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ABSTRACT

This report describes findings on the feasibility of extended school year plans and outlines several approaches which can be recommended for their economical and educational implementation. Six plans are recommended: (1) the continuous learning year cycling plan which will release 25 percent of existing space in the first year; (2) the multiple variations such as the 45-15 or 9-3 plan which will release 33 1/3 percent of existing space in final year; (3) the multiple trails plan which may release up to 35 percent of classroom space and/or 50 percent in an occupational training center; (4) the acceleration trimester plan which will release space for one class at the end of trimester four (a year and a quarter); (5) the acceleration quadrimester nine (2 1/4 years); and, (6) the acceleration split trimester and split quadrimester which will release space for one class at the end of 2 to 3 years. Discussions of economy, including Teacher salaries and staff utilization, and educational objectives are also presented. It is held that as a result of the New York State experience, this experiment is ready to enter into a more extensive, practical application in school districts which want to realize the basic objectives for rescheduling a school year. (KG)

THE IMPACT OF THE RESCHEDULED SCHOOL YEAR

A Special Report Prepared For The
Governor And The Legislature
Of The State Of New York

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York

March 1970

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To The Governor and Legislators of New York State

"Impact of a Rescheduled School Year" is submitted in accordance with Section 3602, Subdivision 16 of the Education Law of New York State. It shows the feasibility of rescheduling schools to achieve the following objectives:

> The reduction of school costs or maintenance of school expenditures close to existing levels.
>
> The elimination of overcrowded classrooms, double session schooling, and use of makeshift facilities.
>
> The establishment of a more favorable climate for teaching and learning.
>
> The provision of increased educational opportunity for all children, but especially the disadvantaged.

The report describes findings and lists conclusions and recommendations to guide those contemplating institution of extended school year plans. Recommendations are based upon extensive research, experimentation, and field work with teachers, principals, superintendents, parents, and students in approximately 100 schools. A variety of approaches to a rescheduled school year are described but the list of recommended plans is limited to those which lead to realization of economy and educational goals. The extended school year concept should not be considered a panacea, but as a catalyst leading to innovation and change.

I commend this challenging report on the Rescheduled School Year for your consideration.

Respectfully,

Ewald B. Nyquist
Commissioner of Education

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CHAPTER I

THE ASSIGNMENT

In 1912 the Commissioner of Education suggested that New York State institute a lengthened school year calendar which, he said, would enable boys and girls to complete the combined elementary and secondary school program of studies in 10 years instead of 12. Our Commissioner of Education was not alone at that time. The Superintendent of Schools in Newark, New Jersey used almost the same words as justification for the start of a special program often referred to as Newark's All Year School Program. While the New York Commissioner's recommendation was apparently ignored, a lengthened school year was in the offing for thousands and ultimately millions of New York State children.

The New School Year Calendar--1913

At the turn of the century the length of the school year was a controversial issue in New York State. For many years a school calendar of over 200 days had been accepted in the major cities of the State. However, enforcement of attendance laws was weak with the result that many children seldom saw the inside of a classroom. This was also true in the rural areas of the State, but here the acceptable school calendar had ranged for years between 140 and 180 days.

During the first decade of the 20th century the State had a few urban centers. The word suburban community was virtually a nonentity--when a traveler crossed the city line, he found himself in rural America. New York State had entered the machine age but in 1913 the rural children

were in a majority. State legislators representing rural New York argued against the proposal to extend the school year to a new minimum 180 day school calendar. Passage of such a calendar would discriminate against their constituents. How could farmers get their spring plowing done? When would seeds be planted? How could a farm boy get his chores done if he had to spend all his time in school? A man raised children, especially boys, to help carry the load. If his sons couldn't be around to milk the cows, work in the garden, fields, or barn, a man might as well give up. The new school calendar was going to be the ruination of every New York State farmer.

The 1913 school calendar was a compromise between those who wanted a longer and those who wanted a shorter school year. The "do-gooders" of that day saw the 20th century as the dawn of a new era, but their crystal balls were of an inferior quality so they failed to see but a fraction of the changes which were to occur in the next half century. They saw the need for additional schooling for all children so they beat down the arguments of those who opposed the imposition of regulation and the rights of parents to decide when children belonged in school. The year 1913 was a landmark for yesterday's children. Those who trudged to school or were transported in wagons (horse and buggy) set a precedent. They were not happy about the longer school year, but today that 1913 school calendar is often defended as though it had existed from time immemorial.

The Length of the School Year--Justification

No evidence shows that the 180 day school year is the perfect yardstick, yet one repeatedly hears parents and teachers argue that children cannot endure a longer school year. They apparently need that summer to

relax and enjoy the life which came into existence with suburbia. Yesterday's farm boy or girl had little free time in June, July and August, but child labor laws opened the door to a new freedom in the cities and ultimately the summer became a dream world to many adults. They still see the barefoot boy trudging down the dusty, dirt road, fishing pole on one shoulder and a string of fish on the other. Yes, nostalgic memories are pleasant, but today's children cannot find an unpolluted stream to fish in and who would trust his children to hike beside our modern highways.

The evidence, if one looks at the objectives of the elementary and secondary school, is all in favor of a longer school year, but few look at the length of the school year in terms of childrens' educational needs. Reference has been made to emotionalism, nostalgia, and the poor farmer, but the 180 day school calendar owes its existence to economics. The determining factor in the establishment of the length of the school year has been the amount of money people have been willing to spend on education.

Before State aid for education was tied to a prescribed number of school days it was not uncommon for a school to close at the end of February, March, or April when funds ran out.

The State Education Department has received several thousand requests for information on data about Extended School Year Plans. Behind them all is the direct or implied question, "Will a rescheduled school year provide us with a measure of economy?"

There are groups of people who see the Youngstown, Ohio closing of schools when money ran out as an example of what can happen if the public refuses to vote for increased school costs.

Seldom will anyone ask for the justification of a lengthened school year in behalf of children. Virtually every request for an extended school year carries with it the desire to see how and when a lengthened school year calendar can lead to a reorganization of the schools in such a way that school costs can be cut, or at least held to current levels.

The Legislative Charge of 1963

In 1963 the Joint Legislative Committee, frequently referred to as the Diefendorf Committee, presented a number of recommendations to the New York State Legislature. Among them was one calling for a rescheduled school year. As background for this recommendation the Diefendorf Committee had the results of a special study which showed how dollar savings could accrue to the State through the adoption of a lengthened school year. The following quotation tells part of the story.

> "If the 12 year system had been in effect over the last seven or more years and assuming no other cost impact, the annual operating cost of the New York State school system might have been $145,000,000 less than it is today and the capital investment over this period might have been $313,000,000 less."

Some legislators were in favor of adopting what is referred to as the Staggered Quarter Plan, but strong opposition from professional teacher groups ended this movement Ultimately, the 1963 New York State Legislature combined the goals of educational improvement with that of economy through an amendment to the education law which directed the State Education Department to:-

> "...design demonstration programs and conduct experimentation to discover the educational, social and other impacts of rescheduling the school year from the present thirteen-year system to a twelve- or eleven-year system but still providing as many instructional hours or more than are now available under the present thirteen-year system."

Primarily, the goal was and is one of economy. However, the initial legislation opened the dorr to educational change. Some people have overlooked such terms as, "In order to enrich and intensify the school program, to make better use of educational facilities." Significant in the Committee recommendation were statements indicating that rescheduling the school year would enable pupils to complete their elementary and secondary schooling in a shortened span of years while still receiving as many hours of instruction as they do in the current 13 year program. Among the recommendations was one calling for curriculum studies and different ways to schedule children. In addition to the emphasis given to the rescheduling the school year, the recommendations included provisions for a rescheduling of teacher time through the use of teacher aides, television, and reorganized curriculum.

While these latter recommendations do not appear in the final amendment to the educational law directing the State Education Department to test the feasibility of rescheduling the schools with a longer school year, the fact remains that the ultimate implementation of several approaches to the rescheduled school year cannot be successful until people take a new look at the educative process.

Action in the State Education Department

Responsibility for the Rescheduling of the School Year Project was turned over to the Office of Research and Evaluation. Steps were taken to involve a small number of school districts in activities to realize the initial legislative goals. While these school districts are often referred to as guinea pigs, the true guinea pigs were the dozens of school districts ranging from Bellport, Long Island to Dunkirk and Jamestown. Again and again the field work in these schools led to the development of new designs

or provided answers to questions raised in school districts hundreds of miles away. For example:

1. The true potential of the computer as an aid to the rescheduling of the school year became evident in New York City. Months of study and experimentation were necessary before administrators were ready to admit that multimester scheduling can be a reality with a refined computer scheduling program.

2. An early morning session in Spencerport proved the feasibility of a time equalization program which is basic to the Multiple Trails Extended School Year Program.

3. Three long days in Maine-Endwell helped demonstrate the value of "E" terms to lighten student schedules or provide free time to overworked students.

4. Work in Buffalo pointed up the need for the Continuous Learning Year for disadvantaged children.

5. Work in Buffalo also pointed up the conflict which exists in our schools between those who see flexibility in school administration and teacher policies and practices as a solution to many educational problems and those who believe that a more rigid system is needed. The latter course of action makes implementation of the Multiple Trails Plan virtually impossible.

6. Work in 15 Board of Cooperative Services Centers proved the feasibility of using the time equalization of the Multiple Trails Plan to increase the capacity of any vocational training center in the State by up to 50 percent. Again and again, the field work in sending school systems pointed up rigidity or lack of flexibility as barriers to the realization of higher educational and economy goals.

7. Work in the Rochester Public Schools helped point up ways to resolve potential teacher conflicts. Here new modular time patterns were tested.

8. Hastings-on-the-Hudson pointed up the need for good public relations at the outset of a program.

9. Work in numerous small school systems pointed up wastefulness in the traditional grade system as the barrier to be overcome before a continuous ESY program can be instituted.

10. Work in dozens of school districts showed that a lack of understanding of basic concepts essential to the successful operation of an extended school year program continues to prevail.

Considerable time was devoted to the development of new and refined approaches to the rescheduling of the school year. The initial extended school year plans stressed student acceleration because that was the original legislative mandate. Recently, two new nonacceleration extended school year patterns were developed. One called for time equalization based on adoption of an 11 month school year. The other and newest approach uses a term rotation or cycling approach to achieve the desired goals of increased educational opportunity and economy.

The Office of Research and Evaluation has released several publications recognized nationally as important source materials for anyone considering a study of an extended school year.

1. Economy and Increased Educational Opportunity Through Extended School Year Programs. 18 pages, 1965.

   This brief pamphlet introduces the New York State Extended School Year plans and objectives. A brief outline shows the nature of several acceleration plans that can be adopted to release space and dollars.

2. Extended School Year Designs. 126 pages, 1966

   This publication presents a detailed picture of the plans which could lead to student acceleration. Summaries or conclusions regarding potential savings and costs are based upon field work with more than 70 separate school districts. Numerous charts or tables illustrate how and when savings through student acceleration can be realized

3. Setting The Stage For Lengthened School Year Programs. 113 pages, 1968.

This publication describes a number of experimental programs and their educational significance for those who may want to start a lengthened school year program. The new nonaccelerating Multiple Trails Plan is introduced. Conclusions and recommendations are presented which point up the need for changes in educational law, changes in the State Education Department, and areas which need consideration at the local level.

4. What Is The Continuous Learning Year? (Questions and Answers about an Extended School Year Cycling Plan.) 8 pages, 1970.

This pamphlet briefly answers questions usually asked about any extended school year. The answers given are those related specifically to a new nonaccelerating extended school year plan which uses term rotation to achieve desired goals. Students work through a series of cycles that provide 8 weeks of learning followed by a 2 week recess.

Additional materials have been written for national publications. In the near future the State Education Department will release a comprehensive report on the Continuous Learning Year Cycling Plan. This publication will show step by step how and where dollar savings can be realized at the local and State level through the adoption of recommended extended school year cycling plans.

Occasional reference to the feasibility of an extended school year (ESY), were made in 1963 but with the publication and nationwide circulation of the State Education Department's ESY plans and findings many educators see widespread acceptance of a rescheduled school year during the 1970's. Study groups have sprung up in Mexico and Canada as well as the United States. For a number of reasons New York State school administrators have often appeared less interested than educators in other states in the economic advantages inherent in recommended lengthened school year plans.

However, recent rejections of school bond issues as well as school budgets has led numerous school districts to request help in the preparation of a feasibility study which will show how extra classroom space or dollars can be released at the local level through rescheduling the school year.

CHAPTER II

APPROACHES TO RESCHEDULING THE SCHOOL YEAR

Educators have been searching for a new school organizational pattern which will release classroom space and dollars since the Bluffton, Indiana schools adopted a year round program in 1904. As a result of their efforts a school board can select an extended school year plan from a smorgasbord collection. Unfortunately, the terminology is confusing and names become meaningless because they give the researcher little guidance about the impact a particular plan will have on a school system.

Frequently the public feels frustrated because words are meaningless or because they do not understand the philosophy of education or teaching techniques for implementation of the ESY program. For example:

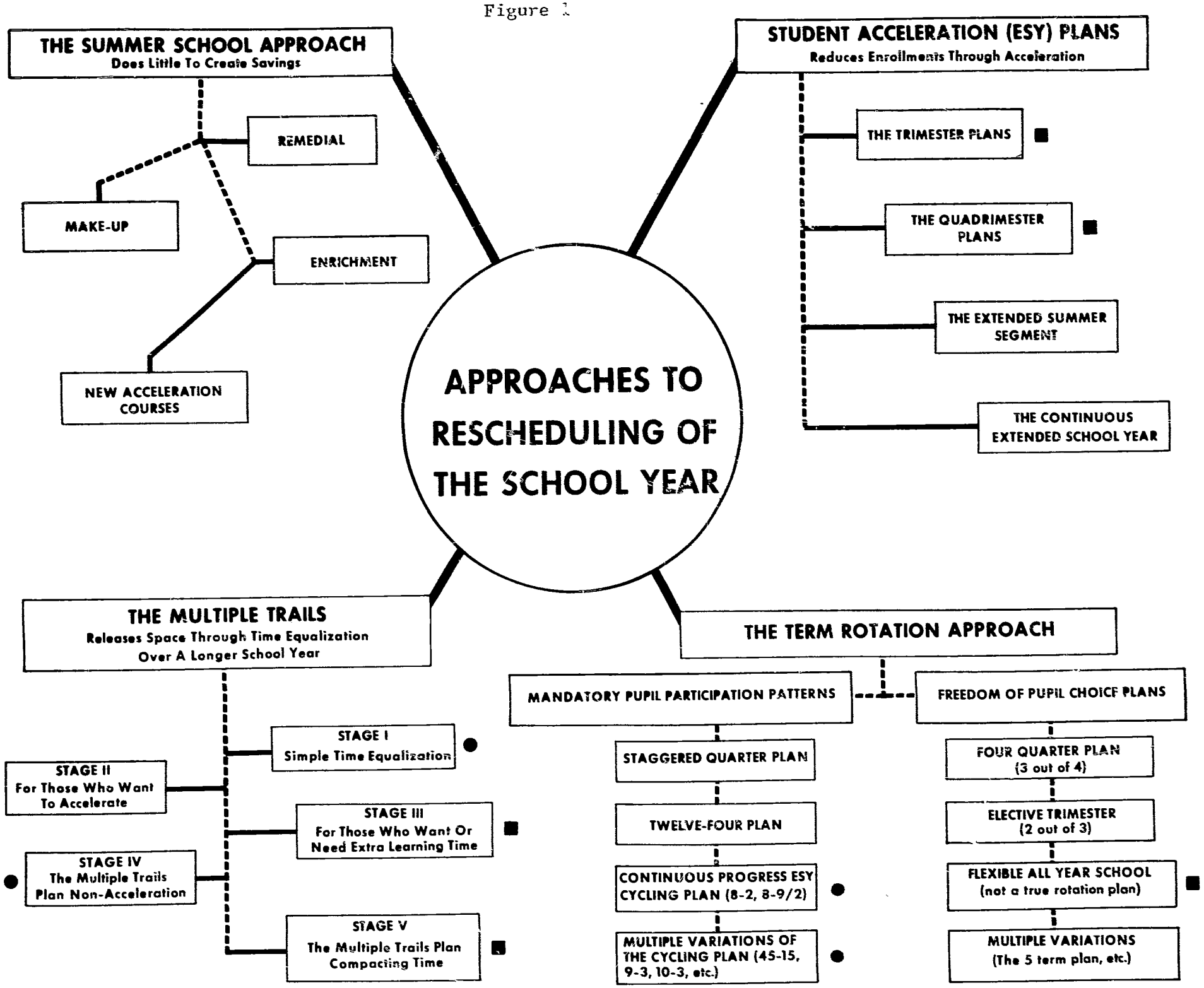
1. New York State ESY acceleration plans include a trimester design which requires all students to work through a three term, 210 day school year calendar. The goal is to save 1 year out of a 4, 5, or 6 year sequence.

   Other people use the term trimester to describe a three term, non acceleration, freedom of choice plan which requires a 240 to 255 day school year.

2. Proponents of a rescheduled school year frequently recommend adoption of the staggered four quarter plan. This design requires a year round operation of the school plant, but provides a limited or minimal length learning year. Through term rotation 25 percent of the total school enrollemnt is constantly enjoying a 3 month vacation.

To avoid identification of the New York State four quarter acceleration plan with the staggered quarter, the word quadrimester was coined. The new quadrimester design consists of a lengthened school year which has been segmented into four subdivisions. Students complete the equivalent

Figure 1



● Recommended for immediate dollar savings plus educational values.
■ Recommended for educational purposes with potential dollar savings in the near future.

of a year's work in three quadrimesters, then precede directly into what normally would be the next year's work. Through time equalization it is possible to meet desired educational goals in a lengthened school year of 212 days instead of 240.

The concept of student acceleration and term rotation requires a different pattern of teaching or administration, yet some legislators and educators in other states have failed to see the difference. This is evident in several reports which have affixed the label quadrimester to a staggered four quarter plan.

In an attempt to eliminate some of the confusion which exists, the various plans have been grouped into the following categories.

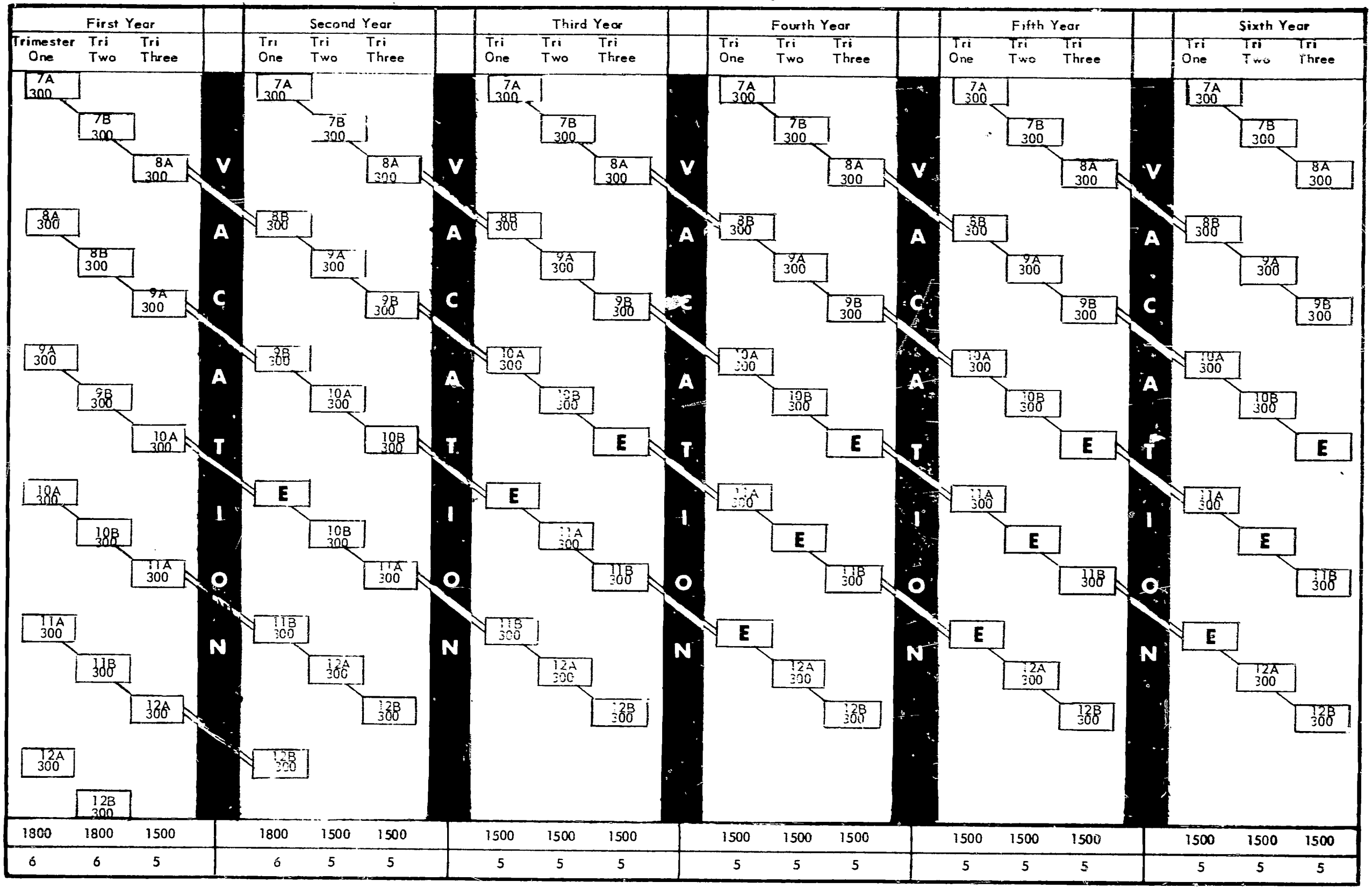
1. Student Acceleration Approaches
2. Term Rotation Approaches
3. The Multiple Trails--Time Equalization Approach
4. The Summer School Approach

Figure 1 shows a variety of lengthened school year plans under the four categories. The listing is far from complete because there are numerous variations to many of the plans or designs.

In many states legislation has been introduced in support of a single lengthened school year plan without anyone realizing that the design in question is unworkable. For example: One state legislature considered a bill authorizing school boards to adopt a trimester plan which called for a 210 day school year. A reading of the bill would lead the reader to believe that the sponsor was seeking approval for the New York State Accelerating Trimester Plan. The hitch came when a single line stated that students would be free to select any two out of the three trimesters. This killed all chance to achieve the economy goal of the legislature. Individual legislators had no intention of supporting a 140 day school year,

Figure 2

A Trimester Flow Pattern for A Secondary School - Grades 7 to 12



No. of Levels

yet that is what would have happened had the bill sponsors gained two more votes. Under freedom of choice plans there is little acceleration. To meet minimum attendance laws the bill could have defined a trimester in terms of 85 or more school days, but this would have required a 255 day school calendar instead of the 210 day calendar recommended with students attending 170 days.

The following brief descriptions may help the reader see what is involved if school districts decide to reschedule the school year to release classroom space and/or dollars.

PART I--APPROACHES TO RESCHEDULING THE SCHOOL YEAR BASED ON STUDENT ACCELERATION

The Acceleration Trimester Design

Nature of the Design	Comment or Recommendation
A 210 day calendar is divided into three 70 day segments or trimesters. All students work through an 11 month school year. Through a time equalization factor students obtain the same amount of instruction in a trimester as they do in a semester. The New York State Trimester Plan depends upon acceptance of the acceleration concept. It cannot be implemented on a freedom of choice basis. The design provides 1 to 4 extra trimesters, commonly referred to as "E" (extra) terms. The number depends on whether the plan calls for reducing the number of years of schooling by 1 out of 4, 5, 6, or 7 years. The "E" term introduces an educational factor which can mean a great deal to students. For example: "E" terms can be used to lighten student loads, provide enrichment, remediation, or work experience. Savings accrue to a school district with the acceleration trimester at the end of 1-1/3 extended school years	A computer scheduling program was developed and tested in New York City public schools. It successfully demonstrated the feasibility of multimester scheduling. This was once considered a barrier to the institution of a year round plan based on a segmented school calendar. Schools with a large enrollment of disadvantaged children are not likely to be truly self-supporting. More pupils may graduate or reach higher educational levels than in the regular school year program. The acceleration trimester is not recommended for students in the elementary school especially in grades K to 3.

Nature of the Design	Comment or Recommendation
due to the reduction in enrollment at the end of trimester four. It leads to the release of classroom space of one class or grade.	

The Split Trimester Plan

Nature of the Design	Comment or Recommendation
The modification of the acceleration trimester requires all students to complete two full trimesters plus one half of a trimester. Attendance in the second half of the trimester is optional. In order to guarantee or accelerate the reduction of classroom space a school board may prescribe a number of extra split terms. Classroom space can be released at the end of the second year with a partially voluntary plan. With a completely voluntary program it should take 2 1/2 to 3 years to release the space necessary to make the program completely self-supporting.	Some educators see the split trimester plan as a design that will be more palatable to the public. This is true where it can be instituted as a freedom of choice plan. Some school administrators are opposed to this design because of the complexity of scheduling and administration. The splitting of a term and the mandated attendance through one segment requires some imaginative thinking and considerable more flexibility than is necessary for most extended school year plans.

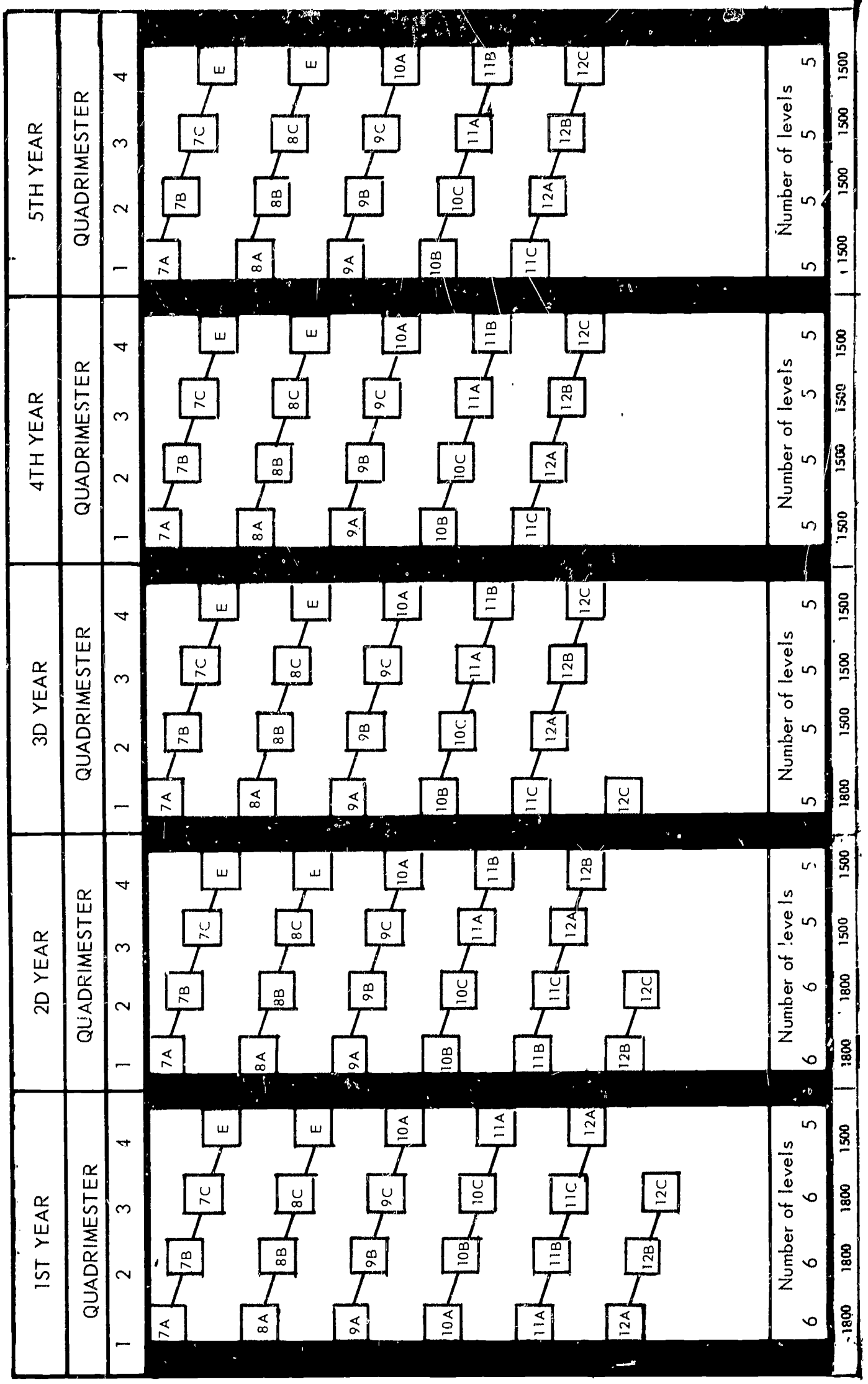
The Acceleration Quadrimester Plan

Nature of the Design	Comment or Recommendation
This acceleration plan calls for the division of a lengthened school year into four learning segments. Through the use of a small time equalization factor, students complete the equivalent of a years' work in three 52 to 55 day quadrimesters.	All students enjoy a common 4 or 5 week summer vacation plus normal holiday and recess periods. Division of the curriculum into 4 or 5 week units will help implement this plan. Educators will find the development of a curriculum comparable to the one prepared for Atlanta's four quarter program will facilitate student progress through what may be labeled a Continuous Learning

Note: The trimester plan can facilitate movement into colleges when they have space for new enrollments. At present college admission at other than the start of the fall term is at a low level because high schools have failed to encourage multiple entries into college.

Figure 3

Student Flow Pattern in a Five Year Quadrimester Plan



The Acceleration Quadrimester Plan (cont'd)

Nature of the Design	Comment or Recommendation
There is no freedom of choice in this plan. Students start new courses whenever they complete established requirements. This means that new courses must be available for the start of virtually every quadrimester unless traditional sequence patterns are broken.	Extended School Year.
The 212-220 day school year provides one or more "E" terms. Subsidization is required since new enrollment flow patterns are not established until the end of nine quadrimesters (2-1/4 years). The plan becomes self-supporting in the third year.	

The Acceleration Split Quadrimester Plan

The concept of the quadrimester is the same. The difference lies in the splitting of the fourth quadrimester. By requiring all students to work through 3 1/2 quadrimesters in approximately 185 days, it is possible to introduce a measure of acceleration for average or better than average learners.	All work completed in the optional split quadrimester would be considered as a part of the regular curriculum. This is not a traditional summer school.
The second half of the split term is optional. However, introduction of a partially voluntary summer involvement regulation is recommended to speed the acceleration process and the release of classroom space.	Courses started in earlier quadrimesters can be completed or new ones started. Double or multiple perioding in a split quadrimester will enable students to complete the equivalent of a regular semester or quadrimester course.

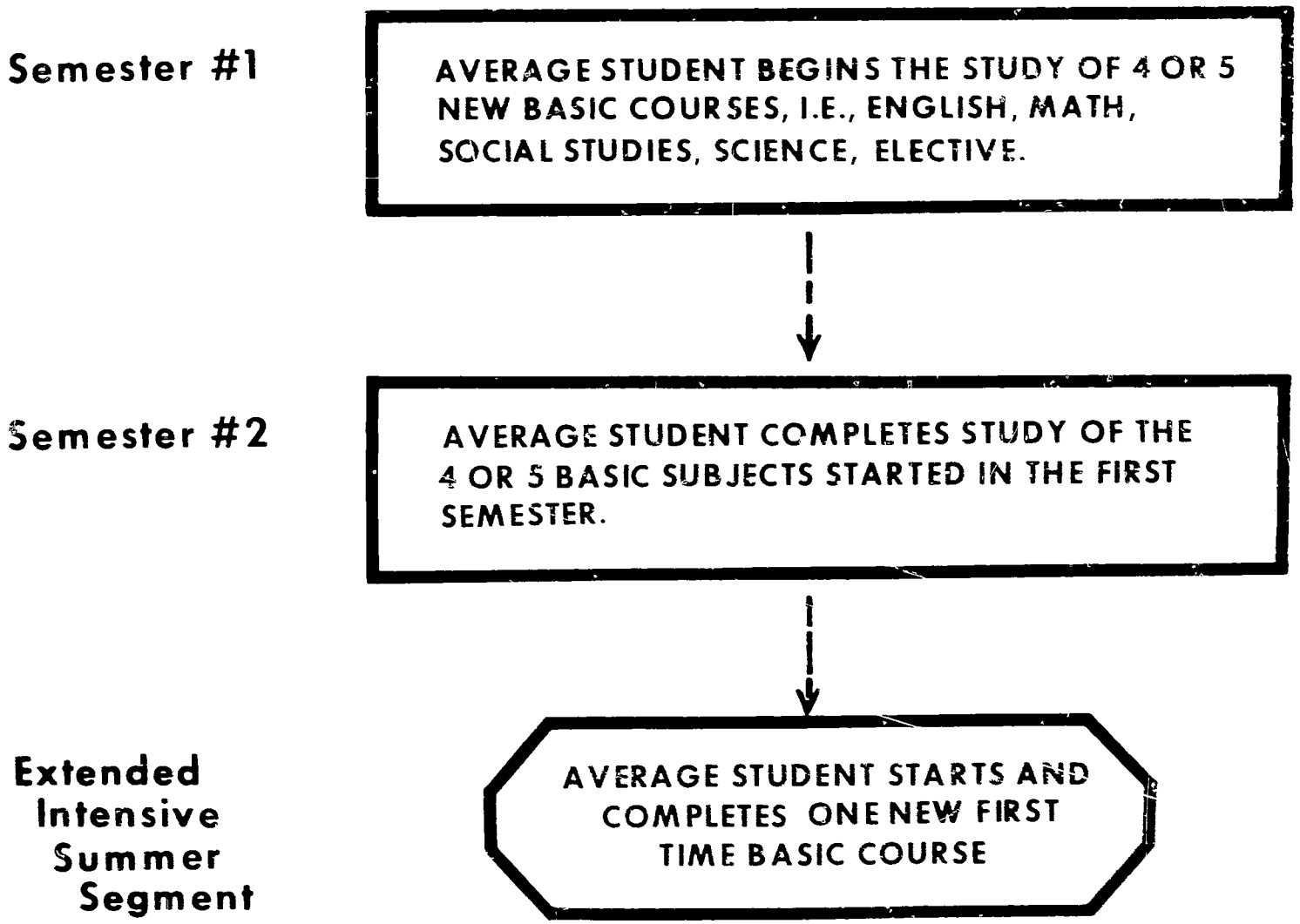
The Continuous Progress Acceleration Plan

Nature of the Design	Comment or Recommendation
This design is one of the few lengthened school year plans which seems appropriate for young elementary school children. As a rule the curriculum does not require segmentation, therefore, there is no need for semesters, trimesters, quadrimesters, or quintimesters. If there is an	Students are not rushed through the curriculum. Here the term accelerate can be misleading. Boys and girls have the same amount of time to master skills or acquire knowledge. They will not have the advantage of "E" time, but they can acquire additional learning time through the reduction

Nature of the Design	Comment or Recommendation
administrative barrier, it will be the grade.	of review and reteaching activities normally required to overcome the effect of summer regression.
Educators who are not ready for non-gradedness may merely adjust traditional grade requirements to the new educational time line. Students will begin the work of a new grade whenever they finish the regular grade requirements for a subject. Pupil progress is continuous. It has to be if the economy goal is to be realized.	The danger of this plan is that it can create a bulge in the secondary school enrollment unless space is available or has been made available through adoption of a parallel secondary program.
Students can only accelerate by the removal of such barriers as the reservation of materials or courses for the teacher of a higher grade.	The Continuous Progress Acceleration Plan is educationally sound. It can lead to the release of classroom space, but it is not recommended for school districts which need classroom space in a hurry. It will not release enough space in a school heavily populated with disadvantaged children to become a self-supporting program.
Without the extended school year, adoption of a continuous progress philosophy will lead to automatic acceleration of 16 percent of the average school population. With the addition of 30 extra instructional days a year all average and above average pupils will be able to complete a 7 year program in 6 years. Potential failures may now complete the elementary school in 7 years instead of 8, 9, or 10.	
A 210 day school calendar is required for grades K-6. A slightly shorter one will suffice for time equalization if additional grades such as 7 and 8 are incorporated into the design. This design is costly during the transition period. It requires subsidization for 6 years in order to save 1 out of 7.	

Figure 4

THE FIRST YEAR OF A LENGTHENED SCHOOL YEAR SHOWING THE EXTENDED SUMMER SEGMENT



The Extended Summer Segment

Nature of the Design	Comment or Recommendation
Secondary school students gain a year academically through completion of four, five, or more basic courses in several 6 or 7 week summer sessions. Their 3 1/2 to 4 hour classes should not be confused with remedial, makeup, or enrichment summer school classes.	The Extended Summer Segment must lead to changes in the regular school year. If it fails to do so it may be considered as an ineffective ESY program.
If classroom space is to be saved, students must take new, first time courses with considerable regularity. Average learners who attend four or five summer segments should be able to save 1 calendar year of schooling. However, the administration and staff must have a commitment to acceleration.	The Extended Summer Segment is not a summer school. It must be recognized as an integral part of the regular school year. Students who complete basic courses in the summer must be free to take advanced level courses in the fall.
All too often educators find satisfaction in having students pile up extra courses. While a broadened curriculum is desired, the economy minded school board must realize that this practice dissipates potential dollar savings for other objectives.	Research shows the feasibility of compacting elementary school subjects into large time blocks, but this design is not recommended below grade 5.
	The Extended Summer Segment is not recommended for school districts desperately in need of classroom space because it will take 4 or 5 years to release classrooms.

The Extended K to 12 Acceleration Plan

This extended school year plan requires a lengthened school year program for all children in grades K to 12. Basic to the success of the plan is the requirement that student acceleration for average learners will be limited to 1 year out of 13.	The highlight of the Extended K to 12 Plan can be the extra learning time provided in grades K to 5 or K to 6.
One variation of the Extended K to 12 Plan stresses the use of extra (E) learning time in grades K to 5 for the improvement of student backgrounds or the complete mastery of skills. Acceleration as such is limited to the saving of one year between grades 6 to 12 or grades 9 to 12.	If teachers can provide a better program to children in the early formative school years, the extra expenses incurred for this program may be considered well worthwhile.
	Even if no student acceleration is planned at the elementary level, savings at the secondary level will compensate for extra elementary quality and cost.

Nature of the Design	Comment or Recommendation
Any one of a number of extended school year plans can be adopted to release space at the middle, junior high, and senior high school levels. They may work through the acceleration trimester, or quadrimester. If time is no problem, the Extended Summer Segment can be used to obtain the desired reduction in space. If classroom space is desired in a hurry, the non acceleration Multiple Trails Plan may be introduced at the upper grade level. The Extended K to 12 Plan requires subsidization until new enrollment flow patterns emerge. Since all teachers in the school system will be working through an 11 month program, the plan can be expensive during the transition years. After this period a 10 percent adjustment in teacher salaries may be inadequate to cover increased instructional costs, but savings in other areas can still make this a self-sustaining lengthened school year program.	

PART II--TERM ROTATION APPROACHES

Term rotation programs have been divided into two categories, mandatory and voluntary extended school year plans. In some design patterns the line of demarcation is small. In others, implementation will require a new concept of education. In some instances success cannot be guaranteed unless attitudes, teaching procedures, and administrative practices are modified or drastically changed.

MANDATORY PROGRAMS

The Staggered Quarter Plan

Nature of the Design

The staggered quarter plan has been the most publicized of all extended school year plans. It has been praised and condemned. Study groups have repeatedly considered the feasibility of this term rotation plan only to reject it.

Frequently, it has been ridiculed or maligned due to a lack of understanding, faulty or incomplete data, and in some instances, vested interests which are negative for self protection.

Good educators can make a staggered quarter plan pay off in terms of space or dollars, but they must have a strong constitution to resist the pressures they will be subjected to during the first year or two.

This year round plan requires a division of the school population into four sections. Vacations are staggered to insure that 25 percent of the enrollment is always in recess.

1. Groups II, III, and IV attend school in September, October, and November. Group I is in recess.

2. Groups I, III, and IV attend school in December, January, and February. Group II is in recess.

3. Groups I, II, and IV attend school in March, April, and May. Group III is in recess.

4. Groups I, II, and III attend school in June, July, and August. Group IV is in recess.

Comment or Recommendation

The staggered four quarter plan appeals to many people but it is not recommended for New York State.

1. It is virtually impossible to sell as a permanent solution to the financial or space problems in states which have severe winters, and

2. The extended 3 month recess is too long educationally. Children regress to much.

3. Teachers must devote an excessive amount of time to reteaching in a minimum length school year.

4. It is virtually impossible to provide 180 instructional days and still recognize legal holidays plus some time for a recess or vacation without adopting a 6 day week.

Various school calendars can be devised. For example, the Aliquippa* calendar was built around a split season. Each group in recess enjoyed a portion of two seasons, i.e., spring-summer or fall-winter.

*Aliquippa is perhaps the only school system to adopt this approach as a solution to the dollar and space shortage on a system wide basis. Economy goals were realized, but the school administrators underestimated the financial gain or dollars saved in their reports.

Figure 5

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

CALENDAR	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	CALENDAR
1970						1970
Sept 7	H 2 WEEKS 9 DAYS	H 4 WEEKS 19 DAYS	H 6 WEEKS 28 DAYS	H 8 WEEKS 38 DAYS	H VAC.2 WEEKS	Sept 7
14						14
21	VAC. 2 WEEKS					21
28		VAC.2 WKS.			8 WEEKS 37 DAYS	28
Oct 5						Oct 5
12	H 9 WEEKS 40 DAYS	H	H	H	H	12
19			VAC. 2 WEEKS			19
26						26
Nov 2	H H	H H	H H	H H 2 WKS	H H	Nov 2
9	H	H	H	VAC. H	H	9
16		9 WEEKS 41 DAYS				16
23	H H	H H	H H	H H	VAC.3 WKS. H H	23
30			9 WEEKS 39 DAYS			30
Dec 7	VAC. 2 WEEKS			9 WEEKS 41 DAYS		Dec 7
14						14
21	H	VAC.2 WKS H	H	H	H	21
28	H	H	H	H	H	28
1971						1971
Jan 4	9 WEEKS 41 DAYS		VAC. 2 WEEKS		9 WEEKS 42 DAYS	Jan 4
11		9 WEEKS 43 DAYS				11
18				VAC. 3 WEEKS		18
25						25
Feb 1	H	H	H	H	H	Feb 1
8						8
15	H	H	H 9 WEEKS 43 DAYS	H 8 WEEKS 39 DAYS	H VAC.2 WEEKS	15
22	VAC. 2 WEEKS					22
Mar 1		VAC. 2 WEEKS				Mar 1
8					8 WEEKS 39 DAYS	8
15	8 WEEKS 39 DAYS		VAC. 2 WEEKS			15
22						22
29						29
Apr 5	H	H	H	VAC.2 WKS H	H	Apr 5
12		8 WEEKS 39 DAYS				12
19			8 WEEKS 39 DAYS		VAC. 2 WEEKS	19
26				8 WEEKS 39 DAYS		26
May 3	VAC. 2 WEEKS					May 3
10						10
17		VAC. 2 WEEKS			8 WEEKS 39 DAYS	17
24						24
31	H	H	H VAC.2 WKS.	H	H	31
June 7	8 WEEKS 38 DAYS					June 7
14		8 WEEKS 38 DAYS		VAC. 2 WEEKS		14
21						21
28					VAC.2 WKS.	28
July 5	H	H	H 8 WEEKS 39 DAYS	H	H	July 5
12	VAC. 2 WEEKS			8 WEEKS 39 DAYS		12
19						19
26		VAC. 2 WEEKS			8 WEEKS 40 DAYS	26
Aug 2			VAC. 2 WEEKS			Aug 2
9	6 WEEKS 30 DAYS					9
16		4 WEEKS 20 DAYS	2 WEEKS 10 DAYS			16
23				VAC. 2 WEEKS		23
30						30
No. of School Days	197	200	198	196	197	
No. of Vac. Days	63	60	62	64	63	

Figure 6

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

CALENDAR	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	CALENDAR
1970 July 6	4 WEEKS 20 DAYS	6 WEEKS 30 DAYS	8 WEEKS 40 DAYS	VAC. 4 WEEKS	VAC. 4 WEEKS	1970 July 6
13						13
20						20
27						27
Aug 3	VAC. 4 WEEKS					Aug 3
10						10
17		VAC. 4 WEEKS		8 WEEKS 39 DAYS	10 WEEKS 49 DAYS	17
24						24
31						31
Sept 7	H	H	H VAC.4 WKS.	H	H	Sept 7
14						14
21	8 WEEKS 38 DAYS					21
28				VAC. 2 WEEKS		28
Oct 5		8 WEEKS				Oct 5
12	H	H 39 DAYS	H 8 WEEKS 38 DAYS	H	VAC. 2 WEEKS	12
19				8 WEEKS 36 DAYS		19
26	VAC. 2 WEEKS					26
Nov 2						Nov 2
9	H	VAC. H 2 WKS	H	H	H	9
16						16
23	H H	H H	VAC. H H 2 WKS.	H H	H H	23
30	8 WEEKS 35 DAYS				8 WEEKS 37 DAYS	30
Dec 7		8 WEEKS 36 DAYS		VAC. 2 WEEKS		Dec 7
14						14
21	H H	H H	H H 8 WEEKS 38 DAYS	H H 8 WEEKS 37 DAYS	VAC. 2 WKS H H	21
28						28
1971 Jan 4	VAC. 2 WEEKS					1971 Jan 4
11		VAC. 2 WEEKS			8 WEEKS 38 DAYS	11
18			H VAC. 2 WKS. H	H		18
25						25
Feb 1	H 8 WEEKS 38 DAYS	H			H	Feb 1
8				H VAC. 2 WKS. H		8
15	H	H 8 WEEKS 38 DAYS	H 8 WEEKS 38 DAYS			15
22					VAC. 2 WEEKS	22
Mar 1				8 WEEKS 39 DAYS		Mar 1
8						8
15	VAC. 2 WEEKS					15
22						22
29		VAC.2 WKS. H			8 WEEKS 39 DAYS H	29
Apr 5	H		H	H		Apr 5
12			VAC. 2 WEEKS			12
19	8 WEEKS 39 DAYS			VAC. 2 WEEKS		19
26		8 WEEKS 39 DAYS	8 WEEKS 39 DAYS			26
May 3					VAC. 2 WEEKS	May 3
10						10
17						17
24	VAC. 2 WKS.					24
31	H	H	H	H 8 WEEKS 39 DAYS	H 6 WEEKS 29 DAYS	31
June 7		VAC. 2 WEEKS				June 7
14	4 WEEKS 20 DAYS					14
21		2 WEEKS 10 DAYS	VAC. 2 WEEKS			21
28						28
No. of School Days	190	192	193	190	192	
No. of Vac. Days	70	68	67	70	68	
Second School Year	H 4 WEEKS 19 DAYS	H 6 WEEKS 29 DAYS	H 8 WEEKS 39 DAYS	H VAC. 4 WKS.	H VAC. 4 WKS.	
	VAC. 4 WKS.			8 WEEKS	10 WEEKS	

Figure 7

PLAN 1B--THE EIGHT WEEK CYCLE PROVIDING A COMMON AUGUST VACATION

CALENDAR	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	CALENDAR
1970 Sept 7	H 1 WEEK 4 DAYS	H 3 WEEKS 14 DAYS	H 5 WEEKS 24 DAYS	H 7 WEEKS 33 DAYS	H VAC. 1 WEEK	1970 Sept 7
14	VAC. 2 WEEKS				8 WEEKS 39 DAYS	14
21		VAC. 2 WEEKS				21
28						28
Oct 5						Oct 5
12	H	H	H VAC.2 WKS.	H	H	12
19	8 WEEKS 38 DAYS	8 WEEKS 36 DAYS				19
26				VAC. 2 WEEKS		26
Nov 2						Nov 2
9	H	H	H	H	VAC. H 2 WKS.	9
16						16
23	VAC.2 WK. H H	H H	H H	H H	H H	23
30			8 WEEKS 37 DAYS	8 WEEKS 35 DAYS		30
Dec 7		VAC. 2 WEEKS			8 WEEKS 36 DAYS	Dec 7
14						14
21	H	H	VAC.2 WKS. H	H	H	21
28	8 WEEKS 38 DAYS H	H	H	H	H	28
1971 Jan 4		8 WEEKS 37 DAYS	8 WEEKS 38 DAYS	VAC. 2 WEEKS		1971 Jan 4
11						11
18					VAC. 2 WEEKS	18
25						25
Feb 1	H VAC.2 WKS.	H	H	H 8 WEEKS 38 DAYS	H	Feb 1
8						8
15	H	H VAC.2 WKS.	H	H	H	15
22					8 WEEKS 38 DAYS	22
Mar 1	8 WEEKS 38 DAYS		VAC. 2 WEEKS			Mar 1
8		8 WEEKS 39 DAYS		VAC. 2 WEEKS		8
15			8 WEEKS 39 DAYS H		VAC.2 WKS. H	15
22				H 8 WEEKS 39 DAYS		22
29						29
Apr 5	H	H				Apr 5
12	VAC. 2 WEEKS				8 WEEKS 39 DAYS	12
19		VAC. 2 WEEKS	VAC. 2 WEEKS			19
26						26
May 3				VAC. 2 WKS.		May 3
10	8 WEEKS 39 DAYS					10
17						17
24						24
31	H	H 8 WEEKS 39 DAYS	H 8 WEEKS 38 DAYS	H	H	31
June 7					VAC. 2 WEEKS	June 7
14				8 WEEKS 39 DAYS		14
21	VAC. 2 WEEKS					21
28						28
July 5	H	H VAC. 2 WKS.	H	H	H 7 WEEKS 34 DAYS	July 5
12	5 WEEKS 24 DAYS					12
19		3 WEEKS 15 DAYS	VAC. 2 WEEKS			19
26						26
Aug 2			1 WEEK 5 DAYS			Aug 2
9						9
16	VAC. 4 WEEKS	VAC. 4 WEEKS	VAC. 4 WEEKS	VAC. 5 WEEKS	VAC. 4 WEEKS	16
23						23
30						30
No. of Sch. Days	181	180	181	184	186	
No. of Vac. Days	79	80	79	76	74	

The Staggered Quarter Plan (con't)

Nature of the Design	Comment or Recommendation
Success with the staggered quarter plan depends on equalization of enrollments in each quarter. This is done by rotating student vacations. One group must be on vacation every day. A mistake in scheduling could be catastrophic.	
The staggered quarter plan can be instituted without subsidizing since it is a self-sustaining program from the day it starts.	

VOLUNTARY PROGRAMS

The Four Quarter Plan

Voluntary, non accelerating four quarter plans appeal to some educators because they threaten few people. For example, few parents object to a plan which mandates attendance for the first three quarters of the school year if attendance in the fourth quarter is left optional. This design is also fairly easy on the administrator.	Educationally, the four quarter plan has many things going for it. Unfortunately, the program must be subsidized unless in small cities it is possible to guarantee an enrollment of 55 to 60 percent in the least desired term.
A more complicated design allows secondary school students to select any three out of four quarters. A free choice plan will require a greater degree of flexibility than one which limits the choice to the summer term.	Implementation of the four quarter plan will be easier if steps are taken to restructure the curriculum in short learning-time blocks similar to Atlanta program.
Students who elect to work through all four quarters can earn the equivalent of 1-1/3 years' regular school year credit. Conceivably, the students who continue to work through four quarters will be able to accelerate. Since acceleration is not an objective, little classroom space will be released through this approach.	
Little space and few dollars will be released through adoption of this four quarter plan unless steps are taken to insure equal enrollments in	

The Four Quarter Plan (cont'd)

Nature of the Design	Comment or Recommendation
all four terms. This can be done by imposing a partial voluntary attendance requirement or by making the least popular term exciting and attractive.	
Bills have been passed in some states which give school boards power to adopt a four quarter plan based on completion of a series of terms which no longer require a 240 day school calendar. Students working through three of the four quarters will not be required to meet the 180 day attendance requirement.	

The Nonacceleration Trimester

While several colleges have adopted a freedom of choice trimester calendar, few public school administrators have considered the feasibility of the design. If one attempts to reschedule the school year with students being given the privilege of selecting two out of three terms, present minimum attendance laws would require a 270 day school year. This becomes an impossible calendar unless Saturday classes are recognized.	Sponsors of the nonacceleration trimester make no mention of the time equalization factor built into the New York State acceleration trimester
In an attempt to break the barrier imposed by a 90 day trimester some states have legalized a shortened trimester school year. The following quotation illustrates one approach that has been taken in another state.	The nonacceleration trimester year is long. If a legalized 60 or 70 day trimester is used, a freedom of choice or mandated 2 out of 3 terms plan will provide a school year which is too short. The resulting vacation period would introduce an excessively long break in the learning process (approximately 4 months).

> "The board of education may, subject to the approval of the state department of education, provide for three trimesters of school in a calendar year provided that such school shall be open for instruction with pupils in attendance for not less than 80 days in each trimester."

The Nonacceleration Trimester (cont'd)

Nature of the Design	Comment or Recommendation
This trimester plan may be structured around a completely voluntary or freedom of choice plan. The danger in this approach is the possibility of low enrollments in one of the terms. One design requires attendance in trimesters one and two; attendance in trimester three is optional. A partial voluntary participation requirement would help build enrollments in the third term.	Students working through three full terms would accelerate. However, the design will not provide a balanced enrollment without the inclusion of the "E" terms introduced in the New York State accelerating trimester.
There is no record of a school district mandating a rotation of students through two out of three terms, but this is not an impossibility if schools of the future provide a wide variety of educational activities through various media to those not attending school.	
The nonacceleration trimester is not apt to become self-sustaining unless steps are taken to maintain an equal distribution of the enrollment in all three trimester.	
While some students will elect to attend school on a year round basis, the number electing to do this to accelerate will be small without the adjustment in the length of the trimester.	

MANDATORY PROGRAMS

The Twelve-Four Term Rotation Plan

The 12-4 plan is an improvement over the staggered quarter plan. As a result it should become a more saleable product if school administrators can provide the flexibility necessary for implementation. This design divides a school population into four groups. Through term rotation it is possible to release 25 to 33 percent of the school's existing classroom space.	Some educators are still opposed to a series of 4 week recess periods on the basis of the length of interruption and the time needed to bring pupils up to learning levels reached earlier. The 12-4 plan may not be suitable in New York State because it is difficult to provide 180 instructional days in the 12-4 calendar.

The Twelve-Four Term Rotation Plan (cont'd)

Nature of the Design	Comment or Recommendation
One variation of the 12-4 plan rotates vacations through a year round calendar. Students work through a series of 16 week cycles consisting of 12 weeks of instruction followed by 4 weeks of vacation. Thus, group A will be in recess for 4 weeks while pupils in groups B, C, and D are in school. When group A returns to school, students in group B are in recess. This rotation can continue indefinitely. Adjustments in the school calendar can be made for holidays and special all school closings such as the winter and spring recess. One variation limits teachers to a single week vacation after a learning session has been completed. With team teaching this approach can lead to a reduction in the size of a teaching staff. There are numerous ways of scheduling teachers, depending upon the philosophy of the school and the objectives underlying adoption of the 12-4 plan.	This limitation is not a problem in states where 180 days includes holidays, inservice training days, and other special nonteaching days.

Continuous Learning Year Cycling Plan
The 8-2 or 8-9/2 Plan

This New York State Plan was created in an attempt to combine higher educational goals with economy. One of the goals is to develop a continuity of learning that is good for children. Multiple vacations of approximately 2 weeks duration are provided to help curb the regression and the need for reteaching at the end of every cycle. One variation of the Continuous Learning Year Cycling Plan calls for the division of the school population into five groups. Students work through a series of 10-11 week cycles	This extended school year design appeals to many people because it eliminates most of the arguments raised against the rescheduled school year. It does not require subsidizing since it can be self-supporting the day the program goes into effect. However, some funds should be provided for inservice training and curriculum revision. Large schools can implement the program with less change than the average or small school. In the

Continuous Learning Year Cycling Plan (cont'd)

Nature of the Design	Comment or Recommendation
consisting of 8 or 8-9 weeks of schooling followed by a two week vacation. This variation provides approximately 200 instructional days for each group of students. Calendar variations which guarantee all students a 3 or 4 week summer vacation provide 190 or 195 instructional days.	latter schools some nongradedness and individualized learning or teaming approaches may be considered essential since a flexible school organization is a prerequisite for maximum dollar savings.
Some individuals favor a compromise plan to appease those who believe a common school closing is still a prerequisite for good school plant maintenance. In deference to this group cycling calendars have been developed which provide an all school closing in July or August. These variations can lead to additional dollar savings, but it will mean the loss of extra learning time. It may also make it difficult to institute a real continuous learning program.	Ultimately, the continuous learning year cycling plan will place education on a full time basis. The school will no longer tool down in June and then go through a retooling process when school reopens in the fall. With the adoption of a realistic continuous progress program, all students will move to new learning levels when they are ready for them. Educationally this is something worth fighting for. Higher educational goals for all children can be achieved in the new cycling plan without having to turn to the public for more tax dollars. In view of changing social and economic patterns the new cycling pattern can set the stage for more effective industrial employment practices. With a school calendar which provides five 2 week vacations the employed parent is free to spread his vacations throughout the year without having to take his children out of school illegally.

Multiple Variations of the Cycling or Term Rotation Approach

Educators who want to do so can develop may cycling calendar patterns to achieve desired goals. The Continuous Learning Year Cycling Plan provides a potential 25 percent release of space. If one elects to forgo some educational advantages, the concept of cycling can be used to release additional classroom space.	These designs are all worthy of consideration.

Multiple Variations of the Cycling (cont'd)

Nature of the Design	Comment or Recommendation
One approach, the 9-3 plan, uses a 12 week cycle with 9 weeks of instruction plus 3 weeks of vacation to release up to 33-1/3 percent classroom space.	
The same results will be obtained in the 45-15 plan or the adjusted 45-15 plan. These variations use the rotation of school terms to achieve desired economy goals.	
One variation of the 9-3 plan provides a 3 week vacation period for students with the option of their returning for special help during the second and third vacation week. While this attempt to individualize learning has merit, the economic value of cycling is lost unless the potential returnees are limited to a quota based upon the normal rate of absenteeism.	
The 10-3 plan provides a series of rotating terms with students taking a 3 week recess at the end of each 10 week learning period.	
Most of these cycling plans can be self-sustaining as long as steps are taken to insure an equalization of enrollments existing throughout the extended school year.	

VOLUNTARY PROGRAMS

Multiple Variations of the Term Rotation or Free Choice Extended School Year Plans

A school board can select a wide variety of extended school year plans if the release of classroom space or dollars is inconsequential. Frequently, educators in the past labeled a program as a year round operation when only a small segment of the school population was involded. This has been true of New York State pilot programs, the Nashville program and even the famour Newark all-year school.	A term rotation plan which does not provide a limitation or control over the number of students on vacation will pose problems for the administrator. A small number of enrollees will lead to an increase in instructional costs. A large number of participating students can lead to overcrowded classrooms.

Multiple Variations of the Term Rotation (cont'd)

Nature of the Design	Comment or Recommendation
For economy purposes one must involve a large balanced segment of the population*	
A school system can establish a voluntary student participation program based upon 10, 12, 15, or 16 week cycles. In these less structured designs a student may not elect to use all of the vacation time normally considered as mandatory. This makes it possible for him to substitute a different vacation period for one which falls naturally at the end of a learning period. Through a selective process he can accumulate enough time to warrant a lengthened vacation when it seems most suitable to his interest.	
Students who work in a continuous progress setting may elect to forgo some of their vacation time to accelerate. If large numbers of students do this, an economic advantage can accrue to the school district but this will not be the case if the year round students are highly disadvantaged children. In these cases the economic returns may be deferred due to an increased number of graduates who would normally have been dropouts.	

*Critics of year round schools often claim that they did not release dollars. In many cases they are referring to a program which involved too few students or which was overly laden with enrichment, makeup and remedial work. Again, some of them included an over abundance of disadvantaged children. Most if not all of Newark's 10 Year Round schools included a large proportion of the city's underprivileged population.

The Flexible All Year School

Nature of the Design

This plan may not belong in the term rotation category. However, its voluntary status and its lack of an acceleration motive brings it close enough for inclusion.

A school year calendar of 11 or 12 months is provided for all students with adoption of a continuous progress philosophy and no economy restriction. Students can elect to take vacations whenever they want. The only limitation may be a mandate that each student meet the legal 180 day requirement.

In such a school students may take several 2, 3, 4, 5, or 6 week vacations. A full quarter or trimester equivalent may be taken, but these labels will not be found since the school year is never segmented. Teachers teach and students learn without having to concern themselves with trying to complete the requirements of a semester, quarter, trimester, or year.

This design is especially suited to the elementary school where nongradedness has been established. It can be structured around a flexible secondary school or it can be adapted to provide continuous progress throughout a school system, K-12.

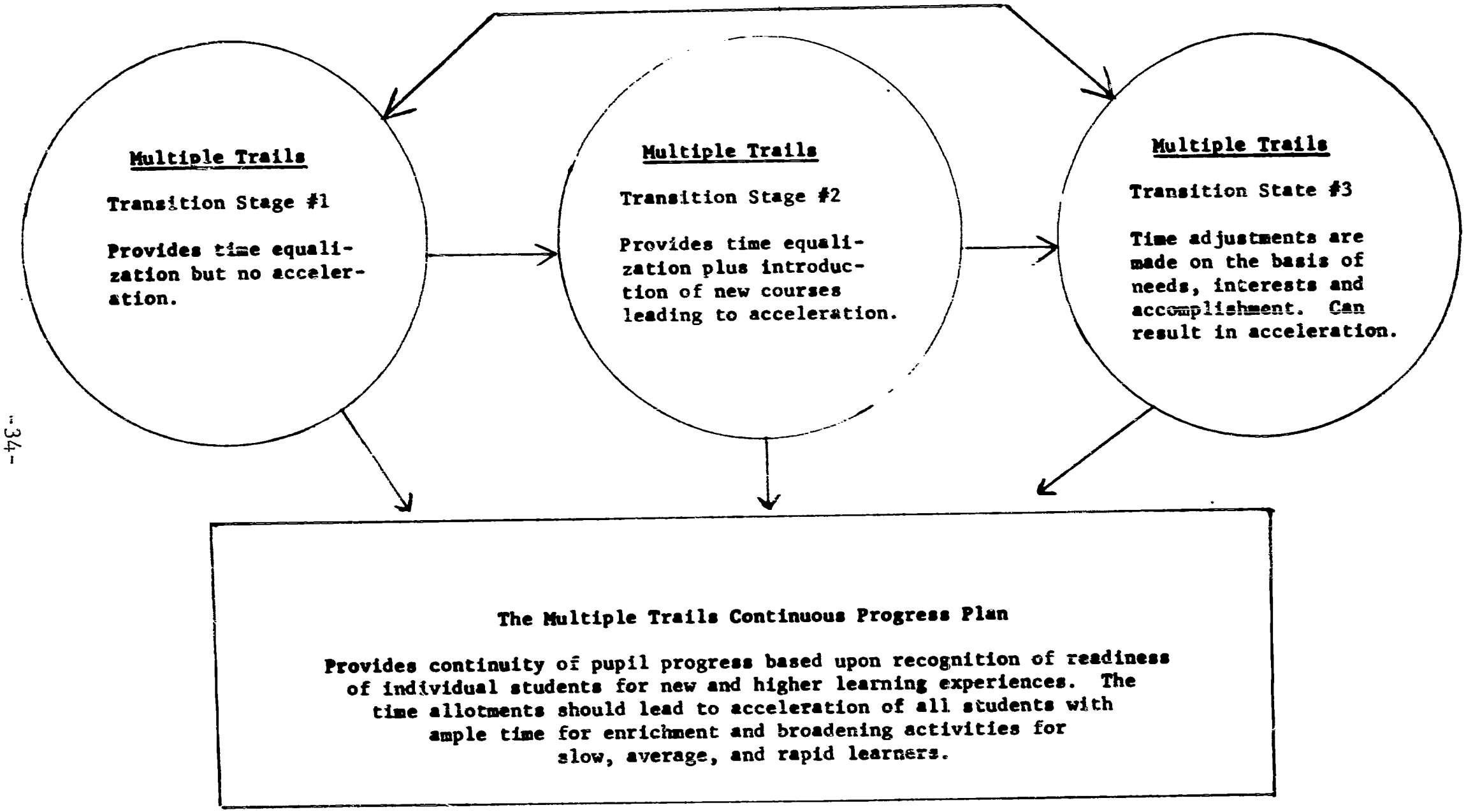
Students who refrain from using potential vacation time, through attending classes for 210 to 240 days can attain advanced standing. For this group acceleration becomes a possibility. To gain classroom space or dollars a large number of students should be encouraged to stagger their vacations through the year.

Comment or Recommendation

This plan may be considered as an ideal which few public schools can hope to realize. The flexible all year school could be expensive, but with the emphasis upon flexibility many forces can be brought to play which can reduce instructional costs. Further experimentation with the use of multimedia approaches and a greater emphasis upon the individualization of learning is desired before comparative costs can be shown.

Figure 8

VARIATIONS OF THE MULTI-MODULAR EXTENDED SCHOOL YEAR PLAN WHICH MAY BE INSTITUTED



PART III--THE MULTIPLE TRAILS EXTENDED SCHOOL YEAR PLAN, A TIME EQUALIZATION PLAN

The Multiple Trails Extended School Year Plan is relatively unknown in educational circles. The design was developed to cope with many problems stemming from the Regents Examination. The design is a non-acceleration plan which can be used to achieve a greater degree of flexibility in a school while releasing classroom space and dollars. It is not recommended for a school until the classroom teachers and school administrators have received sufficient inservice training to warrant adopting a flexible school organization. Innovative teachers and principals will find the Multiple Trails Plan can open the door to a new pattern of secondary education.

In The Secondary School

Nature of the Design	Comment or Recommendation
The Multiple Trails Plan depends on time equalization to release classroom space. 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. The rescheduling of time leads to the creation of a new daily and weekly time schedule. Students meet fewer	Teachers and principals must be prepared for change with this design. If they are not flexible the design will be ineffective.

*The Multiple Trails time equalization principles can be used with the Continuous Learning Year Cycling Plan. The extra "E" time provided in this cycling plan can be used to redistribute learning time over the new time line to free some student-teacher time as well as space. The end result can be an increase in savings.

Nature of the Design	Comment or Recommendation
teachers in a day and have fewer classes per week. In Stage I student, teacher, and classroom time are released.	The key to the release of classroom space depends upon how students use their "E" time.
At the start of the new program these may be considered as assets which can be used to achieve additional educational benefits or to obtain a release of dollars. The school board and the school administrators must decide how these assets are to be used.	The Multiple Trails Plan was conceived as a secondary school plan, but could be adapted to grades 4 to 12. If the ultimate goal of true continuous progress is achieved in an ideal setting there would be no tracking. Students would work through programs tailored to meet their needs. One approach calls for progress through a series of units. For example, a science or social studies trail may consist of 60 or more units. In progressing from grades 7 to 12 all students would conceivably complete 40 units; 50 would be desirable and 60 would denote outstanding achievement.
Stage II is a pattern which uses "E" time to accelerate students, although it is not an objective. Where "E" time is used this way, dollar savings are deferred. In this stage teacher schedules are modified to produce dollar savings in instruction.	
Stage III calls for a rescheduling of the educationally disadvantaged students' time. "E" time is used to provide additional learning time to students who progress at a slow rate or who require remedial help or a chance to engage in many enrichment type activities. This stage will use up teacher time and classroom space deposited in the hypothetical educational reserve bank.	It is recommended that funds be provided prior to the start of the new program for inservice training and a restructuring of the curriculum.
Stage IV will not be reached in most school systems for 2, 3, or 4 years. One variation uses a continuous progress plan to accelerate students through school. The second variation uses continuous progress to achieve a pattern of education for meeting the needs of secondary school students more effectively than is possible in the regular school year.	
The Multiple Trails Plan releases a potential 25 to 35 percent of existing classroom space, but school officials must be prepared to restructure their	

Figure 10

THE NATURE OF A STUDENTS DAY WITH TIME EQUALIZATION FOR A 55 MINUTE PERIOD THROUGH A 15 MINUTE MODULE*

MODULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
1						8:15 - 8:30
2						8:30 - 8:45
3	ENGLISH	ENGLISH	SOC.ST.	SOC.ST.	ENGLISH	8:45 - 9:00
4						9:00 - 9:15
5						9:15 - 9:30
6						9:30 - 9:45
7	SOC.ST.	MATH	MATH	MATH		9:45 - 10:00
8						10:00 - 10:15
9					FOR.LANG.	10:15 - 10:30
10						10:30 - 10:45
11						10:45 - 11:00
12			PHYS.ED.	PHYS.ED.		11:00 - 11:15
13	PHYS.ED.	"E" TIME			PHYS.ED.	11:15 - 11:30
14						11:30 - 11:45
15			LUNCH	LUNCH		11:45 - 12:00
16	LUNCH	LUNCH			LUNCH	12:00 - 12:15
17						12:15 - 12:30
18						12:30 - 12:45
19						12:45 - 1:00
20	"E" TIME	"E" TIME	"E" TIME	"E" TIME	"E" TIME	1:00 - 1:15
21						1:15 - 1:30
22						1:30 - 1:45
23						1:45 - 2:00
24						2:00 - 2:15
25						2:15 - 2:30
26						2:30 - 2:45
27	FOR.LANG.	SCIENCE	FOR.LANG.	SCIENCE	SCIENCE	2:45 - 3:00
28						3:00 - 3:15
29						3:15 - 3:30

No. of Free Modules 39

*Based upon 16 modules per class.

THE RELEASE OF CLASSROOM SPACE WITH A MULTIPLE TRAILS APPROACH TO SCHEDULING USING 15 MINUTE MODULES TO EQUALIZE 55 MINUTE CLASS PERIODS

MODULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME
1						8:15 - 8:30
2						8:30 - 8:45
3	BIOLOGY 10-A	BIOLOGY 10-B	BIOLOGY 10-A	BIOLOGY 10-B	BIOLOGY 10-A	8:45 - 9:00
4						9:00 - 9:15
5						9:15 - 9:30
6						9:30 - 9:45
7						9:45 - 10:00
8						10:00 - 10:15
9	BIOLOGY 10-C	BIOLOGY 10-C	BIOLOGY 10-D	BIOLOGY 10-C	BIOLOGY 10-F	10:15 - 10:30
10						10:30 - 10:45
11						10:45 - 11:00
12						11:00 - 11:15
13						11:15 - 11:30
14	BIOLOGY 10-D	BIOLOGY 10-E	BIOLOGY 10-E	BIOLOGY 10-E	BIOLOGY 10-D	11:30 - 11:45
15						11:45 - 12:00
16						12:00 - 12:15
17						12:15 - 12:30
18						12:30 - 12:45
19	BIOLOGY 10-F			BIOLOGY 10-F	BIOLOGY 10-B	12:45 - 1:00
20						1:00 - 1:15
21		"E" SPACE	"E" SPACE			1:15 - 1:30
22						1:30 - 1:45
23						1:45 - 2:00
24						2:00 - 2:15
25	"E" SPACE			"E" SPACE	"E" SPACE	2:15 - 2:30
26						2:30 - 2:45
27						2:45 - 3:00
28						3:00 - 3:15
29						3:15 - 3:30

No. of Free Modules 49

"E" space indicates time available for additional classes.

Figure 11

PROJECTED USE OF CLASSROOM FACILITIES IN THE OCCUPATIONAL TRAINING CENTER

VARIATION #5--PROVIDES TIME EQUALIZATION FOR A 6 WEEK EXTENSION OF THE SCHOOL YEAR WITH 4 HOUR CLASSES*

	Module	Monday	Tuesday	Wednesday	Thursday	Friday	Time
	1	FREE	FREE	FREE	FREE	FREE	8:00 - 8:15
	2						8:15 - 8:30
	3						8:30 - 8:45
	4						8:45 - 9:00
A.M. CLASS	5	TIME EQUALIZATION REQUIRED					9:00 - 9:15
	6	36 MODULES OR 540 MINUTES PER WEEK					9:15 - 9:30
	7						9:30 - 9:45
	8						9:45 - 10:00
	9						10:00 - 10:15
	10						10:15 - 10:30
	11						10:30 - 10:45
	12						10:45 - 11:00
NEW CLASS	13	TIME AVAILABLE FOR A NEW CLASS					11:00 - 11:15
	14						11:15 - 11:30
	15	48 MODULES OR 720 MINUTES PER WEEK					11:30 - 11:45
	16						11:45 - 12:00
	17						12:00 - 12:15
	18						12:15 - 12:30
	19						12:30 - 12:45
	20						12:45 - 1:00
	21						1:00 - 1:15
P.M. CLASS	22	TIME EQUALIZATION REQUIRED					1:15 - 1:30
	23						1:30 - 1:45
	24	41 MODULES OR 615 MINUTES PER WEEK					1:45 - 2:00
	25						2:00 - 2:15
	26						2:15 - 2:30
	27						2:30 - 2:45
	28						2:45 - 3:00
	29	FREE	FREE	FREE	FREE	FREE	3:00 - 3:15
	30						3:15 - 3:30

*Based on time equalization for 170 instructional days.

Nature of the Design	Comment or Recommendation
schedules or the curriculum to provide for an effective use of teacher and pupil "E" time.	
This design does not need to be subsidized. Dollar savings can be realized in the first year.	

Application to the Occupational Training Programs Sponsored by Boards of Cooperative Educational Services

Numerous field studies have shown how and when application of the Multiple Trails time equalization principles can lead to the release of classroom space in BOCES Occupational Training Centers.*

The Multiple Trails approach can release up to 50 percent of all existing space for additional students.

The extension of the school year of students in the vocational training program is a prerequisite. This can be done without an actual rescheduling of the school year in the sending school districts. Students who attend classes for 4, 5, 6, 7, or 8 weeks in the summer accumulate learning time which can be used during the regular school year to release them from the Occupational Training Center.

One plan calls for the rescheduling of the occupational training center in such a way that a large block of time is made available in the middle of the day for a third group of students.

A second variation calls for compacting student time to release them from the vocational training center 2 or more days a week.

Field studies have shown the major obstacle to dollar savings in the occupational training center stems from the rigidity of the sending schools.

They must be prepared to provide activities for students released early or on 1 or 2 days from the occupational training program.

In some schools the obstacle can be the student. He does not object to the summer program, but he resents the need to return to a school where he feels rejected or frustrated.

Space is of no value unless it is needed. In some school districts a quota system has been established. The fact that space can be made available is no guarantee that additional interested students will be sent to the vocational training program.

*BOCES refers to the Board of Cooperative Educational Services.

Figure 12

PROJECTED USE OF THE OCCUPATIONAL TRAINING FACILITIES IN SCHOOL M

VARIATION #1--PROVIDES TIME EQUALIZATION FOR A
6 WEEK EXTENSION OF THE SCHOOL YEAR WITH 4 HOUR CLASSES

Module	Monday	Tuesday	Wednesday	Thursday	Friday	Time
1	FREE	FREE	FREE	FREE	FREE	8:00 - 8:15
2						8:15 - 8:30
3						8:30 - 8:45
4	TIME EQUALIZATION REQUIRED FOR CURRENT A.M. CLASSES 36 MODULES OR 540 MINUTES PER WEEK			TIME AVAILABLE FOR A NEW CLASS 24 MODULES OR 360 MINUTES PER WEEK		8:45 - 9:00
5						9:00 - 9:15
6						9:15 - 9:30
7						9:30 - 9:45
8						9:45 - 10:00
9						10:00 - 10:15
10						10:15 - 10:30
11						10:30 - 10:45
12						10:45 - 11:00
13						11:00 - 11:15
14						11:15 - 11:30
15						11:30 - 11:45
16	TIME AVAILABLE FOR A NEW CLASS 24 MODULES OR 360 MINUTES PER WEEK		TIME EQUALIZATION REQUIRED FOR CURRENT P.M. CLASSES 36 MODULES OR 540 MINUTES PER WEEK			11:45 - 12:00
17						12:00 - 12:15
18						12:15 - 12:30
19						12:30 - 12:45
20						12:45 - 1:00
21						1:00 - 1:15
22						1:15 - 1:30
23						1:30 - 1:45
24						1:45 - 2:00
25						2:00 - 2:15
26						2:15 - 2:30
27						2:30 - 2:45
28	FREE	FREE	FREE	FREE	FREE	2:45 - 3:00
29						3:00 - 3:15
30						3:15 - 3:30

Nature of the Design	Comment or Recommendation
This allows additional students to enter the occupational training program.	
A third design creates a trimester by compacting time in the summer. This variation releases 25 percent of the space and requires the establishment of semester courses for occupational students who elect to remain there for the 1st or 2nd semesters. The rescheduled vocational training center program will require additional staff but dollar savings in terms of the number of students involved, the reduced need for classrooms and essential equipment can lead to reduced per pupil educational costs.	

PART IV--SUMMER SCHOOL

Many educators see the traditional summer school as the opening door to rescheduling the school year. While this is true, the summer school is not recommended as an approach to be considered by school districts wishing to release classroom space. As a rule summer schools have been able to operate without forcing the elementary or secondary school to change traditional methods of operation.

If an extended school year is to be used to attain both higher educational goals and a large measure of economy the regular school year program will have to be changed. Time in itself will be less important than what teachers and students do with the additional time.

Some educators will argue that failure students would clutter the classrooms if summer school did not exist. Therefore, the summer school is already releasing space in the schools. This report will not go into the arguments in favor of or against summer schools. The fact remains that

they have met a need for many students and in some states the needs of teachers who have wanted year-round employment.

With the adoption of recommended acceleration or cycling plans most summer school programs will be absorbed into the rescheduled extended school year. This will be especially true if the new designs are implemented by a philosophy which stresses the concept of taking students where they are. In such programs, failure is a word which will be seldom heard.

CHAPTER III

REALIZATION OF THE ECONOMY OBJECTIVE--"DOLLARS AND CENTS"

Increasing school costs plus competition for the tax dollars have led to the formation of numerous committees to study the feasibility of rescheduling the school year. These committees are at work in New York State and in other states because people are asking WILL A RESCHEDULED SCHOOL YEAR PLAN SAVE US MONEY?

The answer to this question can be a positive YES, but it must be understood that different approaches or design variations release different amounts of classroom space and dollars. How much space is released and when, depends upon the nature of the plan selected and the readiness of the local school district to implement it. Failure to accept recommended procedures or formulas can lead to the release of fewer tax dollars.

The Matter of Objectives

Study committees will find hundreds of articles dealing with "year round schooling." Some will be very positive, others negative. A large number will be based on armchair observations. A few will be based upon personal involvement. Many will be vague and confusing due to the failure to define terminology. All too often conclusions will be made based on a failure to recognize the objectives or goals of those instituting the program. This will be especially true where new and desirable objectives replace the original ones.

Since most proponents of an extended school year have economy in mind, the success of a particular program will center around the issue of program

costs. The literature is filled with claims and counter claims. Did this program or that program really save money? Unfortunately, those responsible for evaluating early extended school year programs lost track of their objectives or failed to show what a regular school year program would have cost if the extended school year program had not existed. Again, elements were introduced which increased school costs. While they led to a better program of education, the gains were not recognized when cost comparisons were made.

> Example #1. The Enrichment Element. An enrichment program of education may be desired by educators, but an economy minded public may not want to pay for anything more than a 3'R program. If staff members are employed in the new extended school year program to provide activities not normally considered as part of the regular school year, the extra cost should be recognized as meeting a desired goal, but at a sacrifice of potential dollar savings. In one cost study the extended school year staff was padded to include 15 new positions desired, but never approved for the regular school year program.

In the description of an early year round program the statement was made, "The new summer term offered many enrichment opportunities." Unfortunately, the writer did not embellish the point. The reader is left with the impression that something desirable had been added to the program. This extra could be commendable but there is no recognition in the cost figures that potential dollar savings had been diverted.

All extended school year programs based on the economy objectives must include provisions regarding the pupil-teacher ratio. It should be understood that the preservation of an approved teacher-pupil ratio is essential if dollars are desired. If the goal is to use the extra money to eliminate large classes, fine. If small classes are the result of manipulation and poor scheduling, someone has a right to ask for an explanation.

Example #2. The literature abounds with reference to the Nashville Year Round School program. Some supporters claim it was successful, while others make derogatory remarks about it. While the researcher discovered some good things about the program, one important fact stands out, namely, the program was expensive because the teacher-pupil ratios were not held constant. For example, shortly after the Nashville ESY program was instituted the Superintendent of Schools wrote, "In the employment of teachers, preference was given to regular ones, and of the 469 teachers working in the regular term, 402 or 86 percent elected to teach in

the summer term. With 86 percent of the teachers working, the 64 percent of the pupils received more individual attention."

Comment: The small classes in the fourth quarter (12 week summer term) made teaching attractive, but per pupil costs were increased.

(a) This occurred in the New York State pilot programs when voluntary student participation led to the reduction in class size.

(b) Most four quarter or trimester college programs fail to show anticipated dollar savings because little has been done to equalize enrollments throughout the lengthened school year.

Recommendation:

Little consideration should be given to a voluntary pupil participation program where saving money is the primary objective unless steps are taken to maintain uniform enrollments plus a fairly constant pupil-teacher ratio.

Everybody Should Try To Play On The Same Team

Woe is the school superintendent who tries to implement an extended school year program by a narrow one vote margin of the school board members. Unless he can be assured that the opposition will try to help make the program a success, he will be haunted by the fear that the next election will result in the destruction of the program. At the outset, rescheduling the school year can cause numerous outbursts by critics, the uninformed and vested interests. This opposition is often vocal. Emotions may run high, but after the vote has been taken everyone should try to play on the same team.

Unfortunately, this does not always happen. In many instances a division of the teachers, principals, and school board members in a school

system tends to create a picture which confuses the public. This was evident in Commack where regular school year principals publicly attacked those supporting the pilot program. It occurred recently in New York City when school principals tried to undermine efforts of those starting the new All Year Round School at John Dewey High School. Internal dissension at Fort Lauderdale has hurt the Nova Program. Internal dissention was a major factor in the demise of the classic, Newark All Year Schools.

There are many large city schools and rapidly growing suburbs which can benefit from the adoption of recommended lengthened school year programs, Before trying to institute them it may be well to consider basic issues which create problems or reduce the educational or financial advantages anticipated. The following pages, excerpts from a case study, illustrate problems which can be avoided with good planning and a strong determination to make the extended school year plan work.

EXCERPTS FROM A CASE STUDY: THE NEWARK ALL YEAR SCHOOL

The Economy Motive: The Release of Space

One of the selling points in 1912 was the dollar motive. For 3 years Dr. Aldison Poland, Superintendent of Schools had argued: "Students who work through a twelve month school year will complete one and one-third of a years work." This was interpreted to mean that students would complete the eighth grade 2 years earlier, thereby releasing classroom space.

Realization of the Space Objective

The Newark Year Round Schools failed to release the classroom space which had been prophesized. In the early years the year round schools were largely attended by the foreign born. Later they were crowded with Negroes from the south so one may categorize them as disadvantaged schools. Ordinarily many of these children would have entered the world of work at graduation from the eighth grade; to everyone's surprise a large number of the students went to high school. While many of them failed to graduate from high school, the fact remains that they were for the most part 1 or 2 years higher up the educational ladder than they would have been in the regular school year program.

Comment: Extended school year programs in our large city schools and extreme rural areas will release little if any space with the acceleration approach.

The Maturity Issue--Chronological Age

The acceleration approach to rescheduling the school year will always bring the charge that the children will be too immature. This was true in the 1920's and early 1930's. It is still true in 1970. In a recent publication one authority says that the Newark program was dropped because its children were immature. This is interesting because one of the early critics of the plan shows little difference in the ages of the all year school pupils and the regular schools, thus,

	Age All Year School	Age Traditional School
Average age on entering Gr. 3	9.01	9.03
Average age on entering Gr. 4	9.8	10.0
Average age on entering Gr. 5	10.9	11.2
Average age on entering Gr. 6	11.8	12.0
Average age at graduation from eighth grade	14.0	14.2

Comment: Chronologically, the graduates of the Year Round Schools are just below that of the graduates of regular school graduates. However, a comparison of the ages of disadvantaged children graduating from the traditional schools showed the Year Round School graduates were approximately 2 years younger.

The Maturity Issue--Cultural Maturity

Many all year school graduates had trouble in high school. Some critics said they had been pushed too fast, they were too young chronologically, but age was not the problem. These children of foreign born parents or from the Deep South lacked a cultural background. Without the benefits of increased learning time few people would have discovered their cultural lag. As academic failures they would have been classified as early school leavers. Now, they posed a challenge to the high school staff. They wanted more education, but the teachers were not ready to meet their needs.

Comment: New York State Acceleration ESY plans with "E" terms can help disadvantaged children reach higher educational levels. This will not insure graduation for many unless the high schools are prepared to recognize student needs and aspirations.

A Divided School System

The Newark program started with two elementary schools. Ultimately, eight elementary schools (1 to 8), a junior high school, and a senior high school bore the label year round school. Failure to institute a common school calendar and a unified philosophy of education led to the creation of a school system within a system. This ultimately created friction and discord. For several years a restrictive districting policy prevented children from attending a year round school while others were automatically enrolled in one who would have gladly gone elsewhere.

Comment: The restrictive school districting created some problems for students when parents moved. Pupils who left and reentered year round schools created transfer problems.

A Divided School Board

For many years the school board was a 5 to 4 board. The balance of power being precariously upon a single vote. Powerful forces which wanted to return to a good old fashioned "3'R" program opposed the Year Round

Schools. Immediate dollar costs became campaign issues. The power politics of the day brought troubles to the Year Round Schools, and ultimately caused their end.

Voluntary Participation in the Summer Term

Summer enrollments fluctuated due to the lack of a mandatory attendance requirement.

a. Many students remained in school for the full four quarters, but some elected to remain home for the summer. This lead to some small high school classes.

b. Many parochial school students signed up for the summer quarter; they had to be treated as new enrollees. They took up teacher time, energy, and space; they helped increase school costs. In September they were gone.

Comment: The voluntary student participation program created unbalanced enrollments. This led to increased school costs and reduced potential savings.

Dollar Costs

It is virtually impossible to measure the cost of the year round program because cost comparisons were not made with any degree of refinement.

a. The Year Round high school had more shops and laboratories than the academic high school. It should have been more expensive, but the acceleration program helped reduce per pupil costs.

b. The Year Round elementary schools reportedly cost the board of education an extra $150,000 per year, but the cost studies failed to recognize actual per pupil costs. The ESY elementary schools graduated almost twice as many pupils as regular schools with a comparable type of student population.

c. There is no record of savings in capital construction, debt savings, or instructional services. This may be attributed to the failure to acknowledge the nature of the student acceleration which occurred.

Comment: Cost studies showed lower per graduate costs for the Year Round Schools than for the regular school graduates. Further refinements would have shown greater savings,

but all of these were meaningless because educational gains were never included in the balance sheet.

Curriculum Adoption

Nine out of the 10 schools restructured the curriculum by segmenting the work of a grade into thirds. With four 12- week terms students could complete the equivalent of 1 1/3 regular school years. If a student failed, he made up the equivalent of 60 days work instead of a 90 day semester.

One school adopted a continuous learning program. With the development of a series of pretests and materials which lent themselves to the individualization of instruction, students could go from kindergarten through eighth grade without a break in learning. This school set up a series of special help rooms where newcomers, students who had been absent, or who encountered learning blocks could work until their needs were identified and corrected sufficiently for reassignment to a regular classroom.

Comment: The modified curriculum was helpful, but too much emphasis was placed upon reorganization. With the computer, multimester scheduling would be less of a problem than it was in the past. The new Atlanta program is structured around a series of 52 to 55 day courses. While the Newark program tended to stress the continuation of a grades sequential program, the Atlanta program is being built around a series of relatively nonsequential courses.

Recommended Curriculum Approaches

The rescheduled school year curriculum should be flexible for maximum economy. The preservation of the existing grade patterns will retard progress. The conservative school may use a cut and paste approach and merely substitute a repackaged curriculum in terms of a lengthened educational time line. More progressive educators will move in the direction of a curriculum which is built around 50, 60, or 70 day terms. The Multiple Trails concept of a series of short units (4 to 5 weeks) is highly recommended for a single track program. The program should be highly personalized and individualized. Through the use of a diagnostic approach and the

preparation of short learning activities students can move through an acceleration program, a term rotation program, or a time equalization program with a flexibility that lends itself to the needs of the 21st century.

Factors To Be Considered In Making a Feasibility Study

Enrollment Projections

All cost estimates should be based on a comparison of regular school year costs and extended school year costs. In a rapidly growing school district cost projections must be made for regular school increases as well as those for the extended school year program. Field studies in New York State have repeacedly shown the importance of selecting an enrollment projection that is acceptable to all as an essential part of any feasibility study. This is especially true when a term rotation approach is used since the space reduction is apt to be 5 to 8 percent less in a school district where growth is relatively stable than where the population growth is explosive.

The Nature of the Extended School Year Design

Most people consider year round schooling in terms of time but time is not the chief element in calculating dollar savings. The important element is the nature of the extended school year design selected in terms of established goals. The design must be appropriate for the age-grade of a given school and must be based to a large extent upon the type of students in attendance.

1. The acceleration of students in schools enrolling many disadvantaged children. Few disadvantaged children in the ESY acceleration program complete their schooling in 11 or 12 years. Educationally, they may be better off than comparable peermates in a regular school year program

because they will reach higher educational levels before terminating their formal education. Indirectly this will provide society with a measure of economy, but the return will be delayed.

> Little, if any, immediate dollar savings will accrue to city or rural school boards when an acceleration extended school year program is introduced in a school housing a larger number of disadvantaged children.

2. A recommended approach for disadvantaged children. Something more than the ESY acceleration program is desired if an immediate release of classroom space and/or dollars is essential for the school system which must educate so-called "disadvantaged children."

> Recommendation: The Continuous Learning Year Cycling Plan is recommended for schools enrolling many disadvantaged children. This extended school year plan will provide some of the extra learning time they need while releasing 20 to 25 percent of the available classroom space.

3. Other designs for the nondisadvantaged. The staggered four quarter plan can be adopted for a potential release of 25 to 33 percent of existing classroom space but it will be difficult to sell to the public. More palatable will be the 9-3 plan or the 45-15 plan. They will also provide 25 to 33-1/3 percent more space. Their cycles provide several 3 week vacations which, while longer than desired, are less of a barrier than the 3 month recess.

The Multiple Trails extended school year time equalization program is recommended as a nonacceleration program for grades 4 to 12 and for the BOCES vocational education programs. This design can be adopted separately or in conjunction with the Continuous Learning Year Cycling Plan that provides about 200 days.

Mandatory Student Attendance Is A Prerequisite For Maximum Dollar Returns From Most Extended School Year Plans

The word "mandatory" frightens many. All too often people look for a compromise even though the alternative results in the sacrifice of educational gains which took years to acquire. When a school board decides to adopt an extended school year plan, it should understand that it is playing for keeps. A halfway measure or compromise will make it difficult to achieve desired objectives.

Educators who reorganize their schools in terms of a voluntary acceleration approach will prolong the transition period, thereby increasing the initial cost. After the transition period the completely voluntary program will reduce dollar savings. In a large city selected schools may be set aside for students willing to work in the acceleration setting. They can lead to dollar savings but in a small system a completely voluntary participation program could easily increase costs. This would be due to the fluctuation of student enrollments which make it difficult to most efficiently use classroom space or teachers.

> Recommendation: Mandatory student participation should be a prerequisite if the primary objective of a rescheduled school year plan is releasing space or dollars. This principle applies to all acceleration ESY plans, term rotation ESY plans, and the Multiple Trails ESY plan.

One of the more exciting extended school year plans in recent times is the Atlanta Program. Unfortunately, this four quarter plan falls into the freedom of choice pattern. Avoidance of a mandatory or even a partially voluntary attendance policy mitigates the chances of the program becoming a completely self-sustaining or dollar saving pattern of school organization.

A Partially Voluntary Extended School Year Program Will Help Equalize Student Enrollments

A school district which refuses to mandate a compulsory attendance policy can cut costs and thereby increase savings by establishing a partially voluntary participation program. For example, students may be required to attend a prescribed number of terms, trimesters, or quarters in a specified number of lengthened school years.

Without such restrictions the school district should take steps to entice students to attend classes during the least desired term. The special inducement can lead to increased dollar savings, but at additional costs.

The New York State Accelerating Trimester And Quadrimester Plans Were Designed As Mandatory Programs

The New York State trimester and quadrimester plans were designed as mandatory extended school year plans. Enrollments are stabilized through introduction of a specified number of "E" terms. Without the "E" terms the mandatory attendance ruling would still result in a fluctuating enrollment. Figures 2 and 3 show the "E" terms and the start of the new enrollment flow patterns.

Trimesters I and II have six levels, trimester III has five levels, trimester IV reverts to six levels, but all subsequent trimesters have five levels. This equalization becomes permanent at the end of the fourth trimester. School administrators who elect to give students the option of using "E" terms for extended vacations can upset the equal enrollment for each trimester essential for the release of classroom space and staff.

Split Accelerating Trimester or Quadrimester Designs Are Compromises Which Lead To The Release of Space and Dollars in Limited Amounts

It is possible to institute new extended school year programs through the split term approach without requiring class attendance for 11 months. Completely voluntary or partially voluntary participation programs extend the transition period and the amount of classroom space released is directly related to the number of students accelerating through the lengthened school year program.

The quadrimester acceleration plan will release space at the end of the ninth quadrimester. Prior to that time some enrollment fluctuation can be expected. However, the length of the transition period can be shortened through special programs for students in the first 10th grade class.

Mere Acceleration Of Students Through A Course Of Study Is Not Enough Where Economy Is The Objective

The original New York State ESY plans require student acceleration if economies are to be realized. Educators who allow students to complete a course of studies in a shorter period of time than is customary in the regular school year must be prepared to let them graduate early. Failure to do so is to give lip service to the acceleration concept. When students accumulate enough credits to graduate, they should not have to overcome real or artificial barriers. The forgoing statement does not imply that there must be multiple graduations. However, students working through the acceleration extended school year design must, if prepared to work at higher levels, be not merely allowed, but encouraged to do so. Failure to do so results in an increase in school costs and limits the release of classroom space or dollars.

Juvenile Delinquency Can Be Curbed Through Keeping Children Gainfully Occupied During the Summer

Studies in New York City, Chicago, Newark, and other large cities report an upsurge of juvenile delinquency when children who live in congested or slum areas have too much spare time.

A recent Chicago study recommends adoption of an extended school year as one solution to the mounting problems of pupil disorders and juvenile delinquency in the summer. This is supported by social workers, judges, and educators who see a well balanced year round program of education and recreation as contributing to a reduction in violence and juvenile delinquency.

Administrative Conflicts Increase When A School System Reschedules Only A Portion of Its Schools

With the possible exception of our Nation's largest city school districts, the rescheduling of the schools should be systemwide. All too often in the past, year round school programs involved only the secondary schools or a limited number of schools in the system. While an ESY program may start in a single school, the ultimate goal should be a rescheduling of the entire school system.

Failure to do so can result in a divided system. For example, administrative conflicts are likely to increase when a school system reschedules some schools and fails to reschedule others. This is especially true where an acceleration ESY program is introduced at the elementary school level. Without a unified school philosophy and common acceptance of the acceleration concept, trouble can occur when students enter the junior or senior high school.

New York State pilot school programs and field studies illustrate two areas of conflict:

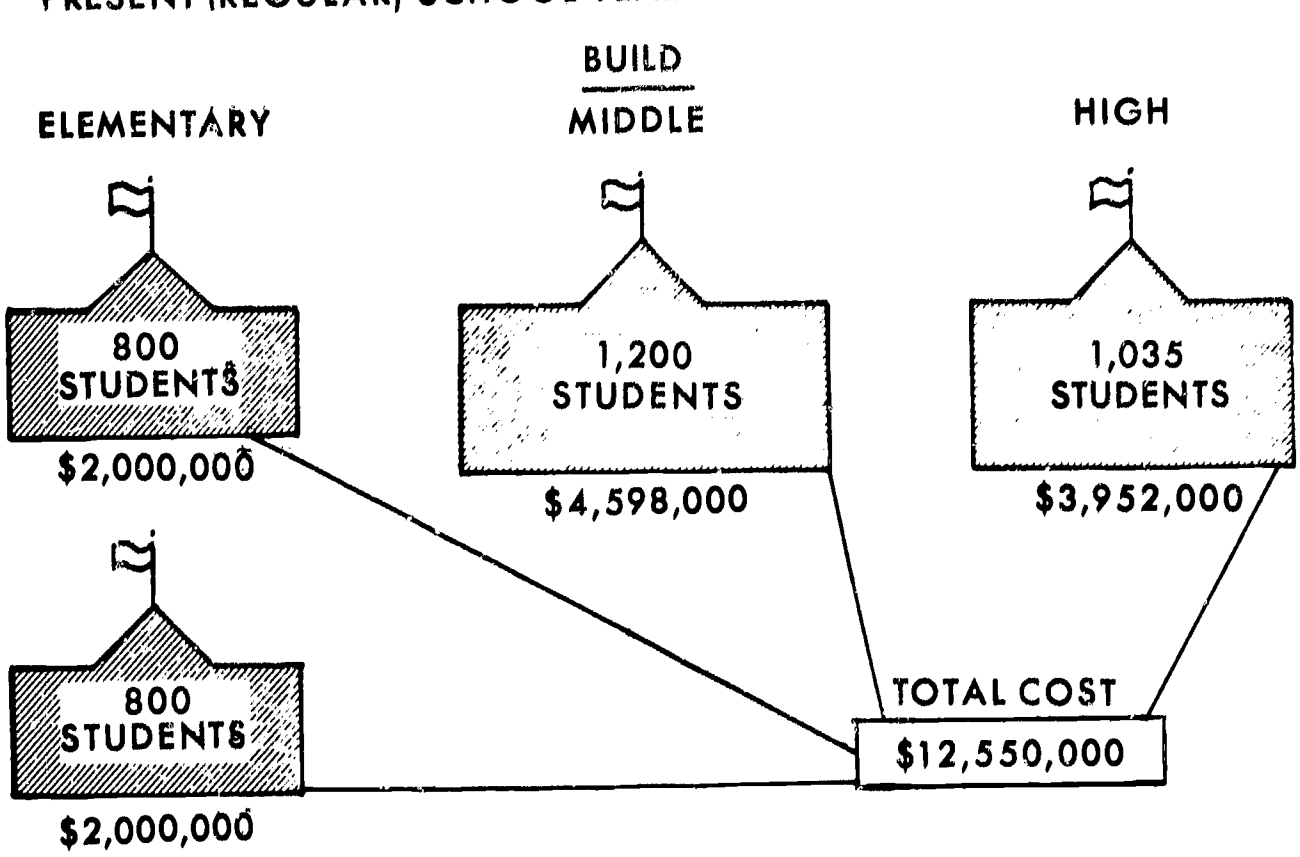
1. Any extended school year acceleration program introduced in an elementary school with a limited number of disadvantaged children will ultimately create a bulge in the secondary school enrollment. This can be serious if nothing has been done to provide for the influx of two 7th or 9th grade classes.

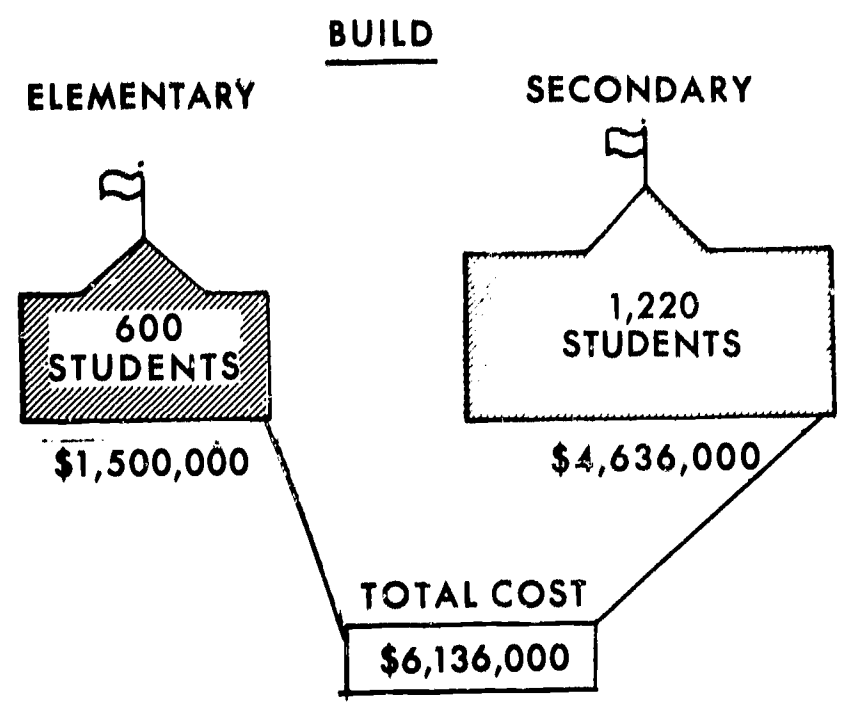
2. Extended school year plans based on a continuous progress philosophy eliminate the need for terms, quarters, trimesters, or other segments of the school year. The staff of the elementary and secondary schools will have to agree ahead of time as to whether younger children will be entering the secondary school early or remain where they are with a downward shift of the secondary school curriculum.

Research studies show that administrative conflicts occurred in school systems rescheduling a limited number of schools or limiting the extension of the school year to the elementary school. A lack of common objectives created misunderstandings and conflicts. This was especially true where a year round elementary school with many disadvantaged children sent students to academically oriented secondary schools with few disadvantaged children. All too often rigidity on the part of the receiving school staff was the cause of discord. For success, educators should look at the rescheduled school year program as one which will have an impact on the entire school system. Steps should be taken to anticipate problems before they arise.

Figure 13

THE PROBLEM FACING CENTRAL SCHOOL DISTRICT "W"
HOW TO PROVIDE CLASSROOMS FOR
3854 ADDITIONAL STUDENTS BY 1974





#1 TOTAL
$12,550,000

#2 TOTAL
— $6,136,000

$6,414,000 POTENTIAL SAVINGS

Areas Where Dollar Savings Can Be Realized

Savings in Capital Expenditures-- School Plant

The rescheduling of instructional time through adoption of some lengthened school year programs can release classroom space. To obtain this extra space the ESY plan must:

1. Insure that students are able to complete a 13 year program of education in 11 or 12 lengthened school years.*

2. Insure that a fixed number of students are on vacation in order that another group of students can take their place.

3. Insure that a time equalization program has been developed which frees student time, teaching time and classroom space through the redistribution of existing time requirements over the new lengthened educational time line.

Each of the three approaches to the rescheduled school year depends on a reduced need for classroom space to obtain potential dollar savings. How much space is released depends on the nature of the extended school year plan adopted.

1. The release of classroom space through student acceleration programs. A school district adopting one of the acceleration plans developed and recommended for New York State should be able to count on the release of the space requirements of a single secondary or elementary school class. This would be the equivalent of 1/13 or 7.7 percent where the savings is

*A recommendation was made in 1968 to the Governor of New York and the State Legislature which called for the limitation of student acceleration to 1 year out of 13. Setting The Stage For Lengthened School Year Programs, Chapter VI, p. 99.

restricted to 1 year out of 13 or approximately 15 percent if the savings is extended to a year at each of the two school levels.

From a practical standpoint educators who desire to do so can sell the public on the feasibility of saving 1 year out of 13, but the odds against winning support of an ESY program which attempts to save 2 years out of 13 will be great.

If all New York State schools were rescheduled in terms of the accelerating trimester or quadrimester, the potential release of space in 1974-75 would equal 221,196 pupil stations with the saving of 1 year or approximately 463,000 pupil stations if 2 years out of 13 were saved. In contrast the Continuous Learning Year Cycling Plan (the 8-2 plan) should release 723,373 pupil stations with the 20 percent factor or 904,216 pupil stations with the 25 percent factor.*

(a). A school district rescheduling schools in terms of the acceleration trimester design will obtain a release of space due to reduced student enrollments at the end of 1 1/3 lengthened school years.

(b). With adoption of the acceleration quadrimester design, space is released at the end of 2⅓ lengthened school years.

(c). With adoption of an elementary Continuous Progress Acceleration Program space is released at the end of 5 years for Grades 1-6 or 6 years for Grades K-6.

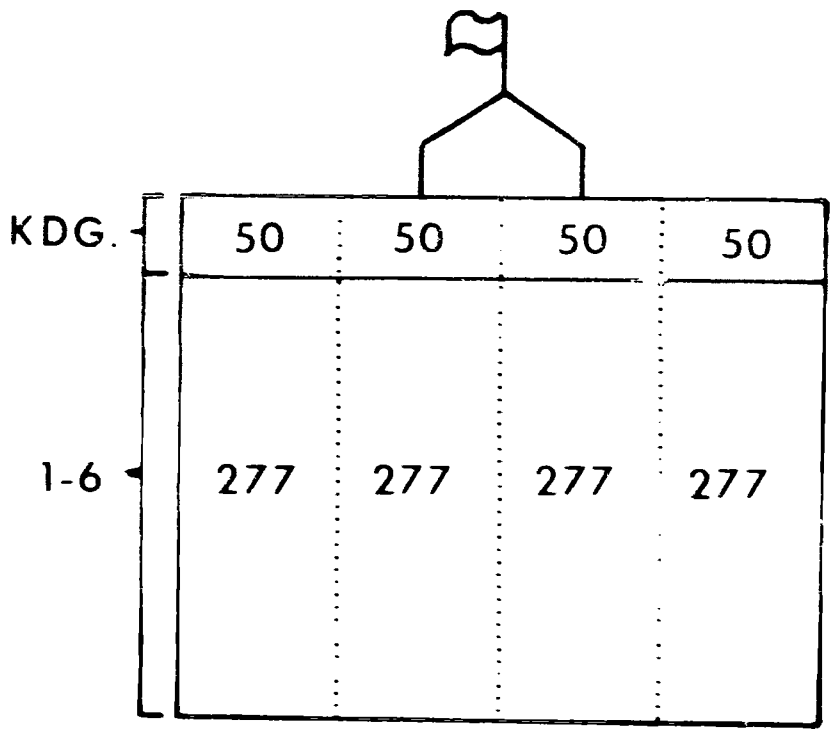
2. The release of classroom space through the term rotation approach. One advantage of the term rotation approach is the speed with which space is released. There is no waiting or transition period. The school district can count on 20 to 25 percent additional space with

*These figures do not include a saving of space for students classified as handicapped.

Figure 14

COMPARATIVE CAPACITY OF THE ARONGEN ELEMENTARY SCHOOL WITH AND WITHOUT THE CYCLING PLAN

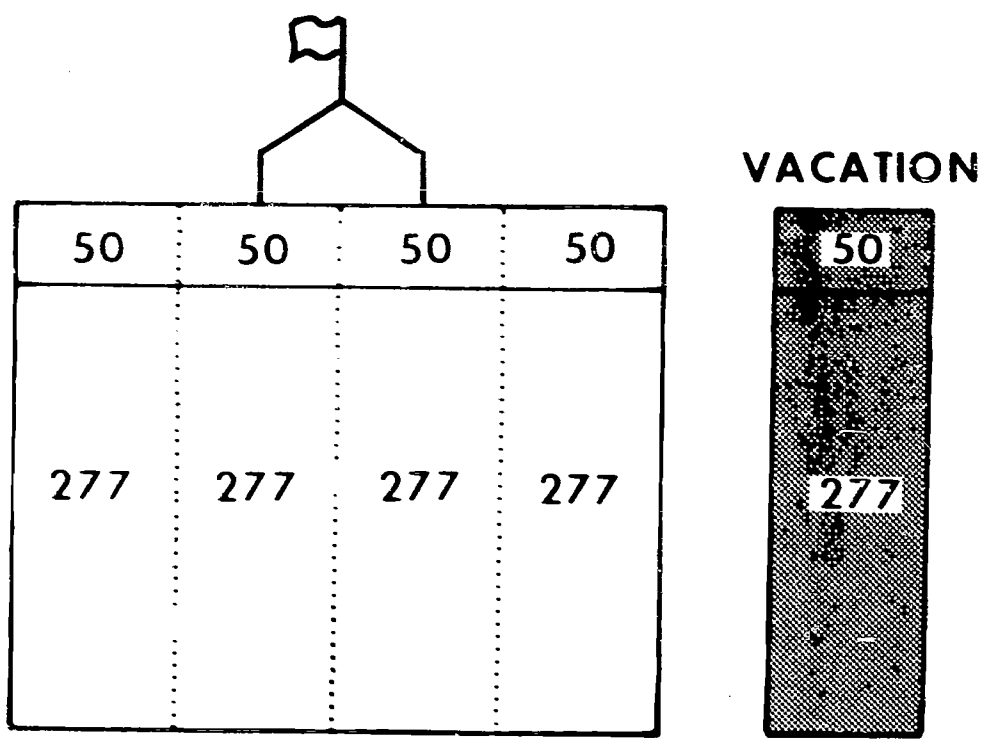
REGULAR SCHOOL YEAR



ENROLLMENT CAPACITY

KDG.	200
1-6	1108
TOTAL	1308

CYCLING SCHOOL YEAR



ENROLLMENT CAPACITY

KDG.	250
1-6	1385(+)
TOTAL	1635(+)

the Continuous Learning Year Cycling Plan. The 20 percent factor refers to space released in school districts where there is little, if any, growth in the school population. The larger percentages refer to space which can be saved where school populations are increasing. Twenty-five to 33-1/3 percent of current classroom capacity is released with other approved term rotation plans.

Translated into simple numbers a school district in need of space can expand its 1,200 pupil school to the point where it can house 1,500 students without increasing teacher-pupil ratios or resorting to makeshift facilities. The 9-3 plan will provide the equivalent of 1,600 pupil stations.

3. The release of classroom space through the Multiple Trails Time Equalization approach. The time equalization principles of the Multiple Trails Plan leads to an immediate release of 25 to 35 percent of the classroom space in the typical secondary school. If the staff is not flexible or ready to make good use of the students "E" time, some classroom space may have to be converted to holding areas. This will decrease the amount of available space, but slight adjustments in the length of the school day can compensate for the loss.

The Multiple Trails Design was structured for secondary schools. It can be adapted to the 4th, 5th, and 6th grades and may be redesigned to include the primary grades.

Field studies have shown that the greatest potential gain from the Multiple Trails time equalization program may be in the vocational training field. Up to 50 percent of the existing classroom space in a BOCES Occupational Training Center can be made available for additional students.

The Utilization of the Extra Classroom Space

The release of classroom space is badly needed in a growing school district. Here, adoption of an extended school year plan can lead to dollar savings as it decreases the need for a new school construction program. Where the population growth is explosive, a school district may still need to build schools, but the new construction program will be much smaller. For example,one New York State central school needs four schools by September, 1974. With the regular school year program the construction costs will exceed $12,500,000; with the adoption of a recommended 8-2 cycling plan the school district can meet its building needs at a capital cost of $6,100,000. This can be reduced even further with adoption of other term rotation plans.

Some people see no gain to a school district which is not growing or which has recently completed a good building program. In such school systems adoption of an extended school year plan will enable school boards to close old schools or schools located in the wrong part of town. Other alternatives may be the release of space for conversion to open classrooms, resource centers, and other essential learning areas. In some schools the new space can lead to the reduction of teacher-pupil ratios. However, this action must be considered as a cost factor and must be recognized as such.

Savings in Debt Service Charges

Inflation has raised the cost of borrowing money. School boards find it harder to sell bond issues and when they do they must pay a much higher rate of interest. Adoption of an extended school year plan which releases classroom space can reduce the size of a school construction project or defer the need for a new school. In both cases the result is a saving in debt service charges.

Illustration: Central School District "W" can meet projected 1974 school housing needs with school construction costs of $6,100,000 instead of $12,500,000 if it adopts one recommended school year plan. Without the ESY plan the total interest charges will cost $13,427,000. With the ESY plan the total interest charges will total $6,604,000. The potential savings will total $6,823,000.

Critics have said debt service costs are insignificant. While this may be true, savings in debt service charges to central school district "W" in the first year will exceed $400,000. By the 6th year the savings in interest charges will be $363,000.

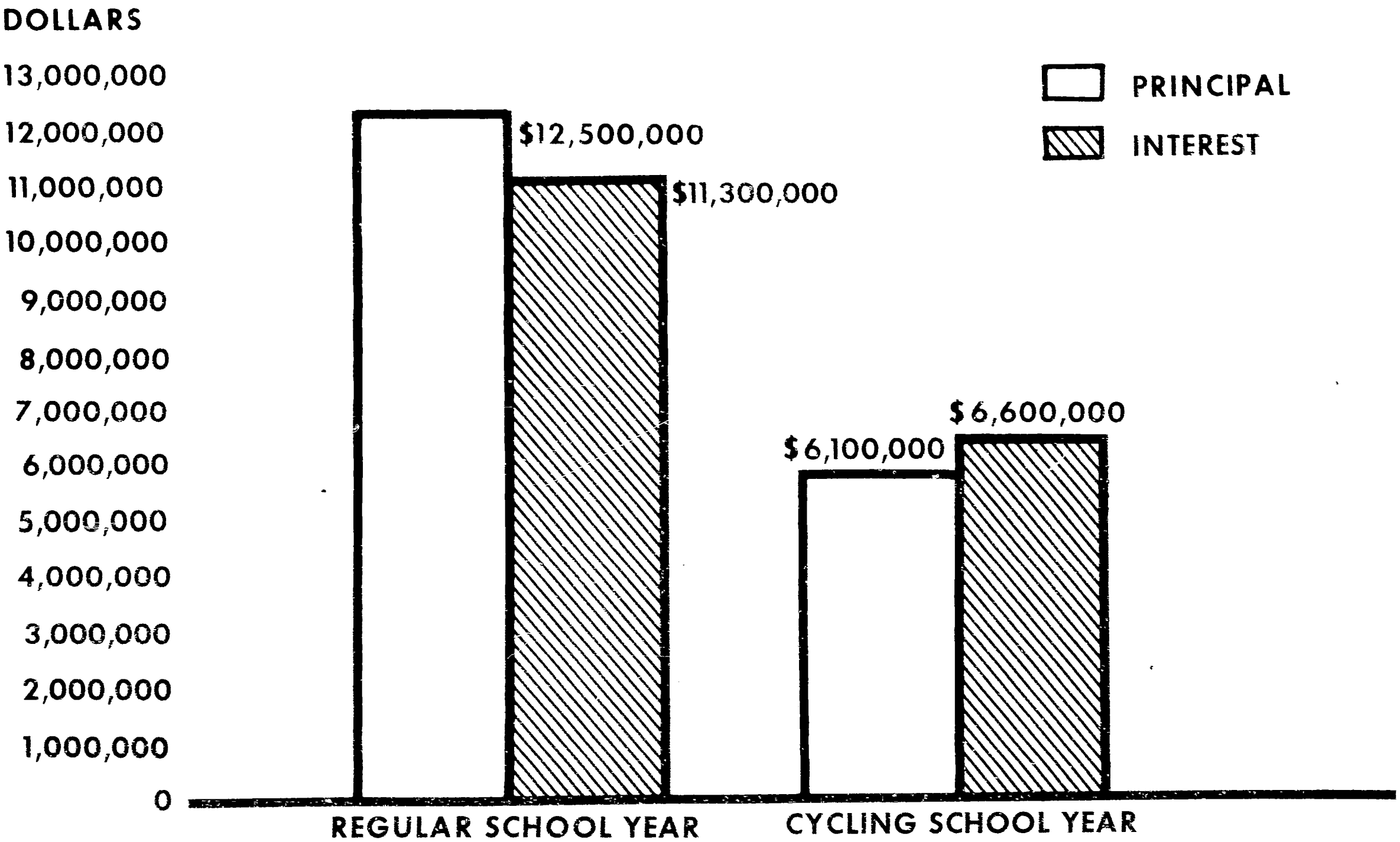
Further dollar savings will be reflected in the reduced payment on the principal. In the illustration the Extended School Year Plan will call for the repayment of $175,000 instead of $450,000. Here the saving of $275,000 in principal and $363,000 in interest charges total $638,000. Since the State of New York pays a large part of central school district "W's" educational costs, the savings will accrue to all New York State taxpayers and not merely to the taxpayers in the local school district.

Savings In School Operating Costs-- Reduced Need For Schools

In New York State the 1967-68 per pupil cost of school plant and maintenance was $91.13. With inflation the 1970-71 costs should approximate $100.00 per pupil. With adoption of a lengthened school year plan a school district will pay out a bit extra for each school that is kept open in the summer, but this extra will not be large since maintenance staff workers are already employed on a 12 month basis. One can anticipate small increases in utility charges, but most fuel costs will already have been paid for. The major cost in supplies may be due to an increased use of toilet paper, towels, soap, and floor wax.

Figure 15

COMPARATIVE BOND ISSUE COST FOR REQUIRED BUILDING CAPACITY (EQUAL NUMBER OF STUDENTS)



Counterbalancing the increase in operating costs will be savings in the reduction of operating and maintenance costs due to the closing of schools or the reduced need for additional schools.

> Illustration: School district "W" can anticipate an increase in school plant and maintenance costs of $336,000 if it builds four schools. These costs will be reduced to $170,000 if the 8-2 cycling plan reduced the school construction program to one elementary and one secondary school. The potential saving of $185,000 will go a long way towards offsetting any additional operating costs incurred for the continued use of existing schools over the summer.

Since many schools have been in use for summer school programs, projected increases in the rescheduled school year summer operating costs will be less than they are where all schools have closed in June.

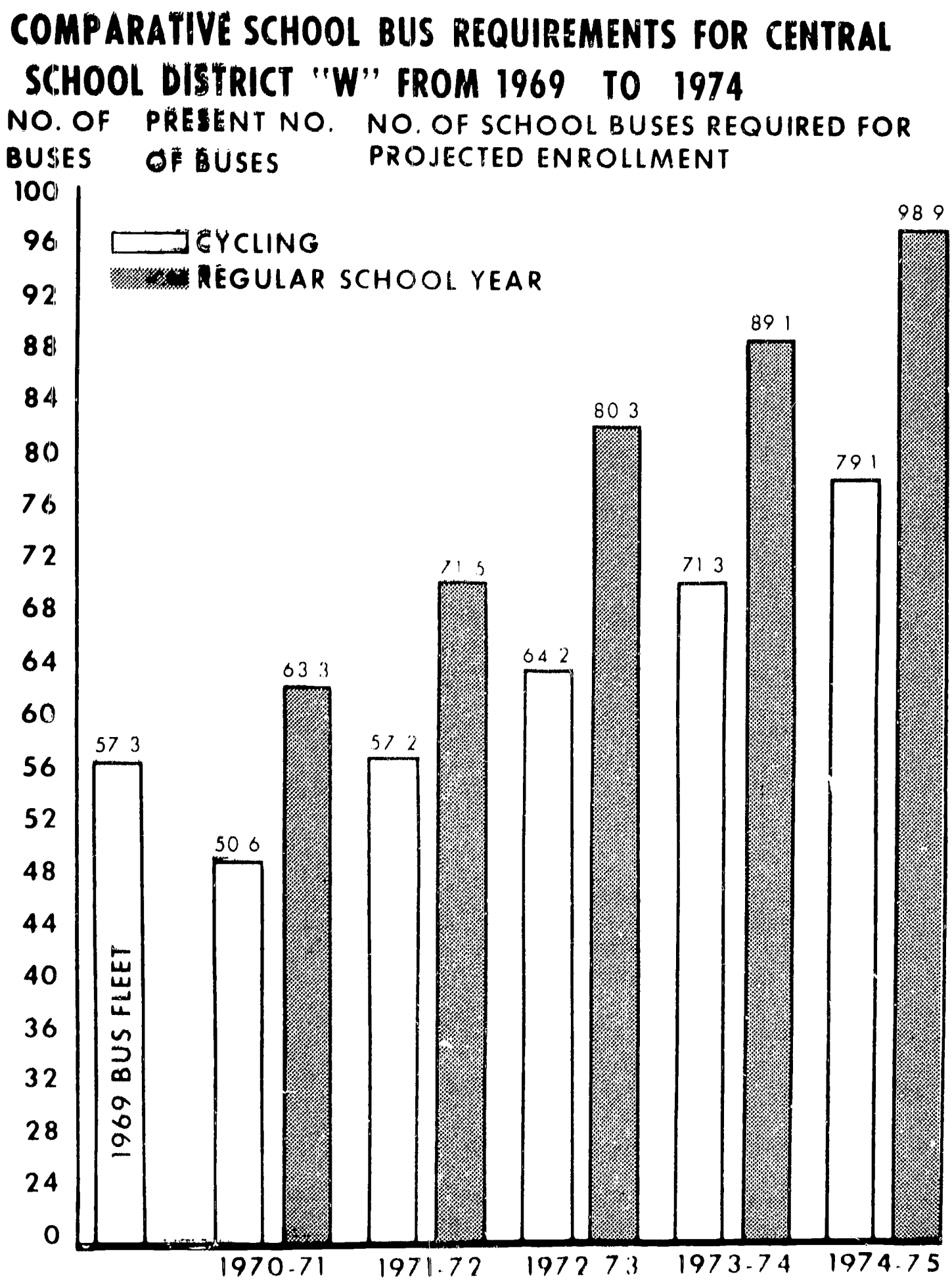
Savings in Reduced Loss of Taxable Property

New schools require land which could be a source of tax revenue. Whenever a rescheduled school year plan decreases the need for new schools or existing saleable schools, taxpayers receive a bonus in the reduced loss of taxable property. In rural communities the savings may be small, but in Westchester County, Long Island, or in the larger cities the savings can be large.

Savings in Transportation Costs--Capital Expense

School districts which transport a large portion of the school population may reduce school bus needs by 20 to 25 percent through adoption of a cycling plan. With the acceleration plans this reduction will approximate 7 to 15 percent. The 20 percent figure is based on the use of the Continuous Learning Year Cycling Plan which reduces school bus needs 20 percent in school districts with a fairly stable population. Where the

Figure 16


COMPARATIVE SCHOOL BUS REQUIREMENTS FOR CENTRAL SCHOOL DISTRICT "W" FROM 1969 TO 1974
NO. OF BUSES
PRESENT NO. OF BUSES
NO. OF SCHOOL BUSES REQUIRED FOR PROJECTED ENROLLMENT
100
96
92
88
84
80
76
72
68
64
60
56
52
48
44
40
36
32
28
24
0
CYCLING
REGULAR SCHOOL YEAR
57 3
50 6
63 3
57 2
71 5
64 2
80 3
71 3
89 1
79 1
98 9
1969 BUS FLEET
1970-71
1971-72
1972 73
1973-74
1974-75

population is growing the existing school bus fleet will accommodate 25 percent more students.

> Illustration: Adoption of a cycling plan by central school district "W" in 1970-71 would create a surplus of 12 to 13 sixty passenger school buses. In 1972-73 seven additional school buses would be required instead of nine. By 1974-75 the school district will be operating 19 to 20 fewer school buses with cycling than it would with the regular school year program.

If all schools in New York State were to be rescheduled in terms of the Continuous Learning Year Cycling Plan, the potential capital savings in transportation could total a minimum of $25,000,000. No savings in transportation is anticipated with adoption of the Multiple Trails Plan.

Savings in Transportation--Other Than Capital

If a school system operates 40 school buses instead of 50, savings in several areas will offset the 11th or 12th month operating costs. For example, one can afford to pay 40 school bus drivers an additional 10 or 20 percent in salaries and fringe benefits from the reduced need for 10 drivers and other supportive staff. Savings in insurance, garage space, annual repairs, or actual operation costs for the 10 buses not in service will more than offset the cost of operating the 40 buses an extra 1,500 or 2,000 miles in July or August or over the complete summer.

On a statewide basis the reduced need for school bus drivers alone could lead to a potential savings of $10,600,000 in salaries for an 11 month school year. This savings is based on a comparison of regular school year costs plus a 10 percent increase in driver costs. The savings will be reduced should the schools operate for the full 12 months.

An additional savings to the State may be anticipated in reduced operating expense. Based on the 20 percent factor, a projected savings

of $7,341,408 for an 11 month program or $2,447,136 for a 12 month program will be considered small. Since the rescheduled school year was not supposed to save money in transportation, any savings in this area will be a bonus to the taxpayers. It is conceivable that geography or traffic conditions will reduce the potential operating savings to zero. In that case savings in other budget areas may still be used to offset costs, i.e., school bus liability insurance and the cost of supportive staff. (Additional savings will be realized through use of the 25 percent factor.)

Savings in Instruction--Personal Services

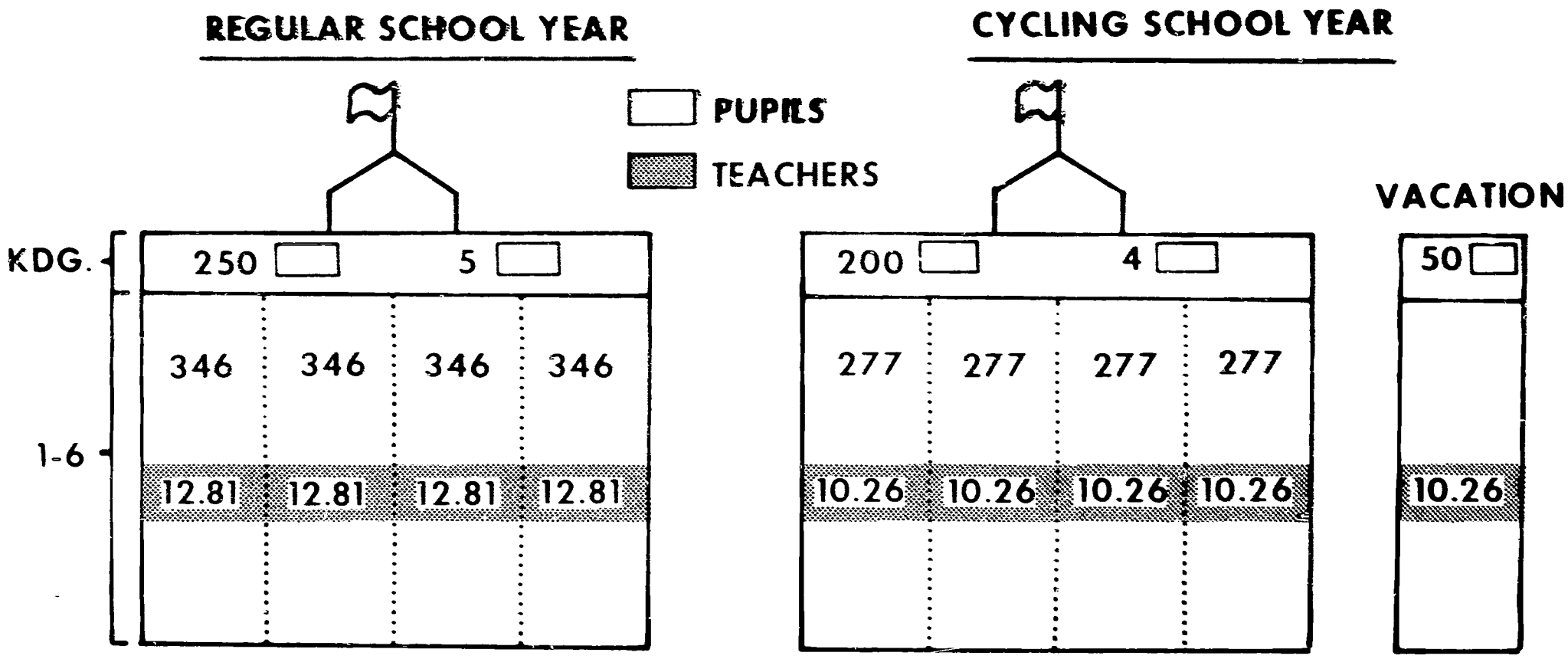
The size of the teaching staff should be based upon the number of students housed at any time. Therefore, a 7.7, 15, 20, 25, or 33 percent decrease in enrollments will set the stage for a reduction in staff size. In school districts where the population is growing, fewer new positions will be needed. Here, the number of teachers may remain the same, but cost comparisons must be based on the number of teachers required for projected enrollments under a regular school year program.

In a slow growth area the teaching staff may be reduced. Here, normal turnover will usually take the edge off the reduction in staff.

In calculating the potential cost or savings in professional staff it is essential that existing teacher-pupil ratios be maintained for cost anaylsis purposes. All too often educators increase teacher requirements for an ESY program to achieve educational advantages otherwise denied them. For example, a hidden increase of 11 teachers at $11,000 plus 25 percent fringe benefits would have cost one school system an extra $150,000. If these teachers were desired to provide new enrichment activities or to reduce pupil-teacher ratios, the school board should have recognized the

Figure 17

COMPARATIVE TEACHER REQUIREMENTS FOR THE PROJECTED ENROLLMENT OF THE ARONGEN EL. SCHOOL



PROJ. ENROLLMENT	1635
PUPILS IN SCHOOL	1635*
TEACHERS	56.24 OR 56**

PROJ. ENROLLMENT	1635
PUPILS IN SCHOOL	1308
TEACHERS	45.036 OR 45**

* CAPACITY OF ARONGEN SCHOOL IS 1308

** REFERS TO REGULAR TEACHERS (NO SPECIAL OR SUPPORT TEACHERS)

action as a worthy one, but one which should also have been charged to the regular school year program.

As a rule a school district will not save teaching positions where a single teacher serves one or more schools. However, implementation of the new program through individualized instruction or increased use of teaming can decrease pupil costs further where enrollments are low or unbalanced.

Different approaches to rescheduling the school year will release varying amounts of space or teachers. Due to space limitations only three illustrations of the potential impact on teachers is given:

1. The acceleration trimester plan can save approximately one teacher out of every four employed for grades 9 to 12. If the design calls for a saving of 1 year of schooling out of five, six, or seven, the same number of teachers will be saved. However, the ratio of savings becomes one out of five, six, or seven. Thus, the savings decrease as the number of grades incorporated in the design increases. An additional group of teachers will be saved if the acceleration concept is also applied to the elementary school.

   Since all teachers will be employed for a full 11 month period, teachers should receive an additional 10 percent salary increase. The release of teachers required for one grade will generally more than suffice for the extra cost of a program employing five or six levels of teachers. However, if the savings is limited to one year out of 13, the potential savings in staff may or may not carry the 10 percent salary increase required for the teachers employed for the 12 remaining grades.

2. Adoption of the Multiple Trails Plan can immediately release one teacher out of six for each grade incorporated in the design. Actually the percentage will be larger with a growing school system. The difference is not counted as a complete savings since extra teachers may be desired as supportive or relief teachers during transition years when curriculum patterns and teaching techniques are restructured.

The saving of one out of six teachers refers to the total staff in the school and not a single grade or class. Since the Multiple Trails Plan can be introduced in the fourth grade, the potential dollar savings can far exceed any potential increase in instructional salary costs if an extended school year plan is adopted on a schoolwide basis.

3. Savings with adoption of the Continuous Extended School Year Cycling Plan will depend on the way teachers are employed.

   a. In a school where there is little flexibility, teachers and pupils may follow the same calendar. In this case no attempt is made to employ teachers beyond 10 months. Therefore, teaching costs will remain virtually unchanged.

   b. Recommended procedure calls for the employment of teachers for 12, 11, 10 or fewer months. In this case a potential 20 to 25 percent reduction in the total staff becomes an immediate possibility. Here the amount of dollar savings depends on the school calendar adopted.

The field study for central school district "W" calls for 11 month teacher contracts. After paying the teachers 10 percent for an extra month's service plus fringe benefits, the school district could show a dollar saving of $600,000 in 1970 and $1,180,000 in 1974.

For New York State as a whole the potential savings in instructional salaries could approximate $254,000,000 in 1970-71 and $348,000,000 in 1974-75. These calculations are based on a 5 percent annual increase in all teacher salaries plus an allowance of 10 percent for an 11 month contract. The savings will be less where teachers are employed for 12 months. Projected savings for New York State are based upon the 20 percent staff reduction factor. The dollar savings will be greater if the 25 percent factor is used.

Figure 18

MODIFIED TEACHER SCHEDULES STRUCTURED TO FREE INDIVIDUAL TEACHERS FOR A LARGE BLOCK OF TIME TO WORK ON SPECIAL ASSIGNMENTS

VARIATION #3 STAGE II

PROPOSED TEACHER SCHEDULE--FREEING 2 MORNING SESSIONS

MODULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2	MATH 10A	MATH 10A	RESERVED FOR SPECIAL ASSIGNMENTS I.E., CURRICULUM CONSTRUCTION, PLANNING, FIELD TRIPS, CONFERENCES, ETC.	RESERVED FOR SPECIAL ASSIGNMENTS	MATH 10A
3					
4					
5					
6	MATH 10B	MATH 10B			MATH 10B
7					
8					
9					
10	MATH 10C	MATH 10C			MATH 10C
11					
12					
13	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
14					
15	FREE	FREE	FREE	FREE	FREE
16					
17			MATH 11A		
18		MATH 11A		MATH 11A	MATH 11B
19					
20					
21	MATH 11B	MATH 11B	MATH 11C	MATH 11C	MATH 11C
22					
23					
24					
Subjects per day	4	5	2	2	5

No. of Free Modules per week 38

VARIATION #4 STAGE II

PROPOSED TEACHER SCHEDULE--FREEING 1 DAY

MODULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2	MATH 10A	MATH 10A	RESERVED FOR SPECIAL ACTIVITIES: FIELD TRIPS, CONSTRUCTION OF CURRICULUM, LONG RANGE PLANNING, CONFERENCES	MATH 10B	MATH 10A
3					
4					
5					
6	MATH 10B	MATH 10B		MATH 10C	MATH 10C
7					
8					
9					
10	MATH 10C	MATH 11A		MATH 11A	MATH 11A
11					
12					
13	LUNCH	LUNCH		LUNCH	LUNCH
14					
15	FREE	FREE		FREE	FREE
16					
17				MATH 11B	MATH 11B
18					
19					
20					
21	MATH 11C	MATH 11B		MATH 11C	MATH 11C
22					
23					
24					
Subjects per day	4	4		5	5

No. of Free Modules per week 40

During the transition years many school systems will lack the flexibility required for immediate implementation. This can lead to a reluctance on the part of school administrators and teachers to reduce staff. Therefore, a fraction of the potential savings in instructional salaries should be earmarked for research, inservice training, curriculum revision, and supervision. Ultimately, these transitional costs can be reduced.

Summary

There are many approaches to rescheduling the school year. Should a school district reschedule its schools in terms of a recommended extended school year plan it is possible to realize dollar savings in the following areas:

1. Capital expenditure for schools
2. School bonded indebtedness
3. School plant operation and maintenance costs
4. Capital expenditure for school buses
5. School bus operation and maintenance costs
6. The preservation of taxable property on the tax lists
7. Instructional salaries--teacher salaries.

Savings in other areas are possible such as a reduced need for school furniture and equipment. Fewer principals and other supportive staff will be needed. Cost estimates for all acceleration programs show an increase in operational costs for the first transitional years.

Other approaches such as the time equalization Multiple Trails Plan or the term rotation plan referred to as the Continuous Learning Year Cycling Plan can become completely self-sustaining in the first operational year. Small grants are recommended for inservice training and curriculum revision considered essential for the implementation of a new Extended School Year Program.

CHAPTER IV

EDUCATIONAL IMPLICATIONS OF A RESCHEDULED SCHOOL YEAR

Considerable research and experimentation was conducted to set the stage for rescheduling schools on a permanent basis. While over 100 school systems contributed to the development and implementation of the extended school year study, State funds were used to support pilot ESY programs in nine parts of the State and one of these was limited to a test of administrative feasibility of multimester scheduling in New York City.

The results of the pilot programs are significant because the findings can frequently be combined to form a composite answer to questions raised concerning newer and more significant approaches to the rescheduled school year.

The Pilot ESY Programs

Commack's Continuous Progress Acceleration Program

A pilot program was started in one Commack Elementary School in 1964. In August 1967 the ESY program was extended to four elementary schools. Approximately 1,400 children in Grades 1 to 6 attended these schools from August through June. With acceptance of a continuous progress philosophy pupils were able to complete normal grade requirements at various times during the lengthened school year and then move directly into the work of the next grade. These pupils worked through a 210 day school year which was not segmented into terms, trimester, or quarters.

Cato-Meridian's Quadrimester Plan

A modified elementary school quadrimester program was instituted in Grades K to 6 of a central school. A combination of a lengthened school day plus a small extension of the school year provided the equivalent of a lengthened school year approximating 220 to 225 days.

Syosset's Extended Summer Segment

A large group of junior high school students took part in an extended school year program which required attendance through a new school year of approximately 215 days. They worked through five regular school year programs which were modified to accommodate their gradual acceleration through completion of first time, full year basic courses in a series of 6 week summer extensions of the school year.*

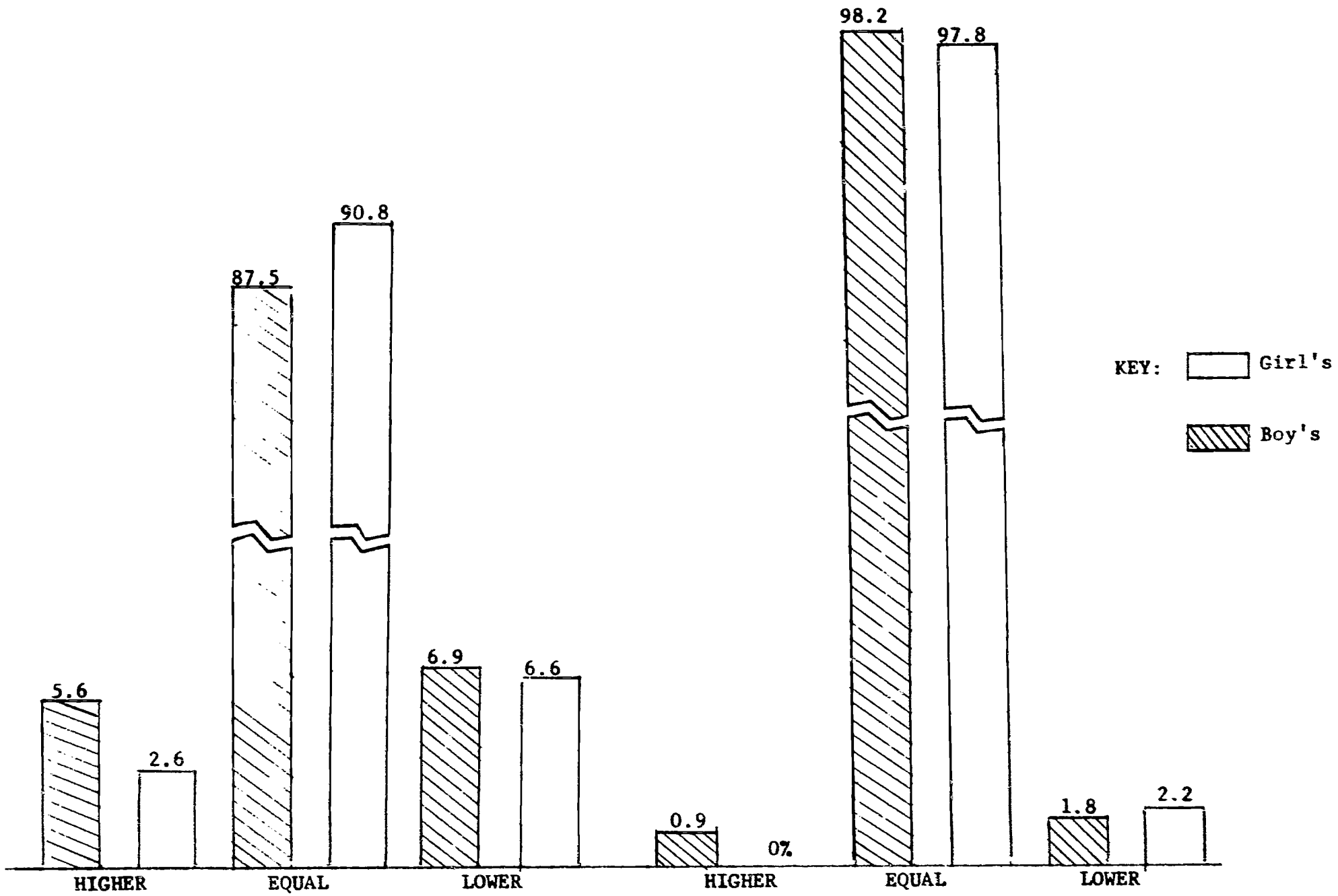
> Illustration: Following the completion of the seventh grade program in June, the students were scheduled into a new 6 week program. All students completed the regular eighth grade course. Some of the students completed the first half of of the eighth grade math course in August. In September they started where they had left off in math. As a result they were ready for algebra at mid-year. These students were ultimately programmed through a nongraded math program which paralleled the existing academic 9th, 10th, and 11th grade math courses. All ESY students were out of step with non-ESY students in the field of history. They automatically took the 9th grade history courses with older 9th grade students while their non-ESY peermates completed the regular 10 month eighth grade course in social studies.

The Syosset Extended Summer Segment repeatedly showed the feasibility of compacting full year courses into shorter time blocks. The Syosset ESY program helped set the stage for the institution of other extended school

*One of the first mistakes was the immediate reassignment of students in June to new courses without giving students a week's vacation between terms. In subsequent years the provision of a short recess seemed to change student attitudes. This set the stage for a relaxed learning climate.

Figure 19

READINESS OF COLLEGES TO ADMIT 17 YEAR OLD STUDENTS ACCELERATED BY AN ESY PROGRAM
IN COMPARISON TO THEIR READINESS TO ADMIT 18 YEAR OLDS



year patterns such as the accelerating trimester, the split trimester, the quadrimester, the Multiple Trails Plan, and several cycling plans. While it was demonstrated that secondary school students can be accelerated without too much difficulty administratively and at no harm to the pupils, the summer segment design is not recommended as an approach to realize specific economic objectives through a completely voluntary student participation program.

Initially, students volunteered to work through a 4 or 5 year extended school year program, but many failed to complete the basic pattern due to variables not considered in advance. A partially mandatory regulation would have increased the holding power. Again, the program was too limited to provide for the varying needs of many students.

Hornell's Extended Summer Segment

The special program was open to all students from grades seven through 12. They were able to complete virtually any regular course of study in a 7 week summer session. All extended summer segment courses were full year, first time courses. Students attended classes for 4 hours, thereby equalizing the time provided in a regular school year. While homework assignments were given, the fact that less time was actually devoted to homework may be considered significant in view of the accomplishments of the ESY students.

The Hornell Extended Summer Segment led to a number of changes in the pattern of school organization which are essential for implementation of a more successful extended school year program. A number of three term courses were offered slow learning secondary students in an attempt to reduce failure. One successful program was structured around a nongraded

English course as one which had its greatest appeal to average and better average students. The study shows that the program appealed to a number of overaged pupils who would otherwise have dropped out of school.

Many educators have said that the modified or extended summer segment approach is a safe and secure approach to rescheduling the school year. This is not necessarily true if acceleration is recognized as basic to realization of the economy goal. The students must be allowed and encouraged to accelerate. To do this it will be necessary to immediately schedule students into new grade patterns. If any number of students are involved, the entire regular school course sequence and the scheduling processes will have to be drastically modified. If the regular school year pattern of organization remains virtually the same, one can conclude that the ESY program is relatively ineffective.

The Hornell program reaffirms the Syosset conclusion that a voluntary program will help individual students realize personal goals, but a mandatory or partial mandatory prerequisite is essential if space and dollar savings are to be realized.

The Washington-Warren Mini-Vocational Training Time Equalization Program

A small number of students worked in the vocational training center during the summer to test the time equalization principle. The learning time accumulated in the summer enabled them to complete prescribed course time allotments without attending regularly or for the full regular school year.

During the summer students started new occupational training programs. As a result, the "E" time which they earned enabled some of them to take part in a work study program on 1 or 2 days during the regular school year.

The basic design was structured around the multiple day concept which meant that it was not necessary to report to class 5 days a week. On days when these students were free the design called for the entry of new students, thereby increasing the capacity of the vocational training center.

This time equalization program is one answer to the dollar problems of the BOCES Vocational Training Center, but the mini-program reemphasizes that the inflexibility of the sending high schools is a barrier which must be overcome. Personal visits to principals and guidance directors convinced the research staff that student scheduling patterns of the sending schools is a barrier to students who want to obtain vocational training. Many small secondary schools are maintaining a tracking system and a rigid 5 day week schedule which makes it impossible for students to return to the high school on their "E" time to makeup for deficiencies.

The mini-program proves the feasibility of the time equalization principle, but implementation to realize the space and dollar savings objectives is not possible until (1) the sending schools see vocational training as a primary responsibility of the school and (2) a readiness to structure the school schedule to insure that the occupational training student is not penalized.

Multimester Scheduling via Computer in the New York City Schools

There is a need for an extended school year plan in New York City, but there are many obstacles. Before the new nonacceleration plans were developed emphasis was placed upon the institution of an acceleration program which called for multimester scheduling. Since none of the high schools had been successfully scheduled through the use of a computer, the New York City test was built around a project which would demonstrate the

administrative feasibility of using the computer to assist in the construction of the master schedule.

Chiristopher Columbus High School was selected for a demonstration. This large school, originally built to house approximately 3,000 students, had an enrollment of approximately 4,800 pupils. The computer scheduling of this school was complicated by the multisession or overlapping of classes. With the cooperation of the principal and teaching staff the school was rescheduled at mid-year as well as for the fall term through the development of a refined approach to computer scheduling. The success of this program is evident in the principal's letter tc the board acknowledging the fact that in a matter of days the complex scheduling process had been completed. Normally, this would have involved a large segment of his staff for weeks. The new scheduling technique released guidance workers and supportive teachers to work with students almost immediately.

The researcher tested the feasibility of a special computer scheduling technique referred to as the "Freezing the Deck" approach tc an immediate resolution of scheduling late entrants, failing students, and students who wanted to change courses shortly after the new computer schedule was completed. Failure to obtain essential input data during the teacher strike contributed to an excessive number of conflicts in the attempt to use the "Freezing the Deck" concept. This experimental project did not detract from the realization of the objective to demonstrate administrative feasibility of the multimester scheduling with aid of the computer. However, seed money is desired to support further demonstration of the "Freezing the Deck" concept for schools throughout the country.

The Intermediate Schools. State and federal funds were used to test the administrative feasibility of using computers in 14 intermediate schools. Since flexible scheduling through a modular program was considered desirable, special computer schedules were prepared to set the stage for the individualization of instruction in a new experimental intermediate school.

Computer schedules were prepared which used an "I" factor to build racial balance in classes, but more important was that student achievement scores in reading, mathematics, and other selected subject fields were used to break up the traditional block schedule or homogeneous grouping patterns generally based on reading or I.Q. The computer facilitated scheduling students to classes based upon special interest, special needs, and of course, by sex.

A computer language barrier and a lack of an up to date record system (Data Processing System) created problems, but the Intermediate Computer Scheduling program was successfully carried out in several intermediate schools. The experiment did show that a computer is not a prerequisite. Where teachers are using large blocks of time to teach selected groups of children through a cooperative planning procedure, they can readily resolve most scheduling conflicts on their own.

The New York City studies show that a flexible schedule which requires special attention to individual needs, interests, and capacities can and should be built with the aid of a computer.

The School of Human Resources Continuous Learning Year Program for Physically Handicapped Children

In 1966 a Continuous Learning Year Program was started for physically handicapped children. For the first 2 years the extended segment combined a physical training and enrichment program with a continuation of the academic program. The limited program was modified and became a permanent part of the school's operational procedures in 1968. Today, all students begin their 11 month academic school year in August and work until the end of Regents week in June. After a recess of a week the pupils may take part in the four recreational programs offered in July. Following another recess of a week all students from prekindergarten through Grade 12 return to start the academic phase of their Continuous Learning Noncycling Extended School Year.

Hilton's Mini-Multiple Trails Time Equalization Program

A school within a school program was instituted in Hilton High School in 1968 which used time equalization features of the Multiple Trails Plan to free teacher time, pupil time, and space. A significant feature of this program centers around development of written and tape recorded learning activities to individualize the instruction. Students started the regular school year program in August and worked through June. In return for class hours earned in August students used the accumulated "E" time during the regular school year to meet special or personal educational needs.

The Need for Inservice Training Programs

Considerable inservice training and preliminary planning may be necessary for the implementation of and maintenance of any good educational

program. It may be considered as a prerequisite for the implementation of most rescheduling of the school year programs. What is done, of course, depends upon the nature of the school system. Teachers who have been working in an innovative school are going to require little help, whereas, teachers who have always worked in a conservative school may need considerable counseling and direction before they can feel secure in the new program.

A number of approaches to the problem of providing inservice training to teachers involved in the ESY programs were taken. For example,

1. School administrators, school board members, teachers, and parents were urged to visit innovative or outstanding schools. Field trips involved visits to see nongraded schools, IPI (Individually Prescribed Instruction) programs, team teaching programs, and schools which were using a multi-unit approach to teaching.

2. Workshops were held in several pilot schools.

   a. Members of the Syracuse Education Department served as consultants to the Cato-Meridian teachers and principals. A 2 week summer workshop plus numerous meetings during the year helped teachers build a more desirable setting for learning.

   b. Hornell teachers met on Saturdays to build a philosophy and to establish goals. Small and large group meetings were held over the course of 4 years with representatives of the State Education Department and with consultants from nearby colleges and universities.

   c. Hilton teachers had two summer workshops. These were teacher work sessions which led to the redefinition of objectives, and the production of student learning units based on a behavioral objective approach.

3. Syosset used a variety of consultants to help them get get started. Prior to the start of the actual program teachers worked throughout the year after school and on Saturdays on the teaching approaches necessary to teach a full year course in American history in 6 weeks.

4. Commack principals visited innovative schools and brought specialists to their schools to help teachers develop a continuous progress philosophy.

5. Teachers in several pilot schools were given an opportunity to study modular scheduling. Experts in flexible or modular scheduling met with all or a portion of the teachers to help them understand how a flexible schedule could be developed.

    a. A 3 day workshop was conducted for key New York City teachers prior to the development of computer generated schedules. The researcher and technicians from the Systems Development Corporation worked with the total group and then went from school to school to review input materials and explain what the computer output meant.

    b. A tremendous amount of planning preceded the development of the computer schedules necessary to prove the value of multi-mester scheduling.

Curriculum Development

The standard curriculum was used with some adaptions in most pilot programs, largely becuase they were considered as limited and terminal ESY programs. However, steps were taken which led to the improvement of the entire school system's program of study and in two cases the stage was set for the ultimate implementation of other approaches to rescheduling the school year.

    a. Syosset teachers worked summers and on weekends to restructure the mathematics, social studies and science courses in a series of units that would lend themselves to a Multiple Trails pattern of school organization or other flexible approaches to a rescheduled school year.

    b. Hilton teachers built a series of 4 or five week units and developed many auditory and visual materials which will facilitate small group instruction on individualized approach to learning. For example, science teachers used the tape recorder to provide directions to chemistry students through

the use of a number of basic science kits and Taped directions allowed students to work at their own pace on experiments necessary to meet Regents requirements.

Schedule Flexibility

The new Atlanta Four Quarter Program may be a guide to educators interested in developing a more flexible student schedule. The division of the curriculum into 4, 6, 8, 10, or 12 week segments will facilitate the individualization of instruction and the ultimate implementation of a rescheduled school year plan which requires flexibility.

Some school systems have operated without modular schedules or a restructured curriculum. However, steps were taken in Hilton, Syosset, Hornell, and New York City which could result in greater scheduling flexibility. For example, Hornell introduced several three term courses and used a nongraded English course to meet special students needs. In the last summer the program was modified to provide short semester course in place of full year courses.

Modular scheduling was introduced, but was not widely used in the ESY programs. However, special computer scheduling programs were built to permit a wider use of multilength class periods or schedules which required only two, three, or four class sessions a week instead of the traditional five. This pattern was used in New York City and at Hilton.

1. The ESY studies show that students can successfully meet course requirements without holding to a rigid pattern of five classes a week.

2. ESY studies show that greater flexibility can be introduced where traditional sequences are broken.

Children Can Take It

One of the objectives of the extended school year project was to ascertain whether children are able to work successfully in a lengthened school year program. One question was repeated over and over throughout the country.

Q. Can children take a longer school year?

A. The research studies in New York State and elsewhere in the country repeatedly show that all children can benefit from their involvement in a lengthened school year program.

The reseach studies show that children can actively participate in a lengthened school year program without harm to them physically, emotionally, socially, and academically. Word are often used like "take," "endure," "suffer," "survive"; they are often used in a derogatory sense. The implication is often given that the involvement in a lengthened school year program is something distasteful.

Observers in schools where children had been involved in an extended school year program for several years have repeatedly been surprised at the reaction of students to their questions. For example, Commack children were happy youngsters who worked steadily and conscientiously through an acceleration program. It was never a question of endurance. These children were never pushed or pressured. Their educational gains were the result of continued application in well motivated classrooms. In one classroom volunteer students from an earlier program were so enthusiastic about their programs that they talked some 10 to 12 nonvolunteers into attending school on a year round basis.

Physical Health

Children in the Extended School Year programs showed no ill effects from a lengthened school year. The New York State studies supported the findings of educators in Newark and Nashville.

"Good physical health was a by-product of an 11 or 12 month school program"

Perhaps the best evidence of the impact of the extended school year on physical health lies in the Human Resources ESY Program.

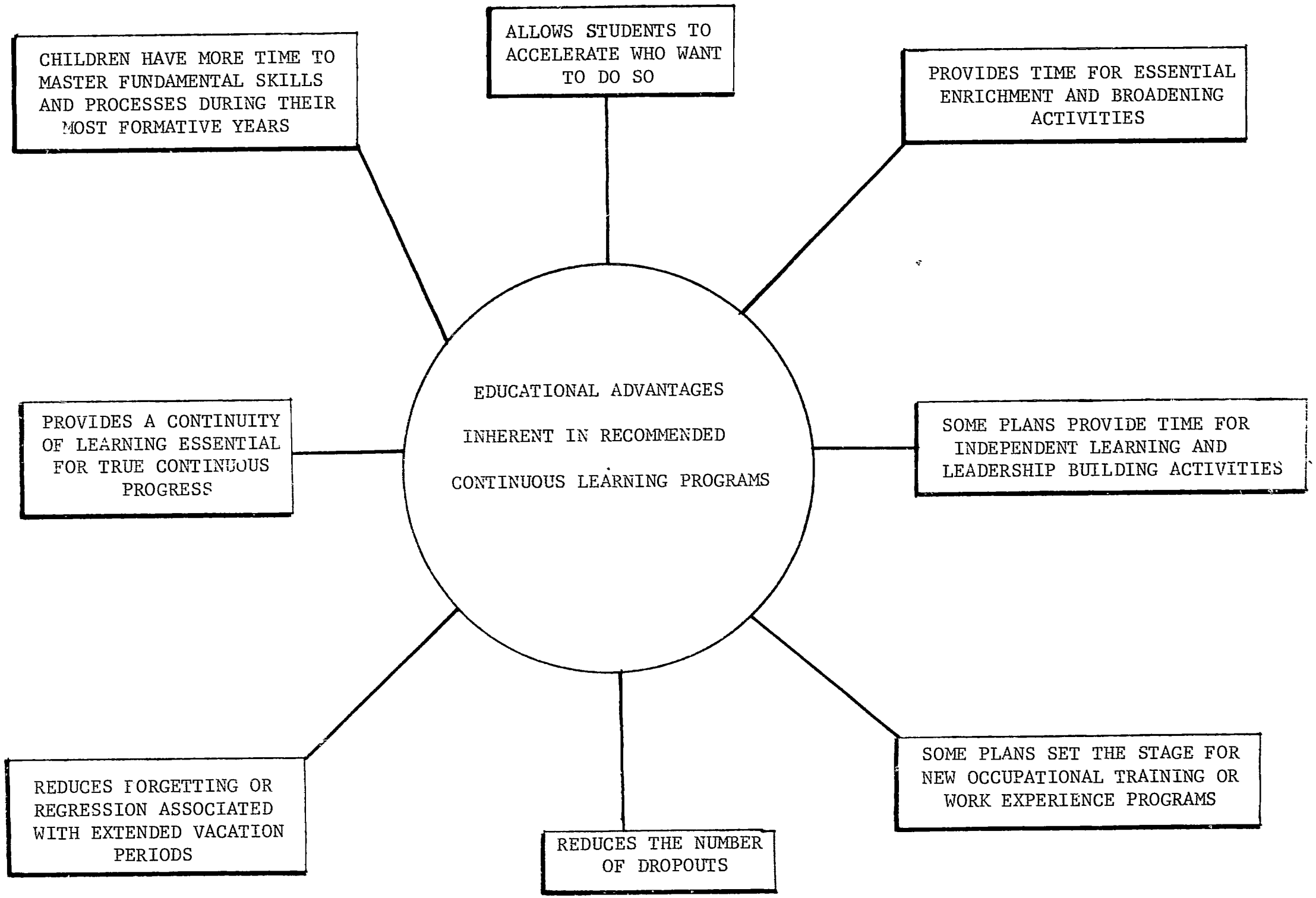
> Illustration: At the outset parents of the children in the School of Human Resources practically begged for assurance that the physically handicapped children who were confined to wheel chairs would not be harmed. Some had tears in their eyes as they sought out the researcher. "Our children are not physically strong", they said, "we have been told that they have to be protected. They need the summer to recuperate their strength."
>
> Four summers later the parents are happy and enthused about the program. What started as a voluntary continuous learning program was made a permanent mandatory program for all students from grades K through 12. The pupils are happy as they work through a well structured and balanced program. They are making steady academic growth with no signs of emotional or physical difficulty resulting from an 11 month academic program followed by a month devoted largely to recreational or enrichment activities.

The report of the school doctor who is a noted figure in medical circles is significant. He said:

> "The positive aspects of an extended school year program from a physician's point of view, are so great that this should be standard operating procedure for any school for children with physical handicaps."

Educators as well as the Medical Directors at the Human Resources School concluded that involvement of the physically handicapped in a year

Figure 20


CHILDREN HAVE MORE TIME TO MASTER FUNDAMENTAL SKILLS AND PROCESSES DURING THEIR MOST FORMATIVE YEARS
ALLOWS STUDENTS TO ACCELERATE WHO WANT TO DO SO
PROVIDES TIME FOR ESSENTIAL ENRICHMENT AND BROADENING ACTIVITIES
EDUCATIONAL ADVANTAGES INHERENT IN RECOMMENDED CONTINUOUS LEARNING PROGRAMS
PROVIDES A CONTINUITY OF LEARNING ESSENTIAL FOR TRUE CONTINUOUS PROGRESS
SOME PLANS PROVIDE TIME FOR INDEPENDENT LEARNING AND LEADERSHIP BUILDING ACTIVITIES
REDUCES FORGETTING OR REGRESSION ASSOCIATED WITH EXTENDED VACATION PERIODS
REDUCES THE NUMBER OF DROPOUTS
SOME PLANS SET THE STAGE FOR NEW OCCUPATIONAL TRAINING OR WORK EXPERIENCE PROGRAMS

round school is beneficial because it allows children to continue therapeutic and rehabilatation activities as well as social and academic activities. The evidence lies in their institution of a permanent year round program, without requesting additional financial assistance.

The school doctor who worked with the children at Green Chimneys during July and August as well as during the regular school year was unable to find any evidence of injury to the health of the year round students. Medically, there were fewer problems. The medical staff and consulting specialists reported a more relaxed pattern of student life was evident at the start of the September term than had been evident in prior years.

Thousands of boys and girls have worked through lengthened school year programs in New York State and elsewhere without showing any evidence that their health has been impaired. School doctors report that the regularity of school attendance and living patterns has contributed to the maintenance of good health.*

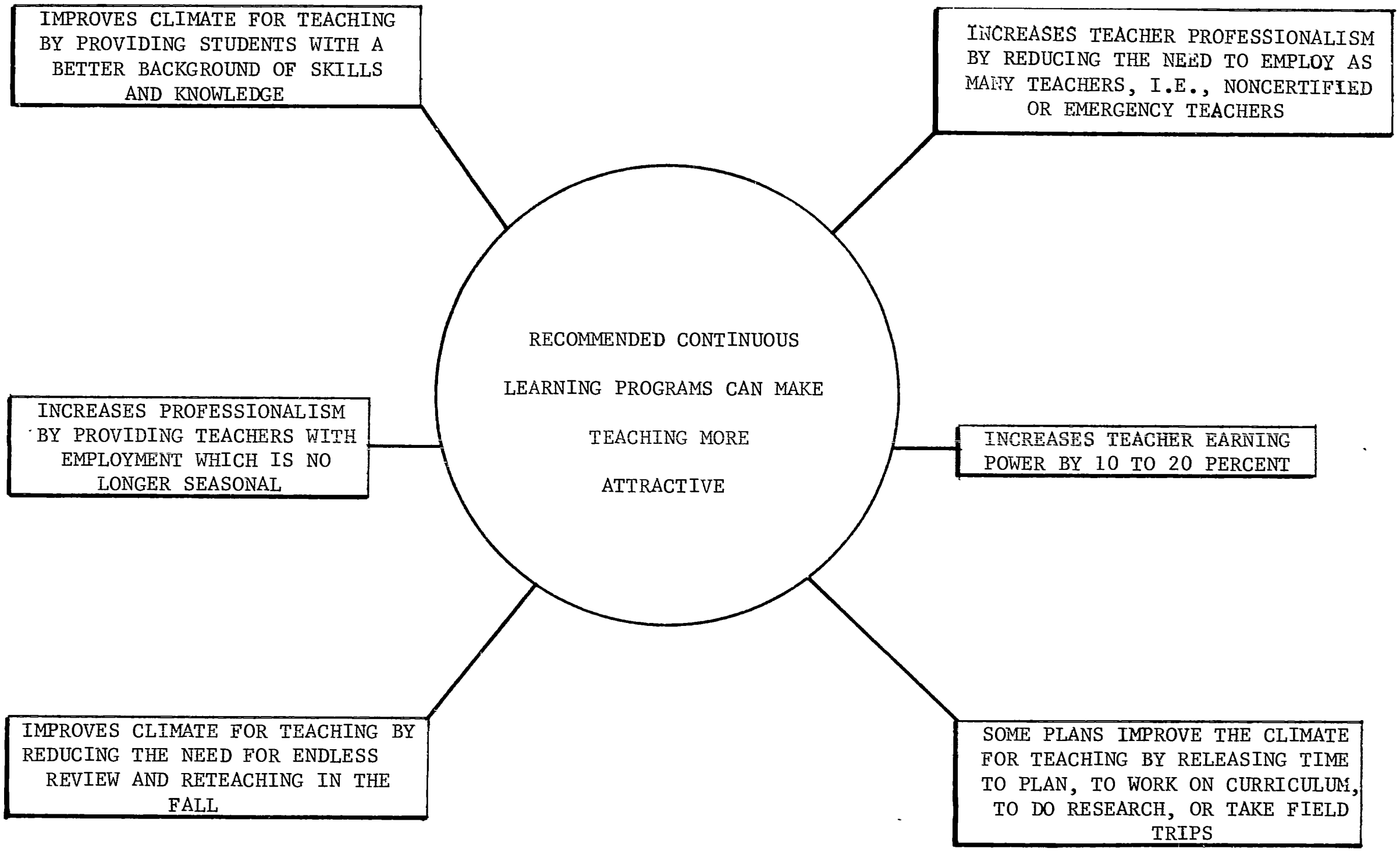
Student Attendance

Studies conducted in the New York pilot school districts support findings of administration of earlier year round school programs. Less pressure was placed upon ESY students to attend school during July and August than is normally exerted between September to June yet summer attendance averages exceeded the average for the fall, winter, and spring terms.

A followup of individual student attendance records over the course of 4 years failed to show any drop in ESY student attendance in the regular school which could be considered as compensatory for the summer involvement.

*One school superintendent reports that a summer lunch program was especially helpful in an area where an extended summer vacation would have left hungry children wandering about the city.

Figure 21


IMPROVES CLIMATE FOR TEACHING BY PROVIDING STUDENTS WITH A BETTER BACKGROUND OF SKILLS AND KNOWLEDGE
INCREASES TEACHER PROFESSIONALISM BY REDUCING THE NEED TO EMPLOY AS MANY TEACHERS, I.E., NONCERTIFIED OR EMERGENCY TEACHERS
RECOMMENDED CONTINUOUS LEARNING PROGRAMS CAN MAKE TEACHING MORE ATTRACTIVE
INCREASES PROFESSIONALISM BY PROVIDING TEACHERS WITH EMPLOYMENT WHICH IS NO LONGER SEASONAL
INCREASES TEACHER EARNING POWER BY 10 TO 20 PERCENT
IMPROVES CLIMATE FOR TEACHING BY REDUCING THE NEED FOR ENDLESS REVIEW AND RETEACHING IN THE FALL
SOME PLANS IMPROVE THE CLIMATE FOR TEACHING BY RELEASING TIME TO PLAN, TO WORK ON CURRICULUM, TO DO RESEARCH, OR TAKE FIELD TRIPS

Some research evidence leads many educators to conclude that winter months are the least desirable from a health and achievement basis. A study of school attendance records would lead to the conclusion that more may be accomplished in the summer months than during the winter term.

Emotional Health

From time to time teachers in all schools will observe signs of emotional tension due to the frustration some students have as they work in the regular school setting. People repeatedly said that the ESY program would be bad for the emotional health of children, but the evidence has not borne this out. ESY teachers have repeatedly stated that they have not had to cope with as many emotional problems in the summer as they normally do.

a. Failure. One reason for the apparent decrease in emotional tension may be due to reduction in the amount of failures. This was especially true in the continuous progress programs where slow learning pupils were not forced to try to complete a year's work in the standard 10 month school calendar. The fact that they could take a Regents examination in August helped other pupils who had not completed a course in mid-June. The Hornell three term course in mathematics allowed students to work under less pressure. Here the incidence of failure was drastically reduced.

b. Academic Regression. ESY teachers repeatedly found it was no longer necessary to spend long periods of time reteaching. The amount of student regression is low in year round programs. Therefore, students can move into new learning activities without being exposed to the frustration of repetitive review and reteaching so commonplace when school resumes in the fall. This led to a reduction in the emotional tension frequently observed in schools.

c. Emotional Regression. The Green Chimney's School staff reports a dramatic reduction in the emotional regress of children who were unapproachable when they formerly returned to school in the fall. In a program which provided virtually year round schooling the recess periods were kept short. As a result the highly charged, emotionally disturbed

children regress very little. This is a boon to the teachers because they no longer have to devote weeks to the task of reestablishing a rapport with their pupils. "The new program tends to be a settling one for emotionally disturbed children." The teachers report the ease of adjustment to the fall term to the continuity of learning provided in the extended school year program. The regularity of school activities seems to do something for all children, both handicapped and nonhandicapped. There is a sense of security when children can return to school after a vacation without having to readjust to a change in work patterns. The result is a reduction in frustration.

d. Discipline Problems. All ESY school administrators and teachers report a decrease in the number of discipline problems in the summer. The Green Chimney's staff reported a decided reduction in social and behavior problems over the course of an extended school year.*

Social Development

The school is a social agency as well as an academic institution. The August opening was one of anticipation for many students who while enjoying a vacation in July were anxious to meet old friends or to make new ones.

Children in rural areas reported an isolation that left an emptiness in their lives. School was a place where they could socialize and enjoy activities which could not be supplied at home. Urban children quickly tired of the streets and reportedly looked forward to new social contacts. With the widespread growth of summer schools a number of Syosset students said, "It's the in thing to be in school in the summer. If you stay home and don't have a job you're just out of things." A new girl in Hornell

*It should be noted that many of the Green Chimney's children are children who had been placed there by public schools in New York, New Jersey and Connecticut because teachers could not cope with them in the regular classroom.

said, I felt that I had to get into the Extended School Year Program in order to make friends."

Mental Maturity

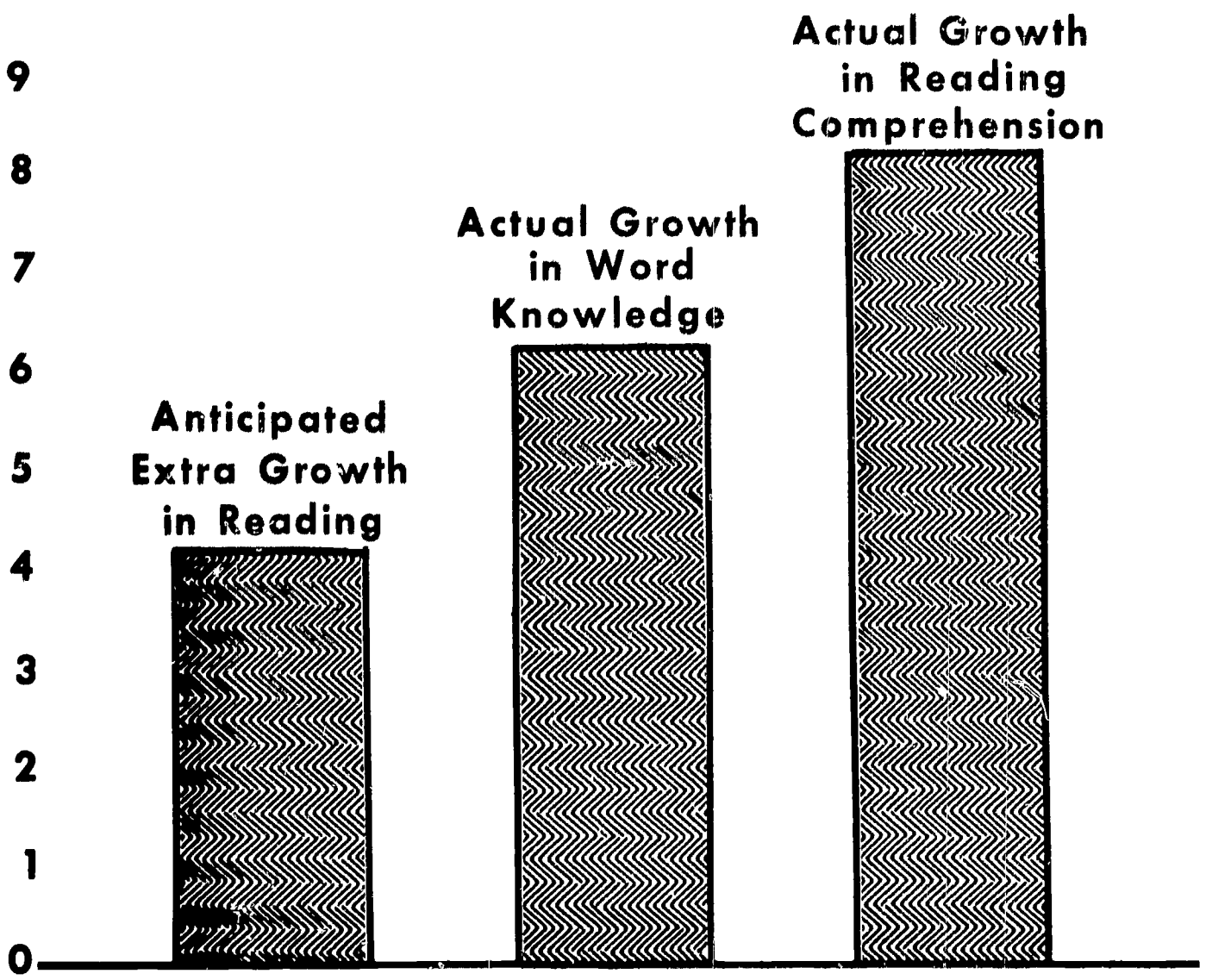
A famous psychologist said, "Send the pupils to school all year round and you will raise their I.Q's." He didn't say how many years it would take nor what tests should be used. Perhaps that is why there was no evidence of a change in the mental maturity or I.Q. scores of students who worked through the experimental extended school year programs.

Learning Continues Into The Summer

At the start of the extended school year project many teachers and parents frequently said, "All learning stops at the outset of summer." They spoke with conviction, but without facts. All of the pilot programs proved them wrong. Learning does not stop with the arrival of the summer solstice. Children and teachers may be a bit uncomfortable when they work in July or August, but their performance or academic growth is as good, if not better, than that of comparable peermates working in fall, winter, and spring terms. Studies of student marks and test scores of earlier year round programs support the evidence of the New York State extended school year programs. At least one of these programs showed the lowest achievement was made in the winter and not in the summer. Low student resistance and poor health are considered contributing factors to the low grades earned in the winter.

Figure 22

READING PROGRESS OF CHILDREN IN COMMACK'S EXTENDED SCHOOL YEAR PROGRAM OVER AND ABOVE THAT OF PUPILS IN A CONTROL GROUP



*Based on Metropolitan Achievement Tests administered in November to third grade pupils who have been in the pilot project 25 months.

Student Achievement in the New York State Extended School Year Programs

Achievement in the Commack Program

Reading Progress of Third Grade Students (November Metropolitan Reading Test). After 3.7 months of extra schooling the third grade ESY students showed a mean* gain of 6.5 months in reading comprehension and a 7.7 months gain in reading word knowledge over comparable students designated as the control group. The third grade ESY median* reading comprehension score was 8 months higher than that of the control group and 1 year above the national norm. The median word knowledge score was 6 months above the control and 9 months above the national norm.

Primary Grade Gain (May Metropolitan Achievement Test). The ESY primary grade attained higher achievement levels than its control on all seven Metropolitan Achievement Subtests. The mean gains ranged from 3.3 months in arithmetic problems to 6 months in reading and 9.8 months in spelling. These gains are considered significant since a computer analysis of ability factors indicated that the ESY group had a slightly lower potential than the control group. This conclusion is partly supported by the fact that the control group seemed to progress faster from November to May than the experimental group.

Achievement of Intermediate Grade Pupils, Grade 4, 5, 6 (May Metropolitan Achievement Test).

1. The mean ESY 4th grade composite or total test score was 4.2 months higher than that of the control group. In reading the ESY group exceeded the control by 3.1 months.

2. The mean ESY 5th grade composite test score was 3.8 months higher than that of the control. In reading the ESY group exceeded the control by 4.0 months.

3. The mean ESY 6th grade composite test score exceeded that of the control by 2.8 months. In reading the ESY score was about 1 month below that of the control group.

The 4th and 5th grade ESY gains were considered significant statistically at the 5 percent level. The 6th grade gain and loss cannot be considered significant.

*These mean and median gains were statistically significant at the 1 percent level which means they can not be attributed to chance.

Academic Gains of Low, Average, and High Ability ESY Children (Metropolitan Achievement Test).

Lowest Ability Gains. The ESY third grade November reading test mean was 7.1 months higher in reading comprehension and 7.3 months higher in word knowledge than that of its control.

The ESY third grade May reading test mean was 10.2 months higher in word knowledge and 8.6 months higher in reading comprehension than that of its control

The ESY third grade May test mean average for five subtests other than reading was 7.4 months above that of its control.

The ESY intermediate grade May reading test mean average was 4.5 months above that of the control; 6.9 months for grade 4; 2.4 months for grade 5; and 4.4 months for grade 6.

Average Ability Gains. The ESY third grade November reading test mean was 5.5 months higher in word knowledge and 6.6 months higher in reading comprehension than its control.

The ESY third grade May reading test mean was .8 months higher in word knowledge and .3 months higher in reading comprehension than its control.

The ESY third grade May mean test average for seven subtests was .5 months higher than the control group with negative gains being made in word discrimination and arithmetic computation.

The ESY intermediate grade reading achievement test means were only slightly higher for the fourth and fifth grades, 1.7 and 1.8 respectively, while the sixth grade was 5.5 months lower than that of the average ability group mean.

High Ability Gains. The ESY third grade November reading test mean was 8.3 months higher in word knowledge and 3.0 months higher in reading comprehension than its control.

The ESY third grade May reading test mean was 5.7 months higher in word knowledge and 6.1 months higher in reading comprehension than its control.

The ESY third grade May achievement test composite mean gain in other than reading word knowledge and comprehension was 5 months higher than its control.

The ESY intermediate grade reading achievement test means were higher than those of the high ability control group: 9.7 months in grade 4; 12.6 months in grade 5; and 7.3 months in grade 6.

Intermediate Grade Achievement--Iowa Test of Basic Skills (Fall Testing, 1967). The mean achievement of all intermediate grade ESY children is higher than the mean achievement of comparable students on a district-wide basis. The average mean 4th grade ESY achievement is 8.2 months higher than the district mean. The average mean 5th grade ESY achievement is 5.2 months higher than the district mean. The average mean 6th grade ESY achievement is 3.1 months higher than the district mean.

Statistical Analysis--General Observations. A computer analysis of the mental ability gives a slight edge to the control group. While categorized as having a lower potential for learning the ESY classes, with the exception of the sixth grade, constantly showed higher academic gains than children in the control category. A study of class achievement made in terms of ability subdivisions show:

The slow learner group made greater academic gains over its control than average and high ability groups made in terms of their controls.

The high ability group made greater academic gains over its control than average ability groups, but less than the low ability group made over its control.

Academic gains made by average ability ESY children were not significantly higher than those made by the average ability control group. They were lower than those made by both the low and high ability groups over their respective controls.

Achievement in the Cato-Meridian Program

The ESY students made their greatest gain in work study skills, i.e., map reading, reading of graphs and tables plus knowledge and use of reference materials. The gain was significant at the 1 percent level which means that the results could not have been attained through chance. Since the only known variable not controlled was the lengthened school year, the achievement in work study skills is attributed to the lengthened school year program

The experimental group (1964-1967) made larger academic gains than its control (1961-1964) on the total or composite of the Iowa Basic Tests. Statistically, the difference was not great, but it indicated a trend towards significance at the 10 percent level. The possibility of this achievement difference occurring by chance alone is one out of 10 times.

Progress on Stanford Achievement Tests. Stanford tests were used to compare achievement of students having 1 year of lengthened school year experience with students having no years. The experimental group exceeded its control but differences are not considered statistically significant.

Stanford tests were used to compare achievement of students having 2 years of lengthened school year experience with students having 1 year. Fifth grade experimental group achievement on the arithmetic computation subtest was higher than the achievement of its control. This difference was considered statistically significant at the 1 percent level. The experimental group made a greater gain than the control group on the following subtests: word meaning, paragraph meaning, spelling, language, and arithmetic concepts, but the gains were not high enough to be considered significant.

Stanford tests were used to compare achievement of students having 3 years of lengthened school year experience with students having 2 years. The achievement of the experimental 6th grade group was higher than its control on all subtests namely, spelling, language, arithmetic computation, and arithmetic concepts, but statistically the differences are not considered significant.

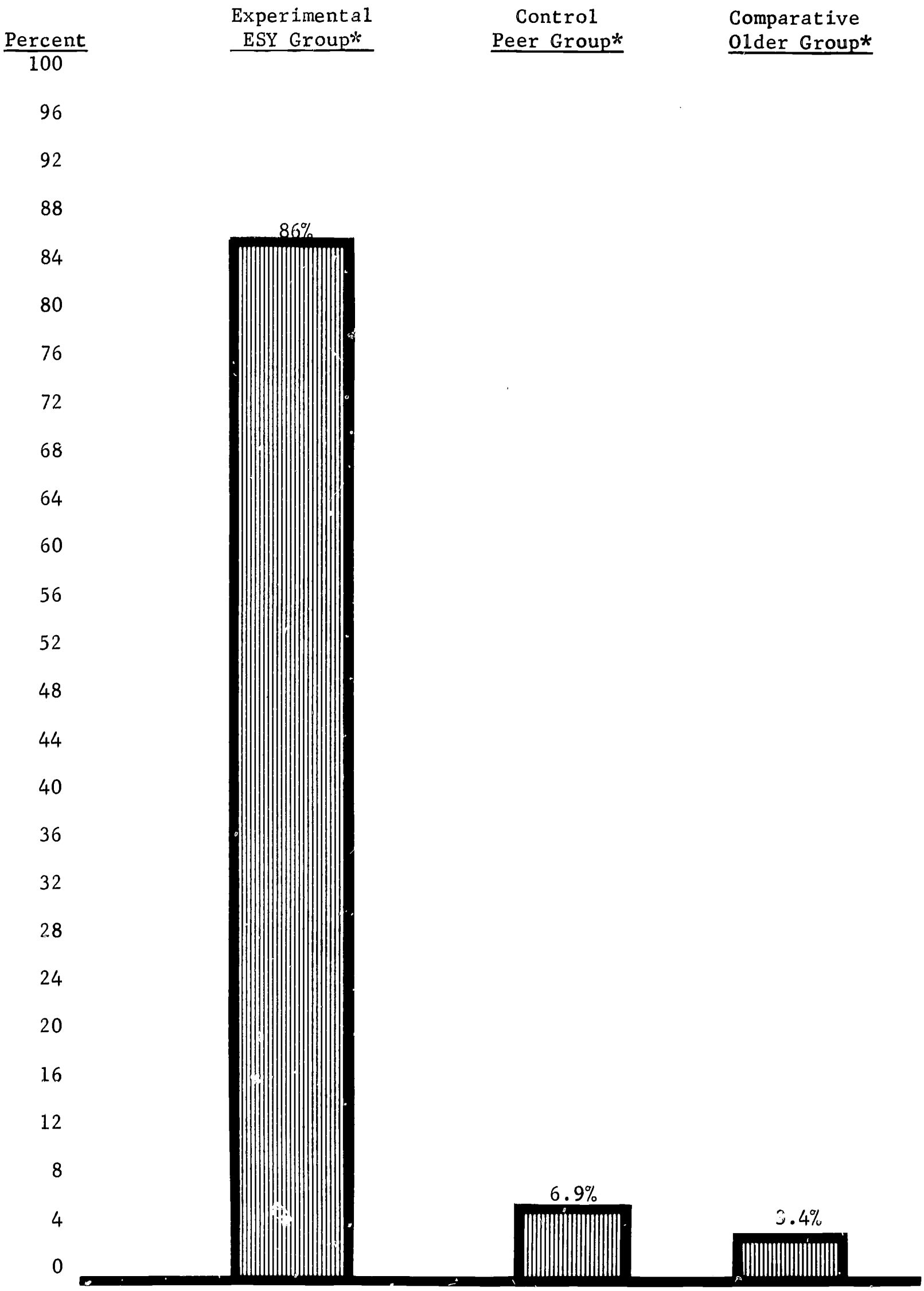
Progress of Experimental Students in Terms of High, Low or Average Ability (I.Q.). Experimental and control groups were divided into subgroups to show the impact of the extended school year on children classified as having high, average, or low ability.

One Year vs. None. The children in each of the three ability groups, high, low, and average, exceeded the gains of their controls on the Stanford Achievement Reading subtests. Gains were not considered significant.

Two Years vs. One Year. The low ability experimental group made a greater gain than its control on the Stanford Achievement subtests in paragraph meaning. This gain was considered significant at the 1 percent level. The low ability experimental students made a greater gain than control students in reading for word meaning, language, arithmetic comprehension, and arithmetic concepts. The differences in the comparative achievement were not significant.

Figure 23

COMPARATIVE NUMBER OF STUDENTS EARNING ENOUGH CARNEGIE UNITS TO BECOME ELIGIBLE FOR GRADUATION ONE YEAR EARLIER THAN USUAL



*Based on 86 students in subgroups 1 and 2.

The average and high ability experimental group exceeded the achievement of their controls on all subtests of the Stanford Achievement Tests, but the gains were not significant.

Three Years vs. Two Years. The low ability ESY group gained more than its control in reading for word meaning on the Stanford Achievement Test. This gain was beyond the 1 percent level and must be considered as a significant growth. The low ability group made greater gains than its control on all other subtests, but differences were not statistically significant.

The average ability ESY group made greater gains than its control in all subtests of the Stanford Achievement Test except arithmetic concepts. Gains were not statistically significant.

The high ability ESY group made greater gains than its control on all Stanford Achievement Test subtests. Gains were not statistically significant.

Specific Observations. Academic gains are not large enough to support the thesis that the lengthening of an elementary school day improves student achievement. There was no evidence that extra time provided was earmarked for a specific purpose; the assumption has been made that much of it was wasted. There is evidence that the lengthening of the school day at the intermediate level contributed to an expansion of the science and foreign language programs.

Students in the experimental program made academic gains, but statistical analysis failed to reveal sufficient gains to uphold the hypothesis that the Cato-Meridian Extended School Year Plan could ultimately reduce school costs.

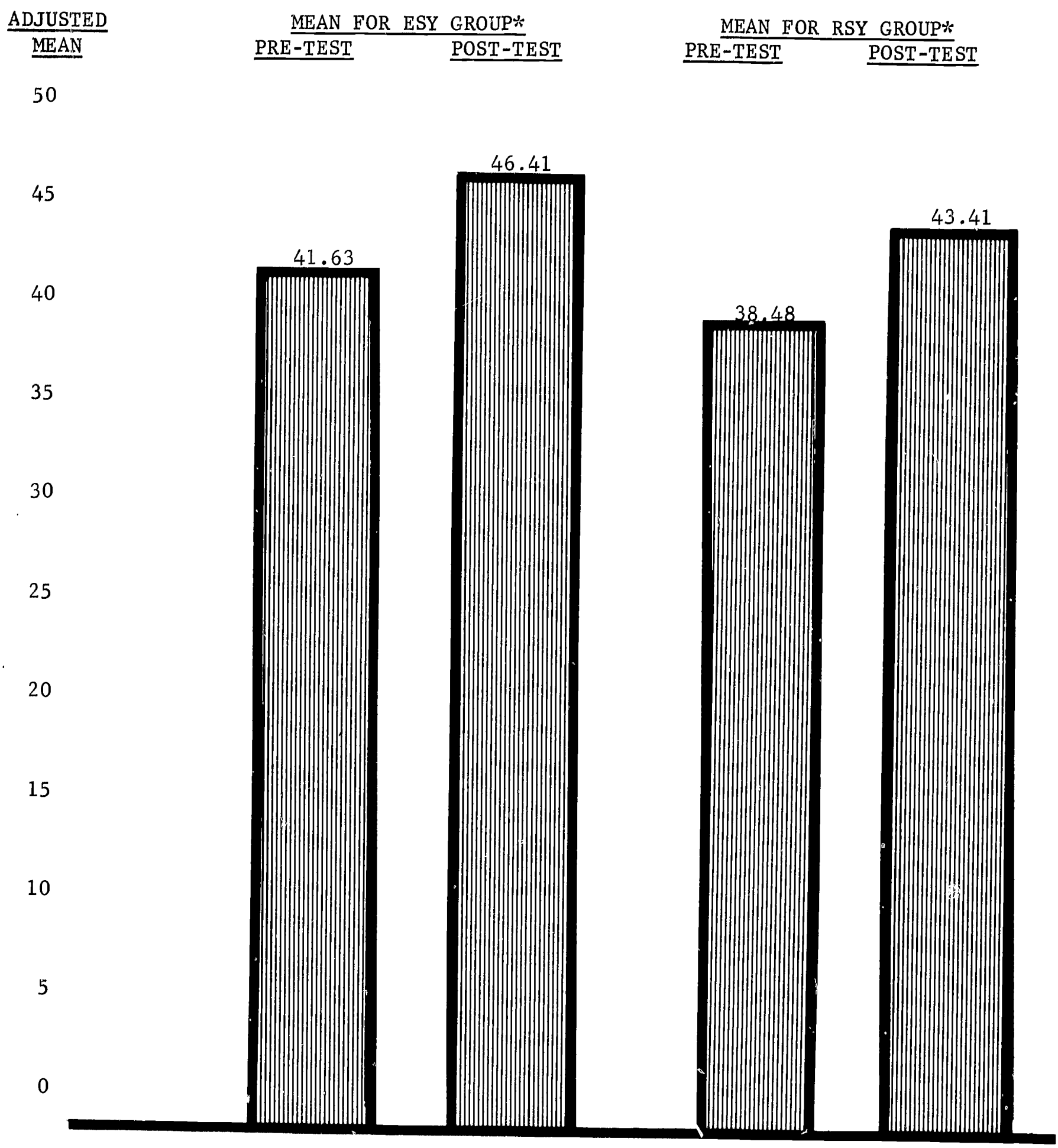
The most significant gains were made in the lowest ability (I.Q.) groups. This supports the findings in other extended school year programs that slow learners or disadvantaged children benefit educationally when placed in a well-structured extended school year program.

Achievement in the Syossett Program

Achievement of Average and Above Average Pupils. ESY students taking tests on completion of a 6 week, first time, full year course in 8th grade social studies, 9th grade English, 10th grade math and/or earth science, showed that they had learned as much or more than matched students taking equivalent courses in the regular school year.

Figure 24

MEAN PERFORMANCE OF 54 EXTENDED SCHOOL YEAR STUDENTS WHO TOOK AMERICAN HISTORY IN THE SUMMER COMPARED TO THE MEAN PERFORMANCE OF 54 REGULAR SCHOOL YEAR STUDENTS WHO COMPLETED THE COURSE IN THE 10 MONTHS



*Statistical analysis shows that the ESY students do as well, the mean differences are not statistically significant.

ESY students who completed social studies 8 in one summer received an average grade equivalent score of 11.3 on the Stanford Achievement Test. This was higher than the comparason group mean score of 11.1 and the control group's mean of 10.8 following completion of a similar course in the regular school year.

Students completing full time academic courses in the summer took the next sequence course in the fall with older students. They received equivalent or better grades than upper classmen. ESY students who took world history with older students received a median grade of 85 compared to the comparison group's 83. ESY students who took English 10 with older students received a median grade of 81 compared to the comparison group's 80.

ESY students completed English 9 in one summer. There was no significant difference between their grades and comparison and control group grades. The ESY students went on to take English with older students. There was no significant difference in their grades and those given to the comparison and control groups.

Final grade averages of ESY students in English, mathematics, science, and social studies, showed the experimental students were holding their own in terms of the comparison group. The ESY students had a median grade average of 83 and a mean grade average of 80 whereas the comparison group had a median grade average of 80 and a mean grade of 80.

Achievement of the Low Group. Syosset's low group cannot actually be described as a low ability group because it contained students with I.Q.'s ranging from 85 to 128.

Individual students in the low achieveing category made satisfactory growth while others did not. Lack of progress for some students did not stem from lack of ability, but rather from personal problems and/or factors outside the school's control.

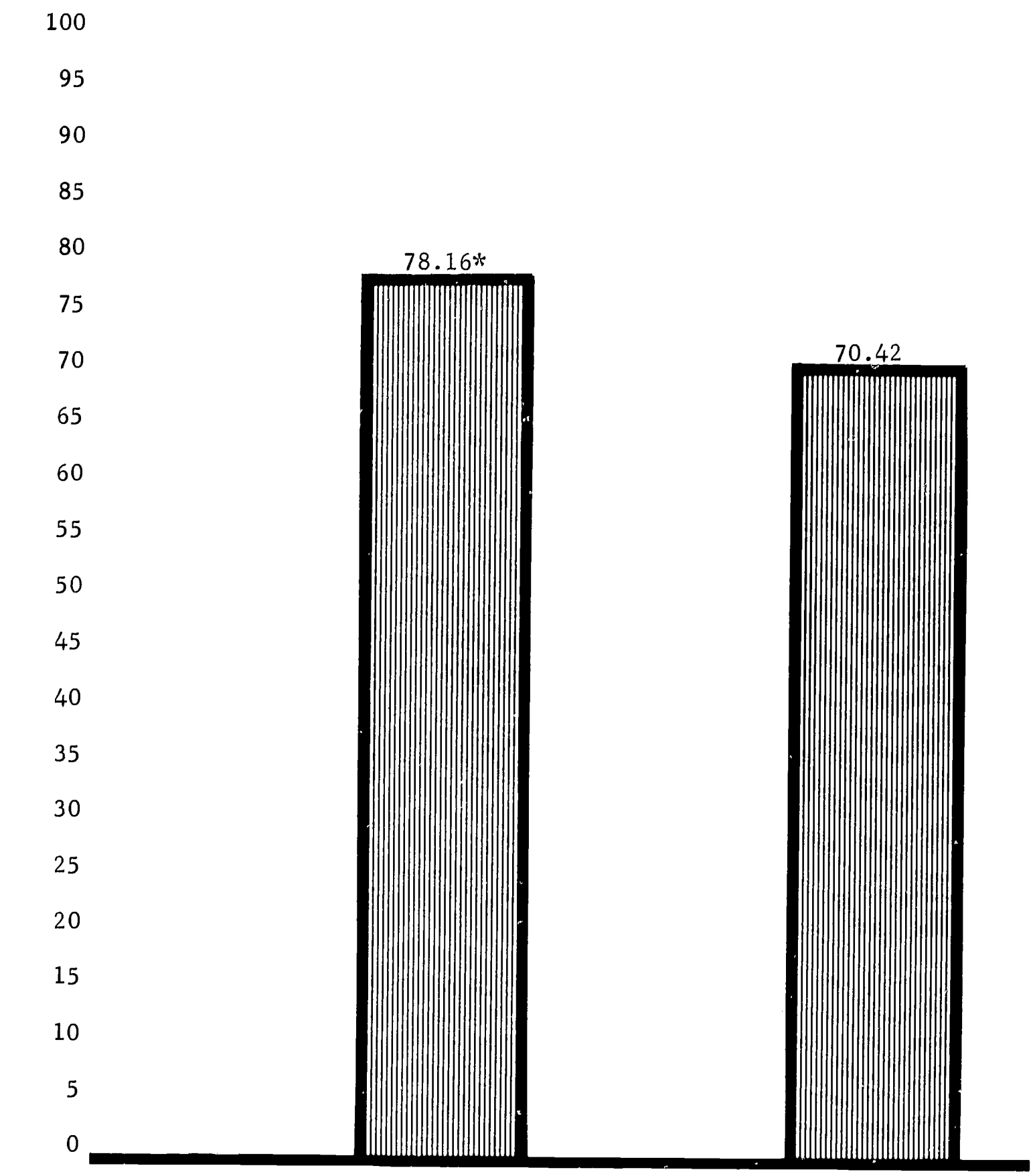
Achievement in Hornell's Modified Summer Segment

Academic Achievement. Students in the Modified Summer Segment program were not expected to out-perform students completing courses in 10 months. The objective was to demonstrate that they can do as well academically as other students do in the regular school year. This they did.

A comparison of the June and August Regents Examination scores showed consistently high performance had been made by students taking the compacted 7 week course.

Figure 25

COMPARATIVE BIOLOGY REGENTS EXAMINATION SCORES OBTAINED BY STUDENTS COMPLETING BIOLOGY IN 7 WEEKS COMPARED TO REGULAR SCHOOL YEAR STUDENTS COMPLETING COURSE IN 180 DAYS



*The mean score of 78.16 was significant at the 1 percent level.

Regents biology examination scores obtained by 61 students in the summers of 1965 and 1966 were compared with those obtained by 123 students who took biology during the regular school year.

The mean performance of the summer segment students was 78.16 compared to the mean performance of 70.42 for the regular students. A statistical analysis of the biology Regents test results reports the mean score of the modified summer segment group was significant at the 1 percent level. These results cannot be attributed to chance.

Other Regents examination comparisons showed the Extended School Year students did as well, if not better, than regular school year students.

Standardized tests were administered to all Extended School Year students in May following the completion of August programs. Statistical analysis of ESY students performance was made with that of control students just finishing comparable courses. The statistics repeatedly show that Extended School Year students did as well, if not better, than control students.

Fifty-eight ESY students who took the STEP tests 10 months after completing math 8 in a summer segment course showed a higher level of achievement had been reached than its control. The statistical analysis showed the gain was significant at the 1 percent level.

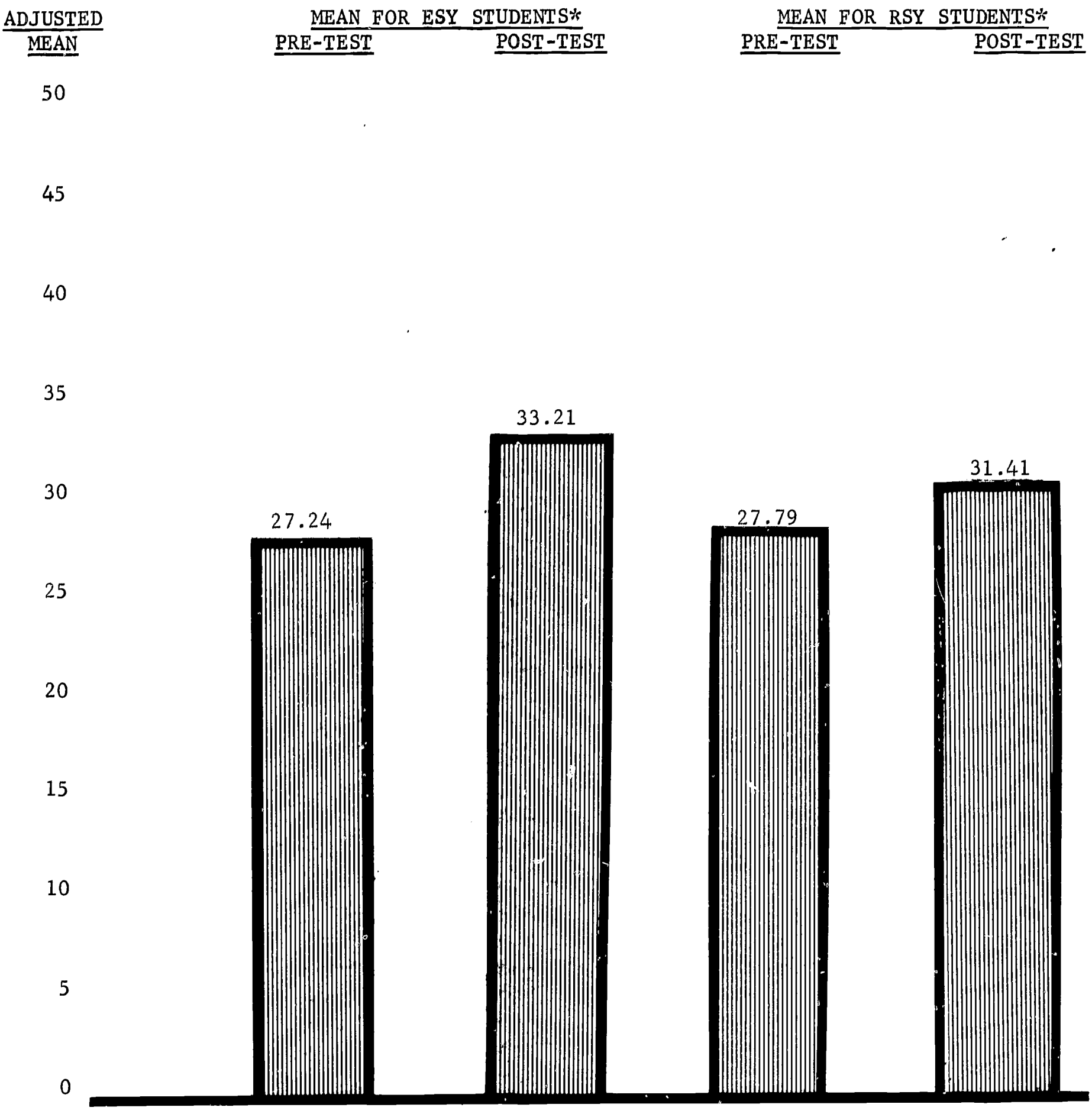
The achievement of 99 ESY students who took mathematics as a first time, new subject, was compared with that of 99 matched students taking similar math courses in the regular school year. Statistical analysis of the mean scores of the two groups showed the gain of the ESY students over the control group was significant at the 1 percent level.

The achievement of 604 ESY students from grade 8, 9, 10, 11, and 12 was compared to that of a comparable or matched group of students taking the same courses in the regular school year. The ESY gain of 6.5 was compared to the 5.9 for the control. Statistically, the gain was not considered significant at the 1 percent level.

A comparison of mean scores of 61 ESY students who took biology in the summer was compared to that of 123 matched students who took biology in the regular school year. The ESY gain of 78.16 was compared to the 70.42 gain of the control. Statistically, the summer segment gain was considered significant at the 1 percent level.

Figure 26

MEAN PERFORMANCE OF 58 EXTENDED SCHOOL YEAR STUDENTS WHO TOOK MATH 8 IN THE SUMMER COMPARED TO THE MEAN PERFORMANCE OF 58 REGULAR SCHOOL YEAR STUDENTS WHO COMPLETED THE COURSE IN 10 MONTHS



*With covariance F = 22.6. This is considered significant at the 1 percent level.

Similar comparisons were made of the achievement of the experimental group and its controls in American history, world history, and chemistry. The differences in achievement of the two groups was not significant at the 1 percent level. However, the results show that the achievement of the summer segment groups continues to be as high, if not higher, than that of the control groups taking comparable courses in the regular school year.

Academic Achievement at the School of Human Resources

Evaluation. Pretests and posttests were given in all major subject areas. Statistical analysis showed positive gains were made in all subject fields.

> The educational gains were very significant in social studies 10 and business math at the .01 percent level.
>
> The educational gains were highly significant in English 7, 8, 9, and 10; in social studies 8 and 9; and in personal typing at the .001 percent level.
>
> There were gains in physical fitness and earth science but they were not considered significant below the .05 percent level.

Growth in academic areas between pretest and posttest of 40 points in English 10, of 42 points in social studies, and a 45 point mean increase in exam scores in typing, point up the fact that physically handicapped boys and girls do benefit academically from being involved in a well-structured extended school year program combining continuity of learning and enrichment.

> Elementary school children showed a mean growth of 2.8 months on the Stanford Reading Test and a mean improvement of 3.25 months in arithmetic.
>
> Junior high school students showed a mean increase of 10.3 month in arithmetic on the Iowa Test of Basic Skills. This gain paralleled the mean gain of 8.0 months on the wide range achievement test in arithmetic.

Physical fitness tests were given to measure student coordination, endurance, and skill. In every case, mean improvement was registered for elementary and for high school pupils, but the gains were not all significant.

> At the elementary level the gains for weight lifting were considered significant at the 1 percent level.

Improvement at the junior high level was considered significant at the 1 percent level in shuffleboard and pulley lifting.

In baseball throw the mean difference between pretests and posttests was just shy of significance at the 5 percent level.

Gains were made at the senior high level in five out of six activities, however, significance was evident at the .01 percent level in only one area.

In terms of the total physical fitness the resulting gains must be considered significant in that they refute the contentions of some rehabilitation professionals who contend that physically handicapped children cannot stand the "pace."

Academic Growth At Green Chimney's

A statistical analysis of the achievement tests administered to control and noncontrol students did show a language growth on the part of the experimental group was significant at the 5 percent level.

The experimental group showed gains were made which were higher than those made between pretests and posttests by the control group on the Stanford Achievement subtests for paragraph meaning, arithmetic applications. Statistically, the results were not significant at the 1 percent level.

Building a More Flexible School Day or Week
(A Precedent in the Pennsylvania Version)

In 1969 the Pennsylvania State Legislature passed a bill which could provide a large measure of flexibility so often desired by proponents of the Multiple Trails Extended School Year and other recommended lengthened school year programs. Subsection 1504 of Act 80 was not passed to support the adoption of any extended school year plan, but its enforcement in some areas will force schools to adopt a longer school year calendar.

The entire amendment is quoted verbatim as follows:

"Upon request of a board of school directors for an exception to the aforesaid daily schedule, the Superintendent of Public Instruction may, when in his opinion a meritorious educational program warrants,

approve a school week containing a minimum of twenty seven and one-half hours of instruction as the equivalent of five (5) school days, or a school year containing a minimum of nine hundred ninety hours of instruction as the equivalent of one hundred eighty (180) school days."

To implement this amendment, several instructions and delimiting factors shall serve as guidelines:

1. The intent of this amending act is to provide a board of school directors greater flexibility in the development of its school calendar, provision for better scheduling of inservice programs, parental or parent-teacher conferences and teacher meetings, and such other activities during the school year, which activities cannot be counted as instructional time. The vital consideration is that the 900 actual hours of instruction time for elementary and 990 hours of actual instruction time for secondary schools shall be preserved.

2. All school programs which would require fewer than five and one-half hours of actual instruction time in any day for secondary programs or fewer than five hours of actual instruction time for elementary programs shall be submitted to the Secretary of Education for approval.

3. Any school program containing a school week of fewer than twenty-seven and one half hours of actual instruction time in the secondary school or fewer than twenty-five hours of actual instructional time in the elementary schools shall be submitted to the Secretary of Education for approval.

4. A school board may extend its instructional school year beyond the minimum of 180 days without approval. Approval is required only when the circumstances of items a and 3 above, exist.

5. This act in no wise permits a reduction in the legal requirement for at least 180 days of instruction for pupils, nor does it prevent extending the teacher term beyond this minimum.

Implications of This Law to School Systems Considering the Adoption of Double Sessions

Many school districts have used or threatened to place the schools on double or half time sessions when space shortages occur. While the school boards may consider double session schooling as a temporary or

emergency solution to a housing problem, there are many school systems where the temporary solution became semipermanent. At the present time proponents of one or more extended school year find themselves caught in the double sessions argument. For example, several school districts have committees studying the cost advantages in an extended school year plan and a double session plan.

This would no longer be possible in Pennsylvania since the prescription of 900 hours for elementary schools and 990 hours for secondary schools cannot be met in a 10 month school year with a 4 or 4 1/2 hour day. Adoption of double sessions will automatically force school districts to increase the number of weeks of instruction until the pupils are guaranteed the equivalent of the minimum amount of instruction provided in a standard 180 day school year.

> Recommendation. Redefining the minimum length school year. Any school district contemplating double session schooling should be required to guarantee that all students obtain the same amount of instructional time over the course of a calendar year which is provided in a regular school year. A redefinition of the school week and school year would clarify the issue. Thus, a school week containing a minimum of 27 1/2 hours of instruction may be considered as the equivalent of five school days or a school year containing a minimum of 900 hours of instruction is the equivalent of 180 school days.

For further clarification it may be spelled out that the redefined school year does not permit any school board to substitute a lengthened school day for a shorter school year.

The Isolated School District

Many educators and school board members would like to reschedule their schools, but there is a fear that they would become isolates. Nobody

wants to be the first or only school system to introduce a lengthened school year calendar. It is a break with tradition that frightens people. This is why it may help if measures are taken to coordinate the activities of several school districts in a geographic area. For example, at least six school systems in Monroe County have at one time or other evinced interest in the rescheduling of the school year to obtain classroom space or dollars. At least three of them have study committees in action, but they tend to work alone. As a result they duplicate each others efforts and may, because of the threat of being called radical, reject the adoption of an extended school year plan.

> Recommendation. A united front to solve a common set of problems. School boards in a common geographic area should attempt to solve the common problems of space and dollars through a combined effort. Local school administrators, special study committees, and other interested groups should consider the feasibility of the rescheduled school year as a joint effort.
>
> An additional planning grant should be provided whenever three or more geographically related school districts elect to reschedule their schools. Acceptance of such grants would not necessarily mandate the adoption of the same extended school year.

CHAPTER V

A TIME FOR ACTION

Yesterday goes back many years to a time and to a world which is fast disappearing. Tomorrow is on the horizon. There is no escaping the fact that it will be a far different world than most people can even imagine. Today's children are going to have to live in that world, but they are going to need assistance. Education will help them face that world, but the type of education will have to be much different than one finds in most schools. Changes are going to be made that will cost money.

The rescheduled school year is generally considered as an economy measure. It can be, but some portion of the savings which can accrue to school systems will go towards paying for the changes a little earlier than anticipated. In some school districts the rescheduling process may be a catalyst--one which accelerates or sets the stage for a new and more effective educational program.

The Knowledge Explosion

The curriculum in virtually every school in the country is being made obsolete by the knowledge explosion. Along with the need for revolutionary changes in techniques and materials is the issue of time. A regular school calendar doesn't give today's children enough time to master skills, assimilate knowledge, and apply what they have learned to the solution of personal and social problems. To meet this need for additional learning time it is recommended that consideration be given to the adoption of an extended school year plan which provides some additional instructional time.

A Conflict--More Time for Education or More Time for Economy

A school board can select an extended school year plan which will help it achieve desired economy goals, but it cannot afford to be greedy. Extended school year plans which produce the maximum dollar savings may not be best in the long run. Frequently, a compromise plan will establish a setting for learning which children need while still making a reasonable dollar saving. For example,

a. Selection of the 6 year accelerating trimester will cost more than the 4 year trimester. Educationally, pupils will benefit from having a chance to work through three "E" terms instead of one.

b. Selection of the nonacceleration Continuous Learning Year Cycling Plan referred to as the 8 to 9 or 8-2 plan will provide more learning time than the 9-3 or 10-3 term rotation plans. The school board will sacrifice a bit of space and a few dollars, but extra learning time should be worth the loss.

Recommendation: Freedom to Select a Lengthened School Year Plan. School boards should be free to select one of the recommended approaches to a rescheduled school year. Other new patterns should meet with the approval of the Commissioner of Education. Hopefully, the ESY design selected to resolve dollar or space needs will include worthy new educational features. Legislation which restricts a school board to a single ESY plan or design could be costly in the long run.

The Staggered Four Quarter Plan

This extended school year plan has received more than its share of publicity. All too often the staggered four quarter plan has been identified as the only approach to the rescheduled school year. In many states legislation has been introduced in support of this design and no other. Supporters of the plan fail to recognize the fact that it provides minimal education. It is virtually impossible to guarantee students a school year of

180 days if holidays, conference days,and bad weather days are included. More important is that most children cannot afford a 3 month break in the learning process. The regression which occurs over a 3 month vacation is not good for children. Supporters of a continuous progress philosophy of education reject this plan.

A school board which mandates attendance in three of the four quarters can save money, but the design is not recommended for adoption in New York State. It is virtually impossible to sell to the public as a permanent pattern of school organization in states where winters are severe and it is not educationally sound.

Legislative Action Is Necessary Before The Schools Can Be Rescheduled

Many people in New York State and elsewhere believe that the only barrier to the rescheduling of the schools is public understanding. They are unaware of the legal barriers which must be removed if a school district is going to take more than a token action.

The law gives a school board many powers. Some are spelled out very clearly. Others are implied. In some areas existing educational laws may be so definitive that it restricts the freedom of a local school board to reorganize a single school in terms of a lengthened school year.

> Recommendation: Attendance Regulations. Clarification of the Education Law is desired to insure that there is no misunderstanding about the school boards' power to mandate pupil attendance. The legislation should authorize local school boards to operate schools in terms of a full calendar year. However, it is recommended that a 220 day mandatory attendance limitation be established for the protection of children. Nothing in this time restriction will prohibit students from voluntarily engaging in school sponsored activities beyond 220 calendar days.

Boards of education are afraid to reschedule the school year until they receive assurance that they will not lose money by doing so. One barrier centers about the way State aid is calculated. The following recommendation should not be confused with another one which calls for an adjustment in the amount of money school districts receive. Attendance should be counted for each child regardless of the months in which State aid is earned.

> Recommendation: State Aid Calculations in Terms of a Fiscal Year. WADA or the weighted average daily attendance which is the basis for State aid payments should be calculated in terms of the fiscal year and not the traditional 10 month school year. Attendance should be counted for each child regardless of the months in which State aid is earned. It should be clearly understood that such attendance is based upon student involvement in a regular and continuous program of education. Attendance in a summer school or special enrichment program will not count.

New York State's educational laws are specific in some respects when it comes to defining a teaching year in terms of a 10 month contract. There is nothing to prevent a school board from employing teachers on a year round basis if they pay them for extra days of service beyond 10 months. Since some approaches to the rescheduling of the school year lend themselves to the employment of teachers for a period other than from September through June, clarification of the law regarding teachers is desired.

> Recommendation: Redefinition of the Teaching Year
> Enabling legislation is desired which will insure a local school boards' right to employ teachers for any full 10 month period necessary to implement a rescheduled school year. This means that teacher schedules can be established parallel to those recommended in a cycling plan.
>
> Nothing in the change regarding the redefinition of the teaching year shall modify the amount of money teachers receive when they actually teach or work in excess of a full 10 month school year. The present per diem or 10 percent per month features should remain unchanged. Nothing shall prevent teachers and school boards from negotiating separate contracts for an 11th or 12th month of employment.

It is recommended that consideration be given to the employment of teachers on a 12 month basis with specified paid vacations based upon length of service.*

It is understood that all rules and regulations regarding school requirements, contracts, and employment practices followed in the present 10 month school year will be extended to the full fiscal year. However, one change which has not been considered elsewhere in the United State is recommended. This is in relation to kindergarten age of entrance. An entrance age policy similar to one followed in Australia and England is needed, especially where a term rotation plan or a continuous progress philosopy of education is recognized.

Recommendation: Kindergarten Entrance Age Based on Birthday. Legislation should be passed which allows parents to enter a child into kindergarten when he becomes 5 years of age. With a rescheduled school year, the institution of prekindergarten classes and a greater acceptance of a continuous progress philosophy, the restrictions against the entry of children born after December 1 should be removed. The birthday entry would extend upwards to children entering school for the first time who are ready for first grade.

Entrance to school when a child becomes 5 years of age is accepted practice in Australia and England. Adoption of a similar less restrictive policy would eliminate much of the discrimination against the child who has had the misfortune to be born after December 1. The adoption of the Continuous Learning Year Cycling Plan which could place education on a truly year round basis would be a natural for the recommended birthday entry into school.

Financial Assistance During the Transition Period

All approaches to a rescheduled school year which are based upon student acceleration require a transition or adjustment period. While a

*Currently, if an extended teaching year should go beyond June 30, two consecutive contracts may be necessary--one covering the year ending June 30; the other, the year beginning July 1.

crash program can be instituted to speed up the reduction in student enrollments, the natural or gradual movement of pupils along the new time line is apt to be less controversial. As a result a school district will incur extra instructional costs during the first and second year of the acceleration trimester and during the first, second, and third year of the quadrimester. Other acceleration programs will require a longer period before new enrollment flow patterns take over.

In contrast, a number of nonacceleration approaches to rescheduling the school year can be instituted with an immediate release of classroom space. While these nonacceleration approaches will frequently require several years of refinement and adjustment, the objective of economy can be realized in the first year.

> Recommendation: Adjusting the State Aid Formula for the Acceleration Approach to a Rescheduled School Year. Any school district adopting an acceleration approach to the rescheduling of the school year shall receive an adjustment in its State Aid if students work through a lengthened school year which provides a minimum of 200 instructional days. The State Aid adjustment will be limited to payment of the difference between the regular allowance for WADA based upon the current 180 day school year and a maximum of 215 instructional days.

The technical aspects of reorganizing schools in terms of a lengthened school year tend to deter some districts. They want a cushion to fall back on if they make a mistake. For this reason some have recommended payment of a bonus or incentive grant over and above the adjustment in the State aid formula. This latter feature has considerable merit, especially where the incentive payment would lead to an increased interest in the adoption of a nonacceleration program such as the Continuous Learning Year Cycling Plan.

Financial Aid During the Implementation Period

No adjustment in the State aid formula has been recommended for non-acceleration programs because school boards can save money during the year in which a new extended school year plan is put into operation.

During the 1960's a number of school systems took steps which could facilitate the operation of a flexible extended school year program. Many principals and teachers would like to implement plans but they need help. As a result, it may be necessary to spend some money on the retooling process. Essentially, the money should be spent on inservice training activities and curriculum revision. For example, some staff members will study new scheduling techniques, a group of primary teachers will observe how teachers work cooperatively in an open school complex, some teachers will develop new teaching techniques, still others will develop materials required for the individualization of instruction.

> Recommendation: Prepayment of funds for planning, publicity, and school reorganization costs. Funds should be made available to school districts submitting plans or making firm commitments to reorganize a major segment of their schools in terms of recommended approaches to a rescheduled school year. The funds would cover expenses other than capital, which are directly related to implementation of acceleration or nonacceleration extended school year designs.

As long as the interest in the development of a flexible all year school plan is in isolated parts of the State, local school districts may need help in the revision of old curriculum or course of study guides. This tends to be costly. Therefore, steps should be taken which encourage several neighboring school districts to combine resources for a combined attack on the construction of units or materials required for the greater individualization of instruction in a rescheduled school year.

The amount of money made available for planning grants during the first year will depend on the action of the Legislature and Governor. A minimum of $20,000 per school district and a maximum of $75,000 was suggested for all but the big 10 city school districts. In view of the size of the latter it is anticipated that they will require additional planning time; therefore, specific requests for additional planning funds can be made after evidence has been submitted that they are interested in something more than an experimental ESY program.

> Recommendation: Special Planning Grants for School Districts That Work Cooperatively on Rescheduling Their Schools. A separate planning grant should be made available to school districts in a geographic area which demonstrate that three or more school districts will combine their staffs to restructure the curriculum or develop teaching techniques which will facilitate implementation of a continuous learning year program or other approved approaches to a rescheduled school year. The supplementary planning grant should be expended on activities which have a common base. It should eliminate costly duplication of time, effort, and material.

The Number of Year of Schooling

In 1963 the Diefendorf Committee recommendation called for a test of the feasibility of rescheduling the school year in terms of lengthened school year plans which would reduce the number of years of schooling from 13 to 12 or even 11 calendar years. While the concept of accelerating students through a series of lengthened school years to reduce the need for classroom space or dollars remains sound, 2 years of acceleration is excessive. Bright or gifted children do not require an extended school year to save 2 years. All they need is a chance to work in a framework which gives more than lip service to the concept of Continuous Progress.

Slow learning children need all of the learning time provided in a lengthened school year to complete minimum elementary and secondary school

requirements. This leaves the major emphasis upon student acceleration to the average learner who needs additional time to cope with the problems of growth and adjustment as well as the explosion of knowledge. While this group of children will be able to finish the 13 year sequence in 12, or even 11 years, the children also need more learning time.

Acceleration Is An Emotionally Laden Word

Movement through a series of lengthened school years does not mean that children are going to be pushed to do work which is beyond their readiness to absorb or master. Unfortunately, the word "accelerate" connotes speed. As a result, the charge will frequently be made that children are being hurt. All the arguments in the world to support the contention that graduates of one or more recommended acceleration extended school year plans will not be hurt falls on deaf ears.

Earlier publications* have discussed the maturity issue. One research study based upon a state and nationwide poll of college presidents and college admissions directors is summarized in Figure 19. It shows that saving 1 year out of 13 years of schooling will not deter students from entering college. The deciding factor will still be the quality of their preparation.

In the interest of a victory for the supporters of an acceleration approach to a rescheduled school year a compromise is desired. Some alternatives to the acceleration approaches may be easier to sell to the public, but there are features about the New York State trimester and quadrimester designs which are essentially good from an educational standpoint. Therefore, it is

*Extended School Year Designs, pp. 111-114.
Setting the Stage for Lengthened School Year Programs, pp. 97-98.

recommended that student acceleration extended school year plans be limited to a saving of 1 year out of 13 for the typical average learner.

> Recommendation: The Number of Years of Schooling. Any legislation based on rescheduling the school year in terms of the acceleration concept shall delete reference to the saving of more than 1 year out of 13. However, it should be understood that such prohibitions should not interfere with special programs for gifted and talented students who, without an extension of the school year, can readily save 2 years out of a 13 year sequence.

The reference to gifted and talented is made because special programs for these students are frequently created to meet their special needs and interests. Nothing is being recommended which would hurt them.

Leadership In The State Education Department

The role of the State Education Department is to establish regulations and guidelines, to work closely with school districts interested in implementing an extended school year plan, and to coordinate activities of school districts working toward realization of higher educational goals as well as the reduction of essential school costs.

Regents Examinations

Educators who believe in the value of the Regents Examination envision problems when new educational time lines allow students to complete prescribed courses at times other than when a Regents Examination is scheduled to be given. This issue was met during the experimentation years through the use of a limited number of secure examinations and through the preparation of special, approved Regents Examinations. The State Education Department will have to help school districts cope with the problem of Regents.

> Recommendation: Regents Examinations. Special consideration should be given to the problems local school districts have when course endings do not

coincide with normal Regents Examination dates. A flexible examination schedule will help school administrators cope with the problem. The development of an array of secure examinations is feasible.

Innovative Approaches to Teaching and Learning

Implementation of new programs is going to require considerable in-service training. Some school districts will require assistance in developing units or materials necessary for a more individualized instructional program. Help will be required in many areas, especially where innovative approaches to teaching and learning are considered essential for the development of a more flexible program. The State Education Department should be prepared to provide consultants who can help teachers and principals cope with curriculum adjustments necessary for a rescheduled school year.

Recommendation: Innovative Approaches to Teaching and Learning. The State Education Department must be prepared to provide leadership and guidance to school districts which need help in the implementation of a rescheduled school year, especially where they try to develop innovative approaches to teaching and learning and in the restructuring of the curriculum.

Coordination of Programs

The State Education Department should be prepared to help local school districts coordinate their ESY activities with work done in other school systems and with institutions of higher learning. Studies have repeatedly shown that a lack of administrative and teacher flexibility are the chief barriers to the implementation of a rescheduled school year plan. For example,

a. Attempts to use time equalization features of the Multiple Trails Plan to increase the availability of classroom space in occupational training centers have been resisted by school administrators. Frequently, this is due to internal bias and a lack of

readiness to take steps which will facilitate a greater degree of flexibility. Help in the area of scheduling children and buses is desired.

b. A survey of high school principals revealed an awareness of the need to release students who have completed course requirements before the end of a regular school year. However, most of them were not willing or ready to modify administrative policies which would allow qualified students to enter colleges which had openings other than the start of the September term.

Recommendation: Coordination with Higher Education
A task force representing colleges, universities, high schools, business and parent organizations, should be formed which (1) will survey the availability of college openings at other than fall entry and (2) establish procedures which will facilitate the movement of students from high school to college at new transfer points.

Considerable time and energy has gone into the development of the BOCES Occupational Training Programs. Many of the vocational training centers are expanding, but others are facing a problem of space and dollar costs. The principles of time equalization will provide new space and help reduce costs where enrollments warrant the establishment of two or more class sections. Help is needed by the sending schools and the staff of the vocational training center if students are going to obtain the advantages of a balanced program in both the high school and the BOCES Vocational Training Center.

Specifically, they need help in developing flexible student schedules.

Illustration: Several students completed the first year of work in the occupational training center. They wanted to return in their senior year to complete their training in a special field, but they were not able to do so because failure of a single junior course became a barrier. In one school, the failure subject was offered in the morning, therefore, the student was not able to meet A.M. classes at the training center. With the time equalization program the student would have been able to attend classes at the training center at a different time or on different days.

Similarly, students were restricted by the lack of readiness of the high school staff to schedule health classes on other than the 5 day a week basis. Through flexible scheduling students could have met all academic requirements and remained in the vocational training program. Without this flexibility the money spent for 1 year's work at the BOCES center was wasted.

Other students dropped out of the vocational training program due to a lack of interest or the inability to transfer to another field of study. With the time equalization program space and staff may be made available at little, if any, extra cost for exploratory programs.

All too often students are barred from taking part in a vocational training program due to bus scheduling problems. With help some of these problems can be resolved.

> Recommendation: Removal of Barrier to the Free Movement of Students to Vocational Training Centers. High school policies and practices which tend to restrict the movement of students from sending schools to the vocational training centers require review. Help may be needed in the area of rescheduling, the development of a more effective use of school buses, and the establishment of a revised guidance program. Inservice training of personnel teaching vocational courses will help facilitate the freer movement of students to and from their schools.

Recommendations for Instituting a Lengthened School Year Program in the Average School System

Many school systems have shown an interest in the concept of rescheduling the school year, but after a short time the interest fades away and the word gets around that the extended school year has been rejected. The question is "Why?" Considerable research plus field studies in over 100 school systems in New York State and other states shows that many extended school year plans are never implemented due to a wide variety of factors.

The Purpose of Objectives

Interest in an extended school year plan is generally evinced by individuals or groups of people who

1. are searching for a solution to the problem of efficient utilization of classroom space,
2. are looking for ways to reduce educational costs,
3. are interested in meeting the educational needs of special groups of children,
4. want to improve the quality of education.

Support for the Economy Objective

Educators have a tendency to automatically reject the economy objective before they have any evidence to support a generalization that one cannot save money through rescheduling the school year. It should be clearly understood that realization of an economy objective depends upon

1. the nature of the extended school year plan under consideration and
2. the approaches taken to implement the plan.

The superintendent of schools, the principals, the teachers, members of the board of education, and the public should recognize that dollar savings is a primary objective. However, no rescheduled school year plan will be acceptable or successful if it is not combined with some worthy educational objective. The danger lies in the readiness of many educators to go overboard on the realization of an educational objective. Frequently, a pet educational project gets in the way of the major objective.

Economy With The Acceleration Approach

All extended school year plans based on the student acceleration approach require an extra investment of money before space, dollars, or teachers can be released. This hurdle is not recognized by many people.

If it is, there is the danger that the emphasis will be placed upon an extended school year plan which has a long transition period. For example, the acceleration trimester can release space at the end of 1-1/3 school years, whereas the Continuous Progress Acceleration Program may need subsidizing for 5 or 6 years.

Few disadvantaged children will complete a basic 4 year sequence of schooling in 3 years or a basic 6 year sequence of schooling in 5. Educationally, the disadvantaged child will benefit from the program, but little, if any, space can be released.

Economy With The Term Rotation Approach--
Freedom of Choice Plans

The odds are all against the realization of much more than a token savings of space or dollars with any freedom of choice plan.

Student participation on a completely voluntary plan. Many educators refuse to face up to the dollar issue by supporting a voluntary student participation program. As a rule the voluntary aspect ultimately dooms the program, because the lack of a guaranteed minimum enrollment during all terms, quarters, trimesters, split trimesters, quadrimesters, or other segmented portions of the year tends to minimize savings and may actually introduce new costs.

Most freedom of choice plans make long range planning difficult. It may not be possible to employ all professional staff members or use classrooms in terms of established regular school year teacher to pupil or classroom to pupil ratios. Scheduling and curriculum problems tend to increase unless the curriculum is segmented into small learning periods and the emphasis upon sequence is reduced.

The partially voluntary student participation program. Administrative regulations which require students to attend a prescribed number of extra learning time blocks will help a school district realize the economy objective. For example, a requirement that students attend school on an 11 month basis for three out of 5 school years will increase the enrollments in the least desired term.

Voluntary student participation in a structured or manipulated ESY program. Imposition of a mandate is avoided by careful planning the program to insure that students will attend the least desired terms. For example, essential courses are scheduled in such a way that students are forced to work through a summer term to complete them. The best teachers or most innovative programs are offered in the summer term. A school within a school or a school within a system is created with the understanding that participation is limited to volunteers.

Economy Through Time Equalization

Acceleration programs release space and dollars by decreasing the number of years of schooling. Term rotation programs release spce by staggering vacations throughout the year. The Multiple Trails Time Equalization programs use a lengthened school year to restructure the nature of student daily or weekly programs. With time equalization the number of class sessions per week or the amount of time required per week is reduced. This frees teacher time, student time, and space. Any extended school year plan which requires 200 or more days of instruction per student can be redesigned to release space immediately through time equalization. Thus, The Continuous Learning Year Cycling Plan can increase the capacity of a school through both staggered vacations and a modified school day.

Realization of the Educational Objectives--Climate for Learning

Classroom space acquired through an extended school year may enable a school district to abandon portable schools or makeshift facilities. Part time schooling may be eliminated or smaller classes may be possible through the release of space and dollars. These are direct benefits which are predictable and can be translated into dollar gains.

Realization of the Educational Objectives--The Nature of the Teacher-Learning Project

Implementation of an extended school year program requires a flexibility which does not exist in many school systems. Failure to modify a curriculum or the teacher-learner process can destroy the ESY program before it has really been tested. What is done with time is more important than time itself. For example, institution of a continuous progress program at the elementary school without acceptance of the consequences at the junior high school or senior high school can lead to student and parent rejection of the ESY program.

The Choice of the ESY Design

Most extended school year planning committees fail to accomplish their objectives because they do not select or create an extended school year plan which can be sold to the public. For example, an acceleration plan which has as its objective the saving of 2 or more years of schooling will flounder on the emotionalism engendered by the maturity issue. The staggered quarter plan with mandated 3 month vacations for students in the winter has little chance of being adopted in more than half the states in the country, yet it is constantly recommended for consideration. Refinements of the term rotation plan can be made which appeal to parents instead of creating hostility.

The researcher has received thousands of oral and written requests for information about "The Plan." It must be understood that there is no one single approach to the rescheduled school year. There are many variations of the three major approaches. These must be considered in the light of the objectives and the way it is to be implemented. For example, the split acceleration trimester was created to save space through student acceleration. One school system has considered adopting the terminology without the trimester equalization feature. This will immediately eliminate all chances of instituting an extended school year plan which will release space and dollars.

Again, the freedom of choice trimester requires a potential 240 to 255 day school year. Without a change in the minimum number of day requirements it is impossible to recognize legal holidays and the minimum 180 day school year requirement. One study committee resolved this issue by creating a 270 day calendar, but attendance on Saturdays would have been a prerequisite. The public rejected the plan.

Public Relations

The public will accept a rescheduled school year, but acceptance depends upon understanding and a desire to realize a combination of high level goals. All too often an extended school year plan has been rejected in a poll because four or five vague extended school year plans were submitted for acceptance or rejection. Mere names became meaningless. Students, teachers, and parents will reject most extended school year plans if they do not understand them. For example, a school system can send out an inquiry regarding the parental reaction to a trimester plan, but what does it mean?

1. Does trimester apply to a freedom of choice, two out of three, trimester plan which does not release space through acceleration or does it refer to a

mandated three trimester extended school year plan which reduces the number of years of school?

2. Does the trimester calendar require a school calendar which is based upon 180, 210, 240, or 270 school days?

3. Will the new trimester plan be structured in terms of a minimal educational program or will it provide extra learning time?

4. How will the curriculum be modified to insure that students who elect the spring and summer term receive a program of education that compares with that provided students who attend the fall and spring term?

5. How long will it take to realize a desired release of space or dollars?

6. Is the trimester suited to elementary schools or is it recommended for secondary schools.

The public must be given the full story or it will not be ready to react either favorably or unfavorably to the proposal.

The News Media

During the study or planning stages it is essential that the newspaper, radio, television, or other news dissemination media are kept informed about what is being done. A reporter who describes the wrong plan or a poorly devised plan of implementation can destroy the ESY program before it gets off the ground.

Identification of Vested Interests

A small number of individuals who have vested interests will frequently destroy a program through a quiet and orderly appeal to emotionalism. These individuals can be identified and arguments can be prepared which will counter theirs if the Extended School Year Plan is based on a sound foundation. This is where selection of the extended school year plan becomes

important. The nature of a design and the procedures taken to implement it will often determine the nature of the arguments which can be used to defend a plan. For example, a frequent charge will be made that parents will no longer be able to take vacations in the summer. How does one answer this question?

Several decades ago few employees received more than 1 or 2 week vacations. Today, 3, 4, 5 or more weeks of vacation are commonplace, yet many new contracts limit the employee to a maximum of 2 or 3 weeks in the summer. The traditional 10 month school now becomes a barrier. If, however, the 8 to 9 week cycling plan is adopted, pupil vacation calendars can be prepared which provide 2, 3, or 4 week vacations in the summer plus four 2 to 3 week vacations over the rest of the year. With year round vacations in the offing one can answer the original argument. At the same time a year round or extending camping season becomes a possibility, thereby answering the charge that children will no longer be able to go to camp if schools are open in the summer.

Teacher Involvement--Economics

Teachers should be brought into the picture early. Usually, they want to see what it means to them in terms of dollars in their pockets and working conditions. From the outset, the teachers should understand the nature of the extended school year and how it can be implemented.

In a survey of 15 school systems, secondary school teachers reacted most favorably to a cycling plan or time equalization plan requiring at least an 11 month school year and providing a 10 percent salary increase. One dollar saving device requires teachers to teach six subjects over 11 months but with fewer preparations than they have per week now.

Ultimately, they may have more pupil contacts, yet the teachers have not opposed the statement, "We will take advantage of you by imposing the sixth subject, but it is necessary to do so if we are going to provide funds for the extra month's salary."

Many elementary teachers have been opposed to the institution of an 11 month program. However, this may stem from the concern they have for their own children who may be attending a school system which has not shown any interest in an extended school year. All working mothers have problems when schools close. Teachers, like nurses, typists, and other women workers are inclined to think of family responsibilites before job responsibilities.

Field studies have shown that many women would welcome a chance to teach in a year round program. If teachers are not free to do so or are not inclined to do so, replacements can be generally found.

Teacher Involvement--Implementation

Some extended school year plans may require few changes in the curriculum or in teaching practices. Others will require considerable inservice training as well as work with the curriculum. As a result a planning period may be required to help teachers resolve the implementation process.

Teachers may need to visit other schools to study new teaching techniques. Units or learning packages may be borrowed, purchased, or created to facilitate teaching in a segmented curriculum. Consultants from nearby colleges or the State Education Department may conduct workshops to help strengthen the curriculum and the teaching-learning process.

There are many ways to involve teachers in the rescheduling of the school year. How far they go depends on the nature of the Extended School

Year design and how it is to be implemented. One important point should be stressed again and again.

> Teachers should understand the primary objectives and how the Extended School Year Plan can realize them.

One extended school year plan which has been loudly acclaimed can quickly fall into oblivion because the students who elect to attend school in the summer are exposed to a so-called enrichment or watered down program. Teachers do not recognize this course in the regular fall, winter, or spring terms as having equal weighting with parallel or similar courses. Here, someone has lost track of the objective of equal and quality education.

The Need for a Coordinator

Responsibility for developing an extended school year plan should be given to someone who can provide guidance and direction to many groups of teachers, parents, and principals. The coordinator must be able to assume responsibilities and when directions are needed he must be prepared to give them.

Cost Analysis

Studies should be made to establish guidelines for immediate and long range cost studies. The cost comparisons for evaluative purposes must be made on the basis of a comparison of regular school year operational costs and extended school year costs. A common yardstick must be used such as pupil-teacher ratios, classroom-pupil ratios, bus seat to pupil ratios, total cost per student graduate. Operating costs should show what it would cost with a regular school year plan which required four, six, eight, or 10 more buildings than an extended school year plan. Here school plant operational and maintenance costs should be shown in terms of added or reduced

costs for the two programs. Long range building needs plus the nature of alternative emergency school housing plans may be made. For example, several New York State extended school year study committees are including double session school costs.

Teacher Teaming

Some extended school year plans can be implemented without teacher teaming. However, several recommended ESY plans will be easier to implement where a school system had adopted a continuous progress plan with a broad application of the team teaching concept. The Continuous Learning Year Cycling Plan will be much easier to implement in the primary grades where teachers have learned to work together instead of as isolates in the self-contained classroom.

Multimedia

Increased use of audiovisual aids and self-learning materials are desired. All materials which lend themselves to a greater recognition of individual differences and the need for a more diagnostic approach to learning will facilitate implementation of many extended school year plans which call for flexibility.

Evaluation

Steps should be taken to insure a periodic evaluation of the extended school year program. This evaluation should recognize both the original and new objectives as the society changes.

Other Schools and Other School Systems

The public schools do not and should not work in a vacuum. The educators responsible for the operation of parochial schools or other private

schools should be brought together in an attempt to help resolve their economic or educational problems. In helping a parochial school to realize dollar savings, the public schools will be helping themselves.

Industry and Education

Some extended school year plans can help industries resolve employee-management problems. For example, the 8 to 9 cycling plan can eliminate the necessity for closing a plant for several weeks in the summer. Year round schooling ' and a flexible continuous learning year can facilitate such things as year round vacationing. This will have an impact on transportation, communications, many service industries, and special season industries, i.e., the moving industry.

Conclusions

1. Extended school year plans have been developed or can be developed to realize economy and higher educational goals.

2. Past failures to realize the economy goals are due to the failure to consider ond or more of the preceding recommendations. For example:

   > Only one school system is known to have mandated student attendance from grades 1 to 12. All other programs were partial programs involving a limited number of schools or grades. In other school districts the voluntary aspect limited realization of the original economy objective.

3. All new extended school year plans must be evaluated in terms of the knowledge explosion and technological advances.

4. All new extended school year plans must be considered in the light of changing patterns of living.

5. Some extended school year plans can only be implemented through changes in administrative policies and teaching technologies. Here the extended school year serves as a catalyst.

6. Some extended school year plans are clearly unworkable, but they are often suggested as a threat to gain desired goals which will not "rock the boat."

7. A refined cost study of extended school year plans will sometime show an increase in school costs. This will be true where the school system has not operated on a sound business basis. This is often evident where year round school plant maintenance has been once a year maintenance. In such school systems costs may increase more than where educators have operated schools for children and in a business like manner.

8. Failure to pass bond issues in the past is no sign that a school board was trying to solve a school building program through a costly approach. Some extended school year plans are so new that few educators know their potential, therefore, nobody should be afraid to admit that an earlier plan may not have been the best solution to a problem.

9. Permissive legislation will facilitate the implementation of several approaches to rescheduling the school year in New York State and other states.

10. Implementation of many extended school year plans will require considerable flexibility and a readiness to take a new look at the present educational structure.

11. Vested interests will resist changes in many fields. This will be especially true if the adoption of a lengthened school year plan interferes with the desires of people who place personal needs above the education of children.

12. The knowledge explosion and a new pattern of life requires a different approach to education. This will cost money that is hard to get. Some extended school year plans will help to pay for the kind of education and a setting for learning that is needed for those who will soon be living out their lives in the 21st century.

13. Dollar savings in many small school systems will lead to dollar savings on the state and national level. While no statewide mandate is desired, it may help if state and Federal funds are made available to help school districts implement a new approach to the rescheduled school year.

14. The magnitude of the need for educational dollars is such that it is time to organize a working extended school year task force. Teams of experts should be free to travel almost like a road show to all parts of a state or country to help teachers, principals, school board members and the public see how one or more plans can resolve the local space, dollar, or educational needs.

CHAPTER VI

FEASIBILITY OF RESCHEDULING THE SCHOOL YEAR
A SUMMARY

Six years ago the State Education Department embarked upon "experimentation to discover the educational, social and other impacts of rescheduling the school year from the present thirteen year system to a twelve or eleven year system but still providing as many instructional hours as are now available under the present thirteen year system" (Education Law §3603-a, Subd. 16).

In the succeeding 6 years a number of designs for an extended school year were developed. Five public schools and two special schools tested four of the designs incorporating components capable of answering key questions about all designs. In addition a number of boards of education explored the potential of the designs for their schools. They worked with the Department's consultant, their staff, and communities. Many of them have plans ready for implementation when legislative action is taken. An inventory of pertinent existing evidence was made, including extended school calendars in other countries. A special study of college admissibility of younger freshmen was made.[1]

In the final year of experimentation a new series of designs were developed, known as The Continuous Learning Year Cycling Plan. In general, the cycling plan permits year-round use of school facilities but typically has only four-fifths of the students in attendance at any one time.

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[1]Detailed descriptions, findings, and recommendations appear in two previous publications: Extended School Year Designs, 126 p. 1966. Setting the Stage for Lengthened School Year Programs, 113 p. 1968.

The new term rotation plan was created to provide an immediate answer to the problem of dollars and space. One cycling plan calendar could lead to a gradual acceleration, but this aspect is not recommended. Today's children need additional learning time, therefore, it is suggested that the extra instructional days be devoted to the enrichment of the total program or to give slow learning children time to master basic skills. At the secondary school level the extra time sets the stage for a modified student-teacher day or week based on the time equalization principles of the multiple trails plan.

In the course of the experimentation a number of crucial questions were almost universally raised. The answers which the studies evolved appear below.

Questions	Answers
1. Can children take a longer school year.	Thousands of children have worked through lengthened school year programs in New York State and elsewhere without showing any evidence that the extra exposure to learning has hurt them.
2. Does all learning stop with the onset of hot weather.	Research studies have shown that children learn as well in July and August as they do during the regular school year.
3. Can schools operate in the summer without air conditioning.	Research studies have shown little, if any, difference in the learning that goes on in air conditioned classrooms and classrooms without air conditioning. Since private homes, public buildings, and cars are constantly being air conditioned, it is only logical to extend air conditioning to schools which tend to get warm in June and September as well as in July and August. All existing schools can be readily air conditioned through the expenditure of a small fraction of the potential dollar savings accruing to local school districts by rescheduling the school year.

Questions	Answers
4. Can money be saved by lengthening the school year because teachers will have to receive higher salaries?	ESY plans which lead to reduction in student enrollments at any given period of time will require fewer teachers. This reduction in staff size leads to savings in teacher salaries and fringe benefits. They will more than offset payments for an 11th or 12th month salary of a smaller teaching staff.
5. Do children need the summer to recuperate after a long period of schooling?	Children need a rest or change of pace several times a year, not just once. Several lengthened school year designs provide such breaks at the end of 8, 9, or 10 weeks. These 2 or 3 week vacations should suffice since there is no evidence that children or teachers require 10 to 12 weeks to recuperate.
6. Will parents be able to take vacations with their children?	Recent studies show a change in vacation patterns. Department of Labor statistics show an ever increasing number of employees receive 3, 4, or 5 weeks of vacation a year. However, many of them are limited to a two week vacation in the summer, the rest of their vacation time being taken during some other season when schools are in session. The Continuous Learning Year Cycling Plan and other variations open the door to year round vacations since the children can be given four or five vacations in a year. With such school calendars parents should be able to vacation with their children in any season they choose. Approximately 50 percent of all vacationers take their vacations in the summer, the rest of them take fall, winter, or spring vacations. For these people an extended school year plan which provides multiple 2 or 3 week vacations over the course of the year can be a boon to parents who have multiseasonal interests, i.e., fishing, hunting, skiing, snowmobiling, boating, traveling (Floridites), etc.

Findings and Conclusions--Selection of a Design

There is considerable interest in the rescheduling of the school year concept in New York State and elsewhere. Unfortunately, the term, year round schooling, is usually associated with one plan. What some fail to realize is the fact that there are at least four major approaches to the extended school year and several variations or designs under each. Some extended school year plans have an educational value but cannot be implemented to release classroom space. Other ESY plans cannot be implemented where the school year is based upon 180 days of actual instruction plus observance of legal holidays and several special days of recognition.

1. Recommended Extended School Year Plans Based On The Acceleration of Students.

   From an economic point of view priority should be given to:

   a. The Acceleration Trimester Plan with a mandated 210 day school year.

   b. The Acceleration Quadrimester Plan with a mandated 212-215 day school year.

   c. The Split Trimester or Split Quadrimester with partial and mandatory requirements for the trimester 3B or quadrimester 4B.

Other ESY plans based upon acceleration have merit, but will require financial support for 4 to 6 years since they do not release space until the end of a long transition period.

2. Recommended Extended School Year Plans Based On Term Rotation.

   From an educational as well as an economic point of view priority should be given to:

   a. The Continuous Learning Year Cycling Plan with approximately 200 days of schooling.

Several variations of the Continuous Learning Year Cycling Plan call for 185, 190, or 195 days. These may be compromises to insure a longer summer recess.

b. Multiple Variations of the Cycling Plan such as the 9-3 or 45/15 plan.

Some educational features are sacrificed through a loss of extra learning time.

3. Recommended Extended School Year Plans Based Entirely On Time Equalization

From an educational and economic point of view consideration whould be given to:

a. The Multiple Trails Time Equalization Plans which calls for a mandatory 210 day school calendar.

The Time Equalization Concept

The New York State accelerating trimester and quadrimester plans required a lengthened instructional class period to equalize time. This was done because the original mandate required that students receive the same amount of instruction per course that they would receive in a regular term or semester. Here time equalization principles allow educators to compress a course offering into a fewer number of days.

The Multiple Trails Plan reverses the process. By adoption of a nonsegmented lengthened school year it is possible to reschedule courses in terms of time equalization which reduce daily or weekly time requirements. Students can meet classes for shorter periods or for fewer weekly sessions and still receive the same amount of instruction.

The Multiple Trails Plan Releases Space Without Acceleration or Term Rotation

The Multiple Trails Extended School Year Plan uses a time expansion principle to release classroom space, teacher time, and student time. Student acceleration is not a prerequisite for the realization of an economy objective, but students may elect to use their "E" (extra) time to take additional courses which ultimately could lead to their acceleration. Implementation of the Multiple Trails Time Equalization principles requires adoption of a flexible time schedule. This is essential due to the reduction in weekly class time requirements. Classroom space becomes available when the number of class sessions or number of minutes of instruction per week is reduced. For example,

1. The time equalization principle in a school operating on an eight period day will enable one to schedule 10 to 11 classes to a classroom instead of the current eight.

2. The time equalization principle in a school operating on a seven period day will enable one to schedule nine to 10 classes to a classroom instead of the current seven.

3. The time equalization principle in a school operating on a six period day will enable one to schedule eight to nine classes to a classroom instead of the current six.

The ideal Multiple Trails Plan calls for a continuous progression of students through a series of short courses or units in a subject field. Thus, the science trail may provide 60 units for grades 7 to 12. Students should complete 40 units to meet the minimum acceptance requirement. Fifty units will be considered desired achievement while completion of 60 units will be an indication of superior achievement. The development of the various trails imply a pattern of continuous progress and eliminates the need for expensive tracking programs currently in use in most secondary schools.

Time Equalization Principles Can Be Applied to the Middle Grades

The principles of time equalization can be used as low as the 4th grade. Further study is desired before a recommendation can be made for rescheduling teacher or student time in the primary grades. What is done in the lower grades depends upon the nature of the supportive staff that is available to younger children.

Time Equalization Principles Can Be Applied to Other ESY Designs

Field studies have shown that the Multiple Trails Time Equalization principle can be applied to other ESY designs to provide additional learning space and dollars plus a more favorable climate for learning. For example,

> Adoption of a Continuous Learning Year Cycling Plan calendar, approximately 200 instructional days, will enable a school district to obtain the advantages inherent in a 20 percent enrollment reduction. In addition the 20 additional instructional days enables the school district to obtain approximately 2/3 of the space or time released through the Multiple Trails ESY Plan.

Time Equalization Applies to the Vocational Training Programs

Field studies in 15 BOCES Vocational Training Centers show that the time equalization principle can be used to increase the capacity of a typical occupational training classroom by approximately 50 percent. Three approaches were found suitable, namely, The Multiple Session Day, The Multiple Session Week, and The Multimester Year.

Findings and Conclusions: The Economic Issue

1. Classroom space can be realized when a school district adopts a lengthened school year plan which reduces the number of children in school or which leads to a redistribution of learning over a new educational time line.

2. Research studies of early year round school programs, recent ESY pilot programs plus numerous field studies show that a rescheduled school year can produce savings in

   a. Capital Outlay
   b. Debt Service
   c. Instructional Services, and to a lesser extent in
   d. Transportation
   e. Operation and Maintenance of Plant

3. Staff changes will be required that may affect the salaries and benefits of all employees, certified and noncertified Adoption of recommended cycling plans in New York City can help solve a space shortage in the elementary schools. Since most high schools operate on a half day or overlapping session schedule, the substitution of one or more extended school year programs will not resolve the total secondary school problem. However, a combination of existing school organizational plans and one or more extended school year patterns can lead to a release of space over and above what has been saved through part time schooling.

   Schools entrusted with the education of a large number of disadvantaged children will frequently provide more education with some ESY plans, but will lose the advantages of space or dollars. For example, they can gain space and possibly dollars with the Continuous Learning Year Cycling Plan, whereas the Continuous Progress Acceleration Plan releases an insufficient number of students to provide badly needed classrooms.

Voluntary vs. Nonvoluntary Student Participation

1. Maximum space or dollar savings cannot be realized from any extended school year plan which is based entirely on voluntary student participation.

2. Most voluntary student participation programs create problems which do not exist in a school system where the commitment has been from kindergarten to grade 12, systemwide. (May be prekindergarten to 12.)

3. One can structure an extended school year program on a voluntary basis in an entire school district or through selected schools. Here the potential dollar savings may be concealed unless cost analysis studies are made which show the impact of the program on per-pupil costs in other parts of the city which may have contributed students to the year round program.

4. Sometimes a compromise between complete freedom of choice and a mandatory program may be necessary to institute a new Extended School Year Program. This may consist of special inducements or the prescription that all students attend school for a minimum number of extra terms or sessions. Ultimately, the school system should mandate 100 percent student participation.

Voluntary vs. Nonvoluntary Teacher Participation

Some educators believe that the success of the extended school year program depends upon the employment of teachers for a full 11 or 12 month school year, but there has been evidence that multiple teacher assignments can be made over the course of the year without adverse effects upon children or the learning process.

Conclusion: Teachers should be free to work through one or more segments such as a term, quarter, quadrimester, trimester, or cycle. The employment period should start with or end at natural breaks in the program of study. Under the freedom-of-choice plan it will be possible to employ teachers for less than or more than the traditional 10 month school year.

Educational Impact on Children

1. Academic learning does not stop with the arrival of summer weather.

2. Students in a lengthened school year program can learn more than comparable peermates who work in the regular school year. This learning tends to be cumulative.

3. Involvement in a program which requires 210 or more relatively continuous days of schooling is not detrimental to the health of children.

4. All children, but especially the disadvantaged, benefit from involvement in ESY programs.

    a. Physically handicapped students and emotionally disturbed children have and are benefiting from special ESY programs.*

    b. Slow progressing students in nondisadvantaged ESY schools made greater educational gains over their controls than high ability and average learners over their respective controls.

    c. Research studies, current and past, show a reduction in the number of dropouts as a result of ESY programs.

*After 2 years of a voluntary program the School of Human Resources modified their ESY Plan to one which is now mandatory and virtually year-round.

d. Primary children made very good gains in reading comprehension and word knowledge.

5. Children can learn effectively under a variety of scheduling plans.

   a. Full year courses can be completed in 6 or 7 weeks through the use of lengthened time blocks.

   b. Children react favorably to a flexible schedule which may require less than five class sessions a week.

   c. Children react favorably to a schedule which provides class periods of varying length.

6. Children frequently find school has more meaning to them where teachers encourage independent study. However, students who have never had much freedom may need guidance, supervision, and some inservice training if they are to obtain the maximum value of ESY programs which provide "E" time, "E" periods, or "E" terms.

Implications for Teachers

1. Research studies have demonstrated that teacher efficiency is not impaired when they work through a series of lengthened school year calendars.

2. The total or net income of classroom teachers is increased through employment for 11 or 12 months.

   a. Studies have shown that most secondary school teachers will accept a modified teaching load to help pay for an 11th or 12th month salary.

   b. Some resistance may be encountered at the elementary school level due to concern over the welfare of their own children who may not be attending school when they are working.*

* This a common concern women teachers share with many of the 29,000,000 women employed in other fields of endeavor. A lengthened school year will ease the shortage of nurses, librarians, typists, etc., who are not available for work in the summer unless they can find someone to take care of their children.

3. A good ESY program can reduce the summer regression and the amount of time usually spent in the fall on review and teaching. This, teachers say will make their role in the classroom easier and more enjoyable.

4. Time equalization programs can be used to reduce the number of teacher preparations and teacher-pupil class contact.

5. Principles of time equalization when combined with flexible scheduling can give teachers planning time or time to engage in curriculum construction or research during the school year.

Teacher Employment

1. Employment practices can differ with the various approaches to a rescheduled school year.

    a. In the acceleration programs teachers may be employed in terms of trimesters, quadrimesters, quarters, or other parts of a lengthened school year.

    b. In the nonacceleration cycling programs teachers may work through the same calendar periods that children do. This calendar may not require an adjustment in salary.

    c. Teachers who work in acceleration or non-acceleration programs beyond the normal 10 month period should be compensated accordingly.

Inservice Training for Teachers

1. Inservice training programs should be instituted where teachers need help in the implementation of an extended school year plan.

2. Encouragement should be given to teachers who need or desire to obtain additional training in their field.

    a. Sabbatical terms can be given for a cycle, quadrimester, trimester, or other fractions of the year.

    b. Vacation time can be accumulated to enable teachers to take courses at favored institutions at special periods of the year.

Legislative Recommendations:

Enabling legislation, permanent and nonexperimental, should be passed which authorizes local school boards to reschedule their schools in terms of a lengthened school year. It should

a. authorize school boards to mandate attendance
b. permit the employment of teachers for other than the September to June period
c. base State aid payments on fiscal year instead of the 10 month school calendar
d. enable school boards to enter all kindergarten or first grade children on their birthdates.

Legislation for rescheduling the school year should differentiate between acceleration programs and nonacceleration programs.

a. School systems electing to operate an extended school year program based upon the acceleration of students should be granted additional State aid for each day of WADA in excess of 180 days when the new school year provides 200 instructional days.

b. School systems which elect to adopt a nonacceleration approach will not be eligible for additional State aid.

c. Funds should be made available immediately to defray planning and reorganization costs.

d. Consideration may be given to the use of incentive grants to encourage three or more schools in a geographic area to work cooperatively on some phase of the rescheduling of the school year program.

Recommendations Calling for State Leadership

1. Additional secure Regents Examinations should be developed if ESY programs are expanded.

2. A task force should be instituted to facilitate movement of students from high school to college at other than the traditional fall term.

3. Research on the ESY program should be continued, but on a prototype basis involving complete administrative units.

4. An effective ESY public information and relations program should be instituted.

5. School districts should be required to explore the possibility of increasing space utilization through ESY programs before new school construction projects are approved. (Consideration should be given to the impact of decreased birth rates in recent years.)

6. Further experimentation with computer scheduling based upon the "Freezing the Deck Concept" should be encouraged.

7. Special help should be provided to local school districts where curriculum modification and new instructional methods, teaching aids, and patterns of school organization are desired to facilitate implementation of recommended ESY designs.

8. Standardized evaluative techniques should be used to measure achievement of students in ESY programs and the realization of ESY objectives or goals.

9. Continued comparative studies should be made of regular and extended school year costs.

Recommendations Based On Local Action

1. Planning committees can be used to help formulate basic guidelines or ground rules necessary to realized desired objectives.

2. A competent educator should be given responsibility for the coordination of teacher, parent, and administrative activities.

3. Steps should be taken to implement the rescheduling of the school year plan. Implementation activities may be divided into two categories.

    a. Activities required for an immediate release of space and dollars.

    b. Activities necessary for the realization of a more effective programs of education.

The latter objectives may take time and may depend upon the realization of the economy goals to help support the cost of innovation or a restructuring of the curriculum.

4. Educators should work with industrial leaders and other governmental agencies to develop a school calendar which will insure that changing parent vacation patterns will not create an obstacle to the success of the rescheduling of the school year.

    a. Department of Labor reports show a widespread increase in the number of weeks of vacation given to employees. The trend is towards increased vacation time, but with limitations on taking it all in the summer.

5. Recreation should be considered as something more than summer recreation.

    a. Other agencies responsible for developing special recreation programs should coordinate their activities with the new school calendar.

    b. Steps should be taken to increase the length of the camping season.

        1. Public camps are now in demand on a year round basis.

        2. Agencies which cater to the needs of disadvantaged children have been building new camping facilities which if desired, can be used on a year round basis.

        3. Boy scout, girl scout, Y.M.C.A., or Y.W.C.A. programs can be expanded with the adoption of the continuous learning year cycling plan and some acceleration plans to meet the needs of boys and girls in the spring and fall and possibly the winter.

    c. Schools can work to incorporate school camping activities into a balanced and meaningful curriculum.

6. Large school systems may elect to adopt an extended school year program as a whole or in subdistricts. The nature of the ESY plan adopted may be varied in terms of the children's needs.

    a. Acceleration plans may be desired for average and above average achievers.

    b. A cycling plan with the maximum number of school days are suggested for all disadvantaged children.

7. Educators should refrain from using the threat of a rescheduled school year to obtain voter support for a bond issue or school budget.

    a. The recommended approach to a rescheduled school year should be based upon one or more real needs.

    b. The recommended approach should be one that can be implemented by the school staff.

    c. The recommended approach should not be considered as a stop-gap measure.

8. Computer technology will frequently facilitate the implementation of an extended school year program.

    a. Multi-mester scheduling may require the use of a computer, but large block of time assignments combined with teacher teaming reduces the need for computers.

    b. The introduction of highly personalized instruction or the institution of a diagnostic approach to teaching may require mechanical help such as a computer.

9. Innovation is not a prerequisite for the introduction of an extended school year program. However, it must be recognized that most extended school year plans depend upon the continuity of learning or a flexible program of study if a school district is to obtain the maximum dollar or space saving and/or educational gains from a rescheduled school year.

    a. Dollar savings or space savings may help to pay for the type of education needed to prepare children for life in the twenty-first century.

10. Modern children need more learning time than ever before if they are going to cope with the knowledge explosion and the increase in Technology.

11. The vacation issue should be considered in the light of children's needs and not mere emotionalism and tradition.

    a. All children need vacations, but psychology tells us that several short vacations will lead to greater productivity than an extended one.

    b. Vacations should be interspaced during the year to provide children with a change of pace and the opportunity to discover the world of nature during the spring and fall as well as the summer.

    c. The vacation period should be kept relatively short to help minimize the loss of learning.

        1. Flexibility in the classroom can permit the compacting of vacations for students who have special needs such as athletes or students who have a chance to travel extensively in another country.

12. Cost studies should be made based on a common yardstick. These studies should show the cost of a specific approach to the rescheduling of the school year and the cost of a regular school year. Factors which should be considered are:

a. Pupil-teacher ratios
b. Classroom to pupil ratios
c. Bus seats to pupil ratios
d. Operating costs for buildings required for a reduced ESY enrollment and for buildings required for the regular school year enrollment.
e. Debt service costs.
f. Staff requirements for a reduced school enrollment compared to the regular school year enrollment
g. Per pupil costs in terms of failures
h. Per pupil costs in terms of graduates per school
i. Land retained on the taxrolls due to the reduced need for schools
j. Special program costs which may be needed with or without an extended school year, i.e., summer school, remedial classes, etc

General Recommendations

1. The biggest barrier to the success of an extended school year plan is the fear of change. Educators must take a lead to show where changes are needed and how adoption of an extended school year plan will facilitate the development of a more effective program of education.

2. Good public relations are the key to selling the initial idea of an extended school year and the maintenance of a successful program.

3. Success with the concept of year round schooling depends on understanding the purposes and the approaches necessary to realize the short and long range goals.

4. Extended school year plans will have their greatest chance of success where comparable programs are instituted in an area, region, or county to minimize the problem of islands or isolated school systems.

5. Field studies and consultancy work in other states shows the need for a task force to help people understand the nature of the various approaches to a rescheduled school year and the steps necessary to implement a good program.

a. A New York State Task Force will help principals, teachers, school board members, and parents understand the basic concepts of extended school year plans which have merit in terms of the local needs of cities, suburban communities, and rural areas.

b. A National Task Force is highly recommended as an approach to disseminate knowledge throughout the country to reduce school costs and thereby make Federal, State, and local funds go further while helping to set the stage for a national attack on the problems of education.

6. The extension of a school year involves more than time. Successful implementation of an ESY program depends on how time is used by teachers and students.

7. Many educators are exploring the feasibility of rescheduling the school year. Unfortunately, most of ESY designs submitted to the school board or public for approval will be or should be rejected because they

a. fail to show how or when dollars can be saved,

b. fail to recognize that the public will not support financially or emotionally an extension of the school year which requires attendance as much as 225, 240, or more days,

c. fail to provide vacations during the September to June period or during the summer,

d. fail to incorporate some extra learning time to meet special children's needs,

e. teachers and principals are not prepared to make changes necessary for implementation.

f. are based upon a voluntary student enrollment.

8. The public will accept an extended school year plan if it is described to them in such a way that they understand it and are certain that the new program will be good for children.

a. Giving the parents a choice of several approaches to a rescheduling of the school year is meaningless because most people do not understand what is involved in most plans.

b. Acceptance or rejection of an ESY plan depends to a large extent on the treatment given to

1. the maturity issue in an acceleration progress,
2. the parent vacation issue,
3. the impact on children's health,
4. the educational advantages,
5. the dollar cost or savings,
6. the reception of secondary school teachers to children who have been involved in a continuous progress program in the elementary school.

Extensive field studies have shown that some approaches to the rescheduled school year have good features, but they cannot release classroom space or dollars unless steps are taken to remove certain barriers or restrictions. When these changes are made, the nature of the ESY design will often change thereby creating new implementation problems. The following approaches to the rescheduled school year are recommended because they stress immediacy of a dollar saving, the release of space, and a potential advantage for children.

Plan 1.	The continuous learning year cycling plan	Release 25 percent of existing space in the first year.
Plan 2.	Multiple variations such as the 45-15 or 9-3 plan	Releases 33 1/3 percent of existing space in the final year.
Plan 3.	The Multiple Trails Plan	A. May release up to 35 percent of classroom space in the typical middle, junior or senior high school if the staff is flexible enough to handle "E" time. B. May release up to 50 percent of the space in an occupational training center where sending schools are willing and ready to help implement the vocational training program.
Plan 4.	The acceleration trimester plan	Will release space for one class at the end of trimester four (1 1/4 years).

Plan 5.	The acceleration quadrimester plan	Will release space for one class at the end of quadrimester nine (2 1/4 years).
Plan 6.	The acceleration split trimester and split quadrimester	Will release space for one class at the end of 2 to 3 years.

Some time equalization principle was used with the extended school year plans designated as Plans 3, 4, 5, and 6 to insure that the requirement of the original legislative mandate be met, namely,

> "still providing as many instructional hours or more than are now available under the present thirteen-year system"

Without this restriction some modifications may have been made in the nature of the designs. However, with the time stipulation all recommended approaches guarantee students the equivalent amount of instruction they currently receive regardless of the plan adopted.

Postscript

The experimentation supported by the Governor and the Stage Legislature 6 years ago has led to nationwide and international extended school year interest and activity. A comprehensive body of designs, planning devices, predictive techniques, and basic reports have accumulated as a result of the New York State experience. The experiment is ready to enter into a more extensive, practical application in school districts which want to realize the basic objectives for rescheduling a school year.

GLOSSARY

Acceleration Quarter or Quadrimester Plan

An ESY plan which releases classroom space through chronological age acceleration of students. A time equalization principle is used to compact a year's work into three quarters or quadrimesters. All students are expected to work through four quadrimesters a year in order to complete a 4, 5, 6, or 7 year program in 3, 4, 5, or 6 lengthened school years. Some subsidization is desired since the program does not become self-sustaining until the 3rd year.

Acceleration Trimester Plan

An ESY plan which releases classroom space through the chronological age acceleration of students. A time equalization principle is used to complete the equivalent of a semesters work into a 70 day trimester. All students are expected to work through three trimesters a year in order to complete a 4, 5, 6, or 7 year program in 3, 4, 5, 6 lengthened school years. Some subsidization is desired since the program does not become self-sustaining until the second year.

BOCES

Board of Cooperative Educational Services refers to the concept of an area school whose board members are elected by the component school districts. The chief executive officer is a district superintendent of schools.

Continuous Learning Year Cycling Plan

Refers to one of several term rotation plans which uses a rescheduled school year to release space and dollars. One recommended pattern provides a series of 10 to 11 week cycles, each consisting of an 8 to 9 week period of instruction followed by 2 to 3 weeks of vacation. With 20 percent of the total enrollment on vacation at one time a school system can acquire the equivalent of a 25 percent increase in existing school plant or school bus seating capacity the day the new ESY plan goes into operation. The new school calendar sets the stage for a pattern of continuous learning year activities which will reduce student regression and the need for time consuming review and reteaching.

Continuous Progress Program

A pattern of education which stresses the need of teachers to work with children at their learning or instructional levels. Students move from one learning level to the next in terms of readiness for the new challenge. Terms like "failure" or "accelerate" become meaningless where slow or fast learners are working close to their capacity or experiential levels.

Cycle

A division of a lengthened school year which consists of a prescribed number of weeks of instruction followed by a designated vacation period. For example: A ten week cycle may provide 8 weeks of instruction followed by a 2 week vacation. A 12 week cycle may provide 10 weeks of instruction followed by a 3 week vacation.

Disadvantaged Children

The term refers to children who may be considered handicapped in their pursuit of academic or intellectual satisfaction or success due to economic, emotional, mental, physical, or social deficiencies.

ESY

Commonly refers to an extended school year plan or program which uses a lengthened school year to release classroom space or dollars.

"E" Terms

"E" terms are extra terms or segments of an extended school year design deliberately introduced to stabilize student enrollments after a short transition period. "E" terms are extra learning periods for students which can be used to take advanced level work, enrichment courses, or remedial work. They may allow students to take a lighter load of classes or to take part in a work-study program.

"E" Time

"E" time is an extra block of time in a student or teacher's schedule which has been created by the time equalization principle to release classroom space. "E" time may be structured or nonstructured depending upon the needs of the school and students.

Flexible Time Schedule

A daily time schedule which is not rigid or unchangeable. One which may break with tradition by having different length class periods, less than five basic class periods per week, or ideally, one which can be readily modified weekly or even daily to meet the special needs of teachers and students.

Multiple Trails Plan

An ESY plan which uses a time principle to release classroom space. Normal course of study time requirements are spread over a lengthened school year time line to reduce the number of minutes of instruc ion per week. This design does not depend upon student acceleration to realize an economy goal, therefore, it becomes self-sustaining without a transition or adjustment period. School systems can acquire a 25 to 35 percent increase in classroom space if the staff is prepared to work in a flexible school setting.