

SENATE AND ASSEMBLY EDUCATION JOINT HEARING

65

12-MONTH SCHOOL

Minutes of Meeting - February 20, 1973

The Senate and Assembly Joint Hearing was held on  
February 20, 1973 at 2:30 p.m.

Senate Committee members present:

Chairman John Foley  
Senator Walker  
Senator Bryan  
Senator Raggio  
Senator Neal  
Senator Hecht  
Senator Young

Assembly Committee members present:

Chairman Jack Schofield

Witnesses:

Lt. Governor Harry Reid  
Helen Cannon, Clark County, Las Vegas  
Kenny C. Guinn, Clark County, Las Vegas  
Fenton L. Tobler, Clark Elem. Principal, N.L.V.  
Richard Morgan, Exec. Dir., N.S.E.A.  
Edward L. Pine, Pres., W.C.S.D., Reno  
Edmond Psaltis, W.C.T.A., Executive Director  
Marvin Moss, W.C.S.D., Reno  
Gary Gray, Clark County Classroom Teachers Assn.  
Dr. Marvin Picollo, Supt., W.C.S.D.

Also present:

Press representative

Joan B. Reid, League of Women Voters, Carson City

Al Seeliger, Carson City

Arlo Funk, Mineral Co. School District, Hawthorne

J. Johnson, Nye County School District, Tonopah

G. R. Craft, N.S.S.B.A., Hawthorne

Anne Roberts, Carson City

Reynoldo Martinson, National Educ. Assn., Washington, D.C.

Margaret Richardson, Reno

Joan Bedell, Reno

Shirlee Wedow, Nevada P.T.A., Sparks

Stephen C. Moss, Legislative Intern, Sparks

Bob Scott, Humboldt Co. School Dist., Winnemucca

John Hawkins, Carson City School Dist., Carson City

S. Meyer, Carson City

Brent Begley, Legislative Intern, Reno

Twelve-Month School:

Lt. Gov. Harry Reid was first to testify on the issue. Lt. Gov. Reid began by stating that the 12-month school should be allowed on a optional basis. The school districts should be able to work out a program that will meet their needs. We can go back now and look at what has happened in other places. The traditional summer vacation was because of two main reasons: 1. It was hot and not easy for students to go to school in the summer months. At present, most of the good schools do have air conditioning; 2. Needed boys and girls to work on farms during the summer. These two reasons are no longer valid. In the State of Nevada we do have a rather unique situation. Over 50% of all of our jobs are directly or indirectly related to the gaming industry. This means that when the boys and girls are out of school in the summer, the parents are unable to go on summer vacation with their children. For this reason we should look at the summer vacation and its validity in the State of Nevada. Another reason being that if we had a business and kept it closed three months of the year, we would have to consider how good the business really was. The State of Nevada, in Clark County, we have two new schools that are being opened. Lt. Gov. Reid stated that he would rather see this money going toward teacher's salaries. We can look to places such as Atlanta, Georgia school system, different districts in California where it has been tried. Another situation he is confronted with is the comments he receives stating that the teachers are not being paid enough. The main thing though - is the year-round school that is set up on a quarter basis.

Mrs. Helen Cannon followed in testimony, stating that, with reference to Lt. Gov. Reid's statement regarding teacher's salaries, this is not actually how it works. Money for building schools comes out of bonding and teacher's expenses come from operating fund. A teacher could work year round and therefore increase their input by 25%. It's very expensive to purchase textbooks. If you have just 3/4 of them using the books, these books will go further. You would be able to get along with 1/4 less textbooks. They have had quite a bit of static on zoning of schools. If they had a year round school for the secondary schools, they could take care of zoning beautifully. If they operated two schools on the traditional nine on three off, and some of the outlying schools on a split session, you could take care of 25% more students.

Senator Bryan asked if they had figures indicating how long it would be possible to post-pone future junior and senior high school construction if we did go to some form of the year round school system.

Mrs. Cannon commented not unless you could predict the population growth. She feels her staff could make this prediction.

Mr. Kenny Guinn supplied the audience with a slide presentation regarding the year round school. The slides supplied the following information: Many Nevada schools are faced with overcrowding - Rancho and Valley school have double sessions. The double session caused the family life to become disrupted and put too much pressure on the students. Possibility of three types of year round schools:

1. Quin-mester - breakdown of year into five sections, students would attend school for four, vacation for one;
2. Tri-mester - breakdown of year into three sections, students would attend school for two, vacation for one;
3. Quarter System - would provide four quarters, with quarterly breaks.

Fenton L. Tobler testified next on the year round school, stating that they have had a smooth situation in getting the year round school off the ground. Mr. Tobler stated that he and two others visited Chula Vista, California to observe the program which is in operation there. Mr. Tolbar and Mr. Lawrence, Deputy Supt., Clark County School District, then made the slide presentation to a group of about 300 parents. Subsequent to the slide presentation, they held a group session with parents. Following the session, a questionnaire was sent out. The returns from the questionnaires indicated that 79% were for (or not against) piloting the program in the school, 21% were against the program, and 36 families indicated they would move to a different school. The program was started January 29, 1973. Twenty-six students moved to different schools - they have a total of 1,000 students. The program was set up on a neighborhood basis. 45 in school, 15 out of school. (45-15 plan). They divided the school into four quadrants - A, B, C, & D, according to where the lived. Out of 36 faculty members, 34 wanted to stay with the program. In their school they set up part of the third, all of the fourth and all of the fifth on extended contracts - the teachers that started this year would teach an additional

twenty-nine days, because they started in the middle of the year. They would be paid a per diem wage for each day beyond the 183 that their contract is signed for. The 45-15 plan is recommended for the elementary plan, and the 90 on, 30 off is more related to high school level. Senator Neal asked what this plan and bussing would present to integration. Mr. Guinn stated that he felt it would cause no problem.

Edward L. Pine was next to testify. He stated that their school is entering its ninth month of the plan. The most important concept - what are they doing to and for the children. He felt that if they could increase the capacity of a school, it would be of benefit to the taxpayer. Mr. Pine further stated that they should consider: 1. The children; 2. The taxpayers; 3. Teaching personnel. Chairman Schofield asked why the teachers in Washoe County brought an injunction against them. Mr. Pine stated that they are not on the best of terms for some reason. So anything that they plan, they (teachers) try to throw some roadblocks in the way. Many of the teachers are in favor of trying this program. They act like this is complete news to some of them. It has been going on for more than three and a half years. On the 22nd of this month the Classroom Teachers Association are going to have some people in to explain some of the disadvantages, he assumes. There is one area they haven't worked out in their area - the recreation program. This program in most areas are geared to summer vacation. They are in the process of working this out.

Mr. Ed Psaltis, Secretary of the Washoe County Teacher's Association, introduced himself at this point and stated that he would like to correct the record. They sought an injunction against the school district on the year round school, not the concept of the year round school per se. The Washoe County Teachers Association has never taken a stand on the pros and cons of the year round school for two reasons: The district told some of their teachers that they would have training courses. This will be the first one that is going to be held today, which is a year or two after the program had been thought about. Secondly, I am glad to see that Mr. Pine is coming on the 22nd. Mr. Psaltis stated that he would like to speak later.

Dr. Picollo was next to testify. The sad part is - here is a concept that he feels has a great deal of merit, when they bring in side issues - is or is it not negotiable, is to miss the point.

Dr. Picollo (cont'd.):

Be very cautious in assuming that this is a panacea - it's not. If you want to pick up space, the best way is to have double session. They feel it can improve the program. Over half the recreation directors in their areas are teachers. There is no reason to feel that these people would not be available under the 45-15 plan - to go out with the students. They are being cautious in saying what it will do and what it won't do. They will not experiment with the children. In 1929 there was a landmark case. John Hopkins University ran a study of what happens to children during the summer vacation. Included in their findings were: The reading pickup up, I.Q. grew, spelling deteriorated, handwriting deteriorated and arithmetic deteriorated. These studies have been duplicated over and over. In that year, 1929, these people suggested a program such as we are discussing today. Don't make this carry the burden of bond issues. Dr. Picollo stated he felt bond issues would kill the issue.

Senator Raggio inquired if the 45-15 plan would mean the regular 5 day week. Dr. Picollo answered yes, this would be the 5 day week.

Marvin Moss stated that he has brought two documents with him that he will leave to be made part of the record. One being a historical record of what has occurred at the Sun Valley School, the other is a list of questions relating to year round school. Mr. Moss stated that they feel they should have some educational benefits. They feel the cost will not increase with the year round school, however, they will have more facts at the end of this year. Washoe County has decided not to use extended contracts. They have meet with various recreation groups, and these groups indicate that they feel there would be no problem with recreation and year round school. There can be a direct result on the state retirement system as a result of year round school and extended contracts. A teacher may have an increase in salary, going to \$19,000 per year. If the figure of \$19,000 per year would occur within the last tenure of the teachers employment, it could have some effect on the retirement. There may also be some problem with teacher tenure. If you have a teacher signing up for an 80 or 90 day contract, at what point are they fully tenure teacher or teachers that would be on a continuing contract in the State of Nevada. They do not at this time have the answer to this problem. A teacher having taught 3 years is considered to have tenure. If a teacher works for 90 days or half a contract

Mr. Moss (cont'd):

does that constitute a year of employment or is it only a half a year. (See Exhibits A & B)

Mr. Richard Morgan, Exec. Director, N.S.E.A., speaking for the teachers of the State, stated that they are not in opposition of the year round school. They do have some concerns, however. Mr. Morgan commented on three of these concerns: 1. They would like to have the ability to have 3, 6, 9 or 12 month school. They are frightened or intimidated, in fact, about the possibility of teaching more than one 12 month period in a row. They would like some assurance that that wouldn't be a mandate thing. 2. Entire field of learning is rapidly changing. The teachers need the availability of college courses to keep themselves refreshed and to stay ahead of the students. They would like to know that they have the opportunity, not to get many credits for recertification, but to go back to get new course work, to work on another degree to get knowledge that takes longer than a mini-degree. 3. The child - the teacher has concern as to whether the child can learn anything in the school in the middle of the summer, when the weather is so warm. Mr. Morgan stated that he felt it ridiculous to purpose the 12 month school unless the schools are air conditioned. Mr. Morgan further stated that the teachers were the proponents for change.

Edmond Psaltis presented the members of the committee with an invitation to a meeting to be held February 22, 1973 at the Centennial Coliseum at 7:30 p.m. There will be two men speaking on the 12 month school, giving the pros and cons. Mr. Psaltis also added to the record a copy of the Los Angeles unified school district report that has pluses and minuses of year round school. The gentlemen that put together this report, Dr. John Wright, head of L.A. City Research and Evaluation Center, is sending them the various study programs, showing how much it will cost to implement some of the programs. Mr. Psaltis further stated that he would like to go on record supporting everything Mr. Morgan said. One of the things that Mr. Moss has brought up, that has made this program a success in San Diego, is the inter-sessions program. There are four periods of three weeks that the child drops off. The parents were asked to check any number of these sessions to indicate when they wanted their children to remain at home. Accordingly, if they checked one or two, the child was then picked up and taken to a center where his education was continuing on a different

Edmond Psaltis (cont'd.)

level. This brought about a more relaxed air for the student. Mr. Psaltis stated that he would like us to attend.  
(See Exhibit C)

Gary Gray stated that it has occurred to him that the figure of \$19,000 plus for a teacher's salary strikes him. In the State of Nevada, most teachers earn something less than half of that amount, \$19,000 is maximum. Teachers should be able to go back to school to gain further information, but then if they are on the extended contract, they must take a cut to go back to school.

Carl Shaff stated that he does not have one teacher in his county that belongs to Nevada State Teachers Association. Mr. Shaff further stated that after listening today, he is very glad he does not. When you can put air conditioning above students. He visited Sun Valley school last summer and did not hear one student complain about the heat.

Being no further testimonies, Chairman Foley adjourned the meeting at 4:45 p.m.

Respectfully submitted,



Sharon W. Maher, Secretary

John Foley, Chairman

Q. Since we passed a \$25 million Bond Issue about 2 years ago, why must we consider year-round school?

ANS. When the Board of Trustees went to the public asking for approval of the Bond Issue, it was pointed out that consideration and possible implementation of the year-round school would be necessary during the life of this Bond Issue.

Q. How long has a study committee been in existence and who was represented?

ANS. In the fall of 1970 the Superintendent asked that a committee be established to study the feasibility of year-round school. The study Committee was originally composed of 7-teachers, 7-principals, 4-representatives from the State Department of Education and 5-members of the Central Office staff.

Q. What year-round school alternatives were considered by the committee?

ANS. Cycling plans, quarter plans, trimester plans, continuous progress plans, multiple trails and summer schools were all studied to determine which concept would be the most feasible for the needs of the Washoe County School District.

Q. Why have other year-round school plans failed in the past?

ANS. In the vast majority of the districts that attempted year-round school at some point in the past, the Quarter Plan was used. This plan divided the students into 4 equal groups with each group of students attending school for three quarters and being on vacation for 1 quarter. This meant that some students have to have January, February, and March as



their vacation time. This plan just was not flexible enough to provide solutions to the problems which were created in the community.

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Q. What alternatives does a community have if it is experiencing growth within that community?

ANS. It tends to depend upon the size of the community, but generally there are four major alternatives available. They are:

1. Bond Issues- This has been the traditional method for districts to provide facilities for the growth which is taking place. At this point over 2/3 of all Bond Issues for education are failing across the United States. This in itself dictates that school districts must study and possibly implement attendance plans which make better utilization of existing facilities.
2. Rezoning- In most metropolitan areas older sections of the communities have lost student population, but at the same time still have school buildings which are structurally sound.  
  
By rezoning and drawing students out of some other area of the community which has an excess of students, these facilities can be continued in use.
3. Busing- Busing is another form of rezoning. By transporting students who live in some other area of the district to an area that has unused space, a district is able to utilize its classroom space in a more efficient manner.
4. Year-Round School- This is a system in which through the rotation of students, the capacity of a building can increase

from 1/4 to 1/3. In order to achieve this savings in space the student population of a given attendance area would have to be divided into 4 groups, with only three of the groups being in school at a given time.

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Q. How does the "45-15" Cycling Plan work?

ANS. By dividing student populations into 4 sections with only 3 sections in school at a given time, a cycling system can be developed. Each section of students attends school for 4 - 15 day sessions during a given school year. Each section of students has 4 - 15 day vacation periods during the school year. In the case of an individual student, he or she will still attend school for 180 days during a school year and will have the same number of vacation days as in a traditional school year.

Q. Is there any period in which there is a common vacation period for students and teachers?

ANS. Yes, all schools will be closed during the traditional Christmas vacation period and during the first week in July.

Q. Do teachers and students still receive the Federal and State holidays as during the traditional school year?

ANS. Yes, such as: Labor Day, Veteran's Day, Nevada Day, Thanksgiving, Washington's Birthday, Good Friday and Memorial Day.

Q. Do the children at Sun Valley have the same teacher all of the time?

ANS. Yes, each class and teacher are self-contained and when a class goes out on a 15 day vacation, the teacher goes on the same vacation. Thus just as the students have 4 - 15 day vacation periods during the

year, the teacher assigned to that class also has 4 - 15 day vacation periods during a school year.

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Q. How were teachers assigned to cycles at Sun Valley?

ANS. Assignment was based upon seniority at the particular grade level at the Sun Valley School.

Q. How were students assigned to cycles at the Sun Valley School?

ANS. Parents were asked to select first, second, third and fourth choices of the cycles. In the vast majority of cases parents were given their first choice with about 10 families receiving their second choice.

Q. Do families moving into the Sun Valley area have a choice of cycles?

ANS. No, they are assigned by the principal to the cycle which has space consistent with the grade levels represented in the family.

Q. If at sometime the year-round school would be at both the middle school and elementary school levels, how would families be maintained on the same cycle?

ANS. Elementary attendance areas would have to be divided into four equal parts. If the family lives in D section, then those students would be D section students regardless of the grade level.

Q. Do teachers at Sun Valley stay in the same classroom?

ANS. No, four sections of students are assigned to three classrooms. Thus when a teacher returns from a 15 day vacation period, he or she will be in a different classroom.

Q. What problems are created for a teacher by not having their own classroom?

ANS. Each classroom is assigned a basic set of materials, textbooks, etc.. These materials stay in the room, the personal items of teachers and students are placed in storage while they are on vacation.

Q. What problems are created by a cycling system?

ANS. When a teacher-student conflict arises, it may be necessary to move a student to a different teacher on a different cycle. If family continuity is to be maintained other children in the family would have to be moved to the new cycle also.

Q. Would a 45-15 schedule require curriculum change?

ANS. Yes, particularly in the middle school and high school levels. It would require curriculum to be placed into 9 week units.

Q. Will the concept of grade levels at the elementary level be changed?

ANS. It will be necessary to attempt to have as many grade levels represented on each cycle as possible so as to provide alternatives for families with children of different ages. This would probably require some cross-grading.

Q. What effect will the year-round school have on pupil transportation?

ANS. It will tend to decrease the number of buses necessary to provide transportation, as it is spread out over 12 months rather than on a 9 month basis.

It will provide the opportunity for school bus drivers to work a full year.

Q. What effect will the year-round school have on Special Education?

ANS. Adjusting to the year-round school program is primarily a matter of scheduling. When all Special Education students are placed in one of the four groups both student and teacher vacations coincide. One positive effect has been noted in the shorter three week

vacation periods as opposed to the traditional three month summer vacation.

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The exceptional child's retention factor has always been a matter of deep concern and teachers often repeat the old phrase, "he forgot everything I taught him" when the child returns in the fall. If the year-round school schedule is adopted, the learning process is renewed after three weeks and the exceptional child has a better chance of retaining materials after this shorter period.

Q. How will the year-round school effect the District testing program?

ANS. There will be little change. In the Sun Valley School, it has been extremely simple to structure test dates so that all students are evaluated in no more than a two week period. This is also feasible on a larger scale.

Q. Will there be year-round psychological services?

ANS. Yes. A psychologist has already been scheduled to be on duty during the summer months. Personnel will be increased as the need arises. Referrals will be accepted at all times during the school year, and lines of communication with other community agencies will be kept open.

Q. What about variances?

ANS. Variances are individual requests for a student to attend a school outside his delegated zone, and they are granted if the request is reasonable and the preferred school has classroom space.

Q. What effect will the year-round school have on recreation?

ANS. The traditional nine months school allowed school facilities and some personnel to be used in summer recreational programs. The

year-round school will cause a greater degree of cooperation between Recreation Departments and the Washoe County School District as at least 25% of students will be on vacation at any given time and recreational programs will have to be developed to accommodate that group. Conversely, there will not be large numbers of students on summer vacation; thus, many of the summer programs will be offered at other times of the year.

Q. What effect will the year-round school have on the athletic program?

ANS. The year-round school will allow activities now compacted into nine months to be spread out over twelve months. For instance, track and field and baseball occupy the same season now. With the year-round school track and field would remain a spring sport and baseball would become a summer sport.

Eligibility will not pose a problem as a student is eligible for four calendar years upon entrance into the ninth grade whether his section is in school or on vacation.

Q. What effect will the year-round school have on the student accident insurance program?

ANS. "Schovertime" student accident insurance will cover the 180 days that the student is in school and "Fulltime" student accident insurance will cover the calendar year, as it does now.

However, because students will participate in school-sponsored activities during their vacation periods, there is a possibility that premium rates may be increased, especially in the "Schovertime" category.

Q. What effect will the year-round school have on the school calendar?

ANS. Students will continue to attend school 180 days per year; however, NRS 388.080 should be amended to allow a school district to move to

the year-round school compatible with the program and space needs of a district.

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Q. Will the year-round school cost more to operate?

ANS. The per student instructional costs to the District should remain basically the same as on the traditional program. If a student is in the District, then the classroom, the teacher and the supplies must be provided. That cost does not change with year-round school.

Q. Will the year-round school require more teachers?

ANS. No. If the district-wide student-teacher ratio is maintained, then the number of teachers employed on a district-wide basis will not change.

Q. Will extended contracts be available to teachers?

ANS. The program as it now is constituted is basically experimental, so long as this is the case, teacher contracts will stay 182 days in length. At some point where year-round school would expand to include many schools, the extended contract would in all probability be utilized.

Q. Will the year-round school eliminate the need for construction of new school buildings?

ANS. No. The year-round school increases the capacity of a school facility about 25%, the extended day does about the same in our high schools. If we continue to experience new growth within our School District, the year-round program would only postpone the time when new construction would be required. If new growth occurred within the District in locations that made trans-

portation of the students to existing school facilities impractical, new schools would have to be constructed to house them as quickly as possible.

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Q. If you postpone construction, would the increased costs of construction eat up any savings that might result from the increased capacities of a year-round program?

ANS. This is doubtful. If we take four of our existing elementary schools that are of equal size (700 student cap.) and place them on a year-round program, we have in fact created the capacity of one new school equal in size to each of the four existing. In today's (1973) construction market and for furniture, equipment, school site and site development, streets, etc., this represents about \$1,250,000 to \$1,350,000. Bond interest rates are now in excess of 5% and going up. When we also think in terms of when that new school opens, we have additional administrative staff, lunch room staff, custodial staff, etc., and another complete school plant to operate and maintain, whatever saving would result to the District by not having these added costs for "X" number of years, would have to be calculated into any potential savings. Of course, there is also the possibility that the costs of construction could stabilize or drop in the future. Construction costs have stabilized somewhat this past year. To assume that this inflationary spiral will continue forever, does not seem a realistic point of view.

Q. Will the schools be air-conditioned if the year-round program is adopted?

ANS. To date our Board of Trustees has not made a commitment to air-



conditioning. Our first experience with the year-round school during the hot summer weather at Sun Valley in 1972, was not bad. The building remained relatively comfortable; some fans were provided and of course the open space building design allowed good movement of air when the doors were open. We do not have funds in our present capital outlay (Bond Funds) to provide air-conditioning. We do believe, however, that if the School District is to seriously consider a year-round school as the way to go in the future, then air-conditioning has to be considered. When comparing the costs of installation of air-conditioning in our school to the costs of new construction, the investment required compared to capacity gained would be minor.

Q. Will air-conditioning increase our operational costs?

ANS. Yes. Air-conditioning will involve some additional expense, but should not add a great amount. Its use would be approximately three months. We have cool nights usually, so the units would only have to operate to reduce daytime temperature, and be inoperative during the nighttime. This type of operation would increase our power costs approximately 5%.

Q. Will the year-round school increase costs of maintenance and operations of school buildings?

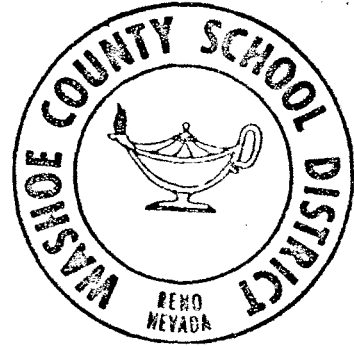
ANS. Yes. Year-round operation will cost more in additional personnel for coverage of custodial vacations, more power and water usage, some fuel cost for domestic hot water. More use means more wear, and, therefore, some additional maintenance cost.

Q. Would the School District be able to maintain equivalent standards

of housekeeping on a year-round basis as compared to the regular school year where major repairs and housekeeping are accomplished in the summer?

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ANS. Yes. Equivalent housekeeping can be maintained, but additional personnel and/or mechanized cleaning equipment and scheduling of cleaning procedure will have to be instituted. Much more cleaning will have to shift to night work than has been done in the past when all heavy cleaning was done during the summer.



45-15

YEAR-ROUND SCHOOL

WASHOE COUNTY SCHOOL DISTRICT  
425 E. NINTH STREET  
RENO, NEVADA 89502

EXHIBIT B

## WASHOE COUNTY SCHOOL DISTRICT

## BOARD OF TRUSTEES

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Edward L. Pine	Vice-President
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Edward C. Reed, Jr.	Member

Marvin Picollo, Ed.D., Superintendent

WASHOE COUNTY SCHOOL DISTRICT

THE YEAR-ROUND SCHOOL (45-15)

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THE STUDY:

In October of 1970 a study committee made up of 7-teachers, 7-principals, 4-representatives from the State Department of Education and several members of the Central Administrative Staff were charged by the Superintendent to study the various year-round school plans. The culmination of this study was the development of a simulation comparison of the 45-15 Education Program in a given school with that educational program which was already in existence in that school. The results of the simulation comparison showed that if a district was able to maintain a student-teacher ratio in the 45-15 plan which was the same as that in the regular Educational Program then the per student costs of the 45-15 would not be increased over that of the regular year program. This means that the building capacity can be expanded by almost 1/3, but at the same time the per student costs do not appear to increase. In January 1972, the information from the study was presented to the Board of Trustees. Subsequently, at the April 4, 1972 meeting of the Board of Trustees, direction was given to the Administrative Staff to pursue two alternatives with the parents of the Sun Valley attendance area. The first alternative was to bus groups of students from the Sun Valley attendance area to other schools which had unused space or, the second alternative, which was to implement a Year-Round Educational Program.

Open public meetings were held with the parents and residents of the Sun Valley attendance area to gain their assistance in making the selection of the most acceptable alternative. Attached you will find a copy of the ballot which was sent to each family in the attendance area. The results of the ballot indicated that the parents supported the Year-Round Program by slightly less than 2-1.

On May 9, 1972 this information was reported to the Board of Trustees. At that time it was their decision that starting on July 10, 1972 a year-round (45-15) program would be in operation at the Sun Valley School.

What was accomplished?

1. Parents were allowed to make a choice of sections A, B, C and D. As a result, there was a fairly equal distribution of children in each section.
2. Teachers who did not want to participate in the program were allowed to transfer to other non year-round schools and were replaced by teachers who wanted to be in the program. Only 5 of the 21 teachers at the school requested transfers.
3. Parents who did not want their children in the program were granted variances to other elementary schools. Only 8 children moved to other schools on a variance.
4. There appears to be no need for any change in the Nevada Revised Statutes.
5. Nevada law requires that a student have the opportunity

to attend school for 180 days between July 1 and June 30 of the following year. Subsequently, it was impossible to have a staggered start such as Valley View, Illinois. In order for all students to receive 180 days of instruction it was necessary to start 3 groups at once. (See attached information)

6. The teachers are on the same cycle as students. They teach for nine weeks and then are on a three week vacation. Each time teachers return from a vacation, they are assigned to a teaching area (room) which will be different from the one which they previously had been assigned.
7. Because of enrollment numbers, it was not possible to have kindergarten in all sessions. Subsequently, it was decided that only sections A and D would have kindergarten. Section D is a full day session and section A is a 1/2 day session
8. The capacity of the building is 620 students on a regular program. On the Year-Round schedule it is 775. It is anticipated that there will be 725 students in attendance in the 1972-73 school year.

Attached you will find the various memos, forms, etc. which were sent home to parents or other individuals within the District.

June 2, 1972

TO: Dr. Marvin Picollo, Superintendent

FR: Dick Wright, Coordinator Federal Programs

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RE: Year-Round School

When a district changes from the traditional 180 day school year with a 2 1/2 month vacation in the summer time to some type of year-round educational program which calls for a change in the attendance patterns of the students of that district, a serious investigation of intent must precede that change. The general alternative which exists for a district seem to be:

- A. Year-Round Schools operation which is solely for increasing the student capacity of a given building and/or buildings.
- B. Year-Round School operation which would follow an intensive in-service program which would bring about a change in the educational program and the instructional process which accompanys that program; namely, individualization.
- C. A combination of both of the above.

In the Sun Valley School for the 1972-73 school year we would envision the alternative which increases the capacity of the building as having primary importance. The capacity of the building will be 620 students under a regular year program. In the year-round program 775 students will be able to attend the Sun Valley School with 725 anticipated at the beginning of the year with a 50 student margin for growth. It should be understood that only 620 students or less will be in attendance at Sun Valley at any given time because of the cycling system of the 45-15 program which will be utilized.

Attached you will find the anticipated attendance patterns for the four sections of students in the program. As it is presently planned, there will be kindergarten in sections A and D. All sections will have grades 1-6 represented. The reason for there being 2 sections with kindergarten classes is that the Sun Valley School has 1 1/2 kindergarten teacher allocations, with this limitation, the uniqueness of the program and the fact that there are not extended contracts in the 1972-73 school year it was not possible for there to be kindergarten in all 4 of the sections.

What has been accomplished thus far?

When the Board of Trustees gave the administration the direction to take the alternatives of busing some portion of the student body or the year-round program to the parents of the Sun Valley attendance



area, a meeting was held to gather information which would reflect parent desires. At that meeting most of those present supported the year-round program over a busing program. Because those present at the meeting represented a minority of the parents of the attendance area, a survey (attached) was sent home to every family with the eldest child in each family. 328 were sent home and 320 were returned, with 120 supporting busing and 200 supporting the year-round program.

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When the Board gave direction to implement the year-round school a task of major importance was to develop the attendance patterns of each section so that parents would be able to select the section for their children which would best suit the needs of their particular family. NRS 388.080 states that "The Public School Year shall commence on the 1st day of July and shall end on the last day of June". The pupil accounting manual, revised in July of 1971, states on page 4 that the minimum school year shall consist of 180 days. Thus in the development of attendance patterns we must insure that the students in each section has the opportunity to attend 180 days during the year. The total number of days that the school will be open is 240 days, but it should be emphasized that no student will attend more than 180 days.

Under the 45-15 program it is attempted to have each section attend for four - 45 sessions and have four - 15 day vacation periods plus vacation time at Christmas, 4th of July, Thanksgiving and one day for each of the following: Labor Day, Veteran's Day, Nevada Day, Washington's Birthday, Good Friday and Memorial Day. In an attempt to begin all sections on the first day of the week and end all sections on the last day of the week, it was not possible to have all sections have exactly 45 days at a given time but it may be 43 or 47, with the composite total being 180 days. This same is true for vacation periods.

#### Staffing:

The next day after the Board gave direction for the implementations of the year-round program, representatives of Personnel, Curriculum and Testing and Guidance met with the principal and staff of the school. Four of the staff members indicated a desire, for a variety of reasons, not to participate in the program. They have subsequently filled out transfer request forms. The Personnel Department has advertised for individuals who would wish to transfer to the school. In the first year of the project, no teacher will have an extended contract, but rather will be on the same schedule as the children to which they are assigned (in 45 days - out for 15 days). Thus the teacher will work a 182 day contract in the 1972-73 school year. If they desire to do so, teachers have the opportunity to substitute in the 15 day vacation periods.

#### Auxiliary Staff:

- A. Music Teacher - The Sun Valley School receives a combined total of 3 1/2 days of vocal and string instruction per week. Mrs. Hemenway has indicated that it will be possible to find one individual capable of handling both programs. This teacher will sign a regular teacher contract for the 1972-73 school year

and will work 182 days between July 1, 1972 and June 30, 1973. The work week will be 3 1/2 days in most cases, but will work 4 days on some occasions to make up the total of 182 days. We see this same approach being taken in all of the auxiliary services areas; such as, psychologist, speech therapist, nursing, etc..

Mr. Winters has assured us that there will be a hot lunch program starting with July 10, 1973.

Because there were 614 students enrolled in the 8th statistical month, we see no problem in furnituring the new buildings until any new furniture arrives. The 614 students will be basically the same number of students in the school at a given time during the year-round program.

Daily mail service has been assured by the regular mail delivery staff or in conjunction with food service deliveries to the school.

Instructional supplies will be available at the same levels as in any other school and will be available by the beginning of school.

Variance requests in and out of the school are being handled by Mr. Kirchner in accordance with established procedures for handling variances. To this date only 6 have been received from parents of the valley.

Mr. Coyle has set up internal planning for the various grade levels. I have requested that at least one paid planning day be established between June 9, 1972 and July 10, 1972 for all grade levels of the school.

At this point we see no great change in the curriculum of the school, Mrs. Taylor has indicated that the Open Court Reading Program can be paced to fit the pattern of the year-round school. The reading consultants from Open Court will be available 2 days a month starting in July to assist in implementing the program.

Parents have been asked to indicate their choice of sections for their children. Every attempt will be made to give the parents their first or second choice. All children in the same family will be placed in the same section, unless directed differently by the parents.

I will be happy to meet with any individual or group to answer questions or explain the program.

cc: Mr. Roth  
Mr. Brighton  
Mr. Anderson  
Mr. Hare  
Mr. Robb

Attachment



April 18, 1972

Dear Parents,

The Board of Trustees of the Washoe County School District is gathering information about attendance patterns, which will assist them in making the best decision for the children in the Sun Valley attendance zone.

Officials of the Washoe County School District met with parents in the Sun Valley attendance zone on April 13, 1972. The following two alternatives were discussed at the meeting:

1. Rezone the present Sun Valley School attendance area into two zones, with one of the zones attending the Sun Valley School and the other zone being bussed to another school.
2. The possibility of a year-round school which will allow all the students residing in the present Sun Valley Elementary School attendance zone to attend the Sun Valley School. If this alternative is selected, it would not be necessary to bus the sixth grade or some other group of students out of the present Sun Valley attendance zone to another elementary school.

Those parents attending the meeting indicated a strong preference in favor of the Year-Round program.

Attached is a short description of how the Year-Round program will operate.

Please fill out the attached questionnaire and have your child return it to school by this Friday, April 21, 1972. The decision is scheduled for the April 25, 1972 meeting of the Board of Trustees.

Sincerely,

Chuck Coyle, Principal  
Sun Valley School

The students of Sun Valley School would be divided into four equal groups, with all members of a family being assigned to the same group. At any one time only 3 of the 4 groups are in school, thus an area is able to increase the student capacity of their school. Groups of students will go to school for 45 days and then take 15 days vacation. (In each case we are talking of school days.) In a year's time the student will have 4 - 45 school day sessions and 4 - 15 school day vacation sessions. The four - 15 day vacations will be equal to the present summer vacation and each student will receive a vacation in each season. (Spring, Summer, Winter, Fall) Each student will attend 180 days or four - 45 day sessions. This is the same amount of time a student spends in school at the present time. School districts which have moved to this type of plan have found that children are able to maintain a high level of interest in school because they seem to "recharge" in each of their 15 day vacation periods. Attached you will find a sample calendar showing the 45-15 plan as it might be introduced in this District.

Every attempt will be made to initiate this program by July 1972.

If you want more information about the year-round school at the Sun Valley School, call your principal, Mr. Coyle at 358-4233 or Richard Wright at 322-7041, ext. 361. If you have any questions about the year-round school, Mr. Coyle and Mr. Wright will be at the Sun Valley School from 9:30 to 10:00 a.m. on Saturday, April 22, 1972.

In order for the Board of Trustees of the School District to have information concerning what the parents of Sun Valley want for their children, please fill out the following, and return it with your children to the principal of the Sun Valley School.

-----  
PLEASE RETURN THIS FORM TO THE SCHOOL BY THIS FRIDAY, APRIL 21, 1972

Place an X by the one you prefer.

- I would prefer that the Board of Trustees vote to redistrict the Sun Valley attendance zone and bus those students that cannot be housed at the Sun Valley School to another elementary school which has unused space.
- I would prefer that the Board of Trustees vote to have a year-round school program (45-15) started at the Sun Valley School sometime during the 1972-73 school year and thus allow all elementary students in the present Sun Valley zone to attend the Sun Valley School.

Signed: Name of Parent \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_

SAMPLE CALENDAR

JULY																															AUGUST																															SEPTEMBER																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

OCTOBER																															NOVEMBER																															DECEMBER																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

JANUARY																															FEBRUARY																															MARCH																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

APRIL																															MAY																															JUNE																														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Original document is of poor quality.

SHOE COUNTY SCHOOL DISTRICT

425 EAST NINTH STREET

RENO, NEVADA 89502

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Telephone (702) 322-7041

Marvin Picollo, Superintendent

BOARD OF TRUSTEES

Lloyd Diedrichsen, D.D.S., President   Edward L. Pine, Vice President   Robert McQueen, Ph.D., Clerk   H. Elizabeth Lenz, Member  
Donald L. Mustard, Member   William A. O'Brien III, M.D., Member   Edward C. Reed, Jr., Member

---

May 23, 1972

Dear Parents:

In recent surveys that were conducted in the Sun Valley attendance area and in subsequent meetings with the parents of Sun Valley students, the majority of the parents indicated a preference for a year-round school program over a program in which students would be bused to other schools or one in which the students would be placed on double sessions. This information from parents was then combined with an extensive study of the year-round school and the total report was presented to the Board of Trustees at their May 9, 1972 meeting. During this meeting, the Trustees studied the report and the growth patterns in the Sun Valley area and with this information in mind, voted to begin a year-round school program at the Sun Valley Elementary School on July 10, 1972.

It should be noted that the decision to implement the program in July of this year was made only after the Trustees had determined that all of the necessary planning had been completed and that a quality educational program would be made available to these children.

As the program begins and as additional information is developed, it will be forwarded to you in the hope that you will make suggestions or recommendations that will make the program even more beneficial for both the students and the community.

Finally, on behalf of the Board of Trustees, the staff and the students, may we thank you for your assistance and cooperation and may we extend an invitation to you to visit the school and talk with the principal and the members of the staff.

Respectfully,



Marvin Picollo  
Superintendent

MP:rs

SUN VALLEY ELEMENTARY SCHOOL  
1972-73 SCHOOL YEAR

Section Selection for Students in Year-Round School at Sun Valley Elementary School.

In the year-round school it is necessary to divide the student population into 4 equal groups, with three groups being in school at one time. In each case, unless requested differently by the family, all students in the same family will be put in the same section. All grade levels will be found in each section. Please study the attached calendar for the 1972-73 school year and select which section, A, B, C, or D is your first choice, then select a second choice, a third choice and finally a fourth choice.

Example:

My first choice is Section   C    
 My second choice is Section   B    
 My third choice is Section   A    
 My fourth choice is Section   D    
 Any Section       

The students in your family will be placed in the highest choice possible which is consistent with the best interests of the students, the family and the school. As soon as section assignments are made you will be notified as to the section, starting date and other information as it may pertain to your children.

On the attached selection sheet please indicate your section selections.



SECTION SELECTION FOR YEAR-ROUND SCHOOL AT SUN VALLEY ELEMENTARY SCHOOL

My first choice is Section \_\_\_\_\_  
My second choice is Section \_\_\_\_\_  
My third choice is Section \_\_\_\_\_  
My fourth choice is Section \_\_\_\_\_  
Any section \_\_\_\_\_

The following children from my family will be attending the Sun Valley Elementary School in the 1972-73 school year.

<u>FULL NAME - Please Print</u>			<u>GRADE</u> <u>1972-73</u>	<u>DATE OF BIRTH</u>
_____	_____	_____	_____	_____
Last	First	Middle		
_____	_____	_____	_____	_____
Last	First	Middle		
_____	_____	_____	_____	_____
Last	First	Middle		
_____	_____	_____	_____	_____
Last	First	Middle		
_____	_____	_____	_____	_____
Last	First	Middle		

Signed:

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Address

\_\_\_\_\_  
Home Telephone Number

\_\_\_\_\_  
Emergency Telephone Number

Dear Parents,

Your children have been assigned to the following schedule:

SCHEDULE A (Begins July 31)

NAME: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Schedule A

Vacation Dates

First Day of School, July 31, 1972  
 July 31 - September 29  
 October 24 - December 22  
 January 22 - March 30  
 April 26 - June 29  
 Last Day of School, June 29, 1973

July 10 - July 30  
 September 30 - October 23  
 January 3 - January 21  
 March 31 - April 25

Holiday Dates

July 1 - 9-----Vacation all students  
 September 4-----Labor Day  
 October 23-----Veterans Day  
 October 31-----Nevada Day  
 November 23-24-----Thanksgiving

December 23 thru  
 January 2-----Christmas & New Year  
 February 19-----Washington's Birthday  
 April 20-----Good Friday  
 May 28-----Memorial Day

Dear Parents,

Your children have been assigned to the following schedule:

SCHEDULE B (July 10)

NAME: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Schedule B

School Dates	Vacation Dates
First Day of School, July 10, 1972 July 10 - July 28 August 21 - October 20 November 13 - December 22 January 3 - January 19 February 12 - April 25 May 21 - June 29 Last Day of School, June 29, 1973	July 29 - August 20 October 21 - November 12 January 20 - February 11 April 26 - May 20

Holiday Dates

July 1 - 9-----Vacation all students September 4-----Labor Day October 23-----Veterans Day October 31-----Nevada Day November 23-24----Thanksgiving	December 23 thru January 2-----Christmas & New Year February 19-----Washington's Birthday April 20-----Good Friday May 28-----Memorial Day
---	--

Dear Parents,

Your children have been assigned to the following schedule:

SCHEDULE C (Begins July 10)

NAME: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Schedule C

Vacation Dates

First Day of School, July 10, 1972  
 July 10 - August 18  
 September 11 - November 10  
 December 4 - December 22  
 January 3 - February 9  
 March 12 - May 18  
 June 11 - June 29  
 Last Day of School, June 29, 1973

August 19 - September 10  
 November 11 - December 3  
 February 10 - March 11  
 May 19 - June 10

Holiday Dates

July 1 - 9-----Vacation all students  
 September 4-----Labor Day  
 October 23-----Veterans Day  
 October 31-----Nevada Day  
 November 23-24-----Thanksgiving

December 23 thru  
 January 2-----Christmas & New Year  
 February 19-----Washington's Birthday  
 April 20-----Good Friday  
 May 28-----Memorial Day

Dear Parents,

Your children have been assigned to the following schedule:

SCHEDULE D (Begins July 10)

NAME: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Schedule D	Vacation Dates
First Day of School, July 10, 1972 July 10 - September 8 October 2 - December 1 January 3 - March 9 April 2 - June 8 Last Day of School, June 8, 1973	September 9 - October 1 December 2 - December 22 March 10 - April 1 June 9 - June 30

Holiday Dates

July 1 - 9-----Vacation all students September 4-----Labor Day October 23-----Veterans Day October 31-----Nevada Day November 23-24-----Thanksgiving	December 23 thru January 2-----Christmas & New Year February 19-----Washington's Birthday April 20-----Good Friday May 28-----Memorial Day
--	--

ALL SECTIONS - HOLIDAY SCHEDULE

July 1 - 9-----Vacation all students  
September 4-----Labor Day  
October 23-----Veterans Day  
October 31-----Nevada Day  
November 23-24-----Thanksgiving

December 23 thru  
January 2-----Christmas & New Year  
February 19-----Washington's Birthday  
April 20-----Good Friday  
May 28-----Memorial Day

SECTION A

School Schedule	Vacation Schedule
First Day of School, July 31, 1972 July 31 - September 29 October 24 - December 22 January 22 - March 30 April 26 - June 29 Last Day of School, June 29, 1973	July 10 - July 30 September 30 - October 23 January 3 - January 21 March 31 - April 25

SECTION B

School Schedule	Vacation Schedule
First Day of School, July 10, 1972 July 10 - July 28 August 21 - October 20 November 13 - December 22 January 3 - January 19 February 12 - April 25 May 21 - June 29 Last Day of School, June 29, 1973	July 29 - August 20 October 21 - November 12 January 20 - February 11 April 26 - May 20

SECTION C

School Schedule	Vacation Schedule
First Day of School, July 10, 1972 July 10 - August 18 September 11 - November 10 December 4 - December 22 January 3 - February 9 March 12 - May 18 June 11 - June 29 Last Day of School, June 29, 1973	August 19 - September 10 November 11 - December 3 February 10 - March 11 May 19 - June 10

SECTION D

School Schedule	Vacation Schedule
First Day of School, July 10, 1972 July 10 - September 8 October 2 - December 1 January 3 - March 9 April 2 - June 8 Last Day of School, June 8, 1973	September 9 - October 1 December 2 - December 22 March 10 - April 1 June 9 - June 30



# Washoe County Teachers Association

1479 South Wells Avenue • Reno, Nevada 89502

Telephone (702) 323-2177

Lonnie Shields, President

Edmond G. Psaltis, Executive Director

January 19, 1973

TO: WCTA Members and other interested parties  
 FROM: Lonnie Shields, WCTA President  
 Ed Psaltis, WCTA Executive Director

Enclosed is a copy of the Los Angeles Unified School District's  
 "Year-Round Schools - Report Summary and Recommendations".

This Summary gives both sides of the year-round school concerns at the three levels of high, middle, and elementary schools. This Summary is not a definitive work but it does provide many facts that you should know. The primary source documents, "YEAR-ROUND SCHOOLS," a report to the Superintendent, L. A. Unified School District, January 1972, and "A SUPPLEMENT TO THE YEAR-ROUND SCHOOLS REPORT . . ." dated March 1, 1972, have been requested by the WCTA.

It is understood that L. A. should not be equated with Washoe County, but the general problems discussed in the Summary would apply to any and all school districts.

We recommend that you read the Summary as soon as possible and express your opinion to your WCTA Representatives.

EXHIBIT C

LOS ANGELES UNIFIED SCHOOL DISTRICT

Research and Evaluation Branch

YEAR-ROUND SCHOOLS

Report Summary and Recommendations

November 1972



PREFACE

The source documents for this summary were "YEAR-ROUND SCHOOLS," a report to the Superintendent, Los Angeles Unified School District, January 1972, and "A SUPPLEMENT TO THE YEAR-ROUND SCHOOLS REPORT....," dated March 1, 1972. Both documents were prepared by the Staff Development Office.

The conclusions and recommendations at the end of this summary were prepared by the Research and Evaluation Branch.

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## BACKGROUND

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### 1.1 History

For a number of years the year-round school has been a subject for study and discussion by the Board of Education and members of the staff of the Los Angeles City Schools.

The issue was formally studied in July, 1954, for possible implementation in all schools of the district. In 1965, the Division of College and Adult Education updated this study with a definite emphasis on the junior college. Renewed interest in operating schools on a year-round basis was elicited in 1971-72 by widely publicized plans of two school districts in the nation. One was Atlanta's voluntary four-quarter plan for secondary students and the other was the 45-15 plan in the Valley View Elementary School District of Romeoville, Illinois.

In addition to the continuing interest of the Los Angeles district in possible benefits of operating schools on a year-round basis, current interest is heightened by the continued failure of bond issues and the lack of funds to update our buildings in accordance with the requirements of the Field Act. This is even more critical at present because of the damage incurred through the February, 1971, earthquake.

With these factors in mind, the Deputy Superintendent directed the Staff Development Office to conduct a study during 1971 to examine the experiences of other school districts in implementing their plans and to evaluate the implications for adopting a plan in Los Angeles.

### 1.2 Alternative Plans

Since the founding of the first American college in 1636, five varieties of academic calendars have been in vogue at various times. They are:

two-term or semester system;  
two-term-plus-summer school system;  
three-term or trimester system;  
quarter system; and  
quinmester system.

It might be assumed that after three centuries of experimentation with these various plans one would have evolved as superior to the others. Instead, a number of variations of these basic plans have developed and the issue remains unsettled. The selection of a calendar on which to operate a school system has always been closely related to the societal conditions at the time. Such is the case even now as we look at possible approaches for scheduling schools on a year-round basis.

The year-round school approach is almost always implemented as a way of achieving one or more of the following outcomes:

- a. To save time for students in completing the education experience.
- b. To achieve greater utilization of existing school buildings and eliminate the need for additional construction.
- c. To reduce the waste in time and energy related to the long traditional break of the school year in July and August.
- d. To reduce operating costs through anticipated savings in continuous operation.

A basic assumption of all plans designed to meet the above objectives or outcomes is that students will be scheduled on a mandated period of attendance and inter-session or vacation period.

While there are advantages and disadvantages to any of the possible schedules, in selecting one of several alternatives, a district will most certainly make the selection based on specific local conditions

and local problems that need an immediate solution which the year-round approach might provide. The following plans have listed advantages and disadvantages, but it should be understood that an advantage under one set of local conditions might become a disadvantage under another set of conditions.

The two-term and two-term-plus-summer school systems are sufficiently familiar and require no discussion here. The quinmester system is not discussed here because it does not appear to offer any significant innovations which are not available in the plans examined below.

## 2.0 TRIMESTER PLAN

Under this calendar, an opportunity is afforded the student for maximum acceleration. By continuous attendance he may complete a four-year program in two years, eight months.

### 2.1 Advantages

- 2.1.1 The major portion of the academic values of a semester schedule are not materially reduced, while flexibility is added.
- 2.1.2 Terms can be balanced, thus making instructional offerings and content more equal throughout the year.
- 2.1.3 Greater opportunities are provided for student acceleration.
- 2.1.4 More students can be educated with little additional need for plant and equipment.
- 2.1.5 Longer periods are available to off-duty instructors for travel, study or research.

### 2.2 Disadvantages

- 2.2.1 Articulation with secondary schools and collegiate institutions poses some serious problems.

- 2.2.2 Total enrollments may suffer because of light summer attendance.
- 2.2.3 The compaction of instructional content of two semesters into three trimesters has led to serious morale problems with some faculties, and in some instances produced a "hurried, frantic" program of learning for students.
- 2.2.4 Average course loads of students for a trimester often do not remain at the semester-load level; this defeats the objectives of acceleration.
- 2.2.5 All secondary course offerings cannot be offered in all terms, causing difficulties in sequence patterns and in the completion of prerequisites.
- 2.2.6 Salaries at the secondary school level, while higher in gross pay, are often less when related to work-load.
- 2.2.7 The instruction equivalence of the semester and the trimester is doubtful.

### 3.0 QUARTER PLAN

#### 3.1 Advantages

- 3.1.1 Greater flexibility of term and vacation periods for both students and faculties is possible.
- 3.1.2 Wider option in course selection and in major/minor sequences is available.
- 3.1.3 Shorter terms give students greater opportunity for exploration and try-out.
- 3.1.4 Students forced to withdraw from school temporarily have a shorter waiting period for re-entry.
- 3.1.5 Quarters are uninterrupted except for national holidays and Thanksgiving. (The traditional Easter week has been done away with in many quarter plans.)
- 3.1.6 Capable students may accelerate by attending four quarters a year and graduate in three years.

- 3.1.7 The shorter term may provide fewer classes per student, permitting more concentrated study and, hopefully, a higher degree of motivation.
- 3.1.8 Summer sessions may be converted to equal quarters without disruption; double shifts, together with the usual shortened day, are unnecessary, thus making transition to full year-round operation comparatively easy.
- 3.1.9 There is better utilization of buildings and equipment.
- 3.1.10 Fewer classrooms are needed, thus reducing debt service and insurance.
- 3.1.11 There is less need for new personnel, equipment, and facilities.
- 3.1.12 Fewer textbooks are needed at any one time.
- 3.1.13 More opportunity can be provided pupils to make up work.
- 3.1.14 The work of the pupil can be evaluated more often than under the nine-month plan.
- 3.1.15 With full-time employment for some teachers and increased annual salaries, there may be less need for teachers and the teacher-turnover may be less serious.
- 3.1.16 The quarter is attractive to teachers who want to teach a partial year.
- 3.1.17 Superior pupils can progress at a pace commensurate with their ability.
- 3.1.18 Slow pupils, by working an additional quarter, are able to progress at a rate in keeping with their ability.
- 3.1.19 Retardation of pupils is decreased.
- 3.1.20 The need for long review periods is lessened.

### 3.2 Disadvantages

- 3.2.1 Initially, the operation of a four-quarter plan is more expensive to implement and maintain than the traditional two-semester, plus a tuition-supported summer school.

- 3.2.2 To divide the textbook or course into four quarters instead of two semesters does not produce an adequate four-quarter program. Without extensive revision of educational goals and an intensive analysis of the curriculum, four quarters or three trimesters of school will be no more exciting than two semesters. Factors other than time, number of sessions and of days must be weighed. The ten- twelve-week term, in the opinion of many, is somewhat short as a basic time unit of instruction, particularly in the sciences and the performing arts.
- 3.2.3 Less time is provided for laboratory work, seminars, deliberation, supplemental reading, and independent study.
- 3.2.4 Some teachers believe the shorter term contributes to impersonality in student-teacher relationships.
- 3.2.5 Prevailing patterns of family and community living and working militate against the acceptance of the staggered-quarter plan. (Parents who have two or more children in school would generally want all of them to be in school during the same quarters. Furthermore, they would want vacation schedules for all members of the family to coincide, very likely, in warm months. Thus, it is almost certain that relatively few families would urge their children to be out of school in such months as November, December, January, February, March, and April. It seems very probable that a family-elective system would result in a very uneven distribution of pupils in the four quarters. Gaining acceptance of the myriad of family inconveniences and hardships which the staggered plan involves is an almost insurmountable obstacle to its operation. Many pupils and teachers would be forced to take their vacations at an undesirable time of year.)



3.2.6 The short term is apt to be disadvantageous to the less mature or less able students, and may produce increased emotional tensions and pressures.

3.2.6.1 A serious complaint has been voiced that high school students graduating early as a result of acceleration are actually too young for regular employment and not old enough to succeed in college. The objection has been made also that acceleration does not prepare students adequately for work or college, at least as compared with high school graduates elsewhere.

3.2.6.2 More frequent changes of term require more rigorous control of administrative tasks to prevent loss of teaching time.

3.2.7 Pupil transfers between school districts operating on a year-round basis and those having a nine- or ten-month school year create problems in all areas of student activities and disciplines. Conflicts may exist in scheduling academic continuity, scholarship examinations, athletics, and scholastic events.

3.2.8 Out-of-school pupils require community services and facilities as a substitute for the traditional work and play experiences of the summer vacation period as we now know it. (If supervision and programs are established throughout the entire year, many of the economies claimed for the four-quarter plan will vanish.)

#### 4.0 VOLUNTARY vs. MANDATORY ROTATIONAL ATTENDANCE

The matter of balancing enrollments is of major significance in calendar implementation. In order to achieve cost savings and better utilization of buildings, the year-round school plan must include a mandated attendance and vacation schedule that is staggered and rotational. Under the quarter plan, a "staggered" enrollment plan permits 25 percent of the student

population to be off-campus for the equivalent of more than one quarter; under the trimester plan, a student ordinarily attends only two consecutive trimester terms.

4.1 Advantages claimed for the all-year school when enrollment is staggered.

- 4.1.1 Each student is guaranteed as much instruction time as is normally given. (Theoretically, however, 25 percent more pupils are cared for by approximately the same staff and with the same number of classrooms, laboratories, libraries, and other facilities.)
- 4.1.2 The need for additional personnel, buildings, and equipment should be reduced or eliminated; therefore, expenditures should be reduced.
- 4.1.3 With full-time employment possible for teachers and better annual salaries, teachers are not forced to seek summer employment or to turn eventually to occupations offering greater remuneration.
- 4.1.4 Acceleration opportunities can be provided for a limited number of gifted students through continuous attendance. Remedial opportunities can be provided for a limited number of the under-educated in their "off-term."
- 4.1.5 Vacation periods other than summer are made available, which might be favorably received by many families.

4.2 Disadvantages of rotational enrollment.

- 4.2.1 All course offerings cannot be given each term; e.g., advanced foreign language, chemistry, physics, higher mathematics, specialized electives.
- 4.2.2 Student activities may be severely affected; e.g., athletics student government, spring prom.
- 4.2.3 Student participation in traditional summer community projects, summer camps, etc., would be denied to the bulk of the students.

- 4.2.4 Provision should be made for recreational, cultural, and social activities for the non-attenders.
- 4.2.5 Problems of articulation increase.
- 4.2.6 Sequential courses are interrupted.
- 4.2.7 Problems are encountered with entrance and placement of transient students.
- 4.2.8 Critics offer proof that savings in capital outlay are offset by increase in operating costs and other added expenses.
- 4.2.9 Truancy problems may increase unless extensive provision is made for supervision of non-attenders.
- 4.2.10 The break with traditional social and cultural patterns may prove unsuccessful due to community unwillingness to readjust.

## 5.0 MECHANICS OF IMPLEMENTATION

The degree of complexity of implementation of a major calendar revision depends upon which academic calendar is selected. Experience suggests that districts can operate successfully with any of the principal calendar variations by re-evaluation, planning, and organization.

### 5.1 Administration of operations and services

This section of the report provides a brief summary of some of the operations and services affected by a calendar change. If the semester/extended summer-term plan is adopted, the effects would be minimal. The adoption of the trimester system involves slightly more in the way of program modification than does the semester/summer plan. A change to the quarter plan demands major adjustments in many phases of the total educational program. The change would have an impact on the following:

- 5.1.1 Contracts and Insurance (Advantages are probably to be gained in spreading out peak loads.);

- 5.1.2 Curriculum conversion, quarter or trimester plans (hours of instruction, length of class periods, revised course outlines, articulation with four-year institutions, conversion of units, State Department of Education approval);
- 5.1.3 Contractual relations (additional services required, particularly for a fourth registration period as in the quarter plan, with marked increase in costs);
- 5.1.4 Food services (test kitchen, manufacturing kitchen, suppliers, etc.);
- 5.1.5 Health services (increased staff costs and scheduling of added personnel);
- 5.1.6 Instructional planning (programs for the under-educated, gifted, and specialized training);
- 5.1.7 Interdistrict (additional services required);
- 5.1.8 Mail unit (increased services require added costs);
- 5.1.9 Maintenance and operations (major problems if the quarter plan is adopted--with considerable increase in costs--for inspections, testing, major repairs, renovation and overhaul, repainting, cleaning, servicing, custodial services with additional shifts, and possible overtime costs);
- 5.1.10 Payrolls (conversion to new pay schedules, retirement contributions, deductions, salary increments, etc.);
- 5.1.11 Personnel (recruitment, orientation, leave policies, pay schedules);
- 5.1.12 Purchasing and stores (some benefits possible through leveling of peaks and valleys of the work load);
- 5.1.13 Supplies and equipment (peak loads reduced and deliveries facilitated with some added costs);

5.1.14 Transportation (additional services required);

5.1.15 Need for air conditioning (added cost of estimating, contracting, installing).

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5.2 Administration and operation of institutions

Steps in transition require that sufficient lead-time be provided.

This is generally considered to necessitate a minimum period of two years. Full administration/faculty participation, provision for added remuneration and/or released time for the time and effort needed, district-wide coordination, close articulation with the schools and transfer institutions, announcements and other publicity well in advance of anticipated changes--all are essential to a well-ordered and effective transitional program. The effects on institutions would include the following:

5.2.1 Admissions (announcements and publicity, elementary-junior high-high school articulation, handling of applications);

5.2.2 Athletic competition (schedules, determination of eligibility);

5.2.3 Attendance and accounting (record keeping, reporting);

5.2.4 Audio-visual materials (increased usage);

5.2.5 Schedules (revision of content, class size, dates of terms);

5.2.6 Certificated and classified staff (assignments, instructional loads, vacations, leaves, overtime, relief time, employment of visiting faculty);

5.2.7 Community involvement (advisory committees, cultural activities, youth services);

5.2.8 Counseling and guidance (individual and group programming, advisement and counseling, testing, skills centers, continuation school operation, articulation with colleges);

- 5.2.9 Career and continuing education articulation and coordination (room utilization, catalogs and schedules, announcements and publicity, staff assignments, supervision);
- 5.2.10 Food service (cafeterias, personnel);
- 5.2.11 Health office (examinations, athletic clearance, first aid, health education);
- 5.2.12 Instruction (conversion of courses, committee activities, recruitment of additional personnel, materials of instruction, teaching loads, activities of the performing arts, supervision of instruction, coordination of vocational-educational programs, and specialized training);
- 5.2.13 Laboratories, shops and special purpose facilities (scheduling, handling, and control of supplies and equipment);
- 5.2.14 Library usage (cataloging, staffing control of books and periodicals);
- 5.2.15 Physical education plant (scheduling, locker issuance, equipment handling, coordination with youth services);
- 5.2.16 Work experience service (added operations);
- 5.2.17 Student activities (student body elections, recreational programs, cultural activities, seasonal events, clubs and organizations, student government, graduation ceremonies, school paper, and other publications);
- 5.2.18 Tabulating units (supplies, personnel requirements, additional machine-time requirements);
- 5.2.19 Second-level administration (added time necessary to year-round operation--assessment duty statement)

## 6.0 CONCLUSIONS

6.1 The greatest advantage of changing to year-round operation appears to be related to the deferment of expenses incurred by districts in a state of growth and in need of construction.

6.1.1 In Los Angeles this advantage would currently be significantly related to Phase-5 earthquake damaged schools that face double sessions because of a space shortage.

6.1.2 Costs of changeover can be a trade-off.

6.1.2.1 Amortized building costs are a small portion of the total cost of education per year.

6.1.2.2 Cost of building now is less expensive than the cost later, if we still have to build.

6.1.2.3 Added cost of air conditioning would be necessary in most of our schools.

6.2 Year-round operation of schools in Los Angeles is educationally feasible. To effectively implement year-round operation, however, the district must:

6.2.1 Assume added costs.

6.2.2 Commit itself to a massive in-service training program related to a readjustment of curriculum, instruction, personnel practices, business and support systems, schedules, etc.

6.3 Far more adjustment would be needed at the secondary level than at elementary.

## 7.0 RECOMMENDATIONS

7.1 The district should study and comply with the requirements of the legislation relating to the year-round school including AB 1002, AB 331, AB 1924, and other applicable regulation.

- 7.2 Before moving into year-round operation on a large scale the district should gain experience with one or two schools.
- 7.2:1 It appears that confining such experimentation to the elementary level at first would be less complex.
- 7.2.1.1 Elizabeth Street Elementary School has demonstrated an interest and has requested approval to proceed.
- 7.2.1.2 Phase-5 earthquake schools would be those most likely to profit from year-round operation. Principals of such elementary schools should be polled for interest and one selected in addition to Elizabeth Street School.
- 7.3 There is little carefully documented data to support the claims of the proponents of the year-round school. If the district embarks upon an experimental program in a limited number of schools, the experiment should be designed and controlled to yield hard data for subsequent implementation or abandonment decision.
- 7.3.1 Caveat: The history of abandonment of such programs should not be ignored.
- 7.3.2 Schools proposing to attempt a year-round program should be required to submit a program plan similar to California State Department of Education Form No. A-127, "Application for Funds for Educational Programs." The program plan should include consideration of the mechanics of implementation of changes affecting administration and operation of services and of institutions as indicated in Section 5, above. The Research and Evaluation Branch could be enlisted to help, on request.