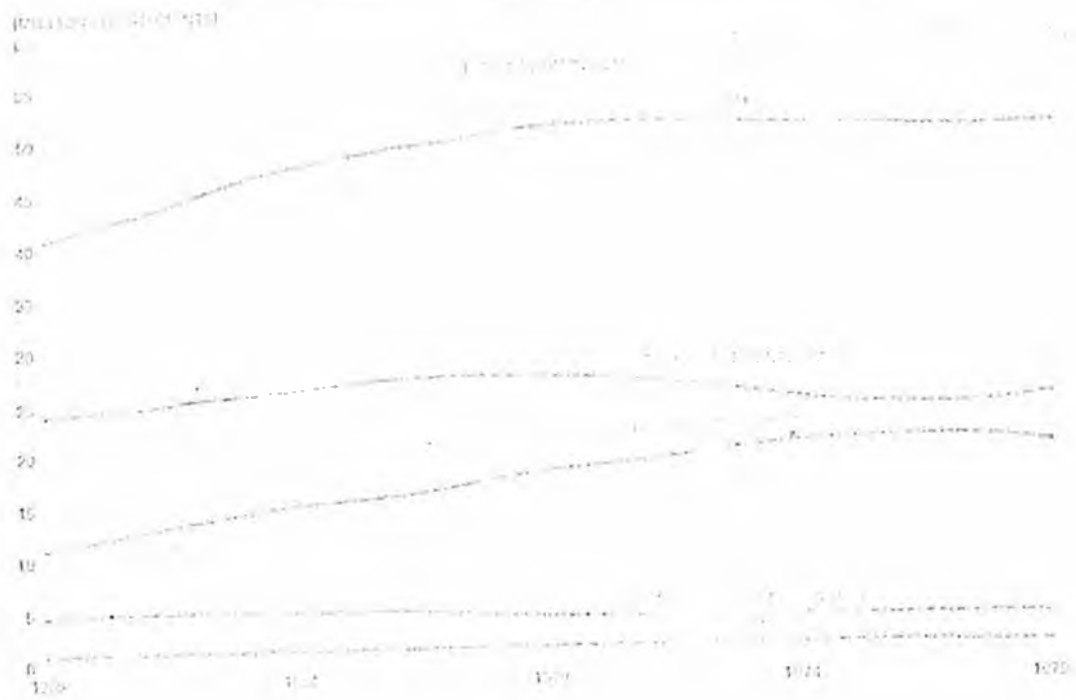


Table B

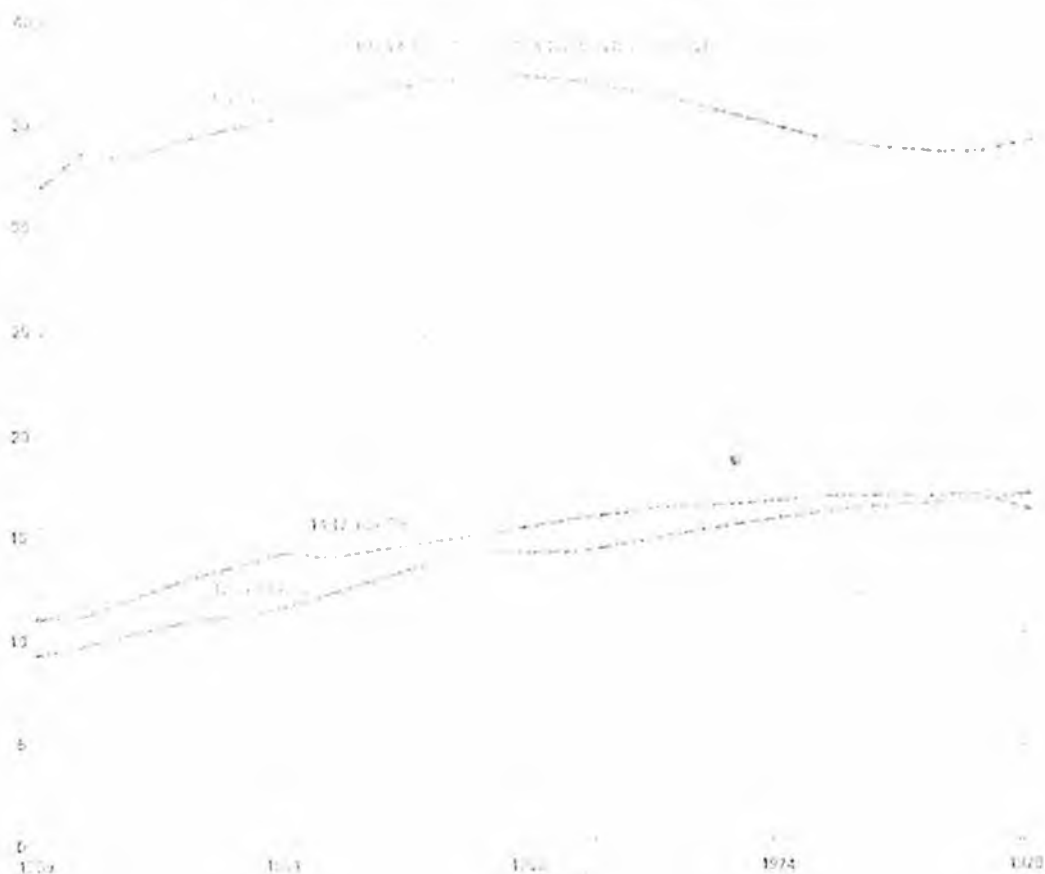
Figure 1. Enrollment with the Public Schools, 1900-1979. (Source: Council on Education and the Work Force, *Education for the 21st Century*)



from Projections of Educational Statistics to 1979-80 (1970 Edition)
HEW, Washington, D.C.

Exhibit C

Table C.1. Enrollment in Postsecondary Education, 1970-1979



from Projections of Educational Statistics to 1979-80 (1970 Edition)
U.S. Government Printing Office, Washington, D.C.

Exhibit D

| Criteria | Plan → | Four equal quarter | | True year-round (up to 230 days) | Traditional main stream |
|--|---|--|--|-------------------------------------|----------------------------|
| | | "macro 45-15" | additional year w/constant 4th enrichment quarter | | |
| Potential saving as percent of fixed costs | 45-15 | 25% | Costs increase in proportion to enrichment | 2% | 0% |
| Potential saving as percent of average total school budget. | | 4-5% | Costs increase in proportion to enrichment | 1% | 0% |
| Can teachers teach 12 months for increased pay? | No | Yes, if they are willing to be more flexible | No, unless they are capable of teaching the enrichment subjects. | automatic | No |
| Graduation in less than 12 years possible? | No | No | No | Yes (11 yrs?) | No |
| Under what circumstances can all members of a family have vacations together? | With 1) large schools 2) attendance at different schools 3) individualized instruction, mixed graded classes, or ungraded classes | Same as 45-15 | automatic | n/a | automatic |
| Greater vacation job opportunities for students than traditional year? | Probably not | Yes | No | No | n/a |
| Long vacation replaced by short vacations, with possible increase in learning? | Yes | No | No | No | No |
| Greater likelihood of individualized tracking | Yes | Yes | No | No | No |

Exhibit B

Table 25. Gross national product related total expenditures¹ for education: United States, 1920-20 to 1969-70

| Calendar year | Gross national product (billion dollars) | School year | Expenditures (billion dollars) | |
|---------------|--|-------------|--------------------------------|--|
| | | | Total for non-State | As a percent of gross national product |
| 1 | 2 | 3 | 4 | 5 |
| 1920 | \$14,410.7 | 1920-21 | \$297,147.0 | 2.1 |
| 1931 | 25,277.3 | 1931-32 | 2,775,230.0 | 11.0 |
| 1933 | 27,779.4 | 1933-34 | 2,977,700.0 | 10.7 |
| 1935 | 29,259.2 | 1935-36 | 2,666,211.0 | 9.1 |
| 1937 | 30,375.5 | 1937-38 | 2,694,296.0 | 8.9 |
| 1939 | 30,777.1 | 1939-40 | 3,123,370.0 | 10.1 |
| 1941 | 32,753.1 | 1941-42 | 3,750,000.0 | 11.5 |
| 1943 | 34,677.0 | 1943-44 | 3,666,667.0 | 10.6 |
| 1945 | 36,715.0 | 1945-46 | 4,177,100.0 | 11.4 |
| 1947 | 38,622.0 | 1947-48 | 4,575,700.0 | 11.9 |
| 1949 | 40,527.0 | 1949-50 | 4,777,000.0 | 11.8 |
| 1951 | 42,432.0 | 1951-52 | 4,978,370.0 | 11.7 |
| 1953 | 44,337.0 | 1953-54 | 5,179,700.0 | 11.7 |
| 1955 | 46,242.0 | 1955-56 | 5,381,000.0 | 11.6 |
| 1957 | 48,147.0 | 1957-58 | 5,582,300.0 | 11.6 |
| 1959 | 50,052.0 | 1959-60 | 5,783,600.0 | 11.6 |
| 1961 | 51,957.0 | 1961-62 | 5,984,900.0 | 11.5 |
| 1963 | 53,862.0 | 1963-64 | 6,186,200.0 | 11.5 |
| 1965 | 55,767.0 | 1965-66 | 6,387,500.0 | 11.5 |
| 1967 | 57,672.0 | 1967-68 | 6,588,800.0 | 11.4 |
| 1969 | 59,577.0 | 1969-70 | 6,790,100.0 | 11.4 |

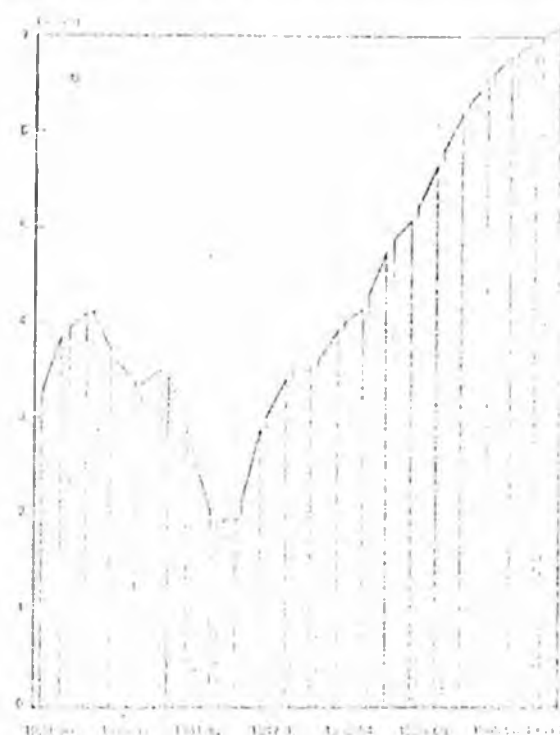
¹ Excludes expenditures of public and private schools for a variety of education (elementary, secondary, and higher education).

² Estimated.

³ NOTE: All expenditures in billions of dollars, rounded to the nearest million.

SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Statistics, *Digest of Educational Statistics*, 1970 Edition, pages 20 and 21. Data for 1920-21 through 1969-70 are from the *Digest of Educational Statistics*, 1970 Edition, pages 20 and 21. Data for 1920-21 through 1969-70 are from the *Digest of Educational Statistics*, 1970 Edition, pages 20 and 21.

Figure 5. Total expenditures for education as a percentage of gross national product: United States, 1920-20 to 1969-70



SOURCE: U.S. Department of Health, Education, and Welfare, Office of Education, *Digest of Educational Statistics*, table 25.

from Digest of Educational Statistics (1970 Edition), pages 20 and 21
 HEW, Washington, D.C.

More and more communities across the nation are discovering the benefits—economic and educational—of putting their schools to work full-time

New Impetus for the Year-Round School

Condensed from THE PTA MAGAZINE
PAUL FRICGENS

—aced with soaring enrollments, thousands of our public schools are today operating on double shifts in overcrowded, poorly equipped classrooms. Obviously, this makeshift operation is cheating our children. But it's also forcing schools to look for other answers to the overcrowding. And one that's rapidly gaining adherents is the year-round school.

Already, nearly a score of school systems, large and small, are pioneering, or will soon launch, year-round programs, while an estimated thousand other districts are investigating the idea. And small wonder! For the continuous-school-year plan can accommodate one third more children within the present buildings and save a district millions of dollars in new construction costs. It also offers teachers the opportunity

to earn one third more salary than they can in a conventional system. (2)

The idea seems to be educationally sound. Take the impressive case of Valley View School District 96, located around the communities of Bolingbrook and Romeoville, Ill., about 35 miles southwest of Chicago. Nineteen years ago, Valley View District 96 was a drowsy whistle-stop in the Illinois cornfields, with 89 children enrolled in five one-room schools. But by 1970 the booming blue-collar community, one of the largest elementary-school districts in Illinois, had over 6900 grade-schoolers crammed into space for only 50%. After passing repeated bond issues, the district had completely exhausted its taxation power. At the same time, it was faced with a student growth of 500 to 600 children a year, together with a new state law requir-

ing schools to offer kindergarten.

To accommodate all these youngsters, the schools had to either go on half-day sessions or crowd 50 to 60 students into a classroom. To these alternatives the community chorused a resounding "No!" The Board of Education had a third alternative: look into the much talked- and theorized-about year-round school. But there were no examples that would provide extra classroom space.

In the end, the school staff worked out Valley View's novel "45-15" plan of continuous school in staggered shifts. Put into effect June 20, 1970, the new schedule currently covers all 7600 students. This coming July, it will be extended to include 3000 high-school students as well.

Just what is the 45-15 plan?

"Gee, Mom, it's like four Christmas vacations a year!" said a sixth-grader who rushed home with his 45-15 schedule. Indeed it is, for, divided into four equal groups—A, B, C and D—the children attend 45 class days and then enjoy 15 week-days of vacation. In addition, the new calendar provides time off for customary weekends and legal holidays, and for a full week at Christmas and Easter, plus at least one week in July. All told, children go to school for the customary 180 days in a year, but with 21- to 25-day vacations during each of the four seasons.

How does the plan work out for teachers?

A Valley View teacher may elect to teach the customary 180 days at a starting salary of \$7750, or teach 240

days at a starting \$10,300. Sixty-seven percent of the teaching staff now earn more money on a per-diem basis. Almost all male teachers choose to work a full year. "Now our teachers no longer need to moonlight as taxi drivers or supermarket clerks," says Assistant Superintendent James R. Gove. "If they like nine months, that's fine. If they want to teach longer, we have over 50 different contracts tailored to teachers' individual needs."

The Valley View administration claims widespread teacher support, and indeed most teachers questioned appeared enthusiastic. A third-grade teacher's comment was typical: "I think it's just great. Forty-five days in class and I've had it—the kids, too! Then we come back rested and ready to get with it again."

A minority is still skeptical, if not outright opposed. Some teachers, for example, contend that they work harder under the 45-15 plan than before, and are more fatigued. Many teachers face a new group of students every nine weeks, and they complain of poor teacher-student relations. (3)

The biggest benefits of the new plan are, of course, the resultant savings in buildings, bonds and interest. (4) "Utilizing our school plant year-round, we've saved the district the cost of two new buildings with 60 classrooms—about \$6 million, including interest on 20-year bonds," says Valley View Superintendent Kenneth L. Hermansen. "In addition, the plan has saved two to four percent in operating costs." (5)

The 3200 families in the community, largely workers employed in nearby industry and in Chicago, have given surprising support to the plan. One reason: it has opened up new family-vacation experiences. I visited one family just returned from an October vacation in Yellowstone National Park. "First time we had seen the park with snow and no traffic," they said enthusiastically. Another reason: for family convenience and economic bus operation, all of the elementary-school children in a single household and from one geographic area attend classes at the same time. "Our kids are in school when the neighbors' are, and home to play with everyone else," one mother explained.

To be sure, switching to a year-round school has had tremendous social impact on the community. In place of a summer recreation program for idle youngsters, the community has had to plan year-round activities. Instead of the usual summer police problems, when the whole student body was turned loose, the community has had to gear itself to having one quarter of the student body on vacation at any given time of the year—but with less delinquency and less trouble.

Not everybody is sold on the idea. Some working mothers, for example, wonder what to do with their children home on three-week vacations. But, at a Romeoville supermarket, a young mother of two told me: "My husband and I like the year-round school, and our children

are less bored. After a few days off, they're even eager to go back." Teachers in the lower grades report almost universally that the children are enthusiastic when they return, and need very little review. "The kids don't have three months to forget," a teacher said to me.

Probably the only school in the country with experience comparable to Valley View's is the fast-growing Francis Howell school district just outside St. Charles, Mo. Forced to go on split sessions or to pay higher property taxes for new buildings, the suburban district voted for year-round schools. Entirely independent of Valley View, administrators of Francis Howell developed a plan that closely resembles 23-15. Now in its third year in three elementary schools with some 2300 children, the plan is apparently as well received as the Illinois system, and will likely be extended to the entire district.

Recently at St. Charles, Superintendent M. Gene Henderson summed up the district's experience: "No doubt it has increased the administrative workload, but on the whole the year-round school has been successful. There are no appreciable savings in operating costs, but for the long term we expect to cut new-building costs to 50 percent of what we might ordinarily have spent. Parents have gradually adjusted, and the continuous school, with three-week vacations during four seasons of the year, seems better suited to human nature. Both students and teachers get in the

dollars, and they need a break."

Across the country, I found the year-round school idea catching fire. Mora, Minn., 60 miles north of Minneapolis-St. Paul, adopted it in frustration after losing two school-bond votes. San Diego, having rejected three bond issues that would have provided new schools in mushrooming subdivisions and replaced earthquake-hazardous buildings, expects to start operating several all-year schools in July. San Diego hopes to put all 153 city schools on a year-round program by 1977.

Kentucky's largest school system, Jefferson County, plans to offer an all-year program to its 97,000 students, grades 1 through 12, in August of this year, and Chicago is trying the scheme in three elementary schools. Many districts throughout the nation plan pilot programs. Pressed for financial relief to the schools, nearly 20 states have passed enabling legislation for year-round programs.

The prestigious American Association of School Administrators has given the idea respectful attention, now urges educators to re-examine "the almost universal practice of leaving school plants and personnel idle at a time when every available resource is needed." And Sidney P. Marland, Jr., U.S. Commissioner of

Education, pleads: "Let us find ways to keep more schools open 12 to 15 hours a day and 12 months a year, to make sensible, constructive use of our multibillion-dollar investment in facilities and personnel." Working to just that end, George M. Jensen, former president of the Minneapolis Board of Education, is now forming the National Advisory Council on All-Year Education. Jensen contends that it is absolutely senseless to turn all school youths loose on the streets every summer to compete for jobs, only to end up in frustration and violence.

Should your community switch to year-round schools? It all depends on local needs and desires. Remember: educators say the scheme is no permanent panacea for overburdened schools. If your community is experiencing an explosive growth, the plan can be only a stopgap. New construction can't be postponed indefinitely.

Nevertheless, in spite of limitations, the all-year school does appear to be an idea whose time has come. It deserves the most serious study and trial.

The nonprofit National School Calendar Study Committee (Box 37, Honesbee, N.C. 28742) distributes materials about year-round school programs and provides speakers for interested groups across the country.

Circumstantial Evidence. When the Cincinnati jury trying a manslaughter case ordered six fish, six hamburgers, six coffees and six sodas for lunch, the judge murmured, "This is going to be a hung jury." Sure enough, five hours later the 12 panel members reported they were hopelessly deadlocked and had to be dismissed.

-AP

BR 4, Box 4091-2
June 11, 1972

19 March 72

Reader's Digest Magazine
Attn: Editor-in-Chief
Hicksville, N.Y. 11670

Dear Sirs:

I feel it borders on irresponsibility for a magazine of Reader's Digest's stature and circulation to print a propaganda piece such as "New Impetus for the Year-Round School" (March 1972). Virtually everything being written about the YRS concept follows the same misleading pattern -- start with a mixture of truth, half-truth, and downright lies to make YRS sound absolutely great, then near the end of the article offhandedly concede a few of the many problems involved in its implementation.

I am very concerned that articles such as this (and EW publications, etc., which follow the same pattern) will lead to a number of unfortunate results, among which are (1) the adoption of YRS by districts which really are not suited for it, (2) pursuit of YRS in hopes of achieving impossible results, and (3) the distraction of both the public's and school administrators' attention away from such more pressing problems such as teaching, unions and the tenure system.

Like most things, YRS has some real potential benefits, but also some potential problems. Neither the public nor the education community is hearing both sides. I hope that publications such as yours will strive to treat this subject in a less biased fashion in the future.

I have enclosed a copy of a paper on the YRS movement which I recently completed. It may be helpful to you by pointing out some of the difficulties inherent in the various YRS plans and some of its true potential benefits.

In addition, I feel that I should comment on specific passages of your article (which I have underlined on the attached Xerox copy):

1) "One save a district millions of dollars in new construction costs." Misleading. True only under certain specific circumstances which do not apply to most districts (especially rapidly growing school enrollment). In any case, it would put the "millions of dollars" into much better perspective if it were related to the total annual school budget, e.g. 4% of the annual budget.

2) "Offers teachers the opportunity to earn one third more salary than they can in a conventional system." Welley View is doing this, but the educational results of changing teachers four times a year, especially in the elementary grades, are likely to be so bad that few districts will attempt this (see #3). A system of four equal quarters does afford this advantage, however.

4) "The cheapest service in building, bonds, and interest." Double-
counting, to be sure, but this is tri-le-counting. Interest costs are not

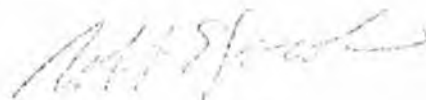
of lead work which is building for it. Would you also talk of savings in the costs of books, labor, and fuel?

5) "The 3% increase can be four percent in operating costs." -- probably not. School administrators are not generally known for their abilities as businessmen. A later statement -- "there are no appreciable savings in operating costs" -- is far more likely to be true (see #7).

6) "The kids don't have time to do it." The implication is that because of the nature of learning and forgetting, the total educational end product is larger with four short vacations than with one long vacation, given identical inputs. To the best of my knowledge this hypothesis has not yet been tested, nor have "learning curves" and "forgetting curves" been manipulated to arrive at conclusions of the validity of the hypothesis. As stated here, it can only be tested statistically.

8) "For the long term we expect to cut new-building costs to 80% of what we might ordinarily have spent." Misleading. Correct and unbiased and informative version of the same sentence: "There will be no immediate savings, but in the long run -- say, after 10 to 15 years -- we expect to have about 4% of the annual school budget."

Sincerely,



Robert E. Jacobs
Program Budget Analyst (Education)
State of Alaska

Original sponsors: M. Miller, Bradner
and Fischer

Offered: 2/21/77
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.