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ABSTRACT

The Joint Committee was directed to study (1) the four quarter system for public schools; (2) other variations and adaptations of a 12-month school year, including the feasibility of a State supported, tuition-free, summer educational and recreational program; and (3) educational, vocational, and recreational programs, supported by fees or tuitions, which might more fully utilize school facilities on a year-round basis. The Subcommittee on School Organization and Management, utilizing public hearings and publications by other States with similar concerns, actively investigated the concept of the extended school year for grades K-12 in the State of Washington. This report contains information on many specific extended school year proposals and the Subcommittee's recommendations. These recommendations include (1) that the legislature not fund the extended school year proposal; (2) that, if funded, the program be modified to include extended use of school facilities during the school year and extended teacher contracts; (3) that the use of State funds be specifically precluded for mandatory attendance programs during the summer; and (4) that State and local school districts continue to expend funds for the financing of voluntary, tuition-free recreational and educational summer school programs. Related documents are ED 056 387 and ED 056 388. (Author)

THE EXTENDED SCHOOL YEAR: A REPORT TO THE WASHINGTON STATE LEGISLATURE BY THE SUBCOMMITTEE ON SCHOOL ORGANIZATION AND MANAGEMENT OF THE JOINT COMMITTEE ON EDUCATION

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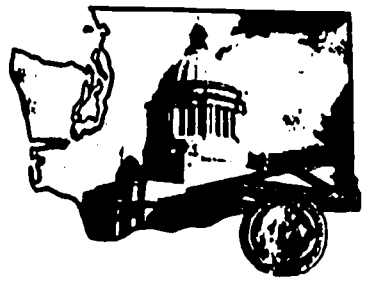
COMMITTEE OFFICE

House Office Building
Olympia, Washington 98501

December 30, 1970



JOINT COMMITTEE ON EDUCATION

WASHINGTON STATE LEGISLATURE

HOUSE OFFICE BUILDING

OLYMPIA, WASHINGTON 98501

December 30, 1970

GOVERNOR DANIEL J. EVANS
MEMBERS OF THE WASHINGTON STATE LEGISLATURE
AND CITIZENS OF THE STATE OF WASHINGTON:

Motivated by Engrossed Senate Concurrent Resolution I, the Subcommittee on School Organization and Management actively investigated the concept of the extended school year for grades K-12 in the State of Washington. The Subcommittee utilized public hearings and publications by other states with similar concerns in conducting its survey.

The following report contains information on many specific extended school year proposals and the Subcommittee's recommendations.

Respectfully submitted,

Harold S. Zimmerman, Chairman
SUBCOMMITTEE ON SCHOOL ORGANIZATION
AND MANAGEMENT

TABLE OF CONTENTS

THE EXTENDED SCHOOL YEAR: A REPORT TO THE WASHINGTON STATE LEGISLATURE BY THE SUBCOMMITTEE ON SCHOOL ORGANIZATION AND MANAGEMENT OF THE JOINT COMMITTEE ON EDUCATION

Rep. Harold S. Zimmerman
Chairman

Mr. Ralph E. Julnes
Consultant

INTRODUCTION

Many educators contend that modern societal demands are not being met in today's educational institutions. With rapid communications and constant expansions of knowledge, students need more time to assimilate more effectively the endless stream of available information. This situation is aggravated by the overcrowding presently evident in some schools. In addition, the State Education Department of New York State, in a recent extended school year report, cited two basic social and economic facts that schools must cope with in future years: the number of pupils to be educated will continue to increase, and social and economic changes will continue to broaden the demands placed on our schools. Proponents of the extended school year indicate that current school calendars stemmed from the needs of an agrarian society whose fields and harvests took priority over educational needs. They cite the generally accepted three-month summer period during which schools remain either dormant or only partially operative as an example. Nevertheless, many portions of the country remain basically agrarian, as in Eastern Washington.

These considerations have led many states to examine realistically the extended school year concept. In 1969, the Washington State Legislature indicated its concern for these problems when it passed Engrossed Senate Concurrent Resolution No. 1, which provides that:

> The Joint Committee on Education is specifically directed to study the following areas of concern:
>
> 1. The four-quarter system for public common schools.
>
> 2. Other variations and adaptations of a twelve-month school year, including the feasibility of a state-supported tuition-free summer educational and recreational program.
>
> 3. Educational, vocational, and recreational programs for the residents of the area supported by fees or tuitions which might more fully utilize school facilities on a year-round basis.

This report is a response to this legislative mandate.

THE EXTENDED SCHOOL YEAR

The extended school year concept usually refers to plans for school organization based on the lengthening of the school year so as to utilize more efficiently a school's facilities and resources. In addition, many plans provide teachers with opportunities for experimentation with innovative educational approaches. Several plans either provide for student acceleration possibilities or enrichment, in that each student can accumulate extra days of instruction annually, up to the equivalent of almost two years of schooling by the time he reaches age sixteen. Also, most extended school year programs provide for the release of classroom space. The means to do this vary with each plan; but theoretically the benefits remain the same, i.e., the release of classrooms could help accommodate increasing pupil enrollment, eliminate the necessity for double sessions, lower pupil-teacher ratios, and make more available such special facilities as laboratories, shops, and libraries. In essence, the extended school year usually implies much more than merely adding more days to the school calendar. (Appendix A contains sample school calendars for a number of such plans.)

ADVANTAGES OF THE EXTENDED SCHOOL YEAR

One of the most frequently mentioned appeals of the extended school year is that it can result in increased financial savings for schools. However, a dearth of information on actual cost analysis of extended school year programs makes this hard to validate. The savings accrued at the theoretical level most often refer to deferred savings, i.e., money saved because future school building construction has been pre-empted, as well as the associated costs of manning and maintaining such buildings. These savings would be in the realm of reduced operating costs, less money expended on capital outlay and debt service, and money saved by not removing land from the tax rolls.

Schools utilizing an extended school year program could have additional classroom space to accommodate their students. Inherent in most of these programs is the eventual, if not immediate, release of classroom space because of the development of new pupil schedules or student accelerations. Also, the assumption is that fewer teachers will be needed because of the decreased number of students in school at any given time. It is therefore possible to save money by reducing the professional staff. Concomitantly, a school could achieve the position of offering higher wages to its reduced staff, thereby attaining a teacher pay scale comparable to that of other professional employees. Theoretically, this would attract better qualified people and result in a more competent teaching staff.

In addition, the lengthened school year would lessen the chances of summer regression. That is, over the present three-month summer vacation, students tend to forget the past year's work, thereby necessitating repetitive instruction in the fall. This results in a loss of valuable classroom time. The continuity of extended school year programs could conceivably help alleviate this problem.

DISADVANTAGES OF THE EXTENDED SCHOOL YEAR

Disadvantages of the extended school year vary with the peculiarities of each individual school district and its geographical area. However, there are common drawbacks to the successful implementation of such plans that demand attention.

Many people question whether both pupils and teachers can physically sustain continued learning over an increased period. Associated with this problem is the question of student maturity. The concern is that young graduates in acceleration plans might not be able to cope with the outside world.

Economically, adjustment year costs for acceleration plans post additional problems. Almost every plan will raise the cost of school operation for at least one and one-half years. This could result in recalcitrance in areas already experiencing economic difficulties.

Implementation of extended school year programs demands major changes and improvements in curriculum. It would be senseless merely to lengthen the school year without altering teaching methods and course material. These changes necessitate many hours of overtime for administrators and teachers. A further disadvantage is that under such plans it may prove difficult for many teachers to change their classroom habits.

A final--and probably the most important disadvantage--is the problem of achieving widespread community support. Most plans for implementing extended school year proposals fail at the planning stages when the communities are apprised of necessary changes in vacation schedules and extra-curricular activities. To facilitate successful implementation, a clear-cut program on the part of the school and good community--school rapport is a prerequisite.

EXTENDED SCHOOL YEAR AND DISADVANTAGED PUPILS

Additional courses made possible by extending the school year and reapportioning class time can be utilized to establish comprehensive programs and studies for disadvantaged pupils. Many plans allow for the individualization of the student's program. That is, the student's needs are taken into consideration when determining the most appropriate course work. Instead of every student being required to take a predetermined number of subjects, the student can be exposed to areas of particular need or concern to facilitate personal and mental growth.

Inherent in some plans is the concept known as the "E" term. This designates the additional time made available by restructuring the school day and year. Utilization of the "E" term can provide more and better education for all children. (Appendix B of this report elaborates on the "E" term concept.) This augmented time is not necessarily used for additional course work accrued towards acceleration but is used to strenghten the student's academic abilities or to provide enrichment, vocational, and recreational opportunities.

The "E" term, plus the cumulative gain in school days over a ten-year period, conceivably could allow extended school year plans to help reduce the rate of dropouts. The additional time, especially at the elementary level, may be used to engrain a more positive academic attitude into the student during important formative years. Also, individualized course work may lessen redundant failures. Thus, the frustration associated with continued failures may be eliminated early in the student's life, lessening the chances of his choosing the alternative of dropping out.

Special funds provided by the 1969-70 Legislature for Urban, Racial, and Disadvantaged (URD) students were made available specifically for summer programs. The URD Committee has been actively designing and implementing summer programs to aid disadvantaged children throughout the State. A number of such programs were conducted during the 1969 and 1970 summer periods. The goals of these programs were to enable children from disadvantaged families to improve their self-images as well as acquire the needed fundamental skills for success in school; to offer beneficial programs to delinquent, dropout, and/or disadvantaged teenage boys; to provide viable work experiences for the underprivileged; to offer camping experiences for inner-city youths; to offer cultural heritage education to Indian children; and to provide educational enrichment opportunities to economically deprived children. These beneficial summer programs could be integrated into the regular school year via the additional time made available by most extended school year programs. The "E" term inherent in many plans, the increased number of school days, and a restructured, individualized curriculum could be successfully utilized in this manner. Utilimately, successful implementation could result in the development of new teaching techniques and improved education for the disadvantaged because new energies would then be directed towards this kind of achievement.

EXTENDED SCHOOL YEAR DESIGNS

Staggered Four-Quarter:

Unfortunately, the extended school year concept often brings to mind the idea of a staggered four-quarter school year. This plan requires that the school population be divided into four sections, and the school year into four quarters. During any one quarter, only three-fourths of the student body is in attendance. Each section of the student body is provided with one three-month vacation per year. Ideally, this plan immediately releases one-fourth of the school facilities, thereby realizing economic savings.

In many instances, school districts have initiated and then discontinued a staggered four-quarter plan. Some frequently cited reasons for the discontinuation of such programs are: difficulty in maintaining the physical plant and increased maintenance costs; difficulty in assigning vacation periods; and increased administrative problems and supervisory tasks. Also, the educational advantages to pupils is minimal. Classroom time does not increase--it may very likely decrease.

This is probably the most difficult plan for achieving community acceptance. Most communities that have either operated under this plan or have studied its feasibility have concluded that its disadvantages outweight its advantages. (See Appendix C for a list of advantages and disadvantages of the staggered four-quarter plan, prepared by the National Education Association.)

Twelve Four-Term Rotation Plan:

The twelve-four is similar in design to the staggered four-quarter plan. The school population is divided into four groups. The plan rotates vacations through a year-round calendar; i.e., students work through a series of sixteen week cycles consisting of twelve weeks of course work followed by four weeks of vacation. While Group A is in recess, Groups B, C and D are in school. When Group A returns, Group B begins a vacation period. Through this term rotation, which can be maintained indefinitely, 25 to 33 per cent of the school's existing classroom space can be released. Adjustments also can be made in the school calendar to provide common vacation time for holidays and special school closings. Two serious objections frequently raised concerning the twelve-four plan are the length of the three vacation periods, and the fact that it is difficult to provide 180 instruction days in the twelve-four calendar.

Four-Quarter Plan:

This plan aims at achieving educational improvements for the benefit of all students, as opposed to economic savings. The school year is subdivided into four equal quarters rather than two semesters and a summer session. Students are given the option of attending school for any three quarters of their choosing, or all four. Acceleration, although not a program objective, is an individual posibility. To realize the educational goals of the four quarter plan and attract sufficient numbers of students each quarter, a conscientious effort must be made to produce meaningful curriculum changes that will enable each quarter to be equal in course content and appeal to the students. For this reason, costs can be expected to rise, rather than decline.

With the four quarter plan, a system can be more flexible in matters of curriculum and scheduling. Students are presented with a variety of options: additional course work in a twelve-month period, accelerated graduation, enrichment studies, remedial work, or work part time other than during the summer. The school itself can redesign its curriculum along the lines of most universities; i.e., in lieu of English I, II, III, and IV, students can be given the choice of taking courses ranging from introductory English to drama to Shakespeare. The same innovative techniques could be used in the social science, humanities, physical sciences, and arts.

The Atlanta School District presently operates under a four quarter school year. At the end of the first year, school officials reported complete satisfaction with the plan.

The Continuous Progress Plan:

The continuous progress plan is relatively uncomplicated administratively and one of the easiest plans to comprehend. The saving of one elementary

school year out of six or seven without concern about terms, trimesters, or quadrimesters is its goal. The pupils work through sequential phases of the curriculum lacking excessive time breaks. For example, the school year could be lengthened to 210 days, an increase of thirty days over the present. Kindergarten pupils would complete a year's work at the end of 180 days. Under the continuous progress plan, the last thirty days of the year would be devoted to first grade work. Thus, in the second year they would need to spend only 150 days more to complete the first grade program. They will then have 60 days in the year to spend on second grade work.

Educators can count on a six-year adjustment period for the continuous progress plan, based on saving one year out of seven. This means there will be no enrollment reduction until the seventh year after the program has been introduced, resulting in two disadvantages. First, on the completion of the sixth level, the additional number of students must be accommodated for in seventh grade. This could result in serious overcrowding problems. Second, the fact that it requires five or six years to realize economic advantages makes trimester or quadrimester programs more desirable. (See Appendix D for additional information on the continuous progress plan, trimester plan, quadrimester plan, extended K-12 plan, and the multiple trails plan.)

Continuous Learning Cycling Plan:

This plan aims at providing for continuity of learning that will benefit all children. Under the plan, the school population is subdivided into five groups, with only four groups in school at any one time. The students will work through a series of ten 11-week cycles consisting of eight to nine weeks of actual schooling. To help curve the regression normally associated with traditional summer vacations, multiple vacations of approximately two weeks are established.

A variation of this plan will provide for up to 200 instructional days per year. Another variation of the plan, which provides for slightly over 180 days of instructional time, affords students three to four weeks of common summer vacation. This variation may be easier to implement and sell to the public.

One disadvantage of the plan is that philosophical changes and attitude alterations necessary for successful implementation may be hard to come by. The plan has the advantage of providing more extra learning time for pupils with ample vacation time generously spread over the year and providing teachers and administrators with the opportunity to become innovative in their educational approaches.

The plan will result in the immediate release of classroom space, thus lightening teacher loads and achieving economies. Also, a New York State report on extended school year designs notes that parents' vacation time has increased over the past years, and that simultaneously the amount of vacation time most people are allowed during the summer has decreased. With this plan, parents will be able to count on vacations at any time without withdrawing their children from school or from school activities.

Trimester Plan:

This plan calls for the division of the school year into three terms or trimesters. Two trimesters would provide the same amount of instructional time as two regular semesters, with a small increase in the length of daily class periods. The regular school course would be completed in two trimesters, with new courses beginning the following trimester. There are three trimester plans: three-year, four-year, and five-year.

The three-year trimester plan begins with four grades and reduces to three levels after the fourth trimester, saving one year in four. The four-year trimester plan begins with five grades and reduces to four levels after the fourth term. The five-year trimester plan begins with six grades and reduces to five levels after the fourth term, saving one year in six.

The number of "E" terms provided varies with each plan--one with the three-year, two with the four-year, and three with the five-year. The adjustment costs for implementation of the trimester plan will be lowest with the three-year, although all plans will become self-sustaining through the release of teachers and classroom space after four trimesters.

Quadrimester Plan:

This plan is similar to the trimester plan, differing from it in that the division of the longer year is into four quarters or quadrimesters. The instructional time is equalized with the normal 180-day course through the lengthening of class periods; thus average and better than average learners complete the equivalent of the normal 180-day course in three quadrimesters. The quadrimester is not to be confused with most four-quarter programs in which pupils are given a choice of working through three quarters and then having an extended vacation. In a quadrimester program, each pupil is expected to continue through school for the full 204-220 days. Schools must be prepared to offer new courses which will meet the educational needs of those students who complete the regular course work at the end of the second or third quadrimester.

Like the trimester plan, the quadrimester plan has three main variations: three-year, four-year, and five-year. The three-year plan aims at saving one year in four and provides no "E" terms. The four-year plan saves one year in five and provides one "E" term. Two "E" terms are gained in the five-year plan, saving one year in six. Adjustment costs for the three-year plan are less, and it should become self-sustaining after one year of operation; while the four-year and five-year plans call for adjustment costs over a two-year period. (See Appendix E for information on non-acceleration trimester and four-quarter plans.)

The Extended K-12 Plan:

This plan provides all pupils of a given school system the opportunity to engage in activities which are continuous in nature for an extra month. It is based on the concept of saving one year in thirteen, the extra instructional time to be made available to the children at designated grade levels to enlarge or broaden the curriculum. The longer school year could be utilized to help

58 per cent to 75 per cent of the students in the school at a given time to master the fundamental processes and to broaden their educational backgrounds. For the remaining students, the lengthened school year could be used to save one year needed to reduce school enrollments, which in turn, would release classrooms and teachers. These students would benefit from "E" terms.

This program is based on the development of a middle school program with one year saved in the middle school or in the upper school. The lower school will comprise kindergarten plus grades one to four. It will be organized on a continuous school year type of program. The middle school should include grades five, six, and seven, if space is to be saved in the upper school level. The extra twenty-four to thirty days of school in each year should be used by pupils in the lower or middle schools to broaden their backgrounds or to acquire adeptness in fundamental skills and processes. The upper school program should include grades eight through twelve. Here, quadrimester or trimester flow patterns should be established with the objective of completion of five years at the end of four grade levels. These pupils would benefit from one "E" term.

The Multiple Trails Plan:

The multiple trails plan consists of four stages or variations which can be adopted with the rescheduling of the students' day and a longer school year. Potential released classroom space is far greater in a multiple trails plan than any of the other plans. All variations of this plan begin with stage one. This should always be considered the base line or projected reference point because it shows how classroom space and teacher time become assets in the first year of operation. In stage one, the current yearly instructional time per subject is spread over forty-two weeks instead of thirty-six weeks, resulting in fewer minutes of instruction per week. Through a multi-modular pupil-teacher schedule, "E" time or learning time is automatically released. "E" time can be used by teachers and school administrators to implement innovative approaches to the learning process.

In stage two, "E" time can be used by average and fast learning students to take additional courses leading to acceleration, thus reducing the total number of years of schooling. Because of the reduction in student enrollment, classroom space and teachers are released after a transition period. The additional time released by this plan can be utilized in stage three to provide slow progressing students with the use of "E" time. Stage four combines the better points of all other stages. It can also be utilized to provide students with enrichment courses or acceleration if desired.

The main advantage of the multiple trails plan is that it avoids the necessity of a long transition period before economies can be released while simultaneously providing additional time for educational improvements. It also can eliminate student acceleration because all four plans need not be implemented. That is, the school can utilize stage one only, or stages one and three, or any combination thereof.

Modified Summer School Plan:

By offering students more than remedial, makeup, or enrichment courses, this plan is an attempt to deliberately accelerate pupils to secondary school.

The summer school plan will offer new academic subjects to pupils who are engaged in it. The purpose of the plan will be to allow students to complete in six to eight weeks academic courses normally taught during the regular school year. It is estimated that it will generally take five years before a reduction in student enrollment will justify the release of classrooms and teachers. However, preliminary reports show a much lower per pupil cost by offering new courses in the summer than is possible during the regular school year. The cost of the modified summer school program will be higher than that of traditional summer school because pupils will be exposed to a fuller program than is customary for summer school.

This plan is most favored by school administrators because of the voluntary nature of the plan. For this same reason, it is less likely that the community will object to the idea of sending their children to school, for the decision remains in their hands. However, the voluntary nature of the plan does increase curriculum planning difficulties and lessens the economic benefits accrued.

Teachers favor this plan because they may choose their own summer activity. The summer school plan would remain voluntary, thus allowing teachers who are not willing to work during the summer to pursue activities of their own design. The cost of a summer program will be far less than most of the other plans, and the status quo need not be upset in areas of school administration, curriculum, and public relations.

Another advantage of the modified summer school plan is that it may lead to the adoption of another year-round school plan. When summer and regular school calendars are combined, the resulting total of school days can be greater than most other plans. In view of this, many extended school year advocates see the modified summer school plan as preliminary to a restructured school year.

Extended Teacher Contracts:

This plan increases the teacher contract to cover an eleven or twelve month period, thereby increasing the pay and the attractiveness of the teaching profession. These extended contracts can be offered to all the teachers in a given district or to any percentage of them determined by the school board.

Teacher activities during the summer could vary. It could be possible for teachers to teach in summer school, work in community workshops, participate in workshop curriculum studies or seminars, work on local studies and research projects, attend summer school, request educational travel, or conduct individual research projects.

This type of program would be most advisable in a state that is seriously considering extended school year proposals. The staff can be gradually converted into a year-round working entity, while through summer school for pupils and various teacher workshops, the hypothetical aspects of the aforementioned extended school year programs can be tested.

An example of an extended teacher contract program in operation in Washington is the Stevenson Plan devised by the Stevenson School District in Skamania County.

The Stevenson Plan:

The Stevenson Plan is an attempt to achieve maximum utilization of the school faculty, thereby affording students extracurricular opportunities. By lengthening the teachers' year, they are provided with extended working opportunities, both in the classroom and in general planning and programming and are provided opportunities for continuing their education. In any given summer, one-third of the faculty teaches summer school, one third is engaged in program and curriculum planning, and one-third is in the process of acquiring some form of further education. With each group alternating its role yearly, no one group repeats the previous year's activity, e.g., if Group A teaches summer school in 1966, they will not teach summer school for at least two years, and no more than twice over a five-year period.

The objectives of the plan are the expansion and improvement of education for students, the aiding of teachers in their development by providing them with extended opportunities, the attracting of only teachers who reflect a genuine desire to achieve professional competence, providing for the continuous expansion and growth of teachers, with the possibility of extending and enriching the program, and providing a system of incentive and merit for professional competency.

The summer school aspect of the Stevenson plan is voluntary and is concerned with providing students with enrichment opportunities, shunning any possibilities for student acceleration. Some courses listed in the 1970 summer schedule were: playground recreation, day camp, reading, typewriting, hiking and camping, and horsemanship. No credits are earned, and attendance is not taken.

The curriculum and instructional improvement facet of the program attempts to discern ways of upgrading instructional methods and curriculum using seminars, workshops, local community studies, and individual research, primarily. It also provides an opportunity to investigate means of establishing better procedures to extend the school year for teachers. It provides an excellent opportunity for the teachers to familiarize themselves with their new colleagues and the community.

Regarding advanced study, the school district assumes the right to decide which teachers will participate in advanced study programs and what courses will be taken, in an attempt to facilitate the flow of fresh, new ideas into the local area.

During the first four years of its operation, student participation in Stevenson was between one-third and one-half of the student body at the secondary level and 60 to 70 per cent at the elementary level. The main reason for the difference was competition with local industry for students who were of working age. For this reason, an enrichment program like Stevenson's should be geared primarily toward the elementary school level initially.

Participation has fallen to one-fourth to one-third for a variety of reasons. They include the possibility that course offerings should vary in length, i.e., a generous mixture of two, three, four, and five week courses should be provided to add variety to course possibilities; loss of creativity and imagination in program development; the need for a full-time administrator to provide continuity

to the program; and most important, the ease with which the original procedures, plans, and goals can become beclouded by tailoring the program to fit the needs of the teachers available, rather than recruiting teachers to fill the particular needs of the program.

The general reactions to the program by teachers, administrators, and community have been favorable. Teachers recently voted 97 per cent affirmative to continue the program. No teacher is obliged to participate, but only four out of eighty have refused thus far, and they remain on the teaching staff.

An examination of the salary schedule for Stevenson School District indicates that the salary under the 220-day school year is proportionately greater than that under the 190-day school year. It must be added that Stevenson is unique in that excess federal funds associated with a vast amount of forest land in Skamania County enable it to fund the operation of this program without charging tuition. What the total costs of the program are were not available. (Appendix F contains the costs of a modified summer school program, the available information as to costs of the Stevenson plan.)

DEFENSE OF THE CURRENT SCHOOL CALENDAR

To say that the current school calendar is an outgrowth of an agrarian society may be true, but it does not lead to the conclusion that the current school calendar is inappropriate for the needs of the American society in the Seventies. On the contrary, the almost universal failure of extended school year plans, particularly those that involve mandatory summer attendance and substitute winter vacations for some students, should demonstrate that the current school calendar is very compatible with the norms and expectations of society.

The ability of students to become "educated" does not depend singularly on the number of clock hours spent within the classroom in formal educational processes. If that were true, it would be possible with twelve-hour days for 360 days per year to condense the K-12 educational program into less than four years. Obviously, this is an impractical proposal, for what and when a student learns is dependent upon social and mental development. The fact is that society is not ready for high school graduates until they are seventeen or eighteen years of age. In the meantime, the common school system attempts to achieve a continuity in the educational development of students. Consequently, acceleration of the K-12 educational process has meaning only for those few students who can benefit from early entry into post-secondary activities, including the world of work.

The argument that a longer school year would allow students to learn more is value oriented and overrates the worth of the formal education process. There is no question that the formal educational process is important; however, all learning does not take place within the walls of classrooms. It may well be that the learning that takes place in other activities, be they organized or not, are of equal, if not more, importance to students than increased factual knowledge. A longer school year pre-empts the opportunity for other activities.

The plight of the student who, for whatever reason, finds the educational process irrelevant, dreary, and a failure to him, also must be considered. He currently finds himself in school for the better hours of the day. The extended school year proposes to occupy that student for a part of the better months of the year as well. He would much prefer that the State apply the financial resources to make the regular school year more tolerable to him.

Furthermore, the 180-day school year as it currently exists in Washington fits the pattern desired by most parents. Summer is a beautiful time of year in the Northwest for people to be outdoors. In regard to those extended school year plans that propose to juggle school calendars so that students have staggered vacations throughout the year, they do not acknowledge the correlation of the school year to the Northwest's rainy season. True, there are outdoor activities in the winter months, but these are quite limited when contrasted with the rich opportunities and activities available during the summer. In fact, for lack of empirical data, it can be asked whether students would be less or better off if the school year were shortened to 170 or 160 days. Perhaps it should be attempted on an experimental basis in a few select school districts?

RECOMMENDATIONS:

VOLUNTARY TUITION-FREE SUMMER SCHOOL PROGRAMS

Last summer 43,688, approximately 5.5 per cent of the regular school enrollment, attended summer school on a voluntary basis for reasons that included acceleration, remedial or make-up work, and enrichment. Some even attended for recreational purposes. There is a definite need for this type of service by school districts, but it is questionable whether it is needed for all students.

Since 1959 the Joint Committee on Education has examined the worth of summer school programs and in each instance has recommended that they be encouraged, but that the fee system of charging for these programs be discontinued to enable children to participate on the basis of need rather than financial ability. Since then, more and more summer programs are being financed with state, local, and federal funds--particularly for disadvantaged pupils. However, the program should be expanded on an optional basis to students of all income and environmental backgrounds. The Subcommittee recommends:

RECOMMENDATION NO. 1

That the State of Washington and local school districts continue to expend funds for the financing of voluntary, tuition-free recreational and educational summer school programs.

EXTENDED USE OF SCHOOL FACILITIES

The Superintendent of Public Instruction has requested $5,240,000 for the 1971-73 Biennium for experimental "longer school year" programs. The budget document contains the following statement by the Superintendent:

> Longer School Year: The idea of fully using a school building's costly facilities on a year-round basis is far from new. It has been debated for years and has been given limited trials in several parts of the country.

The obstacles are familiar and formidable, involving the greatest resistance from parents who are reluctant to abandon the family summer vacation and those members of the education profession who cling to the traditional summer vacations. Still, the idea of a 12-month school year--with vacations staggered through all the seasons--is an idea that will not and should not die. The present school calendar of nine months of instruction and three months of vacation is a waste of our material and human resources. It no longer serves its original or any other really useful purpose.

Because no one model for a year-round school is universally applicable or even desirable, I am suggesting that we try two pilot projects in each of the State's seven Congressional Districts. This would enable the community to make the decision as to the type of year-round school it might wish: rotating four-quarter plan with each pupil attending three consecutive quarters and vacationing the fourth; variations of the four-quarter plan; a "continuous progress" plan where pupils complete one year in 180 days and concentrate on the next year's work during the remaining time; the "multiple trails" plan for secondary schools where the normal year's instruction time is spread over a 210-day year, with classes meeting less often and for shorter periods of time, etc.

The Subcommittee believes that the current school calendar does serve the needs of the citizens of the State of Washington. The extended school year budget request, if approved, would allocate millions of dollars of scarce resources to the State for duplication of experiments that have failed to warrant further consideration of the programs in other communities, and it is doubtful if the citizens of Washington are going to react differently. However, the Subcommittee agrees that experimentation should continue to provide the taxpayers of the State better utilization of existing school facilities and resources, including teachers. It further agrees that the summer months provide an excellent opportunity for experimentation in new methods and programs and that the potential for voluntary summer programs has not been realized. However, what has been said about the summer months also holds true for evening and weekend use of school facilities. Most of the stated goals of the Superintendent of Public Instruction are compatible with the potential to be gained by initiating experimental teacher contract programs similar in design to the Stevenson Plan. In addition to conducting the above mentioned voluntary summer school programs, a portion of the teachers involved could be responsible for implementing programs for the additional use of school facilities. Therefore, the Subcommittee recommends:

RECOMMENDATION NO. 2

That, should the 1971 Legislature approve the $5,240,000 request of the Superintendent of Public Instruction for extended school year experimentation, the program be modified to include extended use of school facilities during the school year and of extended teacher contracts. And, that the Legislature specifically preclude the use of these state funds for mandatory attendance programs during the summer months.

The Subcommittee, however, believes that proposals for extending the school year are not answering problems of an emergency nature and that they should not be considered as a high priority by the 1971 Legislature. The Subcommittee recommends:

RECOMMENDATION NO. 3

That the Legislature not fund the extended school year proposal during the 1971-73 biennium.

APPENDIX A
Sample School Calendars for Selected
Extended School Year Programs

A Sample Continuous Progress School Calender for 1966-67

Month	Day	Legend	Days of Schooling
August	17	Children Return to School	11
September	5	No School - Labor Day	21
October	3	No School - Teachers Conference	20
November	11	No School - Veteran's Day	
November	24-25	No School - Thanksgiving Recess	19
December	23	Last Day of School Before Christmas Recess	17
December January	24- 1	No School - Christmas Recess	
January	2	School Reopens	22
February	12	No School - Lincoln's Birthday	19
February	22	No School - Washington's Birthday	
March	17	Last Day of School Before Easter Recess	
March	18-26	No School - Easter Recess	
March	27	School Reopens	18
April			20
May	30	No School - Memorial Day	22
June	30	Last Day of School	22
		Total Number of Days in 1966-67 Extended School Year	211

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

Continuous Learning Year Cycle Plan

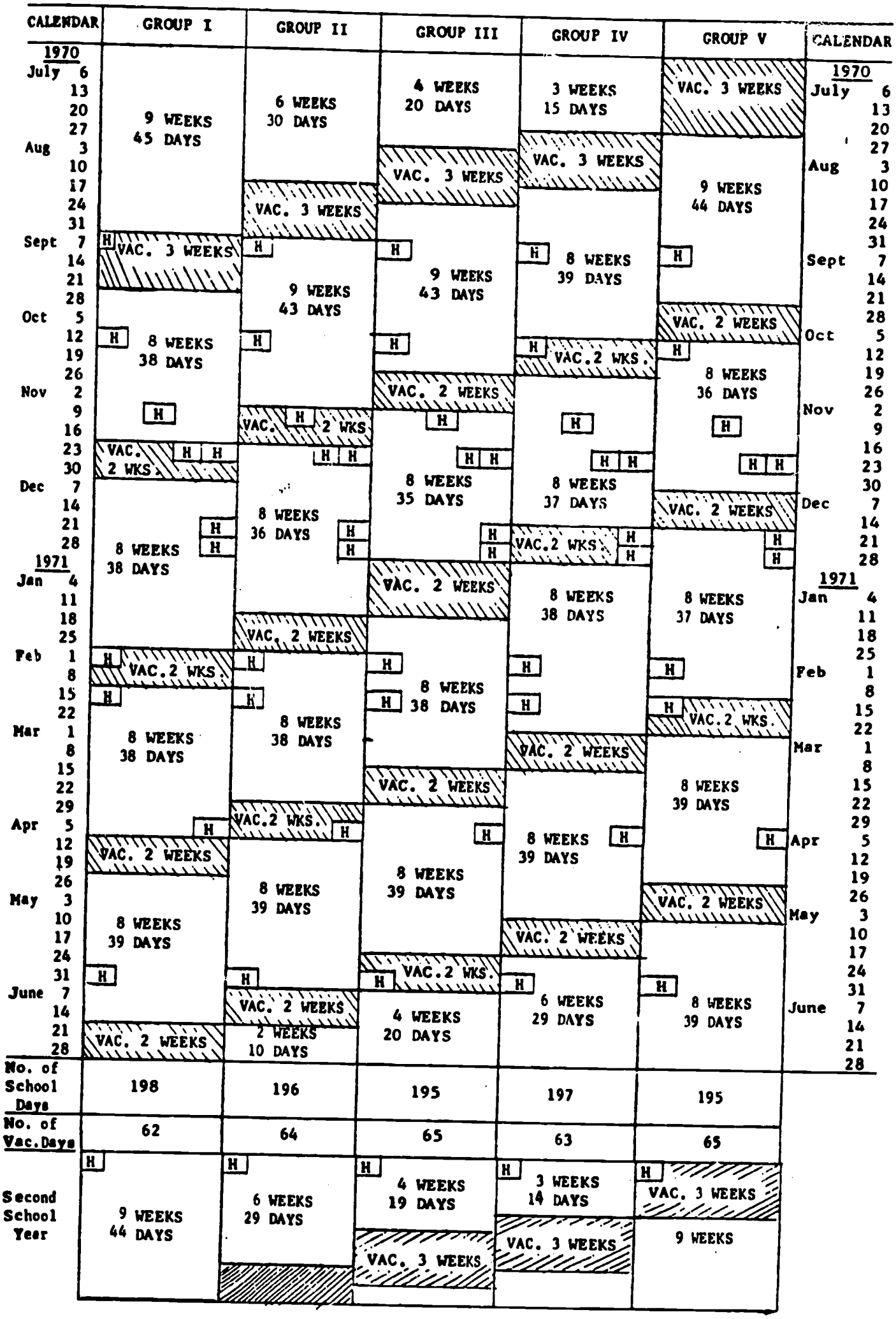
CALENDAR	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	CALENDAR
1970 Sept 7	H 1 WEEK 4 DAYS	H 3 WEEKS 14 DAYS	H 5 WEEKS 24 DAYS	H 7 WEEKS 33 DAYS	H VAC. 1 WEEK	1970 Sept 7
14	VAC. 2 WEEKS				8 WEEKS 39 DAYS	14
21		VAC. 2 WEEKS				21
28						28
Oct 5	H	H	H VAC.2 WKS.	H	H	Oct 5
12	8 WEEKS 38 DAYS	8 WEEKS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

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

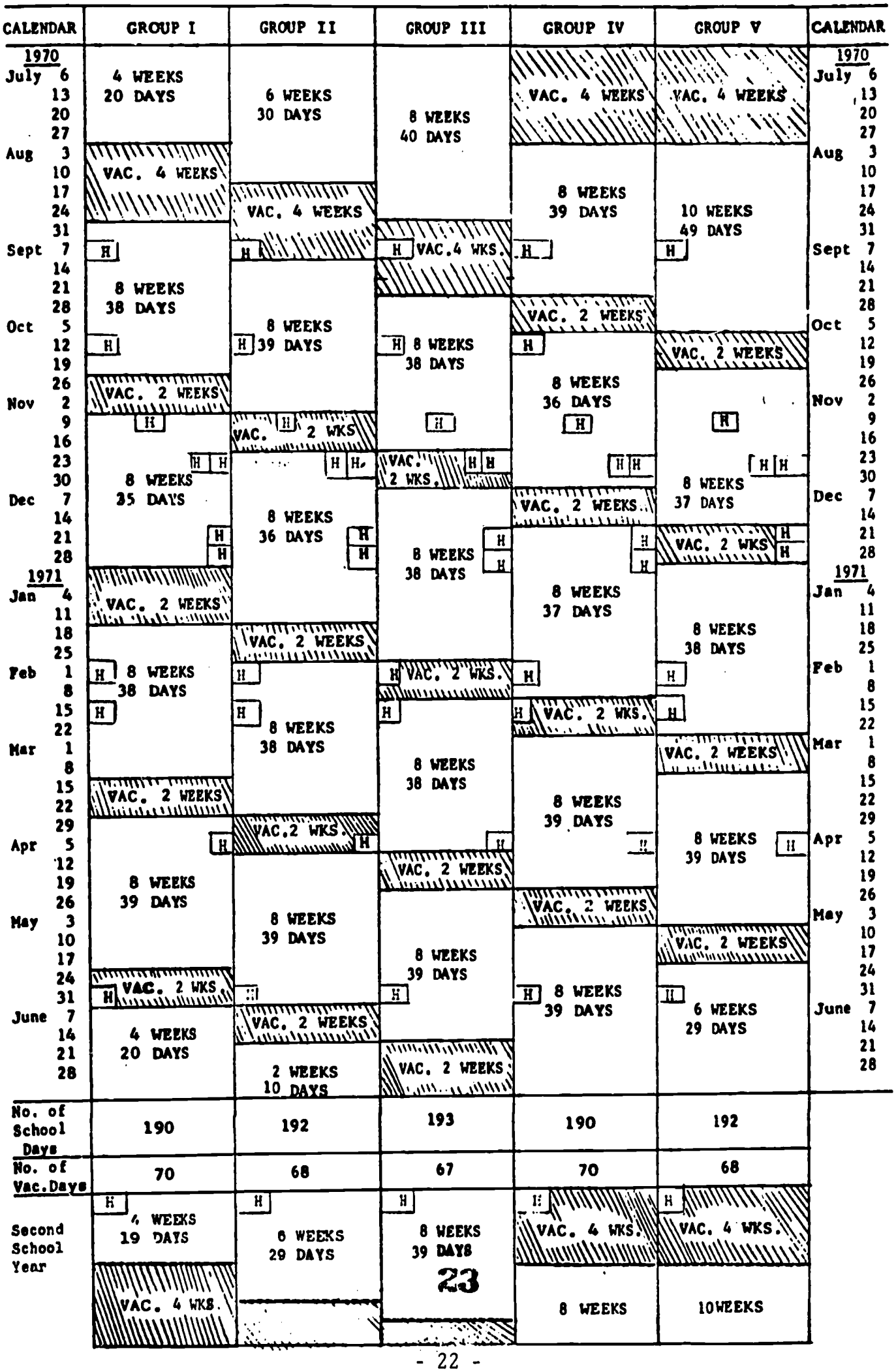
CALENDAR	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	CALENDAR
1970						1970
Sept 7	H 2 WEEKS 9 DAYS	H 4 WEEKS 19 DAYS	H 6 WEEKS 28 DAYS	H 8 WEEKS 38 DAYS	H VAC. 2 WEEKS	Sept 7
14						14
21	VAC. 2 WEEKS					21
28					8 WEEKS 37 DAYS	28
Oct 5		VAC. 2 WKS.				Oct 5
12	H 9 WEEKS 40 DAYS	H	H	H	H	12
19			VAC. 2 WEEKS			19
26						26
Nov 2	H	H	H	VAC. H 2 WKS H	H	Nov 2
9	H	H	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	VAC. 2 WEEKS H	15
22	VAC. 2 WEEKS			8 WEEKS 39 DAYS		22
Mar 1		VAC. 2 WEEKS				Mar 1
8					8 WEEKS 39 DAYS	8
15	8 WEEKS 39 DAYS					15
22			VAC. 2 WEEKS			22
29						29
Apr 5	H	H	H	VAC. 2 WKS H	H	Apr 5
12		8 WEEKS 39 DAYS	8 WEEKS 39 DAYS			12
19					VAC. 2 WEEKS	19
26				8 WEEKS 39 DAYS		26
May 3	VAC. 2 WEEKS					May 3
10					8 WEEKS 39 DAYS	10
17		VAC. 2 WEEKS				17
24						24
31	H	H	H VAC. 2 WKS.	H	H	31
June 7	8 WEEKS 38 DAYS	8 WEEKS 38 DAYS				June 7
14				VAC. 2 WEEKS		14
21						21
28						28
July 5	H	H	H 8 WEEKS 39 DAYS	H	H VAC. 2 WKS.	July 5
12	VAC. 2 WEEKS			8 WEEKS 39 DAYS		12
19						19
26		VAC. 2 WEEKS			8 WEEKS 40 DAYS	26
Aug 2						Aug 2
9	6 WEEKS 30 DAYS	4 WEEKS 20 DAYS	VAC. 2 WEEKS			9
16			2 WEEKS 10 DAYS			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	

H = Holidays

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



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



A Sample Trimester School Calendar for 1966-67*

Month	Day	Legend	Days of Schooling	
		Trimester I		
September	6	Start of Trimester I	19	
October	3	No School - Teachers Conference	20	
November	11	No School - Veterans Day		
November	24-25	No School - Thanksgiving Day Recess	19	
December	16	Last Day of School in Trimester I	12	
		Number of School Days in Trimester I		70
		Trimester II		
December	19	Start of Trimester II		
December	26-30	No School - Christmas Recess	5	
January	2	School Reopens After Christmas Recess	22	
February	22	No School - Washington's Birthday	19	
March	17	Last Day of School Before Easter Recess		
March	18-26	No School - Easter Recess	18	
March	27	School Resumes		
April	7	Last Day of School in Trimester II	5	
		Number of School Days in Trimester II		69
		Trimester III		
April	10	Start of Trimester III	15	
May	30	No School - Memorial Day	22	
June			22	
July	3-4	No School - Independence Day Recess		
July	20	Last Day of School in Trimester III	12	
		Number of School Days in Trimester III		71
		Total Number of School Days in 1966-67		210

*Adjustments in opening or closing period may be made to conform with local industrial or business vacation patterns.

A Sample Calendar for a Consecutive Quadrimester for 1966-67*

Month	Day	Legend	Days of Schooling	
		Quadrimester I		
September	1	School Open for Students		
September	5	No School - Labor Day	21	
October	3	No School - Teachers Conference	20	
November	11	No School - Veterans Day		
November	17	Last Day of School in Quadrimester I	12	
		No. of School Days in Quadrimester I		53
		Quadrimester II		
November	18	First Day of Quadrimester II		
November	24-25	No School - Thanksgiving Recess	7	
December	23	Last Day of School Before Start of Christmas Recess	17	
December January	24-1	Christmas Recess		
January	2	School Reopens After Christmas Recess	22	
February	10	Last Day of School in Quadrimester II	8	
		No. of School Days in Quadrimester II		54
		Quadrimester III		
February	13	First Day of Quadrimester III		
February	22	No School - Washington's Birthday	11	
March	24	No School - Good Friday	22	
April	28	Last Day of School in Trimester III	20	
April May	29-7	No School - Spring Recess		
		No. of School Days in Quadrimester III		53
		Quadrimester IV		
May	8	First Day of Quadrimester IV		
May	30	No School - Memorial Day	17	
June			22	
July	3-4	No School - Independence Day Recess		
July	21	Last Day of School in Quadrimester IV	13	
		No. of School Days in Quadrimester IV		52
		Total No. of School Days in 1966-67		212

*Recommended Quadrimester Calendars may provide a week's vacation between each quarter, to give teachers and students an essential break between work periods.

A Sample Calendar for a Modified Summer School Year Program - 1966-67*

Month	Day	Legend	Days of Schooling	
September	6	Children Return to School		
September	15	Rosh Hashonah - Optional	18 - 19	
October	3	No School - Teachers Conference	20	
November	11	No School - Veterans Day		
November	24-25	No School - Thanksgiving Recess	19	
December	23	Last Day of School Before Christmas Recess	16	
December - January	23 - 1	No School - Christmas Recess		
January	2	School Reopens	22	
February	13	No School - Lincoln's Birthday		
February	22	No School - Washington's Birthday	18	
March	24	No School - Good Friday		
March - April	25 - 2	Easter Recess	17	
April	3	School Reopens	20	
May	29-30	No School - Memorial Day Recess	21	
June	16	Last Day of School for Regular School Year	12	
		Number of Days in Regular School Year		183 - 184
June	19	First Dsy of Modified Summer School Session	10	
July	3-4	No School - Independence Day Recess		
July	5	School Reopens	19	
August	8	Last Day of Classes	6	
August	9-10	Regents Examination Days	2	
		Number of Days of Schooling in Summer Segment		37
		Total Number of Days in School Year		220 - 221

*A six, seven or eight week summer session may follow the regular school year. This session may begin immediately after the end of the regular school year or it may begin after a week's vacation.

APPENDIX B

The "E" Term Concept

The "E" term concept was originally devised to offset any problems of unbalanced enrollment during the third term in a trimester plan and the fourth term in a quadrimester plan. Through utilization of the "E" term concept, portions of the school day or week are singled out to be used for enrichment studies, vocational education, or the strengthening of fundamental skills. In other words, the maximum utilization of the school year, i.e., stable enrollments in every school year subdivision, is insured when the additional time provided by extended school year programs is doled out during the year in the form of class periods or semesters.

Normally, a four year high school program consists of eight semesters. A three year trimester program calls for the completion of eight semesters in nine trimesters. One trimester equals potential "E" term time, i.e., school policy may allow its use in the form of a "free" trimester or ration it throughout the three years. This time can be used to aid school officials to individualize programs. For example, if a student has a reading problem after sixth grade, the first term of his seventh grade can be designated as an "E" term used solely for the purpose of strengthening the student's reading skills. He then can take other seventh grade non-reading courses, delaying those courses that are dependent upon reading until his reading improves. Other suggestions for "E" time use by New York State, in a report on extended school year designs, include: spreading a chemistry course over three trimesters through the use of an "E" term to aid slow learning students, the "E" term could allow students to lighten their academic loads, and "E" terms could be used by some students to gain work experience.

APPENDIX C

Advantages and Disadvantages of the Staggered Four Quarter Plan*

The National Education Association, in The Rescheduled School Year, prepared the following list of advantages and disadvantages of the staggered four-quarter plan:

Advantages

1. The school plant and other equipment are not idle for one-fourth of the year.

2. Fewer school buildings are required, thus effecting economies in school construction, debt service, and insurance premiums.

3. Theoretically, the same school plant, staffed by the same number of personnel, provides for the education of 25 per cent more pupils.

4. It eliminates the need for double sessions in overcrowded school systems.

5. Fewer books, less equipment, and the like are needed at any one time.

6. The pupil's work is evaluated more often.

7. A pupil who has failed may repeat only the quarter failed rather than the entire semester or year.

8. The pupil who has been absent for an extended time may re-enroll in the quarter or quarters missed, instead of making up the entire semester or year.

9. Teacher status is raised. Teachers receive more pay if they work all four quarters, and need not seek summer employment outside the school system.

10. Fewer teachers are required, thus relieving pressure of the teacher shortage.

11. More pupils may be able to find vacation employment, because only one-fourth as many youth are seeking jobs at any one time.

12. More pupils may be able to participate in extracurricular activities.

*The Rescheduled School Year, Research Division, National Education Association, pp. 14-15.

Disadvantages

1. Many studies have shown that the cost of operating a rotating four-quarter school is greater than the cost of constructing and operating a traditional nine- or ten-month school.

2. In many sections of the country, summer attendance would require air-conditioned schools, thus adding to costs.

3. Maintenance of the school plant without disturbing school sessions is difficult because schools are constantly in session. Major cleaning and repair of buildings may have to be done at night, or on weekends, thus requiring overtime pay and adding to costs.

4. Accelerated replacement of textbooks and other instructional materials would offset any savings resulting from a decrease in the number in use at any one time.

5. A minimum school enrollment must be maintained so that each class has a teacher and so that class sizes may be fairly uniform. This is difficult, and combination classes and fluctuating class sizes may result.

6. Before the plan could become self-sustaining, one-fourth of the students would have to attend school continuously for 18 months.

7. Time is wasted when pupils must adjust to new classmates, schedules, and teachers several times a year.

8. Pupil transfers to and from traditional nine- and ten-month schools in other districts are difficult.

9. Coordinating and planning for extracurricular activities, which are often geared to seasons (e.g., sports, music, drama), are difficult. The quality of performance in extracurricular activities may decrease.

10. Because school busses are in use year-round, their maintenance and overhaul is difficult.

11. Because the density of pupils from any given area is reduced, the per-pupil transportation costs increase. (The countering argument is that all children from one neighborhood may be assigned the same schedule.)

12. Teachers' mental and physical health may not withstand the pressure of year-round employment.

13. Summer study and travel for teachers would be eliminated. (The countering argument is that teachers may be given more sabbatical leaves.)

14. Many parents dislike the thought of children taking vacation during unconventional seasons of the year. Family vacations may be disrupted.

15. It is thought that winter is no time for a child's vacation. For many pupils, summer camp and other experiences would be eliminated. (The countering arguments are: the child would be able to participate in other seasonal activities, such as winter sports, or pupil vacation quarters may change from year to year. The latter, however, would require pupils to be in attendance over more than three consecutive quarters.)

16. Truancy and delinquency might increase since the one-fourth of pupils on vacation might tend to influence those in school to skip classes. Also, teachers would not be available to conduct the equivalent or extended summer sessions for pupils on vacation.

17. Community agencies which "gear up" for summer programs and services would have to maintain their programs year-round, thus adding to their costs.

APPENDIX D

Elaboration on Selected Extended School Year Plans

Continuous Progress Plan

The concept of an ungraded class is inherent in the successful implementation of the continuous progress plan. The elementary school with kindergarten is considered a seven-graded school. Under the continuous progress plan, the entire elementary curriculum would be taught in six extended years or levels. A learning level includes the entire scope of work covered in a year, which may be a combination of grades.

The continuous progress plan does not provide more days than the 180-day program if it is limited to the saving of one year in the seven-year sequence. This occurs because after each of the six levels, there are thirty days devoted to additional study, resulting in an extra 180 days. The pupil who is starting his third year of school will enter level three instead of grade two. At this point, he has probably already concluded sixty days of second grade work.

Adjustment year costs can be decreased sharply through the introduction of a new program to one new class grade each year. Thus, a new continuous school year program may start with the kindergarten and first grade children. They may attend school for the full 210 days, while the pupils in the other grades continue to work through the normal 180-day school calendar. In each succeeding year, a new class or grade is introduced to the program until the entire school has adopted a lengthened school year program. This would result in savings in adjustment year costs.

The New York State Education Department, in a report on extended school year designs, projects an increase of 3.6 per cent in total expenditures if the continuous school year program is introduced on the elementary school level. After six years, new savings would approximate 5 to 6 per cent of the total operating expenditures of the given school budget. The gradual approach to the continuous school year plan would result in decreased adjustment year costs due to the fact that cost increases result from the increase in teachers' salaries for another month's services. The number of teachers involved in the transition period would have a direct bearing on total adjustment year costs that have to be carried.

A good continuous school year program for elementary children does not depend upon a division of the school year into semesters, trimesters, or quadrimesters. For example,

a school year beginning on August 17, providing for all major holidays plus Christmas and spring recess, would close for summer vacation on June 30. The number of actual days would be 211, an increase of 31 over the present school year calendar. This provides for a summer vacation of approximately six weeks.

Trimester Plan

The recommended trimester program calls for a 70-day trimester and a 210-day year. To equalize class time during the trimester, it is recommended that the length of the school period be increased in proportion to the amount of days spent in the trimester. For example, with the trimester of seventy days, a recommended increase of the class periods is eleven to twelve minutes. The "E" terms provided for in the trimester program are not designed for further acceleration. It is recommended they be used for broadening and enriching the curriculum to help consolidate learning.

The term "adjustment year" refers to the first two years of trimester operations. It is the transition period during which the students, teachers, and school administration accept some change of established routine. The district must be prepared to face an increase in the current expense budget for the first adjustment year. The increase will approximate 2 per cent for a four-year trimester plan and 3 per cent for a six-year trimester plan. (Extended School Year Designs, the University of the State of New York, State Department of Education.)

Savings are greater and overall costs are less with a three-year trimester plan than with a four or five-year trimester plan. Therefore, the New York State Education Department recommends that if money is the critical factor in the institution of a new trimester program, preference should be given to the three-year over the four- or five-year trimester plan. Because the three plans involve different enrollments, the cost of the adjustment year increases in proportion to the number of teachers required for the students in the additional grades included in three-, four-, and five-year trimester plans. If one assumes that each secondary school class has an equal number of teachers, say ten per class, the adjustment year costs for extra teachers' salaries, teacher retirement charges, and other fringe benefits will be based on the following proportions:

1. Three-year trimester design applied to four present grades (nine-twelve) will require some extra service from 75 per cent (thirty of the secondary school staff (fifty).

2. The four-year trimester design applied to five present grades (eight-twelve) will require service from 80 per cent (forty) of the total secondary school staff (fifty).

3. The five-year trimester design applied to six present grades (seven-twelve) will require extra service from 83 per cent (fifty) of the secondary school staff (sixty). (Extended School Year Designs, University of New York, State Department of Education.)

The three trimester plans become self-sustaining after the first year, because fewer staff members are needed once the new trimester flow pattern goes into effect. This could result in a savings of approximately 6 per cent with a five-year trimester plan and a 17 per cent savings with a three-year trimester plan. Permanent reduction in pupil enrollments should be realized at the end of the fourth trimester, or one and one-third years after the program has begun. This should result in the release of classrooms and teachers. These savings will eventually be reflected in terms of potential savings and capital outlay in debt service charges due to the fact that less school building construction will be necessary.

A sample trimester school calendar is planned to start with trimester I, September 6, and ending December 16. Trimester I would include seventy days of schooling. December 19 would be the start of trimester II, ending April 7 and including 69 days of schooling. Trimester II would provide both Christmas recess of one week and Easter recess of slightly over one week. Trimester III would begin April 10 and conclude July 20, with seventy-one days of school, resulting in a total of 210 days spent in school. This would leave students six weeks of summer vacation.

The disadvantage of the trimester school plan would be the adjustment necessary by school administrators in designing curriculum changes to accommodate the students in school over the lengthened period of time, thus allowing for grade changes varying with the individual students. The advantage is a short adjustment period while allowing the students one, two, or three "E" terms in which to take enrichment courses and/or remedial work.

Quadrimester Plan

The quadrimester plan is most readily applicable to secondary schools. The adjustment year costs for the quadrimester plan would be about the same for those shown for the trimester adjustment year; thus, an increase of 2 per cent may be expected for the three-year quadrimester plan and 3 per cent for the five-year quadrimester plan. This is due largely to additional salaries and pension costs for an eleven-month service. The three-year quadrimester program will be completely self-sustaining after one year of operation. The four-year quadrimester program will be considered self-sustaining after the first adjustment year; in the five-year quadrimester program, after two adjustment years. The cost of the second adjustment year would be lower.

Savings in expenses can be expected from each of the three quadrimester designs during the third year of their operation. After the end of the first term of the third year, school systems employing the quadrimester program would find a reduction in pupil enrollments. Consequently, a permanent reduction in the number of teachers and classrooms can be counted in two and one-fourth years. The same number of classrooms are saved under the quadrimester program as in the trimester program. In both designs, the number of classrooms saved are in proportion to the number of pupils in the highest class of the school. The graduation of this class releases the classroom and special facilities ordinarily assigned to it.

The quadrimester calendar will divide the school year into four equal segments, with each segment ranging from 51 to 55 days in length. Ideally, the calendar would give the pupils and teachers a week's recess at the end of each quarter, the summer vacation following the fourth. A sample calendar for the quadrimester plan would find quadrimester I beginning September 1 and concluding November 17: 53 days of schooling. Quadrimester II would begin November 18 and end Febraruy 10, with 54 days of schooling; Quadrimester III opening February 13 and ending May 7, with 53 days of schooling; and Quadrimester IV beginning May 8 and ending July 21, with 52 days of school. This calendar includes vacation time for all major holidays, Christmas, and Easter, and also provides for approximately five weeks of summer vacation.

Extended K-12 Plan

The extended K-12 school calendar eliminates the problem in the continuous progress plan of too great a bulk of students entering the sixth and seventh grades simultaneously. An advantage of the extended K-12 plan is that only four to five years will be used to save the year necessary for the reduction of pupil enrollments, and the subsequent potential monetary gains. Seven or eight years will be required to enable the student to engage in broader programs of studies. With a school calendar of 205 days, the student can expect to accumulate an additional 350 days of total schooling over a twelve-year period. With regard to dropouts, this accumulative gain is especially important. First, pupils' attitudes and behavior will be influenced by the longer school year at the primary level if time is used wisely by the teachers. Second, when he reaches legal age to withdraw from school, there is a greater likelihood that the student will continue with school to the completion of twelve years.

Multiple Trails Plan

The multiple trails plan is based on a new daily time schedule. Instead of class periods as we presently know them, the school day is subdivided into time modules. For example, each module would be fifteen minutes in length. Class periods would then vary in length from four to six modules each, depending on the desires of the school. Class scheduling could be facilitated through the computerization of schedule processing.

All variations of this plan begin with stage one, which lends to the release of learning time, instructional facilities and learning facilities. The release of learning time or classroom space depends upon the number of periods

classrooms are used and the length of the school day, i.e., where classrooms are used eight periods a day, a 25 per cent increase may be anticipated. Under stage one, a typical teacher load of 29 classes per week, plus five assignments, is reduced to fifteen weekly preparations. Learning time or pupil contacts with teachers may be reduced from six or seven per day to three or four.

Stage two utilizes "E" time to accelerate students. Dollar savings are deferred when "E" time is used in this way. Teacher schedules can be modified here to produce dollar savings in instruction. In stage three, the disadvantaged students' time is rescheduled. Here, "E" time is used to provide additional time to students whose progress has been slow, or who require remedial help, or who desire an opportunity to engage in enrichment activities. Stage four combines the benefits of all other stages. There are two versions--a non-compacted version and a compacted continuous progress version. In the former, acceleration is not an objective; therefore, students work under a non-graded structure for new and higher learning experiences, with minimal time utilization. In the latter, "E" time is used to compact student schedules with the additional time utilized for enrichment or broadening activities.

The multiple trails plan can be used in regular high schools to provide expanded vocational opportunities. Direct work experience or vocational courses can be taken during "E" time. An advantage is that released classroom space is an immediate asset that can provide up to two extra class sessions of courses which normally are limited to a maximum of eight in a given classroom. It can release classroom space to create special resource laboratories, provide learning time to students who cannot complete normal courses in the traditional time allotment, reduce the cost of education to the taxpayers, and expand vocational training.

Present Pupil Schedule - College Preparatory Grade 11

Module	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2	ENGLISH 11	ENGLISH 11	ENGLISH 11	ENGLISH 11	ENGLISH 11
3					
4					
5	AMERICAN HIST. I	AMERICAN HIST. I	AMERICAN HIST. I	AMERICAN HIST. I	AMERICAN HIST. I
6					
7					
8	MATH 11	MATH 11	MATH 11	MATH 11	MATH 11
9					
10					
11	FOR.LANG. III or IV	FOR.LANG. III or IV	FOR.LANG. III or IV	FOR.LANG. III or IV	FOR.LANG. III or IV
12					
13	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
14					
15	"E" TIME	"E" TIME	"E" TIME	"E" TIME	HEALTH
16					
17					
18	PHYS.ED.	CHEMISTRY LAB	HEALTH	CHEMISTRY LAB	PHY.ED.
19					
20					
21	CHEMISTRY	CHEMISTRY	CHEMISTRY	CHEMISTRY	CHEMISTRY
22					
23					
Subjects per day	5 + PE	6	6	6	6 + PE

No. of Free Modules per week 12

Proposed Pupil Schedule - Transition #1

Monday	Tuesday	Wednesday	Thursday	Friday	Time
CHEMISTRY 11	"E" TIME	CHEMISTRY 11	FOR.LANG. III or IV	CHEMISIRY 11	8:30 - 8:47
					8:47 - 9:04
					9:04 - 9:21
					9:21 - 9:38
FOR.LANG. III or IV	FOR.LANG. III or IV	MATH 11	MATH 11	MATH 11	9:38 - 9:55
					9:55 - 10:12
					10:12 - 10:29
					10:29 - 10:46
AMERICAN HIST. I	ENGLISH 11	AMERICAN HIST. I	ENGLISH 11	ENGLISH 11	10:46 - 11:03
					11:03 - 11:20
					11:20 - 11:37
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	11:37 - 11;54
					11:54 - 12:11
PHYS.ED.	"E" TIME	PHYS.ED.	AMERICAN HIST. I	HEALTH	12:11 - 12:28
					12:28 - 12:45
"E" TIME	CHEMISTRY 11	"E" TIME	"E" TIME	"E" TIME	12:45 - 1:02
					1:02 - 1:19
					1:19 - 1:36
					1:36 - 1:53
					1:53 - 2:10
					2:10 - 2:27
					2:27 - 2:44
					2:44 - 3:01
3 + PE	3	3 + PE	4	4	

No. of Free Modules per week 31

APPENDIX E

EXPERIMENTS IN OTHER STATES WITH EXTENDED SCHOOL YEAR PROGRAMS

Nova High School, Fort Lauderdale, Florida, has operated under a trimester plan of varying lengths for six years now. The school year is 226 days for staff and 210 days for students. All students attend for the entire year. The plan does not accentuate acceleration. The following paragraphs will be devoted to listing the advantages and disadvantages of the program as perceived by Nova High School officials.

Advantages:

The students take six solid subjects: English, social studies, science, mathematics, foreign language, technical science, plus physical education, with individual exceptions made.

The students have indicated that even the five to six week vacation they receive under the program tends to become prosiac. Hence, they are inclined to regard the traditional three-month vacation as meaningless.

The extension of the year enables the course content to be enriched and its presentation to be improved. This has been shown to benefit both slow and average learners. In addition, all students are given the usual college preparatory skills plus at least one additional practical skill.

The program also allows for individualization of education to fit the students' needs. For bright students, this means additional time for experimentation. For slow learners, the additional time helps to prevent failures.

Finally, teachers' salaries are increased to a rate comparable to other professional employees.

Disadvantages:

Average and below-average students tend to grow weary towards the end of the year. This is complicated by the fact that other school children are released before Nova children. Therefore, it is advisable to schedule an early opening of school rather than a late ending.

The extended school year interferes with vacation time. This lends itself to scheduling conflicts, as some students must periodically be released. Also, many teachers enter the profession to have a shorter work year, and this presents hiring problems.

Teachers also grow weary of the longer school year. This problem is complicated by the fact that younger teachers desire to return to college to further their education, and older teachers want more time to travel and rest.

The extended school year at Nova is quite expensive. Covering three schools--one high school and two elementary schools--the total expenditures approximate a $300,000 increase over that of the 180-day school year.

Woodstock County School, South Woodstock, Vermont, initiated its four-term plan in 1966. Its original goals were to enable the school to have the responsibility of educating the students year-round; to encourage and enable the students to become involved in non-academic as well as academic pursuits; to restructure the school year, varying vacation possibilities; and to more effectively utilize the school plant.

To accomplish these goals, the school year was divided into four ten-week terms. Students were free to choose any one term for work, study, travel, or leisure. Graduation requirements were revised to accommodate the necessary curriculum and philosophical changes incurred from the restructured school year. A full-time four-term coordinator was hired to administer the program.

The school experienced a variety of unforeseen implementation difficulties during the first years of the plan's inception. However, the general feeling of the people involved with the plan following their most recent evaluation is that it has been successful and could serve as a model for interested communities.

The success of this plan relates especially to small schools experiencing overcrowding problems or a stale educational climate. Woodstock has revised its curriculum and radically altered its school year to the benefit of all concerned, while having a total school population of about 100 students.

APPENDIX F

Costs of a Modified Summer School Project in New York and Available Cost Figures of the Stevenson Plan

Information resulting from pilot projects initiated by New York State to test their extended school year theories has been made available. This information thus far is limited to a modified summer school program that emplasizes acceleration. Nevertheless, the costs of implementing a summer school program should remain fairly constant, even if the acceleration aspect were disregarded. The following information was obtained from the Syosset School District, New York.

The purpose of the pilot project was to test the feasibility of a modified summer school program and the expenses incurred relative to the program costs. Costs included such categories as salaries for professional personnel, employees, and clerical help, additional teacher benefits, books, instructional materials and equipment, transportation costs, and research, statistical and evaluative services and tests. The cost of the Syosset Summer Program has averaged $53,164 over a three-year period, with 87 students actively involved.

The cost of an extended teacher contract program will be greater because, in addition to those teachers involved with summer school, a significant portion of the faculty will also be under contract. Stevenson School District stated that the pay increases incurred due to extended contracts for forty-seven teachers in 1969-70 amounted to $65,036.00. It is reasonable to assume that teachers' salaries, including employee benefits, will amount to 80 per cent of the operating costs of the program. Using this estimate, $81,295.00 approximates the total operating cost of an extended teacher contract program utilizing forty-seven teachers.